Say Yes to FCS

Filling the FCS Educator Pipeline
# “Say Yes to FCS” Toolkit

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“Say Yes to FCS” Toolkit

DEVELOPING A PLAN

This toolkit is a compilation of information and resources to assist teachers, teacher educators, state supervisors, FCCLA chapter and state advisors to promote awareness of FCS as a profession, create their Say YES to FCS campaigns, and connect with the career readiness units in their programs and states.

It contains information about the recruitment initiative, branding, sample lessons and activities, info graphics, promotional video links, and ideas for using social media. You may choose to use the lessons and activities as developed or adapt them for your needs.

INITIATIVE BACKGROUND

Background on the Say Yes to FCS Educator Recruitment Campaign

Concern for the FCS educator shortage grew, not only because of professional experiences and felt needs, but with a growing body of research led by Carol Werhan and others. Werhan and colleagues have identified data collection issues at the local, state, and federal levels--issues which place significant limitations on what we know, and consequently, how to proceed in addressing the educator shortage.

Data gathered indicated that there were employment opportunities in 25 of 34 states. It was reported that there is a current or future shortage of FCS teachers, (Werhan, 2013). State supervisors report that districts say they would like to have kept a program open but had to close it because they could not find a teacher. We need to maintain the quality of instruction aligned with the National Standards and the broad field knowledge that our students receive through a university preparation program, which is being eroded by conditional or alternative certifications because of the shortage of trained instructors. Werhan and colleagues have documented the decline in FCS programs, educators, and students. These declines are a result of many things, including current education policy (e.g., academic/core focus), as well as issues pertaining to FCS missing from the Career Cluster model, as noted in prior discussions.

It was these findings and a consistent concern expressed by teachers, extension educators, and university teacher education professionals that led to the first Summit, "Say Yes to FCS: Filling the Family & Consumer Sciences Educator Pipeline," held at the 2015 AAFCS Conference, Jacksonville, FL. From this Summit, a few things were articulated:

1. a need for a clear and deliberate social media campaign;
2. a need for a toolkit of materials to support educator recruitment efforts across the country; and
3. a need to highlight promising practices.

We have NASAFACS and FCCLA to thank for the “Say Yes to FCS” slogan and logo. After the first Summit, it became clear that this slogan/logo theme (along with the original FCS branding) was necessary to brand the initiative, resulting in NASAFACS and FCCLA working with Learning Zone...
Express and others to create a variety of resources to support recruitment strategies which can be found on the NASAFACS website. Through the support of NASAFACS and other organizations, the branding for this recruitment initiative was embraced by all organizations involved.

Many FCS organizations play an instrumental role, by making resources (webinars, websites, social media, and staff) available to the steering committee. Resources reside on these sites:

- AAFCS
- FCCLA
- NATEFACS
- NASAFACS
- The Curriculum Center for FACS

The sites above contain a variety of materials to keep our colleagues and stakeholders informed about the various aspects of the initiative as it moves forward. One can find Werhan's research and other important references; social media campaign information; branding/logo files; user-friendly, edit-able materials; along with archived recordings of multiple webinars addressing FCS and Say Yes initiative. FCCLA has aligned their work with the Say Yes to FCS initiative, by providing background information and initiating the new Say Yes to FCS Education STAR event.

NATEFACS, publisher of the Journal of Family & Consumer Sciences Education, published two special issues related to the Say Yes to FCS national initiative, with articles highlighting promising practices (see special issue # 1 and special issue # 2). Since 2015, we have hosted a Summit each year at AAFCS, and hosted our fourth Summit, a post-AAFCS/pre-FCCLA conference, held in Atlanta, June 27, 2018--

It is important to note that the inspiration for the 2015 Summit emerged from a pre-conference meeting at ACTE Vision 2014, where we hosted a discussion among 50-60 colleagues. ACTE Vision has served as an important site to advance the Say Yes to FCS national educator recruitment campaign. In 2015, we provided a Summit Update (pre-conference); in 2016 Bergh and Meyers made a conference presentation highlighting lessons learned for other CTE professionals; and in 2017, Bergh, Duncan, and Gonzalez presented an update to further involve classroom teachers and the NATFACS organization and its members. This same trio will share additional recruitment strategies at ACTE Vision 2018.

The FCS Research Journal editors invited us to draft a manuscript on our collective work. Duncan, Werhan, & Bergh's article was published in the December 2017 issue: All Hands on Deck: Research Needed to Examine the Educator Shortage in Family & Consumer Sciences

We have hosted four webinars, targeting colleagues in various practice settings, highlighting multiple success stories—most recently featuring efforts of teachers and state administrators in Kentucky and Washington; of university recruitment initiatives at Purdue and Oklahoma State; and of efforts by USDA/NIFA to support post-secondary and extension recruitment efforts. We continue to build our collaboration—understanding that it takes a wide variety of professionals to address this systemic issue of FCS educator shortages. Since the inception of this initiative, numerous state, local and institutional
initiatives have emerged, some growing to national prominence. These collective accomplishments are noteworthy, as they are a window to our past dreams.

In addition to those mentioned previously, we have support from the following organizations: FCS Education Association; 4-H; National Extension Association of FCS; National Coalition for FCS Education; and the FCS Alliance. As the educator shortage extends beyond FCS, including many CTE disciplines, it would be great to add ACTE to this list! Given ACTE's interest in the overall CTE educator shortage, it could prove helpful to utilize ACTE's leverage to address the data collection issues at all levels.
BRANDING
Branding and promotion of a product is so important! Just consider the Nike Swish or when you are about to sneeze, you may ask someone for a Kleenex, not a “facial tissue.” You instantly recognize these brands and know what they represent. With Family and Consumer Sciences (FCS) and Family, Career and Community Leaders of America (FCCLA), branding is also important. Our communities need to be able to recognize our “product” through our branding. We all should use the same branding in order to establish who we are and what we represent.

Fortunately, we have specific branding guidelines for FCCLA and FCS so that we can use our brands in the best manner to advance our field. In the secondary school setting, both of these logos can and should be used together as FCCLA is the Career-Technical Student Organization for FCS.

Check out these resources for Family and Consumer Sciences in the FCS/AAFCS Co-Branding Toolkit. This Toolkit has information important for FCS branding in addition to information specifically related to the national professional organization for our profession, the American Association of Family and Consumer Sciences (AAFCS). A few items in this toolkit include:

- Branding Guidelines and all the information you need to use the FCS logo
- History of Family & Consumer Sciences
- Messaging elements for FCS and AAFCS

FCCLA has a wonderful FCCLA-Brand-PromoGuide. This Guide provides you with information to use when speaking to a group about FCCLA or promoting your FCCLA chapter. The following are just a few of the items within this guide:

- History of FCCLA
- Mission/Purpose/Creed
- National Programs and Competitive Events
- Branding Guidelines and all the information you need to use the FCCLA logo

Additionally, this guide provides you with wonderful resources for:

- Contacting and sharing with media
- Engaging with elected officials

When we all speak with the same voice and use our logos in a consistent manner, the communities in which we live and work will more likely recognize our brands.
Family, Career and Community Leaders of America is a nonprofit national career and technical student organization for young men and women in Family and Consumer Sciences education in public and private school through grade 12. Everyone is part of a family, and FCCLA is the only national Career and Technical Student Organization with preparing youth for careers and skills that support families. Since 1945, FCCLA members have been making a difference in their families, careers, and communities by addressing important personal, work, and societal issues through Family and Consumer Sciences education.

