

LIFE SKILLS

Leaving Certificate
Home Economics
Teacher's Planner

Teacher's Planner

Extract from final draft

Fidelma Nolan-Quinn

FOLENS 

CONTENTS

This Booklet

Sample: A-Z of <i>Life Skills</i> LC Home Economics	3
Fifth and Sixth Year working plan for teachers	4
Sample lesson plans	7
Cereals	7
Housing finance	11

Teacher's Planner

Introduction

Subject planning (complete Fifth and Sixth Year working plans for teachers)

Activities and methodologies

Classroom resources

Lesson plans (Chapters 1–27)

SAMPLE: A-Z OF *LIFE SKILLS*

LC HOME ECONOMICS

Accelerated freeze drying (AFD)	Process whereby foods are frozen quickly, creating tiny ice crystals. The tiny crystals are then evaporated in a vacuum chamber. This is known as sublimation.
Additives	Substances (natural or synthetic) that are intentionally added to foods to improve the colour, flavour, shelf life, nutritive value or physical condition of the food.
Aeration	Air is introduced by beating or whisking eggs and sugar together. The protein traps air, producing a foam. Beating slightly coagulates the protein. Cooking further coagulates the protein. This is used in meringues, soufflés and pancakes.
Aerobic	Micro-organisms that require oxygen for growth.
Albumin	The protein in egg white.
All risks insurance	This covers all risk items inside and outside the house. Valuable items such as jewellery or a camera that may not be covered by contents insurance will be covered in this case.
Anaerobic	Micro-organisms that do not require oxygen for growth.
Annual percentage rate (APR)	This is the 'true' rate of interest (includes set-up and management costs) charged on credit options. The lower the APR, the cheaper the credit. All lending agencies must declare their APR on all advertisements and loan agreements. This allows consumers to compare one source of credit with another.
Annuity mortgage	In this common type of mortgage, each monthly repayment goes partly to pay off the interest on the loan and partly to repay the principal borrowed. Both figures decrease over time. Must have mortgage protection policy.
Antibiotics	Animals and poultry are treated with antibiotics to cure disease or prevent infection.
Antibodies	Destroy substances that may harm or infect the body.
Antioxidant (food)	These are added to foods to prevent oxidative rancidity. They work by combining with the oxygen, making it unavailable to the carbon atoms. Examples are vitamins A, C and E. Artificial antioxidants are BHA and BHT.
Antioxidant (human body)	Substances that protect the body from damage caused by free radicals, which are by-products of metabolism. Antioxidants help to prevent conditions such as coronary heart disease and certain types of cancer.
Balanced diet	A diet that contains all nutrients in the correct proportions for the needs of the individual.
Barbecuing	Cooking food by radiant heat on a grill over burning charcoal or on a gas barbecue.
Basal metabolic rate (BMR)	The minimum amount of energy required to keep internal organs functioning and to maintain body temperature.
Biodegradable	A substance that can decompose naturally in the environment, for example paper.
Biological value of protein	A measure of the quality of a protein. It is expressed as a percentage, determined by the use the body can make of the protein in the food. It is based on the number of essential amino acids present in a protein.
Blanching	Immersing a food, such as fruit or vegetables, into boiling water for a short period of time and then plunging them into cold water for the same length of time. The boiling water inactivates the enzymes and the cold water prevents the food from cooking further. Usually carried out prior to freezing.

