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Introduction

This book provides suggested methodologies specific to each topic on the Leaving Certificate Home Economics course. It is not expected that you would use all of the material supplied in this book when teaching the course; rather, it should be used to supplement and enhance your own lesson planning and to give you ideas for activities to carry out with your class.

Below are some methodologies that can be applied to your teaching. There are suggested methodologies given for each topic, but feel free to use each of these methodologies as you feel they are appropriate.

General

Use the *what you will learn* points at the start of each topic in the textbook to establish the learning intentions with students. For each lesson, write the relevant learning intentions on the board and refer back to them throughout.

Before beginning a topic, go through the key words that will be covered and check whether students have previous knowledge of them. Photocopy the word trail worksheet on page x and give a copy to each student to document the meaning of key words in each section.

At the end of each lesson, refer back to the learning intentions. Ask students to reflect on these. Are they able to say whether each intention has been met?

At the end of each topic, students can use the learning checklists in the *Exam Skillbuilder Workbook* to check for comprehension. If students are unsure of certain sections, revision may be needed.

3-2-1

3-2-1 activities allow students to reflect on their learning at the end of a topic and prompt discussion. For this, students need to document three key things they have learned, two interesting things they have learned and one question they still have. When complete, call on students to give their answers (ask students to say something different from what has already been said) and address any questions.

20 questions

20 questions activities require students to complete a worksheet with 20 questions on a topic (e.g. see pages 25–26). The marks for each question are given on the worksheets, so they can be easily corrected in class.

Beat the buzzer

Divide students into groups and provide each group with a buzzer. If buzzers are not available, assign each group a different sound. Ask the class a question. The first group to press their buzzer may give their answer. If they answer correctly, they win a point for their group. If they answer incorrectly, the other groups may buzz, and the next group to buzz may give their answer. This activity can be used while teaching a topic or as a closing activity after completing a topic.

Bingo

Provide each student with a copy of the bingo scorecard on page xi. On the board, write the answers to questions on the topic being covered and get students to write one answer in each square of their scorecard in a random order. Read out the questions one by one. Students should check off the relevant answers. When a student checks off all the answers in one of the rows on their scorecard they must shout ‘bingo’.

Brainstorm

Brainstorm activities require students to work either alone or in groups to write down anything they can think of on an assigned topic. This can then be used to prompt a group discussion and is a great way to establish prior knowledge and get students thinking about a topic.

Carousel

Write out the relevant headings from the topic you are covering on A3 sheets of paper, one heading for each sheet, and place them at separate stations around the classroom. Divide the class into groups and assign each group to one of the sheets. Set a timer for 45 seconds. During this time, students should recall as much information as they can on their assigned topic by creating a spider diagram around the heading. After 45 seconds, the groups move clockwise to the next station. Continue the activity until all the groups have had the opportunity to contribute to all of the topics.

Case study

Case studies require students to use the knowledge they have learned about a topic to answer questions or to conduct research based on real-life scenarios (e.g. see page 228).

Cloze activity

Cloze activities require students to use the words provided to fill in the blanks (e.g. see page 122). They are a great way to recall and reinforce learning and can be used for revision or after completing a topic.

Concentration

Divide students into pairs or small groups and give each group a set of cards provided for the topic (e.g. see page 87). Tell them to lay out the cards face down on their desk. One student selects two cards and turns them over. If the two cards are a matching question and answer pair, they keep those two cards. The student is awarded another turn for making a match and goes again. If the cards are not a match they are turned back over, and it is now the turn of the next student in the group. The student with the most matching pairs at the end is the winner.

Crossword

Crosswords are a fun way for students to assess their knowledge at the end of a topic (e.g. see page 95). They can be completed individually or in pairs.

Dominos

Divide students into pairs and provide each pair with a set of domino cut-outs (e.g. see page 18). Students must match the answers to the questions, forming a long line. When finished, check that each pair has put their dominos in the correct order. Extra questions for higher level students are clearly identified.

Echo

Echo activities can be used to recap and reinforce content. Select one student and ask them to share one thing they have learned from a section. The next person must repeat the last student's response and then share another thing they have learned, and so on. If a student forgets a piece of information they are out of the activity.