Today over 164,000 members in more than 5,300 chapters are active in a network of associations in 49 states, in addition to the Virgin Islands and Puerto Rico. Chapter projects focus on a variety of youth concerns, including teen pregnancy, parenting, family relationships, substance abuse, peer pressure, environment, nutrition and fitness, teen violence, and career exploration. Involvement in FCCLA offers members the opportunity to expand their leadership potential and develop skills for life -- planning, goal setting, problem solving, decision making, and interpersonal communication -- necessary in the home and workplace.

Click here to learn more about the impact of FCCLA

Click here to learn more about the benefits of integrating FCCLA into your Family and Consumer Sciences classroom

Click here to learn more about FCCLA basics
LESSONS AND ACTIVITIES

Many lessons and activities are available through the links provided in this document. A sampling of lessons and activities are gathered in this toolkit for use in your classrooms, for professional development with teachers, or for student led workshops.

   FCCLA Activities

   Design a FCS Career

   Roll Out My Future

   Say YES Digital Lock lesson
Say Yes to FCS
Lesson Plan

Topic:
Say Yes to FCS – What is Family and Consumer Sciences?

Grade Level:  7-12

Time Frame:  20 - 60 Minutes

Materials Needed:

Worksheets:
- Design a Family and Consumer Sciences Teacher
- Design an FCCLA Adviser
- Design a Family and Consumer Sciences Classroom
- Design a Family and Consumer Sciences Schedule
- Design a Family and Consumer Sciences Professional
- Extra lined paper as needed

Objective:
- Students will research what it is to be a Family and Consumer Sciences professional.
- Students will gain understanding of becoming a teacher, adviser or professional in the FCS field.
- Students will learn how to set up a FCS classroom and schedule.

Family and Consumer Sciences Standards:
Career, Community and Family Connections: 1.1.4, 1.1.6, 1.2.1, 1.2.2, 1.2.3, 1.2.5, 1.2.7, & 1.2.8

Instructions:
1. The five worksheets can be done by students as a set, or each can be done individually.
2. Student should follow directions on each worksheet to research the answers to questions.
3. Provide extra lined paper for answers as needed.

Follow Up Questions:
- What did you already know about FCS?
- What did you learn about FCS?
- How are FCS and FCCLA related?
- What skills do you need to be an FCS professional?
- What makes a good FCS professional?
Say Yes to FCS
Worksheet

Design a Family and Consumer Sciences Teacher

Student Directions: Congratulations, you are a Family and Consumer Sciences teacher! The best part is, you get to design your own success. For each item on the worksheet, research and record what it would look like if you were a FCS teacher.

Skill set: Design your teacher skill sets. Consider the skills you feel make a successful FCS educator and illustrate them in word bubbles or attire. Draw and color your skill sets on the figure and describe them.

College Education: Where would you get your FCS teaching degree? Research schools that offer Family and Consumer Science majors at: http://www.aafcs.org/sayyes/sayyes-educator/fcs-education-programs and choose one that interests you. Record your school of choice and why it appeals to you by drawing the school emblem on a piece of attire on your FCS professional.

Employment: Based on your college education, record where you want to live, what grade(s) you want to teach, and where you would want to be a teacher.

Income: Based on where you selected to live and teach, research middle, high school and Career and Technical Education (CTE) teachers at: https://www.bls.gov/ooh/ and record your starting salary here.
Design an FCCLA Adviser

Student Directions: Congratulations, you are a Family, Career and Community Leaders of America Adviser! The best part is, you get to design your own success. For each item on the worksheet, research and record what it would look like if you were an FCCLA Adviser.

Skill set: Design your teacher skill sets. Consider the skills you feel make a successful FCS educator and illustrate them in word bubbles or attire. Draw and color your skill sets on the figure and describe them.

Job Duties: Research FCCLA at: http://fcclainc.org/ and illustrate five programs or activities you would integrate into your classroom by drawing them in word bubbles or resources for your successful adviser.

Your Chapter: Come up with a creative way to grow your FCCLA chapter and draw a bulletin board to highlight your membership campaign.

State and National Conferences: Come up with a creative way to fundraise your way to events with your chapter members and create a toolkit for your adviser with these fundraising ideas.

Employment: Know that if you are an FCS educator, you can and should be an FCCLA Adviser. The two go hand in hand for the greatest of success.
Say Yes to FCS
Worksheet

Design a Family and Consumer Sciences Classroom

Student Directions: Congratulations, you are a Family and Consumer Sciences teacher! You now get to design your ideal FCS classroom. Based on what Family and Consumer Sciences teachers do, found at: [http://www.aafcs.org/sayyes/sayyes-educator/career-info](http://www.aafcs.org/sayyes/sayyes-educator/career-info) Design your ideal classroom on the graph paper below. Design elements and symbol information can be found at: [http://www.houseplanshelper.com/floor-plan-symbols.html](http://www.houseplanshelper.com/floor-plan-symbols.html) Points awarded for creativity, color, and thoughtful design.

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What classes will you teach in this room?

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What do you need in your classroom to teach your classes?

---

Family, Career and Community Leaders of America
1910 Association Drive Reston, VA 20191 | 703-476-4900 | www.fcclainc.org

Reproducible Handout | Page 4/6
**Say Yes to FCS Worksheet**

**Design a Family and Consumer Sciences Teaching Schedule**

**Student Directions:** Congratulations, you are a Family and Consumer Sciences teacher! The best part is, you get to design your class schedule! You can find information about courses taught in FCS at: http://www.nasafacs.org/national-standards-and-competencies.html

Below are the four Career pathways aligned with Family and Consumer Sciences, for each one record five careers that fall into that pathway and at least one class a Family and Consumer Sciences teacher would provide that matches those careers. In the last box list two-three skills needed for the careers listed. More information about career pathways can be found at: http://fcclainc.org/documents/CareerExplorationOnePager.pdf

<table>
<thead>
<tr>
<th>Career Pathway</th>
<th>Human Services</th>
<th>Education and Training</th>
<th>Visual Arts and Design</th>
<th>Hospitality and Tourism</th>
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<tbody>
<tr>
<td>Careers</td>
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<td>FCS Classes</td>
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<tr>
<td>Skills</td>
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</tbody>
</table>

What grades do you want to teach and why?

________________________________________________________________________

Based on your chart, what classes would you like to teach and why? Choose three.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Design a Family and Consumer Sciences Professional

Student Directions: Congratulations, you are a Family and Consumer Sciences professional! The best part is, you get to design your own success. For each item on the worksheet, research and record what it would look like if you were a FCS professional.