FIFTH AND SIXTH YEAR WORKING PLAN FOR TEACHERS

Topic and syllabus link	Reference	Approximate time allocation per topic	Frequency on exam papers (long questions)	Completed Fifth/Sixth Year ✓	Past questions complete ✓	Notes/self-evaluation
Food choices 1.1.1 Introduction to key nutritional terms	<ul style="list-style-type: none"> Teacher's Planner, page 000 PowerPoint Textbook, pages 2–6 Exam and Assignment Journal, pages 41–42 	120 minutes: <ul style="list-style-type: none"> 3 × 40-minute classes 2 × 1-hour classes 	2011 HL 2015 HL 2016 HL 2019 HL 2005 OL 2012 OL 2017 OL			
Protein 1.1.2	<ul style="list-style-type: none"> Teacher's Planner, page 000 PowerPoint Textbook, pages 7–15 Exam and Assignment Journal, pages 42–46 	300–360 minutes: <ul style="list-style-type: none"> 8 × 40-minute classes 6 × 1-hour classes 	2004 HL 2006 HL 2011 HL 2014 HL 2007 OL 2013 OL 2018 OL			
Meat 1.3.2	<ul style="list-style-type: none"> Teacher's Planner, page 000 PowerPoint Textbook, pages 88–97; pages 124–126; pages 73–75 Exam and Assignment Journal, pages 77–78; pages 84–85; page 67 and pages 71–72 	120 minutes: <ul style="list-style-type: none"> 3 × 40-minute classes 2 × 1-hour classes 	2014 HL 2010 OL 2014 OL 2015 OL 2017 OL			
Alternative protein foods 1.3.2		120 minutes: <ul style="list-style-type: none"> 3 × 40-minute classes 	2018 HL			
Vegetarian diets 1.2.3		<ul style="list-style-type: none"> 2 × 1-hour classes 	2009 HL 2018 HL 2016 OL			

Topic and syllabus link	Reference	Approximate time allocation per topic	Frequency on exam papers (long questions)	Completed Fifth/Sixth Year ✓	Past questions complete ✓	Notes/self-evaluation
Carbohydrates 1.1.3	<ul style="list-style-type: none"> Teacher's Planner, page 000 PowerPoint Textbook, pages 16–24 Exam and Assignment Journal, pages 46–50 	180 minutes: <ul style="list-style-type: none"> 4 × 40-minute classes 3 × 1-hour classes 	2005 HL 2006 HL 2007 HL 2012 HL 2016 HL 2017 HL 2009 OL 2014 OL 2019 OL			
Cereals 1.3.2 Coeliac disease 1.2.3	<ul style="list-style-type: none"> Teacher's Planner, page 000 PowerPoint Textbook, pages 127–132; page 72 Exam and Assignment Journal, pages 85–88; pages 66 and 67 	180 minutes: <ul style="list-style-type: none"> 4 × 40-minute classes 3 × 1-hour classes 	2007 HL 2011 HL (extensive processing) 2006 OL 2009 OL 2012 OL 2018 OL 2019 OL			
Lipids 1.1.4 Fats and oils 1.3.2	<ul style="list-style-type: none"> Teacher's Planner, page 000 PowerPoint Textbook, pages 25–33; pages 144–148 Exam and Assignment Journal, pages 50–53; page 94 	300 minutes: <ul style="list-style-type: none"> 7 × 40-minute classes 5 × 1-hour classes 	2004 HL 2008 HL 2013 HL 2018 HL 2005 OL 2011 OL 2016 OL			

Topic and syllabus link	Reference	Approximate time allocation per topic	Frequency on exam papers (long questions)	Completed Fifth/Sixth Year ✓	Past questions complete ✓	Notes/self-evaluation
Fish 1.3.2 Coronary heart disease 1.2.3	<ul style="list-style-type: none"> Teacher's Planner, page 000 PowerPoint Textbook, pages 98–104; pages 64–65 Exam and Assignment Journal, pages 78–79; pages 64 and 70 	180 minutes: <ul style="list-style-type: none"> 4 × 40-minute classes 3 × 1-hour classes 	2010 HL 2016 HL 2008 OL 2015 OL 2004 HL 2007 HL 2006 OL			
Vitamins 1.1.5	<ul style="list-style-type: none"> Teacher's Planner, page 000 PowerPoint Textbook, pages 34–41 Exam and Assignment Journal, pages 54–58 	120 minutes: <ul style="list-style-type: none"> 3 × 40-minute classes 2 × 1-hour classes 	2007 HL 2012 HL 2016 HL 2012 OL 2017 OL 2009 HL			

