



**Seventh-day Adventist
Secondary Curriculum**

First Edition November 1990

Home Economics



**Institute for
Christian
Teaching**

**EDUCATION DEPARTMENT
12501 Old Columbia Pike
Silver Spring, MD 20904, U.S.A.**

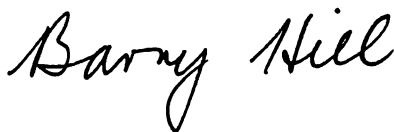
ACKNOWLEDGEMENTS

The South Pacific Division Curriculum Unit has enlisted the help of a number of teachers in preparing this document. We would like to thank all who have contributed time, ideas, materials and support in many tangible and intangible ways. In particular, the following people have helped most directly in the writing and editing of this document:

Meridee Brooks	Adelaide Adventist High School
Marcel Fiegert	Doonside Adventist High School
Angela Grosser	Sydney Adventist High School
Marilyn Hansen	Avondale Adventist High School
Joy McIvor	Carmel Adventist College
Glenys Perry	Avondale College
Suzanne Powell	Brisbane Adventist High School
Margaret Steinkamp	Nunawading Adventist High School
Adelle Thyer	Murwillumbah Adventist High School

It is our wish that teachers will use this document to improve their teaching and so better attain the key objectives of Seventh-day Adventist education.

Sincerely



Dr Barry Hill
Director Secondary Curriculum Unit

South Pacific Division
Seventh-day Adventist Church
Department of Education
148 Fox Valley Road
WAHROONGA NSW 2076

November 1990
First Edition

CONTENTS

ACKNOWLEDGEMENTS	1
CONTENTS	2
SUGGESTIONS FOR USING THE FRAMEWORK	3
WHAT IS A FRAMEWORK?	4
WHO IS THE FRAMEWORK FOR?	4
FRAMEWORK OVERVIEW	5
HOME ECONOMICS OVERVIEW	6
PHILOSOPHY	7
RATIONALE	8
OBJECTIVES	
Home Science	9
Textiles	12
VALUES	14
EMPHASIZING THE VALUING PROCESS	17
ISSUES	19
PRACTICAL LIFE SKILLS	25
ASSESSMENT	27
UNIT OVERVIEW	31
UNIT OVERVIEW FLOWCHART	32
CORRELATION CHARTS	33

SUGGESTIONS FOR USING THE FRAMEWORK

There are many ways to use the framework to help you plan courses, units of work, or topics. The aim is to provide a basic checklist for planning. For topics or units, try the following steps, summarizing your plan on a page or two.

Look at the subject overview and the framework overview, and read the philosophy, rationale, and objectives on pages 7-13 to gain a picture of the key emphases of your subject.

Check through the list of values on pages 14-16. Categories included are 'environment' and 'family studies'. Select those that need most emphasis and write them down.

Read the suggestions on how to teach values on page 17 and 18. An example is making value judgments. Now add some ideas on value teaching methods to your summary.

On page 19-24 you will find a list of issues which can be used to help introduce values. Examples of categories of issues are 'family studies' and 'food and nutrition'. Scan these and write appropriate ones into your summary.

When thinking of skills refer to the sets of skill groups and skills on page 25-26, and select those that are applicable. Write these down.

For ideas about assessment, check pages 27-30. Assessment must be linked with your teaching content, emphasis and methods. Jot down some ideas.

To see how values, skills, issues and teaching methods can be worked into planning, look at the topic summary on pages 31, and the unit overview flowchart on page 32. You can now refine your own summary overview page, choosing the format which suits you best.

To make your overall planning more systematic, it could be helpful to use the correlation charts on pages 33-36. See the instructions for using these on page 33.

As you can see, you are required to thoughtfully bring together a number of strands in the planning process. By this stage, the topic or unit is certain to be taking on a values-oriented Adventist perspective.

WHAT IS A FRAMEWORK?

In the Adventist school context, a 'framework' is a statement of values and principles which guide curriculum development. These values and principles are derived from Adventist educational philosophy which states important ideas about what is real, true and good. The objective of the framework is to show how Adventist Christian values and faith can be integrated with academic learning, and it provides some examples of how this can be done. The framework is organized as a resource of ideas for subject planning, so it is intended to be useful rather than exhaustive.

In attempting to present an Adventist perspective, it is clearly understood that some aspects of a course may be taught in similar fashion no matter where it is taught. However at a superficial level the objectives and content of other topics taught in Adventist schools will seem little different from state syllabi merely because the content appears relatively neutral in philosophical terms. With thoughtful teaching there will in fact be differences in content emphasis and approach for these topics, while there will be more noticeable differences in other topics and curriculum processes. These differences of varying degree will stem from the underlying philosophy of the framework.

This home economics framework contains: a framework overview diagram; a subject overview; a philosophy; a rationale; aims; lists of attitudes and values; suggestions on teaching values; a list of issues; a list of skills; guidelines on assessment; and a set of correlation charts; a summary and flowchart to demonstrate unit planning procedure.

In the framework there is acceptance of the requirement to teach the basic skills, topics and thematic links outlined in the various state syllabi. The document sets out some of these in checklists and gives practical suggestions which will be used in the preparation of course outlines, programs, units and lessons. It therefore becomes a basic reference point for teachers. No attempt has been made to replace an individual teacher's personal programs, but rather to guide the development of these programs. Overall, the framework mainly attempts to show how good practice can be placed in a value perspective which is Christian. It is a tool teachers can use to help them either reinterpret state curriculum documents from an Adventist perspective, or to simply teach from that perspective if the subject is an elective one.

WHO IS THE FRAMEWORK FOR?

The framework is primarily designed for all home economics teachers in Adventist secondary schools. It also provides a reference point for curriculum planning for principals and administrators in the Adventist educational system. Further, it attempts to show government authorities that there is an Adventist curriculum emphasis which provides some justification for the existence of an Adventist school system. The document is to be used in establishing the direction for any curriculum planning, whether it involve creating courses from scratch, adding to state syllabi, or evaluating units and resources.