Skill set: Design your teacher skill sets. Consider the skills you feel make a successful FCS educator and illustrate them in word bubbles or attire. Draw and color your skill sets on the figure and describe them.

What field do you work in? Learn more about FCS and careers at: https://www.aafcs.org/careers/all-careers/fcs
Job descriptions and duties at: https://www.bls.gov/ooh/
Extension agents at: https://www.agcareers.com/career-profiles/extension-agent.cfm

Based on this information, what FCS professional career is most interesting to you and why?

College Education: Where did you get your degree?
Research schools that offer Family and Consumer Science majors at: http://www.aafcs.org/sayyes/sayyes-educator/fcs-education-programs and choose one that interests you and offers the field of study of which you are interested. Record your school of choice and why it appeals to you by drawing the school emblem on a piece of attire on your FCS professional.

Employment: Based on your college education, where will you live and what do you do for work?

Income: Record your starting salary information found on links provided above:
Say Yes to FCS Lesson Plan

**Objective:**
Students will research, compare and analyze potential future career pathways and lifestyles based on chance.

**Family and Consumer Sciences Standards:**
Career, Community and Family Connections: 1.1.3, 1.1.4, 1.3.1, 1.1.6, & 1.2.5

**Instructions:**
1. Provide each student a “Roll out my Future” worksheet and a die template.
2. Die can be cut and pasted ahead of time, or real die can be used as well.
3. Students will have to roll the die to find their future in each category.
4. Once they have something for each area selected, they will have to answer the reflection questions based on their results.
5. Go over answers and results after as a group or individually.

**Follow Up Questions:**
- How realistic is it to have your future based on chance?
- How realistic are your future goals?
- What outcomes did you like and what did you not like?
- How can you insure your future is not based on chance?

**Notes:**

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Reproducible Handout | Page 1/5
**Say Yes to FCS Worksheet**

**Student Directions:** For each category in the boxes below, roll the die to determine what your final outcome will be. Roll the die and cross out the number that is rolled. For example, in the housing category, if you roll a two, you would cross out the word “mansion.” Continue rolling until you have rolled the die enough times to have only one option remaining. This will be your final outcome for each category. Circle your final outcome in each category, then answer the reflection questions.

### Housing
1. Condominium - $900 per mo.
2. Mansion - $5000 per mo.
3. Apartment - $600 per mo.
4. Ranch - $5000 per mo.
5. Camp Trailer - $100 per mo.
6. House - $1500 per mo.

### Family
1. Divorced
2. Single
3. Married
4. Engaged
5. Live with Parents
6. Dating

### GPA
1. 4.0
2. Less than 2.0
3. 2.5
4. 3.5
5. 3.0
6. 2.0

### Transportation
1. Car (cost = $300 per mo.)
2. Bike (cost = $0 per mo.)
3. Walking (cost = $0 per mo.)
4. Bus (cost = $20 per mo.)
5. Parents (cost = $50 per mo.)
6. Taxi (cost = $500 per mo.)

### Financial
1. Full-time job
2. In debt
3. Financially secure
4. No job
5. Financial Aid
6. Bankrupt

### Education Level
1. Associates Degree - $3000 per mo.
2. No High School Diploma - $800 per mo.
3. GED - $1000 per mo.
4. Graduate/Masters - $6000 per mo.
5. High School Graduate - $1800 per mo.
6. Bachelor’s Degree - $4000 per mo.

### Career Pathway
1. Human Services
2. Education and Training
3. Visual Arts and Design
4. Hospitality and Tourism
5 & 6 - roll again

### Children
1. 0
2. 1
3. 2
4. 3
5. 2 Step Children
6. 1 Adopted Child

---

Family, Career and Community Leaders of America
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Reproducible Handout | Page 2/5
Say Yes to FCS
Worksheet

NAME: ____________________________

Reflection Questions:

1. Can you afford your housing option based on your education level? Why/why not?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Does your GPA accurately match your education level? Why/why not?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Does your financial status match your education level? Why/why not?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. Based on your financial status what do you think your credit score is?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

5. Are you comfortable with your family status and number of children? Why/why not?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Say Yes to FCS
Worksheet

NAME: _______________________

6. What career would most interest you in your career pathway?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

7. If your education level was #1 Associates degree, what options could you realistically have in all other categories:
   a. Housing _________________________
   b. Family ___________________________
   c. GPA _____________________________
   d. Financial _________________________
   e. Transportation ____________________
   f. Career Pathway __________________
   g. Children _________________________

8. What would be an ideal choice (goal) for you in each category?
   a. Housing _________________________
   b. Family ___________________________
   c. GPA _____________________________
   d. Financial _________________________
   e. Transportation ____________________
   f. Career Pathway __________________
   g. Children _________________________

9. What steps do you need to take to reach your goal in each category?
   a. Housing _________________________
   b. Family ___________________________
   c. GPA _____________________________
   d. Financial _________________________
   e. Transportation ____________________
   f. Career Pathway __________________
   g. Children _________________________
Say Yes to FCS
Worksheet

Directions:
Cut this out, fold and paste to create your die.
Objective:
Students will research and learn about Family and Consumer Sciences and the career opportunities highlighted through the Say Yes to FCS campaign.

Family and Consumer Sciences Standards:
Career, Community and Family Connections: 1.1.1, 1.1.3, 1.1.4, 1.2.1, 1.2.4, 1.2.8, & 1.3.1

Instructions:
1. Lock can be done by individual students or in groups, as long as each student has an internet connected device.
2. Provide the link to the lock and see who completes it first.
3. Students will have to click on links within the lock page to find answers.
4. Only exact answers will solve the lock

Follow Up Questions:
• What is Family and Consumer Sciences?
• What are the benefits to saying Yes to FCS?

Notes:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Go to goo.gl/VTNoxb
# LESSON PLAN: SAY YES TO FACS

**OBJECTIVE:** To encourage students to examine potential careers in family and consume sciences.

National standard: 1.2.1 Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career.

