

## Linking Junior Cycle Home Economics with Level 2 Learning Programmes

	Elements of the Priority Learning Unit	Level 2 Learning Outcomes	Junior Cycle Home Economics Specification: Possible Links to Learning Outcomes
<b>Communication and Literacy</b>	<b>Using non-verbal behaviour to get the message across</b>	1.11 Follow the sequence of non-verbal instructions or directions for a frequent activity, e.g. <i>using household equipment with three or more operations, putting a battery in a toy, finding safety exits/following fire drill</i>	1.5 apply safe and hygienic practices in food handling, preparation, storage and serving 3.3 apply basic hand sewing and/or machine sewing techniques to the making of a textile item for an individual or the home in a safe and appropriate way
	<b>Reading to obtain basic information</b>	1.14 Interpret different forms of writing and text, including social signs and symbols, e.g. <i>common formats of bills, menus, forms, timetables, road and other signs, simple food preparation instructions (boil an egg, make a sandwich, make a cup of tea), short piece of personally relevant writing</i>	1.2 plan, prepare, cost and evaluate healthy and nutritious individual and family meals and snacks 1.19 interpret the information found on a variety of food products using front-of-pack and back-of-pack food labels
	<b>Using expressive arts to communicate</b>	1.23 Create a range of images using a variety of materials 1.24 Produce a piece of work for display	2.6 apply the design principles and guidelines to room planning and the design of an interior space in the home 3.2 apply the design brief process and principles to the making of a creative textile item for an individual or the home
<b>Numeracy</b>	<b>Managing money</b>	2.5 Recognise the difference between using money to buy essential items and luxury items 2.6 Plan a personal budget for a week 2.7 Save a small amount of money each week to buy an item	2.13 apply financial literacy skills in the preparation and evaluation of a budget for independent living
	<b>Developing an awareness of temperature</b>	2.14 Identify instruments used for indicating and adjusting temperature, e.g. <i>thermometer, marked oven dials</i>	1.7 use available technology for food planning and preparation 3.9 apply their knowledge of textile care symbols
	<b>Developing an awareness of weight and capacity</b>	2.18 Use appropriate vocabulary to describe the units of weight and capacity, e.g. <i>litres, 500ml, kilograms, grams (pictorial or concrete)</i> 2.19 Identify the marks for the units of weight and capacity, e.g. <i>using a measuring jug, using a weighing scale</i> 2.20 List some examples of weight and capacity from daily life, e.g. <i>knowing own weight, a litre of milk</i> 2.21 Use a graduated vessel to work out the capacity of liquids, e.g. <i>using a jug to measure litre of milk</i> 2.22 Use a weighing scales to work out the weight of powders and solids, e.g. <i>weighing the ingredients for a cake</i>	1.2 plan, prepare, cost and evaluate healthy and nutritious individual and family meals and snacks 1.7 use available technology for food planning and preparation
<b>Personal Care</b>	<b>Developing good daily personal care</b>	3.1 Identify essential daily personal care practices, e.g. <i>brushing my teeth</i> 3.2 Describe the most important ways of keeping the body clean, e.g. <i>taking a shower or a bath</i> 3.3 Identify some benefits of good personal care, e.g. <i>brushing my teeth will make them last longer</i> 3.4 Explain the benefits of a range of daily personal care products, e.g. <i>dental care products, antiperspirants, hair care, foot care</i> 3.6 Give two or three reasons to care for personal belongings, e.g. <i>if I wash my clothes, they will last longer</i>	1.5 apply safe and hygienic practices in food handling, preparation, storage and serving 1.8 discuss the elements of a healthy lifestyle 3.9 apply their knowledge of textile care symbols
	<b>Developing healthy eating habits</b>	3.8 Sort familiar foods according to food group, e.g. <i>fruit/vegetable, meat/fish, dairy</i> 3.9 Describe typical foods and drinks associated with a well-balanced diet, e.g. <i>eating fruit and vegetables</i> 3.10 Describe common consequences of good diet, e.g. <i>healthy heart, strong bones, clear skin, dental health</i> 3.11 Participate in the preparation of healthy meals, e.g. <i>breakfast and lunch/dinner</i> 3.12 Identify common safe practices associated with food preparation and storage, e.g. <i>washing your hands, separating raw/cooked meat in a domestic fridge</i> 3.13 Demonstrate appropriate food hygiene and safety practices, e.g. <i>using a hair net, cleaning a worktop before using it again</i>	1.2 plan, prepare, cost and evaluate healthy and nutritious individual and family meals and snacks 1.3 apply a range of cooking principles and techniques in the preparation of healthy individual and family meals incorporating budgetary considerations 1.5 apply safe and hygienic practices in food handling, preparation, storage and serving 1.8 discuss the elements of a healthy lifestyle
