



NAVIGATING THROUGH DIGITAL CHALLENGES IN HOME ECONOMICS EDUCATION

MATERIALS FOR A NAVI-HED PROJECT



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Dear home economics teacher

We present in this material the learning tasks for seventeen home economics lessons. These learning tasks were developed under the Erasmus+ Program KA226 strategic collaboration project, *Navigating through digital challenges in home economics education (2021-2023)*, which was conducted as a Nordic-Baltic cooperative effort with home economics teachers and teacher-educators from Estonia, Sweden, Norway, and Finland. Initial ideas for the tasks were gathered from home economics teachers in the aforementioned countries. Once collected together, the ideas were developed in cooperation between the core team for the project and the teachers themselves. The project's methods made it possible for the home economics teachers themselves to be the experts when it came to participating in close discussion with the core team throughout the entire development process.

This material opens up various options when it comes to being able to provide purposeful pedagogical use for digital tools in home economics lessons, preparing lessons according to the contemporary needs of the subject, and in promoting student learning outcomes, either in a digital learning environment or in a classroom context. The project's name - '*Navigating through digital challenges*' - implies that, in lessons, there are several smart options when it comes to using digital tools. It is crucial to find a way for such tools to be able to complement and support student learning processes, rather than being 'fun'. Each school, teacher, and student group is different. Therefore navigation also implies the fact that it is impossible to provide learning tasks which will fit everyone. The learning tasks are intended to be applied to a given curriculum within your own country, and should be applied so that they support the achievement of learning goals.

This material is organised in the form of a cookbook, used here as a metaphor to show the structure and logic behind various learning tasks:

- We have **starters**: these are supposed to be appetisers for something new which is to be learned during the lesson or to summarise the central concepts of the previous lesson. These short, quick tasks can be used to start the lesson, or also to exit a given thematic area, or even to exit one single lesson. Teachers can also use these tasks to gain an understanding of what students already know of the new subject with which they are about to work.
- We have **main courses**: these are the substantial and more filling tasks, which can be explored within one lesson or which can be conducted during a series of multiple lessons. The task can also be continued in the next lesson when the class reflects together on what it has covered. These tasks often include independent work, which can be delivered in the form of individual or group work.
- We also have **desserts**: something entertaining, something surprising, something sweet to conclude a covered theme area. These tasks are to be used at the end of the lesson so that they can summarise the key points and provide an overall understanding of how well the students have achieved those aims which were set out for the lesson.

As a skilful home economics teacher you can make choices by taking only what you need from this ideas bank, in a similar manner to how you read cookbooks. Gain good ideas, and see immediately which ingredients need to be changed in order to get a better match to your own lesson plan and facilities. Each learning task in these materials includes short and concise explanations for the teacher, and a description of what the students are supposed to do and how they are to do it. Whether it is emphasised in the task description or not, we want to remind you of the power of reflection and feedback: have a discussion of the task with your students, let them come to you with their ideas to improve the task, and let them evaluate - whether alone, in pairs, or in small groups - what they have learned and how they have learned it.

All of the digital environments, apps, and equipment in this material are uniformly referred to as digital tools. Those digital tools which are named in the materials are merely examples, and may be replaced if individuals have access to other options which may serve a similar function.

These materials are available in five languages: English, Estonian, Finnish, Norwegian, and Swedish. By translating the developed lessons, we have modified the original ideas to fit in with the aims of the national curriculum. The developed tasks serve to promote the construction of knowledge, the process of working together, the cultivation of the cultivating student's critical thinking, and also the process of integrating knowledge across subject borders. As in cooking, some foods go well together. Therefore we also provide hints about which school subject could be naturally integrated into a given task.

We hope that these materials can be widely used as an idea bank for teachers of home economics and other school subjects, wherever such teachers want to cooperate in lesson planning. We therefore encourage you to modify the levels, lesson times, and activities based on the needs of specific groups of learners in your classes.

Inspiring home economics lessons!

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Symbols used in these materials

To be able to enjoy the full potential of these materials, you are advised to familiarise yourself with the following symbols:

1. **Skills to be learned** in the various tasks can be cognitive, practical, or social. Or any combination of these:



cognitive skills - students are actively learning new concepts, forming questions, structuring their existing knowledge, and assessing the trustworthiness of information on the internet, for example



practical skills - students are carrying out practical assignments such as, for example, doing household tasks or preparing food



social skills - students are carrying out interviews, working on the assignments in a group, or discussing or debating the given subject.

2. **Equipment needed** for the task can include the following:



laptop - this is a general symbol for various equipment which has access to the internet: computer, tablet, smartphone. Everything a student is allowed to use for working from the internet



camera - indicates the need to take photos of the activity in order to share the process or its result with the teacher and/or other students. Any available equipment is suitable, whether camera, tablet, or smartphone



video camera - refers to the need to make a video recording. Students may use their own mobile phones or cameras. The quality of an ordinary smartphone is sufficient for the task at hand



voice symbol - this expects students to make a recording, such as carrying out an interview. Any available equipment is suitable, whether voice-recorder, tablet, or smartphone.

3. **Time use** is indicated with a clock symbol:



providing an approximation of the time needed for teacher-guided activity. The independent time of the students themselves is not specified.

4. **The level of the task** is symbolised with three stars:



basic, does not require previous knowledge



medium, some previous knowledge is recommended



advanced, suits upper classes in which students have previous knowledge and experience in analysing.