<table>
<thead>
<tr>
<th>Time needed</th>
<th>Content</th>
<th>Activity</th>
<th>Supplies</th>
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<tbody>
<tr>
<td>2 minutes</td>
<td>Introduction</td>
<td>Introduce the need for FACS educators and background on Say Yes to FACS campaign</td>
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<tr>
<td>5 minutes</td>
<td>Myth Busters</td>
<td>Myths</td>
<td>Orally Review Myths of FACS Generate more examples</td>
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<td></td>
<td>Myths about Facs</td>
<td>Discuss the myths listed at the bottom and discuss why these myths are not true.</td>
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<tr>
<td></td>
<td></td>
<td>Myth: “FACS is an easy class to take.”</td>
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<tr>
<td></td>
<td></td>
<td>Myth: “FACS is just a cooking and sewing class.”</td>
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<td></td>
<td></td>
<td>Myth: “Not any colleges offer FACS programs”</td>
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<td></td>
<td></td>
<td>Myth: “College is too expensive”</td>
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<td></td>
<td></td>
<td>Myth: “You won’t be able to find a job in FACS Edu.”</td>
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<td></td>
<td></td>
<td>Myth: “This is not academically rigorous”</td>
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<td></td>
<td></td>
<td>Myth: “I won’t use these skills in my daily life”</td>
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<tr>
<td>15 minutes</td>
<td>FACS CAREERS</td>
<td>Facs careers headband activity Discussion Questions:</td>
<td>Career cards Rubber bands</td>
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<tr>
<td></td>
<td></td>
<td>What kind of careers did you see?</td>
<td></td>
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<td></td>
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<td>Were some careers difficult to guess?</td>
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<td>Were there any careers you didn’t realize were classified as a FACS career?</td>
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<td></td>
<td>Did you see in careers that appealed to you?</td>
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<td></td>
<td></td>
<td>Do you know anyone with these careers?</td>
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<tr>
<td>Time</td>
<td>Activity</td>
<td>Discussions</td>
<td>Cardstock and markers</td>
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<td>---------------------------------------------------------------------------</td>
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<tr>
<td>15 minutes</td>
<td><strong>Salary is Right!”-Activity</strong></td>
<td><strong>Salary cards and careers</strong></td>
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<tr>
<td></td>
<td>1. Human Services Caseworker</td>
<td>1. What are the attributes of persons in FACS careers?</td>
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<tr>
<td></td>
<td>2. Customer Service Representative</td>
<td>2. What attracts students to want to be in these careers?</td>
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<td></td>
<td>3. Early Childhood Director</td>
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<td></td>
<td>4. Teacher Educator</td>
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<tr>
<td></td>
<td>5. Fabric Buyer</td>
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<td>6. Hotel Manager</td>
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<td>7. Dietician</td>
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<td>8. Social Worker</td>
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<tr>
<td>10 minutes</td>
<td><strong>Attributes of a FACS Professional</strong></td>
<td><strong>Discussion:</strong> What are the attributes of persons in FACS careers?</td>
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<td>2. What attracts students to want to be in these careers?</td>
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<tr>
<td>10 minutes</td>
<td><strong>Design a positive message for FACS Bumper sticker</strong></td>
<td><strong>What are positive messages?</strong></td>
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<tr>
<td>10 minutes</td>
<td><strong>Public Relations</strong></td>
<td><strong>Review possible PR opportunities, Dates for national efforts.</strong></td>
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<td>2. Write a blog or respond to a media story.</td>
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<td>3. Develop a plan or write an article for a newspaper or blog</td>
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<tr>
<td>1 minute</td>
<td><strong>Wrap up</strong></td>
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*Lesson plan and workshop plans developed by MN FCCLA Executive Council- July 2015*
“Say Yes to FACS” Lesson Plan- *Script*

*This lesson plan starts as a scripted conversation by three students.*

**INTRODUCTION**

**Student # 1:** Hey, I think we should skip FACS class today.

**Student # 2:** I think so too, we never learn anything there anyways.

**Student # 3:** Oh that is sooo not true! Have you ever heard that before about FACS classes? At the bottom of your handout, there are 7 myths about FACS classes?

**ACTIVITY 1:** *Family and Consumer Sciences Mythbusters*! Supplies needed the mythbusters handout

Please find six people around you, yes six! In your groups, discuss the myths listed at the bottom and discuss why these myths are not true. Practice being Family and Consumer Sciences Mythbusters!

You have five minutes to discuss starting now.

**Student # 1:** Group one, what is one myth you discussed and why is it not true? *(Discuss)*

**Student # 2** Can you all see how these myths just are not true?

Just to review “FACS” or “FCS,” stands for Family and Consumer Sciences. Students often think that “FACS” classes are easy or not academically rigorous, but we all know that FACS classes teach math, science and communication skills that apply to everyday living.

**Student # 3** Another Family and Consumer Science myth is that they only teach us “cooking and sewing.” That is simply not true. You learn a wide variety of skills in a FACS classroom. For example, human development, personal and family finance, housing and interior design, food science, nutrition and wellness, textiles and apparel, and consumer issues.

Family and consumer sciences has a comprehensive body of skills, research and knowledge. FACS helps students make informed decisions about their well-being, relationships and resources to achieve an optimal quality of life. There are 16 career clusters that are classified under 6 categories.

**Student # 1** Take a look at the diagram on your handout. Family and Consumer Sciences falls under each of the categories, and 7 of the career clusters. Whoa!!


Last year, in 25 of 34 states it is reported that there is a current or future shortage of FCS teachers, (Werhan, 2013). Many states had more Family and Consumer Sciences teacher job openings than their University teacher programs had FACS teacher graduates. If we want to keep FACS programs in school, we need to encourage students to consider a career as a FACS Teacher. A FACS teacher falls under Human Services.

Now let’s say you really, really, really love FACS classes. We know you do!! There is a myth that colleges don’t offer it as a field of study, but that is wrong. There are plenty of colleges that have FACS Programs.

The opportunities with a Family and Consumer Science degree are endless. Nutritional Consultants, Child Care Directors, Interior Designer and Hospitality Managers often have a Family and Consumer Science Degrees.

**ACTIVITY 2: FACS Career Headband Activity Supplies needed:** 36 Large Rubber Bands & Pre-Made Career Cards

We would like to welcome you to our “Say Yes to FACS” training today and we would like to introduce you to some careers that you might find interesting. These careers are often held by employees that have a Family and Consumer Science degree and/or background.

Student # 1 is passing out large rubber bands and Student # 2 is passing out some career cards. Do not look at your career card! You might need to ask a neighbor for help, but we want you to place your career card on your forehead and secure it in place with a large rubber band. Ask your neighbor if they can read your card?

Each card has a Family and Consumer Science career on it that you will learn more about later in this training.

You are to get up and walk around the room, ask others questions about your assigned career. Only ask yes or no questions. For example- “Does my career work with kids?” Continue to ask questions until you have correctly guessed your assigned career.

Okay- Let’s get started!

*Give students 5- 10 minutes for activity.*

Did everyone correctly identify their assigned career?

**Discussion Questions:**
- What kind of careers did you see?
- Were some careers difficult to guess?
- Were there any careers you didn’t realize were classified as a FACS career?
- Did you see any careers that appealed to you?
- Do you know anyone with these careers?
Great now we are going to learn a little bit more about Family and Consumer Science careers and salaries in our next activity. The “Salary is Right!”

ACTIVITY 3: The “Salary is Right!”-Activity

This activity requires 5 volunteers to hold up possible salaries of careers.

Student # 2: Welcome to the salary is right game show!! First, we need 5 volunteers from our training audience. Would five volunteers please come forward.

These volunteers will be holding various yearly salary amounts. We need one more volunteer to be our contestant. This contestant will be given a specific Family and Consumer Science career with multiple annual salaries. Each contestant will attempt to guess the average annual salary of a worker in the selected career field.