FRAMEWORK OVERVIEW

This home economics framework incorporates the study of how the individual relates to family relationships and the life cycle. Quality of life depends on the ability to solve problems and manage resources. In home economics these processes are taught in topics such as textiles, housing and food preparation.

**HOME ECONOMICS
EMPHASIZES VALUES
SUCH AS:**

- Careful grooming
- Efficiency in food preparation
- Energy conservation
- Environmental responsibility
- Good health and optimum nutrition
- Personal relationships
- Positive family interaction
- Worth of the individual

**IT IS ILLUMINATED BY
CHRISTIAN IDEALS
SUCH AS:**

- Recognizing responsibility towards God and man
- The desirability of appreciating beauty
- The desirability of serving others
- The need for integrity and ethical action
- The value of learning through doing

**IT ENABLES STUDENTS TO
DEVELOP SKILLS SUCH AS:**

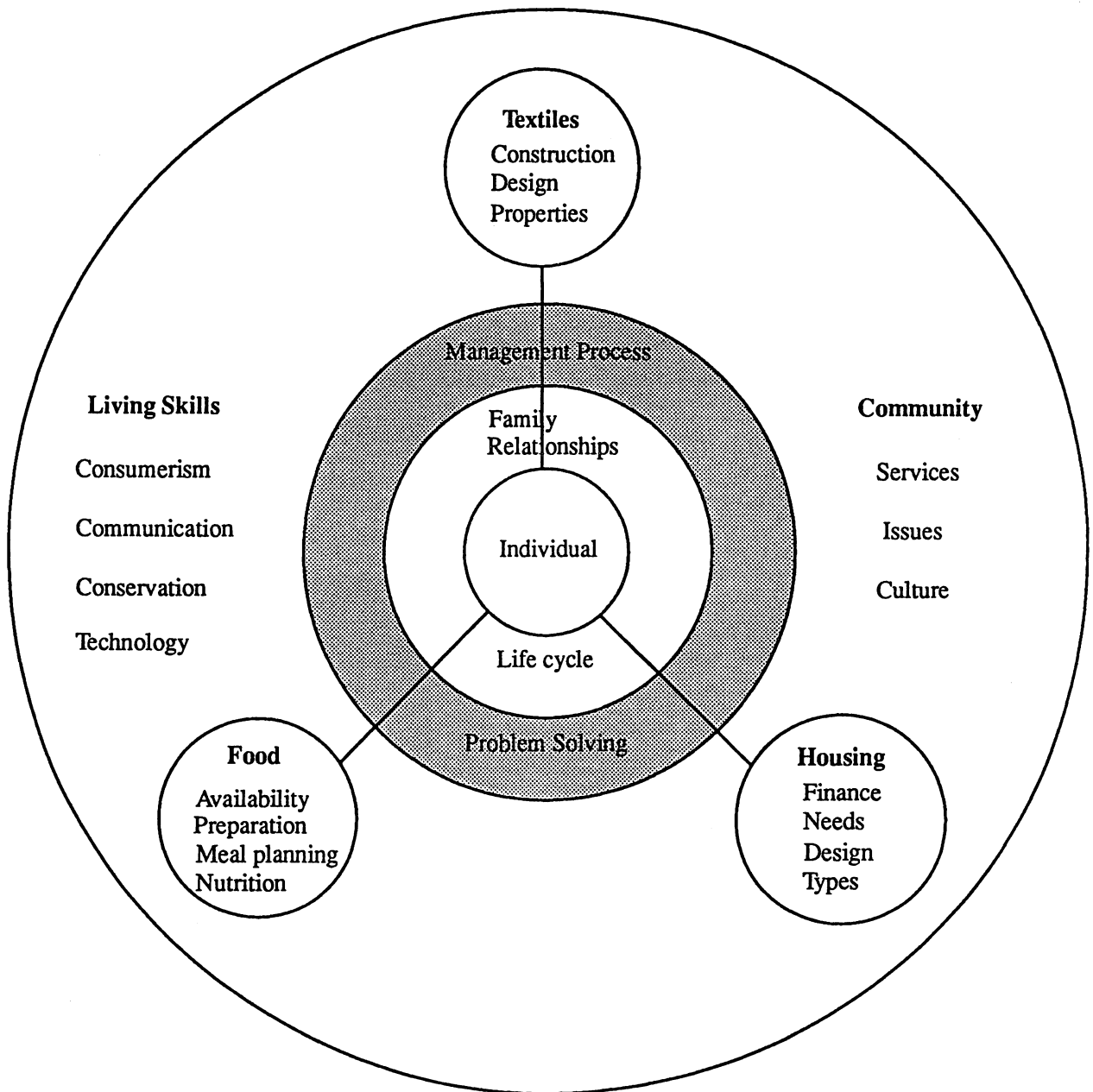
- Designing
- Financing
- Planning
- Researching

**MANAGEMENT ABILITY
IS DEVELOPED THROUGH
CONSIDERING ISSUES
SUCH AS:**

- Christian lifestyle including adornment
- Consumerism
- Healthy lifestyle
- Housing finance

HOME ECONOMICS OVERVIEW

The overview below shows the emphasis of this framework. The focus of home economics is the development of individuals in the context of the life cycle. We learn to cope with life through problem solving and managing. The content for skill development includes topics on food, textiles and housing. Living skills and community understanding are the outcomes of learning in home economics.



PHILOSOPHY

The essential assumptions and concepts of this home economics framework are derived from the Seventh-day Adventist education philosophy which subscribes to the Christian view of reality. This view sees God as being the ultimate source of all life, truth, beauty and Christian values.