	<b>Developing a healthy lifestyle</b>	3.14 Identify three personal benefits of regular exercise, e.g. <i>healthy weight, feeling good and having fun</i> 3.18 Explain how the food we eat contributes to our state of health 3.19 Give two examples of lifestyle choices which affect our health, e.g. <i>eating too much fat will make you gain weight</i>	1.8 discuss the elements of a healthy lifestyle 1.9 recognise the importance of nutrition and diet in contributing to health and wellbeing
	<b>Knowing how to stay safe</b>	3.27 Identify key safety risks in the workplace/home/community, e.g. <i>trailing leads, plugs, TV and electrical equipment</i> 3.29 Name daily practices that promote personal safety, e.g. <i>using pedestrian crossings, disconnecting electrical equipment at night, pouring hot liquids in after cold, wearing protective clothes/gloves, seeking advice</i>	1.5 apply safe and hygienic practices in food handling, preparation, storage and serving 2.4 discuss the requirements of a safe and nurturing home environment
	<b>Making personal decisions</b>	3.43 Make a list of what and who can influence decision-making 3.45 Explore the consequences of decisions made, both while implementing and on conclusion, e.g. <i>stopping smoking, losing weight, saving money</i>	2.5 assess the importance of making informed and responsible decisions in everyday life
	<b>Developing good relationships</b>	4.1 Recognise different kinds of relationships, e.g. <i>parent/child, student/teacher, student/student</i> 4.7 Recognise the importance of respect in relationships	2.3 discuss family relationships and the importance of strengthening relationships between individuals and families
	<b>Resolving conflict</b>	4.10 Demonstrate an ability to negotiate with peers, e.g. <i>in the sharing of equipment</i> 4.13 Identify the steps for dealing with conflict, e.g. <i>stop and do not react straight away, listen to advice from an adult</i>	2.3 discuss family relationships and the importance of strengthening relationships between individuals and families
<b>Living in a Community</b>	<b>Making consumer choices</b>	4.23 List two organisations that work on behalf of consumers 4.24 Describe situations when an item needs to be brought back to a shop 4.25 Describe what a guarantee is 4.26 Identify labels on packages, clothes etc. 4.27 Recognise the most important signs and symbols on labels 4.28 Write a complaint or make a verbal complaint in a mock situation	1.19 interpret the information found on a variety of food products using front-of-pack and back-of-pack food labels 2.11 debate consumers' rights and responsibilities 2.12 examine how consumers are protected in Ireland by legislation, statutory and non-statutory agencies 3.9 apply their knowledge of textile care symbols
	<b>Preparing for a work related activity</b>	5.11 Identify and list their own talents 5.16 Keep a record of tasks completed in a journal, e.g. <i>start and finish times for a task, describe what the steps are in the task</i>	1.2 plan, prepare, cost and evaluate healthy and nutritious individual and family meals and snacks 1.6 using a problem-based learning approach, apply nutritional knowledge in the planning and preparation of food for the family 3.2 apply the design brief process and principles to the making of a creative textile item for an individual or the home
	<b>Developing an awareness of health and safety using equipment</b>	5.17 Give examples of safe practices in three distinct workplaces, e.g. <i>wearing protective eyewear in metalwork class</i> 5.18 Use all tools and equipment correctly and safely in a range of practical classes, e.g. <i>replace the lid on any liquids</i> 5.19 Describe and use electrical equipment correctly and safely in a range of practical classes, e.g. <i>use a mixer in Home Economics</i> 5.20 Store all tools, materials and equipment safely 5.21 List the different procedures for self-protection at work, e.g. <i>wearing protective clothing or a hair net</i> 5.22 Identify the fire exits in a school, e.g. <i>draw a map of the school, locating the fire exits</i> 5.23 Follow the instructions for a fire drill, e.g. <i>participate in a fire drill</i>	1.5 apply safe and hygienic practices in food handling, preparation, storage and serving 1.16 apply sustainable practices to the selection and management of food and material resources 3.3 apply basic hand sewing and/or machine sewing techniques to the making of a textile item for an individual or the home in a safe and appropriate way
<b>Preparing for Work</b>	<b>Preparing for a work related activity</b>	5.11 Identify and list their own talents 5.16 Keep a record of tasks completed in a journal, e.g. <i>start and finish times for a task, describe what the steps are in the task</i>	1.2 plan, prepare, cost and evaluate healthy and nutritious individual and family meals and snacks 1.6 using a problem-based learning approach, apply nutritional knowledge in the planning and preparation of food for the family 3.2 apply the design brief process and principles to the making of a creative textile item for an individual or the home
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\* Links are described as 'possible' as teachers/subject departments are best placed to make the relevant direct links to the L2LP Learning Outcomes which they deem appropriate to their students.

