



# Welcome to the Profession

## *Helpful Tips for Teaching FACS*

2015- 2016 Edition

The New York State Association of  
Family and Consumer Sciences Educators  
is proud to present **Welcome to the Profession**. Through this  
document, veteran teachers are reaching out to their newer FACS  
colleagues to offer practical advice in the areas of professionalism,  
curriculum and instruction, classroom management, and advocacy.

“Our mission is to prepare individuals to be  
competent, confident and caring in managing  
their personal, family and career lives.”

## Acknowledgements

The NYSAFCSE executive committee recognizes the 2015-16 NYSAFCSE area coordinators and professional development team for their tireless efforts in the review and revision of **Welcome to the Profession**. Their dedication to the FACS profession has produced a document that reflects our changing society while remaining true to our mission.

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The original **Welcome to the Profession** was created in 2007-08 by the NYSAFCSE state professional development leadership team, honored in this edition as Appendix C.

# Welcome to the Profession

## Table of Contents

	Page
<b>Professionalism</b>	
Take on Professional Responsibilities .....	1
Build Professional Relationships .....	1
Become an Integral Member of your School Community .....	2
<b>Curriculum and Instruction</b>	
Become a Great Teacher.....	3
Try these Teaching Tips (by Content Topic)	
Apparel Construction and Care.....	4
Careers .....	5
Community Connections.....	5
Entrepreneurship .....	6
Financial Management .....	7
Food and Nutrition.....	7
Housing .....	8
Lifespan Development .....	8
<b>Classroom Management</b>	
Manage a Positive and Productive Classroom.....	10
<b>Advocacy</b>	
Advocate for Yourself (Successful Teacher Evaluation).....	11
Promote Your Program .....	11
Advocate for Family and Consumer Sciences Education.....	12
<b>Appendices</b>	
A. Master Teacher Techniques .....	13
B. Abbreviations and Mnemonics .....	16
C. 2007-08 Writing Team .....	19

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# Welcome to the Profession

## Professionalism

### Take on Professional Responsibilities

- Join your professional organization:
  - New York State Association of Family & Consumer Sciences Educators (NYS AFCSE)
- Join affiliated professional organizations:
  - American Association of Family and Consumer Sciences (AAFCS)
  - Association of Career & Technical Education (ACTE)
  - New York State Association Career & Technical Education (NYS ACTE)
- Regularly participate in area FACS professional development meetings.
- Know, use and promote current educational terminology.
- Know local and state requirements (standards, graduation requirements, post-secondary options, etc.) and how FACS fits, meets, and exceeds those requirements.
- Attend professional conferences.
- Join your Parent Teacher Association.
- Start an FCCLA Chapter, or help the current advisor.
- Create an electronic file with the name, date, and place of every professional development seminar, workshop, conference and meeting you attend. Include those where you are the presenter as well. Put it in chronological order, with most recent on top. If you attend a conference with different workshop sessions, list each session separately. You can use this to document your professional development hours.
- Keep your resume up-to-date.

### Build Professional Relationships

- Read and share articles from professional journals and keep current with content matter research.
- Create a portfolio of your best practices. Share them with colleagues at local and state NYSAFCSE meetings.
- Share resources and lessons with other FACS teachers.
- Participate in professional development opportunities within your district, BOCES, Teacher Centers and professional organizations.
- Join school-wide, district-wide, and state-wide committees.
- Develop and maintain relationships with the middle and high school FACS teacher(s) in your district and in the local BOCES.
- Consider National Board Certification.

## Become an Integral Member of your School Community

- Treat everyone with respect.
- Invite administrators and other teachers into your classroom to let them know what is being done in your class.
- Share with your administrators the great things you and your students do.
- Be willing to co-teach.
- Don't be afraid to seek feedback from others.
- Become involved in your school; help another teacher with a project. You will get to know more people and they will get to know you and your program.
- Use prep periods to observe outstanding colleagues.
- Make sure the school counselors know about your program.
- Establish positive relationships with personnel in your school building including: secretaries, custodians, security, hall monitors, nurse, librarian, and computer/media specialists.
- Go to the faculty room. Get to know people and listen more than you talk.
- Be cautious and respectful as you talk about students, even if you are asking how to successfully deal with a particular student. You don't know who is related to whom, and with whom people are friends.
- Do not discuss students or staff outside of the school environment.
- Attend students' extra-curricular activities including plays, concerts and sporting events.
- Understand how to dress professionally and then model it every day.
- Save personal texting, emailing, telephoning, and use of the internet for your own time using your own devices.

