



Educator Resource

June 2005, Vol. 1, Issue 2

Need help? Go to the ER.

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Ensuring the Future of FACS

Saving FACS educational programs, fifth grade through college, is the prevailing concern for those of us who are FACS educators/teachers. The two issues fueling this concern are accountability and provision of the next generation of FACS teachers. The concern for accountability is raised by those outside the profession as they debate whether FACS programs add credit rather than being a debit to the academic ledger. The issue of teacher preparation is a concern for all of us who work within the profession, especially those of us who plan to retire soon. In order to address these issues, we must be responsible and resourceful. This issue of the Tennessee FACS Educational Resource (TN FACS ER) focuses on accountability and teacher preparation programs, as well as other FACS higher education programs.

Matrices for the following selected FACS courses are included in this edition:

- Occupational Child Care Services I, II, and III
- FACS Foundation Course
- Occupational Clothing and Textiles (based on Kentucky Retail Services standards)

Correlations of the course standards to Gateway, FCCLA, and higher order thinking are clearly presented. Matrices contain suggested educational resources for each standard. It is the goal of the Tennessee Department of Education, Vocational-Technical Education Division, to complete matrices for all state-approved FACS courses.

Brelinda Johnson, a senior FACS education major, has written an abstract of an article that connects a FACS course, Parenting Education, to a research foundation. Accountability concerns must be addressed, not only by supporting the academic standard for Gateway, but by disseminating research that supports FACS education, such as the one reviewed by Brelinda.

Because of the many names that we choose to call our discipline, organizational charts for the FACS programs in the four-year institutions in Tennessee are included in this issue. It is imperative that middle and high school teachers know where students may receive FACS education in Tennessee colleges and universities.

We welcome you to the second TN FACS ER. Please let us know how we may serve you in future editions.

Sincerely,

Sue Bailey and Lee Ann Jolley
Teacher Educators, TTU and CNC

Integration: American History/Apparel/Textiles/Gerontology

By: Anna Roberts

Reverently my mother lifted the lid of the old cedar chest and pulled out the yellowing newspaper articles. Pearl Harbor Bombed! and Japan Surrenders! paraded across the headlines in monstrous print.

Laying the articles aside, Mother lifted a tissue-wrapped packet filled with pocket handkerchiefs. Made of linen and cotton, colorfully printed or carefully hand-tatted or embroidered, these handkerchiefs were sent to her through the mail in what was likely one of the first “chain letter” formats in American



history. “This was one of our amusements as we worked at home to support the war effort and waited for our soldiers to come home from World War II,” said my mother. “You put your name at the bottom of the list of names on the letter, mailed a copy to several friends, and then sent a handkerchief to the name

at the top of the list. Eventually you started to receive

handkerchiefs in the mail. Mine came from all over the world.”

Reaching again into the cedar chest, Mom pulled out a short kimono robe stitched of squares of black silk.

“These squares were standard issue kerchiefs for sailors in the United States Navy during World War II,” she explained. “I

collected them from my high school classmates and Sunday School friends and sewed them together into this remembrance. Not all of these men came home alive.”

The “Greatest Generation” included not only those who fought in World War II, but those who were left behind. Take students to nursing homes and interview residents who remember World War II. Ask the women what they remember about the fashions, textiles, or food practices of that fascinating time in American history.



Product Updates

By: Anna Roberts

Visually challenged individuals can thread their own quilting, embroidery, or hand sewing needles with the aid of the INFILA Automatic Needle Threader. Inexpensive and available at numerous sites on the Internet, this hand-held tool easily threads both large and small hand needles. For online sources, simply go to www.google.com and search for “Infila automatic needle threader.”



Web-based Resources

By: Lee Ann Jolley

*D*o you need behavior management techniques for your FACS classroom? Are you a middle school teacher who would like access to lesson plans that integrate using the Internet to facilitate student learning? Do you need access to over 40,000 educational resources? Would you like to ask family and consumer science specialists a question about subject matter you're teaching?

If YES is the answer to any of these questions, check out these web-based resources that are great time savers for FACS teachers!

www.behavioradvisor.com

This is a wonderful website containing tips and techniques for behavior management. Information included on this site:

- Teacher friendly behavior management checklist
- Discipline 101
- Tips for new classroom teachers
- Strategies for common behavior problems such as ADD/ADHD, aggression, bullying, etc.
- Step by step "How To Do It" guides for becoming an effective behavior manager
- How to assess and measure behavior
- How to use psychoeducational interventions

www.csis.pare.edu/schools

Title: Internet Learning Activities

Click on Search for Teachers' Activities by Subject Area.

