Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Critical thinking, media literacy and futures thinking in the Home Economics Classroom

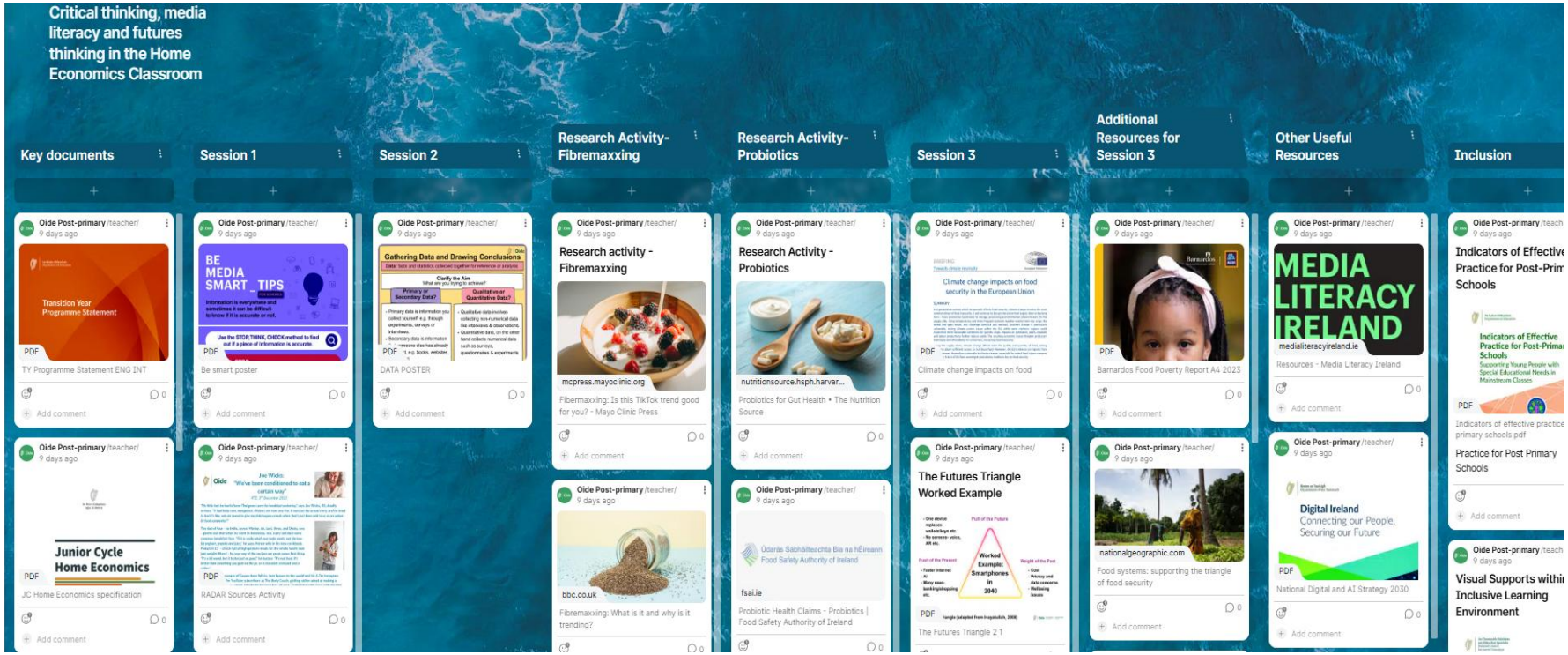
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Today's Schedule

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Session 1	9:15 – 11:00
Break	11:00 – 11:20
Session 2	11:20 – 13.00
Lunch	13:00 – 14:00
Session 3	14.00– 15:30

Padlet Link



https://tinyurl.com/3spmyzsy

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Learning together, we will…



develop an awareness of the skills of critical thinking when using media literacy to support evaluation of sources relevant to Home Economics.

Continuum of Learning

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Junior Cycle



Senior Cycle



Reflection

What words come to mind when you think of the term ‘critical thinking’?

Reflecting on your Senior Cycle Home Economics students, how are you currently supporting the development of critical thinking skills?



Critical Thinking Skills Using Media Sources

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‘Moving home was a shock... but we couldn’t save while renting’ – teacher (29) on living with parents



Teacher Kate O’Brien and her partner are living with her parents in Ashtown, Co Dublin. Photo: Steve Humphreys

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One in four young men agree with Andrew Tate’s views on women, poll finds

Exclusive: Campaigners say the influencer is a ‘legitimising force’ for misogynistic ideas

Maya Oppenheim Women’s Correspondent
Monday 22 May 2023 08:25 BST

65 Comments

Criticism over lack of gender balance in new Cabinet

Updated / Thursday, 23 Jan 2025 22:43



Questions to consider in pairs:

- What does the headline imply?
- What do students need to think about before reaching a conclusion?

Time: 10 minutes

Pause for Thought

What is Media Literacy?



What is Media Literacy?

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Media Literacy refers to the skills that enable individuals to critically access, analyse, evaluate, and create content across diverse platforms. It helps discern bias, recognise information, resist hate speech, and actively engage in civic life, promoting informed decision-making in today's complex digital world.

UNESCO (2026)

Information Terms



Consider what is the difference between malinformation, misinformation and disinformation.

Shout Out UK (2020)

Media Literacy in the Home Economics Classroom

Disinformation: This is information that is false and deliberately created to harm a person, a social group, an organisation or a country.