# Welcome to the Profession

## Curriculum and Instruction

### Become a Great Teacher

- Surround yourself with positive people who set a high standard for teaching and learning.
- Dress like a professional. Set appropriate examples for students to follow when they enter the workforce.
- Post your teaching schedule so teachers and students know when you are available.
- Smile at your students. Welcome them to your classroom.
- List the daily agenda on board.
- Greet students at the door; remind them to begin the “Do Now.”
- Post “Can Do” learning targets for each lesson.
- Be a hallway presence and monitor hall traffic between classes.
- Walk around the room and monitor students.
- Find out the protocols for handling discipline in your building and follow them.
- Make sure your door is open and the lights are on whenever students are in your room.
- Give students responsibilities in your classroom so they own some of what goes on.
- Thank those who help you.
- Use constructed notes. Find out if the school has a preferred method of note taking; ask what’s commonly used in general education classes; or implement a standard (like the Cornell Method) into your own class.
- If you expect students to keep a notebook, attach a grade to it; occasionally have an open note exam.
- Use a class set of reference materials when possible – not every student needs his/her own copy of everything.
- Offer students choices.
- Keeps a student folder of exemplary work including writing pieces and projects.
- Create alternate assignments for missed labs.
- Consider bonus points for any activity done outside of class that involves something learned in class.
- Keep bulletin boards up to date, neat, and attractive. Consider making this a student assignment.
- Keep updated with technology.
- Keep your lesson plans in “Best Practice” format and up-to-date.
- Expect to regularly change your lessons over your teaching career.
- Periodically videotape your lesson and critique yourself.

- Start a file for every content topic you teach. Include lesson plans with reflective notes for handouts, a list of websites to research the topic again, literature or brochures about the topic, a list of books or references you use, etc.
- Have a “September” folder of those items you will need right away.
- Establish a relationship with parents right away. Keep in touch regularly.
- Keep a file for parent/teacher communications in a secure place. This is often confidential information.
- Keep a file of positive notes and e-mails from parents and students and put them in *your* portfolio.
- Find out the name of your custodians and ask what you can do to make their job easier; then delegate these tasks to your students if possible. (Put chairs up on tables; put all waste baskets in one place; how to communicate when the chalk or white board should or should not be washed, etc.)
- Consider acknowledging the work of support staff – a single flower, a nice pen, or a colorful pad of paper for their desk.
- Introduce yourself to the food service director and establish a relationship.
- Listen to others; there is much to be gained by others’ experiences.

### Try these Teaching Tips (by Content Topic)

#### Apparel Construction and Care

- Use the sewing machine manual to help students become familiar with the machine.
- Enlarge a copy of threading instructions from the sewing machine manual and place at each sewing machine; place numbered dots on machines that correspond with numbers on the instructions.
- Use other experienced students to peer teach machine threading.
- Know the location of local fabric stores. Find websites for affordable fabric.
- Look for teacher discounts and school or student discounts.
- Find out in advance who services the sewing machines, what the fees are, and what the service includes.
- Keep an index card near each sewing machine and assign machines to students.
- Count scissors and stitch rippers before AND after lab.
- Number the scissors, engrave the blade, or use a permanent marker on the handle. Place on peg board, or keep in a box or tote.
- To label individual student sewing projects, make “name tags.” Cut muslin into 2”squares, and pink the edges. Write each student’s name on a square with a permanent marker; attach a small safety pin so that student can pin his or her name tag on the project day by day.
- Do cost-per-wearing exercise: prom dress vs. jeans.
- Make a clean-up schedule/calendar and rotate jobs at end of each period.



- Use clean, empty #10 cans by each machine for garbage.
- Put an empty facial tissue box next to each sewing machine for students to put loose threads in. The plastic on the opening “grabs” the thread from your fingers as you remove your hand from the box.
- Keep a small box with spools of thread that have almost run out, a small pair of scissors, and a piece of felt with 3-4 hand sewing needles. Label the box with your name and room number. Use it to loan to people that need to make small repairs or sew on a button, and ask them to return it to you by the end of the day.
- *Decide in advance* if you want to come to everyone’s rescue. If you do, then keep items such as a bottle of nail polish remover, hair spray, Tide-to-Go, and other items.

