Home Economics Curriculum Units
with examples of teaching activities
Form 2

Directorate for Quality and Standards in Education
Curriculum Management and eLearning Department
Malta 2012
Curriculum for Home Economics
HOME ECONOMICS CURRICULUM UNITS – FORM 2

HE 8.1   Clever with Carbs
HE 8.2   Body Building
HE 8.3   Fighting fit
HE 8.4   Retail therapy
HE 8.5   Play it safe
HE 8.6   Planet Cool
**Subject:** Home Economics  
**Unit code and title:** 8.1 Clever with Carbs  
**Strand 1:** Food, Nutrition and Health

**Objectives**  
The teacher will help students:
1. Discuss the factors affecting food choice  
2. Explore the role of sugar and starch in a healthy diet  
3. Plan a healthy and balanced pasta or rice dish  
4. Devise a preparation sheet for the making of a pasta or rice dish  
5. Develop practical skills in the preparation and serving of a pasta or rice dish

**Key Words**
- Food choice, carbohydrates, sugars, starches, dietary fibre, function, deficiency, excess, wholemeal pasta, wholegrain rice, white pasta, white rice, preparation sheet, reasons for choice, order of work, evaluation.

**Points to Note**
- Home Economics is a multi-disciplinary learning area encompassing three main strands: Food, Nutrition and Health, Home and Family Living and Choice and Management of Resources. Each separate strand as well as the inter-relationships among the three strands is explored using a constructivist pedagogy, where students are actively engaged throughout the learning process. Home Economics guides students to acquire and develop knowledge, skills and attitudes within the various strands.  
- The indicators of learning outcomes cater for various abilities through differentiation.
- In this unit, the multitude of determinants affecting food choices is initially explored. This is followed by the topic of carbohydrates, which will be facilitated by the teacher through disparate student centred activities. Then students will be guided to practise skills in the planning, preparation and serving of a healthy and balanced pasta/rice dish in a manner that is most relevant and meaningful for them. This will consequently help them to foster these life long skills.

**Resources**
- Factors affecting food choice: pictures showing situations which affect food choices, PPT presentation, case studies.  
- Role of sugar and starch: pictures of food sources of starch and sugars, packaging of various food items, samples of food sources, iodine solution, pipette, worksheet: exploring sugar content in food, PPT presentation: myths & facts about carbohydrates.  
- Demonstration: packaging of pasta/rice products, picture of pasta/rice dishes, drag and drop activity, flashcards, apron, headgear, ingredients, equipment.  
- Practical: apron, headgear, ingredients, equipment.
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<td>The teacher will help students to: discuss the factors affecting food choice</td>
<td><strong>Group work:</strong> Students will be organised into mixed ability groups. Each group is provided with a set of pictures showing different situations which influence food choice. The pictures should reflect the following factors that affect food choice: occasion of the meal; where the meal is to be eaten; money available and price of food; time for preparation; dietary recommendations; cooking skills; appliances available; individual requirements; religious beliefs; advertising; likes and dislikes; traditions; availability of food; presentation of food. The students will discuss these pictures in groups and will come up with the factors that affect food choice. Each group is provided with different pictures so that different factors that affect food choice will be identified in every group. A representative from each group presents their work to the whole class and discussion ensues. In the meantime, the same pictures found in each group are projected on the IWB through the use of a PPT presentation. <strong>Application:</strong> Each group will be provided with a different scenario (case study) depicting factors affecting food choice such as a family on a tight budget, celebrating a family event. Students will be probed to identify and comment on the relationship of each factor to food choice. For background information teachers could use: <a href="http://www.foodafactoflife.org.uk/attachments/62029e59-7833-453add321bf8.ppt#256,1,Factors">http://www.foodafactoflife.org.uk/attachments/62029e59-7833-453add321bf8.ppt#256,1,Factors</a> affecting foodchoice <a href="http://www.eufic.org/article/en/expid/review-food-choice">http://www.eufic.org/article/en/expid/review-food-choice</a></td>
<td>Students will: Discuss an exhaustive list of factors that affect food choice and explain in some detail the relationship of each factor to food choice. (Level 8) Identify five factors that affect food choice and comment briefly on the relationship of each factor to food choice. (Level 7) Name and describe briefly three factors that affect food choice. (Level 6) Show awareness that there are some factors that affect food choice with prompting from the teacher. (Level 5)</td>
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<td>explore the role of sugar and starch in a healthy diet.</td>
<td><strong>Differentiated group activity:</strong> Various laminated pictures portraying different sources of starch (e.g. potatoes, wheat flour, rice, bread, oats, pasta, porridge, barley, crackers, rye bread etc.) and sugars (jam, sweets, chocolates, syrup, soft drinks, nectars) are given to each group. Groups are given different pictures to encourage discussion. Levels 5 and 6 students differentiate between sugary and non-sugary foods. Levels 7 and 8 students group pictures into sugary foods, high-fibre starchy foods, low-fibre starchy food. A representative from each group will explain the choice of categories. The rest of the students are encouraged to be analytical and to comment on the way the food was categorised.</td>
<td>Students will: Analyse and contrast the sugar content of different foods displayed on food labels; provide sound arguments related to the effects of excessive consumption. (Level 8) Explain the basic function of starchy and sugary foods, list food rich in sugars and starch, identify and comment in short on the effects related to excessive consumption. (Level 7)</td>
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**Experiment: Testing for starch**  The teacher prepares 5 workstations (1 for each group of students) with various food sources to be tested for starch. Students will apply iodine solution to foods. Presence of starch will result in a blue-black colour.

**Materials and equipment:** Flour, bread, breakfast cereal, crackers, cooked pasta, cooked rice, fruit, vegetables, water, juice, small bowls, pipette, iodine solution.

**Procedure:** Each workstation will have different food items. Dry foods such as crackers and breakfast cereal need to be crushed into a small bowl. For other foods iodine is applied directly to the food. Students, using a pipette with iodine solution, will place a few drops of iodine solution onto the food and record their results in a table.

**Differentiated group work:** Level 5 and 6 students are provided with pictures of sugary foods labelled with the number of teaspoons / grams of sugar that they contain. Students rank the pictures starting from highest to lowest sugar content. Levels 7 and 8 will be provided with food packaging containing varied sugar content. Students will analyse the nutritional information and identify the food with the highest and lowest amount of sugar. The effects of excess consumption of sugar are discussed.

**Application:** Students will be provided with a three-day food diary of a teenager. In pairs or mixed ability groups, students suggest ways of including healthier starchy foods as well as propose how the teenager can reduce the amount of sugar in the different meals/snacks throughout the day.

**Concluding activity:** A list of myths and facts related to sugars and starches are presented on a PPT. Students will determine whether the statement is a myth or fact. Additionally, they will also justify their answer thus strengthening their understanding. For background information teachers can use:

- [http://www.foodafactoflife.org.uk/attachments/a5441dca-fc33-4ed22d91b3d4.ppt#256,1,Macronutrients](http://www.foodafactoflife.org.uk/attachments/a5441dca-fc33-4ed22d91b3d4.ppt#256,1,Macronutrients)

Give simple reasons why starchy foods should be consumed, sugary food should be avoided and suggest ways how to reduce sugar in the diet. (Level 6)

With some guidance from the teacher, students show awareness that sugary food should be avoided whilst starchy food should be eaten more. (Level 5)
plan a healthy and balanced pasta or rice dish.

**Strand 1 (2 lessons)**

**Remote preparation:** Prior to the lesson, the teacher assigns a mini investigative task to students. One/two groups of students carry out market research to explore the types of pasta/rice available on the market. Other groups look into different pasta/rice recipes. Collected data, which can include photos, is brought to class. In class, the groups give feedback about their work. The first two groups present the products found on the market. The teacher prepares a display of products prior to the lesson to consolidate the students’ work and to enhance the discussion. Different types of pasta/rice are discussed (pasta: wheat pasta [including spelt and kamut], rice pasta, flavoured pasta; rice: short grain, long grain, wholegrain, white, parboiled etc.). The nutritional value of wholegrain pasta/rice vs. white pasta/rice is reinforced.

**Group presentation:** The next groups then present the pasta/rice recipes collected. The teacher provides additional pasta/rice recipes. Students categorise the pictures into healthy and less healthy recipes and discuss reasons for their choice. Students also identify the traditional recipes from the pictures/photos provided.

**Recipe modification:** A drag and drop activity on the IWB can be prepared by the teacher. Students will be presented with different pictures of ingredients that are used in a traditional pasta/rice dish as well as pictures of other ingredients that can replace the ones used traditionally. In groups, students first have to make up the traditional dish by dragging the ingredients into a pot. Then they would need to identify those ingredients that would be used to modify the recipe and replace them with the ones in the pot. Alternatively, teachers can prepare pictures on flashcards.

**Demonstration:** Students will be involved in a demonstration of a pasta and a rice dish. One of these dishes should be a modified traditional dish (e.g. baked rice/pasta). The other dish should be a healthy dish that includes vegetables (e.g. cheese and mushroom bake, pasta boscaiola, pasta with tuna and pepper sauce, vegetarian risotto, rice salad etc.). While the dishes are being prepared, the students practise the various skills such as peeling, chopping, draining pasta, making white sauce, weighing and measuring etc.

Students can be involved in an activity. Cards with the main steps of the order of work are given to each group. While the various procedures are being conducted, the students have to put the cards in order. This will pave the way for the next lesson about devising a preparation sheet.

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<td>Modify traditional pasta/rice dishes to make them suitable for different dietary needs giving reasons for their choice. (Level 8)</td>
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<td>Identify 2 traditional pasta/rice dishes and modify the recipes to make them in line with the CINDI dietary guidelines giving simple reasons to justify the health benefit. (Level 7)</td>
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<td>Suggest different healthy ingredients used to make pasta/rice dishes and explain in short why the dish is healthy with some support and prompting from the teacher. (Level 6)</td>
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<td>Distinguish between healthy and less healthy ingredients used to make pasta/rice dishes. (Level 5)</td>
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| **devise a preparation sheet for the preparation and serving of a pasta or rice dish.** | **Brainstorming:** Students are engaged in a brainstorming session whereby they will suggest things to be included in a ‘Must Have List For A Practical Session’. The teacher probes students to acknowledge the importance of having a plan. This may be done through a teacher’s role play of pretending to carry out a practical session and asking questions such as “What do I need?” “What am I going to do?” “From where shall I start?” “What shall I do next?” “What should the temperature of the oven be?”

**Group work:** Students, in groups, are asked to identify key aspects which need to be included in a preparation sheet. This information is then portrayed on the board/IWB. The teacher will group the students’ feedback into the five main categories included in a preparation sheet: dishes/beverage chosen, ingredients and utensils, reasons for choice, flow chart and shopping list. Flashcards, including the main sections of the preparation sheet, accompanied with pictures to cater for differentiated learning are provided in each mixed ability group. Students will put them in order and suggest what is to be included in each section. A representative from each group reports to the whole class the task carried out whilst the teacher gives feedback on the appropriateness of the responses given, further elaborating when key issues are not addressed or barely mentioned. The students are provided with a template of the preparation sheet which they complete in pairs or in groups. In order to aid the students to devise the flow chart, a drag and drop activity on the IWB is prepared. Students in groups will put in order the correct order of the steps involved in the making of a pasta/rice dish. Students will then complete the last two sections of their preparation sheet to be used for their practical session. |
| **Strand 1 (2 lessons)** | **Students will:**
Develop a preparation sheet for the making of a healthy pasta/rice dish, which includes a full list of ingredients and equipment with quantities, comprehensive reasons for choice and a good, logical order of work. (Level 8)
Develop a satisfactory preparation sheet for the making of a pasta/rice dish with a full list of ingredients and equipment, three reasons for choice and the main steps involved. (Level 7)
Name some ingredients and equipment needed to make a pasta/rice dish, give one reason for their choice of dish and with guidance work out a flow chart for the preparation of the dish. (Level 6)
Name some of the ingredients needed to make a pasta/ric e dish and with the teacher’s continuous guidance, put in order a series of pictures depicting the basic steps to follow when preparing a pasta/rice dish. (Level 5) |
| **develop practical skills in the preparation and serving of a pasta or rice dish.** | **Introductory quiz:** Prior to the start of the practical session, students participate in a Hot Potatoes quiz where the main hygiene and safety issues as well as points related to important skills that students will practise during the practical are revised.

**Food preparation and presentation:** Students follow the order of work on their preparation sheet to prepare, cook and serve their chosen dish and drink. When they serve their dishes, they work in pairs to evaluate each other’s work. Students fill in a guided worksheet where they have to identify both positive and negative aspects of their peer’s dish and presentation, giving reasons. This will help students to follow a detailed order of work and demonstrate good food preparation skills independently. Evaluate their performance and final product highlighting strengths and weaknesses, including references to organization, safety and overall result, suggesting some aspects of improvements. (Level 8) |
| **Strand 1 (2 lessons)** |  |
constructively criticise each other’s work and to become aware of their own strengths and weaknesses, thus encouraging them to improve their work.

**Home extension:** Students are encouraged to prepare the other recipe, which was demonstrated by the teacher and which they did not choose to prepare during the HE lesson, at home. They may also choose to prepare a different healthy recipe which they found themselves. They are encouraged to give feedback about their work and can write about their experience on the school’s website or social network group if available.

Follow an outlined order of work and demonstrate adequate food preparation skills with minimal supervision. Assess the outcome of the practical through a guided evaluation sheet, highlighting main strengths and weaknesses and identifying one area of improvement when asked. (Level 7)

Follow a pictorial order of work and demonstrate basic food preparation skills with considerable help. Comment briefly on the overall outcome of the practical activity highlighting some basic strengths and weaknesses with guidance. (Level 6)

Follow a pictorial order of work and demonstrate basic food preparation skills with constant prompting. Identify one or two things that went right or could be better in the practical assignment with prompting from the teacher. (Level 5)
**Subject:** Home Economics  
**Unit code and title:** 8.1 Clever with Carbs  
**Strand 1:** Food, Nutrition and Health  
**Unit Duration:** 9 sessions of 40 minutes (6 hours)

### Objectives
The teacher will help students to:

1. discuss the factors affecting food choice
2. explore the role of sugar and starch in a healthy diet
3. plan a healthy and balanced pasta or rice dish
4. devise a preparation sheet for the making of a pasta or rice dish
5. develop practical skills in the preparation and serving of a pasta or rice dish

### Objectives at attainment levels 1, 2, 3, 4
The teacher will enable students to:

1.1 show awareness of some factors affecting food choice
2.1 explore the effects of sugar and starch in a healthy diet
3.1 plan a healthy and balanced pasta or rice dish
4.1 make a preparation sheet for making a pasta or rice dish and learn the relative vocabulary
5.1 develop practical skills in the preparation and serving of a pasta or rice dish

### Key Words
Price, sugar, starch, sweet, tooth decay, fat, rice, pasta, boil, drain, ingredients, healthier, colander, fibre, vitamins, plan, preparation sheet, mix, grate, chop, stir, recipe

### Points to Note
Lessons are delivered in the communication mode/s that students are most familiar with. Students may act passively due to very challenging contexts and activities. Still teachers should capitalize from these situations by modifying the activities to teach cognitive and motor skills, self-help skills, vocabulary and enhance communication and social skills. When students find it difficult to participate in a discussion, they should be encouraged to think and observe more closely. This can be done by asking questions. Open-ended questions e.g. “What can you eat for breakfast?” multiple-choice questions e.g. “Which is healthier – white rice or wholegrain rice?” and question that require Yes/No answers e.g. “Are sweets very healthy to eat?”

