



Waiting Room - Video Clip



Textiles and Craft:

Building Creative and Practical Skills in
Junior Cycle Home Economics

24th March 2026 | 6:30-8:00 pm





Learning Together, We Will...

examine how we can prepare for the incremental building of students' practical textile and craft skills

explore creative approaches to support meaningful student engagement with textiles and craft



Reflection – Creative Textiles and Craft

Join at menti.com | use code 3569 0077

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What makes working with textiles and craft an enjoyable learning experience for students?



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Opening Question: Wha...  

Select which slide to add





Textiles and Craft In Junior Cycle Home Economics Student Voice

Stop and Reflect



	Strand 1: Food, health and culinary skills	Strand 2: Responsible family living	Strand 3: Textiles and craft
Element Individual and family empowerment	<ul style="list-style-type: none"> 1.1 identify the factors that affect personal food choices 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 1.4 demonstrate culinary and creative skills in relation to the preparation, cooking and presentation of food 1.5 apply safe and hygienic practices in food handling, preparation, storage and serving 1.6 using a problem-based learning approach, apply nutritional knowledge in the planning and preparation of food for the family 1.7 use available technology for food 	<ul style="list-style-type: none"> 2.1 discuss the different forms of the family 2.2 explore the roles and responsibilities of the family 2.3 discuss family relationships and the importance of strengthening relationships between individuals and families 	<ul style="list-style-type: none"> 3.1 demonstrate basic hand and machine sewing techniques 3.2 apply the design brief process and principles to the making of a creative textile item for an individual or the home 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 3.4 demonstrate fabric embellishment techniques
Element Health and wellbeing	<ul style="list-style-type: none"> 1.8 discuss the elements of a healthy lifestyle 1.9 recognise the importance of nutrition and diet in contributing to health and wellbeing 1.10 explain the role of the nutrients in contributing to a healthy balanced diet 1.11 describe the basic structure and basic functions of the digestive system 1.12 investigate the nutritional requirements at each stage of the lifecycle 1.13 plan and prepare meals for individuals with diet-related diseases 1.14 apply the nutritional requirements of individuals with special dietary considerations when planning and preparing meals 	<ul style="list-style-type: none"> 2.4 discuss the requirements of a safe and nurturing home environment 2.5 assess the importance of making informed and responsible decisions in everyday life 2.6 apply the design principles and guidelines to room planning and the design of an interior space in the home 	<ul style="list-style-type: none"> 3.5 appreciate the therapeutic and leisure role of participating in textile work
Element Sustainable and responsible living	<ul style="list-style-type: none"> 1.15 investigate the impact of their food choices from an ecological and ethical perspective 1.16 apply sustainable practices to the selection and management of food and material resources 	<ul style="list-style-type: none"> 2.7 identify how individuals, families and households can contribute to sustainable and responsible living 2.8 describe sustainable everyday practices in the home to include energy efficiency, waste management and water conservation 2.9 explore the influence of technology on the management of personal, family and household resources 	<ul style="list-style-type: none"> 3.6 demonstrate ways in which clothing and/or textile household items can be repaired, reused, re-purposed, recycled and upcycled 3.7 evaluate textile care procedures used in the home from an environmental perspective 3.8 discuss the influences of trends and choices on textile and clothing, including ethical and ecological considerations
Element Consumer competence	<ul style="list-style-type: none"> 1.17 compare common foods used in food preparation and how they affect the nutrition and sensory quality of the product 1.18 evaluate commercial and homemade food products 1.19 interpret the information found on a variety of food products using front-of-pack and back-of-pack food labels 	<ul style="list-style-type: none"> 2.10 apply consumer decision-making skills in the management of personal, family and household resources for everyday living 2.11 debate consumers' rights and responsibilities 2.12 examine how consumers are protected in Ireland by legislation, statutory and non-statutory agencies 2.13 apply financial literacy skills in the preparation and evaluation of a budget for independent living 	<ul style="list-style-type: none"> 3.9 apply their knowledge of textile care symbols

What Learning Outcomes provide robust opportunities for students to develop their creativity, and practical textiles and craft skills?



