Draft Home Economics Statements

The following statements comprise draft statements developed with input from a number of practicing Home Economics teachers in JCSP schools. They are offered as one possible model that teachers may use to approach the new Junior Cycle Home Economics Specification. They will be adjusted over time based on feedback from teachers in JCSP schools.

The new Home Economics Specification may be accessed in full at www.curriculumonline.ie.

In addition, support for teaching of the Junior Cycle Specification may be accessed through the Junior Cycle for Teachers (JCT) Home Economics team at www.jct.ie.

It is important to note that the statements below offer a sample approach for the creation of Junior Cycle Home Economics statements. They do not cover all of the learning outcomes which are expected to be taught in the new junior cycle course.

December 2018
**Area of Experience: Home Economics**

At Junior Certificate level I can:

<table>
<thead>
<tr>
<th>HEJC1</th>
<th>I can apply practical life skills in everyday living - DRAFT</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEJC2</td>
<td>I can recognise my responsibilities to my family and society - DRAFT</td>
</tr>
<tr>
<td>HEJC3</td>
<td>I can make informed decisions that have a positive impact on my health and wellbeing - DRAFT</td>
</tr>
<tr>
<td>HEJC4</td>
<td>I can be resourceful and live sustainably - DRAFT</td>
</tr>
<tr>
<td>HEJC5</td>
<td>I can apply decision making skills to live independently - DRAFT</td>
</tr>
</tbody>
</table>

3 **Child Care**
   - Describe and demonstrate the practice skills needed to care for a baby

4 **Child Development**
   - Describe the basic physical, mental and emotional development of the young child and relate the to a social context

5 **Food Studies and Culinary Skills 1**
   - Plan, prepare, cook and present simple, well-balanced meals for individuals and groups

6 **Food Studies and Culinary Skills 2**
   - Plan, prepare, cook and present simple, well-balanced meals for individuals and groups

7 **Textiles**
   - Work with fabrics and practice the skills needed for producing two finished pieces

8 **Personal Hygiene**
   - Understand and recognise the need for personal hygiene practices

9 **Design and Craft Work – Design and Assembly**
   - Work with a range of textile materials to design and assemble a piece of work

10 **Childcare Project**
    - Describe the basic physical, mental and emotional development of the young child

| Work begun | Work in progress | Work completed |
I can apply practical life skills in everyday living

I can:

- Prepare myself and my work area before I start to cook, for example, wash hands, put on an apron and set up my unit
- Weigh and measure food accurately
- Follow a recipe
- Prepare foods from the food pyramid following the correct method, for example washing, peeling, chopping, dicing, grating, slicing, mixing, kneading, rolling
- Wash up, dry up and leave the space ready for the next person
- Use creativity in designing/presenting food and textile items
- Demonstrate basic hand/machine sewing
- Demonstrate ways that fabrics can be decorated
- Make and evaluate a food/textile item/s
- Use feedback to help my learning

Reflecting on my learning...

One thing I did well...

One thing I might improve...

I really enjoyed......because...
I can recognise my responsibilities to my family and society

**Statement code no. HEJC2**

I can:

<table>
<thead>
<tr>
<th></th>
<th>I have begun</th>
<th>I am working on this</th>
<th>I can</th>
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</thead>
<tbody>
<tr>
<td>This has been demonstrated by my ability to:</td>
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<tr>
<td>1. Identify the different forms of the family</td>
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<td>✔️</td>
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<tr>
<td>2. Give examples of the roles and responsibilities people have in families</td>
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<td>✔️</td>
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<tr>
<td>3. Recognise the factors that create healthy relationships</td>
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<tr>
<td>4. Understand my role in creating a safe and hygienic home</td>
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<tr>
<td>5. State factors that affect food choices for individuals &amp; families</td>
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<tr>
<td>6. Plan menus for a family event/special occasion</td>
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<tr>
<td>7. Prepare, present and evaluate healthy dishes for the family</td>
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<td>✔️</td>
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</table>

**Reflecting on my learning...**

One thing I did well...

One thing I might improve...