### Resources
Flashcards, Euro coins, pictures, real food items, camera, video, card paper and pictures with Velcro, specially prepared work sheets, specially devised games
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| The teacher will help students to:  
show awareness of some factors affecting food choice.  
Strand 1 (1 lesson) | Students are given suitable pictures that depict different types of food. Then they discuss which food would be eaten at certain meals or in various occasions e.g. breakfast, snack, at a party, in a bbq etc., giving reasons. Students are provided with flashcards depicting a meal and a price. Prices are given in Euro only. Students match real money to the printed price. If one Euro coins are used, then students are more likely to visualize the difference in amounts. They discuss the type of food and price on each of them and compare them with one another. It is difficult for level 1 students to tackle this topic, so they can be given food items with different textures and shapes to provide varied tactile experiences. They are prompted to pick these items up and put them in a shopping basket to enhance hand-eye co-ordination. | Students will:  
Associate a few food items with various occasions e.g. cereal – breakfast, savouries – party. (Level 4)  
Pick an item from a selection of three that is associated with a particular occasion e.g. cereals for breakfast. (Level 3)  
Express which is their favourite food given a choice. (Level 2)  
Have multi-sensory experiences with food. (Level 1) |
| explore the effects of sugar and starch in a healthy diet.  
Strand 1 (2 lessons) | Students are encouraged to take part in the group activities by handling the pictures and where possible encouraged to give their opinion. They are helped in sorting them out in different categories i.e. sugary food and starchy food. A multi-sensory approach would be very helpful e.g. some sugary food like jam, is sticky, starchy food like boiled rice and potatoes is slimy or slippery to the touch. Taste can be applied to identify sugary food. When students find it difficult to follow the ideas and concepts being discussed participation can be physical e.g. holding objects that are being demonstrated, putting the iodine drops on the food during the experiment etc. This lesson can be used to enhance their concept of sweetness. A choice of food is presented which they have to taste and decide if it is sweet or not. If yes, they can place it under a label marked “sugar”. At this point, they are also made aware of excess sugar consumption with special reference to tooth decay, obesity and diabetes. | Students will:  
Show awareness that it is not healthy to eat a lot of sugary food. (Level 4)  
Show interest in the activities and be eager to participate. (Level 3)  
Enjoy exploring different food and learn new vocabulary. (Level 2)  
Co-operate in exploring different food items and may show preferences by vocalizing, smiling or gesturing. (Level 1) |
| plan a healthy and balanced pasta or rice dish.  
Strand 1 (2 lessons) | Parents are involved to help students find pictures of products and ingredients that could be used in a pasta or a rice dish. At school students discuss each food item and attach the healthier ones with Velcro on a sheet of card paper. They are made aware that wholegrain pasta and wholegrain rice are healthier than white. When they are asked to identify the ingredients in the pictures of the pasta/rice dishes and discuss | Students will:  
Identify 1-2 healthy ingredients used in rice/pasta dishes. (Level 4) |
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<td>make a preparation sheet for making a pasta or rice dish and learn the relative vocabulary.</td>
<td>Students are given a list of the ingredients accompanied with pictures. They are encouraged to show and name them. Reinforcement is further carried out by asking students to collect the real ingredients and place them on the work area in the order they will be used. A photo is taken for future reference. The same procedure is used to identify the equipment needed for the task. Discuss the steps that have to be taken in order to prepare and cook the dish. Each step is illustrated by a picture. To reinforce this, a game can be played where students pick at random one of the pictures that have been placed upside down. They discuss the contents and decide whether it is the first step. If not, another picture is picked up until the correct one appears. The game continues to find the second step and ends when the final one is left to the last. The person who puts the final one in the list is the winner. A photo incorporating all the steps is taken.</td>
<td>Students will: Identify some ingredients from a selection to make a pasta/rice dish. (Level 4) Increase their vocabulary of ingredients, equipment and actions used in preparing and cooking food. (Level 3) Match pictures of ingredients, equipment and actions with the real things. (Level 2) Reach out for an ingredient placed close by. (Level 1)</td>
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<td>develop practical skills in the preparation and serving of a pasta or rice dish.</td>
<td>Photos taken in the previous session are shown to the students. They try to remember the names of the ingredients and the equipment. Then they are asked to fetch them and place them in the correct order of use. When this task is done, they check with the photos. If something is misplaced or missing, they correct it. With level 2, the photos are referred to each time before collection. Level 1 students are given suitable ingredients and utensils to explore their shapes, colour, size and texture. Students are taught to use the same procedure before starting to prepare the food in a practical session i.e. tie back hair, put on apron, wash hands etc. A poster illustrating these hygiene and safety procedures should be prominently displayed in the food lab and referred to frequently. Students are given an enlarged photo of the photos taken throughout the preparation session to help students to revise the order of work and so help them to remember the different stages.</td>
<td>Students will: Follow a few steps in cooking a rice/pasta dish with the aid of pictures. Students will become aware of some food that contains fibre by sorting the correct pictures from a small selection. (Level 4) Follow some hygiene and safety procedures before starting to prepare for cooking if they have pictures to refer to. (Level 3)</td>
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| Preparatory steps taken in the previous lesson. They discuss the tasks they need to do and check with the photo the order that has to be followed. Students will need support to accomplish their tasks due to lack of motor dexterity and maybe loss of concentration. Finally they are helped to serve the meal. Students are encouraged to discuss the outcome of their cooking attempt as well as that of others using suitable vocabulary e.g. smells good, attractive, slimy, healthy and explain why they think so. | Assimilate a few words which have been repeatedly used in this unit e.g. pasta, rice (Level 2)

Show interest in what others are doing and allow adult to perform hands-on-hands actions such as tilting ingredients in a bowl and mixing them as in the preparation of cold rice salad. (Level 1) |
Subject: Home Economics
Unit code and title: 8.2 Body Building
Strand 1: Food, Nutrition and Health
Strand 2: Choice and management of resources

Unit Duration: 9 sessions of 40 minutes (6 hours)

Objectives
The teacher will help students to:
1. explore the role of fibre and water in the diet
2. define and apply basic table manners and correct handling of cutlery and table-laying
3. identify the main sources and examine the main function and nutritional quality of protein
4. plan home-prepared protein rich snacks
5. create home-prepared protein rich snacks

Key Words
Points to Note
Resources
Whole grain, constipation, bowel movement, bulky stools, diverticulitis, colon cancer, table etiquette, animal sources, plant sources.
Home Economics is a multi-disciplinary learning area encompassing three main strands: Food, Nutrition and Health, Home and Family Living and Choice and Management of Resources. Each separate strand as well as the inter-relationships among the three strands is explored using constructivist pedagogy, where students are actively engaged throughout the learning process. Home Economics guides students to acquire and develop knowledge, skills and attitudes within the various strands.

The indicators of learning outcomes cater for various abilities through differentiation.

This unit seeks to highlight the health and nutritional benefits of an important nutrient – protein. The functions, main sources and nutrition quality of protein are explored. Students are also introduced to important non-nutrients which include fibre and water. The importance of fibre, water, fluids, and keeping the body hydrated are reviewed.

The functions of water, how much fluid is needed, and the sources of water and fluids are also covered. The practical component of the unit aims to consolidate the nutritional concepts explored earlier on in the unit. Particular emphasis is placed on different protein sources and how these could be included in the daily diet through the creation of home-prepared protein rich snacks. This unit reviews eating as an important social skill through the fostering of practical strategies for students to develop the key skills needed while seated at the dinner table, namely; basic table manners and the correct handling of cutlery and simple table-laying.

Dietary fibre: PPT, wholegrain cereal, bowl & water, high fibre food items, market research worksheet, food diary handout.
Water: PPT, apple juice & lemonade.
Table laying & etiquette: Video clips, case situation cards, tableware, napkins, tablecloths, downloadable activity sheets, laminated templates.
Table manners: Video clip, downloadable worksheets.
Protein: Video clip, Pictures of different food items.
Demonstration & practical session: Packaging materials & containers, ingredients & equipment, digital camera
**Teaching Objective**

The teacher will help students to: explore the role of fibre and water in the diet.

**Strand 1 (1 lesson)**

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<td><strong>Research/discussion:</strong> As remote preparation, students are asked to research what dietary fibre is. Then in class, they share what they have found and their feedback can be uploaded on an IWB. Through discussion, students will be able to identify what is dietary fibre and define its function. The teacher with the help of the students sets up a display of high fibre foods in the food lab. To reinforce the function of dietary fibre and generate discussion students are presented with a PowerPoint presentation showing the function of fibre. <a href="http://www.foodafactoflife.org.uk/attachments/47b9123b-eb01-4614f21a95ba.ppt">http://www.foodafactoflife.org.uk/attachments/47b9123b-eb01-4614f21a95ba.ppt</a></td>
<td>Students will: Argue the importance of drinking water when eating foods which are high in fibre. Recognize the risks and signs of dehydration. (Level 8)</td>
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<td><strong>Experiment:</strong> To explain the importance of drinking water when eating high fibre food, students in groups carry out an experiment with a high fibre cereal and water. Students put cereal in a bowl and cover it with water. They leave it to stand and observe what happens to the cereal and water. Students then discuss what they have observed throughout the experiment. Particular focus should be laid on absorption, increase in size and change in consistency.</td>
<td>Explain the function of dietary fibre in the diet and list conditions which might result due to a lack of dietary fibre in the diet. List basic functions of water in the body, state the daily requirement of water and identify practical ways to add water to their daily routine. (Level 7)</td>
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<td><strong>Food diary:</strong> Students fill in a food diary wherein they list all the food they consumed the day before. From the list, they single out the foods which were a good source of fibre. They also write down how they could include more fibre in the diet.</td>
<td>Explain briefly the importance of dietary fibre and name three sources of food which are high in fibre. State simply why the intake of water is important in the body and name some healthy food and beverages which are a good source of water in the diet with some guidance from the teacher. (Level 6)</td>
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<td><strong>Market research:</strong> Another activity can be a market research. Students visit a supermarket in their area. They choose two breakfast cereals/pasta/rice/bread at random from the different areas in the supermarket and fill in a table with the amount of fibre each food item contains. The results are discussed in class.</td>
<td>Classify foods into high and low sources of dietary fibre from a set of pictures/photos with prompting from the teacher. Recognize that water is indispensable to life and that it should be consumed everyday. (Level 5)</td>
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<td><strong>Creative work:</strong> The students, in mixed ability groups, design a poster which shows why dietary fibre is needed and name high fibre sources. The posters can be displayed in a central place to encourage more consumption of fibre rich foods amongst students. For further activities and information refer to: Dietary fibre and water quiz, investigation and worksheet <a href="http://foodafactoflife.org.uk/CreatorActivity.aspx?siteId=19&amp;sectionId=75&amp;contentId=256">http://foodafactoflife.org.uk/CreatorActivity.aspx?siteId=19&amp;sectionId=75&amp;contentId=256</a> <a href="http://www.foodafactoflife.org.uk/attachments/de88c73-a0c1-b5577ccbe26.doc">http://www.foodafactoflife.org.uk/attachments/de88c73-a0c1-b5577ccbe26.doc</a> <a href="http://www.nourishinteractive.com/healthy-living/free-nutrition-articles/13-eating-healthy-high-fiber-foods-kids-tips">http://www.nourishinteractive.com/healthy-living/free-nutrition-articles/13-eating-healthy-high-fiber-foods-kids-tips</a></td>
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**Home activity:** As remote preparation (home activity) students can access the following list of websites and research the functions and health benefits of water. Furthermore, students research on how to include water in the diet. Refer to these websites-
http://www.scottishwater.co.uk/you-and-your-home/your-health/drink-water-to-stay-healthy
http://www.wateraid.org/uk/get_involved/drink_more_water/default.asp
They can then map their findings on the IWB and discuss them in class.

**Activity - Are you getting enough water?**
The teacher carries out 'The tinkle test'- Urine colour check - A glass of apple juice and a glass of lemonade are held next to each other. Darker urine that’s a deep yellow or the colour of apple juice may mean that not enough water is being consumed. The colour should preferably be as light as the colour of lemonade. The daily requirement of 2-3 litres of water is highlighted.

**Activity - Personal barriers to drinking water throughout the day.**
In groups, students discuss and list the reasons that keep them from drinking as much water as they should. During the activity they will suggest ways of how they can overcome some of these barriers to get plenty of water everyday.

**Other suggested website for teachers:**
www.wateriscoolinschool.org.uk

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**Strand 3 (1 lesson)**

| Define and apply basic table manners and correct handling of cutlery and table-laying. | Prompt the students to brainstorm and discuss what they know about table manners. It is important to tap into prior knowledge, so that the lesson proceeds from the known to the unfamiliar. Students can watch the following video clip and individually note the inappropriate behaviour demonstrated.
http://www.youtube.com/watch?v=unXKYK0uRJ8&feature=related
Comments are then discussed to elicit why such behaviour at the table is unacceptable, and examples of alternative good manners are listed. The following video clip demonstrates desirable manners at the table.
http://www.monkeysee.com/play/14442-child-manners-sitting-at-the-table
In groups, students fill in the following quiz (preferably this activity is carried out on an IWB). Responses are then discussed. |
|---|---|
| Students will: Discuss the importance of appropriate behaviour in society and describe different social etiquette. Describe table laying for different social situations and discuss the importance of an aesthetically pleasing table setting, demonstrating three suitable decorations. (Level 8) List five basic table manners and five inappropriate conducts at the dinner table, giving two reasons why table manners are | }
**Extension activity:** In groups, students may produce a chart, or a simple ppt about table manners around the world. They may then compare interesting facts and find similarities regarding etiquette in different countries.


Students, in groups, are asked to lay the table for one person for a snack.

In groups, students are assigned different meals such as breakfast or a snack wherein table-laying for one person is requested. They may even develop a slide show with appropriate pictures on the IWB to illustrate their suitable table-laying. Based on the different meals students judge the way other groups have laid the table or presented their work. Students assess each other’s table-laying, using an evaluation sheet.


Students demonstrate the correct procedure to table setting, describing the use of the different tableware used. A video or presentation, depicting the correct procedure may be then viewed. The video in the link below may help in presenting teaching techniques and ideas for fun activities to teach table-laying.

http://www.monkeysee.com/play/14441-child-manners-setting-the-table

<table>
<thead>
<tr>
<th>identify the main sources and examine the main function and nutritional quality of protein.</th>
<th><strong>Group discussion:</strong> Show students the following video <a href="http://www.youtube.com/watch?v=8gRdBKYd_gQ">http://www.youtube.com/watch?v=8gRdBKYd_gQ</a>. While watching, students write down notes and then discuss in groups. A representative from each group writes down key points on the IWB. A whole class discussion follows, with special emphasis on: what is protein, the main function of protein and the identification of animal and plant protein sources.</th>
<th>Students will: Identify and explain in short the functions of protein in the body, illustrating how to include good sources of protein in the diet. (Level 8) Name the main function of protein in the body. Identify in which part of the CINDI food pyramid, protein foods are found. Name protein rich snacks. (Level 7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand 1 (2 lessons)</td>
<td><strong>Remote preparation:</strong> Students bring pictures of different food items. In groups they identify foods rich in protein. They indicate the food group they belong to, namely Meat, Fish, Poultry and Alternatives. Ask students to indicate in which part of the CINDI food pyramid, protein foods are found, pointing out that these foods are to be consumed in</td>
<td></td>
</tr>
</tbody>
</table>
### Moderation.

**Group Work:** Mixed ability groups may be given different recipe cards of healthy home-prepared alternatives of healthy animal/vegetable protein rich snacks popular with teenagers. Students in each group discuss the popular recipes they are given, focusing on ingredients, nutritional value, method of cooking and costing. They also write down what they can serve with the food item to make it a balanced meal. A rapporteur from each group presents the group’s findings, which can be put up on the IWB. A class discussion follows.

