EDUCATING YOUTH IN HOME ECONOMICS AND INDUSTRIAL ARTS

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Students in Junior High School usually have the opportunity to study Home Economics or Industrial Arts. In some schools, industrial Arts is called Technology Education. These courses emphasize the learning and use of practical skills.

The Home Economics course focuses on the skills of the day-to-day living. Topics studied usually include family life and home management; food and nutrition; clothing; home furnishing; and how to be a smart consumers.

During the course, students are required to complete a number of hands-on projects which may include planning a menu and preparing a meal, planning a room and making a three-dimensional model, or sewing a simple garment. Role playing and dramatization are used to classify the complexities of home and community relationships and family living. This is seriously taken by the DepEd Memorandum Order No.191 series of 2003 which stated that the “development of skill-based competencies anchored in TLE” must be ensured to provide a venue for the development of skills-based competencies.

In the industrial arts or technology education course, students are introduced to hand and power tools and their application to the basic elements of mechanical drawing or drafting. They also learn about common industrial materials such as metal, plastics and ceramics and about tools and processes used in electricity, electronics, printing and graphics arts, photography and other general crafts. Students are required to complete several projects that demonstrate what they have learned about materials and processes and what level of skill they have reached with basic tools, techniques and
procedures. Amores (2012) stated that this program aims to give students the following: First, acquire working knowledge of the materials, tools, equipment, processes and product production, distribution and utilization and conservation of human and material resources; Second, choose various business opportunities and choose the right entrepreneurial business suited to the student; Third, be intelligent in choosing a practical career through the variety of entrepreneurial and practicum offered in the program.

The skill-based competencies completed with the use technology can be the best tool in developing child potentials.

A prerequisite in identifying their goal towards a clear direction of what track they would take for the senior high, thus introducing home economics and industrial arts can further enhance student practical skills and prior knowledge in the course of life’s challenges.

References:

www.google.com

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