Misinformation: This is information that is false, but not created with the intention of causing harm.

Malinformation: This is when accurate information is shared to cause harm, often by moving private information into the public sphere, such as secrets or private images.

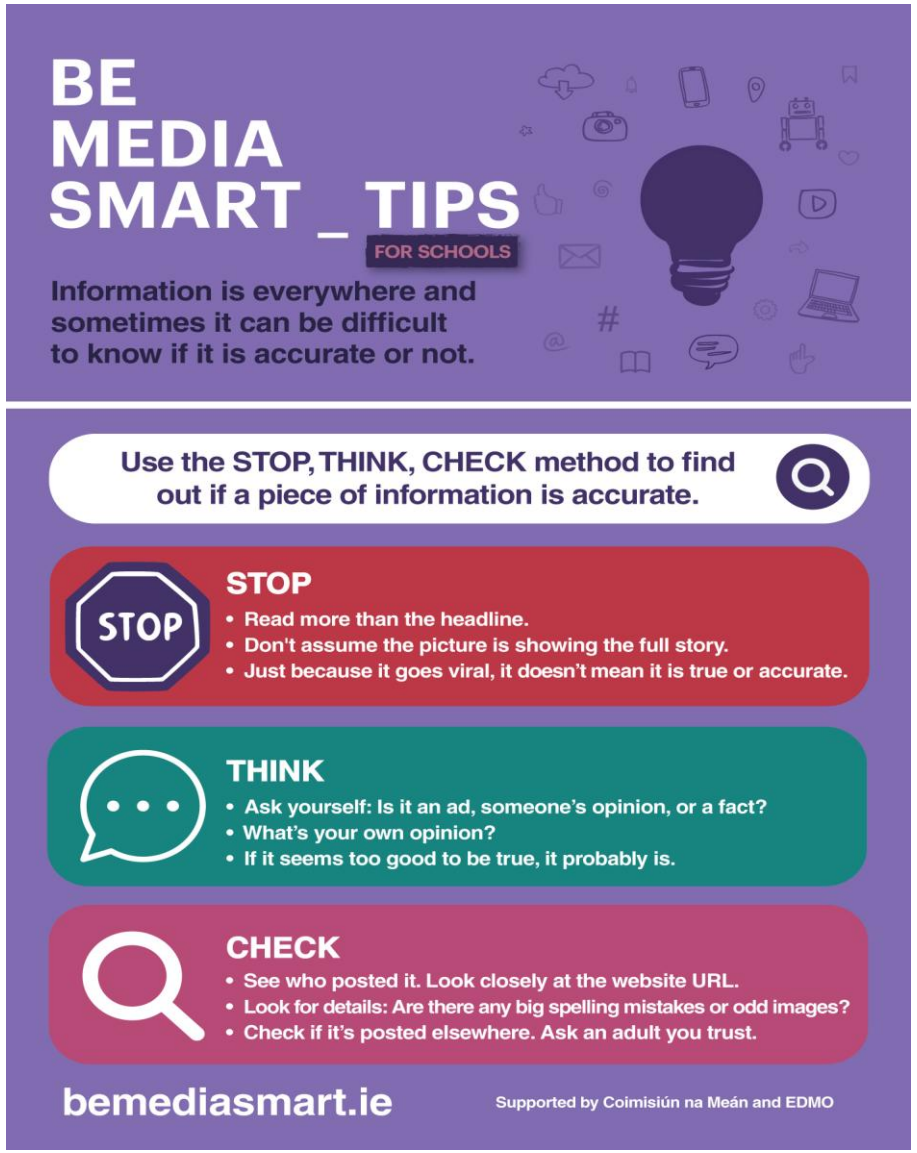
(National Counter Disinformation Strategy, 2025)

Why is it important for us as Home Economics teachers to be aware of these terms?

Where might we encounter them in our classrooms?