Considerations

Following the navigation metaphor, there are rocks and strong currents one has to avoid in every lesson as a teacher. Using digital tools and being active in a virtual environment sets out numerous new questions and challenges which have to be considered. All of these questions should carefully be considered, and the rules of good ethical policy should be discussed with the students. Here are a few **aspects which should be kept in mind** when planning and implementing distance home economics lessons through digital tools:

- Call attention to the netiquette. This means those rules of etiquette which apply when communicating over computer networks, especially the internet. Each user should follow the ethical and sustainable guidelines and avoid downloading or uploading any offensive content.
- If the task demands video recording or taking photos in student homes, please consider how this may be done in a sensitive manner and provide appropriate instruction.
- In the case of students being asked to cook at home, please consider health and safety requirements for the kitchen for any student who does not have adult supervision. Note that children are not always allowed to cook at home. Homes can differ in terms of kitchen appliances and utensils. In addition, families can struggle to get the required ingredients.
- Engaging students behind the screens, whether at home or in the classroom: the internet can be a challenging place for students when it comes to keeping them focused on the task, while advising them not to get sidetracked with a game or with private social media.
- Do not forget to end any online lesson jointly and calmly. The learning tasks here contain some exit ticket ideas, in the teacher activity section. These can include a short 'take-home' message which summarises the key points to be learned. It is important to close the lesson, either with exit tickets or do it online with chat-comments. For example, a student's chat comments can be saved via a video meeting platform (using a tool such as with MS Teams) and, next time, the teacher can start the lesson using student's previous comments.
- Although the tasks in this materials have been developed so that they can be used in distance learning, they also work well within classroom contexts or in hybrid teaching. Tasks are usable in series, or can be combined with each other.
- In these materials we avoid providing links to external materials, since these will change with time. Instead we give advice on what material to search for over the internet.

Additional reading

Hille Janhonen-Abruquah et al (2021) have discussed how real world and virtual learning environments can form a comprehensive home economics learning environment. The learning can be planned to take place together with other learners and teachers (synchronous), or students can work at their own pace (asynchronous) and in their own place (Figure 1).

	ASYNCHRONOUS	SYNCHRONOUS
Real world environment	<p>PRIVATE SPACE: home</p> <p>PUBLIC SPACE: open public spaces: in the library, or at museums, exhibitions, shops, or even a self-service laundry</p>	<p>FORMAL EDUCATION: home economics classroom, lecture halls, group workrooms</p> <p>OUT-OF SCHOOL PREMISES: joint study visits to companies, in the open countryside, in the city, or in a shopping mall</p>
Virtual learning environment	<p>STUDY UNITS IN E-LEARNING PLATFORMS: MS TEAMS, DigiCampus, Moodle, video recordings, podcasts</p>	<p>VIRTUAL PLATFORMS: video streams, simultaneous video-lessons, chat-communications, breakout rooms, WhatsApp communications</p>

Figure 1. Learning and teaching in various home economics spaces.

Home economics is an interactive school subject, one which is based on hands-on learning. In addition, the learning experience is also multidimensional and multisensory (Janhonen-Abruquah et al, 2021). These aspects are challenging when it comes to being able to capture them within virtual learning environments. Therefore Figure 1, above, provides thoughts on how to conduct interactive online home economics learning, and how to maintain and recreate multisensory hands-on learning assignments.

The text and Figure 1 are both adapted from Janhonen-Abruquah, H, Malin, A, Soljanto, H, & Vivitsou, M, 25-26.11.2021: *Multiple modality in creating home economics learning spaces*. Conference presentation. Finnish Educational Research Association (FERA).

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1. Activate thinking with video - becoming a critical consumer



🕒 10 -15 mins



Activity

Students watch a short video, such as an advertisement and, while watching or after watching, answer questions which the teacher has prepared beforehand.

Aim

Orientating student thinking towards the lesson's content area, such as in terms of understanding the importance of being a critical consumer.

Pedagogical description

The task motivates students to start learning about a novel content area by introducing the topic in an interesting way, waking the interest of the students and utilising their previous experiences of being a critical consumer.

Preparation (teacher activity)

1. Choose a short video which fits in with the lesson's content and aim, such as an advertisement for a product which is familiar to the students.
2. Use video learning tool (such as EdPuzzle) to adapt the video into learning materials. Add thematic questions for students. For critical consumer skills such as the following:
 - (after the first few moments): do you already recognise what is being advertised, and why do you recognise it?
 - (in the middle): what kind of feelings has the advertisement raised, and why?
 - (at the end): what kinds of expectations has the advertisement raised in connection with the product? Are they realistic? Why are they realising, or why are they not? If someone you know has the product, does it meet up to the provided promises, and why does it do so?
3. Facilitate group conversations about the answers which the students provide.

4. To end the tasks, discuss possible controversies together: cover why some questions were difficult to answer, why there were differences between student answers, whether there may possibly be several correct answers, and so on.

Student activity:

1. Watch the video.
2. Answer the questions, either individually or in pairs. Use your previous experiences of being a critical consumer.
3. Participate in the discussion about your answers.

Adaptation and variation

- The task can be used at the beginning of a lesson and in a reflective manner, summarising what was supposed to be learned in the previous lesson.
- At the end of the lesson the task of watching the video can be used as a dessert to summarise the most essential learning content in the lesson by applying two or three questions.
- An advanced variation: the students prepare the video and/or the questions themselves in connection with a given theme which the teacher has chosen. This can be done in small groups of three or four students.

Possible collaboration

- History and geography: learning about food culture, or about crafts if the content is about fast fashion culture.
- Foreign language: understanding the content in another language.
- National language and/or drama lessons: creating the videos or carrying out short performances which attempt to include ways in which consumer behaviour can be influenced.

BE AWARE

First carefully watch the video yourself. Video material can be strong and can induce misunderstanding or lead students to focus on irrelevant areas.

BE AWARE

Choose the video and the questions so that students can participate evenly whether or not they have experience of the topic.

2. Take photos - learning the contents of the food pyramid



 10 mins + independent work



Activity

Students are taping the lines of the food pyramid onto the kitchen table at home and are organising food items or products into the pyramid which they find at home. They take a photo and analyse the results.

Aim

Developing the student's ability to systemise and understand national food recommendations.

Pedagogical description

Helping students to connect everyday food choices to the national food pyramid.

Preparation (teacher activity)

1. Make a list of things the students need to make a food pyramid (some form of tape and real food items).
2. Prepare and share a digital image of the food pyramid, with only the main headlines included (not with photos).
3. Find a digital platform (such as Google Classroom) to which the photo of the pyramid can be uploaded after it has been taken by the students, and get them to add their analysis.
4. Prepare questions for the analysis, such as 'Why do we use a pyramid to show how we should eat?', 'What kind of food items are at the bottom or in the middle, or at the top of the pyramid, and why?'
5. For an exit ticket, ask students to respond to the question: what choices do you personally have to make to achieve a healthy diet?