SAMPLE LESSON PLANS

Cereals

Syllabus link: 1.3.2

Teaching time: 180 minutes

Resources required:

- Wheat grain (actual sample if possible) or picture
- Samples of different rice – long grain, short grain, basmati, risotto (Arborio), brown rice, wild rice, etc. (stored in glass jars with lids or similar)
- Sample of bran, germ and wholemeal flour (stored in glass jars with lids or similar)
- Popcorn kernels, oil and saucepan (per group of four pupils)
- Glue sticks and scissors (per pair of students)
- ICT: PowerPoint to accompany the textbook
- ICT: Access to YouTube
- Handouts photocopied from the end of this section (pages 9–10)
- Samples of various cereal products or their empty packaging (rice cakes, sweetcorn, Ryvita, porridge, malt vinegar, popcorn, couscous and pasta)

Key words

wheat grain	germ	air classifying	dextrinisation
bran	gluten	staple	extensive processing
endosperm	break rolling	gelatinisation	grist
reducing	conditioning	blending	spring and winter wheat

Getting started

- **Key question (KQ):** There are six cereals – can you name them? Reveal wheat, rye, oats, barley, maize and rice.
- If a sample of wheat can be obtained, it can be easily dried and used annually to show pupils the raw state of the wheat grain.
- **Looking back/going forward:** Hand out the worksheet on page 9. Pupils recall what they know already from Junior Cycle to label the diagram.

Methodologies and activities for the lesson

Structure of the cereal grain

- Read the textbook on the structure of the cereal grain. Pupils then use the **looking back/going forward** worksheet to record, incorporating nutritional information and average composition where applicable.

Nutritive and dietetic value of cereals

- Read and discuss the nutritive value of cereals, then using the **tri-colour pen** method – pupils recall the nutritive value in their own notes.
- Read and discuss the dietetic value of cereals using the **Cost, Availability, Versatility and Advantage (CAVA)** approach – pupils recall the CAVA of cereals in their notes.
- Explain the differences between spring wheat and winter wheat. **KQ:** Which wheat (spring or winter) is better for making yeast bread/pizza?

Flour milling

- **Sort and sequence:** This can be done in pairs, groups or individually. Hand out the worksheet on milling wheat (page 10). Ask pupils to cut out each stage or they can be pre-cut (the teacher can laminate the stages and reuse them each year). Pupils mix up the order of the stages randomly.

- Read and discuss the stages for milling wheat using the textbook.
- There are a number of videos available online that go through the milling of wheat. Search for 'milling of wheat to flour'. Here is an example of one you might use from **YouTube**:



How wheat is milled into flour

FABFlour • 3.4K views • 3 years ago

Let Alex and Rob take you on a journey to discover how wheat is milled into flour in a modern flour mill.

- With no access to the textbook, the pupils **sort and sequence** the stages. After the activity, pupils self-check using the textbook. Once the order is correct, they can glue them to a page. (Alternatively, the teacher can laminate the stages and reuse them each year.)
- **Sample show:** Pass around a sample of bran, wheat germ and wholemeal flour.

Types of flour

- Discuss the different types of flour and show samples if possible in their bags (in jars, most will look too similar). **KQ:** Which flour would best suit a high-fibre diet/coeliac? **KQ:** What is added to self-raising flour?

Effects of heat on cereals ('pick 4' method)

- There are a number of videos available online that explain gelatinisation. Search for 'gelatinisation'. Here is an example of one you might use from **YouTube**:



Gelatinisation

Rachel Noonan • 26K views • 8 years ago

- **Make it/teacher demonstration:** Pupils make popcorn, as it is a tasty treat that takes only minutes to make. Place 2 tablespoons of oil in a large saucepan (to ½ cup of unpopped kernels). Turn the heat up to high and add two popcorn kernels. Cover the pan and wait for those two kernels to pop. Once they pop, remove the pan from the heat, remove the two popped kernels and add the remaining unpopped kernels – allow pupils to see the starch swell and absorb the oil before the cover they pot again. Let them eat the popcorn afterwards.
- **KQ:** What happens to rice/pasta when it is boiled? **KQ:** What do you think happens to the B vitamins?
- **KQ:** Why does bread get a crust?
- Pupils then recall any four effects of heat on cereals (page 131 in the textbook; see the sheet on page 9 of this booklet) from before (key words are included for differentiation).

