

Section 8 Home Economics

I. OVERALL OBJECTIVES

To enable pupils to acquire basic and fundamental knowledge and skills necessary for everyday life through practical and hands-on activities relating to food, clothing and housing, to foster a sense of cherishing family life and to develop a positive attitude towards a better family life as a member of the family.

II. OBJECTIVES AND CONTENT FOR EACH GRADE

[Grade 5 and Grade 6]

1. Objectives

- (1) To enable pupils to become aware of their personal growth, to increase their interest in family life and to realize its importance through practical and hands-on activities relating to food, clothing, housing and family life.
- (2) To help pupils acquire basic and fundamental knowledge and skills necessary for everyday life, and to enable them to put these skills into practice in their everyday lives.
- (3) To help pupils take pleasure in leading a life in harmony with other family members and to develop a positive attitude towards a better family life.

2. Content

A. Family and Family Life

- (1) The following item should be targeted in instruction with regard to the growth of pupils themselves and the importance of their family in its process:
 - a. To discover the importance of family and family life through the pupils realization of personal growth.
- (2) The following items should be targeted in instruction with regard to family life and housework;
 - a. To be able to do their share of housework with an understanding that there are household chores they must share for a happy home.
 - b. To explore ways to use their time effectively so that they can create time to work in cooperation with their family.

(3) The following items should be targeted in instruction with respect to how pupils can get along with their family and the people in their neighborhood;

- a. To explore ways to enjoy family relationships.
- b. To reflect upon and improve their family life in light of a better relationship with the people in their neighborhood.

B. Daily Meals and Basics in Cooking

(1) The following items should be targeted in instruction with regard to the roles of meals:

- a. To understand the roles and the importance of daily meals.
- b. To devise ways to have enjoyable meals.

(2) The following items should be targeted in instruction with regard to a well-balanced diet:

- a. To know the nutrients that are essential to our bodies and their functions.
- b. To understand the nutritious qualities of foods and the necessity of a well-balanced diet.
- c. To plan an appropriate menu for a meal.

(3) The following items should be targeted in instruction with regard to the basics in cooking:

- a. To become interested in cooking and to make cooking plans, considering the appropriate amount of necessary ingredients and cooking procedures.
- b. To be able to wash, cut and give flavor to ingredients, to be able to serve meals, and set or clear the table and kitchen sink appropriately.
- c. To be able to cook by boiling and stir-frying.
- d. To be able to cook rice and miso (soybean paste) soup.
- e. To be able to make safe and sanitary use of kitchen utensils, tableware and cooking stoves.

C. Comfortable Clothing and Housing

(1) The following items should be targeted in instruction with regard to pupils' dressing and the maintenance of their clothes:

- a. To have an interest in and be able to think of ways to wear their everyday clothes in a comfortable manner with the knowledge of the function of clothes.

- b. To be able to sew buttons or do laundry with the understanding that everyday clothes need attention.
- (2) The following items should be targeted in instruction regarding how pupils can have a comfortable home:
- a. To take interest in their housing and be able to understand and devise ways to tidy up and clean.
 - b. To understand the importance of living in accordance with the cycle of the seasons, and to be able to devise ways to have a comfortable home.
- (3) The following items should be targeted in instruction with regard to pupils' making items useful for living:
- a. To decide what to make with a piece of cloth, design it, and work out a plan to make it.
 - b. To be able to decide and apply the appropriate methods of sewing, such as sewing by hand or stitching straight with a sewing machine for small items.
 - c. To be able to make safe use of tools necessary for making small items.

D. Daily Consumption and Environment

- (1) The following items should be targeted in instruction regarding how pupils can make good use of things and money and do shopping:
- a. To become aware of the values of things and money and to consider ways to use them in a planned manner.
 - b. To be able to make purchases properly considering how to select everyday goods and how to buy them.
- (2) The following item should be targeted in instruction regarding how pupils can lead earth-friendly ways of living:
- a. To discover the relationship between their lives and the environment and to be able to make better use of things.

III. SYLLABUS DESIGN AND HANDLING THE CONTENT

1. In designing the syllabus, consideration should be given to the following:
- (1) With regard to planning themes, it is necessary to increase the effectiveness of instruction in relation to other contents by accurately grasping the pupils' knowledge and skills in their everyday life.

- (2) (1)-a of “A. Family and Family Life” should be based on what pupils have learned previously up to Grade 4, and taught at the start of Grade 5, in order to help pupils gain an idea of what they will learn over the next two years. It should be taught in line with the lessons ranging from “A. Family and Family Life” to “D. Daily Consumption Life and Environment.”
 - (3) With regard to items listed in (3) of “B. Daily Meals and Basics in Cooking” and (3) of “C. Comfortable Clothing and Housing,” items should be taught over a period of two years and the teaching should be graded in a step-by-step manner, shifting from the elementary level to the advanced with a view to enhancing the effectiveness of teaching.
 - (4) Based on the objectives of moral education listed in Subsections I-2 of Chapter 1 “General Provisions” and in Subsection I of Chapter 3 “Moral Education”, instructions concerning the content listed in Subsection II of Chapter 3 “Moral Education” should be given appropriately. The instruction should be in accordance with the characteristics of home economics and should be related to the period for moral education.
2. In the handling of the content listed in Subsection II, consideration should be given to the following:
- (1) With regard to “B. Daily Meals and Basics in Cooking,” the following items should be dealt with:
 - a. With regard to items listed in (2)-a and b, the five major nutrients and the basic functions of foods in bodies should be emphasized;
 - b. With regard to item (3)-d, it should be noted that rice and miso (soybean paste) soup are traditional daily meal items in Japan.
 - c. With regard to instructions related to meals, consideration should be given to improving dietary education in accordance with the characteristics of home economics.
 - (2) With regard to (2)-b of “C. Comfortable Clothing and Housing,” topics such as hot and cold weather, ventilation, and lighting need to be taken up.
 - (3) With regard to “D. Daily Consumption and Environment,” the following items should be dealt with:
 - a. With regard to (1)-b, things in everyday life should be dealt with, such as the tools and the materials introduced in (3) of “A. Family and Family Life,” (3) of “B. Daily Meals and Basics in Cooking,” and

- (2) and (3) of “C. Comfortable Clothing and Housing.”
- b. Item (2) should be linked with “B. Daily Meals and Basics in Cooking” and “C. Comfortable Clothing and Housing,” to help pupils learn in a practical manner.
3. With regard to providing hands-on practices, consideration should be given to the following:
- (1) To dress appropriately and maintain and store tools properly.
 - (2) To take sufficient measures to prevent accidents when using heat sources, tools and machines.
 - (3) Special attention should be paid to the use of ingredients for cooking in terms of safety and hygiene, the use of raw fish and raw meat should be avoided.
4. Consideration should be given so that pupils can put the knowledge and skills they have acquired at school into practice in their daily life in cooperation with homes.
5. When dealing with the each item of theContent, consideration should be given to the improvement of learning activities, such as the activities in which pupils can deepen the experiential understanding of the terms they may come across in their daily life relating to clothing, food and housing, or the activities in which they are expected to think of or explain orally or in written form by showing tables or graphs the ways to lead a better life in order to solve problems they may face on a daily basis.