## Careers

- Develop, join, or participate in a business/school/community FACS advisory council.
- Ask local business leaders to be guest speakers.
- Coordinate a Career Fair and invite community members to present.
- Contact your local chapter of Junior Achievement.
- Help students obtain working papers for potential jobs.
- Include NYSUT’s Safe Worker/Safe Workplace curriculum in your classroom.
- Coordinate a job shadow day and/or have students set up their own job shadow sites.
- 8<sup>th</sup> Grade Activity: Tour the BOCES CTE technical center to learn about programs offered before students begin high school scheduling.
- Check out the New York State Department of Labor’s website: Career Zone.
- Ask a loan officer or bank employee to speak to students about credit, credit ratings, and identity theft.

## Community Connections

- As Family and Consumer Sciences teachers the opportunities to connect with the community are abundant.
- Create a needs assessment for your area and use problem solving techniques to produce, plan, and implement a solution for the need. The FCCLA planning process can help you to determine local areas of need.
- Projects teachers have used in the classroom, grouped according to FACS learning strand.

## Food and Nutrition:

- Ronald McDonald House – take students to prepare meal for residents.
- Create a meal train for community members and families in need.
- Collect food for local food pantries/soup kitchens.
- Help the Meals on Wheels program.

- King Arthur Flour Bake for Good Program.
- Make dog biscuits and cat treats for the local animal shelter.
- Make cookie trays for local shelters and ARC Houses.
- Buy back Halloween candy (local dentists).

### Textiles and Design:

- Quilt making – to donate to hospitals and children in need.
- Gift bags sewn in class, filled, and given to local shelters.
- Seat belt hearts for breast cancer patients.
- Pillowcase dresses for Africa.
- Make bears (boo-boo bears) for local hospitals.
- Pillowcase projects – *ConKerrCancer.org* for children at local hospitals.
- Wheel chair bags, walker bags, hug-a-bears.
- Patriotic Pillows – donate to local VA center or VA hospital.
- Holiday bandanas for *Guiding Eyes* for the Blind dogs.
- Hats for preemies.
- Turbans for patients undergoing chemotherapy.
- *Have a Heart* pillows for heart surgery patients.

### Human Services and Family Studies:

- Collect new stuffed animals for local law enforcement agency to use when dealing with children in crisis.
- Penny wars to raise money for local charities.
- Organize a winter clothing drive. Local shelters are always looking for women, children, and especially men's clothing.
- Work with your local Rotary Club.
- "WE Care" toiletry kits for local shelters and safe houses.
- Make bookmarks for local libraries.
- Work with refugee centers.
- Dog walking/any need at a local animal shelter.
- Help your schools backpack program for families in need.

### Entrepreneurship

- Invite local entrepreneurs to talk as guest speakers.
- Check with administration about the policies and procedures when serving as an advisor of student businesses
- Have administrators and board members conduct interviews with students.

- Suggested student businesses:
  - Cookies on a stick
  - Food mix in a jar
  - Loaf breads
  - Flower sales
  - Pumpkin pie orders for Thanksgiving
  - Pizza sales
  - Valentine Cookies or other holiday themes
  - Write story books
  - Battle of the bands
- Participate in community connections by having students choose a charity and donate the proceeds to the charity.

### Financial Management

- Create a food budget for classes.
- Have students find a job in the classified ads that includes a salary; then have students construct a budget to live within that salary.
- Teach students how to read a pay stub.
- Network with a local bank and ask what they can bring to your classroom.
- Create or participate in a stock-market activity.
- Teach students about checking accounts, debit cards, and balancing their accounts.

