

# HOW TO BE A HOME ECONOMICS TEACHER

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Development project report  
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<p>Tiivistelmä</p> <p>Tämä kehittämishankeraportti kuvailee yhtä tietä opettajaksi. Raportti keskittyy henkilökohtaiseen kasvun ja kehityksen prosessin kuvailuun. Raportti kertoo jatkuvan oppimisen kehittämisen tarpeesta opettajan työssä. Työ on ollut tärkeä sen kirjoittajalle, jolla ei ole opetuskokemusta. Jokainen opettaja on itse avainhenkilö oppituntiansa kehittämisessä. Vain omalla pohdinnalla voi saada sellaisia lopputuloksia, joiden takana on hyvä seistä. Raportin kirjoittajan kehittämishanke on ohi mutta kehittymisen tarve ei.</p>		
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<p>Abstract</p> <p>This is a report of the author's development to be a teacher. It tells about a way to end up teaching. In this report I try to make clear that constantly there are things that need developing in my work. If there is something that bothers me, I know now that as a teacher I am the key person to make changes in my classes. The project was useful to me as I do not have experience in teaching. Now that the project is over that need of developing is not.</p>		
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# 1. Introduction

This development project is personal and it aims at making me a better teacher and especially a better of home economics. In the beginning of this project I had very little experience in teaching. My experiences are still limited but as a start for my teaching career, it was meaningful to try to develop my own pedagogical skills and my own methods of teaching.

As I started to study at the teacher education college, being a teacher was merely a dream for me. One could say that my development project, development into being a teacher, started the day I first participated an internationally oriented teacher education seminar in Jyväskylä University of applied sciences. The thought of teaching had been in my mind for a long time but starting the studies was the time when I very concretely started working for that dream. It became a project.

If you believe in life long learning, you could say that my development into being a teacher has been an on going process. I have built up my knowledge and skills on the prior experiences and my understanding of things the way that finally led me to start the studies of pedagogy. This development project focuses on developing my methods of teaching.

As a teacher of home economics I teach in an elementary school. Home economics is an obligatory subject for the students on the seventh grade. The eighth and ninth graders can study home economics as well but it is optional. Home economics is a very popular

subject and most pupils do study it for three years.

In this development project I concentrate only on the obligatory home economics lessons. I do not feel that the eighth and ninth graders are less important, but one has to start somewhere. I feel that the seventh graders are significant because every person who belongs to that age group has to have home economics. This is a new subject and for some it lasts only for a year. It is in my interests to get the most out of this one year. As an end result the ones who only study home economics for one year would have sufficient skills in this area of life, and the ones who carry on studying this subject would be easier to work with in the future.

The meaning of this project is to clarify how to be a good home economics teacher, how to give a good home economics lesson, how to help the pupils learn and get the most out of the lessons. Through this project I also wish to make my lessons more efficient and get more structure to the lessons.

## 2. Background of this project

The time my studies started, I worked in catering business and my plan was to become a vocational teacher. Things do not work out the way one plans. I did parts of my teaching practice in a vocational institute, but ended up having a full time job in an elementary school as a home economics teacher. Teaching in all is new for me, and teaching children or teenagers that are between 13 and 15 years old is something I did not have in mind. Not only did I have to learn to be teacher and adjust myself to a new working environment, I had to rethink what is it that I am teaching. What am I aiming for with my

actions, as I am no longer teaching future chefs and waiters?

There for this development project had a theme and started very naturally. It was something that had to be done. The way to search for information was diverse. I read literature about didactics, I searched the internet for sites about home economics, I read the latest articles about home economics and I visited another home economics teachers lessons. This all was very helpful in order to create my vision about what I am doing during my lessons.

Reading the literature was very interesting. I read books with the same theme but that me were from different decades. The way of thinking has changed a lot in some areas and some things have stayed the same. It was nice see how I am a product of my time. I could recognise the way of thinking that conducted teaching when I was at school. It was also tempting to choose to use those methods that used to work for me. But every person is unique and different people learn differently and can benefit from the help from different methods. All the books that are in the background of my thinking are not mentioned in the sources of this development project. Sources is a list of the books and other material that I refer to in this text.

Visiting another teachers classroom and observing someone else's lesson was very helpful. As I have never seen anyone giving home economics lessons, I had no model and I could not draw a comparison between what I am doing and what other teachers do. Surely I had home economics at school myself but can not remember the lessons. As a teenager I seem to have had other things in mind. This is why I must express my great gratitude to a peer teacher and a friend Arja Juuti who had me visit her class on Thursday the 1<sup>st</sup> of October 2009. Thank you also for the long talks about teaching home economics and about working in an elementary school.