Now that you know how the game is played, you the training audience are encouraged to voice your salary choice to assist our contestant. Feel free to shout our words like more, less, or stop. Once the contestant makes their final decision by standing next to the salary of their choice, we will see whether they are correct or not. If the contestant’s “Salary is Right,” they will win a prize.

We will play 10 rounds and the salary amounts will change with each round played, so let’s begin our first round.

DATA from MINNESOPTA in 2015 May need to adjust for your state and 2018

I. Human Services Caseworker
   • Determined if people qualify for financial health or food benefits
   • Can work at schools, homeless shelters, food banks, and prisons
   • Need high school diploma or GED, on the job training

Does a Human Services Caseworker make?
   • $25,625 per year
   • $31,180 per year
   • $38,244 per year
   • $45,800 per year

Correct Answer: The average Human Services Caseworker makes $31,180.00 per year!

II. Customer Service Representative
- works to solve customer complaints
- associate's or bachelor's degree
- works in banks, utility companies, and department stores

How much do you think a Customer Service Representative make per year?
- $27,900 per year
- $32,032 per year
- $35,150 per year
- $39,705 per year

Correct Answer: The average Customer Service Representative makes $35,150.00

III. Early Childhood Director
- assesses children's development
- reports to parents on child’s progress
- bachelors degree
- designs own curriculum

How much does the average Early Childhood Director earn per year?
- $35,500 per year
- $39,614 per year
- $43,875 per year
- $56,902 per year

Correct Answer: The average Early Childhood Director makes $43,875 per year?

IV. Teacher Educator (High School Teachers)
- High School, At least a bachelor's degree, approved teaching training program, student teacher internship, state licensing exam
- teach a variety of subjects
- responsible for classroom management

How much does the average High School Teacher Educator earn per year?
- $32,800 per year
- $41,444 per year
- $50,110 per year
- $57,680 per year

Correct Answer: The average high school teacher educator makes $57,680 per year

V. Fabric Buyer (Buyers and purchasing agents)
• Try to buy the best products at the lowest prices for businesses
• Bachelors degree in business, econ, and purchasing
• Usually research suppliers before buying any goods, review history and quality of goods
• travel to make purchases

How much does the average Fabric Buyer make per year?
• $65,690 per year
• $75,990 per year
• $80,000 per year
• $115,100 per year

Correct Answer: The average Fabric Buyer/ Purchasing Agents make $65,690

VI. Hotel Manager
• oversee business operation
• two or four year degree in hotel/motel management
• interview, hire, and train new staff
• Technological manufacture representative  90,250
• high school, bachelor's degree in engineering or technology
• sell products to manufacturers, businesses, and others
• spend a lot of time traveling

How much does the average Hotel Manager earn per year?
• $33,960 per year
• $39,851 per year
• $42,700 per year
• $45,890 per year

Correct Answer: The average Hotel Manager earns $45,890

VII. Nutritionist (dietician)
• at least a bachelor's degree in dietetics food and nutrition or food management
• plan diets and educate people on eating healthy foods
• explain nutritional issues and create meal plans

How much does the average nutritionist/ dietician make per year?
• $42,900 per year
• $48,357 per year
• $56,470 per year
• $71,800 per year

Correct Answer: The average Nutritionist/ Dietitian $56,470
VIII. Social worker
- Helps people manage social, financial, and health problems
- Bachelors degree
- Work with clients, families, and other social workers

How much does the average Social Worker earn per year?
- $39,877 per year
- $49,660 per year
- $59,390 per year
- $69,111 per year

**Correct Answer:** The average social worker makes $59,390

**Student #3**
Thanks for playing the “The Salary is Right” with us today!

How well did we guess the salaries?

**Discussion Questions**
Which careers earned the highest salaries?
Were you surprised by any of the salaries we reviewed today?
Do you look at these careers differently now that you know their average salaries?
How many of you were interested in one or more of the careers we discussed today?

**Activity 4: PR Messages about FACS - Design a Bumper Sticker**

**Student #2:** So what kind of messages can FACS teachers say that would interest potential students to become interested in this field of study?
Develop a bumper sticker that would tell the FACS ED story….

**Resources** to accompany the activities above

**Activity #1** [Link to the handout]
What is FACS?

- Family and Consumer Sciences (FCS or FACS) is the comprehensive body of skills, research, and knowledge that helps people make informed decisions about their well-being, relationships, and resources to achieve optimal quality of life.

Myth: “FACS is an easy class to take.”
Myth: “FACS is just a cooking and sewing class.”
Myth: “Not any colleges offer FACS programs”
Myth: “College is too expensive”
Myth: “You wont be able to find a job in FACS Edu.”
Myth: “This is not academically rigorous”
Myth: “I wont use these skills in my daily life”
Activity #2 Headband Cards

Food Critic

Hotel Manager

Chef

Interior Designer
Visual Merchandiser

Child Care Worker

Cookbook/Food Magazine Editor

Social Worker
Family & Consumer Science Teacher
Restaurant Manager

Restaurant District Manager
School Counselor
Sports Nutritionist

Fitness Club Owner/Manager

Travel Agent

Event Planner
Fashion Designer  Furniture Designer

Facilities Design Manager  Historic Preservationist and Planner
Costume Designer

Textile Production Specialist

Human Resources Manager

Retail Buyer
Hotel Administrator
Resort and Spa Manager

Bed & Breakfast Owner
Caterer
Food Service Director

Cruise Director

Elementary School Teacher

Head Start Program Director
Geriatric Nurse

Youth Services Caseworker

Child and Family Advocate

Family Life Educator
Human Services
Caseworker
Activity 3 Salary cards (Data from Minnesota in 2015 You may choose to update the salaries for your state and 2018)

Human Services Caseworker
$25,625 per year
$31,180 per year
$38,244 per year
$45,800 per year
Customer Service Representative
$27,900 per year
$32,032 per year
$35,150 per year
$39,705 per year
Early Childhood Director
$35,500 per year
$39,614 per year
$43,875 per year
$56,902 per year
Teacher
Educator
(High School)
$32,800 per year
$41,444 per year
$50,110
per
year
$57,680 per year
Fabric Buyer
$65,690 per year
$75,990 per year
$80,000 per year
$115,100 per year
Hotel Manager
$33,960 per year
$39,851 per year
$42,700 per year
$45,890 per year
Nutritionist/
Dietitian
$42,900 per year
$48,357 per year
$56,470 per year
$71,800 per year
Social Worker
$39,877 per year
$49,660 per year
$59,390 per year
$69,111 per year
INDIANA LESSON PLAN

This lesson includes a PowerPoint. The link is provided below. You may need to edit it for your state.

family and Consumer Sciences Teacher Recruitment

Sample Lesson Plan for all FACS courses

Common Core State Standards: ELA- Science and Technical Subjects

CCSS.ELA-LITERACY.RST.11-12.7
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Content Literacy Standards: (All FCS courses have a standard related to careers and this lesson would relate to that specific standard for the course being taught) INDIANA SPECIFIC

9-10.LST.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question), test a hypothesis, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

11-12.LST.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question), test a hypothesis, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

Objective: Students will be able to…

• Analyze job availability in Family and Consumer Sciences Education and Related Careers
• Summarize research information about degree programs in Family and Consumer Sciences Education and Related Careers
• Create a plan for applying to Family and Consumer Sciences Education and Related Careers degree programs

Introduction of Topic: Start PPT

Slide 2-Introduce the activity by asking questions related to student interest (slide 2). Give the following directions: If you want to answer yes to a question, please stand up and quickly find another student saying yes and give them a high five then sit down for the next question…

Slide 3-Highlight the hashtag so we can start generating social media activity on this campaign. (You will need to create your own Hashtag)
**Slide 4** - Define Family and Consumer Sciences and include your personal reason for your passion for the profession.