### Food and Nutrition

- Assign each member of the group a job (Chef, Asst. Chef, Supervisor, Wash, Dry, Clean Up, etc.) and rotate these assignments.
- Teach how to wash dishes – don't assume students know how.
- Learn and teach how to clean appliances.
- "Set up the Lab" when students enter the room. In other words, make sure they're all seated and you have their attention; *then* explain the day's activity. Don't "set them loose" assuming they remember from the day before.
- Ideas for choosing lab groups:
  - Give students a sheet with the class roster listed 3 times. In column 1, they circle the names of their "Dream Team" lab group; column 2 they circle the names of classmates with whom they can work successfully; column 3 they identify any students with whom they cannot work. Collect the pages and use them to create the lab groups. Emphasize that they may not get their "Dream Team" and that only you will see their responses. Shred papers when finished.
  - Use colored popsicle sticks to select kitchen groups.
  - Equally distribute the boys and the girls.

- Find out about food allergies and religious dietary restrictions of your students before you start any food labs. It sometimes helps to put together students with similar food allergies or religious restrictions in the same lab group.
- Rotate lab groups periodically.
- Ask in advance what paperwork must be completed to document money spent on labs.
- Keep track of your expenditures in a computer spreadsheet so you know how much of your budget remains.
- Make a copy of all receipts before submitting them to chairperson or business office. Ask the cashier to print two copies for you when you are at the store, so you don't have to waste time making photocopies.
- Label receipts with food lab descriptions to support budget for the next year.
- Check food flyers before shopping – this may influence your choice of a food lab, or allow you to stock up early on some staples.
- Ask students to bring in money saving coupons for products you use in the food lab.
- Invite the local fire department to your classroom during fire safety month (October) to teach about kitchen safety.
- Take a field trip to a farmer's market.

## Housing

- Establish a relationship with local hardware stores, home design shops, home furnishing stores, etc. to set up tours, and for guest speakers for your classroom. Get on their discard lists for wallpaper sample books, carpet and fabric samples, tiles, etc. for student projects.
- Invite the Technology teacher to address the class or coordinate your lessons with that department. See if the Technology Department has a CAD program that you and your students can use.
- Make connections with the library to get old copies of housing magazines that would otherwise be discarded.
- Take a walking tour (or bus tour) in a town with period homes to look at design or architectural features. Visit the local historical society.
- Visit an independent living facility to see housing modifications.
- Arrange for a contractor and/or real estate agent to be a guest speaker in your class
- Take a field trip to various types of available housing (trailer park, senior living facility, old homes for sale, newly constructed homes, apartments, etc.).
- Use a digital camera to take pictures of various housing designs and interiors.

## Lifespan Development

- Become familiar with community resources and look for potential guest speakers and teaching materials.
- Research what resources are available at local, county, state, and federal levels.

- If your school has a “school agenda” or planner it likely contains great ideas for lessons in goals, management, etc.
- Familiarize yourself with local daycare programs.
- Keep communications open with elementary teachers (multi-age projects).

# Welcome to the Profession

## Classroom Management

### Manage a Positive and Productive Classroom

- Establish a “community of learners” classroom culture where each person’s input is necessary for the class to function.
- Plan relevant learning experiences that challenge, interest, and engage students.
- Read and understand the student handbook and Code of Conduct policies.
- Involve students in developing rules for being responsible, respectful, and safe.
- Connect classroom guidelines for behavior and classwork to the expectations of the world of work.
- Keep rules easy to remember and to a minimum.
- Post classroom rules and expectations on your web site.
- Develop a protocol of consequences for poor choices and stick to it. Be consistent.
- Understand and use positive discipline techniques.
- Laugh with your classes when appropriate.
- Go to the student when speaking to him/her.
- Ignore negative comments from students, or respond with “Sounds like you’re .....(name feeling to match comment).
- When the class is getting out of control – *smile* – it keeps your voice pleasant. Give clear, simple, concrete directions: “You need to sit down”, “You need to stop talking”.
- Keep your relationships with your students professional remembering that you are the adult.
- Use a ‘See Me’ card. When meeting with the student have them complete a problem solving worksheet, explaining what the problem is, why it is happening, and making a plan to resolve the problem.
- Let a mentor teacher know about a potential problem; she/he can help you decide if you should inform an administrator.
- Ask for help from a skilled colleague or administrator if a class is not working the way that it should.
- Follow up with parents. Request their help if needed, and emphasize your relationship with them as partners in educating their child.
- Have a collection of puzzles, games, and quick activities that is content related to use to fill a few minutes in a class, before a holiday, pep rally, assembly, etc.