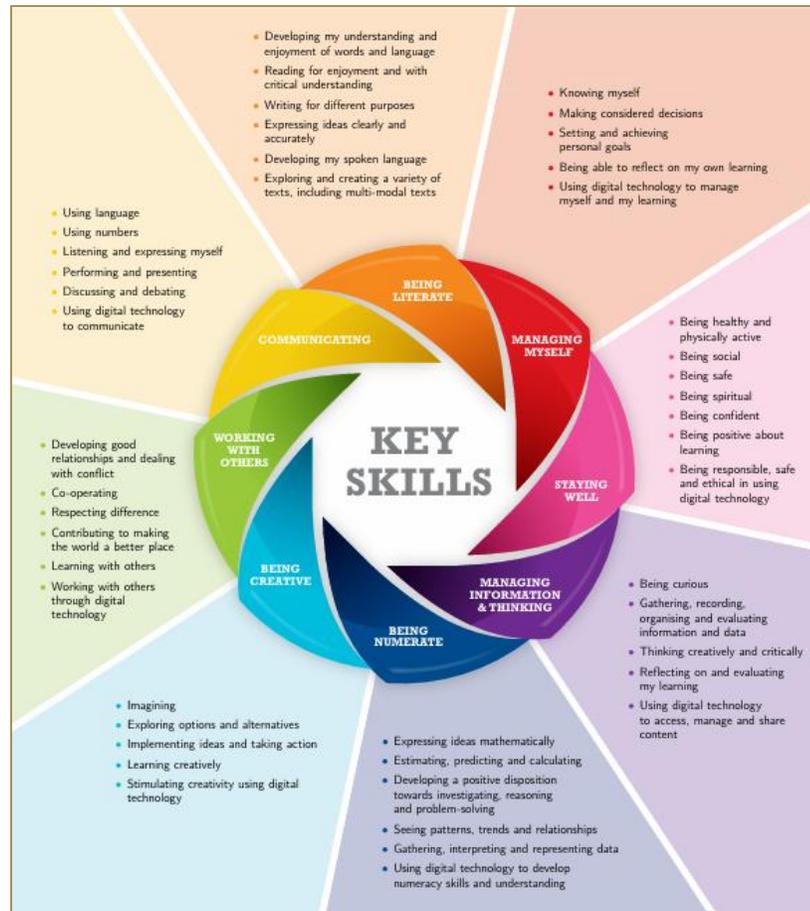


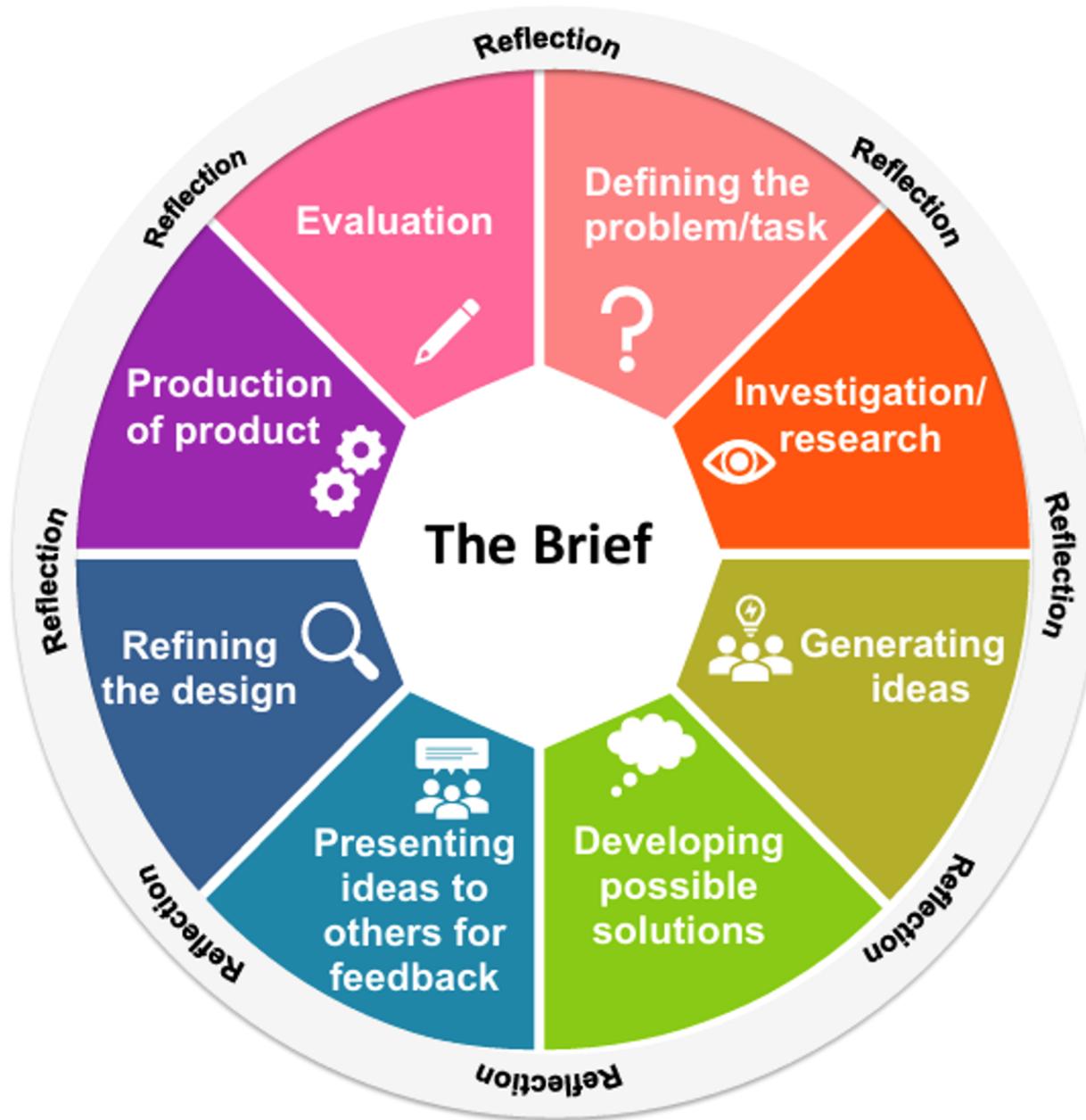
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Creativity through, Investigation, Design, and Making/Upcycling