### 3. The components of a good home economics lesson

I started my work as a substitute teacher of home economics in the middle of a school semester. In order to make my start a little bit smoother I could use the lesson plans that the person teaching home economics before me had made. Fairly soon I realised that this is not a good way to act. Planning your own lessons help you feel comfortable with what you are doing. (Appendix 1)

Consequently, the students feel more comfortable at the classroom where the teacher is at ease. Self-made lesson plans also keep you focused on the things that you find important. That is important as you have to have faith or believe in what you are teaching. These elements among others are essential for a good lesson.

Different factors have an influence on the end result of a lesson at school. The student himself has most influence, 65%. Society's influence is 5%, teacher's 5% as well and the event, the lesson influences for 25%. (Kari 1992, 46) This study makes it clear, that in order to make my lessons more efficient it is more meaningful to look at the structure of my lessons than to look at me.

By organising a good learning experience for my students, I can make my lessons more efficient. There some things in the structure of my lessons that are given to me. Things that I can not change. My personal development project looks at the things I change.

Things that I can not change are the time that I can spend with one study group, the curriculum, the physical structure of the classroom and the budget. In a lot of things I can have an influence. On the seventh grade students study home economics for three hours a week. As the lessons include very much hands on work the schedule in my



school has been arranged the way that the three hour are on a row. The curriculum says that on the home economics lessons one learns skills needed in running the every day life, cooperation skills and skills for finding information. Learning should happen on the basis of the prior skills of an individual student. Learning should take to an account the holistic growth of a students. Learning should happen through group works and concrete hands on work. (OPH, OPS-perusteet/kotitalous)

First step to reorganise my lessons was dividing the lessons into smaller phases. This I did with the help of the detailed description of the lesson plan that we received from our tutors during our studies in Jyväskylä. What I did was that I imagined my lessons to be built up of small sessions that all are five to ten minutes long. What happens during those minutes? What should be happening in order to be able to reach the goal of the lesson after three times 45 minutes? How can I direct the actions towards what I have in mind? How can I as a teacher be more clear in my actions during every small event that occurs in the class?

### 3.1 Motivation

Most pupils like to come to home economics lessons. It is a new subject and the seventh graders being 13 years old, are eager to learn new things. As I start to work with a new group I need to explain them what home economics is all about. There is a lot of freedom and action compared to the more common classes and that is why there is a lot of rules as well. 'Imagine that you come to visit me at my home, when you come to my class. We do things together here. During the three hours that we are together we should have a good time and enjoy. This is our task.' This is how I try to explain what is the most important issue

in my class which is the atmosphere.

Teaching is communication and a teacher is a role model. I believe that my attitude towards my students possesses more importance in their behaviour than any rules. 'Niin metsä vastaa kuin sinne huutaa', as we say.

Home economics is more concrete subject than many of the other subjects in the Finnish elementary school. Three hours on a row is a long time, but in home economics that time goes fast. It is very tiring to learn by listening to some one talk. This is why I use this type of lecturing as little as possible. If I need to do that I always use the white board or some other visualizing method as well. Normal procedure is that on my lessons, we use the first 45 minutes to the theory. After that it is hand on work.

Home economics is a subject where you learn by doing and you get to be active instead of reading and learning theories. One learns through trial and error. In addition, most of the time you get something to eat as an end result. For the teenagers this is very important. Consequently, motivation is not a problem. The areas that need development are steering the motivation into the right direction, and keeping the teacher motivated.

What is motivation? Motivation is defined as an internal state or condition that activates behaviour and gives it direction.

Behavioural learning theory believes in classical conditioning. It states that responses to associated stimuli energize and direct behaviour. In a classroom application of reinforcements by a teacher increase the desirable behaviour in the pupils and on the other hand, the application of punishments decrease the unwished behaviour.

Cognitive learning theory then again believes that a person builds

knowledge on top of the prior knowledge of the subject and is internally driven to know and learn more. The strength of the motivation depends on the prior experiences on learning. Positive experiences create a stronger belief in one's own abilities to learn and make the motivation for learning stronger. Negative experiences create a more negative picture of one's own skills hinder the motivation for learning.

