

#eatplanlive

Junior Cycle Home Economics

Maria Randles and Maria Kennelly

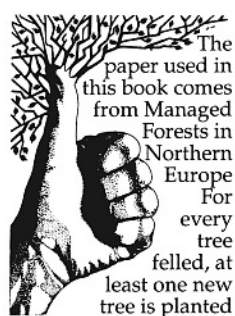
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Introduction

#eatplanlive meets the requirements of the Junior Cycle Home Economics Specification. The material addresses:

- The three contextual strands as outlined in the subject specification: food, health and culinary skills; responsible family living; and textiles and craft.
- The four interconnected elements: individual and family empowerment; health and wellbeing; sustainable and responsible living; and consumer competence.
- The eight key skills of the Junior Cycle: being creative, being literate, being numerate, communicating, managing information and thinking, managing myself, staying well and working with others.

The book is divided into three sections, each one covering a contextual strand. The textbook and activity book include the following features:

- Learning outcomes are specified for each strand of Junior Cycle Home Economics (see the Junior Cycle for Teachers website). In this textbook and corresponding activity book, each learning outcome has been unpacked and is presented as a series of learning intentions.
- An anticipation exercise at the start of each chapter in the activity book draws the student into the topic. It activates students' prior knowledge and builds curiosity about the new topic.
- The relevant key words are presented at the start of each chapter.
- Learning links are used to indicate the integrated nature of the subject.
- Learning activities have been built around the key concepts in each chapter. Each activity incorporates at least one of the eight key skills of the Junior Cycle. The following icons are used to indicate which skills are being developed in the activity:

 Being creative

 Managing information and thinking


 Being literate

 Managing myself

 Being numerate

 Staying well

 Communicating

 Working with others



- The rapid recipe icon in Chapter 18 indicates recipes that can be prepared, cooked and served within one-hour classes.
- There is a wide range of activities in the textbook. These active learning methodologies are further supported by corresponding questions in the activity book. This allows the student to contextualise and consolidate their learning. There is an emphasis on evaluative and critical thinking skills.
- The textbook and activity book place a strong emphasis on assessment as part of the learning process. A wide range of opportunities are provided for the student to become a reflective and active participant in his or her own learning.
- Material is provided in the textbook and activity book to prepare students for classroom-based assessments, the practical food skills examination and the written examination.
- The material is presented in student-friendly language, which enables independent learning.

- A chapter summary is provided at the end of each chapter in the textbook. A reflection sheet for each chapter is provided in the activity book.
- Each chapter is 'stand alone' so that the course can be planned to fit the context.

#eatplanlive provides exciting opportunities for developing interests and skills and we hope that you will enjoy using it.

Maria Randles and Maria Kennelly



Digital resources

The #eatplanlive digital resources will enhance classroom learning by encouraging student participation and engagement.

To provide guidance for the integration of digital resources in the classroom, PowerPoints, videos and animations are **referenced in the student textbook** using the following icons:



Editable **PowerPoint** summaries aid revision



Animations bring key diagrams from the textbook to life and reinforce the topic at hand



Stimulating **videos** demonstrate a variety of essential techniques

Teachers can access the #eatplanlive e-book, PowerPoints, animations and videos plus **weblinks** and **editable units of work** online at www.edcolearning.ie.

Students can access their free #eatplanlive e-book plus animations, videos and weblinks online at www.edcolearning.ie.

Strand 1



Food, health and culinary skills





Food choices

Key words



- #personal likes and dislikes
- #cost
- #availability
- #seasonal foods
- #lifestyle
- #knowledge of nutrition and health
- #travel
- #skills
- #environmental concerns
- #organic food
- #Fairtrade-certified food
- #special diets
- #coeliac disease
- #media and advertising
- #peer pressure
- #culture and religion

Learning intentions

When you have worked through this chapter, you should be able to:

- Recognise the factors that influence food choices

What influences our food choices?

Sometimes your food choices are based on how you are feeling. If you are tired or hungry, you might choose foods without thinking. At other times, you might consider the link between food and health. Our food choices are influenced by many factors, such as the following.

- **Personal likes and dislikes:** You may like or dislike the appearance, smell, taste or texture of food. Choosing food for a family can be difficult. You may like eating takeaways, but those foods should be limited in your diet.
- **Cost:** Some people have more money than others to spend on food. We choose foods that we can afford. Examples of cheap, healthy foods are oats, brown rice, eggs and beans.
- **Availability:** Foods that are easy to get are more likely to be chosen. Cutting up fruit and vegetables into smaller pieces can make them easier to eat for children. Food in school canteens is readily available to children and teenagers. Many people choose sugary foods and drinks when they are easily available from vending machines. Access to fresh drinking water is very important in a healthy diet. Online shopping makes many foods easy to obtain.