**Suggested websites for further information:**
- [http://kidshealth.org/kid/nutrition/food/protein.html](http://kidshealth.org/kid/nutrition/food/protein.html)

| Plan home-prepared protein rich snacks | Teacher prepares a selection of healthy, home-prepared protein rich snacks namely chicken nuggets, beef burgers, fish fingers and lentil patties. Ideally, local and seasonal ingredients are used to encourage sustainability. Ways of including leftover food in the snacks is discussed. Throughout the demonstration the teacher consolidates the basic skills acquired in the previous year and demonstrate new skills such as binding and coating with batter. The teacher also demonstrates a variety of fruit smoothies. During the demonstration the students can take photos of the main steps in preparing each food item and in groups prepare a Photostory about one item. This is a resource that can be used by other Home Economics students. In preparation for the practical session, students prepare a flow chart with the steps involved in preparing the chosen snack and smoothie. | Name animal and plant sources of protein. (Level 6)

Differentiate between animal and plant sources of protein. (Level 5)

| Students will: | Fill in a flow chart independently, including the steps involved in preparing a protein rich snack. List in detail changes and improvements they could make to their snacks to make them healthier. (Level 8)

Fill in a flow chart with help and guidance, including the steps involved in preparing the chosen snack. Give reasons to justify the health benefits of popular snacks. (Level 7)

Put a pictorial order of work in sequence, illustrating the main steps of different snacks. (Level 6)

Put a pictorial order of work in sequence, with help, illustrating the main steps of different snacks. (Level 5) |
<table>
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<tbody>
<tr>
<td><strong>create home-prepared protein rich snacks</strong></td>
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<tr>
<td><strong>Strand 1 (2 lessons)</strong></td>
</tr>
<tr>
<td>Students individually prepare a simple, healthy, protein-rich snack, a fresh salad and a drink for a teenager. They lay the table for one person to serve the snack they prepared.</td>
</tr>
<tr>
<td>Students fill in a self evaluation sheet. The teacher can also lead a constructive class evaluation on the process and outcome of the practical session, wherein both the strengths and weaknesses are highlighted.</td>
</tr>
<tr>
<td><strong>Extension activity:</strong> Ask students to look for other recipes of protein rich snacks to include traditional Maltese dishes which they can prepare at home. Students are encouraged to make simple changes to the recipes to make them in line with the CINDI dietary guidelines.</td>
</tr>
<tr>
<td>Students will: Follow a detailed order of work and demonstrate good food preparation skills independently. Assess their performance and final product highlighting some strengths and weaknesses, including basic references to organization, safety, sensory aspects, nutritive value and overall result, suggesting some aspects of improvement. (Level 8)</td>
</tr>
<tr>
<td>Follow an outlined order of work and demonstrate adequate food preparation skills with minimal supervision. Give short evaluative comments on the outcome of the practical by filling in a guided evaluation sheet, highlighting main strengths and weaknesses and identifying one area of improvement when asked. (Level 7)</td>
</tr>
<tr>
<td>Follow a pictorial order of work and demonstrate basic food preparation skills with considerable help. Give general short comments on the overall outcome of the practical activity highlighting some basic strengths and weaknesses with guidance. (Level 6)</td>
</tr>
<tr>
<td>Follow a pictorial order of work and demonstrate basic food preparation skills with constant prompting. Identify one or two things that went right or could be better in the practical assignment with prompting from the teacher. (Level 5)</td>
</tr>
</tbody>
</table>
Subject: Home Economics
Unit code and title: 8.2 Body Building
Strand 1: Food, Nutrition and Health
Strand 2: Choice and management of resources
Unit Duration: 9 sessions of 40 minutes (6 hours)

Objectives
The teacher will help students to:
1. explore the role of fibre and water in the diet
2. define and apply basic table manners and correct handling of cutlery and table-laying
3. identify the main sources and examine the main function and nutritional quality of protein
4. plan home-prepared protein rich snacks
5. create home-prepared protein rich snacks

Objectives at attainment levels 1, 2, 3, 4
The teacher will:
1.1 enable students to understand why fibre and water are important for our body
2.1 enable students to develop some table laying skills and table manners
3.1 enable students to understand the function of protein and why it is important for our body
4.1 enable students to plan a snack rich in protein
5.1 enable students to create a snack rich in protein

Key Words
Wholegrain bread, wholegrain pasta, wholegrain rice, stools, bowels, fibre, table etiquette, knife, fork, spoon, napkin, protein, meat, fish, chicken, beans, peas, nuts, animals, plants, energy

Points to Note
Lessons are delivered in the communication mode/s that students are most familiar with. Students may have to face very challenging contexts and activities. Teachers should therefore capitalize from these situations by modifying the activities to teach cognitive and motor skills, self-help skills, vocabulary and enhance communication and social skills. When students find it difficult to participate in a discussion, they should be encouraged to think and observe more closely. This can be done by asking questions. Open-ended questions e.g. “Which food contains fibre?” Multiple-choice e.g. “Does the protein found in meat come from animals or plants?” Easier question types just require Yes/No answers e.g. “Can you talk with food in your mouth?” Low level students need time to respond.

Resources
Charts, pictures, photos, camera, PowerPoint, videos, table mat templates, real objects to be used in demonstrations
<table>
<thead>
<tr>
<th>Teaching Objective</th>
<th>Examples of teaching experiences and activities</th>
<th>Indicators of Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher will: enable students to understand why fibre and water are important for our body</td>
<td>Students are presented with food that contains fibre such as wholegrain bread, wholegrain rice, wholegrain pasta. They should be made aware that the rough texture and sometimes colour in this type of food indicate that there is a lot of fibre which is very healthy. They are presented with the white counterparts and asked to point at the food that contains a lot of fibre. A piece of brown textured coloured card paper with the word FIBRE largely written on it is given to students to paste pictures of wholegrain bread etc., and also a piece of white card with FIBRE written in a smaller print to paste pictures of white bread etc. Students are also made aware that fruits and vegetables, cereals, nuts, dried beans, baked beans, peas, dried fruits also contain a lot of fibre. To reinforce the concept, they can stick the pictures with Velcro to a chart named FIBRE. Students may be presented with various pictures with Velcro of food and then asked to stick the ones that contain fibre. Finally, it is important to make them aware that a person who does not eat enough fibre every day will have some difficulty in passing stools and so feels uncomfortable and perhaps some pain too. Students are made aware that it is important to drink a lot of water everyday as it expands the fibre in the intestines which helps to push the stools down and make it easier for us to pass them. Students perform the cereal experiment where they can watch the cereals expand after water is added to it. Students discuss in what ways they are drinking liquids e.g. tea, coffee, milk, soup, fruits, water, soft drinks etc. They are made aware of the healthier food and beverages. Reinforcement takes place through sorting pictures, mime, videos, ppts etc. To conclude the students can make a chart of the food that has high water content.</td>
<td>Students will: Show awareness of some food that contains fibre by sorting the correct pictures from a small selection. Name a few food items that provide water to our body. (Level 4) Show awareness that wholegrain bread is healthier than white bread. Show awareness that it is important to drink a lot of liquid. (Level 3) Maintain interaction during class activities and take turns to choose pictures from a selection. Respond to simple requests e.g. “Choose a picture” (Level 2) Track a moving object e.g. picture or loaf of bread during class activities. Track a moving object e.g a glass of water during class activities. (Level 1)</td>
</tr>
<tr>
<td>enable students to develop some table laying skills and table manners.</td>
<td>Students are made aware of do’s and don’ts when sitting at table. This can be achieved by role play. E.g. they watch a student eating with a fork and knife and another one picking food with his/her hand. After discussing these actions they have to choose the correct one. Alternatively they can be shown pictures and videos of acceptable and unacceptable table manners to Students will: Remember one do and one don’t of table manners and lay the table properly with the aid of a tablemat template. (Level 4)</td>
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| Strand 1 (1 lesson) | Strand 3 (1 lesson) |
### Discuss and Give Opinions

For reinforcement, table etiquette will be practised every time students sit down to eat. Special emphasis is on washing of hands before starting to eat. To help students in learning how to lay a table for a simple meal, they are first presented with a table mat template with outlines of the fork, knife, spoon, glass, plate appropriately placed. The students then have to place the real objects on the respective outlines. As they get used to the idea, a new template is introduced with a missing outline. More templates with more missing outlines are presented as the students memorize the places where cutlery etc. should go.

| At times remember to wash hands before starting to eat and match a few items to the tablemat template. (Level 3) |
| Use a spoon to eat given some prompts. (Level 2) |
| Attempt to hold a suitable spoon and eat with it, given some hands-on-hands support. (Level 1) |

### Enable Students to Understand the Function of Protein and Why it is Important for Our Body

**Strand 1 (2 lessons)**

Students are given a protein chart divided into two sections, one for animal sources, and the other for plant sources. They are shown pictures of food containing protein. Each one is discussed and stuck under the appropriate section. Each time a picture is presented the importance of protein is stressed e.g. for growth, repair body tissues, strong muscles, healthy hair, healthy skin. Repetition is important. Equally important is to say that it has to be eaten in moderation. Students are encouraged to balance intake of protein and animal sources and choose the size of a correct meat portion i.e. the size of a deck of cards. They are also made aware that using too much oil/fat to cook meat, fish and poultry is not healthy. This can be demonstrated through a video or using real oil. Referring to the problems of obesity in this case will not only help to assimilate this fact but reinforces previous learning.

| Students will: |
| Show awareness that some food contain protein and that it helps us grow. (Level 4) |
| Increase their concept of animals and plants and with verbal/non verbal support participate in the protein chart activity. (Level 3) |
| Increase their vocabulary of food related to the focus of this unit. (Level 2) |
| Visually track moving object and turn head towards it as it begins to go out of sight. (Level 1) |

### The Teacher Will: Enable Students to Plan a Snack Rich in Protein

**Strand 1 (2 lessons)**

Students observe teacher demonstration in preparing snacks that contain protein. Relying on knowledge gathered in previous lessons students discuss the choice of food and why. They are made aware that it is better to use fresh food than canned/packed where possible so that there is not much thrash to throw away.

For the preparation of the flow chart, students are given a list of the

<p>| Students will: |
| Identify some ingredients from a selection to make homemade beef burgers. (Level 4) |</p>
<table>
<thead>
<tr>
<th>Ingredients accompanied with pictures. They are encouraged to show and name them. Reinforcement is further carried out by asking students to collect the real ingredient and place it on the work area in the order they will be used. A photo is taken for future reference. The same procedure is used to identify the equipment needed for the task. Discuss the steps that have to be taken in order to prepare and cook the dish. Each step is illustrated by a picture. To reinforce this, a game can be played where students pick at random one of the pictures that have been placed upside down. They discuss the contents and decide whether it is the first step. If not, another picture is picked up until the correct one appears. The game continues to find the second step and ends when the final one is left to the last. The person who puts the final one in the list is the winner. A photo incorporating all the steps is taken.</th>
<th>Increase their vocabulary of ingredients, equipment and actions used in preparing and cooking food. (Level 3) Be able to match pictures of ingredients, equipment and actions with the real things. (Level 2) Reach out for an ingredient placed close by. (Level 1)</th>
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</thead>
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<tr>
<td>Students are helped to prepare a simple, healthy, protein-rich snack, a fresh salad and a drink for a teenager. Students can follow step by step pictures on how to prepare the snack and drink. They are also helped to lay the table for one person to serve the snack they had prepared. Students are helped by giving them verbal cues, prompting them, discussing what they have to do next, by giving them a table mat template with drawings of cutlery etc. in actual size on them. With a few students, hands-on-hands support may also be required. Self evaluation can be carried out verbally where students explain the procedures they went through to prepare the snack, what they liked about it, what they would change if they had to do it again etc.</td>
<td>Students will: Perform some of the procedures in the preparation of the snack independently if they had pictures to follow e.g. washing the salad vegetables. (Level 4) Perform some of the procedures in the preparation of the snack if given verbal and physical prompting. (Level 3) Try to match some cutlery with the tablemat template and place them correctly. (Level 2) Reach out for a plastic spoon placed closed by and hold it briefly in hand. (Level 1)</td>
</tr>
</tbody>
</table>
Subject: Home Economics
Unit code and title: 8.3 Fighting Fit
Strand 1: Food, Nutrition & Health

Unit Duration: 9 sessions of 40 minutes (6 hours)

Objectives
The teacher will help students to:
1. explore the role fats and oils play in our diet
2. understand the role vitamins and minerals play in maintaining a healthy body
3. explain the rubbing-in method of cake making and devise a flow chart for the making of a fruit crumble/scones
4. prepare a fruit crumble/scones that are in line with the dietary guidelines using the rubbing-in method
5. review and discuss the process involved in carrying out an investigation

Key Words
Points to Note
Resources
Fat, cholesterol,
coronary heart
disease, arteries,
saturated fats,
unsaturated fats,
vitamins, minerals,
food sources, rubbing-
in method, fruit
crumble, scones, sift,
cake making,
breadcrumbs, bake,
strengths,
weaknesses, room for
improvement,
investigation, plan of
action, aims, research.

Home Economics is a multi-disciplinary learning area encompassing three main strands: Food, Nutrition and Health, Home and Family Living and Choice and Management of Resources. Each separate strand as well as the inter-relationships among the three strands is explored using a constructivist pedagogy, where students are actively engaged throughout the learning process. Home Economics guides students to acquire and develop knowledge, skills and attitudes within the various strands. The indicators of learning outcomes cater for various abilities through differentiation.

In this unit, students will acquire and apply new knowledge about fats, oils, vitamins and minerals through a range of hands on activities. A demonstration and practical session about the making of a fruit crumble/scones using the rubbing-in method is also included in this unit. This topic ends with a lesson highlighting the main steps involved in carrying out an investigation.

Fats and oils: Materials and equipment for experiments 1 and 2, food labels.
Vitamins and minerals: human body model, realia/flashcards of different foods.
Fruit crumble/scones demonstration and practical: apron, headgear, ingredients, equipment.
Investigation: students’ Form 1 investigations
<table>
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<tr>
<th>Teaching Objective</th>
<th>Examples of teaching experiences and activities</th>
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</tr>
</thead>
<tbody>
<tr>
<td>The teacher will help students to: explore the role fats and oils play in our diet</td>
<td><strong>Experiment 1: Where’s the fat?</strong> Students can find out if a food contains fat by rubbing it on a piece of brown paper. If the food contains quite a bit of fat, a translucent spot will appear where they have rubbed. Water in food will also produce a translucent spot, but a water spot will disappear when the water dries. <strong>Materials and equipment:</strong> 1 uncooked macaroni shell, 1 raw potato slice, 1 potato chip, ½ teaspoon mayonnaise, 1 shelled peanut, part of 1 raw bacon strip/luncheon meat, ½ teaspoon water, ½ teaspoon margarine, brown paper, measuring spoons, knife, chopping board, plate, marker. <strong>Procedure</strong> 1. Rub each food item on a flat piece of brown paper. 2. Label the spots with the name of the food. 3. Allow the spots to dry for 20 minutes. 4. Take note whether fat was present. <strong>Follow up questions:</strong> Did the raw potato slice give you different results than the potato chip? If yes, why did they test differently? How do you think a chip would react? Did you find that the peanut has fat or does not have fat? How do you think peanut butter would test? Did the macaroni test as having fat or not having fat? Since macaroni is made from grain, what can you conclude in general about grain foods? How do you think a slice of bread would test?</td>
<td>Students will: Analyse the relationship between saturated and unsaturated fat intake and health and explain the link between high levels of blood cholesterol and CHD. (Level 8) Classify fats into saturated and unsaturated and list at least two functions of fat and two health effects of excessive fat intake. (Level 7) Suggest simple ways how to reduce fat in their diet. (Level 6) Distinguish between fatty and non fatty foods. (Level 5)</td>
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<tr>
<td>Strand 1 (2 lessons)</td>
<td><strong>Experiment 2: Clogged arteries</strong> This experiment simulates what happens when the arteries become clogged up with fat. <strong>Equipment:</strong> Clear, flexible plastic tubing/straw, plastic bowls/basins, funnel/pipette, hard fat/margarine, cotton swabs, red food colouring, water. <strong>Procedure</strong> 1. Fill the bowl/basin with water. Add red food colouring. This represents blood. 2. Using the funnel/pipette, pour the ‘blood’ through the tubing/straw. This represents the artery.</td>
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</table>
3. Using the cotton swab, place a dab of fat on the inside of the tube/straw. Again pour the ‘blood’ through the tube/straw.
4. Continue to add fat to the tube/straw and pour the ‘blood’ through the tube/straw.

**Result:** It will be observed that when the tube/straw is clogged the blood flow is restricted, increasing the risk for CHD.

**Food labels activity:** The teacher (or the students themselves) may display some examples of packaged food. Students could single out the fat content and discuss the type of fat (saturated or unsaturated).

**Home Activity:** Keeping a food diary Students can keep a simple 3 day food diary to record their personal food intake whilst categorising their food intake into low fat/medium fat/high fat OR into saturated/unsaturated fats. This will help students become more aware of the choices that they make. Students will discuss and debate their choices. Students can also explore ways in which they could replace the high fat food they consumed and list healthy eating habits that could be implemented within their families, to reduce their risk of CHD.