Exit ticket

Exit ticket activities are completed at the end of a lesson to reinforce learning. They require students to list three key things they learned about a topic. Photocopy the exit ticket worksheet on page xii, and give each student an exit ticket to complete. Students may hand their exit tickets to you before leaving the classroom, or their statements can be used to fuel a class discussion before they exit.

Find the fibs

Find the fibs activities require students to identify whether the statements made are true or false by raising their hands when they believe a statement to be true and leaving their hands down when they believe it to be false. After students have given their answers, ask them why they raised/didn't raise their hands, and probe for the correct answers.

Five questions

Five questions activities require students to write down the answers to five questions on a topic. They can be used to assess whether students have understood a topic.

Four square

Divide students into groups of four and provide each group with an A3 sheet of paper and four markers. Get them to divide the page into four boxes and write the four headings (topics) specified (one heading in each box). Each student must then take a box and summarise all the information they can remember about that heading within 45 seconds (use a timer). When the timer sounds, students must rotate the paper and keep doing this until everyone has had a chance to contribute extra information to each box. Students must also correct any incorrect information provided by other students. Walk around the room to examine students' work. At the end, ask students for their answers.

Gist it

Gist it activities require students to write the title of a topic (e.g. food choices) in the middle of an A4 page, then draw large circles around the title where they write each of the main headings for that topic (e.g. culture, nutritional awareness, families, eating patterns, money available, food availability, sensory aspects, emotional influences, health status, sustainability, and marketing and advertising). Students must then write the main point(s) in their own words (give the gist) under each heading.

Guess the question

Supply students with a set of answers, e.g. if studying the Domestic Violence Act 2018 the answers could be Safety Order, Barring Order and Protection Order. Students must then come up with questions for the answers (e.g. What are the three main kinds of protection a person experiencing domestic violence can apply for?) and share their questions with the class.

Infographic

Infographic activities require students to create an artistic visual representation of information on a given topic. Infographics may consist of graphs, pictures, diagrams, checklists, etc. They can be hand drawn or created using websites such as venngage.com.

KWL (know, want to know, learned)

KWL activities take place in two steps. Before beginning a topic, students must write down everything they know about the topic and everything they want to know. At the end of the topic, students complete the activity by writing out everything they have learned.