This website is designed for use by FACS teachers who teach middle school curriculum. Some of the information is student friendly and ready for use by your students. Information can be used by teachers to develop curriculum and lesson plans. Ready to use activities are also available.

Included on this site:

Web Quests – GREAT activities in subjects such as money management, nutrition, health and fitness and career exploration. These activities are designed by teachers - for teachers – and provide an excellent way to integrate the Internet into your classroom. A great place to find student friendly activities!

Career Exploration – This is a section developed by teachers that can be used for a career exploration unit. This section also contains links to government and industry sites.

Process Skills – This section contains life management skills with information on finances, time management, and consumer resources.

Personal Resource Management – Need information on nutrition, fitness, or clothing and textiles? Great ideas for teaching units! Also provides links to company sites, industry association sites, and reference material sites.

www.thegateway.org

Search: Type in Family and Consumer Sciences

This website contains detailed descriptions of over 40,000 educational resources found on various federal, state, university, non-profit, and commercial Internet sites. Also provided are direct links to important family and consumer science websites!

Continued to page 4

Web-based Resources

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www.ces.ncsu.edu/depts/fcs/ask.ask.html

Ask family and consumer science specialists at North Carolina State University questions about subjects you are teaching in your classroom. The categories represented are Family Resource Management, Food and Nutrition, Health, Housing, Human Development, and Leadership Development. Within each of these subjects, you can click on links providing information such as publications, resource guides, and newsletters. This is a database of high-quality services designed to link students, teachers, parents, and other K-12 community members with experts on the Internet.

Abstract of Sasso, T.K. & Williams, S.K. (2002). The effectiveness of The Parenting Curriculum: An evaluation of high school students' questionnaire responses. *Journal of Family and Consumer Sciences Education*, 20(2), 1-11.

Brelinda Johnson, Senior, FACS Education – TTU

Ms. Johnson's academic advisor is Dr. Melinda Swafford, FACS Educator - TTU



This article has relevance to the field of Family and Consumer Sciences because of the high rate of teen pregnancy in Tennessee. Previous studies have been conducted on evaluating parent education and have shown that programs have a positive influence on parenting. The article described a review by teachers of the effectiveness of The Parenting Curriculum (1995), which was implemented in Iowa high schools. The results of the evaluation by teachers conclude that the outcomes of the curriculum would positively influence the students.

This article expressed the need for parent education in high schools, and it also discussed the outcomes of the evaluation of The Parenting Curriculum from the student's perspective. "One in nine of all females aged 15-19 become pregnant each year. By the age of 18, 24 percent of adolescent female will become pregnant at least once. Nearly one in five teenagers who experience a pregnancy for the first time become pregnant again within a year (Sasso & Williams, 2002). These statistics prove that adolescents should be educated and informed of proper parenting strategies. Ignorance is one of the main reasons young parents may be abusive to their children. "Because of their lack of care giving experience, teenage mothers may not have a realistic understanding of infant development. Effective parenting is no accident. Yet, the responsibility carries with it requirements that are of monumental significance in our lives and the lives of our children" (Sasso & Williams, 2002).

The study included five randomly selected high schools with 162 students. The age range of participants was between 15-19, with 107 students enrolled in parenting, child development, or family living high school class. The Parenting Curriculum was taught in a 9-week unit during the semester. Fifty-five of the respondents were not enrolled or were never enrolled in a parenting, child development, or family living course. The students

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Abstract of Sasso...

Continued from page 4

completed a 73 item questionnaire designed by the researcher. Portions of the questionnaire were designed to evaluate the effectiveness of the curriculum. Other questions were constructed from information from the curriculum. Descriptive statistics were used to analyze data. "Positive parental expectations and more flexible child-rearing beliefs were correlated with mothers with greater levels of knowledge of child development (Sasso & Williams, 2002). The Parenting Curriculum had positive results in the areas of knowledge, attitudes and decision-making. Mothers who had a positive, realistic, and mature expectation of parenting had children that had more effective sensorimotor development and improved behavior. This article brings much encouragement to Family and Consumer Sciences programs all over the United States. Research provides a strong foundation for FACS courses.



Professionalism/Ethics

By: Anna Roberts

*I*f you are not a registered dietician, is it appropriate to call yourself a dietician and counsel individuals concerning dietary practices? Must you report suspicions of child abuse? Is it ethical to directly advertise unhealthy food products to children? Should you take computer paper and post-it notes home from the office?

These ethical issues and more were explored on April 12, 2005 at East Tennessee State University in a panel discussion titled "A Matter of Professional Ethics in Family and Consumer Sciences." Sponsored by Kappa Omicron Nu, National Family and Consumer Sciences Honor Society, the panel discussion featured four family and consumer sciences professionals, and was attended by approximately 50 students and faculty members.