# Welcome to the Profession

## Advocacy

### Advocate for Yourself (Successful Teacher Evaluation)

- An annual evaluation will be part of your professional teaching life. Remember you are not your score, and take responsibility for the aspects of the review that you can control.
- Plan every day as if it will be an observation. Many schools have unannounced walk through observations.
- Speak to your mentor and/or the union representative at your school to make sure you understand how evaluation works in your district. Each district is different. Your teachers union will negotiate details of the evaluation in your contract.
- Understand the evaluation rubric. Know what needs to be included and what does not.
- Stay connected with your teacher mentor. Your mentor is a valuable resource for help and clarification.
- Network with other teachers.
- Start a file of professional development activities early in the year.
- Keep your previous years' evaluations. Portions of previous documents can be used when your teaching assignments stay the same.

### Promote Your Program

- Make every learning experience and every lesson material worthy of publication.
- Make your handouts professional. If you develop it yourself, put your name in a small font as a footer, along with the file name. If it's from a colleague, place the colleague's name in the footer.
- Foster inter-disciplinary connections with specials and core classes.
- Connect FACS/FCCLA work to larger school district/community initiatives.
- Ask parent and school associations to participate in your classroom.
- Provide guest speakers with small gifts of appreciation with the FACS logo on them.
- Send "Good News" notes to parents about their child. Call them *Happy Grams* or *Gotcha Being Good*. Send a post card with the FACS logo on it and a simple message of praise for good work or behavior.
- Present program achievements to the Board of Education.
- Talk about where you're going, not "the good old days".
- Practice saying: "The good part is ..." "We can do this by ..." "We're all in this together." "Credit should go to ..." "In FACS we ...".

- Develop a recruitment day for 8th grade students as they prepare for high school.
- Develop a welcome letter to parents of elementary students who will be taking Home and Career Skills for the first time in middle school.
- Put FACS information on school web page.
- Use the NYSAFCSE logo on your handouts and correspondence.

### **Advocate for Family and Consumer Sciences Education**

- Make it a goal to publicize the events happening in your classroom.
- Write articles for school newsletter and local papers.
- Develop and maintain a website and/ or blog.
- Check your school district's policies on news releases and the use of student photos and names.
- Become a member of a community advisory council (business, college, parents, etc.).
- Promote and establish connections with college programs including articulation agreements.
- Understand and share with students FACS college programs and their requirements.
- Involve your students and classes in community service.
- Use your business card.



# Welcome to the Profession

## Appendix A: Master Teacher Techniques

These activities are developed in greater detail than the tips offered in the body of this document. They can be applied across FACS content strands and across instructional levels.

### Ice Breaker Ideas

- **Speed Interviewing:** Have students sit in 2 circles, facing each other and provide each student with a list of interview questions related to course content. Give them 30 seconds to record the name and response of the person opposite them. Then one circle moves until all have been interviewed.
- **Islands:** Place several pieces of construction paper (islands) on the floor around the classroom. At a signal, each must go to an island; at least 1 part of their body must be touching the island. Once there, they have to find 3 things that everyone on the island has in common. Share this with the class and play again until they discover many similarities among this group of strangers.
- **Name Bingo:** Students answer two to three questions about themselves and then fill out a bingo board with names of the students in the class. Teacher then reads the answer to the questions, "This person likes \_\_\_\_\_ and hopes to \_\_\_\_\_." The students then guess who wrote the answers. They then cross off the names of the students on the bingo boards.
- **Puzzles or Mind Twisters:** Have students work in small groups to solve puzzles or mind twisters and then identify communication and leadership skills that were evidenced.

### Do Now/Bell Ringer Ideas

- **Essential Question:** Prepare a question related to a previous lesson, a thought topic for a new lesson, or a practice math or literacy skill and have it on the board when students arrive. Share answers.
- **What Do You Know Quiz:** Students walk in and answer a few questions as an assessment to a skill learned previously in class.
- **Quote of the Day:** Post a quote on the board before students enter the room. Students write a paragraph explaining ways the quote relates to class content using real life examples. Choose three students each day to read their paragraphs.