Match me

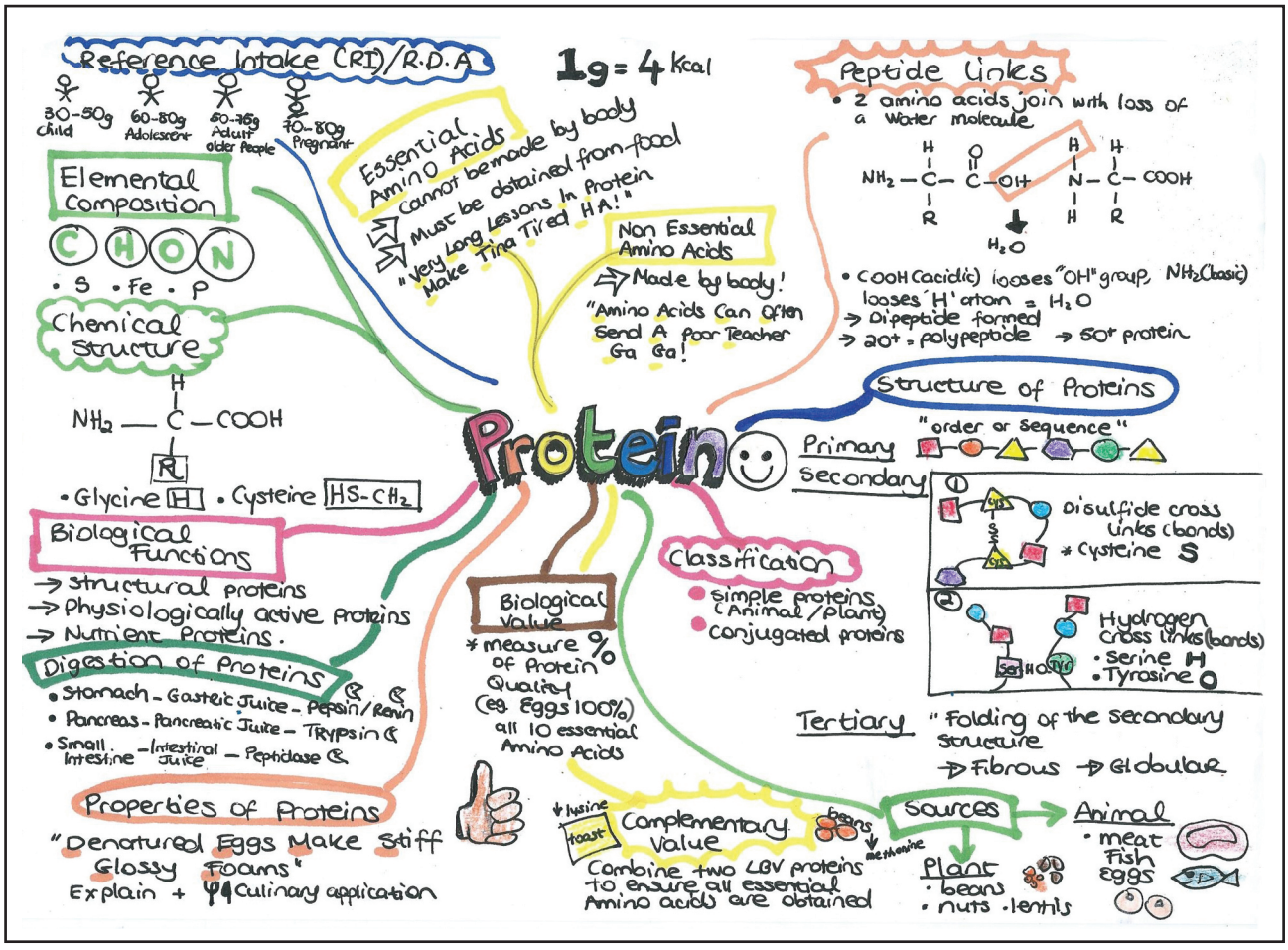
Match me activities require students to match the terms in the left-hand column to the correct explanations in the right-hand column (e.g. see page 24).

Mind map

Mind map activities can be used at the beginning of a topic to assess prior knowledge and to introduce students to a new topic. They can also be used at the end of a topic to summarise content learned and to reinforce learning. When creating a mind map, instruct students to do the following:

- **Create a central idea:** the central idea is the starting point of a mind map. It represents the topic you are going to explore
- **Add branches:** these relate to sections within the topic. Thicker branches indicate more important sections
- **Add key words:** list any key words under each branch
- **Colour code the branches**
- **Include images.**

Mind map for protein



One-minute summary

One-minute summary activities require students to write as much information as they can about a topic in one minute. They can be used to recall and reinforce learning, and they can be corrected by you or swapped with a peer and corrected in class. The countdown clock can be used to time the activity:

https://educateplus.ie/go/countdown

Peer teaching

Divide students into pairs or small groups, depending on the number of topics in the section. Assign each student one topic to study. Once they have studied their topic they are known as the 'experts'. Each expert must then teach the other person/people in their group about the topic they are expert on. Notes must be taken during peer teaching sessions to allow for feedback at the end. During peer teaching activities, monitor and review students to ensure that constructive learning is taking place. After the activity, get students to read aloud one thing they have learned from a peer expert (try to get them to say something different from what has already been said).

Pick me

Pick me activities require students to pick a card at random that states one particular aspect of a topic, e.g. the properties of sugar. Photocopy the pick me worksheet on page xiii and write in the headings from the topic you are working on, e.g. if you were covering the properties of sugar you would write the following headings, one on each card: solubility, sweetness, assists aeration, Maillard reaction, caramelisation, crystallisation, hydrolysis and inversion. Photocopy the completed worksheet(s) and then cut out all the cards, ensuring that there is one for each student in the class. Ask students to pick a card at random, then write all the information they can about the heading on their card. When complete, group together the students who have the same heading to examine each other's answers and ensure that they have all documented the key information. Finally, ask students to feed their answers back to the class.