Dr. Angela Lewis, Chair of the Department of Family and Consumer Sciences at ETSU, moderated the panel and began the discussion by mentioning general ethical issues such as sanctity of life, justice, and honesty. Related to the child and family studies/early childhood education concentration, Dr. Lewis discussed reporting of abuse, illegal adoptions, childhood obesity, advertising directed toward children, medication of children, and television programming.

Mr. Tim Dolan, interior design faculty member at Appalachian State University, discussed issues related to the interior design profession. Mr. Dolan discussed the importance of an enforceable professional code of ethics and standards of practice to licensed interior designers. He also discussed professional competition, conflict of interest when promoting products to clients, misuse of proprietary information, and employee theft.

The merchandising concentration was discussed by Dr. Kelly Price-Rankin, an adjunct faculty member in ETSU's College of Business and Technology. Dr. Rankin discussed retail ethics versus consumer ethics and the ethical dilemma concerning job loss as companies outsource production.

Mrs. Beth Lowe, Director of the Master's in Clinical Dietetics at ETSU, discussed issues of confidentiality, patient's rights, conflict of interest, credentialing, end of life issues, personal ethics, and research based practice. Mrs. Lowe also emphasized the importance of the dietetics profession's code of ethics and standards of practice.

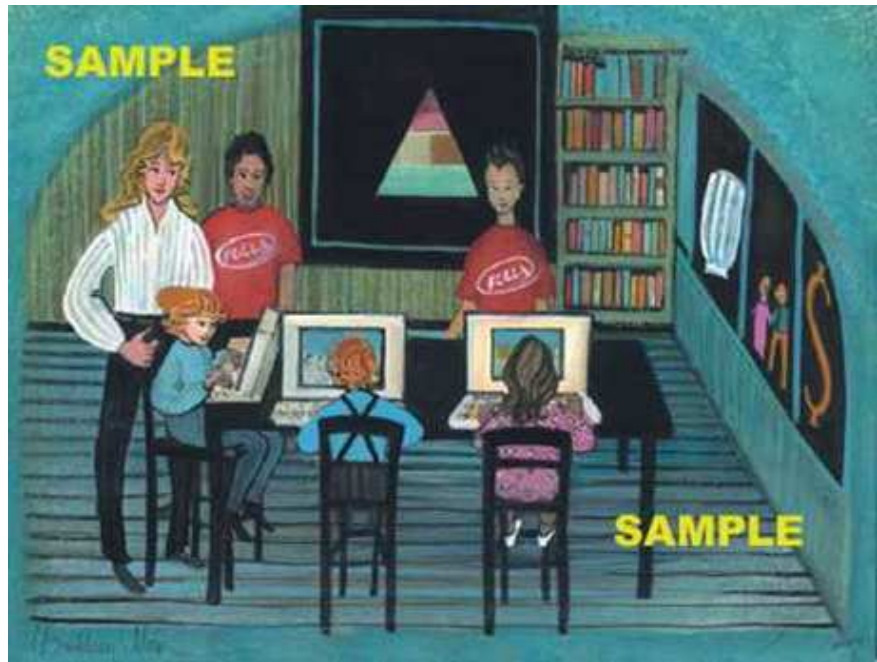
Questions from the audience and group discussion following the presentations centered on the importance of personal values and clear understanding of right/wrong in determining ethical behavior. College student interest and participation was high, indicating that a similar format and presentation could be replicated for high school FACS programs.

P. Buckley Moss Print

Honoring Family and Consumer Sciences Education

Available from Virginia FCCLA

The Virginia Association of Family, Career and Community Leaders of America (FCCLA) is proud to offer for sale this limited edition print by P. Buckley Moss, depicting a Family and Consumer Sciences classroom. In the wonderful tradition of this renowned artist, the print is a timeless testimony to the important role of FACS education in developing leaders in families, careers, and communities. The print is being offered in celebration of the 60th anniversary of FCCLA as the student leadership organization integral to Family and Consumer Sciences. The print is approximately 8" X 8". Note that the text shown in the sample above will be featured on the print but not in the format used in this sample.