A Possible Approach

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Be Media Smart

https://tinyurl.com/3spmyzsy

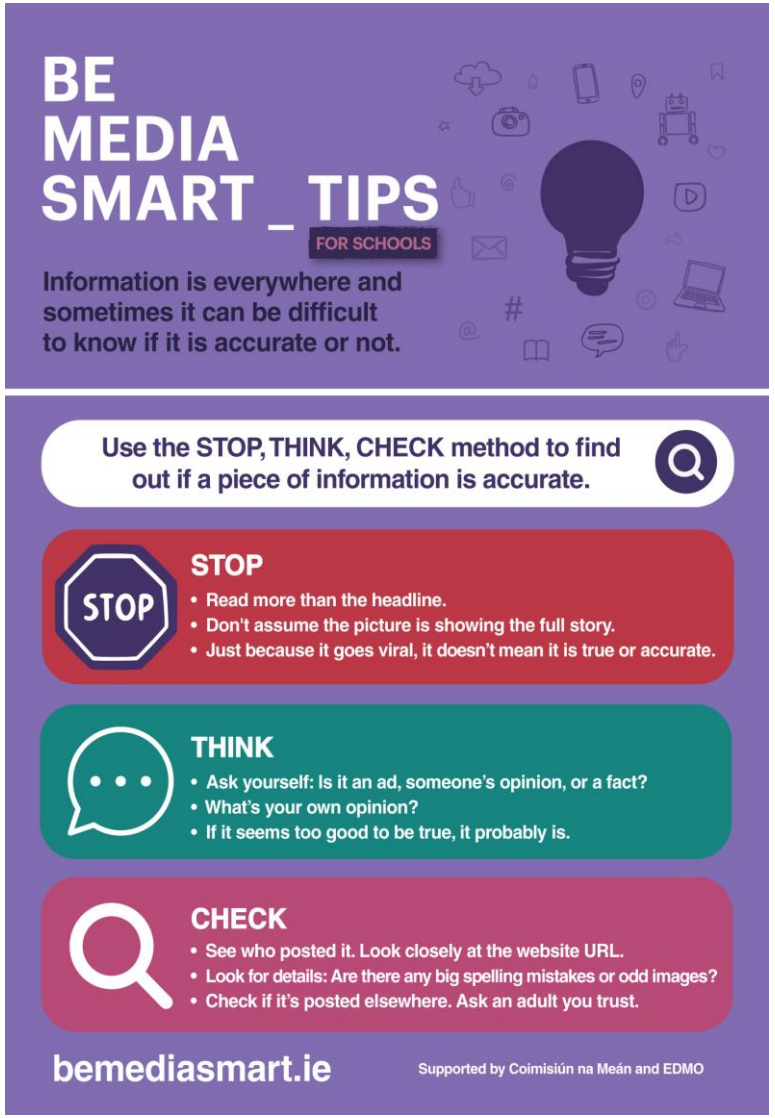
Think, Pair, Square, Share

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Discuss examples where you were unsure whether something you saw or read was true or false, real or fake. Consider:

- What was the topic?
- What was the mode and format of communication? e.g., text, image, video, news article, ad, meme.
- Reasons why you were unsure about the accuracy of information.

Time: 10 minutes



Evaluating Sources - RADAR

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- **Rationale:** Why does this information exist?
- **Authority:** Is the person/organisation qualified?
- **Date:** Is it current?
- **Accuracy:** Is it supported by evidence?
- **Relevance:** Is it appropriate?

Adapted from Mandalios (2013)

Which Source Would You Trust?

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You have been assigned sources of information relevant to Home Economics.

In your group:

- Review the sources.
- Discuss what makes them trustworthy.
- Use RADAR to support your discussion.

Time: 20 minutes

https://tinyurl.com/3spmyzsy



Evidencing the Learning in the Home Economics classroom

What made a source **trustworthy**?

Which RADAR criteria did you **prioritise**?



Evaluating Sources - R

Rationale: Why does this infor

Authority: Is the person/organi ed?

Date: Is it current?

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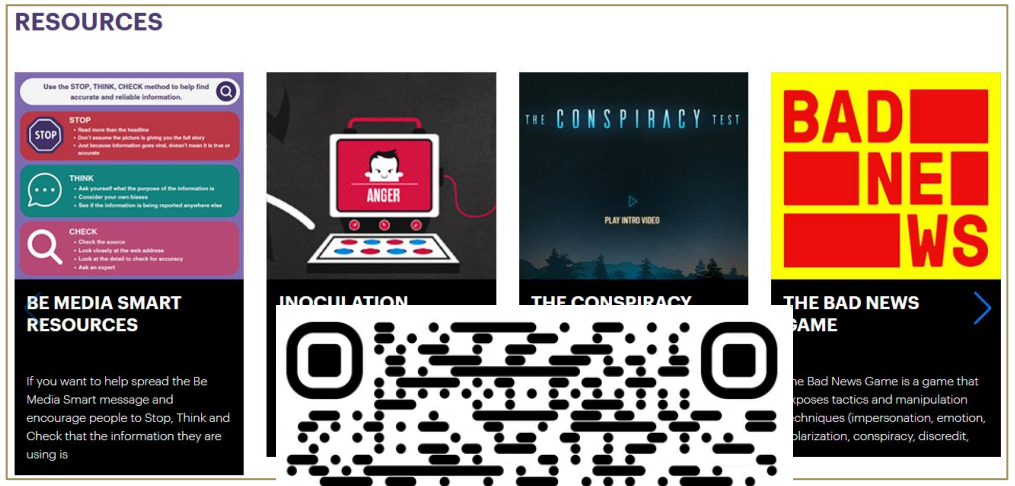
Relevance: Is it appropriate?

Adapted from Mandalios (2013)



Further supports

Media Literacy Ireland have a list of ‘Be Media Smart’ resources designed to combat disinformation



Webwise run a programme called ‘Connected’, specifically designed for teachers of the Junior Cycle Digital Media Literacy Short Course.

‘Connected’ aims to empower young people to be effective, autonomous and safe users of technology and online media.



https://tinyurl.com/3spmyzsy

Learning together, we…



developed an awareness of the skills of critical thinking when using media literacy to support evaluation of sources relevant to Home Economics.

Break



Learning together, we will…



consider critical thinking and what research looks like in the Senior Cycle Home Economics classroom.

Research in the Senior Cycle Home Economics Classroom



What do you expect your students to know and be able to do before they undertake research?



What opportunities would students previously have had to learn about the process of research?



What scaffolds could you use to help students with the research process?