In the light of Adventist philosophy, responsibility is placed on the home economic curriculum to provide students with a stimulating environment in which theory is integrated with practical hands-on experience. Such a blend helps form the basis for developing in students the necessary skills, values, knowledge, flexibility and competence in the management of Christian family lifestyles and personal well being.

The focus of both Christian education in general, and home economics in particular, is the home where the roles and relationships of its members are understood, where values and responsibilities are taught, and where community service and awareness is encouraged.

Adventist home economics classes emphasize that through His moral laws, God has outlined standards of ethical behaviour based on His own character of love. Understanding God's morality in turn leads to a respect for, and empathy toward other people.

As part of God's creation, mankind appreciates beauty and possesses innate creativity. That is why Adventist home economics students are encouraged to personally express their creativity and perception of beauty - a process which provides an environment conducive to the development of positive self-worth.

In the long-term, home economics is concerned with assisting students to develop their optimum physical, social, intellectual and spiritual potential as outlined in the SDA philosophy of education.

RATIONALE

A Christian approach to teaching home economics endeavours to help students develop a fuller knowledge of God and His purpose for their lives. Such knowledge is pursued through providing opportunities to discuss the nature of Christian experience and providence which are woven through the attitudes, values and skills related to daily living.

In home economics the study of individuals in their social environment draws knowledge from diverse subjects such as psychology, sociology, biology and economics, and includes specialized knowledge of management, food and nutrition, family and child studies, consumerism, communication and technological change. This breadth of understanding and ability to synthesize knowledge is important in preparing students for life.

Home economics endeavours to develop students' skills in adapting to the changing complexities of everyday living as they interact with their families and the community. This objective is important because society is experiencing rapid change in the environment, in technology and in lifestyles.

An individual's physical well-being depends on a healthy lifestyle and a nutritionally adequate diet. In home economics management skills relating to the planning, purchasing, preparation and presentation of meals are applied through practical application of theoretical knowledge.

Many individual and family needs are met within the home. Importance is placed on the family unit in home economics, for it is within this context that the individual develops values and attitudes that influence lifestyle. Some units also promote an understanding of the ways in which family housing can most successfully meet physical, psychological, social and emotional needs of families.

Quality of life can depend largely on how effectively individuals and families manage their resources. Home economics promotes a knowledge of consumerism and uses a problem-solving approach which allows students opportunities to develop skills in using their time, money and other resources to satisfy different needs and wants.

Textiles and design education develops students' knowledge and skills in using fibres and fabrics to design, construct, and maintain clothing. This aspect of home economics is important because textiles are used by all people, and because they reflect societal attitudes, values, technology and economy.

A further justification for the teaching of home economics is that it promotes an understanding and tolerance of people from diverse cultures, lifestyles and value systems, and of those with special needs. Tolerance is an important Christian trait.

Overall, home economics provides a range of activities that seek to promote self-esteem, independence, initiative, creativity and self-expression. It encompasses a diverse range of studies and is concerned with enhancing the well-being of individuals and families in community and societal setting. The way in which individuals and families interact with others and with the environment is important in determining their physical and psychological well-being.

OBJECTIVES

HOME SCIENCE

KNOWLEDGE

This course enables students to know and understand:

1. The impact of the cultural background of individual family members and its influences on the differing relationships in family groups within Australia.
2. The ways in which individual values, attitudes, resources and decisions can affect family living.
3. The genetic and environmental influences that affect the needs of individuals and families.
4. That nutritious selection, preparation and presentation of food is important to maintain a healthy lifestyle.
5. The physical, psychological, social and economic significance of food, in order to attain optimal nutritional status for individuals and families.
6. The effects of culture, environment, technology, science, law and economy on food availability and food habits in society.
7. The principles and processes involved in the preparation of nutritious vegetarian foods.
8. That the serving and eating of foods is influenced by the customs and needs of individuals and families.
9. That people need to develop a close relationship between body, mind and spirit in order to achieve optimal well-being.
10. That creative abilities are a gift of God, and that they should contribute to harmonious personal development.
11. The diversity of family structures, roles, functions and relationships in various cultures, and the effects of these on individuals.
12. That scientific, economic and social change can affect individuals and families both positively and negatively.
13. The necessity to evaluate and respond to technological, scientific and cultural changes in the community.
14. The nature of parenting and its effects on the well-being of the child.
15. That a Christian perspective on the choice of values, goals and limited resources influences individual and family consumer choices.
16. That individuals and families consume finite resources, and that consumer decisions can affect the man made, natural and social environment.

17. The physical, psychological and social effects of housing on the well-being on individuals and families, and that housing reflects the values and resources of society.

VALUES AND ATTITUDES

This course enables students to:

1. Accept responsibility for personal decisions, and for the welfare of others.
2. Be creative and purposeful in the management of resources.
3. Develop tolerance to people who have been influenced by different cultures, religions, and philosophical perspectives and at the same time respect their rights to hold their values.
4. Conserve individual, family and community environmental resources.
5. Pursue sound nutritional practices in lifestyle.
6. Demonstrate qualities such as kindness, empathy, courtesy, patience, humility, generosity and service to others.
7. Demonstrate an internalization of Christian faith and practice as it pertains to relationships in the family and community.
8. Develop a healthy self-concept founded on love and acceptance of God and a Biblically based value system.
9. Realise that aesthetic appreciation and values are developed through cleanliness, order, and tasks well done.
10. Participate in and find fulfilment through cooperative group activity in the family and community.
11. Prepare for responsibility of leadership in the home, church, and community.

PROCESSES AND SKILLS

This course enables students to:

1. Clarify, develop and evaluate values which relate to personal and family situations.
2. Recognise and use available individual, family and community resources.
3. Apply the management process in making decisions and solving problems with social relationships, health, resource management and family living.
4. Develop a personal lifestyle appropriate to a multi-cultural society characterised by rapid change, conflict and stress.
5. Foster positive personal relationships with peers, family and community members.
6. Establish principles for healthful living to maintain physical, mental and spiritual well-being.