Piece together

Students work in pairs to create chemical structures from structure pieces. Worksheets are provided for these activities (e.g. see page 6), and students can cut the pieces out themselves, or you can cut them out in advance and laminate them so that they can be reused.

Predict it

Predict it activities require students to predict figures or statistics on a given topic, e.g. calories in certain foods. The predictions can be used to spark a discussion.

Research project

Research projects require students to use resources such as the internet, the school library or magazines to find out information on an assigned topic. Students can present their research in the form of oral presentations, visual displays or written projects.

Show me

Divide students into pairs and provide them with a whiteboard and whiteboard marker. Read aloud one question at a time and ask each pair to document their answer. After each question, get students to show their answer to check for learning. If desired, keep score on the board so the winners can be determined at the end. If you do not have whiteboards, laminate A4 pages.

Spot test

Spot tests require students to answer exam-style questions on a particular topic. They can be used to recall and reinforce learning, and they can be corrected by you or swapped with a peer and corrected in class.

Summarise

Summaries require students to write out information in their own words. They can be useful for revision.

Tackle the table

Students fill in blank templates of tables that appear in their textbooks (e.g. see page 7). They can be used to recall and reinforce learning, and they can be corrected by you or swapped with a peer and corrected in class.

Test me

For this activity, students write their own questions on a topic. The questions are then collected and redistributed to students at random for them to answer.

Think pair share

Think pair share activities require students to work alone to write down what they know about a certain topic, then to work in pairs to compile their information, and finally to share their answers with the class.

Turn and talk

Turn and talk activities require students to turn to the student beside them to discuss a particular topic. This can then be used to fuel a class discussion.

Twelve-word summary

Students select twelve words that they feel best sum up the information they have learned on a particular topic. When students have completed this task, you can call on them to provide their answers and compile them into a visual summary using wordle.net.

Walking debate

To conduct a walking debate, place two signs on either side of the room, one reading 'I agree' and the other 'I disagree'. Get students to stand up and gather at the top of the room. Read aloud a statement. Students who agree with the statement must move towards the 'I agree' side and students who disagree must move towards the 'I disagree' side. Students who are unsure should stay in the middle. The aim of this activity is to create discussion, so ask those who agree to defend their position and those who disagree to defend theirs. People at either side of the room should try and persuade students in the middle or on the opposite side to join them. Move on to a new statement when the discussion dies down. If space is limited, an alternative way to implement this activity is to get students to create two columns titled 'I agree'/'I disagree' on a blank sheet of paper. As each statement is called out, students should mark their position on the paper. Discuss each student's choice and encourage students to change their initial answer in light of the debate.

Whiz quiz

For this activity, students work in pairs to fill in a worksheet on a topic. The pair who answer all the questions correctly in the shortest time are the winners.