These links can be accessed for further information about fats:
- [http://kidshealth.org/kid/nutrition/food/fat.html#](http://kidshealth.org/kid/nutrition/food/fat.html#)

<table>
<thead>
<tr>
<th>understand the role vitamins and minerals play in maintaining a healthy body</th>
<th><strong>Discussion:</strong> Lesson can start with a whole class discussion about the importance of teamwork. For example, the teacher can choose a favourite local football/basketball team for reference. The teacher can show visuals of the team (players) whilst explaining that each team member has a very specific role. When each member performs his/her role at the right time and in the right way, whilst ensuring collaboration with other team players, the team functions at an optimal level. The teacher can ask students to name the various players and their positions/roles on the team. Explain that some players on the team are big and powerful, while others are small and fast, but they all play equally important roles. Each member of the team has a particular athletic skill, but they need the right foods and physical conditioning to keep them at their peak. The same concepts apply to our bodies. The right amount and balance of vitamins and minerals are essential for maintaining a healthy body. (Level 5)</th>
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<tbody>
<tr>
<td><strong>Stand 1 (1 lesson)</strong></td>
<td>Students will: Link specific vitamins and minerals to their basic body functions. (Level 8) List the main functions of vitamins and minerals in the body. (Level 7) Identify sources of food rich in vitamins and minerals. (Level 6) Be aware that vitamins and minerals are important for a healthy body. (Level 5)</td>
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</table>
minerals helps our body to grow and function properly. Just as with the sports team, vitamins and minerals must work together and with other nutrients to help the body be healthy and fit.

**Groupwork:** A model of the human body (could be pictorial on a large chart) portraying the skeleton, muscles and different organs is given to students. The students mark (circle or highlight) the different body parts that especially benefit from vitamins and minerals (e.g. bones, skin, heart, gums, teeth, blood).

Mixed-ability groups are given realia (or flashcards) of different foods. Some foods are rich in vitamins and/or minerals (e.g. milk, yoghurt, fruits, vegetables, nuts, meat, breakfast cereals) whilst some food are not (e.g. sausages, doughnuts, sweets, soft drinks, iced tea). Students have to classify foods into two groups: those rich in vitamins and minerals and those which are not. Students are also encouraged to analyse food labels to identify the listed vitamins and/or minerals. A link can here be made to the food guide pyramid where students discover which food groups are rich in vitamins and minerals.

**Creative work:** Students are encouraged to create a recipe for a snack which is rich in vitamins or minerals.

**Remote preparation:** The students should be given prior notice to get an apron, headgear, 2 dish cloths and a plastic folder (to put recipe in it) from home. The teacher sets up 2 workstations with the weighed ingredients and the equipment necessary to make the fruit crumble and scones.

1. The students are shown a 6 minute video podcast: How to make rock cakes: [http://www.youtube.com/watch?v=zPNTk9hzMBM](http://www.youtube.com/watch?v=zPNTk9hzMBM)

   Through the podcast the students will observe the basic steps involved in making cakes using the rubbing-in method. While watching the video the students in each group have to write down the basic steps involved in the rubbing-in method as seen through the video. Lower ability students can put the steps in order on a given handout.

2. The teacher goes over the main steps of the rubbing-in method. The teacher can ask different students to take it in turns to help in the making of the scones/fruit crumble. The procedure will act as preparation for the actual practical session which will follow, where all students prepare their own fruit crumble/scones.

**Students will:**

Modify recipes using the rubbing-in method of cake making to make them in line with the dietary guidelines, giving reasons for each modification. (Level 8)

Outline the ingredients needed and explain the method used to make cakes using the rubbing-in method. (Level 7)

Put a sequence of pictures in logical order, identifying the basic steps to be followed when making cakes using the rubbing-in method. (Level 6)
<table>
<thead>
<tr>
<th>Prepare a fruit crumble/scones that are in line with the dietary guidelines using the rubbing-in method</th>
<th>Whilst the crumble/scones are being baked, ideas for serving accompaniments are examined e.g. custard, ice cream, natural yoghurt, chocolate yoghurt, cream etc. Students discuss these accompaniments according to the dietary guidelines. Students draw a flowchart for the making of the fruit crumble/scones that they will be preparing in the next practical session, labelling the ingredients that they will be using.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select the basic ingredients which are used to make rubbed-in cakes from a selection of ingredients, photos or pictures. (Level 5)</td>
<td>Students will: Follow a detailed order of work and demonstrate good food preparation skills independently. Assess their performance and final product highlighting some strengths and weaknesses, including basic references to organization, safety, sensory aspects, nutritive value and overall result, suggesting some aspects of improvement. (Level 8)</td>
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<td>Students will: Follow an outlined order of work and demonstrate adequate food preparation skills with minimal supervision. Give short evaluative comments on the outcome of the practical by filling in a guided evaluation sheet, highlighting main strengths and weaknesses and identifying one area of improvement when asked. (Level 7)</td>
<td>Follow a pictorial order of work and demonstrate basic food preparation skills with considerable help. Give general short comments on the overall outcome of the practical activity highlighting some basic strengths and weaknesses with guidance. (Level 6)</td>
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<td>Follow a pictorial order of work and</td>
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<td>Prepare a fruit crumble/scones that are in line with the dietary guidelines using the rubbing-in method</td>
</tr>
<tr>
<td><strong>Strand 1 (2 lessons)</strong></td>
<td>The main steps highlighting the making of the fruit crumble/scones can be uploaded on the IWB so that whilst the students are preparing the crumble/scones they will have the opportunity to refer to it in case of difficulty.</td>
</tr>
<tr>
<td>Fruit Crumble</td>
<td>Fruit Crumble [<a href="http://www.britishnutrition.org.uk/upload/Fruit%20Crumble.ppt#264,1,Slide">http://www.britishnutrition.org.uk/upload/Fruit%20Crumble.ppt#264,1,Slide</a> 1](<a href="http://www.britishnutrition.org.uk/upload/Fruit%20Crumble.ppt#264,1,Slide">http://www.britishnutrition.org.uk/upload/Fruit%20Crumble.ppt#264,1,Slide</a> 1)</td>
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<td>Scones</td>
<td>Scones <a href="http://www.foodafactoflife.org.uk/VideoActivity.aspx?siteId=15&amp;sectionId=65&amp;contentId=100&amp;titleId=103">http://www.foodafactoflife.org.uk/VideoActivity.aspx?siteId=15&amp;sectionId=65&amp;contentId=100&amp;titleId=103</a></td>
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<td>Furthermore, some background music will help set the scene and relax the students during the practical. After the practical session, the students can pair up to evaluate each other’s work (peer-to-peer evaluation). A chef of the week may be nominated!</td>
<td>Home Connectivity: For HW, the students need to evaluate their performance (as per learning outcomes) and additionally can obtain the feedback of at least 3 persons (including themselves) to complete a star diagram representing different criteria (i.e. aesthetics, aroma, texture, taste).</td>
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**Home Connectivity:** For HW, the students need to evaluate their performance (as per learning outcomes) and additionally can obtain the feedback of at least 3 persons (including themselves) to complete a star diagram representing different criteria (i.e. aesthetics, aroma, texture, taste).
| **Coursework component (2 lessons)** | **Remote preparation:** Some of the students are encouraged to bring to class their Form 1 investigation and talk about it in front of their classmates. A whole class discussion about the steps involved in carrying out last year’s investigative work follows. A mini quiz can be developed using the IWB to help students recall the main steps of carrying out the investigation. A flow chart can also be used as a follow up activity so that students can see all steps involved in a chronological order (plan of action). Students can keep this to help guide them in this year’s investigation.  
Through a set of pictures or a whole class discussion the teacher can help students to think about the various possible topics they can choose to investigate further.  
**Home Activity:** Students will draw a set of three relevant aims, conduct research and summarise in their own words. | **Students will:**  
Draw up a relevant aim independently; present a well organised and detailed plan of action; select, assimilate and present the information found independently. (Level 8)  
Draw up a relevant aim with help, outline with guidance the main steps involved in carrying out an investigation, present a plan of action which is well organised but not detailed and conduct research on the chosen topic with minimal help. (Level 7)  
List the main steps required when carrying out an investigation and carry out basic research with help. (Level 6)  
Talk about their chosen topic and find pictures related to it. (Level 5) |
Subject: Home Economics
Unit code and title: 8.3 Fighting Fit
Strand 1: Food, Nutrition & Health

Objectives
The teacher will help students to:

1. explore the role fats and oils play in our diet
2. understand the role vitamins and minerals play in maintaining a healthy body
3. explain the rubbing-in method of cake making and devise a flow chart for the making of a fruit crumble/scones
4. prepare a fruit crumble/scones that are in line with the dietary guidelines using the rubbing-in method
5. review and discuss the process involved in carrying out an investigation

Objectives at attainment levels 1, 2, 3, 4
The teacher will enable students to:

1.1 show awareness of some food that has high/low content of fats and oils and how this can affect our health
2.1 show awareness of vitamins and minerals and how important they are for our health
3.1 show awareness of the rubbing-in method of cake making and with support devise a flow chart for the making of a fruit crumble/scones
4.1 prepare a fruit crumble/scones that are in line with the dietary guidelines using the rubbing-in method
5.1 review and discuss the process involved in carrying out an investigation

Key Words
Points to Note
Resources

Fat, cholesterol, heart disease, arteries, saturated fats, unsaturated fats, vitamins, minerals, food sources, rubbing-in method, fruit crumble, scones, sift, breadcrumbs, bake, find out, plan.

Lessons are delivered in the communication mode/s that students are most familiar with. Students may act passively due to very challenging contexts and activities. Still teachers should capitalize from these situations by modifying the activities to teach cognitive and motor skills, self-help skills, and vocabulary and enhance communication and social skills. When students find it difficult to participate in a discussion, they should be encouraged to think and observe more closely. This can be done by asking questions. Open-ended questions e.g. “What should you eat to have healthy bones?” Multiple-choice questions e.g. “Which contains fat – fried potatoes or boiled potatoes?” and question that require Yes/No answers e.g. “Are nuts rich in vitamins?” Students must be given time to respond.

Camera, videos, Power Points, charts, games, suitable activities, pictures, symbols, big switch, IWB, real objects, hands-on-hands support
<table>
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<tr>
<th>Teaching Objective</th>
<th>Examples of teaching experiences and activities</th>
<th>Indicators of Learning outcomes</th>
</tr>
</thead>
</table>
| The teacher will enable students to:                                             | During the experiments (Where’s the fat? Clogged arteries), students are encouraged to follow and take part in the procedures and discussions so that they start building/adding knowledge to the concept of fats and oils and how they can affect our health. To reinforce salient points, the experiment on clogged arteries can be reproduced on cards in steps (not more than four). Students are then required to discuss them and put them in the correct sequence. The sequence can also be matched with similar cards/PPT depicting the real thing. Cards with the words “fat”, “saturated”, “unsaturated” in uppercase, lowercase, etc. are given to students who are asked to find a match on food packages. The amount is noted and compared to other products. It would be beneficial for the students if home co-operation is present to supply additional exposure to this concept before and after the lesson. Help at home is also required for students to keep a diary of food intake. For students within level descriptors 1 and 2, emphasis can be made on learning new vocabulary and experiences. | Students will: Show awareness that cooking with a lot of oil is not good for our health. (Level 4)  
Show awareness that certain food like chips contain a lot of fat which is not good for our health. (Level 3)  
Increase vocabulary about fats. (Level 2)  
Receive multi-sensory experiences when handling food. (Level 1) |
| show awareness of some food that has high/low content of fats and oils and how this can affect our health. | It is very difficult for students in levels 1-4 to be highly imaginative when it comes to associate two totally different things on the basis of a similar function such as comparing the role of vitamins and minerals to the role of players in a team. Hence their participation could be somewhat passive. Students are shown actual food items and discuss how their vitamin and mineral contents can be beneficial to healthy skin, bones, muscles etc. To reinforce this, students are given a chart with a picture of a human body surrounded by pictures of various foods. They are asked to draw lines from the food to the respective part/s of the body that benefit from its vitamins and minerals content. Another activity can be carried out by having a chart divided into two sections, one with a human figure that shows signs of good health and the other one depicting the opposite. Students are given food brochures, a pair of scissors and glue. They cut pictures and paste them accordingly in the respective sections. Students with poor motor skills will need some help to accomplish some of these activities. Cards with the words “vitamins” and “minerals” in uppercase, lowercase, etc. are given to | Students will: Show familiarity with the concept of vitamins and minerals and begin to realize how vital they are for our health. (Level 4)  
Know that eating certain food such as fruits and vegetables is very healthy. (Level 3)  
Increase vocabulary about vitamins and minerals. (Level 2)  
Receive multi-sensory experiences when handling food. (Level 1)  

Strand 1 (2 lessons)                                                                 |                                                                 |                                                                                                                    |
| show awareness of vitamins and minerals and how important they are for our health. |                                                                 |                                                                                                                    |
show awareness of the rubbing-in method of cake making and with support devise a flow chart for the making of a fruit crumble/scones.

Strand 1 (2 lessons)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
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<tr>
<td>Students who are asked to find a match on food packages. The result is noted and compared to other products. It would very beneficial for the students if there is home co-operation to supply additional exposure to this concept before and after the lesson. For students within level descriptors 1 and 2, emphasis can be made on learning new vocabulary and experiences.</td>
<td>Students will:Follow a few steps in making scones with the aid of pictures. (Level 4)Follow some hygiene and safety procedures before starting to make the scones. (Level 3)Assimilate a few words which have been repeatedly used in this unit e.g. flour, mixing bowl. (Level 2)Show interest in what others are doing and allow an adult to perform hands-on-heads actions such as tilting ingredients in a bowl e.g. flour. (Level 1)</td>
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<tr>
<td>Students are given a list of the ingredients accompanied with pictures. They are encouraged to show and name them. Reinforcement is further carried out by asking students to collect the real ingredients and place them on the work area in the order they will be used. A photo is taken for future reference. The same procedure is used to identify the equipment needed for the task. Discuss the steps that have to be followed in order to make the scones. Each step is illustrated by a picture. To reinforce this, a game can be played where students pick at random one of the pictures that has been placed upside down. They discuss the contents and decide whether it is the first step. If not, another picture is picked up until the correct one appears. The game continues to find the second and following steps. A photo incorporating all the steps is taken.</td>
<td>Photos taken in the previous session are shown to the students. They try to remember the names of the ingredients and the equipment. Then they are asked to fetch them and place them in the correct order of use. When this task is done, they check with the photos. If something is misplaced or missing, they correct it. With level 2, the photos are referred to each time before collection. Level 1 student are given suitable ingredients and utensils to explore their shapes, colour, size and texture. Students are taught to use the same procedure before starting to prepare the food in a practical session i.e. tie back hair, put on apron and head gear, wash hands etc. A poster illustrating these hygiene and safety procedures should be prominently displayed in the food lab and referred to frequently. Students are given an enlarged photo of the preparatory steps taken in the</td>
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</table>
previous lesson. They discuss the tasks they need to do and check with the photos the order that has to be followed. Students will need support to accomplish their tasks due to lack of motor dexterity and maybe loss of concentration. Students are encouraged to discuss the outcome of their cooking attempt as well as that of others using suitable vocabulary e.g. smells good, delicious, soft, crunchy.

| review and discuss the process involved in carrying out an investigation. |
| Coursework component (2 lessons) |
| If possible students bring the investigative work they had done the previous year. If not they can be shown a modified investigation to consult and discuss. Teacher prepares suitable questions for students to participate in the mini quiz. Symbols, pictures, drawing, simple sentences are used when doing the flow chart in the follow up activity so that students can visualize all steps involved in a chronological order (plan of action). Students can keep this to help guide them in this year’s investigation. Students are presented with suitable pictures when discussing various possible topics they can choose to investigate further.  