7. Read, interpret, follow instructions, and select, use and maintain equipment to establish safe efficient and hygienic work habits.
8. Plan, prepare and present nutritious and imaginative meals, with consideration for individual needs.
9. Act as a responsible consumer in relation to individual or family purchases.
10. Develop understanding of the needs of the developing child and the skills involved in parenting.
11. Investigate current trends and issues in child care and parenting.
12. Examine the physical, psychological and social influences which affect development and behaviour across the human life span.

TEXTILES

KNOWLEDGE

This course enables students to develop knowledge, processes, techniques, skills and attitudes in Textiles and Design.



The students should have a knowledge and understanding of:

1. Principles of designing and constructing with fibres, yarns and fabrics.
2. Properties of fibres, yarns and fabrics in relation to uses.
3. Contribution of textiles in meeting physical and social needs of individuals and families.
4. Scientific and technological developments in textiles and their impact on society.
5. Historical and cultural influences affecting design in textile production.
6. Standard labelling of textile products for fibre composition and general care.
7. Concepts of consuming and conserving textile resources, keeping in mind the responsibility God has entrusted us with.
8. Responsibilities and rights of textile consumers.
9. Functions and care of textiles equipment.
10. Influences on Christian dress choice (Biblical, media, peer, historical) and develop personal criteria based on the Biblical model, by which beauty may be evaluated and appreciated.
11. Career opportunities in the textile and clothing industry in harmony with SDA philosophy, based on the consideration of service to others.
12. Criteria for choosing clothes for various age groups incorporating healthfulness, safety, suitability for figure and occasion, and exercising of good stewardship.

VALUES AND ATTITUDES

The students should be encouraged to develop attitudes towards:

1. Recognising that social and technological changes influence textile usage and lifestyles.
2. Recognising that experiences with textiles provide for creative and satisfying leisure activities.
3. Developing a positive self-concept and pride in individual and group achievements and appreciating that creative abilities are a gift from God and as such should contribute to harmonious personal development.
4. Assessing and respecting the quality of design and construction of textile products, appreciating beauty as a portrayal of God's activity in the world.

- 
5. Adopting a responsible approach to consuming and conserving textile resources.
 6. Being sensitive to the aesthetic and social aspects of cultures as they are reflected in clothing and other textile arts respecting others as part of God's creation.
 7. Precision and skills in working carefully and accurately.
 8. Understanding facts and principles which are important in assessing the needs of individuals throughout the lifecycle.
 -  9. Tolerance of individual differences as expressed through clothing choice.
 10. Participation in and fulfilment through cooperative group activity.
 11. Appreciation of the need to demonstrate Christian qualities such as kindness, empathy, courtesy, patience, humility, tolerance, generosity, helpfulness and thrift.

PROCESSES AND SKILLS

The students should be able to demonstrate use of processes and skills in:

1. Confidently and competently designing and constructing with textiles to achieve goals.
2. Exercising creativity through design for textile usage.
3. Investigating and evaluating issues and problems related to textile usage in the home, industry and fields of creative expression.
4. Interpreting, communicating and adapting written, graphic and verbal instructions and directions for textile and design purposes, learning to accept responsibility for both the character and the consequences of what they have created.
5. Analysing and evaluating textile structures and designs.
6. Using equipment wisely and ensuring a safe working environment while working in a cooperative manner with others.
7. Managing and maintaining personal, physical and natural resources and making informed decisions relevant to practical experiences with textiles.
8. Exercising textile consumer competency.
9. Using the theoretical principles and knowledge of textiles fundamental to practical skills.
10. Practising self-motivated habits of work and study.

VALUES

Listed below are a group of values which the framework committee have identified as being important to home economics teachers. The list is not exhaustive, and will doubtless be added to over time. It is a starting point to give teachers some ideas for planning.

Environment

awareness	maintaining quality
balance	management of resources
cleanliness	minimum wastage
commitment	nature
conservation of natural resources	preservation
creator God	protection
ecological	quality of life
empathy	recycling
freshness	responsibility
hygiene	safety
life	waste disposal

Family Studies

acceptance	intimacy
beauty	kindness
care	life
Christ-centredness	love
cohesiveness	love expressed orally
commitment	loyalty
communication	nurturing
companionship	opinions
consideration	peer group pressure
consistency	relationships
cooperation	respect
demonstrative love	self-expression
discipline	sentimental values
education	service
emotional balance	social skills
empathy	socialisation
equality (of opportunity)	spontaneity
esteem	stability
family time	stewardship
felt needs	support networks
grief process	sympathy
happiness	tolerance
individual roles of family members	unconditional love

Food and Nutrition

accuracy
awareness
beauty
care
concern
cleanliness
communication
compromise
confidence
conservation
cooperation
creativity
discernment
efficiency
enjoyment
flexibility
health – quality of life
hygiene

independence
knowledge
longevity
mastery
optimum body functioning
organization
protection
re-cycling – resource renewal
regularity
resourcefulness
safety
satisfaction
self-esteem
self-expression
tolerance
understanding
unwarranted sensitivity
wise use of finance

Housing

careful use of finance
cleanliness
comfort
convenience
cooperation
creativity
efficiency
energy conservation
harmony
hospitality
hygiene
identity
independence
leisure

neatness
orderliness
pleasantness of surroundings
privacy
protection
relationships – individual
 – community
 – family
safety
self-esteem
space
status
stimulation
tolerance

Living Skills

adaptability
awareness
commitment
communication
companionship
competence
confidence
consumerism
consumer skills
cooperation
efficiency
expression

flexibility
fulfilments
grooming
independence
involvement
leisure
lifestyle (Christian)
organization
relationships
self-sufficiency
service
use of resources