Cereal and rice products

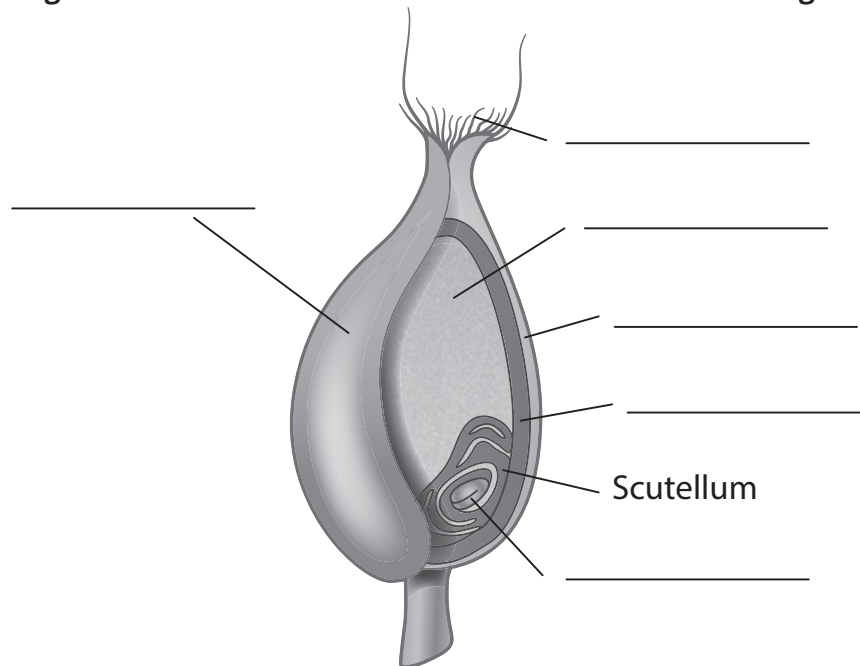
- **Move and examine:** Place a variety of cereal products on the desk (see the resources on page 7) – pupils sort the products and place them in the correct category according to their origin.
- Pupils find out the main ingredient in pasta from the ingredients on the packet.
- Have a brief discussion on pasta and breakfast cereals.
- **KQ:** Which cereal cannot be eaten by a coeliac and why? **KQ:** What symbol on one of the products shows that it is gluten free?
- Put a sample of each type of rice in a jar with a number on each jar. Pupils guess which is which, writing down their answer – the type of rice is revealed afterwards.

Homework/follow-up activity/assessment

- **Exam focus:** Complete #1 (OL 2018) on page 128 of the textbook.
- **Exam focus:** Complete #1 (OL 2018) on page 130 of the textbook.
- **Exam focus:** Complete #1 (OL 2012) on page 132 of the textbook.
- A class test can also be given, ideally combined with carbohydrates for context.

WORKSHEET: LOOKING BACK/ GOING FORWARD

Fill in the missing labels in this illustration of the structure of a wheat grain.



Effects of heat on cereals

List the effects of cooking on cereals. Use the key words below to help you.

gelatinisation	dextrinisation	coagulates	cellulose	vitamin B
----------------	----------------	------------	-----------	-----------

1. _____

2. _____

3. _____

4. _____

WORKSHEET: FLOUR MILLING/ EXTENSIVE PROCESSING

Addition of additives: The nutritive additives calcium and B vitamins, bleaching agents and improvers (to improve the quality of the gluten, for example vitamin C) are added.

✂ **Air classifying:** This process lightens the flour.

✂ **Blending:** Blending involves mixing different wheats together to form a grist.