Exploration of Data Terms

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Data

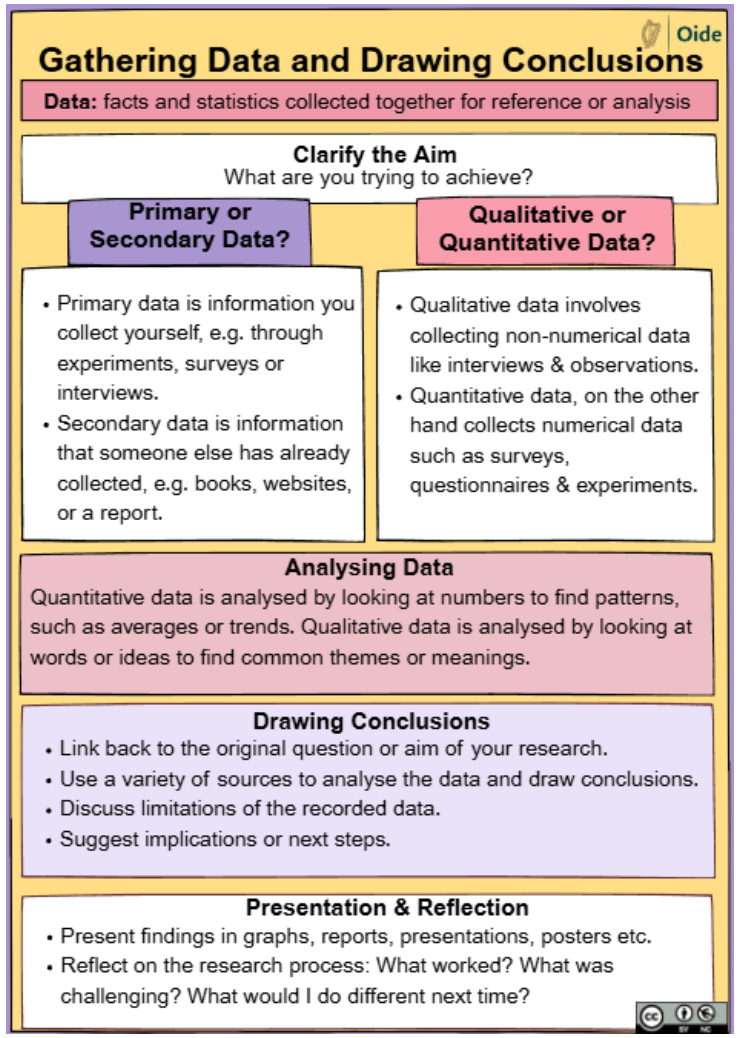
Primary Source

Quantitative

Patterns/ Trends

Secondary Source

Qualitative



Research in Action – Food Trends

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Fibremaxxing

Probiotics

Research in Action: Food Trends

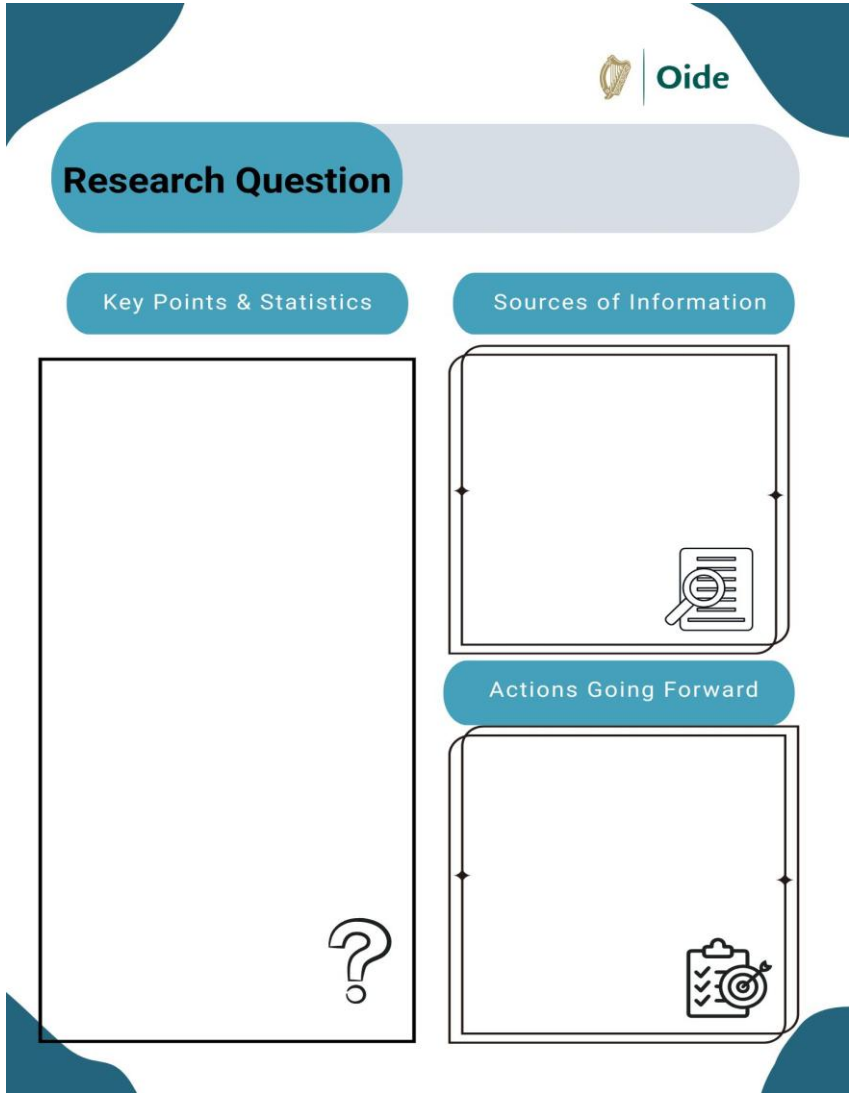
You have been given 2 current food trends:

1. Fibremaxxing
2. Probiotics

In your group:

- Choose 1 food topic.
- Research using the prompt sheet.