Management Process

communication
confidence
contentment
energy
evaluation
finance
flexibility
goal setting
health
hygiene
learning
leisure

organization
reliance
resource management
responsibility
satisfaction
social skills
standard setting
stewardship
technology
time
vitality
work ethic

Textiles and Design

adaptability
aesthetic quality
beauty
comfort
discovery of textile characteristics
fashion trends
God's creativity
independence
maintaining quality
mastering techniques
modesty
natural vs man made fibres
originality
personal appearance

personal expression
quality
respect for difference
safety convenience
satisfaction
satisfaction in achievement
self-esteem
self-help
self-worth
self-esteem
taste – personal
texture
use of textiles for protection
variety

Technology

adaptability
challenges
conservation
flexibility

initiative
limitations (dehumanising)
resource management
stimuli

EMPHASIZING THE VALUING PROCESS

This section of the framework briefly outlines some types of possible teacher tactics for introducing and emphasizing values in home economics teaching.

1. Constantly examine and identify the values expressed and implied in all aspects of home economics. Some possible questions to ask are:
 - a. What is the message and value expressed in this scenario?
 - b. What feelings are evoked?
 - c. How does this parental reaction reflect the values of the church?
 - d. What values are neglected in this choice of diet or mode of attire?
2. Provide an environment that encourages students to both value their own practical work, and to seek to openly explore values and express opinions. Teachers may look for opportunities to pick out the positive qualities of students' work, and to encourage them to express themselves freely.
3. Help students clarify the value positions shown in their own and others' responses to questions. Clarifying questions could include:
 - a. What did you have in mind when you chose to express yourself like this?
 - b. Why did you express yourself like this?
 - c. What do you mean by your comment about the value of the behaviour of the adolescent here? Explain yourself.
 - d. Why do you hold that position about this issue?
4. Help students make value judgments about activities and choices which relate to families and relationships, nutrition and food, and management of resources. We may continually assist students to both identify and form criteria for judging the worth of these activities and choices. Sample questions may include:
 - a. Is this family decision worthwhile? On what basis do you make your judgment?
 - b. What are the criteria for judging what is morally good or bad in this situation?
 - c. What do you think of the merit of this decision as judged against the commandments or some other Biblical criterion?
 - d. Would you rank the following criteria for evaluating this clothing fashion in order of merit. How did you make your choice?
5. Help students make informed decisions about life. One tactic involves the type of values analysis which examines the consequences of choosing alternate courses of action in household management, family relationships, choice of diet, etc. These decisions are then implemented with certain outcomes, and they result in goal achievement and the improvement or deterioration of family well-being. Students need to be aware of all of these steps in decision-making. The following questions illustrate this tactic:
 - a. If you chose to manage your money in this way, what might be short- and long-term consequences (both positive and negative) for you, for other family members, for the church?
 - b. What evidence is there from the past, from scripture or from other sources that the sorts of consequences listed in (a) above would happen?
 - c. Should we therefore manage your money like this?

6. Discuss value-laden life issues which arise anytime during classwork, whether discussion is teacher-initiated or student-initiated, formal or informal, and which impact on students. Examples of such issues are found in this framework.
7. Create opportunities for students to apply values to their own lives. Examples of these opportunities are:
 - a. How does this incident relate to your values or life?
 - b. What do you personally get out of this family portrait?
 - c. What are you going to do in response to the idea expressed in this family case study?
8. Create opportunities for students to better understand their value positions by exploring their feelings and increasing their perception of the reality of personal experience in learning. Tactics for heightening feeling and experience and identifying with others are simulation, role play, and seeing and discussing films and videos. Through these experiences students are helped to perceive for example the changing needs of others, the need to care and share, and appreciation for different ways of life.

ISSUES

Whatever aspects of home economics we teach, it is evident that life issues of all kinds will pervade our teaching. Discussion of issues is a vehicle for considering many values. Some of the life issues that may affect adolescents are listed below as prompts for busy teachers who are seeking ideas for stimulus material.

Family Studies

Abortion

Abuse and assault

- Physical
- Psychological

Adolescence

Adoption

Bioethics and the Christian

Child care

- Church beliefs about
- Current Government initiatives
- Options
- Research findings concerning

Coping with change through the lifecycle.

- Death
- Relationships (divorce, separation, defacto, pre-marital sex)
- Roles
- Structure of family types
- Women in workforce

Cultural issues

- Intermarrying between cultures
- Learning to appreciate the positive features of another culture
- Understanding people from different cultures

Drug Abuse

Educational issues

- Age of starting school
- Home education
- Leaving school age
- Parental versus teacher versus child values

Housing availability

- Finance
- Government policies
- Ideals ie needs versus wants

Infertility

- Causes
- Options available
- Treatment

Law

- Child abuse
- Consumerism
- Divorce and maintenance
- Property
- Rights and responsibilities

Living alone

Old age

People with special needs

- Disabilities (accident, disease caused)
- Government psychiatric strategies and the community
- Handicapped (genetic, acquired)

Poverty - family budgeting

STD's and AIDS

Unemployment

Food and Nutrition

Allergies and sensitivities

Balanced diet

Chocolate, sugar, carob

Coffee

Contaminants and toxicants - allergies

Convenience foods and lifestyle

- Availability
- Cost
- Food additives
- Nutrition

Diet related diseases and disorders

- Anorexia
- Obesity

Fad diets

Fads and fallacies

Food additives

Food advertising and media influence

Groups at risk of poor nutrition

- Aboriginal
- Aged
- Developing countries (South Pacific Islands and South East Asia)
- Low socioeconomic groups
- Pregnant women
- Some ethnic groups (Maoris & Aborigines)
- Vegetarian (and pregnancy)

Irradiation
Junk food and fast foods
Legislation - labelling
Loss of cooking skills
Media and advertising
Naturopathy
New foods

- 'Life' sale
- Meat alternatives
- New Age diet
- 'Nouveau' vegetarianism
- So Good
- Supplements
- Why 'lite' foods?