Home economics is obligatory for every student during one year of elementary school. That is why one cannot think that every student's own needs would be a good motivator. It is not something they chose themselves to study. After this first year home economics becomes a voluntary subject. Students chose to study it. In these groups, there are among other some very skilled pupils that do not necessarily need more classes in home economics. One can see clearly how good learning experiences create motivation. Home economics classes have become a habit that create positive experiences thus students are motivated to come to the classes even though there is no need for them to do so.

Habit is a phenomenon that I will use to develop my teaching. I will create rules and plans that are clear and visible to everyone in the class. Certain procedures are repeated in the class many times during a school year. This creates a habit out of classes. This way the pupils know what is to be expected of the home economics class and how they are expected to behave. The students need to feel safe in my class. The routines set a lot of energy free. (Sylväniemi 2009, 11) This energy can be used for learning and getting better results in learning. The lesson plan (Appendix 1) that I made is for me and for my students. Every student gets a plan for the period on the first lesson. Together with the study group I go it through, in order to make sure that every one knows what will happen during the following weeks. With the help of the plan they can read the issue that will be handled beforehand. This way it is easier to concentrate on the theory as it is already at least the second time a student faces it. This makes the

lesson safer too. A student feels more sure of himself as he knows the topic.

Clearness of the teacher is a key element according to my experience. Unclear tasks or homework will not be done and rules that are unclear cannot be obeyed. One of my methods of developing my teaching was to go through every piece of paper with written instructions and make them simple and understandable. (Appendix 2) A good teacher is coherent, clear and flexible. Teaching is not merely dividing information and skills. A good teacher can be recognised by the way he treats the students: encouragingly, discreetly and fairly. A good teacher is not frightening, not sarcastic, not unfair nor does he unnecessarily emphasize himself. (Uusikylä & Atjonen 2005, 14) This strengthens my view of treating my students. I believe that as I communicate and interact with my students, I do it as I would with anyone.

### 3.2 Demonstration

The skills that the students learn in home economics are very concrete skills. That is why demonstrating can be very concrete as well. As people have different ways to learn it is important to consider this when demonstrating things. In home economics this not a problem. It is easy to let students use all their senses while demonstrating something. I have developed this area in my teaching. I make brakes in the lesson every now and then and ask my students to try, smell or taste something. For example, when we practise making a bread dough with yeast they see me doing it, they can see, smell and feel the dough the way it should be. During the lesson they hear me explaining it, we write notes about it and the students get to try to make dough.

There are issues in home economics that are not that concrete that

one would have a possibility to smell and touch it. These are issues like environmental protection and economy of a household. Here my idea is to try to make it as concrete as possible. Keep the conversation on everyday things, on grass root level, on that level what each and every one can do every day. I believe that here again the thinking habit should be that home economics classes do not deal with too abstract things. Try to keep things simple and understandable. That way they are easier to adapt and remember. It is for life that we learn not for school.

In order to help a student learn and remember it helps if the teacher is a good performer. As a teacher you need to be motivated yourself in order to raise motivation in your pupils. You have to have some kind of love or belief in the issues that you teach. A fake teacher does not convince the students. A good story telling is a good and effective way to get students to listen and remember. Every one, an adult and a child, likes a good story.

A woman was gossiping with her friend about a man whom they hardly knew - I know none of you have ever done this. That night, she had a dream: a great hand appeared over her and pointed down on her. She was immediately seized with an overwhelming sense of guilt. The next day she went to confession. She got the old parish priest, Father O' Rourke, and she told him the whole thing. 'Is gossiping a sin?' she asked the old man. 'Was that God All Mighty's hand pointing down at me? Should I ask for your absolution? Father, have I done something wrong?' 'Yes,' Father O' Rourke answered her. 'Yes, you ignorant, badly-brought-up female. You have blamed false witness on your neighbor. You played fast and loose with his reputation, and you should be heartily ashamed.' So, the woman said she was sorry, and asked for forgiveness. 'Not so fast,' says O' Rourke. 'I want you to go home, take a pillow upon your roof, cut it open with a knife, and return here to me.' So, the woman went home: took a pillow off her bed, a knife from the drawer, went up the fire escape to her roof, and stabbed the pillow. Then she went back to the old parish priest as instructed. 'Did you cut the pillow with a knife?' he says. 'Yes, Father.' 'And what were the results?' 'Feathers,' she said. 'Feathers?' he repeated. 'Feathers; everywhere, Father.' 'Now I want you to go back and gather up every last feather that flew out onto the wind,' 'Well,' she said, 'it can't be done. I don't know

where they went. The wind took them all over.' 'And that,' said Father O' Rourke, 'is gossip!'