**Home Activity**

Carers are contacted to help students to carry out a basic research e.g. making a collection of food packaging which show contents of fibre/proteins/vitamins/minerals.

| (Level 2) |
| Show interest in what others are doing and allow an adult to perform hands-on-hands actions such as tilting ingredients in a bowl and mixing them. (Level 1) |

| (Level 2) |
| Students will: Participate in class discussion when asked suitable questions. (Level 4) |

| (Level 3) |
| Show interest in pictures and show willingness to talk about them. |

| (Level 2) |
| Learn vocabulary related to the topic of the lesson e.g. find out, market. |

| (Level 1) |
| Participate by changing slides in a PPT when prompted to. A big switch can be used or given hands-on-hands support. |
Subject: Home Economics
Unit code and title: 8.4 Retail Therapy

Strand 1: Food, Nutrition and Health
Unit Duration: 9 sessions of 40 minutes (6 hours)

Strand 3: Choice and Management of Resources

Objectives
The teacher will help students to:
1. explore the main shopping facilities available in Malta and the importance of wise shopping
2. interpret the information found on food labels
3. plan a savoury and sweet dish using shortcrust pastry
4. prepare shortcrust pastry to make a savoury or sweet dish
5. choose, plan and implement one investigative technique

Key Words
Points to Note

Shopping facilities, online shopping, shopping list, food labelling, name and description of product, list of ingredients, country of origin, name and address of manufacturer, net weight, barcode, datemark, cooking /storage instruction, nutrition information, litter man symbol, recycling symbol, shortcrust pastry, rolling out, kneading, rubbing-in, appearance, aroma, texture, taste, visit, observation, interview

Home Economics is a multi-disciplinary learning area encompassing three main strands: Food, Nutrition and Health, Home and Family Living and Choice and Management of Resources. Each separate strand as well as the inter-relationships among the three strands is explored using a constructivist pedagogy, where students are actively engaged throughout the learning process. Home Economics guides students to acquire and develop knowledge, skills and attitudes within the various strands. The indicators of learning outcomes cater for various abilities through differentiation.

This unit combines aspects of nutrition, consumer education, practical activities as well as investigation activities. Overall, it seeks to address technological advances in shopping practices and communication skills in investigation development. By developing activities that emphasize real-life challenges, students can learn to master the skills (to include culinary) through the efficient, effective and sustainable management of resources.

Resources
Shopping for food: pictures /photos of different local shopping facilities, table for comparing food prices
Labelling: food packaging.
Demonstration & practical session: ingredients & equipment, digital camera
<table>
<thead>
<tr>
<th>Teaching Objective</th>
<th>Examples of teaching experiences and activities</th>
<th>Indicators of Learning outcomes</th>
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<tbody>
<tr>
<td>The teacher will help students to: explore the main shopping facilities available in Malta and the importance of wise shopping</td>
<td><strong>Remote Preparation:</strong> Students, who live in the same neighbourhood, work in pairs. They choose a shopping centre in their town or village and they take note of the type of food shops that are available in their locality and describe them. Students discuss with their parents/carers wise ways of shopping for food. <strong>Introductory Activity:</strong> Students’ feedback accompanied by pictures/photos of the different facilities are projected on the IWB and discussed in class. Through this activity, students identify the main shopping facilities available locally and discuss the basic difference between them. Students will be given the opportunity to explore different websites of different supermarkets and come up with the steps of how online shopping is conducted. A guiding handout targeting different attainment levels could be prepared for this activity. Then, the teacher could explain the steps in the right order. In groups, students identify from a given list the daily necessities for a given household scenario. The students will discuss the results in class. If necessary, the teacher will guide students to draw up a list of tips for wise shopping.</td>
<td>Students will: Write down detailed rules for wise shopping, plan a shopping list and find out and compare prices of basic food. (Level 8) Describe the main shopping facilities and explain briefly the difference between them, devise simple rules for wise shopping and plan a simple shopping list. (Level 7) Give a simple description of the main local shopping facilities. (Level 6) List the main shopping facilities available locally. (Level 5)</td>
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<tr>
<td><strong>Strand 3 (2 lessons)</strong></td>
<td><strong>Class/Home Extension:</strong> Students visit a nearby supermarket. Students explore the various aisles and find where the food on a given list can be found. They also find the prices of the food on the list and with the help of a table, they may compare the prices of the supermarket’s of two/three different brands.</td>
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<td><strong>Additional information:</strong> <a href="http://www.ehow.com/list_7583434_field-trip-activities-supermarket.html">http://www.ehow.com/list_7583434_field-trip-activities-supermarket.html</a></td>
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<td>Printable grocery and shopping list <a href="http://www.vertex42.com/ExcelTemplates/grocery-list.html">http://www.vertex42.com/ExcelTemplates/grocery-list.html</a> <a href="http://www.eatright.org/Public/content.aspx?id=6384">http://www.eatright.org/Public/content.aspx?id=6384</a></td>
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<td>Interpret the information found on food labels</td>
<td><strong>Remote preparation:</strong> Students are asked to bring with them the packaging of a food item. <strong>Introductory activity:</strong> In mixed ability groups, students analyse each food packaging and make a list of the information provided on the packaging. A rapporteur from each group presents what has been noted in the group. The teacher</td>
<td>Students will: Interpret law-binding information as well as any additional information that is often found on food labels. (Level 8) List at least six types of information that</td>
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<td><strong>Strand 3 (1 lesson)</strong></td>
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explains to students that certain information provided is law-binding, while other information is optional. For further information students can refer to the following websites http://www.dolceta.eu/united-kingdom/Mod1/Legal-requirements-for-labelling.html or http://www.businesslink.gov.uk/bdotg/action/detail?itemId=1080034063&type=RESOURCES

Students examine the packaging again, this time focusing solely on the symbols. Students search on the internet to find out what the different symbols stand for. Special emphasis is laid on the litter man and recycling symbol.

The teacher projects on the IWB, various labels of foods pertaining to the same food group. Students compare and contrast these labels according to the cues provided by the teacher.

Students examine the different date-marks found on food packaging. They discuss the importance of date marking on food and why it is necessary.

**Extension activity:** Students are asked to design a food packaging for a particular food item such as a breakfast cereal. They are to include all information that should be found on food packaging. Further to the labelling activity above, students may be encouraged to include any additional information which is not law-binding.

**Additional information**
http://www.foodafactoflife.org.uk/Sheet.aspx?siteId=20&sectionId=80&contentId=270
http://www.foodafactoflife.org.uk/attachments/b2186f75-afb5-4ba1a50ea4b8.pdf
http://www.dolceta.eu/united-kingdom/Mod4/Food-labelling.html

should be found on a food label as well as identify and draw the litter man and recycling symbol. (Level 7)

List at least three types of information that should be found on a food label. (Level 6)

Recognise and with prompting from the teacher state that food labels provide vital information for consumers. (Level 5)
| Plan a savoury and sweet dish using shortcrust pastry | **Class discussion:** Discuss within the class when a pastry dish might be eaten and how it can form a nutritious element in a packed lunch. Accompaniments that could be served with it to make a balanced meal can be explored.  

**Demonstration:** The making of a shortcrust pastry is demonstrated by the teacher and assisted by the students. Emphasis should be laid on short crust pastry ingredient proportion, rubbing-in method, addition of liquid, kneading and rolling out pastry proficiently.  

Students are shown how to make an open flan/tart or closed pie. Students can fill a preparation sheet handout with simple instructions as the teacher demonstrates the different steps. Refer to [http://www.foodafactoflife.org.uk/attachments/370fe7ed-f72f-48f5a5080807.pdf](http://www.foodafactoflife.org.uk/attachments/370fe7ed-f72f-48f5a5080807.pdf)  

Different ideas for pie/flan/tart fillings and finishes are shown to the students. Students can be guided, to elicit healthier alternatives to common ingredients in pies/flan/tarts/quiches for example suggest fish or chicken as an alternative to bacon, the addition of vegetables, and substituting milk with ricotta to reduce the amount of eggs in quiche.  

Alternatively, during the demonstration, the students in groups may take pictures and write short notes of the different steps. They may then design a simple preparation sheet to demonstrate how the short crust pastry was made.  

**Class/Home Extension:** The students can make a pie with ready made shortcrust pastry. Carry out a sensory evaluation and encourage students to compare the ready made pastry with the pastry made during the demonstration. Encourage them to describe the pastry’s appearance, aroma, taste and texture. Make a paired comparison for the cost and sustainability and nutritional value of both pastries. Brainstorm and discuss factors that lead to the choice of whether to make or buy the pastry. | Students will:  
Fill in a preparation sheet independently, including the steps involved in preparing short crust pastry. List in detail changes and improvements they could make to the pastry and fillings to make them healthier. (Level 8)  
Fill in a preparation sheet with reasonable help and guidance, including the steps involved in preparing the pastry and filling. (Level 7)  
Put a pictorial order of work in sequence, illustrating the main steps of making pastry. (Level 6)  
With help, put in order a series of pictures to illustrate the main steps of making pastry. (Level 5) |
| Prepare shortcrust pastry to make a savoury or sweet dish. | **Remote Preparation:** Students design a credit crunch pie/quiche/flan/tart: Set students the challenge of developing a pie by making use of inexpensive or left-over foods. Consider sustainability by making use of seasonal and locally available produce. Give students the choice of a sweet or savoury pie. They should think about who is | Students will:  
Follow a detailed order of work and demonstrate good food preparation skills independently. Assess their performance |
going to share it – give different scenarios e.g. family members for supper, schoolchildren or parents for a packed lunch, a picnic, a party. Students may want to do a short survey and find out what are the most popular pies in their own class or families for the different scenarios.

**Practical:** Students individually prepare a savoury or sweet pie/quiche/flan/tart. Special emphasis is laid on correct rubbing-in, kneading and rolling out of pastry. The use of healthy and local ingredients for the filling encourages cost effectiveness and sustainability.

**Evaluation:** Students fill in a self-evaluation sheet. The teacher can also lead a constructive class evaluation on the process and outcome of the practical session, wherein both the strengths, weaknesses and suggestion for improvement are highlighted.

and final product highlighting some strengths and weaknesses, including basic references to organization, safety, sensory aspects, nutritive value and overall result, suggesting some aspects of improvement. (Level 8)

Follow an outlined order of work and demonstrate adequate food preparation skills with minimal supervision. Give short evaluative comments on the outcome of the practical by filling in a guided evaluation sheet, highlighting main strengths and weaknesses and identifying one area of improvement when asked. (Level 7)

Follow a pictorial order of work and demonstrate basic food preparation skills with considerable help. Give general short comments on the overall outcome of the practical activity highlighting some basic strengths and weaknesses with guidance. (Level 6)

Follow a pictorial order of work and demonstrate basic food preparation skills with constant prompting. Identify one or two things that went right or could be better in the practical assignment with prompting from the teacher. (Level 5)
| choose, plan and implement one investigative technique. | Teacher introduces the two techniques to be researched namely interview and observation/visit. With the help of the teacher, students discover the usefulness, effectiveness and suitability of each of the above techniques to find out more about a chosen investigative subject. Students in mixed ability groups, are to research a given Home Economics topic from the Form two curriculum, by planning and conducting either an interview or a visit/observation. Those students that choose an interview are to decide on a suitable person to interview, devise a set of questions to ask (about 5), set up an appointment with the person and carry out the interview. They can audio record for further reference. They may interview students, teachers or relatives. The groups that choose a visit/observation as an investigative technique, are to decide on a relevant place to visit, write down what they are to note, make the necessary arrangement for the visit and carry out the visit. They can take photos of important things relevant to the investigation. Both are to record answers in a suitable manner. The teacher guides students how best to record their findings. | Students will: Give detailed and justified reasons for choosing a technique and carry out technique in an effective and an independent manner. (Level 8) Give accurate reasons for choosing a technique and carry out technique in a competent manner with minimal supervision. (Level 7) Give some reasons for choosing a technique and with guidance carry out technique in a satisfactory but elementary manner. (Level 6) Carry out technique in a restricted manner with full supervision. (Level 5) |
| Coursework component (2 lessons) | | |
**Objectives**
The teacher will help students to:

1. explore the main shopping facilities available in Malta and the importance of wise shopping
2. interpret the information found on food labels
3. plan a savoury and sweet dish using shortcrust pastry
4. prepare shortcrust pastry to make a savoury or sweet dish
5. choose, plan and implement one investigative technique

**Objectives at attainment levels 1, 2, 3, 4**
The teacher will enable students to:

1.1 explore the main shopping facilities available in Malta and experience shopping for some basic needs
2.1 show awareness of some information found on food labels
3.1 plan a savoury and sweet dish using shortcrust pastry
4.1 prepare shortcrust pastry to make a savoury or sweet dish
5.1 to participate in carrying out an investigative technique

**Key Words**

<table>
<thead>
<tr>
<th>Key Words</th>
<th>Points to Note</th>
<th>Resources</th>
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<tr>
<td>Supermarket, shopping list, food labels, price, name and description of product, list of ingredients, datemark, cooking/storage instruction, nutrition information, litter man symbol, recycling symbol, shortcrust pastry, rolling out, kneading, rubbing-in, aroma, texture, taste, find out, visit, observation</td>
<td>Lessons are delivered in the communication mode/s that students are most familiar with. Students may act passively due to very challenging contexts and activities. Still teachers should capitalize from these situations by modifying the activities to teach cognitive and motor skills, self-help skills, vocabulary and enhance communication and social skills. When students find it difficult to participate in a discussion, they should be encouraged to think and observe more closely. This can be done by asking questions. Open-ended questions e.g. “What is the price of a loaf of bread?” Multiple-choice questions e.g. “Which is healthier for pie filling – bacon or chicken?” and question that require Yes/No answers e.g. “Is this the first step in making shortcrust pastry?” Students must be given time to respond.</td>
<td>Camera, videos, pen drive, power points, charts, games, suitable activities, pictures, symbols, big switch, IWB, real objects, hands-on-hands support, glue, scissors, construction paper</td>
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<tr>
<td>The teacher will enable students to: explore the main shopping facilities available in Malta and experience shopping for some basic needs</td>
<td><strong>Remote Preparation:</strong> Carers co-operation is required for students to visit a shopping centre frequented by the family and food shops in their locality. They collect data such as names of shops, types of food shops, size, number of floors, and number of people working in them. They are encouraged to take pictures and put them in a folder on a pendrive. Carers are advised to show them how to shop for some basic needs e.g. milk, soap, tissues. <strong>Class Activities:</strong> students take the pen drive or pictures to school to discuss them with the rest of the class. Students are supplied with pictures of interiors of various buildings, and following a discussion, they are asked to paste the ones that illustrate shopping premises on a sheet of paper. Students are given supermarket promotion brochures to discuss which items are essential to daily living and those which are not. They are given scissors and glue to cut the pictures that depict items necessary in a given household scenario and paste them on a sheet of paper. With carers’ support they can take this chart on their next shopping trip and look out for these items and record the prices of two brands.</td>
<td>Students will: List five food items that are necessary to have in a given home scenario. (Level 4) Name either one popular shopping centre in Malta or a shop in their locality. (Level 3) Increase their concept of shopping e.g. recognize pictures of shopping buildings. (Level 2) Experience shopping trips, thus increasing their knowledge of the wider environment. (Level 1)</td>
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<td>show awareness of some information found on food labels</td>
<td>Students are presented with an assortment of fresh food and packaged food. They are made aware that packaged food has food labels printed on them. To reinforce this teacher gives students a sheet with pictures of food. They have to cross out the food that has no label. From home, students bring food labels from packaged food items. They match words (e.g. fibre, vitamins, fat, protein) written on flashcards with words on the packages. Students are given a word at a time and asked to look for it on 5 - 7 different packages. Following a discussion on what is acceptable and what is not, students look for those products that are very healthy e.g. cholesterol free, wholegrain.</td>
<td>Students will: Show awareness that food labels are very important by attempting to search for information even if they barely understand the concept. (Level 4) Show awareness that food can be bought fresh or in packages. (Level 3) Learn vocabulary associated with this lesson e.g. (Level 3) Follow a moving object e.g. a demonstrated package used in the lesson. (Level 1)</td>
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</table>
plan a savoury and sweet dish using shortcrust pastry  
Strand 1 (2 lessons)  

As the teacher demonstrates how to make shortcrust pastry students are given a list of the ingredients accompanied with pictures. They are encouraged to show them as the teacher talks about them. Reinforcement is further carried out by asking students to collect the real ingredients, learn their names and place them on the work area in the order they will be used. A photo is taken for future reference. The same procedure is used to identify the equipment needed for the task. Discuss the steps that have to be taken in order to make the pastry. Each step is illustrated by a picture. To reinforce this, a game can be played where students pick at random one of the pictures that have been placed upside down. They discuss the contents and decide whether it is the first step. If not, another picture is picked up until the correct one appears. The game continues to find the second and ensuing steps. Photos of each step are taken and stuck on a chart in the correct order. Students are encouraged to talk about these steps and explain them. Then they are given pictures of pie fillings to discuss their nutritive values. Then they have to choose the most healthy one/s.  