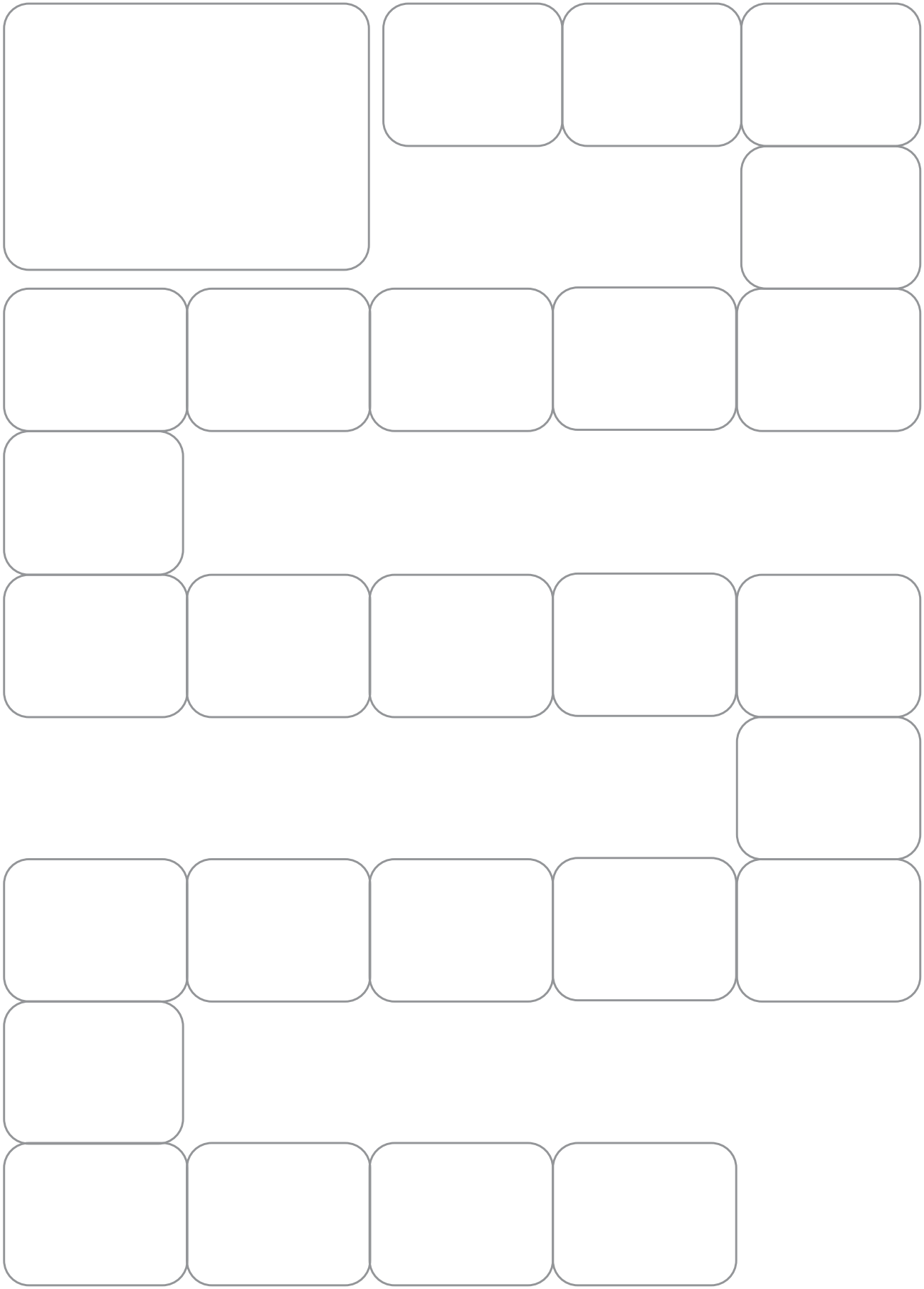
Will the winners lose?

Will the winners lose? activities can be used as a fun way to recap and reinforce learning. Photocopy the scorecards and the question cards on page xiv and cut them out. If you wish to reuse them you could laminate them before cutting. Arrange students into five teams and provide each team with some question cards to fill in (keep the scorecards). When they have done so, collect the question cards. Alternatively, you can create the questions for this activity yourself or use the questions provided in the chapter. Decide which team goes first, and then pose the first question to that team. If the team answers correctly, a member of that team draws a scorecard from the stack. The action on the card determines what the team earns. If the student answers incorrectly, the first student on another team to raise his or her hand earns the right to steal the question. If they get it correct, they earn the opportunity to draw a scorecard. However, some scorecards deduct points, so answering a question correctly is no guarantee that a team will earn points – as a matter of fact, the team could lose points!

Word Trail

Topic

Key words



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Bingo

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Exit Ticket

Exit ticket

Exit ticket

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Pick Me

Pick me

Pick me

Pick me

Pick me

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Will the Winners Lose?

Scorecards

Earn 100 points	Take 100 points from another team
Earn 50 points	Take 50 points from another team
Lose a turn	Take an extra turn
Double your total points	Deduct 50 points from your score
Earn 50 points and give them to another team of choice	Earn 100 points and give them to another team of choice

Question cards

Question	**Question**
Answer	**Answer**
Question	**Question**
Answer	**Answer**

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