Student activities:

1. Tape the lines of the food pyramid to the kitchen table at home or draw the pyramid on paper.
2. Organise into the pyramid any food items or products you find at home (or take photos of them).
3. Take a photo of the pyramid.
4. Analyse the result based on the provided questions.
5. Upload the results as instructed by the teacher.

Adaptation and variation

- This activity can also be carried out by videoing the result, while students can carry out their analysis in the recording.
- Students can draw the food pyramid on paper or they can use string or sticks to create the pyramid, or they can symbolise food items by using other items (perhaps toys), or draw food items on paper if the food itself isn't available.
- Students can also find photos of food items on the internet or in newspapers or magazines, and can paste them into the document in the correct location.
- For older students, the task can be carried out using the topic of nutrients. Students find different food items or products which they find at home and can place them in the correct location in relation to various nutrients. Some food items may find themselves being added in several places. Students can analyse the results.
- To make this easier, students can work in groups by using digital whiteboards (such as Jamboard or Mural). Each student observes what they have in the fridge, and then in the group they can write the food or products in words or by using emoticons or photos.

Possible collaboration:

- Geography: discussing where food items come from. Which food items from the pyramid are produced in your own country? Are we self-sufficient in our country?

BE AWARE

Remind students the food safety rules - not taking the food from its packaging and quickly putting items back in the fridge.

BE AWARE

Some families can find this task difficult due to potentially different types of food at home, or a general lack of food at home, or for other reasons.

3. Give a helping hand - making food hygiene visible



🕒 15 mins + independent work + 15 mins



Activity

Students watch a short video on food hygiene which contains a few unwise choices and/or actions. The task is to notice these points in the video and provide motivated suggestions on how to act more correctly.

Aim

Analysing the importance of food hygiene.

Pedagogical description

Mapping student knowledge about food hygiene, and practicing critical thinking and interaction within the group.

Preparation (teacher activity)

1. Watch the video and make a full list of mistakes which are made in it.
2. Allotting students into groups.
3. Share the link with students and instruct them to watch the video and search out mistakes.
4. Collect together the groups, and ask about their findings. Lead the discussion and ensure that all groups get the chance to share their findings. Mark student observations on the whiteboard (such as Jamboard or Mural). Notice whether all aspects are covered (compare with your own list).
5. Have a conversation about why we should not act like this? Why we should correct mistakes and why we should do that (ensure that all unwanted actions or forms of behaviour get noticed and that all of the students understand how to behave differently).
6. To be able to end the task, ask students to vote with a 'star' on a board (or write on the chat screen) to show which, in their own minds, is the most important food hygiene rule to be followed.

Student activity:

1. Watch a video with group members. Pause the video if required.
2. Identify any mistakes you see in the video.

3. Discuss the correct way to act with group members.
4. Share the findings with the entire class.

Adaptation and variation

- Students can work individually when identifying the mistakes. This will be followed with an entire-class discussion.
- Similar video analysis can be used for food preparation, sorting laundry, etc.
- Students themselves can create similar short videos (with or without deliberate mistakes) within a small group. Such videos can cover matters such as how to wash your hands properly. Videos can be used next year for the same class (but ask students for their permission for that).

Possible collaboration

- Foreign language: understanding text in a foreign language.
- Information Technology (IT) education: creating your own videos or rehearsing critical media analysis - media literacy.

BE AWARE

Make sure that students have knowledge in food hygiene. Students could do some independent reading prior to the lesson in case the video content is potentially unfamiliar to them - this gives them the necessary tools for what to look out for.

RECOMMENDED VIDEO

Search for Jamie Oliver. (2010): 'What not to do in the kitchen/health and safety - Jamie Oliver's Home Cooking Skills'.

4. Plan a budget - managing a food budget for a week



🕒 10 mins + independent work + 10 mins



Activity

The students help a fictitious person with their food budget for one week.

Aim

Students understand those aspects which are related to planning a home food budget for one week.

Pedagogical description

Developing student knowledge in the area of managing money and food resources for the household. Developing cognitive skills by planning a budget and investigating wise food consumption. Also developing critical thinking and source criticism when searching for facts.

Preparation (teacher activity)

1. Prepare fictional people with different work requirements, income level, and life situations.
2. Prepare a worksheet which contains the task and questions. The level of complexity and any challenges may be varied to suit the students.
3. Prepare the list of links to be used.
4. Divide students into groups (two or three students to each group).
5. Plan to give every group feedback on their task before the lesson ends.
6. For the exit ticket ask students to answer the following questions: 'Which budgeting skills did you have before this lesson?', 'Which new skills have you gained after this lesson?', and 'Do you have any further questions or thoughts about the task?'.

Student activity:

1. Help out a person (with the worksheet being shared by teacher) to plan one week's food budget in groups.
2. Provide suggestions on how to save money on food. Is there any food which can be replaced or taken away? How can food be wisely used during the week?

3. At the end of the lesson the group and teacher will meet online for feedback.

Adaptation and variation

- If the students are beginners, the budget can be filled in and the students must handle the calculations so that income and expenses work together. If the students have the required knowledge, they can form a budget for the fictional person and then develop questions or problems to relate to.
- Students with less ability to calculate the budget will need to do so with support.
- Invite an external expert, from your local government authority or a bank, for example.
- Consider a recording (a podcast) or role play instead of writing. A role play situation can be based on a meeting between an 'expert' and 'person in need of help'.
- Vary the ages and occupations in the descriptions of the fictional people in the task.
- Students can together create fictitious persons.

Possible collaboration

- National language: storytelling or making a podcast.
- Mathematics: calculating, and understanding diagrams and figures.
- Social sciences: discussing national and private finances, financial management.

BE AWARE

No student should have to discuss their own finances with the other students.