Students will:  
With prompting outline 1-2 steps in making shortcrust pastry. (Level 4)  
Choose two correct ingredients from a selection of food items that are needed to make shortcrust pastry. (Level 3)  
Assimilate a few words which have been repeatedly used in this unit e.g. flour, butter (Level 2)  
Show interest in what others are doing and allow adult to perform hands-on-hands actions such as tilting ingredients in a bowl e.g. flour. (Level 1)

prepare shortcrust pastry to make a savoury or sweet dish  
Strand 1 (2 lessons)  

Photos taken in the previous session are shown to the students. They try to remember the names of the ingredients and the equipment. Then they are asked to collect them and place them in the correct order of use. When this task is done, they check with the photos. If something is misplaced or missing, they correct it. With level 2, the photos are referred to each time before collection. Level 1 students are given suitable ingredients and utensils to explore their shapes, colour, size and texture. Students are taught to use the same procedure before starting to prepare the food in a practical session i.e. tie back hair, put on apron, wash hands etc. A poster illustrating these hygiene and safety procedures should be prominently displayed in the food lab and referred to frequently. Students are given an enlarged photo of the preparatory steps taken in the previous lesson. They discuss the tasks they need to do and check with the photo the order that has to be followed. Students will need support to accomplish their tasks due to lack of motor dexterity and maybe loss of concentration. Students are encouraged to discuss the outcome of their cooking attempt as well as that of others using suitable vocabulary e.g. smells good, golden brown, crispy, delicious and healthy.  

Students will:  
Follow a few steps in making shortcrust pastry with the aid of pictures. (Level 4)  
Experience making the shortcrust pastry given verbal cues and/ or physical support and with the aid of pictures. (Level 3)  
Enjoy the experience and attempt to carry out actions connected with the task e.g. kneading and rolling the pastry given physical support. (Level 2)  
Show interest in what others are doing and allow adult to perform hands-on-hands actions such as pouring water into the pastry mixture. (Level 1)
| Coursework component (2 lessons) | Students participate in one investigative technique within a group where they can be encouraged to observe the object/s or scene of investigation. They are helped to perform basic tasks such as search for items under investigation and check whether they fall under the criteria that is being investigated, ticking, asking questions, taking photos, holding the microphone when audio recording in an interview. They are encouraged to compare findings and discuss similarities and differences. | Students will:  Experience participation in a group to carry out an investigative technique and enjoy being part of a team. (Level 4)  With prompting, students ask a couple of questions during an interview. (Level 3)  Participate coactively in the survey by ticking 1 - 2 answers using symbols if necessary. (Level 2)  Interact with peers by vocalizing and smiling when joining them in the investigation. (Level 1) |
Subject: Home Economics
Unit code and title: 8.5 Play it Safe
Strand 1: Food, Nutrition & Health
Strand 2: Home & Family Well-being

Unit Duration: 9 sessions of 40 minutes (6 hours)

Objectives
The teacher will help students to:
1. list and explain the contents of a first aid kit
2. describe the first aid treatment of minor burns and cuts
3. investigate safety in the bathroom and bedroom
4. plan, prepare and serve cakes made using the all-in-one creaming method
5. interpret and discuss the findings of the investigative technique

Key Words
Points to Note
Resources
First aid, first aid kit, elastic bandages, gauze bandages, triangular bandages, sterile dressing gauze, sticking plaster, non-medicated plasters, saline solution, disposable ice packs, disposable surgical rubber gloves, scissors, tweezers, stainless steel container, safety pins, minor burns, minor cuts, accidents, hazards, all-in-one creaming method. Home Economics is a multi-disciplinary learning area encompassing three main strands: Food, Nutrition and Health, Home and Family Living and Choice and Management of Resources. Each separate strand as well as the inter-relationships among the three strands is explored using a constructivist pedagogy, where students are actively engaged throughout the learning process. Home Economics guides students to acquire and develop knowledge, skills and attitudes within the various strands. The indicators of learning outcomes cater for various abilities through differentiation. In this unit, the topic of first aid, which was introduced in Form 1, continues with further application of knowledge, skills and attitudes. It is essential to collaborate with the Health and Safety teacher/officer at your school for the latest first aid kit list every scholastic year. The topic on safety is also a continuation from the Form 1 curriculum, however, this year the focus is on the bathroom and bedroom. Since the all-in-one creaming method is a straightforward and uncomplicated method of cake making, the demonstration lesson can be omitted.

First aid: First aid items which form part of the first aid kit; other items which should not form part of the first aid kit (e.g. paracetamol tablets, asthma inhaler, thermometer, cotton wool, antiseptic cream, surgical spirit, calamine lotion); cardboard sheets, permanent markers and other stationery for creating resources.
Practical session: apron, headgear, ingredients, equipment.
<table>
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<tr>
<th>Teaching Objective</th>
<th>Examples of teaching experiences and activities</th>
<th>Indicators of Learning outcomes</th>
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<tbody>
<tr>
<td>The teacher will help students to: list and explain the contents of a first aid kit.</td>
<td><strong>Introduction:</strong> Students recall the meaning of first aid which was discussed in Form 1. Students are encouraged to think about the words ‘first’ and ‘aid’: the first help that someone gets. In order to give help and administer first aid, some materials are often required, although not in every first aid scenario.</td>
<td>Students will: Describe the use of each item of the first aid kit and apply it to a real-life first aid scenario. (Level 8)</td>
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<td><strong>Strand 2 (2 lessons)</strong></td>
<td><strong>Activity:</strong> A box which includes the items of the first aid kit as well as other items which should not form part of the first aid kit (e.g. paracetamol tablets, asthma inhaler, thermometer, cotton wool, antiseptic cream, surgical spirit, calamine lotion) is displayed in class. Each student takes an item and argues whether it should form part of the first aid kit or not. Students take it in turns until all items are exhausted. Teacher intervenes where necessary. A final display with the contents of the first aid kit is displayed.</td>
<td>List all the contents of the first aid kit and explain the use of at least five of the items. (Level 7)</td>
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<td><strong>Groupwork:</strong> In mixed-ability groups, students discuss the use of each item of the first aid kit and produce a creative communicative resource: (e.g. leaflet/pamphlet, PPT presentation, chart, acted/recorded Public Service Announcement (PSA), 3D first aid kit with pictures/realia) which can be distributed/shown to individuals and families informing them on what a first aid kit should include. Students are also encouraged to include the locations and/or activities where one should have a first aid kit. It is encouraged that students display, present and articulate their final production in front of their classmates/school.</td>
<td>Name at least five items of the first aid kit. (Level 6)</td>
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<td><strong>Inquiry:</strong> Students are asked to recount if they have ever hurt themselves and if anyone has had to go to hospital after hurting themselves or not. The difference between minor and major injuries (emergencies) is also discussed. The first part of the lesson can focus on burns and scalds.</td>
<td>Identify some of the items of a first aid kit from a display of realia/pictures. (Level 5)</td>
</tr>
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<td><strong>Strand 2 (2 lessons)</strong></td>
<td></td>
<td>Explain and demonstrate the first aid treatment required for minor burns, scalds and cuts. (Level 7)</td>
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<td>Give examples of how burns, scalds and minor cuts can occur and put in order the</td>
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</table>
The clips depict risks and dangers in an ordinary house where two children are left at home alone while their mother goes to the shops. Dan makes some hot chocolate using the kettle but scalds his arm when Kelly trips over some bags of shopping and falls into him. The film pauses at a key moment (when Dan scalds his hand).

**Discussion:** A question appears on screen: ‘What do you think happens next?’ Students are given a chance to discuss what they think happens next. Other questions catering for differentiated learning can be asked: What happened to Dan? What is the accident? How did the accident happen? Is it a minor or major injury? What is the difference between a burn and a scald? How could the danger have been avoided?

**Video clip part 3**

The clip continues with Kelly using her first aid knowledge and skills to successfully treat Dan’s injury. The children now consider what to do next before Kelly tries to get adult help and then calls 112. Following the video clip, a discussion unfolds.

Differentiated questions for discussion: How serious was Dan’s injury? How did Kelly know what to do? What was the best thing to do for Dan’s injury? What else did Kelly do that was helpful? How would you feel if you were part of this? How would you stay calm if you were involved in a situation like this?

The lesson can continue with focusing on minor cuts: A scenario of a typical accident (e.g. a cut occurring during a Home Economics practical) is shown on the PPT or mimed. Students list the first aid steps necessary to follow for minor cuts.

**Roleplay:** Different scenarios of burns, scalds and cuts can be given to groups of students. The groups are then required to act out each scenario depicting both the accident and the required first aid treatment. The first aid kit should be used where appropriate. A preventive message to conclude each role play can be constructed.

**Groupwork:** Students continue creating part 2 of the creative production which was conducted in the previous lesson on the first aid kit. In this section of the resource, students create memory aids (picture ideas and mnemonics) to help individuals

<p>| first aid procedures for these injuries. (Level 6) |
| Recognise minor burns, scalds and minor cuts. (Level 5) |</p>
<table>
<thead>
<tr>
<th>Strand 2 (2 lessons)</th>
<th>Remote Preparation -- Home-School Link:</th>
<th>Students will:</th>
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<tr>
<td>investigate safety in the bathroom and bedroom.</td>
<td>Remember the correct first aid treatments for burns and scalds and minor cuts. Additionally, students can also identify ‘what not to do’ in these two first aid scenarios. Differentiation: The following activity can also/instead be conducted with some of the students. This is a simple game which depicts the first aid treatment for burns, scalds and cuts in the form of four written actions. Students are asked to think about the order in which it would be best to do these things, by dragging them into sequence (feedback is given).&lt;br&gt;&lt;br&gt;<a href="http://www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Microsite/Life-Live-it-first-aid-education-for-children/Help-save-lives/Activity-treat-me">http://www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Microsite/Life-Live-it-first-aid-education-for-children/Help-save-lives/Activity-treat-me</a>&lt;br&gt;&lt;br&gt;As a conclusion, the following link can be used to access ‘how to’ videos to further reinforce the correct first aid treatment: <a href="http://www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Microsite/Life-Live-it-first-aid-education-for-children/Help-save-lives/How-to-videos">http://www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Microsite/Life-Live-it-first-aid-education-for-children/Help-save-lives/How-to-videos</a></td>
<td>Evaluate and articulate how hazards can become accidents and propose a safe bathroom and bedroom for their family. (Level 8) Assess and list both hazards and safety features of different bathrooms and bedrooms and provide suggestions for prevention and action. (Level 7) Identify safety actions to be taken for typical hazards found in a bathroom and bedroom. (Level 6) Highlight hazards in the bathroom and bedroom from a picture/room, with prompting from the teacher. (Level 5)</td>
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<td>Groupwork: In the lesson, students are enabled to discuss their investigations and compare and contrast the similarities and differences.</td>
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**eLearning:** These games and investigative tasks can be uploaded on the IWB or a computer lab so that pairs of students can do the activities concurrently. Hazard hunter is an interactive game which encourages students to spot potential dangers and hazards in the bathroom and bedroom:

- [http://www.belfastcity.gov.uk/hazardhunter/hazardhunter/default.html](http://www.belfastcity.gov.uk/hazardhunter/hazardhunter/default.html) or access [http://www.belfastcity.gov.uk/hazardhunter](http://www.belfastcity.gov.uk/hazardhunter) and select ‘play hazard hunter game’. The game is suited for differentiation as follows:
  - game extension for higher-ability students (level 8): the game can be extended to other rooms of the house as well as the garden. Students are prompted not only to identify the hazards but also to suggest how they can be prevented or altered.
  - To cater for level descriptors 5 and 6: the game encompasses pictures and animations throughout; a Hazard Hunter Hero guides students (verbally and in writing) through the game. Students can check their work after each activity.
  - There are also factsheets for each area, quizzes and other tasks for recall and further learning as well simpler activities for lower-order level descriptors.

The students can become danger detectives in another interactive online game ([http://www.homesafetygame.com](http://www.homesafetygame.com)). Through playing this investigative game, students discover that accidents are preventable and identify ways how to ensure safe bathrooms and bedrooms. This particular game ensures flexibility and differentiation: students are involved in higher-order critical thinking where they are enabled to not only identify hazards but explain how the hazards can become accidents. A stopwatch encourages alertness and different levels of hazards (easy, medium, hard) are suited for mixed-abilities. A teacher’s pack is also available.

| Plan, prepare and serve cakes made using the all-in-one creaming method. **Strand 1 (2 lessons)** | **Remote preparation:** It is suggested that for this practical, no demonstration session is conducted since it is a relatively straightforward method of cake making. Furthermore, students have experienced a number of previous practical sessions, therefore, are already familiar with writing the preparation sheet as well as with carrying out a practical session. Prior to the practical, the teacher will invite students to find recipes using the all-in-one creaming method and modify where necessary. **Practical session:** Students individually set up their work stations and prepare for their **Students will:** Follow a detailed order of work and demonstrate good food preparation skills independently. Assess their performance and final product highlighting some strengths and weaknesses, including references to organization, safety, sensory aspects, nutritive value and overall result, |
practical session. Prior to commencing the practical session, students watch a short video clip about the preparation and making of blueberry muffins. The clip highlights the ingredients and equipment required, the preparation and method as well as safety features. Teacher can ask differentiated questions in relation to the all-in-one creaming method following this clip. Students will then adapt the all-in-one method according to the ingredients brought from home (some ideas include apple, walnut and cinnamon muffins; carrot and orange muffins; strawberry muffins).

http://www.foodafactoflife.org.uk/VideoActivity.aspx?siteId=15&sectionId=65&contentId=100&titleId=106

The teacher guides students to work in an organized, safe and hygienic environment, provides help where needed and praises and encourages good practice. The students are encouraged to take photos/videos of the different steps involved. Later the students can write captions to accompany each photo and upload the recipe/production on the school website. At the end of the practical session, students go around the work stations and discuss the outcome of their own and their peers’ work. Self and peer-to-peer evaluation is encouraged.

Extension activities: A set of differentiated activities can be given to students. The activities can include:
- putting in order the steps/pictures of the all-in-one creaming method (levels 5-6);
- ticking the safe practices from a set of pictures/photos displaying both safe and unsafe procedures (e.g. using oven gloves to take out the creamed cake vs. using a dishcloth/hands) (Level 5-6);
- reinforcing key words (e.g. ingredients; equipment; characteristics of creamed cakes: even texture; well-risen; good volume) through a crossword (levels 7-8);
- identifying possible faults of the creaming method through a group discussion as well as researching books and Internet (levels 7-8 or mixed ability group work).

### Coursework

This lesson builds on the investigation lesson conducted in Unit 4 where students collected data using either an interview or an observation/visit.