- **Punch In:** Have students punch in on a time clock or sign in on a log for labs or project days. This promotes awareness of time on task.
- **Coming Prepared:** Randomly check to see who has all their materials for class and award points for it. At end of unit or marking period, collect folders and grade.
- **Exit Tickets:** At the end of class, students answer a summary question from the day's lesson. Collect the tickets as students leave the room. Use the responses to monitor students' understanding of the day's lesson.

### **Lesson Planning Ideas**

- **Media Ideas:** Download media for use in class. Listen to it twice; once to put new vocabulary on the board and the second time for students to identify vital facts and information.

The [www.NYS AFCSE.org](http://www.NYS AFCSE.org) website has a listing of content specific websites. National Public Radio (NPR) has many programs that relate to FACS subject matter. TED Talks at [www.TED.com](http://www.TED.com) has many short talks that can introduce or enhance learning.

- **Skills Checklists:** Sometimes students enjoy a project or activity so much they forget the purpose/objectives for the activity. To help students identify what they have learned during an activity, use the SCANS skills/CDOS Universal Foundation standards/21<sup>st</sup> century skills to make a checklist. You can also add additional FACS skills to this. They will be amazed and pleased that they have accomplished so much.
- **Word Wall:** Post all new vocabulary in your unit. Students can share clues they use to help them remember spelling and definitions of these words (see mnemonics in Appendix B).
- **'Windstorm' Lists:** Each group starts with a sheet with the topic on it. They get 2 minutes to create a list. Hand the sheet to the next group who adds to it.
- **Participation:** Write each student's names on a popsicle stick and place sticks in a cup; one for each period. For questions or discussion input, simply pull a stick randomly to choose who will answer.

## Review/Assessment Ideas

- **Bean Bag Toss:** To review vocabulary, have students sit in a circle. Toss a bean bag to one student who recalls a vocabulary word and then in turn tosses the bag to someone else who must define the word. They then recall a word, and toss to another to define.
- **Beach Ball Toss:** Toss the beach ball. The student with the ball answers the questions. You can also write topics on the ball. The topic by the student's right hand is the topic question he/she should answer.
- **Frisbee Vocabulary:** Write vocabulary words on sturdy paper plates. Toss one at a time to a student who must define the word and then toss it back.
- **Hollywood Squares:** Draw a bingo square on the board and number each square 1-9. Have an X and an O person sitting up front. These students will one at a time select a number. You read the related question that a student in the class must answer. Student X or O must agree or disagree with the answer given. If they get it right, they get an X or an O in that space.
- **Bingo:** Read a list of 24 answers and students fill them in on their blank bingo cards. Then, randomly pull out review questions to ask. Students mark off correct answers on their bingo cards. If they mark off 5 in a row, they win.
- **Concentration or Memory Game:** Write words on one card and definitions on another. Place cards face down on table and students must make matches.
- **Matching Game:** Can be made by using folders and hanging them folded end up in the front of the room. On the outside is a picture or vocabulary word or stage of development, etc. On the inside put the answer or match. One team at a time will select a folder cover and give the match. You fold it up to reveal the answer.
- **Class Calendar Trivia:** Each month is assigned a topic. Students must create a certain number of trivia questions on that topic. Use MS Publisher calendar template for students to create their portion. Answers go on the bottom, upside down.

# Welcome to the Profession

## Appendix B: Abbreviations and Mnemonics

### Abbreviations

AAFCS	American Association of Family and Consumer Sciences
ABA	American Banking Association
ACTE	Association of Career and Technical Educators
AIS	Academic Intervention Services
APPR	Annual Professional Performance Review
BOCES	Board of Cooperative Educational Services
CCLS	Common Core Learning Standards
CDOS	Career Development and Occupation Standards
CSE	Committee for Special Education
CST/PST	Child Study Team / Pupil Study Steam
CTE	Career and Technical Education
CTETAC	Career and Technical Education Technical Assistance Center
CTSO	Career and Technical Student Organizations
ELA	English Language Arts
ENL	English as New Language
ESL	English as a Second Language
FACS	Family and Consumer Sciences
FCCLA	Family, Career, and Community Leaders of America
HCS	Home and Career Skills (MS Curriculum)
IEP	Individualized Education Plan
IST	Instructional Support Team
LEA	Local Education Agency
LEP	Limited English Proficiency
MST	Math, Science, and Technology
NOCTI	National Occupational Competency Testing Institute
NYS AFCSE	New York State Association of Family and Consumer Sciences Educators
NYS ACTE	New York State Association of Career and Technical Education
NYSED	New York State Education Department
NYSTRS	New York State Teachers' Retirement System
NYSUT	New York State United Teachers
PBL	Project Based Learning
PD	Professional Development
PLC	Professional Learning Community
PTA/PTSA	Parent Teacher Association/ Parent Teacher Student Association
PTO/PTSO	Parent Teacher Organization/ Parent Teacher Student Organization
RTI	Response to Intervention
SCANS	Secretary's Commission on Acquiring Necessary Skills