Stories include feelings into learning in a nice way, in a way that they can fortify learning. A good story can be remembered after hearing it only once. As a teacher one can learn to write stories one self, or easier I believe is to collect useful stories. The story above is from John Patrick Shanley's movie Doubt. It has been very useful in my teaching. It calms the students down and leads them to think about behaviour, actions and consequences. While listening to story one kind of creates a picture in ones mind and that way many senses along feelings are used. Every listener can make his own interpretation of a story, one should not explain a story in order to keep it efficient. (Vuorinen 1993, 116-126)

### 3.3 Activation

During a learning session the time that has been reserved for it can be seen having three different states. Firstly there is the allocated time, 45 minutes for example. Secondly you take of the time that all the disturbances, organising etc takes. That is the teaching time. Thirdly you take off the time that the student is not actively learning. After that you end up having the active time which is also called the engaged time. According to Lahdes the engaged time is normally 60% - 80% from the allocated time. A well planned and organised lesson and motivating and activating teacher can increase the learning time. (Lahdes 1997, 118)

Activation has to do with the role that the student has in a class room. Immediate feedback and diagnosis of the working process activate students and support working in the classroom. (Lonka & Lonka 1991,

24) In home economics, activation is fairly easy just like demonstration. In the class we work constantly together and a teacher is there to help and support the students. Some of the household jobs might not be that interesting. Therefore it is controlled that every student participates and gets every week a different job. There is work that needs to be done and every one in the class has a role for doing these tasks. Because all people have naturally a different ways of behaving it is important that during the class there are different phases. There is a time for taking notes, there is a time for discussions and there is a time for working. The work has been divided and every one in a class gets a different type of a job and this job changes every week. (Appendix 2) This method helps the jobs to be divided fairly. Every one must do the dishes or sweep the floor or on their turn but not every week. In defining the jobs I tried to make it as simple as possible. The name of a role, like chef, is meant to be chosen so that it is clear what the corresponding job is, like cook main course.

Another method for activating the students is a follow-up system. (Appendix 3) Every student has a personal follow-up form that is kept in the classroom. By filling in after every lesson what one has been doing, the student sees clearly if there are jobs that he chooses not to do. Students also see all possible jobs that could be done during one session. Most students want their form to be balanced and try to be able to fill in all different jobs during a semester.

At the end of the semester I do a larger follow-up, where the students need write down in their own words what they have learned during the last four months. It can be something, a household skill, that they learned outside of school as well. We start going through these learned issues with my own example. This is a way to show my students that learning is something that does not stop as you finish school. At the same time the students need to think what is learning. When do they feel they really learned something?

### 3.4 Change

Even though I want my classes to become a habit a routine, I believe some change is needed every now and then. That is why there are some issues that are part of the curriculum and have a different structure in my lesson plan. Most of the time work in the kitchen is done in small groups, groups of four people. As a change I sometimes have my pupils working in pair or individually. Change is good for the teacher and for the students. A nice change would also be an expert on a specific field, an outsider from school, to come and give a lesson. It is always nice to listen to someone else talk than the normal teacher. It works as long as you do not have this kind of change in the classroom too often. A guest teacher might work as a stimulus for the teacher as well. A way to get ideas and to renew the teaching methods.

I have had pressure on the organisation skills but my intuition and the sources tell me that in order to raise a child one needs to be a safe adult. (Uusikylä 2005, 214-215) Upbringing is something that is a part of the curriculum in the elementary school. A good teacher must have real interest in the growth and development of the children and at the same time one should believe that one as a teacher can have an influence and make a difference. This attitude makes all the prior made plans flexible. It is good to be able to change the plan of lesson according to the study group and the things that are going on there.

Teacher's actions are not merely learned at the university, like pedagogical, psychological and social theories. Just as important are the skills and knowledge gathered during life like traditions, 'street wisdom' and everyday life knowledge. Personality is the key element of a good teacher. A teacher works with his personality and by allowing himself to be himself, a teacher creates a space for the students to be themselves.