BE AWARE

Keep in mind the point that it takes time to find the facts. It all depends on the document's content.

RECOMMENDED SOURCES

Search for information, worksheets, and games from the National Consumer Agencies website.

Search websites or apps for food and meal prices.

5. Animate a story - investigating a product's path



🕒 10 mins + independent work + 30 mins



Activity

Students in a group can study the content and design a storyboard about a product's path from production to the consumer.

Aim

Developing student interaction in connection with how everyday products are produced (such as food or clothes, but focus on one or more aspects such as health impact, or environmental or economic impact).

Pedagogical description

The task makes it possible for students to analyse the path taken by a product, from production to the consumer, and activate student critical thinking in connection with the product's path. The task involves planning a storyboard in a group, which supports the development of communicative skills and creativity.

Preparation (teacher activity)

1. Choose the theme - whether environmental, health, economic impact, etc - for the storyboard which you want to emphasise with a particular product group (such as food, clothes, or electronics).
2. Show an example of different storyboards.
3. Show an empty script for story planning and explain how to break up the script or narrative.
4. Provide examples of products which students can use in their storyboard regarding the product path from production to the consumer.
5. Divide students into groups and facilitate group activities.
6. Ask students to present their storyboard and provide feedback to other groups. Give feedback to students.
7. For the exit ticket ask students to evaluate the following: what you have learned with this task (such as creating a script or learning about the product).

Student activity:

1. Decide the product for the script, together with the group.

2. Plan a story about the product's path from production to the consumer, and what kind of perspective to focus upon.
3. Plan a story as a script (with between six and eight frames).
4. Create a storyboard with at least six or eight frames.
5. Plan the voice script: such as in terms of covering what the product is saying.
6. Show the storyboard for the other groups, so that the other groups can provide brief feedback on it.

Adaptation and variation

- The task can have a focus on various themes such as geographical origin, work conditions for the producers, sustainability, fair trade, etc, depending upon the lesson content and the group.
- The product path can also be formed into an animated story (such as stop motion).
- This can also be done if you want the students to:
- Show the procedure in a recipe, such as an animation about 'how to roll sushi'.
- Show how a self-planted pea sprout grows or bread develops moulds (take a photo every day). Time perspective: one or two weeks.
- This task can also be related to task No 6.

Possible collaboration:

- National language: learning how to form a script.
- Art education: learning how to create storyboards or animations.

RECOMMENDED SOURCE

Search for a short tutorial on YouTube which describes the use of stop motion: '01 First Steps - Stop Motion Studio Tutorial'.

6. Make a mind map - gathering information from packaging labels



🕒 10 mins + independent work + 20 mins



Activity

Students take photos at home of five everyday products. In groups they discuss and analyse what kind of information is given on the labelling on various products (such as food or detergents), and why the information differs on the labels such as shelf-life, which nutrients are included, the amounts of ingredients (such as sugar), plus sustainability. Students divide the labels in various groups and create a collage.

Aim

Mapping out what kind of information is given on labels on everyday products, and practicing critical thinking and interaction within the group.

Pedagogical description

Developing cognitive skills about consumer knowledge by comparing the labels and symbols on different everyday products, such as warnings, cooking information, nutritional content, etc.

Preparation (teacher activity)

1. Select different kinds of labels on everyday products (such as food or detergents). Show some examples and explain what the students are going to do in the groups.
2. Explain what an analysis is, such as calculating the amount of fibre in bread and why such volumes can differ; different types of fat in food, what kind of fat is it; the shelf-life of various products and why it differs; and the meaning of symbols on food or detergents.
3. Explain how to use a collage-making program (such as Fotor or Piccolage).
4. Divide students into groups to create the collage.
5. Gather students together to present and discuss their collages.
6. At the end of the lesson, provide feedback to students regarding their collage and lead a general discussion on

what kind of information is provided on labels for everyday products.

7. For the exit ticket ask students to answer questions: such as what kind of information do you find on an energy drink bottle, when is this information important, and why is it important?

- Student activities:**
1. Take photos at home of labels on five food or cleaning products.
 2. Analyse the product labels in your group.
 3. In groups, create a collage and categorise the photos by using a collage-making program (as recommended by the teacher).
 4. Share the collage with the other students. Be ready to discuss it with them.

Adaptation and variation


- Students can make a short video at home about the available labels.
- The task can also be an appetiser which is used at the beginning of a new task.

Possible collaboration:

- Chemistry: thinking about pH-scale on the labels for cleaning products.
- Social science: reading labels and legislation.

7. Interview and reflect - understanding changes in consumer practices



 10 mins + independent work + 30 mins



Activity

Students conduct an interview with a grandparent about consuming practices which they followed in their youth and then compare and reflect upon any changes and the reasons behind them where they relate to consuming practices today.

Aim

Develop the student's social skills through the interview and provide students with the required understanding about any changes in consuming practices. Reflecting upon such changes also forces students to critically reflect upon their own consuming practices.

Pedagogical description

Conducting the interview will help to develop the student's communicative skills. Reflecting upon the interviews supports their interpretative skills.

Preparation (teacher activity)

1. Design the interview questions and share them in digital form with the students. Pay attention to having questions with both a descriptive and interpretive nature. For example, list three important household items and ask why these were important for them.
2. Provide the students with guidelines for the interview: explain why grandparents are being interviewed, recommend an interview duration, and so on. Also provide instructions for writing a short summary which reflects any changes in consuming practices.
3. After the independent work has been carried out, divide the students into groups so that they can discuss their interviews and share their notions about changes in consuming practices. Activate the discussions by providing questions for the working groups such as 'What kind of changes in consumption practices did you notice?', 'What has led to or affected these changes?'

4. To end the tasks, ask the students to share some key notions which they have arrived at in regard to changes in consumption practices and the possible reasons for such changes.

Student activity:

1. Conduct the interviews with a grandparent or other elderly person, record the interview (after asking for permission), or make notes. The interview can be carried out individually or in pairs.
2. Reflect upon the interview answers and write a short summary about differing consumption practices between then and today's practices.
3. In small working groups, compare your written summaries and discuss the possible reasons behind the main points.
4. Prepare a short oral presentation with your working group covering the key notions you have formed during the discussion. Share the presentation with the entire class.