Time: 20 minutes



What are Practical Perennial Problems?

Practical perennial problems are concerns endured from generation to generation by families, both locally and globally, which require thoughtful action and reflective, critical decision-making skills to resolve (p.26).

(NCCA, 2017)

Apply the concept of Practical Perennial Problems to Home Economics by developing your own examples.

Time: 5 minutes

Practical Perennial Problems

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A	B	C
Providing adequate nutritious food is something that affects daily life today. What can schools do to provide adequate nourishment to members of the school community?	Household waste is increasingly problematic in Irish society. What can schools do regarding excess waste in the community?	Nurturing and caring for family members through change is a key role and responsibility. What can a household do to support someone through a life transition?

The Problem-Solving Approach

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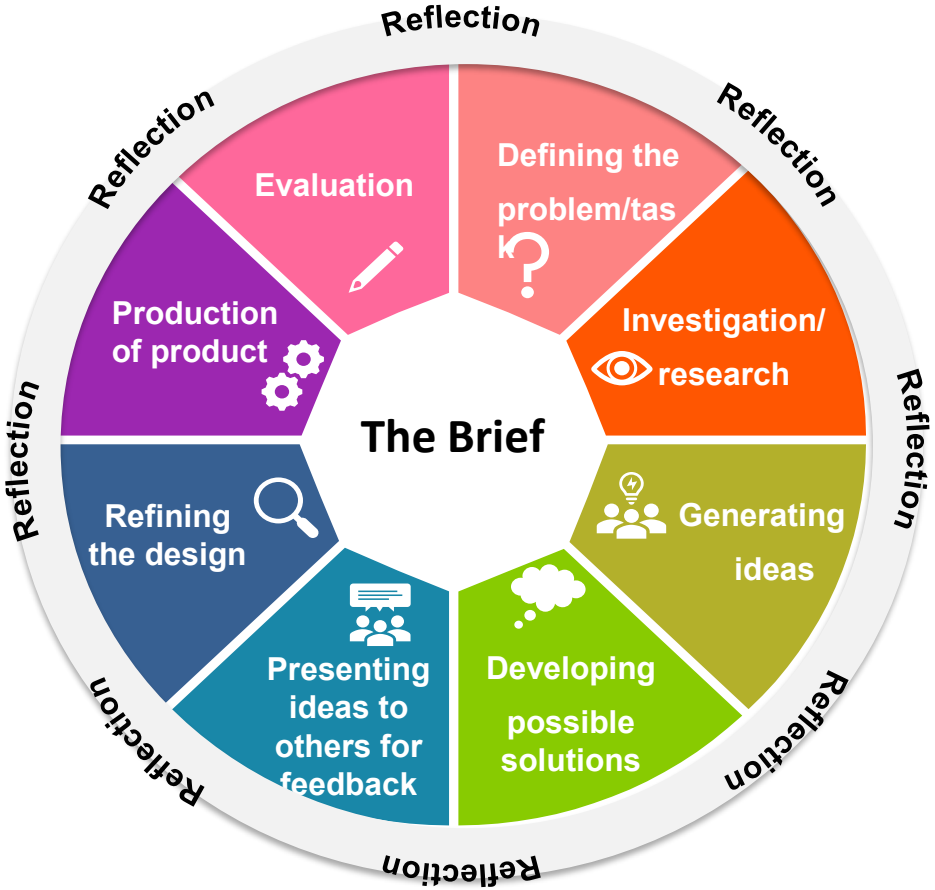


Practical Perennial Problems Activity

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In your group:

- Utilise the design brief process to work through the problem-solving approach.
- What stage of the Design Brief Process do you think your students find most difficult and why?



Time: 25 minutes

Gallery Walk

Share one key insight from engaging with your group's Practical Perennial Problem.

How does the design brief process support and deepen student learning?



Learning together, we will…



apply futures thinking strategies to explore and critically evaluate possible contemporary issues related to sustainability and family resource management.