In this lesson, the students are guided into interpreting, discussing and presenting the findings of the investigative technique. Being qualitative findings, the following pointers are to be followed: permission is essential prior to conducting any interviews and should be

Students will:
Interpret and discuss the findings of the interview or observation thoroughly. (Level 8)
| component (1 lesson) | obtained from the interviewee; findings, interpretation and discussion can be presented as one chapter (as a whole) if the students wish; it is crucial that anonymity is preserved when presenting interview findings; photos of observations/visits are encouraged if permission from authorized personnel is granted. | Discuss the findings of the interview or observation in some detail. (Level 7)
Comment briefly on the findings of the interview/observation. (Level 6)
With guidance, write simple comments on the findings of the interview/observation. (Level 5) |
**Subject:** Home Economics  
**Unit code and title:** 8.5 Play it Safe  
**Strand 1:** Food, Nutrition & Health  
**Strand 2:** Home & Family Living

### Objectives
The teacher will help students to:

1. list and explain the contents of a first aid kit  
2. describe the first aid treatment of minor burns and cuts  
3. investigate safety in the bathroom and bedroom  
4. plan, prepare and serve cakes made using the all-in-one creaming method  
5. interpret and discuss the findings of the investigative technique  

### Objectives at attainment levels 1, 2, 3, 4
The teacher will enable students to:

1.1 become familiar with the contents of a first aid kit  
2.1 show awareness how to treat burns and cuts  
3.1 show awareness of keeping the bathroom and bedroom safe  
4.1 show awareness of how to prepare and serve cakes using the all-in-one creaming method  
5.1 interpret and discuss the findings of the investigative technique

### Key Words  
- First aid, first aid kit, elastic bandages, gauze bandages, plaster, saline solution, ice packs, rubber gloves, scissors, tweezers, safety pins, minor burns, minor cuts, accidents, injure, danger, safety, muffins, mix, mixer, cake tin, oven

### Points to Note
Lessons are delivered in the communication mode/s that students are most familiar with. Some students may have to face very challenging contexts and activities. Teachers should therefore capitalize from these situations by modifying the activities to teach cognitive and motor skills, self-help skills, vocabulary and enhance communication and social skills. When students find it difficult to participate in a discussion, they should be encouraged to think and observe more closely. This can be done by asking questions. Open-ended questions e.g. “What is this?” multiple-choice questions e.g. “What shall we put next, the eggs or the sugar?” and questions that require Yes/No answers e.g. “Is this dangerous?” Students must be given time to respond.

### Resources
- Camera, videos, data stick, ppts, charts, games, suitable activities, pictures, symbols, big switch, IWB, real objects, hands-on-hands support, glue, scissors, construction paper
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<th>Teaching Objective</th>
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<th>Indicators of Learning outcomes</th>
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<tbody>
<tr>
<td>The teacher will enable students to: become familiar with the contents of a first aid kit</td>
<td>Students are presented with an item at a time from a first aid kit and encouraged to discuss its use. Pictures/ppt/video showing minor accidents with injured persons receiving basic first aid reinforces the concept and relative vocabulary. They are also made aware of the cross on the first aid box within the food lab, around the school and in other places to associate the symbol with giving emergency help. Students are given an assortment of real objects and asked to place the appropriate ones in the first aid kit. An activity on the IWB can be devised by selecting first aid items and dragging them into the kit. For students to assimilate the vocabulary, it is very important to demonstrate items and repeat their names.</td>
<td>Students will: Name at least two items that can form part of the first aid kit. (Level 4) Show awareness of associating the first aid kit with an injury. (Level 3) Handle first aid kit items with interest. (Level 2) Try to briefly hold an item in their hands before releasing it. (Level 1)</td>
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<tr>
<td>show awareness how to treat burns and cuts</td>
<td>Students are shown pictures/ppt/video showing major accidents where an ambulance has to be called, and minor accidents where help can be given on the spot. Miscellaneous visual aids are presented one by one and discussed to decide whether to call an ambulance or treat on the spot. It is important to introduce the emergency number 112 at this point. Students watch videos of accidents that result in minor burns and then discuss how to treat them. The same activity can be repeated to demonstrate the treatment of minor cuts. Students act out an accident while the teacher or peers take pictures and/or videos showing the correct steps in giving first aid. Videos and pictures depicting don’ts are also taken. All these pictures/clips are then used in a discussion with students to check what they have learnt.</td>
<td>Students will: Show awareness of minor cuts and minor burns. (Level 4) Show awareness of at least one first aid kit item and its use e.g. plaster to put on a cut. (Level 3) Participate in role play with support and show an awareness of what is going on e.g. holds out “injured” finger to be plastered. (Level 2) Enjoy interaction with peers during role play. (Level 1)</td>
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<tr>
<td>show awareness of keeping the bathroom and bedroom safe</td>
<td>Pictures/ppt/videos showing hazards in the bedroom and bathroom are presented to students. They discuss the injuries they could cause, how to remove hazards and make the rooms safe for all members of the family. Students can be given activity sheets where some hazards and safety features are depicted. Following a discussion, they can cross out the hazards and/or circle the safety features. Individual pictures depicting either a hazard or safety measure is given and students have to analyse it and</td>
<td>Students will: Identify some hazards in a room with prompting. (Level 4) Show awareness of some danger around the house with some support. (Level 3) Show awareness of some danger around the house with a lot of support. (Level 2)</td>
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</table>
| **show awareness of how to prepare and serve cakes using the all-in-one creaming method** | Students consult the hygiene chart used in previous cooking sessions and prepare themselves to start cooking. Teacher checks if they did everything according to the food lab rules. Then they are given two separate sheets with pictures of the utensils and ingredients respectively. From the ingredients list, they check out if they had brought all their ingredients from home. They discuss what they are to learn, the vocabulary and what they will be doing with them. They put them in the order of use on the work station. Next they consult the utensils list and go to fetch them and put them on their work station. They discuss the order of use and place them accordingly in a line. With the help of pictures depicting the sequence of work and support from an adult/peer, they begin to prepare the cake mixture. Photos are taken as they proceed with the cooking session to discuss the steps they had taken and to compare them with those of other students later on. They are encouraged to comment on their outcome, as well as that of others using appropriate adjectives and phrases. | Students will:  
Make the cake mixture if given pictures to follow and verbal cues. (Level 4)  
Follow some steps in making the cake mixture if given pictures to follow, and physical and verbal support. (Level 3)  
Enjoy the experience and attempt to perform some actions in cake making if constantly given verbal and physical support. (Level 2)  
Show co-active and perform some actions such as adding ingredients with hands-on-hands support. (Level 1) |
| **Strand 1 (2 lessons)** |  |  |
| **interpret and discuss the findings of the investigative technique**  
(1 lesson) | Students are encouraged to talk about their participation in the investigative technique carried out by the group they had joined in. They show pictures taken during the visits and try to explain what happened. They are supported by their peers who help them to remember the procedures they went through. The teacher asks them a few simple related questions to help them talk about the subject they were investigating. E.g. “What kind of shop did you visit?” “Which type of food did you look at?” “Which brand was cheaper—... or...?” The teacher uses the pictures taken during the visit when asking the questions to refresh the students’ memory. | Students will:  
Comment briefly on one or two main findings with support from their peers and teacher. (Level 4)  
Talk about their participation in the investigative technique supported by their peers. (Level 3)  
Reply to a simple multiple choice question asked by the teacher. (Level 2)  
Show interest in the persons around them and follow their movements. (Level 1) |
Subject: Home Economics  
Unit code and title: 8.6 Planet Cool  
Strand 1: Food, Nutrition and Health  
Strand 3: Choice and Management of Resources  

Unit Duration: 9 sessions of 40 minutes (6 hours)

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<tr>
<td>The teacher will help students to:</td>
<td>Points to Note</td>
</tr>
<tr>
<td>1. carry out an evaluation of their investigative work</td>
<td>Home Economics is a multi-disciplinary learning area encompassing three main strands: Food, Nutrition and Health, Home and Family Living and Choice and Management of Resources. Each separate strand as well as the inter-relationships among the three strands is explored using a constructivist pedagogy, where students are actively engaged throughout the learning process. Home Economics guides students to acquire and develop knowledge, skills and attitudes within the various strands. This final unit starts off with 1 double lesson, where the teacher helps students to understand why and how they need to write an evaluation for their coursework task. Then the focus shifts to the correct use and care of the refrigerator/freezer, where students can be involved in a variety of activities that include, amongst others, a quiz, a drag and drop activity and also a debate. Students are also helped to become more aware of the environmental problems in our country and to discuss ways how to contribute to a cleaner environment through sustainable food choices and correct waste disposal.</td>
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<td>2. follow appropriate rules for the efficient use and correct care of the refrigerator and freezer</td>
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<tr>
<td>3. discuss environmental concerns with special focus on management of household waste</td>
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<td>4. define the concept of sustainability, identify and construct tips on reducing their carbon footprint when choosing and preparing food</td>
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<thead>
<tr>
<th>Key Words</th>
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<tbody>
<tr>
<td>Evaluation, strengths, weaknesses, room for improvement, refrigerator, freezer, bring-in sites, paper, plastic, metal, glass, waste, reduce, reuse, recycle, carbon footprint, carbon emissions, food miles, sustainability</td>
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<tr>
<th>Resources</th>
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<tr>
<td>Evaluation: 4 printed posters, 4 A3 blank sheets, 4 markers.</td>
<td>Evaluation: 4 printed posters, 4 A3 blank sheets, 4 markers.</td>
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<tr>
<td>The refrigerator/freezer: Hot Potatoes quiz, laminated chart divided into 3 sections for each group, pictures of food, drag and drop activity</td>
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<tr>
<td>Waste management: a bag of real waste materials and four coloured cards for each group of students, folder with pictures of various symbols including basic environmental/recycling symbols, folder with pictures of environmental/recycling symbols and their meaning.</td>
<td>Waste management: a bag of real waste materials and four coloured cards for each group of students, folder with pictures of various symbols including basic environmental/recycling symbols, folder with pictures of environmental/recycling symbols and their meaning.</td>
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<tr>
<td>Carbon footprint: a selection of fresh, frozen and canned food items, laminated cards with carbon footprint labels, a selection of coloured sheets and pictures for the creation of a leaflet</td>
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<tr>
<td>Teaching Objective</td>
<td>Examples of teaching experiences and activities</td>
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<tr>
<td>The teacher will help students to: carry out an evaluation of their investigative work Coursework component (2 lessons)</td>
<td><strong>Remote preparation:</strong> Four printed posters are chosen by the teacher. These should ideally be related to curriculum content that has been covered during the scholastic year. Four copies of each poster should be prepared. <strong>Individual activity:</strong> Each student is provided with one of these posters. Students are asked to comment individually on the given poster, by just creating some bullet points. At this stage, students should not be given a lot of information on how to do an evaluation. Low ability students can comment on the posters orally. <strong>Product evaluation:</strong> Students having the same poster will then work in groups of four to compare their comments and create a combined evaluation. This will help students to produce an improved product evaluation and will learn from each other. (Each group is provided with an A3 blank paper sheet and a marker). A representative from each group will present the evaluation of their poster which is displayed on the board. Following this evaluation exercise, students are guided to identify the main criteria of an evaluation being: strengths, weaknesses and room for improvement. <strong>Process and product evaluation:</strong> Students will produce a poster about a topic of their choice. A class discussion ensues whereby students have to evaluate the process involved in creating and producing the poster in terms of the given criteria that is strengths, weaknesses and room for improvement. <strong>Class activity:</strong> Students are encouraged to identify those factors that contribute to producing a good investigation. They are asked to imagine that they are teachers. What strengths would they look for when correcting an investigation in order to award a good mark? What are the weaknesses that would cause students to lose marks? Students’ responses are listed on the board. Students are guided to use these factors when evaluating their investigative work. They should be encouraged to come up with ideas how they can improve their work when</td>
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<td>Weaknesses are identified. For additional guidance the teacher may refer to the following link: <a href="http://www.geoffpetty.com/downloads/WORD/TeachingEvaluation.doc">www.geoffpetty.com/downloads/WORD/TeachingEvaluation.doc</a></td>
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| **Follow appropriate rules for the efficient use and correct care of the refrigerator and freezer**  
**Strand 3 (3 lessons)** |
| **Quiz:** Students will conduct a Hot Potato Quiz titled: Be Refrigerator Savvy!  
This quiz seeks to clarify common misconceptions related to this topic.  
Questions for this quiz may be adapted from the link below.  
[http://lancaster.unl.edu/food/fridge.shtml](http://lancaster.unl.edu/food/fridge.shtml)  
Each group will be provided with a laminated chart divided into three sections: the fridge, the freezer and the cupboard. A set of food pictures are provided to each group. Students will categorise them according to where they should be stored and the teacher will probe students to justify their choice.  
**Correct placing of food in the fridge:** Through a drag and drop activity, students will put the food in the correct place within the refrigerator. Ideally, this could be carried out in a computer lab, so all students will participate in groups. Hints/clues will be available to be used by low-ability students, encouraging them to drag the food to the correct place e.g. raw chicken ... I might drop blood on other food so watch out!  
For further background information refer to the following links:  
[http://www.which.co.uk/home-and-garden/kitchen/reviews/fridge-freezers/page/features-explained/](http://www.which.co.uk/home-and-garden/kitchen/reviews/fridge-freezers/page/features-explained/)  
**Group work:** Students, in mixed ability groups, will plan and act out a sketch in relation to an assigned theme such as the rules to be followed when storing food in the refrigerator/freezer; correct placing of food in the refrigerator/freezer.  
Students will:  
Explain in detail the process involved in the cleaning of a refrigerator/freezer and the environmental impact of different packaging used to store food in the refrigerator/freezer. (Level 8)  
Briefly describe the cleaning of a refrigerator and freezer, show a basic awareness of the environmental impact of different packaging used to store food in the refrigerator/freezer, identify the correct placing of food in the refrigerator/freezer and justify basic rules that need to be followed when storing food in the refrigerator/freezer with reference to efficiency and food safety. (Level 7)  
List three basic rules that need to be followed when storing food in the refrigerator/freezer and name the basic types of food packaging used to store food in the refrigerator/freezer. They explain in short why food needs to be stored in a refrigerator/freezer. (Level 6)  
Show awareness that some foods need to be stored in the refrigerator/freezer to be safe to eat. They give obvious reasons why some need to be stored in the refrigerator/freezer. (Level 5) |
refrigerator; correct cleaning of a fridge and a freezer; choice of packaging materials and their environmental impact. The observing groups are provided with a template: smileys ☺ and saddies ☹. Students will have to identify the correct and incorrect procedures conducted by each respective group. Discussion is encouraged.

**Class debate:** A display showing a variety of food packaging materials that can be used to store food in the refrigerator/freezer is set up in the classroom. Groups are given different roles to create a class debate such as: a sales representative of reusable plastic food packaging; a sales representative of non reusable food packaging materials; an environmental conscious consumer; a working parent on a low budget. A class debate is carried out whereby each group will try to defend its role in the given debate. Such an activity will help students to apply their knowledge, practise public speaking whilst encouraging them to be self-confident.

**Discussion:** A video showing the basic rules to be followed when storing food in the refrigerator can be used as a means of recapitulation. Students are then encouraged to point out any additional guidelines to be followed when storing food in the refrigerator and possibly criticise any incorrect information present in the video.

http://www.monkeysee.com/play/7764-how-to-properly-store-your-food-in-the-fridge

<table>
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<tr>
<th>discuss environmental concerns with special focus on management of household waste</th>
<th><strong>Strand 3 (2 lessons)</strong></th>
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<tr>
<td><strong>Group work:</strong> The class is divided into groups. Each group is given a selection of waste products (realia). Students have to separate the waste into three main categories: waste for recycling, waste for compost and waste for the landfill. Each group is provided with a set of coloured cards corresponding to the colours of the bring-in sites (white, blue, black, brown). Students will categorise the waste previously categorised into waste for recycling according to their respective bring-in site colour/material. Emphasis is also made to the ‘Recycle Tuesdays’ scheme. <strong>Differentiated activity:</strong> Students are placed into ability groups. Levels 5 and 6 focus on: Identify different recycling symbols and differentiate between them. (Level 8) Separate household waste into recyclable waste, compostable waste and waste for the landfill and give examples of how household waste can be reduced, re-used and recycled. They match recycling symbols to their meaning. (Level 7)</td>
<td>Students will:</td>
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6 students will be provided with a folder containing different symbols and they have to select those symbols related to waste management and recycling (folder can include the following: recycling symbols, nutrition symbols, clothing symbols etc.). Level 7 students are provided with the meaning of each symbol and they have to match the symbol to its correct meaning. Level 8 students can carry out research to find and draw the various recycling symbols. They also need to find out what the symbols mean. All groups of students can then collate/draw the symbols onto a class poster/chart. The chart would display the different symbols (lower levels) with captions to show what each symbol means (higher levels).