To order prints in this limited edition, please complete the form below and mail, with payment, to:

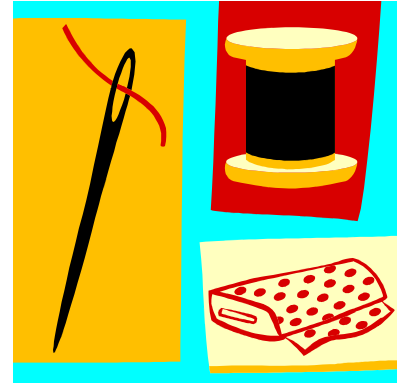
Debbie Will, Co-Specialist		Phone: (804) 364-2529	
Virginia FCCLA		Fax: (804) 364-2580	
6245 Greenwick Drive			
Glen Allen, VA 23059			
Name:			
Phone:			
Address:			
Quantity Ordered	Description	Price Each	TOTAL PRICE
	Family and Consumer Sciences Print by P. Buckley Moss	\$80.00	
	(For 1 to 5 prints) SHIPPING: \$10.00		
TOTAL PAYMENT DUE:			
Please make checks payable to: Virginia FCCLA			
Credit cards not accepted. Direct questions to Debbie Will at the address listed above.			

Integration: Biology/Textiles/Art and Design

By: Anna Roberts

The external structure (morphology) of wool is unlike that of any other fiber, lending unique design possibilities to projects made of wool materials. When viewed longitudinally under the microscope, scales or barbs are visible along the length of the wool fiber. These scales (when subjected to heat, moisture, or friction) lock together, giving wool fibers the ability to cling together and “felt”.

Take students to the biology lab and demonstrate how to make longitudinal slides and use a microscope. Allow them to make their own longitudinal slides of wool fiber so that they can observe firsthand how the morphology of wool determines its properties or characteristics (scratchy, itchy hand; tendency to shrink; ability to felt). Then allow students to complete a design project demonstrating the felting tendency of wool.



Materials needed are simple and inexpensive:

- Wool fabric scraps of varying shapes, sizes, and colors (laundered in cold water and line dried)
- Wool yarn scraps
- Felting needles (available at most fiber art supply stores)
- Blocks of foam

Cut wool fabric scraps about 4” in diameter. Ask students to place wool yarn scraps on the wool fabric scraps in a decorative pattern of their choice. Place the wool fabric scraps on a foam block and, using a repetitive punching motion with a felting needle, “needle punch” the wool yarn until the fibers interlock with the wool fabric scrap. Because of the scales along the length of the fiber and the “felting” tendency of wool, the decorative design will then be permanently attached to the wool fabric scrap. Be sure to use wool materials, as wool is the only fiber that will “felt”!

Decorative scraps can then be appliquéd to garments already owned by the students using a blanket stitch. Denim jeans, jean jackets, fabric tote bags, and baseball or bucket hats are all good garment choices for this felted embellishment.

Resources for a 21st Century FACS Program

By: Gearaldean Johnson, Tennessee State University

Is your secondary program leading the way in the 21st century? If the answer is no, the information provided in this article may be just what you need to move your program forward.

In “Recruiting Family and Consumer Sciences Educator” at http://www.aafcs.org/resources/res/Recruiting_Educators.pdf, the writers identified recruiting strategies useful for teachers of secondary programs. A similar resource is available as a monograph from the Family and Consumer Sciences Education Association at <http://www.cwu.edu/~fandcs/fcsea/pubitems.html>. Recruiting is just one problem that teachers of family and consumer sciences face. The larger problem may be designing a public relations program that will project the appropriate image and draw students to the FACS courses, as well as garner support for the family and consumer

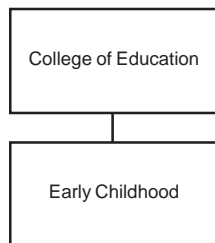
sciences program. One tool that teachers may want to explore is the PR Kit from the American Association of Family and Consumer Sciences. If one is a member, you may download the kit for free. Non-members may purchase the kit from AAFCS. It is a good investment.

There are a number of resources that provide ideas for a relevant FACS program. Both the American Association of Family and Consumer Sciences and the Family and Consumer Sciences Education Association have valuable resources. An extensive list of online resources may be found at <http://www.aafcs.org>. A strong and exciting program will project a positive image, as well as maintain relevancy in the 21st century.