Adaptation and variation

- Formulate the interview questions together with the students, in a shared document for example (such as in an MS Teams file). Students can first start formulating the questions in small groups during a video meeting and then the final set can be decided together with the entire class.
- Students can outline key words from the collected results and insert these into a word cloud-maker (such as Mentimeter), in order to reflect the outcome on a more general level and to visually share the results with the others.

Possible collaboration

- History and social sciences: discussing societal changes. Schedule the task so that the students can also benefit in the aforementioned subjects from those discussions which they have had in their home economics lessons such as, for example, the development of technology, urbanisation, or the value of money.

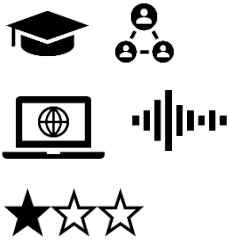
BE AWARE

Not all students have potentially willing grandparents to be interviewed. Make a Plan B to interview another suitable adult person, preferably over sixty years of age.

BE AWARE

This task is quite comprehensive and needs good communications skills and sensitivity from the students while conducting their interviews.

8. Conduct an interview - learning about sustainable food choices



🕒 10 mins + independent work + 20 mins



Activity

Students conduct an interview in a real life setting, perhaps at the market, in order to learn to know local food items.

Aim

Raising awareness of the availability of local products. Understanding what kind of factors serve to affect the assortment which may be available at the market and what may be the consequences of my choices. The results of this task provide the option to discuss sustainability issues with the students.

Pedagogical description

Activating the student's thinking and developing cognitive skills by interviewing people who are working in the local market. This task supports the student's communications skills.

Preparation (teacher activity)

1. Depending on the study group, form a concrete task. If a number of students are taking part in the assignment, decide in advance about which food groups are to be focused upon by certain students so that not all of the interviews are held in the same place.
2. Formulate the interview questions beforehand, in a questionnaire platform (such as MS Forms).
3. Explain the task to the students. Have a discussion together which provides a common focus and aim.
4. Organise students into groups for discussions and analysis (such as by food groups).
5. Reflect together upon the task with all of the students, according to completed questionnaires (the answers could be shared with all of the students). Lead the student discussions into sustainability issues and their potential for being able to influence the assortment.
6. For the exit ticket, ask the students to provide a thumbs-up or down response to the statement: I got to know my options

when it comes to more sustainable and/or local food choices.

Student activity:

1. Become familiar with the interview questions and plan the visit (such as how to get there, and who it is you are going to interview).
2. Prepare the equipment so that the interview can be recorded. Make sure your battery is charged.
3. Interview someone (using the questions in the questionnaire) and record the conversation.
4. After the fieldwork stage, complete the pre-developed questionnaire and share it with teacher as instructed.
5. Share your experience and analyse the results with the entire class.
6. Have a discussion about sustainability, and economic and seasonal options, and local options when it comes to food choices.

Adaptation and variation

- The task can be organised as group work (such as two pairs of students having the same food group, but they conduct their interviews with different sellers).
- In cases in which there are limited options when it comes to being able to visit the market, students can conduct an interview in a local shop or at a farm.
- Phrasing the interview questions together with students can also be part of the task.
- Themes can relate to food production and food safety. As an alternative, students may interview someone from every step of the production process, such as the farmer (growing the grains), the miller (production/packaging), and the seller (the grocery shop or market).
- It is possible to carry out the task on an entirely electronic basis (such as by conducting an interview by phone or through a video meeting).

Possible collaboration:


- National language: phrasing the questions, social communications skills when interviewing, and analysing the results.
- Natural sciences: identifying plants and fruits, understanding geographical influences and production influences.
- Mathematics: comparing prices.

BE AWARE

It is good practice to make an appointment in advance with someone at the market.

9. Investigate a traditional dish - learning about local foods



 Independent work + 30 mins



Activity

Students investigate a traditional dish and create a presentation.

Aim

For the students to be able to understand what has changed in terms of food traditions and what has influenced changes in a national or foreign context.

Pedagogical description

The task enables students to deepen their understanding of cultural changes.

Preparation (teacher activity)

1. Prepare a digital whiteboard (such as via Jamboard, Mural).
2. Find a short film clip about local food culture and traditions.
3. Divide the students into groups, and follow their discussions in those groups.
 - What are food traditions? Give examples.
 - How are food traditions developed?
 - What makes food traditions change?
4. Provide guidelines about the presentation, and prepare points to be included in the presentation. For example:
 - History: where does this dish come from?
 - What are the local variations?
 - What are the ingredients?
 - What is it served with?
5. Lead the discussion during the presentations to a more general level. Remember that the one dish is not the entire food tradition.
6. Organise reflection by means of an exit ticket. A quiz can be carried out with the students as a form of evaluation. The students formulate three questions and send them to their teacher.

7. To end the task, ask students to reflect upon the following questions: 'What was something out of this which you already knew?', and 'What new information did you learn?'.

Student activity:

1. Watch a film clip about local food culture and traditions.
2. Discuss the question in groups.
3. Together (with the entire class) summarise the discussed questions using a digital whiteboard.
4. Choose a traditional dish to investigate further.
5. Discussion the points and questions which have been provided by the teacher.
6. Create a short presentation using a digital tool (such as MS PowerPoint), thereby creating a link between the dish and the food traditions.
7. Present your presentation and participate in a discussion.

Adaptation and variation

- Prepare a list of potential dishes to investigate, dishes which have an historic or local background.
- Focus specifically on one food item: for example, bread.
- Prepare students for the film clip by explaining difficult words.
- The film clip can be shown live to a group of students or it can be sent as a link to the students to watch alone.
- Extra preparation work may be needed for students with limited knowledge of (local) food traditions. Show, for example, a map and select dishes to be placed on the map.
- If possible, after the task above has been completed, students can prepare the actual dishes and comment upon them.