### 3.5 Cooperation

The objective of the Finnish elementary school is that the students would have certain basic knowledge and skills as they finish the school. They should be able to live a good and active life, be independent people with good cooperation skills. (Kuvaja 2009, 6)

Cooperation skills are naturally practised during the home economics lessons. Home economics lessons require a lot of team work, cooperation. In order to make that easier for the student I have made clear rules about the teams. The teams are changed regularly. In the beginning of every period the teams change. Most of the time I decide the line-up of a team, sometimes it is made through a drawing or in very rare cases the students get to decide themselves. This way the students learn to work with all different kinds of people. Sometimes we work individually or in pairs, so that the students have the possibility to compare the different ways. Most of time the jobs and the roles are given to the groups, but in order to practise negotiation skills, there are session when the group needs to decide for themselves who does what. Sometimes the help of the teacher is needed.

Working in small groups is not only a way to learn cooperation skills. It is a way to get more out of the students. Many youngsters feel more comfortable to talk in a small group than to talk in front of a whole class. (Vuorinen 1993, 95)

When working in groups the students learn to help each other as a group is never ready before every person in the group has finished. This way the members of the group learn responsibility and at it's best they get a glimpse of a feeling of team spirit.

One of the advantages of group work is that a student learns from his peers. Sometimes a peer can be better at explaining difficult issues than a teacher. He can better speak on the same level and make things

more understandable for a student. At the same time the students learn that learning does not happen only from a teacher to a student, but a person can learn everywhere and from all the people and events. I believe it is important that the students learn to respect a contact with other people. When there is interaction there is always a possibility to learn and grow as a person.

### 3.6 Feedback

Feedback is important part of the learning process. The students in the elementary school are very unsure about their own skills and need this kind of guidance. It is difficult for them to see what their strong points are and where they need more practise. By giving feedback the teacher teaches how to give and receive feedback and at the same time can point out some studying methods that might work for the student. Feedback must be honest and private and always given in a supportive spirit. Otherwise it will not work as a tool for teaching. If feedback is somehow embarrassing and very negative it can make the situation negative and create a negative learning experience which hinders future learning. My method of developing is to emphasize the importance of the feedback. I systematically give feedback to every student on every session.

Feedback should be accurate and immediate. In a large study group this is difficult. A teacher can only see limited amount of action. There for sometimes I choose to have everyone do the same thing. We gather all the tables together into one big table and work around that big table all together. That way everyone works at the same speed. We do one phase after another. And further more everyone is at my sight. This is more work for everyone because of the refurnishing of the classroom, but it is also good for a teacher to be able to see everyone

at work. The working habits of different students can be compared and analysed together as well as the end results. The student gets feedback from the teacher, from peer students and has a possibility to evaluate his own work. Refurnishing and individual work also activates the students and gives a nice change to the normal routine.

#### 4. On going development

The development project as I have it here is never ending. It was hard to set an end to this project. Constantly new ideas occur and new things that need to be changed start to bother me. As long as I keep on teaching I keep on trying different ways of doing things.

This project show me that is meaningful to 'keksiä pyörä uudelleen' that is to make lesson plans that are already made by someone else. As you thoroughly think about your work and every step of it you gain self certainty. It all becomes more clear to you. This kind of certainty is needed when working with youngsters that are not that sure about what is going on. You are more safe as an adult when you know what you are doing, every little detail of it.

Through this process I feel I have a better grip of my seventh graders. It is obvious that similar actions need to be done for the lessons that I give for the eighth and ninth graders. So influence in my experiences have the fact that the group of seventh graders that I teach now have not had anyone else teaching them home economics.

My method of communicating with my students as with any other people was a little complicated at the beginning. I have learned to be polite and I am polite to my students as well. In stead of saying 'Come here!', I say 'Would you please come here.' It took some time before

my students learned to understand these kind of hidden orders. Clearly in the school the students learn to obey direct order. This kindness and politeness in the communicating habits is important for me. I am happy to be an example of an polite adult.

Giving feedback has been very effective. Students seem happy to get feedback and with time it gets easier to me to do it. I find this system good, every session I says something about the work to every student. Still I feel it could be wise to arrange to feedback meeting. This could be done once a semester. The teacher and the student could sit down together and talk about the learning and the lessons. This might work as a way to collect feedback from the students as well. This is something where I need to develop in the future.

The most meaningful finding has been that it is good to work with a slow tempo. Earlier I seemed to have too many task for one session. Now my principle is that better to learn fewer things well than a lot of things badly. I also learned to appreciate the communication and interaction that happens freely in the classroom. Even if it has nothing to do with the theme of the lesson it is valuable time for practising social skills. In my mind there is just a few things in life that are as important as social skills. If social skills is what my students get from my lessons then that will be it. Not a bad end result at all.