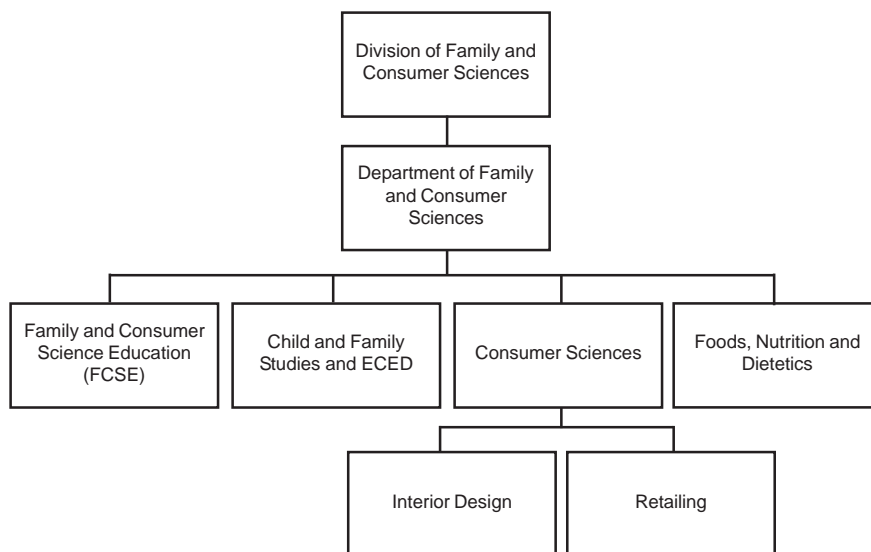
Tennessee FACS Programs

By: Sue Bailey

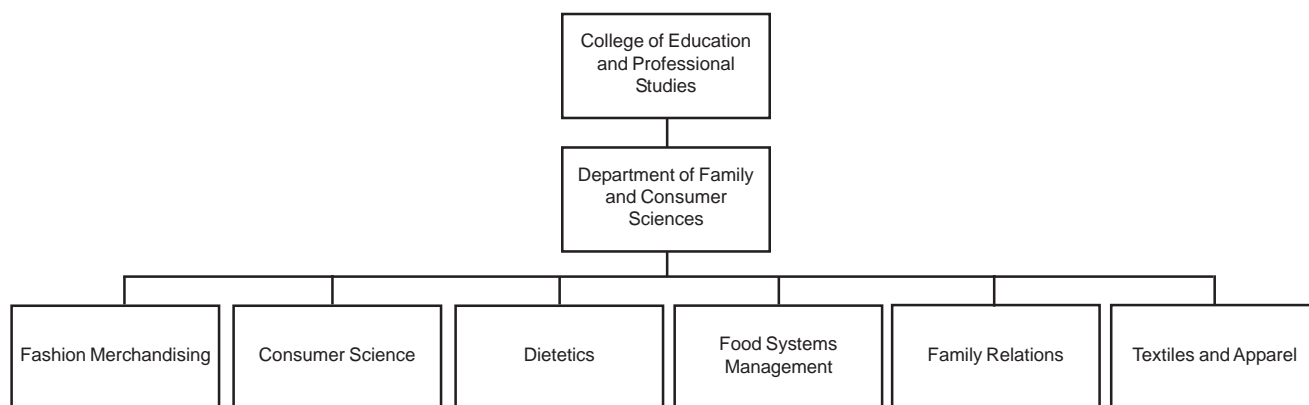
Austin Pea State University



Carson-Newman College



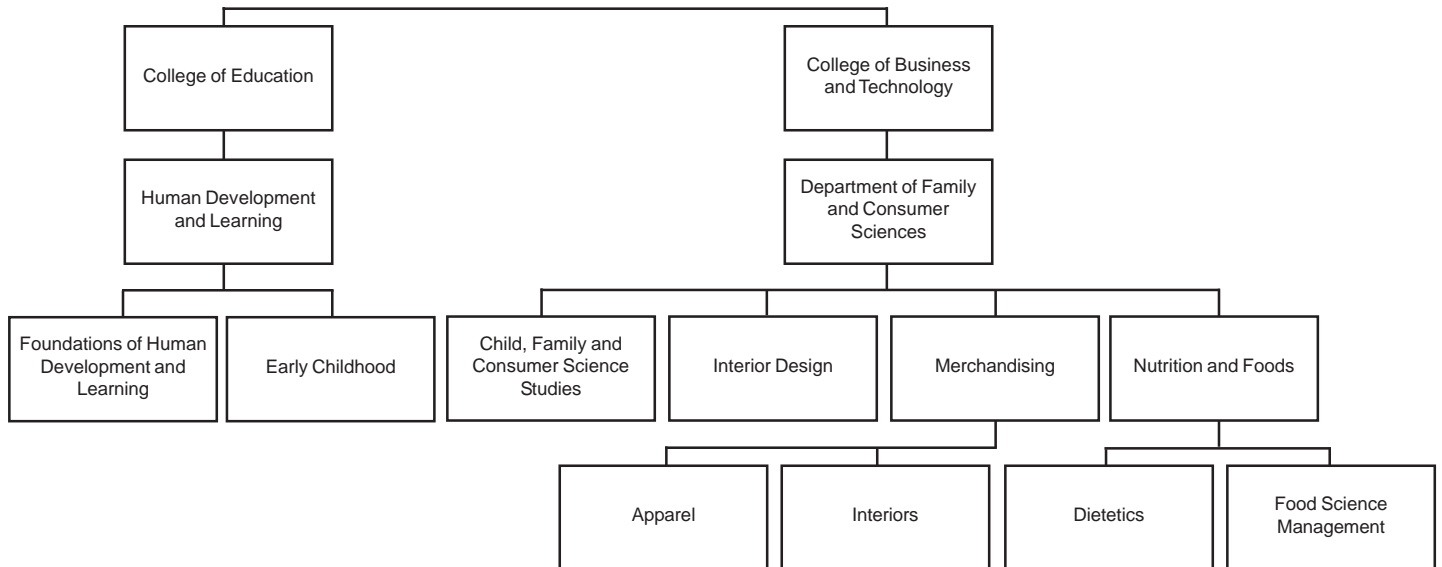
David Lipscomb