Possible collaboration:

- Language education: reading and understanding the recipes and text which has been written in old-fashioned handwriting styles.
- History and religious studies: understanding the background for the dishes and their traditions and measuring systems.
- Geography: understanding the local variations and how nature influences food production.

10. Work in an expert group - sharing and learning about a balanced diet



 Independent work + 30 mins



Activity

Students learn about a balanced diet through an 'expert group' method. Expert groups familiarise themselves with sub-themes under the main theme, such as in terms of covering different parts of a food pyramid as part of a balanced diet. The groups create a digital slideshow about their topic and present it to the other groups. With the help of a teacher the students can focus on strengthening their group working skills.

Aim

Students learn about a balanced diet while developing their group work skills by actively paying attention to the collaborative working process.

Pedagogical description

The task strengthens the ability of students to work together and develop their communicative and negotiation skills. Students develop their cognitive skills through employing the expert group method: they learn to summarise the essential content and present it in a meaningful way, learning about new content from the other group presentations.

Preparation (teacher activity)

1. Select and then introduce the main theme and share the sub-themes with the expert groups.
2. Introduce the expert group method to the students and articulate those ways in which the expert groups are supposed to work in order to benefit from the collaboration: using listening, argumentation, and negotiation skills, participating actively and valuing everyone's comments.
3. Divide students into groups.
4. While the groups work on their topics, facilitate group member collaboration to ensure that everyone joins the group work, while providing encouragement to help them do so. Recommend using a digital whiteboard (such as Jamboard).

5. After students have carried out their presentations, ask questions about the process: find out how the group ended up including this or that content, and whether everyone has had their voice heard, for example.
6. To end the task, ask each student to write a chat comment or post-it notepad containing one main issue or one issue about each presentation they have learned about during the lesson. This also acts as a form of feedback: the teacher can use the answers in the next lesson in order to cover any issues which may not be fully clear or to summarise key content.

Student activity:

1. Familiarise yourself with the topic which has been given to our group. Create shared notes on a digital whiteboard.
2. Discuss with your group which contents are important to include in the presentation and why. Make justified arguments and let everyone share their thoughts.
3. Compose with your group a short presentation (such as via MS PowerPoint) presenting the key aspects about your topic.
4. Present your presentation to the other groups via an online meeting.

Adaptation and variation

- The task could be designed to raise it to an advanced level by using case tasks or problem-solving tasks such as, for example, through narratives from different everyday situations in which decisions are made regarding a balanced diet. The choices which they have made and their justifications for those decision are presented to the others.
- This task can be combined with task No 2.

Possible collaboration:

- Mathematics: calculating the kcal/kJ values per dinner and connecting this to a balanced diet.
- Biology: discussing what kinds of dietary needs the body has.

BE AWARE

The task has to be well focused and the expert group method's collaborative way of working well needs to be explained to the students, otherwise they will be uncertain about what to do, and how and why to do it.

11. Create a mind map - systemising one's understanding about food allergies and intolerances



🕒 10 mins + independent work



Activity

The students read information about food allergies and intolerances and create a digital mind map while considering areas which involve home economics.

Aim

The students will deepen their understanding of food allergies and intolerances by reading some text and systemising the information.

Pedagogical description

The task allows students to deepen their knowledge about food allergies and intolerances and to develop cognitive (and communicative) skills by systemising the information in a mind map.

Preparation (teacher activity)

1. Find a suitable body of text about food allergies and intolerances for students to read, such as gluten intolerance, or egg or lactose intolerance.
2. Divide the students into groups.
3. Prepare a digital tool with which to create a digital mind map. Depending upon the type of equipment available, choose from something such as Padlet, Flinga, or Visio.
4. Create categories for the mind map, covering whatever may be of interest, or use the example in the appendix.
5. Exit ticket: ask students to submit or share the mind maps they have created during the lesson.
6. Remember to follow up next lesson.

Student activity:

1. Listen and watch as the teacher shows you how to use a digital tool to create a mind map.
2. Read the text and then create a mind map using a digital tool. Use words and photos.

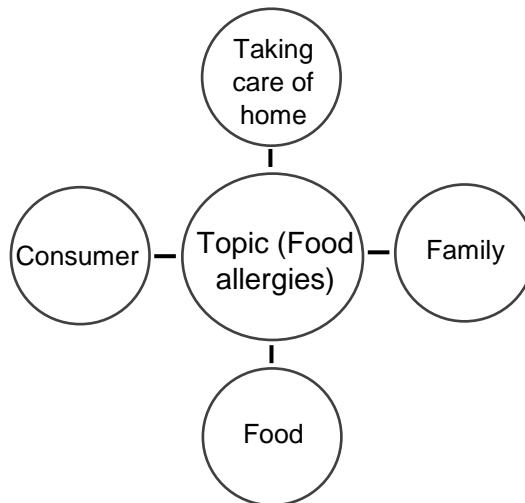
Adaptation and variation

- The students can work together in breakout rooms to read the text and create a mind map.
- Instead of reading information, a film can be shared.
- To work out student prior knowledge about the subject, the lesson can be started by a making a mind map together.
- The lesson can be ended by adding words to the first mind map. This can be used to see if student knowledge has changed or deepened.
- You can form an example of a mind map together with the students before they start themselves.

Possible collaboration:

- Health education: understanding the challenges which people face when they have allergies or dietary intolerances.
- Biology: understanding why we have allergic reactions, and how they may affect the body.
- Language: understanding and systemising the information text.

Example to frame the mind map with the home economics content areas



12. Conduct an interview - finding out about cultural variations at home



Lesson 1: 10 mins + independent work

Lesson 2: 10 mins + independent work + 15 mins



Activity

Students investigate food traditions and/or culture variations in the home. In this task the students conduct an interview so that they can find out more about food traditions. They also prepare a presentation with photos (and adding a representative recipe for a more challenging task) which can represent food traditions. The presentations are shared and discussed with the entire class.

Aim

Develop student understanding of diversities and individual cultural heritages in households.