**Slide 5** - Share the information about the job market. Encourage them to discuss all the job availability with their parents.

**Activity:** *If time allows*

**Slide 6** - Review the Universities on the following link [university map](#).

**Activity:** Break students into groups and assign each group a university. Ask each group to research the website of the assigned university (if you are near the state line you may want to include some other nearby universities or you may want to include other universities that offer courses in related to careers in the course you are teaching).

One to One schools:

From the information, ask each group to create an online poster with edu.glogster.com and share with the class highlighting the major points and interesting facts of the university.

**Alternative:**

Ask each group to make a collage or poster representing the major highlights and interesting facts about the university.

**Items to include:**

- Location
- Enrollment numbers
- Tuition Costs
- Scholarship Opportunities
- Mascot
- School Colors
- College where FACS education is located
- Important statistics
- Etc.

**Follow-up and Conclusion:**

**Slide 7:** Please include important contact information for your state’s recruitment information. Have students complete the survey at the following link [bit.ly/sayyesfcs](#). This is an important step in helping to reach students with critical recruitment information and show the Universities there is interest in the profession. *(THIS IS FOR INDIANA BUT ASK YOUR STATE TO ADAPT)*

**Slide 8:** Explain the connection between Indiana FCCLA and FACS Education.

**Slide 9-10:** Share contact information for social media networks for FCCLA and FACS.

Here is a copy of the slides you will find on the power point.

*Items with this marking need to be updated for each state.*
YOUR FUTURE

DID YOU ANSWER YES TO ANY OF THESE QUESTIONS?
- Do you like helping others?
- Do you like working with young children?
- Are you interested in nutrition?
- Do you stay up to date on the latest trends in Fashion?
- Do you watch TV or design shows?
- Are you interested in Culinary Arts?
- Is your favorite class a Family and Consumer Sciences class?

#sayyesofcs

ALL OF THE QUESTIONS HAVE ONE THING IN COMMON....

- They describe the job of a Family and Consumer Sciences teacher.

WHAT IS FAMILY AND CONSUMER SCIENCES

At A family and Consumer Sciences teacher, you have the opportunity to make a positive impact on your student's lives through education that enables students to explore the world of work and prepare for success in today's world. It is an exciting time to be a teacher because family and consumer sciences, also known as FCS, enhances students' lives as they develop knowledge and skills in food management, nutrition, family relationships, interior design, personal financial management, career planning, personal development, work readiness, and human services.

FAMILY & CONSUMER SCIENCES
Creating Healthy & Sustainable Families

IF I CHOOSE FACS, CAN I GET A JOB?

- Family and Consumer Sciences is experiencing a shortage of qualified candidates for the jobs available.
- **Placement** at 100% in Indiana for candidates.
- In 2010-2011, Indiana had over 100 FCS teaching openings and lost more than 20 candidates to fill the positions.
- According to this article, "10 Must-Dos for Landing a Job," by Kendra Eggert, Family and Consumer Sciences degrees rank in the top 10 best degrees for finding a job.

WHERE CAN I GO TO SCHOOL?

- Include your local and state schools or the following link:
  - http://www.indianaheartland.com/pwp/indianaregional/10/0/1/0/fcs

Indiana FCCLA offers a scholarship for a student pursuing a degree in FCS.

WHO CAN I CONTACT?

- State contact for FCS Teacher Recruitment should go here
- Include a google form for students to complete to receive more recruitment information

Color Your World with FCCLA

INCLUDE FACEBOOK PAGE

INCLUDE TWITTER CONTACT

YOUR FUTURE
Strategies for Recruiting
Family and Consumer Sciences Teachers

Strategy 1: Top Ten Reasons to Become a Family and Consumer Sciences Teacher

Prepare in advance ten index cards listing the top ten reasons to become a Family and Consumer Sciences teacher. The following reasons are suggestions (individual teachers may have others).

#10 – There will never be a dull moment in your career.
#9  – There will be travel with great people.
#8  – The ability to teach a vast array of courses of interest to students provides job security.
#7  – You will probably be someone’s favorite teacher.
#6  – You will be the envy of other teachers and professions.
#5  – The networking opportunities are amazing.
#4  – You will receive a great paycheck for your efforts.
#3  – You will get to sponsor FCCLA or other Career and Technical Student Organizations and watch those students lead and mature.
#2  – There are jobs available when you graduate. No Waiting!
#1  – It will be the best decision you ever made in your life.

As students come into the room for class, randomly distribute the index cards to them and ask them to stand up and shout the reason on their card when the number is announced. Ask students if they have ever thought of becoming a Family and Consumer Sciences teacher. Lead students to discuss their answer. Point out to students what you do on a daily basis as a Family and Consumer Sciences teacher and some of the rewards as you see them. Start the countdown of the top ten reasons to become a Family and Consumer Sciences teacher, and when you say a number (starting with 10), have students stand up and say, with enthusiasm, what is on their index card. Lead students to discuss each of the statements.
Strategy 2: - What Would I Teach as a Family and Consumer Sciences Teacher?

Provide students with a list and descriptions of the Family and Consumer Sciences courses offered in your school/state. Have each student choose three courses they would want to teach if he/she were a Family and Consumer Sciences teacher. Distribute the teaching aid What Would I Teach as a Family and Consumer Sciences Teacher and have students complete it individually. Have student volunteers share their answers with the class.

Strategy 3: - Who Is Ellen Swallow Richards?

Distribute the teaching aid Who Is Ellen Swallow Richards? Instruct students to formulate three questions they would like to know about this individual and her importance to Family and Consumer Sciences. Instruct students to use the Internet or print resources to locate information about this individual in order to complete the teaching aid. Have students share their information. Lead students to discuss the history of Family and Consumer Sciences as a discipline and its importance to the lives of individuals.