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## 7. Appendix

1. Lesson plan

2. The roles and the corresponding jobs in the home economics class

3. The students personal follow-up

## 7. LUOKKA 4. JAKSO KEVÄT 2010

OPETUSKERAIALUE	RUOKA	KOTITEHTÄVÄ
25 vko 7 Let's cook in english	Hampurilaiset	Suunnittele vihkoon suomalainen ateria, jonka tarjoaisit ulkomaalaiselle vieraalle.
26 vko 8 Ravitsemustieto alkaa	Makkararisotto s130, puolukkarahka ja suklaakoriste s230	
27 vko 9 TALVILOMA		
28 vko 10 Energia	Kalamurekepihvit s164, perunasose ja keittetty kasvis	Etsi kodin pakastimesta (kaupasta) marjoja ja valmista niistä jokin jälkiruoka tai leivonnainen.
29 vko 11 Rasvat ja valkuaisaineet	Palapaisti s170, keitetyt perunat ja salaatti	
30 vko 12 Hiilihydraatit	Pinaattikeitto s182 Pekoni-sipulimuffinssit s229	
31 vko 13 Vitamiinit	Broileria kiinalaiseen tapaan s177, riisiä ja pehmeää pashaa s 150	
32 vko 14 Kivennäisaineet	Kasvislasagne s188, herukkahyytelö s207	
33 vko 15 Karjalanpiirakat	Karjalanpiirakat s.218	

KOTITEHTÄVÄT PITÄÄ PALAUTTAA VIIKOLLA 14. VIIMEISTÄÄN KESKIVIIKKONA 7.4.

MYÖHÄSTYNEITÄ KOTITEHTÄVIÄ EI OTETA VASTAAN.

*KOTITALOUDEN NUMERO MUODOSTUU SEURAAVISTA OSA-ALUEISTA*

*käyttäytyminen*

*tuntityöskentely*

*kotitehtävät ja -työt*

*kirjalliset kokeet ja kyselyt*

**KOKKI**

***PÄÄRUOAN VALMISTAJA***

KORJAA PAIKOILLEEN TYÖPÖYDÄLLÄ OLEVAT TARVIKKEET HETI KUN NIITÄ EI TARVITA

PESEE JA HUOLTAA LIEDEN JA UUNIN

HUOLEHTII MIKROAALTOUUNIN PUHTAUDESTA

TYHJENTÄÄ TUNNIN PÄÄTTEEKSI BIOJÄTEASTIAN

**KYLMÄKKÖ/LEIPURI**

***JÄLKIRUOAN/SALAATIN/LEIVONNAISTEN VALMISTAJA***

PESEE ASTIAT

PYYHKII TISKIPÖYDÄN JA KUIVAA SEN

PUHDISTAA ALTAAT, MYÖS VIEMÄRIN

HUUHTELEE PESUHARJAN

HUOLEHTII ASTIANPESUPÖYDÄN SIISTEYDESTÄ

TEKEE LOPPUTAKASTUKSEN

**KEITTIÖAPULAINEN**

***AUTTAA KOKKIA***

TYHJENTÄÄ ASTIANKUIVAUSKAAPIN HETI TÖIDEN ALKAESSA

LAKAISEE LATTIAN, MYÖS RUOKAPÖYDÄN ALTA

HUOLEHTII KAAPPIEN JA TYÖVÄLINELAATIKOIDEN SIISTEYDESTÄ

HUOLEHTII KEITTIÖN YLEISESTÄ SIISTEYDESTÄ JA JÄRJESTYKSESTÄ

HUUHTELEE



## **TARJOILIJA**

### ***TARJOILIJA JA SILITYS***

TYHJENTÄÄ ASTIANPESUKONEEN (EI 7 LK)

KATTAA PÖYDÄN

KORJAA ASTIAT POIS PÖYDÄSTÄ JA VIE NE TISKIKONEESEEN TAI  
TISKIPÖYDÄLLE

TÄYTTÄÄ TISKIKONEEN (EI 7LK)

PYYHKII KAIKKI PÖYTÄTASOT PAITSI TISKIPÖYDÄN

HUOLEHTII PYYKEISTÄ

## OMA SEURANTATAULUKKO

# NIMI

[illegible]