SDM/SDT	Shared Decision Making/Shared Decision Team
SIS	Suggested Instructional Strategies
SLO	Student Learning Objective
STEAM	Science, Technology, Engineering, Arts, and Math
STEM	Science, Technology, Engineering and Math
SRO	School Resource Officer
SST	Student Support Team

### **Mnemonics**

Mnemonics can be used to help the teacher save time when classroom planning. They can also be used in class to help students recall information.

SWBAT	The student will be able to
4C's	Critical Thinking, Communication, Collaboration, and Creativity
COPS	C-Capital O-Organization P-Punctuation S-Spelling (Use when correcting assignments)
KISS	K-Keep I-It S-Simply S-Stated
RADD	R-Restate A-Answer D-Detail D-Detail (Students may use this "formula" for answering questions from a textbook)
RTR	R-Read T-the R-Recipe
RAPS	R-Refer to statement A-Ask questions P-Paraphrase S-Summarize conversation
PP	Perfect Pivot

FIFO First In, First Out

LIFO Last In, First Out

E.D.I.T.H.  
E-Emergency  
D-Drill  
I-in  
T-the  
H-Home

P.A.S.S.  
P-Pull  
A-Aim  
S-Squeeze  
S-Spray  
(how to use the fire extinguisher)

S.M.A.R.T. Goals  
S-Simple, small, specific  
M-Measurable  
A-Action-filled, attainable  
R-Realistic, reasonable, relevant  
T-Timely

PSP Pin, Sew, Press

CAYGO Clean As You Go

## Welcome to the Profession

### Appendix C: 2007-08 Writing Team

AREA	AREA TEAM REPRESENTATIVE	SCHOOL DISTRICT
Capital District North	Mary Judith McCampbell	Waterford-Halfmoon CSD
Capital District South	Diane Babin	Schalmont Middle School
Central	Patricia Osetek	Oswego Middle School
Central	Kristie Tonkin	Oswego Middle School
Finger Lakes East	Eileen Cooley	Manchester-Shortsville CSD
Finger Lakes West	Mary Kay Ward	East Rochester Middle School
Hudson Valley Northeast	Marie Elliott	Dover Middle/High School
Hudson Valley Northwest	Elizabeth Levin	Catskill Middle School
Hudson Valley Northwest	June Wolfersteig	J. Watson Bailey Middle School
Hudson Valley Southwest	Denise McGraw	North Rockland High School
Hudson Valley West	Grace Wendland	Retired
Long Island East	Joanne Rizzo	Southold Jr. Sr. High School
Long Island West	Deborah Quick	Longwood Jr. High (Middle Island)
Mohawk Valley East	Deborah Hall	Cobleskill-Richmondville High School
Mohawk Valley West	Claudia M. Visalli	Retired
Mohawk Valley West	Irene Parish	Clinton Middle School
New York City	Gloria Tanderjian	Retired
North Country Central	Sue Lanning	H.C. Williams High School (Canton)
North Country East	Jane Kribs	Stafford Middle School
North Country West	Kathy Curtis	Thousand Islands School
North Country West	Kim Pierce	South Lewis Middle/High School
Southern Tier East	Ann Marie Stone	Retired
Southern Tier East	Nancy Denning	East Middle School (Binghamton)
Southern Tier Southeast	Mary MacNaught	Roxbury Central School
Western North	Cheryl Hurd	Buffalo Public Schools
Western North	Barbara Donahue	West Seneca West Middle School
Western South	Joyce Bush	Retired
State Co-Chair	Eleanor A. Sicluna	Albany High School
State Co-Chair	Sally Taibe	Warrensburg High School