Strategy 4 – Career Profile

Most of the courses we teach dealing with child development, nutrition, fashion, money management, or design have a career component as part of the curriculum. When teaching the career component, we often have students research various careers in the subject matter area we are addressing. It is good teaching practice to offer a sample for the students of what the research product should address. Use the teaching Career Profile to create a sample Family and Consumer Sciences Teacher profile to show students. Talk about each of the criteria and its importance to the complete profile. Play up the salary, availability of jobs, and benefits of becoming a teacher.
What Would I Teach As A Family and Consumer Sciences Teacher?

List below the three Family and Consumer Sciences courses you would most like to teach and explain why you would like to teach these courses.

1.

2.

3.

What important information would you teach in each of the three courses listed above? Explain why.

1.

2.

3.

How would you incorporate FCCLA or other Career and Technical Student Organizations into the three courses above? Why?

1.

2.

3.
Who Is Ellen Swallow Richards?

What are three questions you have about this person?

1.
2.
3.

Do your research:

<table>
<thead>
<tr>
<th>Why is this individual important in family and consumer sciences?</th>
<th>What contributions did this individual make to the family and consumer sciences profession?</th>
<th>What is other important information about this individual.</th>
</tr>
</thead>
</table>

List answers to your original three questions.

1.
2.
3.

How is Family and Consumer Sciences today similar to the discipline in Ellen Swallow Richards’ time? Different?

*Teaching aid adapted from History Detective created by Blair Barkley, Community HS, TX*
Career Profiles

**Directions:** For each of the occupations selected from the career clusters programs of study, find and record the following information. You may want to use Career onestop as a research tool.

- Job/Occupation title
- Brief description of the job
- Education/training requirements
- State and national median wages
- State and national employment trends
- Rewards of the job
- Knowledge elements required (at least 3)
- Skills required (at least 3)
- Abilities required (at least 3)
- Job/Occupation specific tasks (at least 3)
- Generalized work activities (at least 3)

**Directions for using [www.careeronestop.org](http://www.careeronestop.org)**

- Select *Explore Careers* link
- Select the *Browse* link under the *Occupations* heading
- Enter the occupation title in the *Keyword Search* box
AAFCS Social Media Toolkit

Use the power of social media to convey a consistent and compelling message!

Components:

1. **Follow the Graphic Standards Guidelines** – [Click here to download](#)

2. **Campaign Hashtag:**
   The social media campaign will be most influential if the common #SayYestoFCS hashtag is used by ALL participants across all family and consumer sciences educator recruitment campaigns, programs, and organizations…creating volume and impact through unified messaging. The hashtag for the field is #FamilyConsumerSciences.

3. **Social Media Platforms**
   The campaign tracks and posts on a number of social media sites you see listed here, but you are not limited to these!

4. **Social Media Tips:**

   - The social media campaign highlights a different aspect of family and consumer sciences education each month, all focused on recognizing the importance of family and consumer sciences educators and programs.

   - For the campaign to be successful, your participation, your engagement of program participants (who reach out to peers) and colleagues (who then involve their colleagues, program participants, and peers), and other advocates are critical.

   - Social media campaign themes and sample strategies will be generic for use regardless of program type, youth organization, or content focus…allowing application as appropriate within all family and consumer sciences education levels and settings. Broad involvement of educators, current and former program participants, advocates, and their tiered social media networks is critical for impact. PASS IT ON!
• Social media posts will be most effective in promoting educator recruitment if
  o youth (and their network of peers) become involved,
  o the posts (messages) and images (photos) positively portray FCS students and programs and the important academic and technical skills that are taught;
  o the dynamic, exciting, and valued nature of family and consumer sciences education programs and youth organizations are emphasized, AND
  o the importance of family and consumer sciences educators is underscored.

• Social media posts are much more likely to be shared and liked when you have included a photo or video with them—we encourage you to take photos and record brief videos to support the theme of each month. They can be done in advance and then all you have to do is post them when we get to that topic.

• Prepare your text in advance to make sure it fits within the word limit for the social media site to which you are posting (140 characters on Twitter and 400 on Facebook).

• When you’re writing your posts, think about what information would be most interesting and engaging to the audience you want to reach and then convey that information in a very concise way (no extra details).

• When participating in this campaign, you will be seen as “the face of the family and consumer sciences field”—remember to put your best foot forward and keep the tone positive and professional.

• The campaign is designed for multi-tiered participation to expand the involvement and reach: Family and consumer sciences professionals and advocates as well as those involved in family and consumer sciences educational programs (secondary, post-secondary, and Extension) and youth organizations.

• The campaign is designed to prompt social media posts that highlight compelling activities and outcomes positively reflecting on family and consumer sciences education programs and youth organizations, thus positively reflecting on family and consumer sciences educators…and hopefully making someone want to be one!
5. **Downloadable Graphics** – [Click here to download]

**Social Media Profile Graphics** – Update your social medial profile image.

- **Say Yes to FCS**
- **Future EDUCATOR**
- **Proud EDUCATOR**
- **Proud ADVOCATE**

**Filling the FCS Educator Pipeline**

#SayYesToFCS
6. **Social Media Content Calendar**: Use the monthly themes to plan our messages and posts. Examples and sample messages/posts are provided. Additional samples and social media resources available online.

<table>
<thead>
<tr>
<th>Month</th>
<th>Theme</th>
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</thead>
<tbody>
<tr>
<td>January</td>
<td>Resolving to Build Better Futures</td>
</tr>
</tbody>
</table>
| February | Making a Difference Through Family & Consumer Sciences  
FCS Educator Day  
February 13, 2019  
(Wednesday of FCCLA Week) |
| March   | A Perfect Pair: STEM and Family & Consumer Sciences                 |
| April   | Family & Consumer Sciences is HOT  
(focus on Higher Order Thinking)                                      |
| May     | Cultivating Great Leaders                                           |
| June    | The Power of Peer Education and Mentoring                           |
| July    | Building Intergenerational Connections                              |
| August  | Family & Consumer Sciences in High Gear with High-Tech Tools        |
| September | Why Belong  
(benefits of participating in youth organizations) |
| October | Speaking Out for Family & Consumer Sciences                         |
| November | FCS + Teamwork = A Formula for Success                             |
| December | Strengthening Families & Communities  
FCS Day  
December 3 |
• **January: Resolving to Build Better Futures**
  o Encourage more commitments to recruit and become family and consumer sciences educators through Twitter and Facebook.
  o Encourage and highlight commitments from prospective family and consumer sciences educators.
  o Organization participants share FCS-related resolutions (ways they want to use knowledge and skills learned to help themselves, their families, and their communities).
  o Educators share Family and Consumer Sciences Education infographic on the teacher shortage

• **February: Making a Difference through Family & Consumer Sciences (Family & Consumer Sciences Educator Day)**
  o Participate in national/state/local activities promoting the value and importance of family and consumer sciences education.
  o Share photos of program participants engaged in FCS-related activities with brief explanation.
  o Remind family and consumer sciences educators, future educators, and supporters to change their profiles.
  o Engage program alumni in identifying how family and consumer sciences experiences resulted in them being more effective in adult, family, career and community roles.
  o Promote success in securing school/city/state/national proclamations recognizing the value and impact of family and consumer sciences and its educators.