The Design Brief Process

Learning through Textiles and Craft



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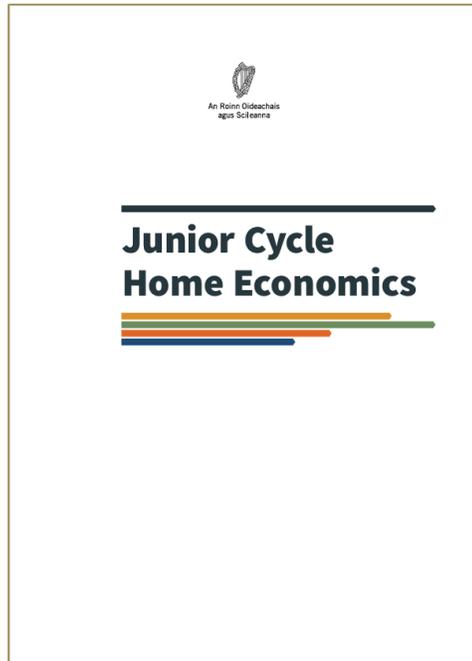
Thinking of a recent textiles and craft activity, how did you gather evidence of learning and recognise student achievement across the different stages of the process?



The Specification in Action



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Investigate - learning through exploring and questioning

Design - learning through thinking and planning

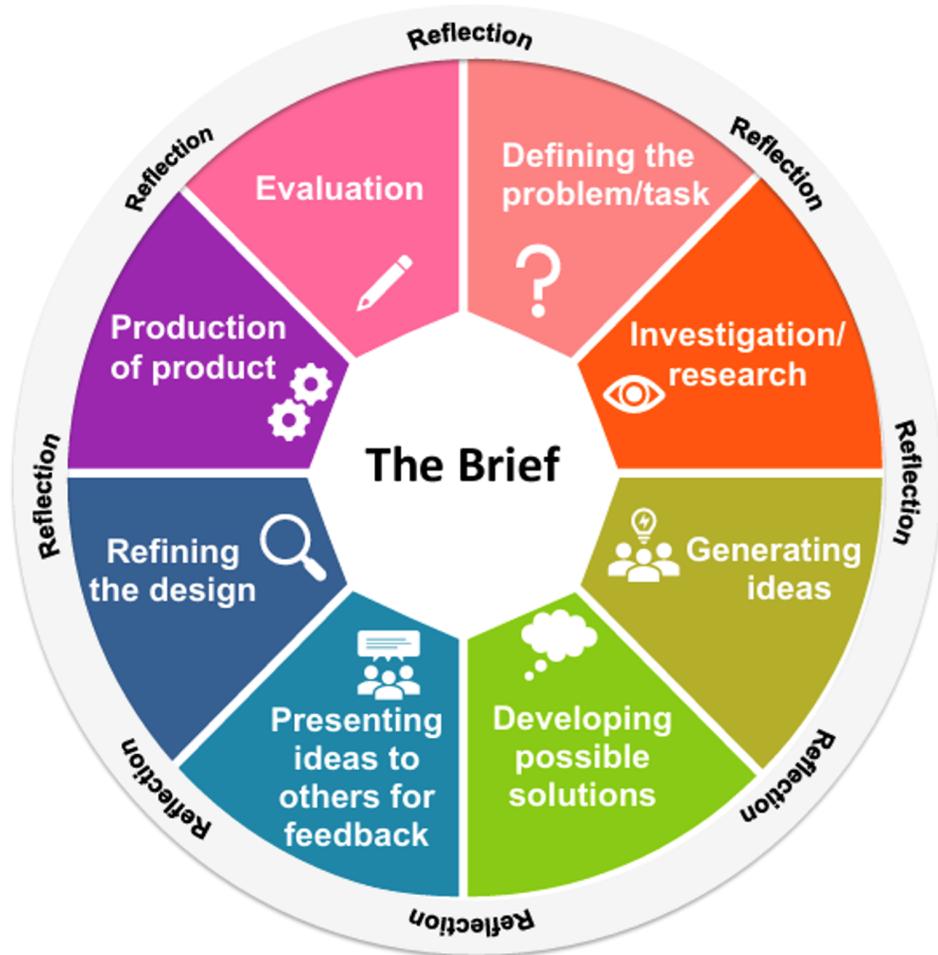
Make / Upcycle - learning through practical skill development

Reflect - learning through evaluating and improving

Your Students, Your Context



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In what ways do your students engage with the design brief process during textiles and craft work?