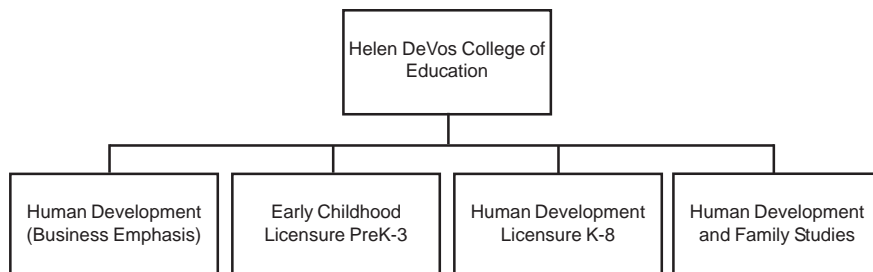
Tennessee FACS Programs

By: Sue Bailey

East Tennessee State University



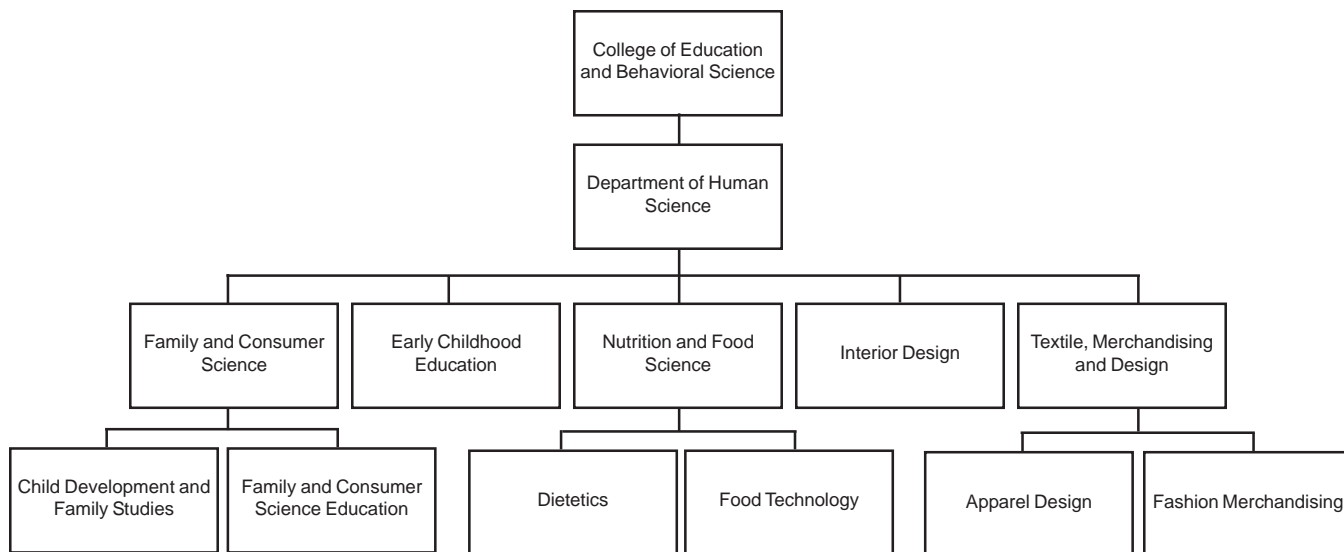
Lee University



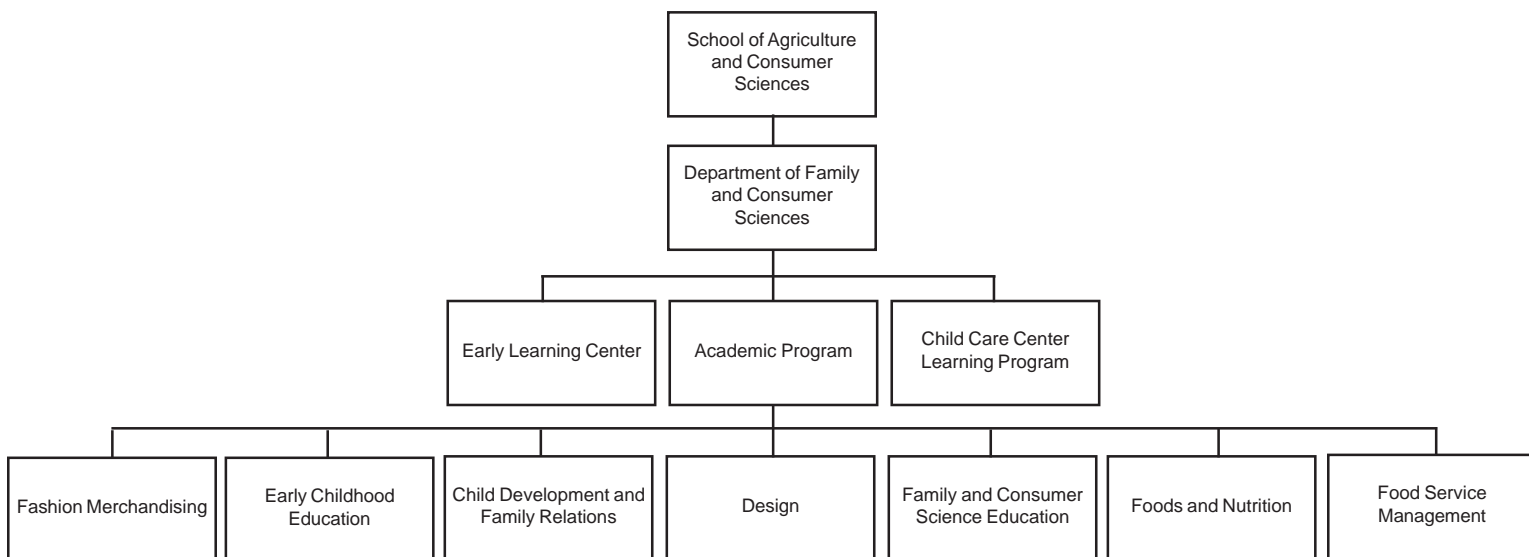
Tennessee FACS Programs

By: Sue Bailey