✂ **Break rolling:** Ridged rollers revolve at high speed in opposite directions, peeling open the grain and releasing the endosperm without breaking the bran layer into tiny fragments. Wholegrain flour has been produced at this stage.

✂ **Cleaning:** A series of sieves remove any stones, straw, soil and dust from the wheat grains before washing.

✂ **Conditioning:** This process ensures that the grains have the correct moisture content, making it easier to mill.

✂ **Packing:** Flour is weighed and packed in strong paper or cardboard containers.

✂ **Reducing:** The rough endosperm is ground down further by a set of smooth reducing rollers.

✂ **Sifting and purifying:** The opened grain passes through a series of rotating sieves, which separate the grain into bran, germ and rough endosperm (semolina). Air is blown through the grain, separating the lighter bran from the heavier endosperm. The bran and germ are sold as products themselves and are used in the production of breakfast cereals.

Housing finance

Syllabus link: 2.1.3–2.1.4

Teaching time: 180–240 minutes

Resources required:

- Leaflets on mortgages from banks or a building society
- ICT: Access to tablets, computer room or smartphones (if allowed)
- ICT: PowerPoint to accompany the textbook
- ICT: Access to YouTube
- Handouts photocopied from the end of this section (pages 13–15)
- 4 × A2 pages

Key words

fixed rate and variable rate	mortgage protection policy	pension-linked mortgage	Housing Assistance Payment
annuity mortgage	mortgage indemnity bond	Tenant (Incremental) Purchase Scheme	Mortgage to Rent Scheme
endowment mortgage	Mortgage Allowance Scheme	national housing policy	socio-economic factors

Getting started

- Begin with a question on the board that should capture their attention: What type of loan is taken out by approximately 850,000 people in Ireland? If at first they don't answer 'a mortgage', then add clues, for example it can be for various amounts; it can be for different lengths of time, but 25 to 30 years is common; without it, you could lack a basic human need.
- Follow with a definition of a mortgage (a mortgage is a loan acquired from a lending agency to purchase housing).

Methodologies and activities for the lesson

Conditions that apply to acquiring a mortgage

- Give pupils the following scenario: Mary and John want to purchase their own home and need to find out what they require for their mortgage application.
- Pupils are going to **find five facts** for Mary and John from the YouTube clip that will be shown and write them down in their notes under the following heading: Conditions that apply to acquiring a mortgage.
- There are a number of videos available online on mortgages. Search for 'getting a mortgage'. Here is an example of one you might use from **YouTube**:



Getting A Mortgage in Ireland Ep 4: The Mortgage Application Process

bonkers.ie • 3.3K views • 3 years ago

Episode 4 of bonkers.ie's video series entitled 'Getting a Mortgage in Ireland'. There are 7 videos in the series, which explains ...

- After watching the video, accept back the conditions that pupils recorded and share all facts on the board. Pupils then record the facts they didn't have.
- The conditions that apply to acquiring a mortgage can be read from the textbook to reiterate the facts (omit the section on local authority loans for the moment).

Mortgage interest rates and types of mortgage

- **Online research:** Pupils search the Competition and Consumer Protection (CCPC) website for 'mortgages' and summarise each type (becoming familiar with the CCPC will help pupils in the consumer studies section later).
- **Get up and get out:** Visit the local bank and ask the mortgage advisor to brief pupils on the types of mortgage and interest rates OR pick up a leaflet on mortgages and allow pupils to explore the same.
- **Match attack:** This activity (page 13) can be a follow-up activity or it can be completed now.

Local authority housing schemes

- Prior to this, establish the key questions. **KQ:** What is local authority housing? **KQ:** Who may need to avail of local authority housing?
- Discuss the local authority loans (RIHL) on page 272 of the textbook.
- There are numerous videos available online about social housing. Search for 'housing assistance payment'. Here is an example of one you might use from **YouTube:**



Housing Assistance Payment

Rebuilding Ireland • 2.4K views • 2 years ago

HAP is a form of social housing support provided by all local authorities. Under HAP, local authorities can provide housing ...