- **Seasonal foods:** Fruit and vegetables have a certain growing season. They are ready to harvest and eat at a certain time of year. For example, peas that are grown outdoors are in season in summer.
- **Lifestyle:** The time available to choose, prepare and cook foods influences people's choices. A busy lifestyle or shift work can lead people to choose foods that can be prepared quickly. A very active person may choose foods to provide them with lots of energy.
- **Knowledge of nutrition and health:** A person who knows more about nutrition may choose healthier foods.
- **Travel:** Most countries have their own traditional foods. People who know about foods from other countries might choose a wider range of foods.
- **Skills:** A person who has good culinary skills is likely to choose ingredients that can be combined to create a variety of dishes.
- **Environmental concerns:** In recent times, many people have begun choosing environment-friendly food, such as **organic food** or **Fairtrade-certified food**.
- **Special diets:** Some people choose certain foods for medical reasons, such as **coeliac disease**. People also choose special diets for non-medical reasons, such as vegetarian diets.
- **Media and advertising:** Food is advertised in various ways in the media. Sometimes we are influenced by famous people, for example on social media.
- **Peer pressure:** Children and teenagers like to fit in with their peer group, so food choices are often a result of peer pressure.
- **Culture and religion:** Food choices can be influenced by religious beliefs. For example, some religions don't allow certain foods. Religious festivals often involve sharing traditional foods with family and friends.

Learning link

Chapter 7: Responsible Food Choices

Chapter 8: Meal Planning for Diet-Related Diseases

Chapter 9: Meal Planning for Special Diets

Information


Organic food is produced without using artificial fertilizers or chemicals.

Fairtrade-certified food means the farmers have received the Fairtrade price and that the Fairtrade standards, such as working conditions, have been met. Examples include Fairtrade-certified bananas, tea and coffee.





#

Coeliac disease means that a person has a negative reaction to gluten. Gluten-free foods are widely available.

Activities

1.  Copy the following table into your copybook. On your own, think about each of the statements and complete the 'What I thought' column. Exchange your answers with a partner, then share your answers with other pairs or the whole class.

Statement	What I thought	What my partner thought	What we will share
What you know about health influences your food choices.			
Caring about the environment influences your food choices.			

2.  Debate the following motion in class: 'Peer pressure influences food choice.'
3.  Religious festivals are linked with traditional foods. Choose a special occasion that is linked to culture or religion and list the foods that are served on this occasion.
4.   Read the newspaper article and answer the questions that follow.

Basket case: How consumers' food shopping experience is changing

Healthy eating is significantly influencing how consumers shop now.

'In recent years we have witnessed a revolution in how people are consuming food in Ireland. Consumers' demand for fresh, healthy food is extremely strong and continuing to grow. Irish people are eating more fresh foods and they are much more health conscious. We have seen strong growth in sales of fish, fruit and vegetables, chilled products and fresh meat,' said an Aldi spokesman.

'Over the last three years we have doubled our fruit and vegetables range and now sell over 3 million units of fresh fruit and vegetables every week.'

Aldi has also expanded its range of organic fruit and vegetables by 400% since 2014 and continues to develop its gluten-free range.

Centra is also introducing healthier convenient food ranges, as recently sales of Centra salad boxes jumped by 80%, while sales of raspberries, strawberries and blueberries increased 46% and water sales increased by 22%.

Sales of water have grown by over five times that of fizzy drinks in the last year alone.

'The shopper has become more convenience conscious, more foodie, more health conscious, more digitally engaged, and with that, more aware of international foods and food trends.'

Source: Adapted from the *Irish Examiner*, 5 June 2017

- (a) List three foods that consumers choose because they are a healthy choice.
- (b) 'In recent years we have witnessed a revolution in how people are consuming food in Ireland.' Describe the 'revolution' in Aldi.
- (c) Give three examples from the article to show how food choices have changed in recent years.

Chapter summary



PowerPoint



Weblinks

- ✓ **Influences on food choice:**
 - ✓ **Personal likes and dislikes**, e.g. appearance, smell, taste and texture
 - ✓ **Cost**
 - ✓ **Availability**
 - ✓ **Seasonal foods**
 - ✓ **Lifestyle**
 - ✓ **Knowledge** of nutrition and health
 - ✓ **Travel**, e.g. influences from other countries
- ✓ **Skills**
- ✓ **Environmental concerns**, e.g. organic, Fairtrade-certified
- ✓ **Special diets**, e.g. coeliac
- ✓ **Media and advertising**
- ✓ **Peer pressure**
- ✓ **Culture and religion**