Middle Tennessee State University



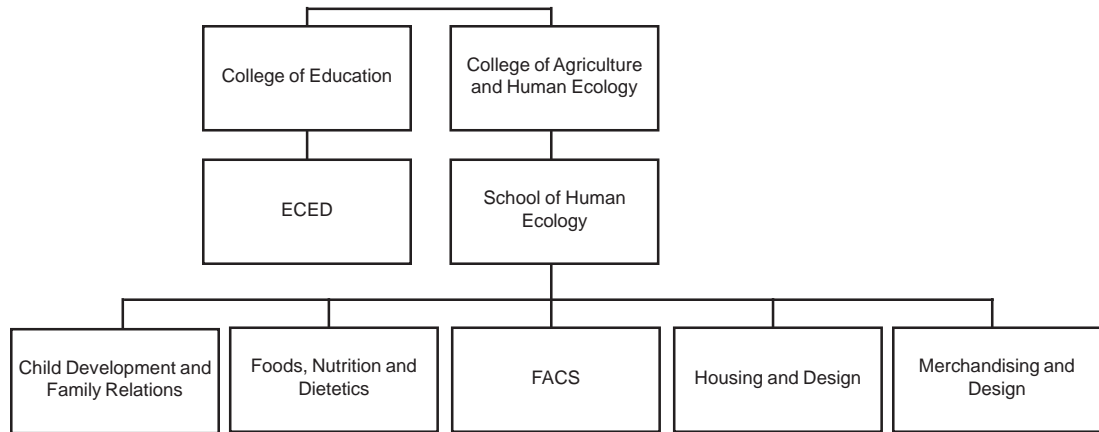
Tennessee State University



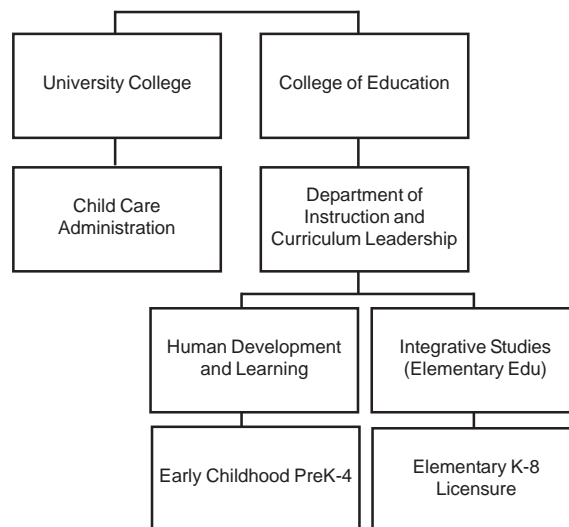
Tennessee FACS Programs

By: Sue Bailey

Tennessee Technological University



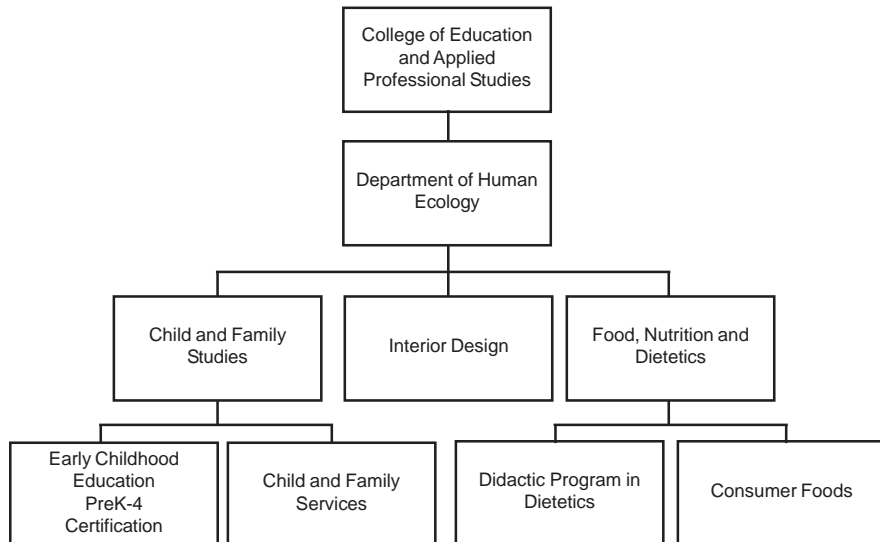