• **March: A Perfect Pair: STEM and Family & Consumer Sciences**
  o Showcase involvement in activities emphasizing linkages between family and consumer sciences and STEM.
  o Program participants and alumni share testimonials, photos, and videos validating contributions of STEM-supported activities in family and consumer sciences.
  o Engage program participants in "Now I get it..." posts emphasizing how the family and consumer sciences "real life" content facilitates the development of STEM competencies.

• **April: Family & Consumer Sciences is HOT (focus on higher order thinking skills) and promote critical thinking, creativity and innovation, planning and organization, problem solving**
  o Highlight innovative family and consumer sciences programs or activities significantly contributing to critical thinking and creative problem solving.
  o Post “FCS Mental Milestones” illustrating how family and consumer sciences programs help individuals develop thinking skills through rigorous and relevant learning experiences.
  o Showcase program participants engaged in activities promoting higher order thinking skills.

  Highlight youth who used higher order thinking skills (May social media focus) and peer education (June social media focus) in self-designed activities to “make a difference” (July social media focus).
• **May:** Cultivating Great Leaders
  o Record and share short videos from program participants on how they learned leadership skills through family and consumer sciences education.
  o Post “Leadership Is...” segments depicting connections between leadership development and what is gained from experiences in family and consumer sciences classes/programs/organizations.
  o Showcase video testimonials from family and consumer sciences “giants,” successful professionals, or community leaders who credit family and consumer sciences education for helping them become the great leaders they are today.

• **June:** The Power of Peer Education and Mentoring
  o Showcase photos or videos of program participants engaged in peer education and mentoring activities and the resulting benefits.
  o Engage recipients of peer education and mentoring to showcase resulting benefits they experienced.
  o Highlight youth who used higher order thinking skills (April social media focus) and peer education (June social media focus) in self-designed activities.

• **July:** Building Intergenerational Connections
  o

• **August:** Family & Consumer Sciences in High Gear with High-Tech Tools
  o Showcase youth engagement in “life learning” through use of technology.
  o Family and consumer sciences program participants post comments emphasizing learning good judgment (from a personal, family, and career perspective) in the use of technology.
  o Educators, education majors, and program participants share testimonials, photos, and videos validating contributions of technology applications in family and consumer sciences.

• **September:** Why I Belong (benefits of participating in youth organizations)
  o Promote the developmental value of FCS-related youth membership organizations.
  o Share “Why I Belong” posts incorporating photos, videos, and/or testimonials.
  o Educators point out why they invest their time in promoting involvement is FCS-related youth organizations.
  o Engage alumni in “Throw Back” posts about past and ongoing benefits from their involvement in FCS-related youth organizations.

• **October:** Speaking Out for Family & Consumer Sciences
  o Educators share about why they are a family and consumer sciences educator and the impact they make. Change profile photo to “Proud Educator” image on Twitter and Facebook. Profile photo can be used throughout the campaign.
  o University family and consumer sciences education majors share why they chose the major and change profile photo to “Future Educator” image on Twitter and Facebook. Profile photo can be used throughout the campaign.
o Program supporters who are not educators or planning to become an educator can use the “Say Yes to FCS” profile image on Twitter and Facebook. Profile photo can be used throughout the campaign.

o Program participants share photos or videos illustrating what they’ve learned through family and consumer sciences programs/organizations...all possible because of a family and consumer sciences educator.

- **November: Family & Consumer Sciences + Teamwork = A Formula for Success**
  - Share accomplishments made in family and consumer sciences education through teamwork and collaboration.
  - Share testimonials, photos, and videos validating contributions of teaming projects in family and consumer sciences.
  - Program alumni share testimonials confirming the positive impact of teamwork skills developed in family and consumer sciences.

- **December” Strengthening Families & Communities (Family & Consumer Sciences Day)**
  - Implement and share the special “Dining In for Healthy Families” project or other activities promoting the value of family/group mealtime in strengthening families and communities.
  - Share photos or videos illustrating community service projects implemented through family and consumer sciences education programming.
  - Use #FCSday and #healthyfamselfie in addition to #SayYestoFCS when appropriate.

**General Ideas Using Social Media**

| ![Twitter](image) | Challenge yourself to share an FCS education story in 140 characters or thread your story throughout the day with multiple tweets. Use the hashtag #SayYestoFCS. Sample Tweets:
| ![Facebook](image) | Include a status update and tag friends who are FCS educators, prospective educators, advocates, or parents of FCS students. Don’t forget to tag local programs, media, or supportive businesses with the @ symbol and their name. Post on your legislator’s Facebook wall. Sample Updates: |

- Say Yes to FCS! #SayYestoFCS
- I chose to be a #FamilyConsumerSciences educator because I’m passionate about teaching people essential skills. #SayYestoFCS
- College and career ready thanks to FCS ed! #SayYestoFCS
- Rigor, relevance, and relationships in one package – FCS education! #SayYestoFCS
- Improving the quality of life – one individual, family, & community at a time. #SayYestoFCS

- I was inspired to #SayYestoFCS by (insert mentor, role model, etc.).
- I touch the future – I teach FCS! #SayYestoFCS
- I have chosen to become a #FamilyConsumerSciences educator because the topics I will teach are essential for successfully living and working! #SayYestoFCS
- Thanks to a #FamilyConsumerSciences educator I know how to make healthier food choices for my family while staying on a tight budget. #SayYestoFCS

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<td><strong>CURRENT/FUTURE FCS EDUCATION MAJORS:</strong> Share why you have chosen FCS education as your future career, and change your profile photo to the “Future Educator” image in social media.</td>
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<td><strong>Post a video to SchoolTube or YouTube and send us the link (<a href="mailto:sayyest@aafcs.org">sayyest@aafcs.org</a>).</strong> The video can include a testimonial, highlight learning activity, or showcase a class or community project.</td>
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<td><strong>Post a picture of the great things you and your students are doing in your FCS education program! @SayYestoFCS</strong></td>
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<td><strong>Write a blog post about FCS education, share on social media, and send us the link.</strong> Sample writing prompts:</td>
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<td>- How has family and consumer sciences impacted your life?</td>
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<td>- What role does FCS education play in your community?</td>
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<td>- Why did you become a FCS educator? Why are you studying to be a FCS educator?</td>
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<td>- What is one thing you wish everyone knew about FCS education?</td>
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ADDITIONAL RESOURCES

Videos
A wide variety of Say Yes to FCS videos are listed by topic and can be found at:
http://www.aafcs.org/sayyes/sayyes-resources/promo-videos

Acknowledgments
Thank you to Indiana, the 2015 Minnesota FCCLA Executive Council, and the HD 415 Peak Experiences in Leadership students at Washington State University for sharing their work. Resources are continually being updated. You can find more shared resources at:

AAFCS: http://www.aafcs.org/sayyes/sayyes-resources/lesson-plans
FCCLA: http://fcclainc.org/say-yes-to-fcs.php