- Read about and discuss the local authority housing schemes, highlighting key statistics and facts from the textbook.
- After reading, pupils prepare a summary using the worksheet on page 14. (This activity can be a class activity or homework activity.)

Types of housing

- **Think, pair, share:** In pairs, ask pupils to list as many types of housing that they can think of, then share their list with the class.

Factors that influence housing choices

- **Carousel:** Divide the students into four groups. Give each group an A2 page and the factors that influence housing choices worksheet (page 15). Each page will have key words, hints and/or some facts that may assist the pupils. These strips will be cut out and stuck onto the A2 page. The pupils then create a mind map for each set of factors. They rotate around the class groups.
- Using a timer (if you type in 'timer 5 minutes' into YouTube, a timer can be displayed on the whiteboard), give each group 5 minutes to come up with as many factors and points as possible, putting the factor into a sentence. There are prompt questions for the national housing policy, as it will be unfamiliar to them.
- Pass each A2 page to the next group until all four groups have had all four pages.
- Discuss each page.

Homework/follow-up activity/assessment

- **Match attack:** Complete the match attack activity on page 13 (mortgages related).
- **Exam focus:** Complete #1 (a) and (b) (HL 2008) on page 272 of the textbook.
- **Exam focus:** Complete #1 (HL 2017) on page 273 of the textbook.
- **Exam focus:** Complete #1 (HL 2012) on page 275 of the textbook.



Why not combine these three past exam questions and use them as a timed assessment?

WORKBOOK: MATCH ATTACK

Using the words below, fill in the blank cells in the left-hand column to match the description.

variable rate	annuity mortgage	fixed rate	endowment mortgage	pension-linked mortgage
	<ul style="list-style-type: none"> • The interest rate is fixed for a set period of time. • This is a less risky option, but it may be more expensive in the long term. • The borrower knows the exact amount to be repaid each month. Therefore, it is easier to plan the household budget. 			
	<ul style="list-style-type: none"> • This is a combination of borrowing and investing. • The borrower pays the interest on the loan and pays a premium on a savings-type life assurance policy designed to pay off the loan when it matures. • There is a risk that the yield from the policy may not be enough to pay off the loan. • A life assurance policy also includes cover for the mortgage repayment in the event of death. Therefore, no extra mortgage protection policy is required. 			
	<ul style="list-style-type: none"> • The borrower pays the interest on the loan and pays a sum into a pension scheme rather than a life assurance policy. • The loan is repaid from the pension fund upon retirement. • A mortgage protection policy is necessary with this type of mortgage. • Often favoured by self-employed people because of tax relief. 			
	<ul style="list-style-type: none"> • Each repayment goes partly to pay off the interest on the loan and partly to repay the principal amount borrowed. • The amount owed declines over the years, slowly at first and then more rapidly. • A mortgage protection policy is a condition of this mortgage. 			
	<ul style="list-style-type: none"> • Interest rates rise and fall in line with European Central Bank rates. • The borrower pays more if interest rates rise. • The borrower benefits from a fall in interest rates – they pay less. 			

WORKSHEET: SUMMARY OF LOCAL AUTHORITY SCHEMES



EXAM FOCUS

1. Name and give details of **one** local authority scheme available to people in need of housing.

HL 2012 (Name: 1 × 3; Details: 3 × 3 = 12 marks)

7 MINS

Name: _____

Three important details:

1. _____

2. _____

3. _____

Name: _____

Three important details:

1. _____

2. _____

3. _____

Name: _____

Three important details:

1. _____

2. _____

3. _____

Name: _____

Three important details:

1. _____

2. _____

3. _____

WORKSHEET: CAROUSEL

Page 1

Factors that influence housing choices: Socio-economic factors

Hints: €€€, location, size and age of family, is it wheelchair accessible, do you like it?

Cut along here and paste this to the A2 page.