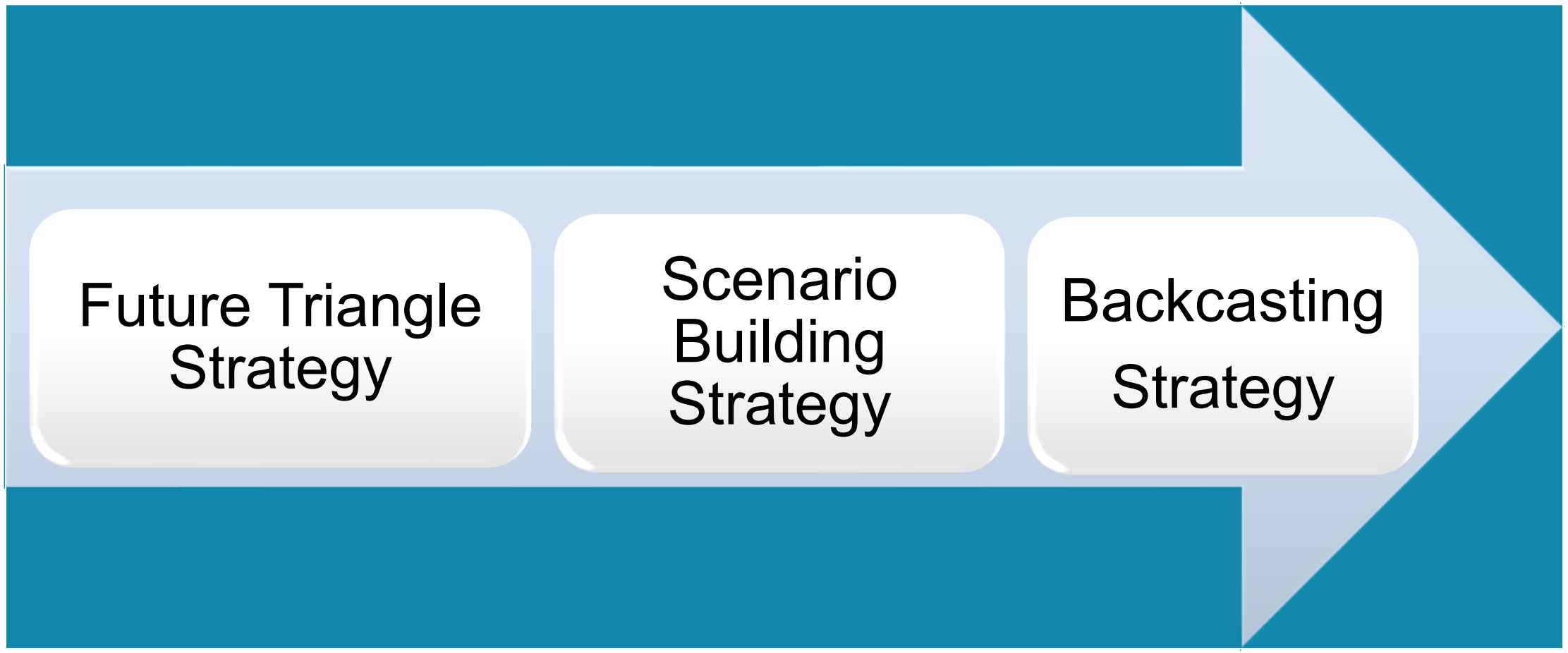
Reflection

What do you believe are contemporary issues relating to sustainability and family resource management?

Futures Thinking

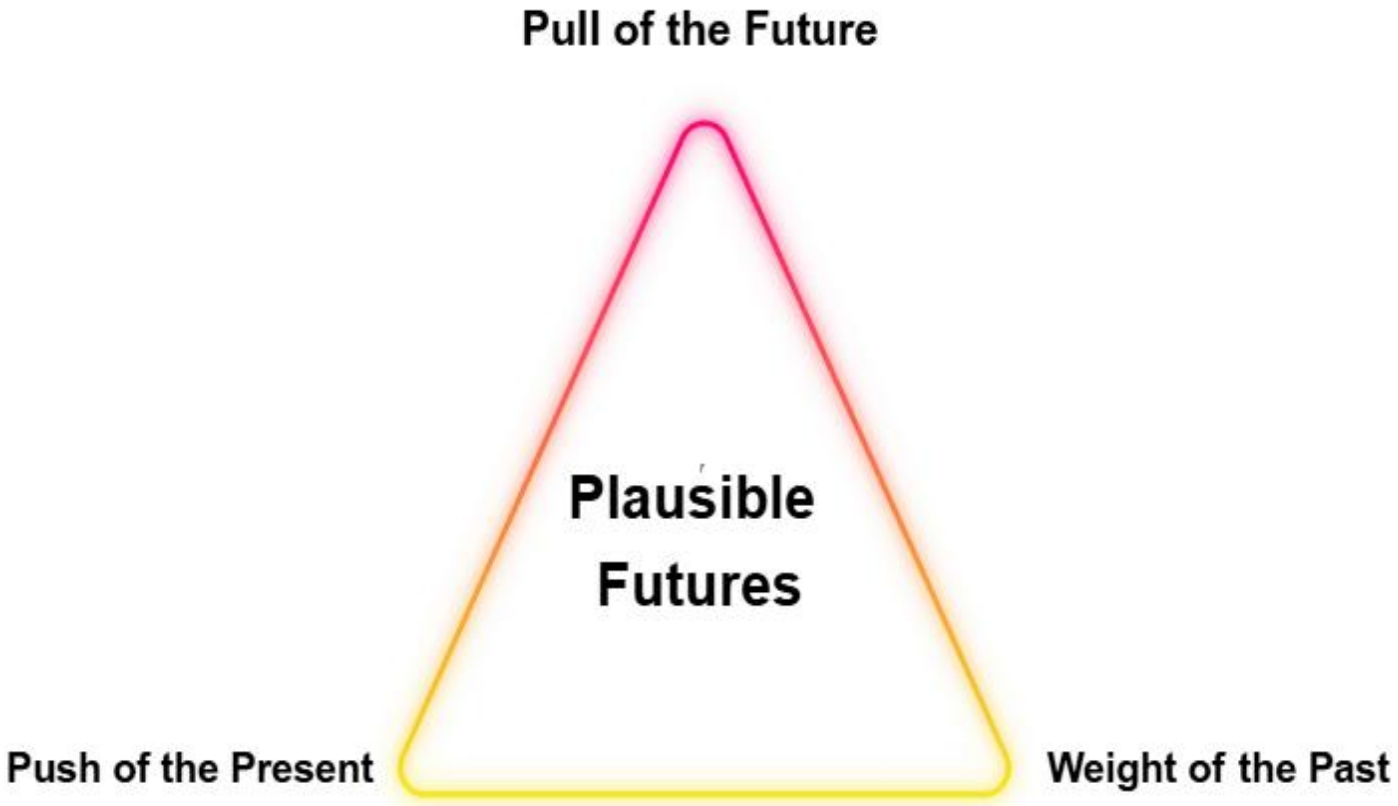
We cannot change the past,
but futures thinking helps us imagine how we can work towards designing and developing actionable strategies and solutions to contemporary issues related to sustainability and family resource management.