**Creative work:** Students write a creative short story/cartoon strip about the life cycle of a commonly used product made of plastic/glass/paper/aluminum. They can also write about an old product that has been fixed and reused by someone who needs it. Students use their imagination and think of ways the product could be reused or recycled. Students can include dialogue. What would the object say and think?

For background information and further lesson ideas:
- [http://www.dolceta.eu/malta/Mod5/-Lesson-Plans-.html](http://www.dolceta.eu/malta/Mod5/-Lesson-Plans-.html)
- [http://www.thinkgreen.com/classroom](http://www.thinkgreen.com/classroom)
- [http://www.earthodyssey.com/symbols.html](http://www.earthodyssey.com/symbols.html)

**Match the colour of the bring-in site to the material that can be collected in it and suggest simple ways how waste can be reduced. (Level 6)**

Be aware that bring-in sites or ‘Recycle Tuesdays’ scheme are used to dispose of different recyclable materials and that we need to take good care of the environment. They can identify basic recycling symbols from a list. (Level 5)

**Define the concept of sustainability, identify and construct tips on reducing their carbon footprint when choosing and preparing food.**

**Strand 3 (2 lessons)**

**Elearning/debate:** Students watch a video clip:

Students are then actively engaged in a classroom discussion on climate change where they debate and brainstorm on their own carbon emissions, including food-related ones (food miles, packaging), and how their daily lives and actions contribute to climate change. The focus should be on how our carbon emissions are contributing to climate change. Students would be familiar with these concepts from their Primary schooling and other Secondary subjects such as science. Students watch a set of mini video clips. The term carbon footprint is not conveyed as yet.

**Students will:**
- Define, explain and show application of food sustainability. Define in simple terms ‘food miles’ with reference to ‘carbon footprint labels’, ‘carbon emissions labels’ and ‘carbon neutral labels’ on food packaging. (Level 8)

- Define carbon footprint and explain the impact of carbon emissions on the environment. Propose ways of being sustainable during food planning and preparation. (Level 7)
Groupwork: In mixed-ability groups, students identify the objective of the clips and the message they are trying to convey, in relation to the earlier discussion. This can be done on a given worksheet. Groups give feedback to the rest of the class. Carbon footprint is defined. Students are actively involved in calculating their carbon footprint through a carbon footprint calculator which will make them aware of their impact on the environment.

Students can discover their carbon footprint via the following links:
http://www.carbontrust.co.uk/Pages/Login.aspx?returnUrl=%2fcut-carbon-reduce-costs%2fcalculate%2fccarbon-footprinting%2f_layouts%2ftassets%2fjaspx%2fccarbonfootprintcalculator%2fco2calculator.aspx
http://footprint.wwf.org.uk/

In order to cater for differentiated learning, teacher can prepare a simpler 'Footprint calculator' activity (using PowerPoint).

Application: From a display of realia, students are actively engaged in identifying which are the sustainable food choices and they justify their choice. A class discussion can follow and students construct ways of how they can be sustainable during HE demonstrations and practical sessions. 'Carbon footprint labels', 'carbon emissions labels' and 'carbon neutral labels' on food packaging should be highlighted. Alternatively, these symbols may be shown on a PowerPoint or on laminated picture cards.

In mixed-ability pairs or in threes, students create a leaflet targeted for either their caregivers or teenagers on how families/themselves can make sustainable food choices and reduce their carbon footprint when choosing and preparing food.

Identify with help, different sources of carbon emissions. State with guidance obvious and straightforward solutions. (Level 6)

Identify with help, simple ways how their daily actions may have a negative influence on the environment. (Level 5)
Subject: Home Economics
Unit code and title: 8.6 Planet Cool
Strand 1: Food, Nutrition and Health
Strand 3: Choice and Management of Resources

Unit Duration: 9 sessions of 40 minutes (6 hours)

Objectives
The teacher will help students to:
1. carry out an evaluation of their investigative work
2. follow appropriate rules for the efficient use and correct care of the refrigerator and freezer
3. discuss environmental concerns with special focus on management of household waste
4. define the concept of sustainability, identify and construct tips on reducing their carbon footprint when choosing and preparing food

Objectives at attainment levels 1, 2, 3, 4
The teacher will enable students to:
1.1. observe similarities and differences and discuss them
2.1. become familiar with using and caring for the refrigerator and freezer
3.1. show awareness of the different ways that household waste can be disposed of
4.1. show awareness of factors that can harm the environment

Key Words
Points to Note
Resources
Same, different, how can it be better, strength, weakness, improvement, fridge, freezer, cupboard, cold, chill, plastic containers, plastic bags, freezer bags, waste, recycle bins, paper, glass, metal, plastic, white, blue, brown, black, pollution, switch on, switch off, stand by light
Lessons are delivered in the communication mode/s that students are most familiar with. Students may act passively due to very challenging contexts and activities. Still teachers should capitalize from these situations by modifying the activities to teach cognitive and motor skills, self-help skills, vocabulary and enhance communication and social skills. When students find it difficult to participate in a discussion, they should be encouraged to think and observe more closely. This can be done by asking questions. Questions can be open-ended e.g. “What can you see in the picture?” or multiple-choice e.g. “Is this an apple or a banana?” Easier question types just require Yes/No answers e.g. “Is it good to put milk in the fridge?” Students must be given time to respond.

Pictures, photos, videos, special activity sheets, camera, computer, ppts, real food items, activity cards, games
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<th>Teaching Objective</th>
<th>Examples of teaching experiences and activities</th>
<th>Indicators of Learning outcomes</th>
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<tr>
<td>The teacher will enable students to: observe similarities and differences and discuss them. (2 lessons) Coursework component</td>
<td>At level 4, students are encouraged to describe the advert in the picture e.g. its function, who can use it, why buys the item, etc. This activity can be facilitated by giving yes/no replies or by choosing a reply from a given list. They may be set as such to form their evaluation sheet which eventually will be presented to the whole class to identify strengths and weaknesses and room for improvement. For lower levels it would help if the pictures of the adverts are accompanied by real objects preferably of familiar items dealing with food, clothing and toiletries. In the individual activity students are asked to match the picture with the object and/or sort them out according to class e.g. collect all the ones we wear when it’s hot. During the production of the advert, students can participate by handing equipment such as colours/glue to peers or if they have reasonable motor control, they can help in colouring, cutting and pasting. Strengths, weaknesses and possible improvement can be assimilated in this activity by encouraging students to observe their end products and discuss what is good and try to discover how to improve weaknesses e.g. colouring within the proper boundaries or cutting on a straight line or applying correct amount of glue.</td>
<td>Students will: Notice variations and participate in a discussion if supported with suitable resources and in carrying out simple tasks. (Level 4) Show eagerness to perform practical tasks and discuss how they can improve on them. (Level 3) Match similar objects and learn relative vocabulary e.g. colour names. (Level 2) Show some interest in what is going on around them by tracking peers’ movements and handling objects for multi-sensory experiences. (Level 1)</td>
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<td>become familiar with using and caring for the refrigerator and freezer (3 lessons) Strand 3</td>
<td>For the quiz, the teacher prepares a couple of simple questions for low level students that require a yes/no answer e.g. “Do you put potatoes in the fridge?” (Showing raw potatoes makes the question more comprehensible). Students participate in the storage of food independently, with prompts/cues, with hands-on-hands support according to ability. They are encouraged to discuss why they have made that choice so as to increase their general knowledge on refrigeration. Students can also be asked to drag and drop the same item as that of previous students so they have to rely on observation and memory, rather than conceptual skills which may be lacking. The same goes when doing role plays. They are encouraged to discuss actions and repeat them after being done by a few peers. A game can be played where the teacher shows photos of food placed correctly and incorrectly in the fridge/freezer and the students have to identify the correct ones. Ideally students should experience the process of food going bad or other changes if not put in fridge or freezer e.g. melting of ice-cream.</td>
<td>Students will: Identify at least two items from six that need to be refrigerated or frozen. (Level 4) Become familiar with the idea of storing certain food in a refrigerator or freezer although they may not necessarily understand why. (Level 3) Co-operate with adult or peers to participate in the activities with support. (Level 2) React when exposed to the different low temperatures of the refrigerator and freezer by vocalizing, smiling, etc. (Level 1)</td>
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<tr>
<td>Show awareness of the different ways that household waste can be disposed of. (2 lessons) Strand 3</td>
<td>Students participate actively or passively, according to abilities in the separation of waste. They can sort pictures or real objects that are made of plastic, paper, metal and glass and match them with the appropriate coloured bin. A compost bin can be brought to class so that students can start to use it to throw food left-overs in it. A PPT can be shown to students to help them understand how food decomposes and then used to fertilize crops. Carers are requested to help the students assimilate these concepts by actually involving them in putting different waste products for recycling in the grey bag and taking it outside for collection on Tuesdays. They can also involve them in trips to the bring-in-sites. The teacher can prepare a scrap book made up of white, blue, black and brown pages where students could paste pictures of waste objects in the respective coloured page.</td>
<td>Students will: Show awareness that the coloured bins are used to dispose different kinds of waste. (Level 4) Sort waste products according to material using visual and tactile clues e.g. paper. (Level 3) Participate in activities given support e.g. throwing waste items in appropriate bins. (Level 2) Visually and tactiley explore different items made of paper, plastic, glass and metal. (Level 1)</td>
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<td>Show awareness of factors that can harm the environment (2 lessons) Strand 3</td>
<td>The concepts in this topic are very challenging for low level students. Therefore, students may be attending passively in certain instances. Where possible an effort has to be made to supply students with very modified activities e.g. matching cause and effect pictures such as lorries transporting food with grey clouds, a selection of packaged food items with a pile of waste packages, people breathing in fumes with people sick in bed. Another activity can consist of matching pictures/photos to smileys and saddies e.g. people carelessly leaving litter after a picnic, people using a bike to travel, people leaving a room and leaving the lights on. Students are made aware that eating food that comes in a lot of packaging increases waste production; using a lot of electricity pollutes the air, so don’t leave electrical equipment on or on standby if not in use. Students may be asked to search for electrical appliances and things in the food lab and check that the ones that are not being used are switched off even if they are on standby.</td>
<td>Students will: Show awareness of switching off lights when not in use. (Level 4) Attempt to make associations with the help of some prompts e.g. matching a truck throwing fumes with a saddie. (Level 3) Show awareness of how to dispose waste e.g. use bin. (Level 2) React to switching on and off wall and ceiling lights and stand by lights by focussing their attention on them. (Level 1)</td>
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Digital Technology Enhanced Learning – Home Economics eLearning Entitlement

**HE 8.1 Clever with Carbs**

1. [http://kidshealth.org/kid/stay_healthy/food/carb.html#](http://kidshealth.org/kid/stay_healthy/food/carb.html#) has general information that students can read as an introduction to the topic of carbohydrates.
2. [http://school.fueluptoplay60.com/tools/nutrition-education/games/arianna/quintricious.php](http://school.fueluptoplay60.com/tools/nutrition-education/games/arianna/quintricious.php) is a nutrition education game where students have to identify the 25 food items. The students have to recognise a food group with the pipette and select the according food to the food group.
3. [http://www.sheppardsoftware.com/nutritionforkids/games/foodgroupsgame.html](http://www.sheppardsoftware.com/nutritionforkids/games/foodgroupsgame.html) is a game on the different food groups. The students have to identify each food item to its according food group.
4. [http://sciencereviewgames.com/srg/games/hs.php?id=91](http://sciencereviewgames.com/srg/games/hs.php?id=91) is a multiple choice quiz game that students can play alone, against another player or with a time challenge. It also involves a simple basketball game.
5. [http://vcmstatic.sabc.co.za/VCMStaticProdStage/EDUCATION/StaticHTML/Children/Fun%20Zone/Games/Carbohydrate%20Rocket%20Game.Load_Carbohydrate_Rocket_Game.html](http://vcmstatic.sabc.co.za/VCMStaticProdStage/EDUCATION/StaticHTML/Children/Fun%20Zone/Games/Carbohydrate%20Rocket%20Game.Load_Carbohydrate_Rocket_Game.html) is a simple game in which students have to decide how much carbohydrates they need to consume. The right amount is rewarded by a successful rocket launch.
6. [http://www.aboutkidshealth.ca/En/JustForKids/Health/Diabetes/Pages/TheCarbGame.aspx](http://www.aboutkidshealth.ca/En/JustForKids/Health/Diabetes/Pages/TheCarbGame.aspx) is a game which can be used to make students more aware of how the foods they eat add up to supply the carbohydrates they need during the day.

**HE 8.2 Body Building**

1. [http://www.nourishinteractive.com/kids/healthy-games/9-pyramid-panic](http://www.nourishinteractive.com/kids/healthy-games/9-pyramid-panic) is a platform game in which students have to guide Chef Solus in order to find foods for a healthy balanced meal. There are fatty or sugary foods trying to stop him.
2. [http://kidshealth.org/kid/games/pumpkin_gm.html#cat20918](http://kidshealth.org/kid/games/pumpkin_gm.html#cat20918) can be used to help students appreciate how sugar can affect their daily intake of food. By interacting with a talking pumpkin, they can establish what the correct intake of sugar should be.
3. [http://www.umass.edu/nibble/quizzes/meatquiz.htm](http://www.umass.edu/nibble/quizzes/meatquiz.htm) is a basic quiz on some properties of meat.
4. The activity at [http://www.nourishinteractive.com/kids/healthy-games/24-my-plate-usda-five-food-groups-healthy-messages](http://www.nourishinteractive.com/kids/healthy-games/24-my-plate-usda-five-food-groups-healthy-messages) can be used to help students understand how much of each different type of food they should consume during a meal.

**HE 8.3 Fighting Fit**

2. [http://www.youtube.com/watch?v=LW6H_SL_TJo](http://www.youtube.com/watch?v=LW6H_SL_TJo) is a video which demonstrates the rubbing in method. It can be used to encourage students to produce their own film, using moviemaker or other free editing software, showing themselves carrying out this technique.
3. [http://www.umass.edu/nibble/quizzes/fosquiz.htm](http://www.umass.edu/nibble/quizzes/fosquiz.htm) is a basic quiz on fats, oils, and sweets group.
4. [http://www.youtube.com/watch?v=D6EPGDb6kEo](http://www.youtube.com/watch?v=D6EPGDb6kEo) is a video about vitamins and their importance. It can be used as a self-teaching exercise.
**HE 8.4 Retail Therapy**

1. [http://www.nourishinteractive.com/kids/healthy-games/7-ride-the-food-label-game-nutrient-information](http://www.nourishinteractive.com/kids/healthy-games/7-ride-the-food-label-game-nutrient-information) is a game which helps students to interpret information found on food labels.

2. [http://www.youtube.com/watch?v=p_CBzerJYKc](http://www.youtube.com/watch?v=p_CBzerJYKc) is a video which demonstrates the making of short crust pastry. Students can again be asked to make their own video once they learn the technique.

**HE 8.5 Play it Safe**

1. [http://www.nhs.uk/Tools/Pages/FirstAidToolkit.aspx?Tag=Health+and+safety+](http://www.nhs.uk/Tools/Pages/FirstAidToolkit.aspx?Tag=Health+and+safety+) is an interactive first aid kit where students can click on the items to learn how and when to use them.


3. [http://www.cdc.gov/healthyhomes/byroom/](http://www.cdc.gov/healthyhomes/byroom/) is a website where students can choose a type of room and then click on the items in the image to learn how to stay healthy and safe. This can be part of a group activity in which students are asked to prepare a presentation about safety in specific rooms.

**HE 8.6 Planet Cool**

1. [http://www.bbc.co.uk/schools/barnabybear/games/recycle.shtml](http://www.bbc.co.uk/schools/barnabybear/games/recycle.shtml) is a simple short game which helps students to manage household waste.

2. The game found on [http://www.kidsbegreen.org/game/](http://www.kidsbegreen.org/game/) allows students learn about how different items can be reduced, reused or recycled if it does not go in the litter.

**General Websites on Home Economics**

1. [http://studentrecipes.com](http://studentrecipes.com)

2. [www.nourishinteractive.com](http://www.nourishinteractive.com)