I really enjoyed......because...
I can make informed decisions that have a positive impact on my health and wellbeing

Statement code no. HEJC3

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This has been demonstrated by my ability to:

1. Identify the nutrients and know why they are important to me
2. List the healthy eating guidelines
3. Describe the food pyramid
4. Research ways to be more healthy
5. Investigate healthy meals for an individual or family
6. Suggest ways to modify/change a recipe to make it healthier
7. Identify healthy cooking methods
8. Research and present to my class a suitable menu (dish) for a special diet
9. Prepare a room design
10. Identify the role of textile crafts as a leisure activity

Reflecting on my learning...

One thing I did well...

One thing I might improve...

I really enjoyed......because...
I can be resourceful and live sustainably

I can:

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</table>

This has been demonstrated by my ability to:

1. Avoid wasting food, water and energy at school and in the home
2. Identify household waste items that can be reduced, reused or recycled
3. Research and present to my class actions that can be taken to protect the environment
4. Discuss factors that affect clothing choices
5. Use household cleaning agents and equipment resourcefully
6. Show ways that textiles items can be repaired or upcycled

Reflecting on my learning...

One thing I did well...

One thing I might improve...

I really enjoyed......because...
I can apply decision making skills to live independently

Statement code no. HEJC5

I can:

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This has been demonstrated by my ability to:

1. Read labels on packaging to make informed decisions

2. Compare the cost of a shop bought product to the cost of a homemade product

3. State my rights and responsibilities as a consumer

4. Make responsible decisions when shopping on a budget

5. Make and follow a budget for spending

6. Follow textile care symbols

Reflecting on my learning...

One thing I did well...

One thing I might improve...

I really enjoyed......because...
Childcare

At Junior Certificate level the student can:

Describe and demonstrate the practical skills needed to care for a baby

**Learning Targets** - This has been demonstrated by your ability to:

1. Outline conception, gestation and birth of a baby
2. Describe the different stages of pregnancy
3. List the steps to follow for a healthy pregnancy
4. List the essential equipment needed for a new baby
5. Choose suitable clothing for a baby
6. Explain the advantages and disadvantages of breast and bottle feeding
7. Sterilise and prepare a baby’s bottle
8. Plan a healthy, balanced diet for a baby at different stages of development, e.g. weaning, one year old
9. Suggest the steps to follow to create a safe environment for a baby
10. Demonstrate the safe handling of a baby for example feeding, changing, bathing and dressing
11. Explain the importance of immunisation and name some of the injections needed
12. Identify the emotional and physical needs of a young baby, for example love, security, comfort and stimulation
13. Name some of the people and services which can help parents cope with a young baby

Refer also to: English, Maths, Physical Education, Civic Social and Political Education, Science
At Junior Certificate level the student can:

Describe the basic physical, mental and emotional development of the young child and relate these to a social context

Learning Targets - This has been demonstrated by your ability to:

1. Describe the conception, gestation and birth of a baby
2. Describe different stages in the physical development of a young child
3. Describe different stages in the mental development of a young child
4. Describe different stages in the emotional development of a young child
5. Give examples of some of the special needs with which some children are born. Give different examples of family structures, for example, single parents, nuclear and extended
6. Describe some of the roles people have in families
7. Suggest ways in which family structures can change
8. Explain some of the legal duties family members have, for example parents to support, protect and educate children
9. List some of the formal and informal support services which can help people cope with family life

Refer also to: English, Maths, Physical Education, Civic Social and Political Education, Science
At Junior Certificate level the student can:

Plan, prepare, cook and present simple, well-balanced meals for individuals and groups

**Learning Targets** - This has been demonstrated by your ability to:

1. Follow a simple recipe
2. Weight and measure foods using the correct equipment for example, scales, jug, cup and spoon
3. Prepare food, for example wash, peel, chop, dice, grate, slice
4. Follow the basic steps for hygienic handling of food
5. Practise oven cooking i.e. baking, roasting, microwave and casserole
6. Practise hob cooking i.e. frying, boiling, poaching
7. Practice grilling and / or barbecue
8. Choose the correct kitchen utensils for different tasks
9. Follow the basic steps for keeping the kitchen clean
10. Be aware of the nutrients and the five food groups
11. Plan a meal for a group keeping a balance between the five food groups
12. Plan and prepare meals for different between the live food groups
13. Wash, dry and put away dishes / utensils leaving the work unit ready for the next person
14. Prepare, present and evaluate finished dishes for individuals and groups
15. Summarise the main guidelines for healthy eating
16. Choose the appropriate temperature for individual dishes
17. Use kitchen equipment safety
18. Evaluate preparation and food handling skill