Futures Thinking – Strategies used



Futures Triangle Strategy

Using the Futures Triangle resource, investigate the three forces shaping the future in relation to the issue you have been assigned.



The Futures Triangle (adapted from Inayatullah, 2008)

Time: 15 minutes

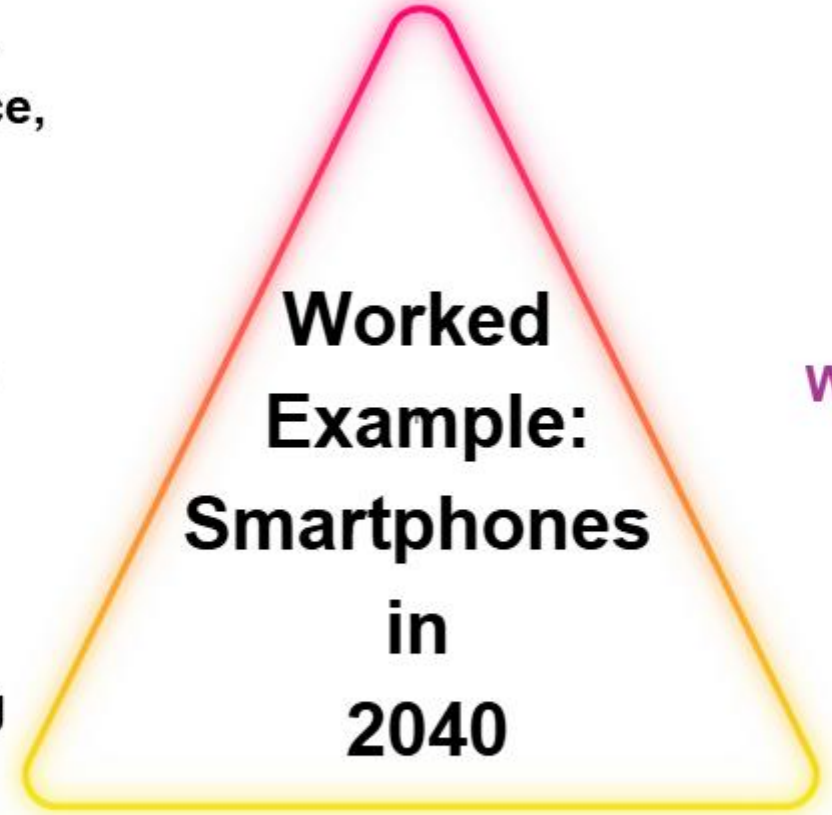
The Futures Triangle

Pull of the Future

- One device replaces wallets/keys etc.
- No screens- voice, AR etc.

Push of the Present

- Faster internet
- AI
- Many uses- banking/shopping etc.



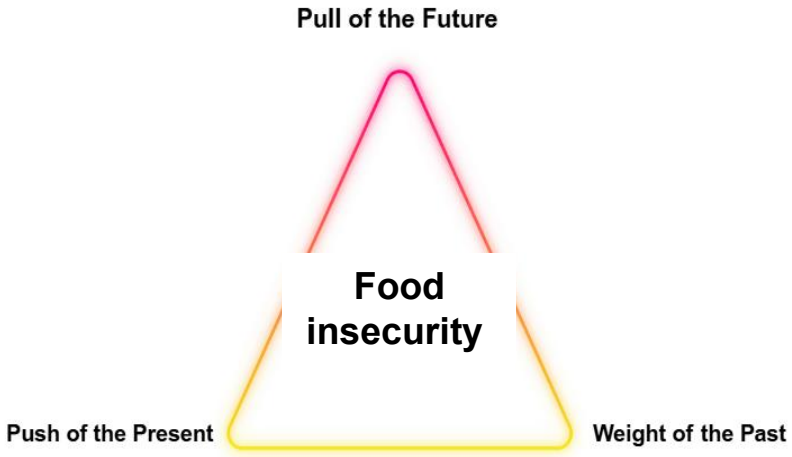
Weight of the Past

- Cost
- Privacy and data concerns
- Wellbeing issues

The Futures Triangle (adapted from Inayatullah, 2008)

