Can You Picture FCS Careers?
Grade Levels: Middle School/High School

National FCS Standards:
Examine potential family and community service careers to determine the knowledge, skills, and attitudes associated with each.

Critical-Thinking Question:
How would you show your understanding of the knowledge, skills, and attitudes associated with potential family and community service careers?
Resource — Developing Higher-Level Thinking Skills Flip Chart: A Teacher’s Resource (WA26543H)

Formative Assessment:
Students will develop a visual illustration to demonstrate understanding of the knowledge, skills, and dispositions associated with various family and community service careers.

Materials Needed:
- 4" x 6" or 3" x 5" note cards
- Careers in Action Family and Consumer Sciences 18-Poster Set (WA19845H)

- Poster board and markers
- Magazines (to clip pictures)
- Scissors
- Glue

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Project Introduction (Day 1):
After posing the critical-thinking question to the class, lead students in developing a linear diagram of the steps and processes that must take place in order to successfully complete the project. Divide the class into small groups to develop project evaluation criteria and student contribution assessment rubrics for each phase of the project.

Divide and Conquer (Day 2):
Distribute the laminated Career Bingo cards to students in the class. Create a list on the whiteboard of all the terms utilized in the Career Bingo game. Allow students to divide up the list and determine which students will be responsible for defining and/or explaining each term.

Define and Describe (Day 3):
Allow each student the opportunity to review his or her list of terms and locate resources to use in developing a definition and/or description of the assigned terms. Students could use the Internet, their textbook, or other career-related resources. Students may choose to work in small groups to utilize suggestions and ideas from peers. Remind students that the audience for the video is middle school students.

Script Writing (Day 4):
Each student shall prepare a 30-45 second script for each term assigned to them. In addition to the verbal definition or description, students should try to include a prop, example from his or her workplace, and/or a short scenario to further enhance the definition or description of each term.

Practice, Feedback, Revise (Day 5):
Arrange a table at the head of the classroom for students to practice their definitions and descriptions of each term in front of their classmates. Have students rotate through the scripts for each term they have been assigned. Encourage peers to offer feedback for revisions or modifications to be made to the scripts in preparation for recording.

Video Recording (Day 6):
Rotate students through the video recording process, allowing all students to experience various roles in the production of the video.

Middle School Visit (Day 7):
Visit a middle school FCS classroom to show the student-produced video to younger students. Allow the middle school students to ask questions of the high school students regarding the career terms and concepts from the video. Following the video, have the high school students lead the middle school students in the Career Bingo activity. Encourage the middle school students to define or describe the terms and concepts as they are announced. High school students should assist as needed.

Project Conclusion (Day 8):
Provide students with a verbal summary of the project and if possible, repost the linear diagram used to express the steps involved in the project. Utilize the preestablished project evaluation criteria and student contribution assessment rubrics to guide in the peer and self-evaluation process.
Creative Career Lingo
Grade Levels: High School—FCS Co-op Program

National FCS Standards:
Demonstrate professional collaborative relationships with colleagues, support teams, participants, and families.

Critical-Thinking Question:
Can you create a video to educate middle school students on employment and career-related terms and concepts?
Resource — Developing Higher-Level Thinking Skills Flip Chart: A Teacher's Resource (WA26543H)

Formative Assessment:
Students will work as a team to create and produce a video in order to educate middle school students on job and career-related terms and concepts.

Materials Needed:
• Career Bingo (WA20828H)
• Whiteboard and markers
• Video recording devices
Introduction (5-10 minutes):
Distribute the Who Am I? – matching activity. Explain to students that this activity consists of 18 different FCS careers and a description of each. Encourage students to use prior knowledge and inference skills to determine the most appropriate statement to match to each career. Allow students enough time to complete the worksheet and then review the correct answers.


Activity #1 (5-10 minutes):
Divide the class into small groups of two students. Provide each group with a 4" x 6" note card listing one of the careers included in the Careers in Action Family and Consumer Sciences Poster Set. In the small groups, have students brainstorm characteristics and details associated with the career they have been assigned. Students should record these ideas on the note card.

Activity #2 (15-25 minutes):
Now, pass out a blank piece of poster board and markers to each group. Have the group title their poster with the name of the FCS Career they have been assigned. Divide the poster into three columns and label them “knowledge,” “skills,” and “attitudes.”

Next, distribute the corresponding poster from the Careers in Action Family and Consumer Sciences Poster Set to each small group. Have each group study the poster and read the material provided regarding the identified career. Students should identify the knowledge, skills, and attitudes associated with their assigned career as indicated on the poster, those that were identified earlier on the note card, and additional knowledge, skills, and attitudes that students may discover through their investigation of the career. Students should transfer these ideas to the corresponding column on the poster by drawing, illustrating, and/or locating pictures in magazines that represent the knowledge, skills, and attitudes associated with their assigned career.

Conclusion (10-15 minutes):
As students finalize their work, post the Careers in Action Family and Consumer Sciences Poster Set in the classroom. Invite each group to share their acquired knowledge of the career they were assigned and then describe the knowledge, skills, and attitudes they identified as being associated with the career. As students complete their sharing, hang the student-made poster next to the poster from the Careers in Action Family and Consumer Sciences Poster Set.

Classroom to Community Ideas:
- Have students conduct interviews or engage in job shadow experiences with professionals in FCS related careers in the community.
- Invite professionals in FCS related careers to be guest speakers in the classroom.
- Tour a technical college or university to learn about FCS career preparation programs.