**Refer also to:** English, Maths, Physical Education, Science, CSPE, ESS
At Junior Certificate level the student can:

Plan, prepare, cook and present simple, well-balanced meals for individuals and groups

Learning Targets - This has been demonstrated by your ability to:

1. Be aware of “No!” list of nutrients found in foods
2. List the five food groups / know the pyramid
3. Prepare a meal for an individual / couple
4. Prepare a meal for a group of three or more
5. Plan a meal for two of the following four groups of people: children, teenagers, vegetarians, elderly people
6. Evaluate finished dishes for individuals / groups
7. Know the healthy eating guidelines
8. Compare a convenience product with the homemade equivalent
9. Examine a range of food labels in relation to healthy eating
10. Produce a range of dishes (using meat, vegetables, fruit, milk and cheese) from the shelves of the food pyramid
11. Show a basic knowledge of theory related to above dishes (i.e. effects of heat on milk, meat, cheese / the percentage of nutrients in each dish) groups
12. Plan a meal for an individual keeping a balance between the five food groups

Refer also to: English, Maths, Physical Education, Science, CSPE, ESS
At Junior Certificate level the student can:

Work with fabrics and practise the skills needed for producing two finished pieces

Learning Targets - This has been demonstrated by your ability to:

1. Identify different fabrics and tell the difference between synthetic and natural fibres
2. Identify the purposes for which different fabrics are best used
3. Explain how to care for different fabrics and recognise the care label symbols
4. Correctly use a measuring tape
5. Take body measurements accurately
6. Join fabrics using simple hand stitches
7. Use sewing equipment correctly, for example scissors, pins and tailor’s chalk
8. Correctly thread, use and control a sewing machine safely
9. Join fabrics using a sewing machine
10. Use an iron safely
11. Lay out and cut out an item from a simple pattern
12. Make up a simple item of clothing
13. Make up a simple household item
14. Recycle fabrics e.g. use old denims to make bag, old jumper to make wool hat

Refer also to: English, Maths, Physical Education, Science, CSPE, Science

Work begun  ○ ○ ○ | Work in progress  ○ ○ ○ | Work completed  ○ ○ ○
At Junior Certificate level the student can:

Understand and recognise the need for personal hygiene practices

Learning Targets - This has been demonstrated by your ability to:

1. Wash hands and nails correctly
2. Have clean hair and appropriately tied back
3. Have clean apron
4. Choose correct products for basic hygiene
5. Describe how to wash hair
6. Describe how to clean hair brush and comb
7. Recognise importance of washing hands before handling food, after using toilet, after touching face and hands
8. Recognise importance of wearing clean underwear and frequency of change
9. List the consequences of poor hygiene, health and food contamination
10. Recognise suitable footwear for use in kitchen

Refer also to: English, Maths, Physical Education, Science, CSPE, Science

Work begun | Work in progress | Work completed
At Junior Certificate level the student can:

Work with a range of textiles materials to design and assemble a piece of work

Learning Targets - This has been demonstrated by your ability to:

1. Name 5 textile based crafts
2. Research one craft
3. List of stages of the design process
4. Choose the appropriate textile for the chosen craft
5. Cut textiles safety using the correct tools
6. Shape textiles safety using the correct tools
7. Produce sketch drawings of the pieces of work
8. Transfer markings correctly onto textiles
9. Assemble the craft item
10. Compile a written report of the process followed
11. Evaluate finished product

Refer also to: English, Maths, Physical Education, Science, CSPE, Science
At Junior Certificate level I can:

Describe the basic physical, mental and emotional development of the young child

Learning Targets I can...

1. Describe the conception, gestation and birth of a baby
2. Describe the development of a baby during pregnancy
3. List the steps to follow for a healthy pregnancy
4. Describe the physical development of a child up to 1 year
5. Describe the mental development of a child up to 1 year
6. Describe the emotional development of a child up to 1 year
7. Explain the advantages and disadvantages of breastfeeding a baby
8. Explain the advantages and disadvantages of bottle-feeding a baby
9. Compile a checklist to be given to the parent of a child to compare their physical, mental and emotional development with the research findings.

Refer also to: English, Art, Religious Education, Science, SPHE, Cross Curricular