University of Memphis



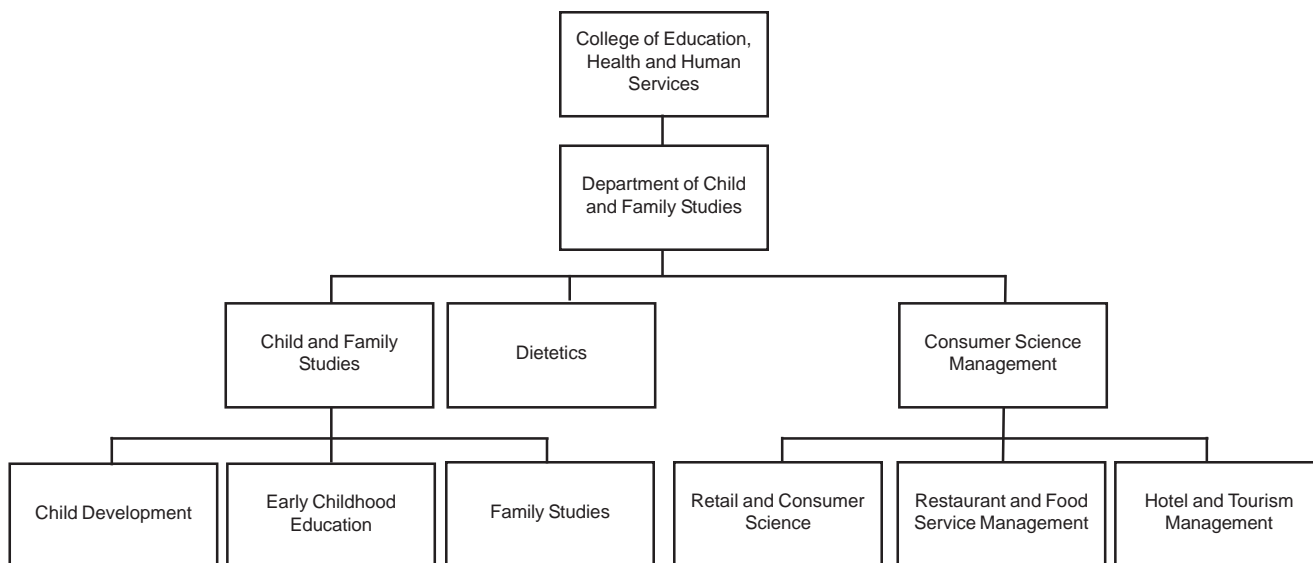
Tennessee FACS Programs

By: Sue Bailey

University of Tennessee, Chattanooga



University of Tennessee, Knoxville



Tennessee FACS Programs

By: Sue Bailey

University of Tennessee, Martin