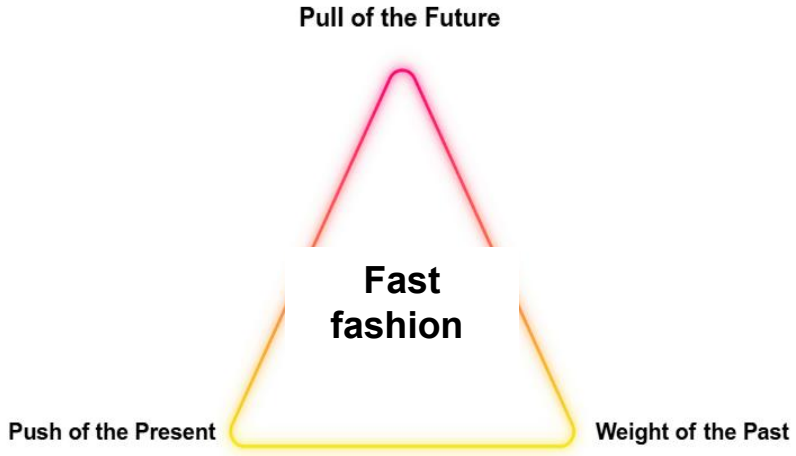
Contemporary Issues in Home Economics

Food insecurity

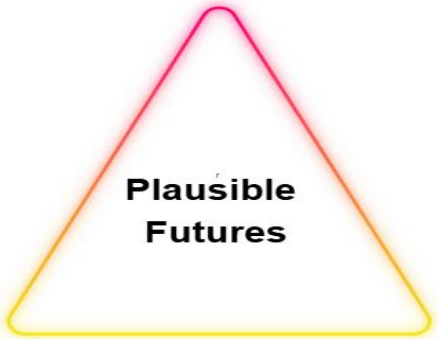


The Futures Triangle (adapted from Inayatullah, 2008)

Fast fashion



The Futures Triangle (adapted from Inayatullah, 2008)



Prompts

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Start with:

1. Pull of the Future: What future do we as a group hope for in relation to the issue?

2. **Push of the Present:** What are the forces impacting change/pushing us towards the future?

3. **Weight of the Past:** What barriers affect change from happening?

Scenario Building Strategy

Using your work from the Futures Triangle activity, design 3 futures in relation to the issue previously assigned:

Possible

Probable

Preferable

What does 2040 look like in each future?

Time: 15 minutes

Scenario Building Scaffolds

Probable future- what future is likely to happen if things keep going the way they are?

Possible future- what could happen? (even if it's a bit wild!)

Preferable future- what future would you want to happen?

Backcasting Strategy

Look at the **preferable future** you designed as a group and identify what actions must happen to realise this future.

What decisions, skills, innovations, and/or policies must occur for this future to be realised?

Time: 10 minutes

Decision Time!

Which action is the most possible and has the most potential to bring about change in realising your preferred future?



Time: 5 minutes

Pause for Thought

Can you identify links where this Futures Thinking Methodology might support student engagement?



Reflection

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From your learning today, how might this impact the way you plan and design learning, teaching, and assessment in your classroom going forward?

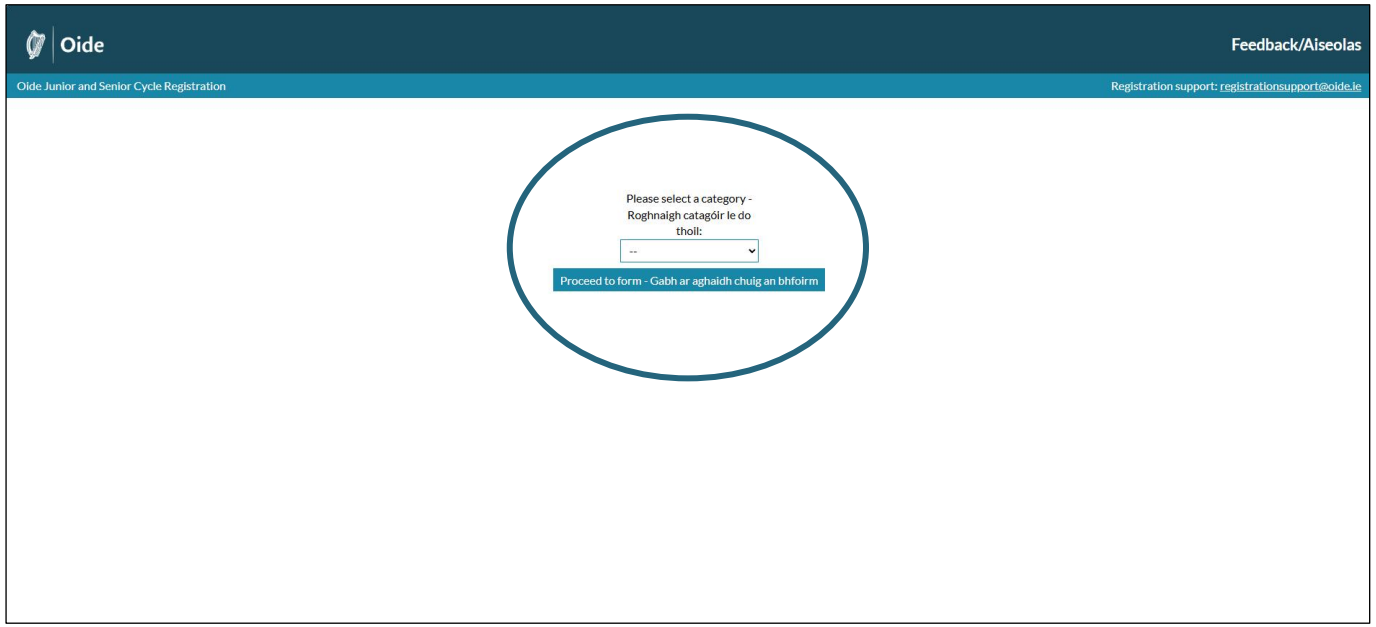
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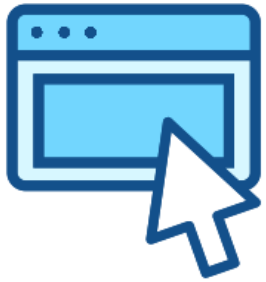
applied futures thinking strategies to explore and critically evaluate contemporary issues related to sustainability and family resource management.

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Supporting the Professional Learning of School Leaders and Teachers

Thank You!

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