How does guiding your students through these stages support their practical skill development?



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Táid léis an tAiféilín
I bhainmálí meic Cearnáin
300K agus Mairtín

Supporting the Professional
Learning of School Leaders
and Teachers

Textiles and Craft in Junior Cycle Home Economics Teacher Voice



Learning and Quality in Practice

Creative Textiles: Advice for students

- The preparation for this Classroom-Based Assessment will be supported by your teacher
- Use your own initiative in selecting and creating your creative textiles item
- Make sure you are familiar with the Features of Quality and discuss the Features of Quality with your teacher and peers
- Select a creative textile item that can be completed within the time allocated
- Choose a textile item which is within your level of skill and practice your craft/textile skills before commencing on the item being presented as your Classroom-Based Assessment

on the whole the work is of a high standard.

• The design brief process and reflection are well developed and show good decision-making. The student provides a clear evaluation of their work.

to fundamental shortcomings that need to be addressed.

• The design brief process and reflection are not adequately developed and may be incomplete in places.

My Context, My Approach



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Join your assigned Breakout Room

In each room you will:

- Share your context

As a group discuss:

- Challenges
- What helps
- Share to the Padlet “one idea worth stealing”

Time – 20 minutes





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Share the Learning – What Idea Will You Steal?



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Reflection



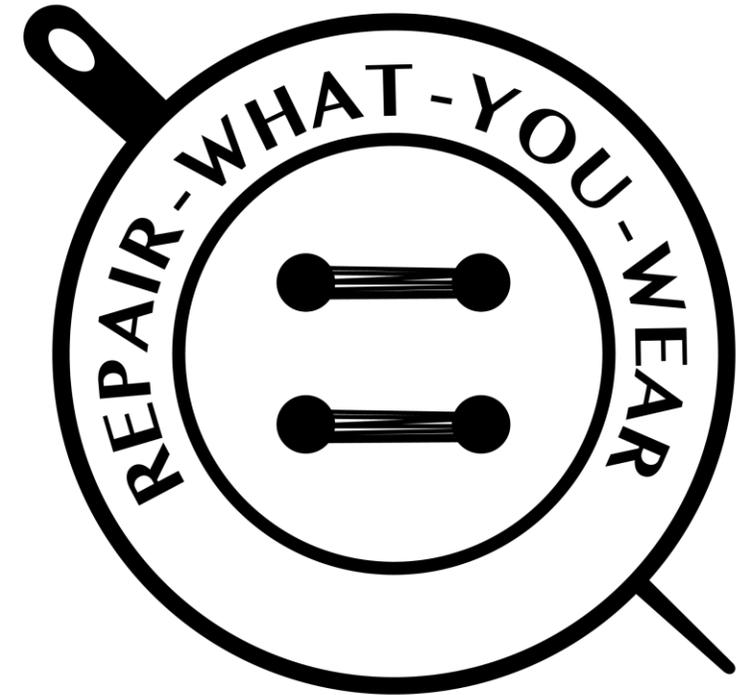
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One small change
I'm going to try in
my textiles and craft
lessons after tonight
is....





[Oxfam in Action](#)



[Repair What You Wear](#)



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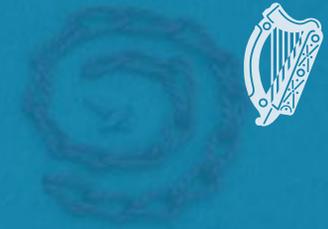
Feedback Form



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Thank You to the Schools that Supported our PLE



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Abbey Vocational School, Co. Donegal
Ballinamore Community School, Co Leitrim
Coláiste Mhuire Co-ed, Thurles, Co. Tipperary
Coláiste Ráithín, Bray, Co. Wicklow
Cross and Passion College, Kilcullen, Co. Kildare
East Glendalough School, Wicklow Town, Co. Wicklow
Mount Carmel Secondary School, Co. Dublin
Our Lady's Bower, Athlone, Co. Westmeath
St. Aloysius School, Cork City
St. Vincents Secondary School Co Cork
Sancta Maria College, Ballyroan, Co. Dublin
Scoil Mhuire, Trim, Co Meath
Scoil Phobail Mhic Dara, Carna, Contae na Gaillimhe



Slán Go Raibh Maith Aghaibh