Page 2

Factors that influence housing choices: National housing policy

- The national housing policy is formulated and implemented by the Department of Housing, Planning and Local Government and delivered through the local authorities and voluntary housing bodies, such as Cluid and Respond.
- What do you think the government's vision is?
- The central aims of this policy include:
 - What does the government do for people who cannot afford to provide a home for themselves?
 - How might tenants and landlords be protected through regulation?
 - Should housing for vulnerable groups, such as the homeless, people with disabilities and Travellers, be included in a national housing policy?
 - Regulations ensure that houses are built to the highest standards. What might this mean?

Cut along here and paste this to the A2 page.



Page 3

Factors that influence housing choices: Trends in housing development

Hints: Who lives where? Where do people want to live – city vs. country? Who watches home improvement shows such as *Room to Improve* and why? Who lives in commuter/satellite towns?

Cut along here and paste this to the A2 page.



Page 4

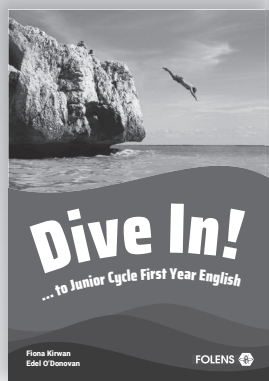
Factors that influence housing choices: Availability of housing

Hints: Why are house prices rising? Where are prices rising the most? Where do people want to live? Why does Ireland have homeless people? Are the local authorities doing enough to combat homelessness?

Our NEW Post Primary Programmes for 2020

Junior Cycle

LC Oral Language



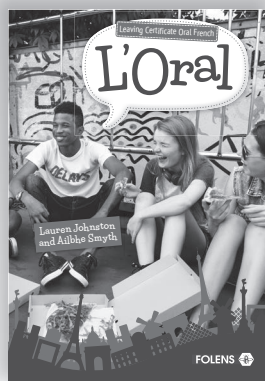
ENGLISH



IRISH



FOLENS

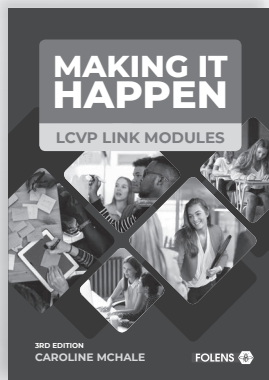


FRENCH

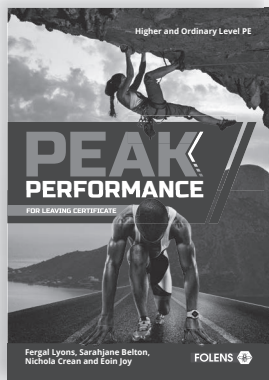


GERMAN

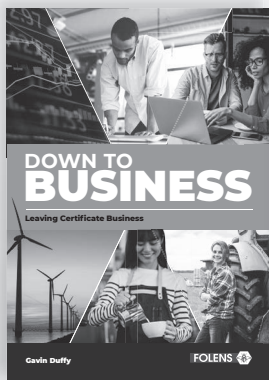
Leaving Certificate



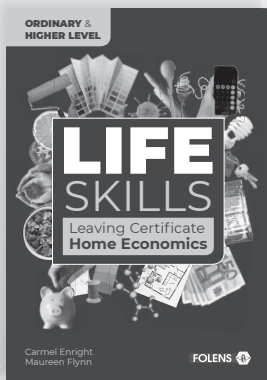
LCVP



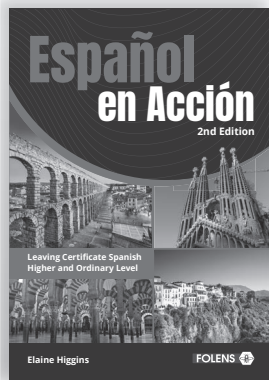
PE



BUSINESS



HOME EC



SPANISH

Visit **Folens.ie** for more information and to try our Digital Resources.
Contact your Folens Rep to book a meeting.

ISBN 9781789270648



9 781789 270648

1X 9999

FOLENS