Preventative health care

- Initiatives by the Government
- Church and private initiatives

Quality versus quantity
School canteen
Vegetarianism
Vitamin and mineral supplements
Weight control

Textiles and Design

Christian 'adornment'
Colour

- Fashion versus personal colourings

Cultural influence - ie respect

- Historical
- Religious

Fashion trends
Figure enhancement

- Elements and principles of design

Labelling
Laundering products and conservation
Legislation
Male participation
Management

- Finance
- Problems
- Self-reliance
- Technology
- Time

Mass production versus individual production

- Quality
- Technology

Modesty

Natural versus man made garments

- Conservation
- Safety

Peer pressure

Practicality versus fashion

Quality (make) versus cost (buy)

Recycling of clothing

Sewing versus buying

Status in dress and influence

Styles

- Classical versus modern

Suitability and practicality

Technology

- Automation

Use of leisure time

Vulnerability of textile industry

- Exports, Australian
- Imports

Housing

Availability

Building materials

- Conservation
- Restoration versus gentrification
- Safety

Design

- Energy efficiency
- Special needs

Disadvantaged groups

- Homelessness

Efficiency

- Design
- Energy

Expectations

- Cultural

Finance
Government policies
Historical preservation
Location

- Services available

Medium density housing
Needs versus wants

- Future direction
- Through lifecycle

Safety
Status

- Effects on social status
- Location

Tenancy

- Rights and responsibilities

Town planning
Types

- Caravan parks
- Mobility homes

Living Skills/Consumerism

Career Opportunities
Communication

- Relationships

Community project contribution

- Meals on wheels

Community support systems and government services

- Availability
- Dole and management
- Lack of
- Pension
- Sickness benefits etc
- Single parent

Conservation
Credit
Education

- Job opportunities
- Leaving
- Retention rates
- Subject choices

Healthy lifestyle
Laws and legislation

- Registration

Leisure

- Active versus passive
- Increase of
- Use and availability

Literacy and Numeracy

- Living skills

Media influences
Needs versus wants
Redress

- Consumer protection

Resource management

- Budgeting

Rights and responsibilities

- Knowledge

PRACTICAL LIFE SKILLS

This framework emphasizes the idea that students should become familiar with a broad range of practical life skills. The categories set out below attempt to capture the idea of balance as it relates to home economics. Where possible it is suggested that teachers construct work programs that allow students to experience this range of skills.

SKILLS RELATED TO EVERYDAY LIVING

Food and Nutrition

- Baking
- Cake decorating
- Catering
- Cooking
- Food demonstration
- Food preparation
- Meal presentation
- Nutritional planning
- Time management

Textiles

- Clothing construction
- Clothing maintenance
- Fabric knowledge
- Garment care
- Home crafts
- Home furnishings

Finance

- Budgeting
- Conservation/re-cycling
- Consumer skills
- Shopping - product choice

Safety

- Awareness
- Chemicals
- Class attitude
- Electrical appliances
- First aid
- Floors/surfaces
- Hand tools
- Home swimming pool
- Hygiene
- Machines
- Personal
- Playground
- Transport
- Rules and regulations

Work

- Ground keeping
- Home care
- Home maintenance
- Managing work

Design

- Elements of design
- Fabric decoration
- House design
- Interior design
- Patterns
- Principles of design

Leisure

- Entertaining
- Exercise - fitness
- Home crafts
- Hobbies
- Managing leisure time

Construction

- Garment construction
- Presentation of products
- Patterns
- Soft furnishings
- Textile crafts

Parenting

- Awareness and use of
- Childcare
- Community services
- Roles

SKILLS RELATED TO PERSONAL DEVELOPMENT

Managing Skills

Analysing
Body type evaluation
Career awareness
Computer literacy
Critical thinking
Decision making
Evaluating
Identifying eg resources
Implementing
Media awareness
Organizing
Personal career
Planning
Problem recognition
Problem solving
Researching
Sequencing
Study skills

Social Skills

Assertiveness
Co-operation
Communication
Confidence
Conflict resolution
Creativity
Empathy
Flexibility
Understanding
Group participation
Initiative
Interpersonal relationships
Leadership
Literary numeracy and attitudes
Recognizing others needs
Self-discipline
Sharing
Sympathy
Tactfulness
Team designing
Tolerance

ASSESSMENT

Suggestions about the content, criteria and tactics of assessment are set out below. These suggestions are meant to be a source of ideas, rather than a prescription.

A. Areas That Can Be Assessed

Knowledge:

- Assignments — Demonstration of understanding of topic
- Exams
- Tests

Processes and Skills:

- Assignments - problem solving
- Case studies
- Collection of Articles and comments
- Compilation of folios and journals
- Debate
- Depth studies
- Essays
- Excursions
- Interviews
- Pattern styling, drafting
- Practicals - experimental processes, laboratory exercises
- Reports - oral or written e.g. results of questionnaire
- Research

Attitudes and Values:

- Attitudes shown in practical work (eg responsibility, co-operation, enthusiasm diligence etc) can be marked.
- Case studies
- Discussions, debates
- Observation of group or class discussion
- Open-ended sentences such as: 'The best thing about this class is....'
- Picture interpretation
- Questionnaires about issues, topics or the whole course.
- Questions on case studies of family life, lifestyle etc.
- Records of student activities (crisis, book borrowing, misbehaviour etc.)
- Role play
- Self-reports of students' personal attitudes.
- Statements focusing on values, and which use like or semantic differential scales.
- Student profile. The teacher rates impressions of a group of attitudes for each student over the course of a term.
- Values analysis. The teacher marks the sensitivity, depth of analysis etc of student discussion of a dilemma and the consequences of alternative courses of action, the desired action, the values involved etc.