Pedagogical description

The task makes it possible for students to develop their knowledge about variations in food traditions at home. They get to develop their cognitive and communicative skills by interviewing and sharing their results.

Preparation (teacher activity)

1. Formulate interview questions beforehand, possibly together in class. This makes it possible to ensure a common focus and aim.
2. Assign students to do the interviews and review what they need to consider.
3. Introduce students to how to write a recipe, making sure that the recipe can be understood and used.
4. Ask students to share their results at the end of Lesson 2 and lead the general discussion.

Student activity:

1. Interview a person, such as a family member, about their food traditions (using the prepared questions).
2. From what you have heard from the interview, choose a meal to represent the culture, such as using that person's favourite dish or a typical dish, for example. Also find photos online which represent the dish and the food culture.

3. Find a recipe for the chosen dish, or adapt a recipe, or write your own recipe (it can be something you asked about in the interview).
4. At the end of Lesson 2 you will share your results with your class. Tell them who you interviewed and open up the choice of photos and recipe.

Adaptation and variation

- The recipe and the photos can be used to make a class cookbook (using an online tool such as BookCreator) or create a short video or slideshow.
- The students may have to conduct their interviews outside school hours. Lesson 1 can then be used to form the questions together.
- If a family member or other person is hard to find, students can investigate a celebrity. Information can be searched for which may provide information about their prevailing food culture. Good advice: work with source criticism.
- The recipes can be tested and used for cooking later in school.

Possible collaboration:

- Language education: forming questions and interviewing.
- Geography: creating a class cookbook and connecting recipes to different geographic areas or countries.

BE AWARE

Remind students to follow ethical guidelines and be sensitive when interviewing family members.

13. Map out everyday tasks - discussing equality at home



🕒 15 mins + 15 mins + independent work + 15 mins



Activity

Students fill in a schedule about everyday household chores in the home and reflect about equality.

Aim

Developing reflection skills after studying equality at home.

Pedagogical description

The task enables students to analyse household chores at home and develop their critical thinking about equality.

Preparation (teacher activity)

1. Discuss which forms of task are carried out within a household. Which of these are carried out daily, weekly, or more seldom?
2. Prepare the process of dividing students into groups for discussion.
3. End the task with a question regarding which kinds of everyday tasks are typical in different family cycles (such as a family without children, a family with small children, or with an elderly couple)?

Student activity:

1. Create a table which contains everyday tasks in a household and the family members who are involved. Follow this at home during the course of a week to discover which kinds of everyday tasks different family members do, and enter into the document which everyday tasks every family member carries out.
2. Analyse the table and write about why you think the distribution of household tasks is divided this way, and reflect upon equality within the family.
3. Share your table and have a discussion about the fair division of work at home, either in small groups or with all of the students.

Adaptation and variation

- This task could preferably be carried out with a fictitious family instead of one's own.
- The task can be carried out by interviewing family members about their experiences of dividing home tasks equally.
- The task can focus upon how the conditions were fifty or a hundred years ago. Students can reflect upon how conditions have changed. The students will create a presentation (using a tool such as MS PowerPoint) to demonstrate their results.

Possible collaboration:

- History: discussing equality at home both now and in earlier times.
- National language or foreign language: writing an essay about how to promote equality at home.

BE AWARE

Due to varying conditions at home amongst families, it could potentially be difficult to conduct the task by using a student's own family.

14. Analyse social media posts - noticing home economics contents



 5 mins + independent work + 20 mins



Activity

Students choose their favourite social media influencer and analyse the social media content (such as food blogger posts, YouTube videos, blogs) where this covers food choices and food-related beliefs.

Aim

Developing student critical thinking about social media messages from a home economics perspective.

Pedagogical description

The task makes it possible for students to analyse the role of social media and to develop their critical thinking about food choices and food-related beliefs.

Preparation (teacher activity)

1. Prepare questions which provide a framework in which social media content can be analysed (covering areas such as 'What knowledge do I get from the post?', or 'Why do I believe it or do not believe it?', or 'What proof is there that this is true?').
2. Ask every student to choose their favourite influencer (whether a blogger or a YouTuber) so that they can analyse social media content as directed by the questions. Set out guidelines by means of which the students will select their influencers.
3. Organise the students into groups so that they can share their results about food choices and beliefs as described in the posts. Instruct the students to look out for hidden advertisements and discuss the influence of social media on their everyday lives or actions.
4. For the exit ticket, ask students to point out one suggestion to a friend as a form of recommendation when consuming social media.

Student activity:

1. Choose an influencer who handles food and nutritional issues.

2. Read their post(s) and analyse their content as directed by the provided questions.
3. Be ready to share your notes and have a discussion in small groups or with all students.

Adaptation and variation

- The analysis can also be used to compare the social media content of two different influencers.
- It is also possible to set the focus on consuming patterns (such as sustainable issues or personal finances).
- This activity can be used to analyse the means of how social media can affect followers (such as by being persuasive, containing influencing text, or by containing influencing photos).

Possible collaboration:

- Foreign language: reading posts in other languages
- Information Technology (IT) education: developing critical media literacy
- Social sciences: recognising cultural differences in food choices.

BE AWARE

Students need to have previous knowledge about food and nutritional issues to be able to critically analyse content.

BE AWARE

This task suits older students. If younger students are going to carry out this task, the framework should be specified in advance (covering who and what to analyse).

BE AWARE

Be ready to give examples of possible influencers in the case of student favourite influencers not covering specific themes, or where students are not able to find any suitable ones.

BE AWARE

The social media style is very different. Have source criticism and avoid offensive or insulting content.

15. Play bingo - doing the practical skills at home



🕒 10 mins + independent work + 15 mins



Activity

Students select and form practical skills in the household by means of a bingo matrix and then document their activities by using photos. Students reflect upon the task based on the set goal for this activity.

Aim

Practicing and documenting practical activities in the household.

Pedagogical description

Developing the ability to reflect upon one's own practical skills while undertaking activities within the household.