B. CRITERIA FOR ASSESSING

Knowledge:

- Define and explain terms and recall facts and concepts taught and acquired.
 - Clearly and accurately
 - With minor errors
 - With variable but acceptable accuracy
 - With major errors
 - Shown little knowledge
- Teacher-constructed Tests
 - Criteria will include students' ability to:
 - Locate, select, and apply relevant information
 - Relate facts to solving different problems
 - Analyse a series of situations
 - Evaluate methods or products

A
B
C
D
E

Processes and Skills:

- Using Knowledge - Process
 - Using problem solving strategies to make decisions or theory.
 - In complex situations makes informed decisions
 - In simple and some complex situations makes informed decisions
 - In simple situations makes decisions
 - Finds difficulty using problem solving strategies
 - Is unable to apply problem-solving strategies
- Research
 - Using data to form pieces of work:
 - With deep insight, from a variety of sources, forms logically reasoned and coherent pieces of work
 - With some insight, forms reasoned and coherent pieces of work
 - With little insight, forms coherent piece of work
 - Finds difficulty using data
 - Little evidence of using data
 - Student Journals
 - The following criteria may be used to assess practical and applied theory work reflected in students' journals:
 - Quantity and quality of observations, reflections, analyses, procedures
 - Ability to compare and criticise, as in the testing of specific equipment
 - Analytical ability
 - Observational skills
 - Breadth of knowledge, depth of understanding
 - Relevance of data recorded

A
B
C
D
E

A
B
C
D
E

- Research Assignments

For example: 'Show how roles change in the family'. Criteria for judging student achievement here may include:

- Clarity
- Validity of conclusions

- The Independent Study

- The independent study is student-directed.
- The intention of the independent study is to get students to investigate a specific area of interest in depth, to evaluate their findings, and to draw conclusions. The independent study is not intended to involve simply the collection of a large quantity of information from a variety of sources, nor is it a means of covering a section of the course content when lesson time is limited.
- The independent study is a means of assessing students as independent problem-solvers. Teachers may wish to recommend the following process:
 - Identify the problem
 - Investigate sources of information
 - Collect relevant information
 - Sort information and decide what to use
 - Analyse and discuss the selected information
 - Draw conclusions
 - Arrange and present the results
- The independent study should be planned to meet the requirements of the individuals and the level to which it is directed. Time allocated will be at the school's discretion and take into account the demands being placed on the students in other subjects. Other assignments and homework in home economics should be avoided during this time so that students do not have to cope with excessive amounts of work.

- Management

- Manages resources:

- | | |
|--------------------------------------|---|
| • Independently and proficiently | A |
| • With some guidance and proficiency | B |
| • With considerable guidance | C |
| • With constant supervision | D |
| • Finds great difficulty | E |

- Practical

- Manipulates materials and solved problems in practicals.

- | | |
|---|---|
| • In simple and complex situations, produces quality products independently | A |
| • In simple and some complex situations, produces quality products, occasionally requiring teacher guidance | B |
| • In simple situations, produces products of variable quality, often requiring teacher guidance | C |
| • Requires constant attention | D |
| • Finds great difficulty | E |

- Student Demonstrations

For example: practical application of family tasks, such as meal preparation. The student may be assessed using such criteria as:

- Justification of food choice
- Planning procedures
- Preparation methods
- Presentation of products
- Management and organisational skills (time, equipment, money, task allocation)
- Techniques
- Finishing skills - presentation
- Clean up

C. WEIGHTINGS

Each state will have different emphasis which must be followed. However, here is a range of school-based assessment weighting which may be helpful when creating personal assessment policies, but are by no means prescriptive. Weighting should add up to a total of 100% and may or may not include exams as part of the assessment. Examinations may be a separate component in some schools. An example of a weighting scheme is given below:

Practical	20 - 50%
Assignments	20 - 30%
Classwork / Homework	0 - 20%
Affective	0 - 15%
Bookmark	0 - 10%
Exams	0 - 40%

UNIT OVERVIEW

One of the main objectives of this framework is to help you integrate values, teaching approaches, issues and skills with your unit planning. With this objective in view, we have developed a brief example of a summary of a unit outline below. The elements of the summary are to be found in the framework.

PLANNING OR CHOOSING A HOUSE

Broad Objectives:

- Understand how housing reflects family values, resource use, and decisions.
- Understand the physical, psychological, social and economic effects of housing on the well-being on families.
- Be creative in managing resources.
- Develop a lifestyle appropriate to Christian values.

Values:

- Careful use of finance
- Efficiency
- Energy conservation
- Expression of individuality
- Orderliness
- Pleasantness of surroundings
- Privacy
- Protection of the family unit

Issues:

- Efficiency of design
- Energy use
- Expectations of peers, neighbours
- Finance
- Needs versus wants

Skill Groups Used:

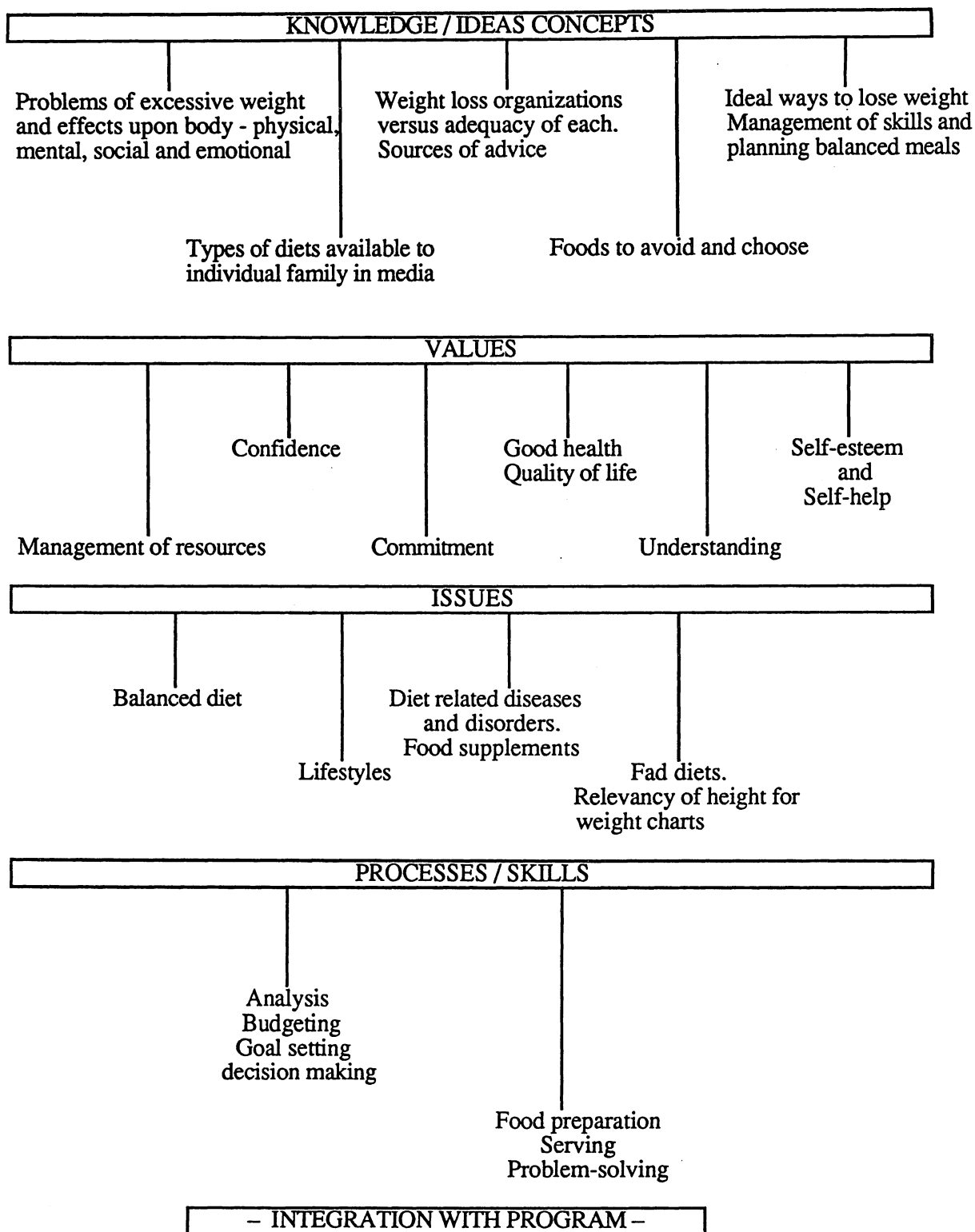
- Communication
- Design - principles, elements, pattern, interior
- Aesthetics - home furnishing
- Evaluation - consumer skills
- Planning - budgeting, evaluating, identifying resources

Approaches:

- Refer constantly to decision-making in this topic. Look at the worthwhileness of decisions made, criteria for decisions, evidence for worth of these decisions etc.
- Help students clarify personal values when choosing housing styles. Question reasons for display, lavish design, expenditure, location etc.
- Ensure you identify the types of values present in house decision-making - aesthetic, social, economic, moral.
- Allow time to discuss issues which arise in both the planned and impromptu contexts.
- You could use case studies of house design and choice to illustrate values.

UNIT OVERVIEW FLOWCHART

CHOOSING SENSIBLE DIETS



CORRELATION CHARTS

To make your planning more systematic, it could be helpful to use the correlation charts on the following pages. You could develop each chart to make an overview of the use of values, issues and skills in your course or unit. One approach would be to photocopy your own correlation charts from the 'blanks' on these pages. The first two charts list headings only. You could choose your own particular issues or skills from the full lists in the framework. Write the title of your units vertically.

[illegible]

							T O P I C S	CORRELATION CHART PRACTICAL LIFE SKILLS
							Aesthetics	
							Communication	
							Construction	
							Design	
							Evaluation	
							Home	
							Mechanical	
							Planning	
							Relationships	

										T O P I C S		CORRELATION CHART VALUES	
											Acceptance		
											Accuracy		
											Adaptability		
											Aesthetic quality		
											Awareness		
											Balance		
											Care		
											Careful use of finance		
											Christ- centredness		
											Cohesiveness		
											Comfort		
											Commitment		
											Communication		
											Companionship		
											Compromise		
											Confidence		
											Conservation		
											Consideration		
											Consistency		
											Contentment		
											Convenience		
											Cooperation		
											Creativity		
											Discernment		
											Discipline		
											Efficiency		
											Emotional balance		
											Empathy		
											Energy conservation		
											Enjoyment		
											Equality (opportunity)		
											Family time		
											Fashion trends		
											Flexibility		
											Freshness		
											Fulfilment		
											Grooming		
											Harmony		
											Health		
											Health education		
											Hygiene		
											Identity		
											Independence		
											Initiative		
											Intimacy		

CORRELATION CHART VALUES

Acceptance
Accuracy
Adaptability
Aesthetic quality
Awareness
Balance
Care
Careful use of finance
Christ- centredness
Cohesiveness
Comfort
Commitment
Communication
Companionship
Compromise
Confidence
Conservation
Consideration
Consistency
Contentment
Convenience
Cooperation
Creativity
Discernment
Discipline
Efficiency
Emotional balance
Empathy
Energy conservation
Enjoyment
Equality (opportunity)
Family time
Fashion trends
Flexibility
Freshness
Fulfilment
Grooming
Harmony
Health
Health education
Hygiene
Identity
Independence
Initiative
Intimacy

[illegible]