Preparation (teacher activity)

1. Create a bingo matrix in advance (filled with descriptions of the activities), based on the lesson topic or on a theme (during a longer period). The matrix is created in such a way that the 'row' contains various tasks (see an example below).
2. Give students the bingo matrix and the attached questions for a process of reflection in relation to the goal. Depending upon the goal in question, use questions such as: 'What kind of ingredients did you choose for...?', 'Why these?', and 'Could you make the food or meal healthier by using other ingredients?', and so on.
3. Define the time in which students need to carry out these activities (such as one week or two weeks).
4. Ask students to share their results with other students, and lead the discussion.
5. Ending the task by asking students to choose your favourite household task and a task which you don't prefer. Write down your justifications for those choices via a classroom management tool (such as Google Classroom).

Student activity:

1. Create at least four activities from the bingo matrix at home during the given time. Document your actions by taking photos with a camera, a phone, or a tablet. The photos can

consist of any tools which may be needed in the task, along with those demanded by actual working practice, and those by the end product.

2. Reflect upon the tasks based on the task's overall aim, and also focus on common areas such as which areas of the task were difficult, what did you learn, and where did you need help, and add your reflections about the task's goal.
3. Share the results with the teacher as instructed.

Adaptation and variation

- Recording the process of carrying out the practical activities (using a tool such as Movie Maker), as this will make it possible for teachers to follow student outcomes in a visual way. The teacher needs to set out the video's criteria, or agree one with the students.
- It is possible to connect this task with learning task No 16.

Possible collaboration (using examples from the bingo-matrix):

- Physical education: making food for a hike.
- Chemistry: integrating the cleaning of various surfaces at home with chemistry in order to analyse what the soap which was used for cleaning actually consist of; along with covering what kind of cleaning agents are available at home, and what these consist of.
- Science education: integrating the activity, 'I made a healthy snack', to analyse the sustainability of the snack.

BE AWARE

The bingo tasks need to be open and of different types due to potentially varying home situations.

Examples of activities

I TOOK OUT THE RUBBISH	I DID THE LAUNDRY	I SAID THANK YOU FOR THE FOOD	I MADE A HEALTHY SNACK
I CLEANED MY WARDROBE	I HELPED MY PARENTS OR SIBLING	I MADE FOOD	I TOOK THE DISHES OUT OF THE DISHWASHER
I CONTACTED THE GRANDPARENTS AND ASKED HOW THEY WERE	I BAKED	I DUSTED MY ROOM	I IRONED
I MADE BREAKFAST FOR THE ENTIRE FAMILY	I CLEANED THE WORK SURFACES IN THE KITCHEN	I CLEANED MY FAVOURITE SHOES	I MADE FOOD FOR A HIKE AND WENT ON A HIKE

16. Practice reflection - analysing household activities



 10 mins + independent work + 15 mins



Activity

After the practical shoe cleaning activity (or any other form of activity which is generated from the bingo board, part of learning task No15), students answer questions in prepared forms and analyse their activity.

Aim

Developing reflection skills after compiling practical household tasks.

Pedagogical description

Developing cognitive skills and activating student thinking through reflection.

Preparation (teacher activity)

1. Prepare the online questionnaire (using a tool such as MS Teams Forms) which allows students to upload their photos and reflect upon their own activity: 'How did you manage with the task?', 'What did you succeed best at?', or 'What would you do differently next time?'. The questions should also instruct students to analyse the task: 'How was the task?', 'Which part of the task was difficult for you?', or 'Which task description was unclear to you?'.
2. Instruct students to carry out the practical shoe cleaning task at home and take photos of the activity.
3. Give students the questionnaire and ask them to write their reflections.
4. Use the online questionnaire option to give each student feedback after they have provided their responses.

Student activity:

1. After cleaning shoes, fill in the questionnaire which has been given to you by the teacher.

Adaptation and variation

- This task can be combined with task No 2.
- This reflection task can be used with any practical home economics activity.

- You can vary the level of questions from simple to more broad with the online questionnaire (using a tool such as MS Teams Forms).
- It is possible to vary precisely who is phrasing the questions for the questionnaire: teacher or students.
- Teachers could form a virtual exhibition of student photos of cleaned shoes (but only where the students themselves have agreed with this).

Possible collaboration:


- National language: making oneself understandable.
- Information Technology (IT) education: taking photos by means of digital equipment and uploading the contents.

BE AWARE

Consider ethical aspects
when collecting photos.

17. Answer quiz questions - assessing nutrition learning



 10-15 mins



Activity

Students answer the questions in the pre-designed quiz which covers the lesson content, including subjects such as nutrition.

Aim

Assessing the knowledge which students have learned during the nutrition lesson.

Pedagogical description

Students are provided with feedback about their learning outcomes. If the students are themselves preparing the quiz-questions, they will be able to use their own creativity. The teacher is able to make an evaluation of information about student learning outcomes and can use those outcomes in the next lesson in order to be able to cover any gaps.

Preparation (teacher activity)

1. Prepare questions in an online questionnaire (using a tool such as MS Teams Forms), and one which covers learning content of the nutrition lesson. Use multiple choice or explanatory questions such as 'Choose which of the two products (such as butter and oil) is healthier and explain why'. If possible, provide questions at different levels of difficulty. Keep the number of questions reasonable.
2. Decide whether the students answer the quiz individually, in pairs, or in groups.
3. Instruct students to answer the questions.
4. Give students feedback in the next lesson: discuss the areas they have covered and cover any potential gaps in that learning.

Student activity:

1. Answer the assessment questions by following the teacher's instructions.

Adaptation and variation

- Students can themselves prepare the questions for their own group, or for other home economics groups in the same grade.

- This can be a 'longitudinal ending task' throughout the course which will make the quiz task part of the routine. For example, if the theme is nutrition, this form of quiz can serve as the ending task after each section (covering areas such as proteins, fats, and carbohydrates).
- A quiz can also be used as a starter in order to assess prior knowledge, and using the same quiz again as a summarising quiz, a 'dessert'. In this way students will be able to follow their own learning experience.

BE AWARE

If you use ready-made quizzes, first play the quiz yourself, checking for potential mistakes and the overall quality of the contents.

