

Lesson 0.2: How This Room Works

Unit: Unit 0, Welcome to the FACS Room (Launch; no content module) **Topic:** Day 2 of the five-day launch **Grade:** 6 to 8 (written at grade 7; see Differentiation for the grade 6 support and grade 8 stretch) **Days:** 1 class period of 40 minutes **Room:** FACS lab (the tour needs the real room; a photo tour is the alternative)

Standards

- NYS module line: NYS IGLR 3. Employability c) Demonstrate effective communication skills
- CTE theme line: CTE HSW 4. Classroom and Workplace Safety a) List and describe the purpose of safety rules specific to classroom and workplace settings
- CTE theme line: CTE CIR 2. Listening c) Show understanding of active listening and feedback techniques
- NYS FACS Learning Standard 2 (Intermediate), Key Idea: Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.; Performance Indicator: none of the three Std 2 PIs fits a classroom tour; the key idea's second sentence (workplaces in a safe condition) is the fit.
- CDOS Standard 3a Universal Foundation Skills: Basic Skills (Students listen to and read the ideas of others and analyze what they hear and read; acquire and use information from a variety of sources; and apply a combination of mathematical operations to solve problems in oral or written form.)
- National FCS 3.0: 13.3.2 Show the spoken and unspoken behaviors and attitudes that make communication work.
- National FCS 3.0: 13.3.3 Show how to listen well and give useful feedback.

Enduring understanding and essential question

Big idea: A room with sharp things and hot things runs on zones, cues, and roles that everyone can see. And “that thing over there” is not a description; precise words are what make a team work. **Essential question:** How precise do your words have to be before someone else can do what you mean?

Objectives

By the end of this lesson, students will be able to:

1. (Low) After the tour, label at least eight zones and safety items on a blank room map (kitchen stations, hand sink, first aid kit, fire extinguisher, both exits, the supply closet, the sewing stations, the Safety Data Sheet binder) and respond to the reset cue within five seconds.

2. (Mid) In the Draw/See/Hear game, describe a simple picture in words alone so that a partner draws it, then compare the drawing to the picture and identify which words were missing or vague.
3. (High) Revise their description for a second round using position, size, and count words, and judge from the partner's second drawing whether the revision worked.

Vocabulary

Tier 2 (general academic): precise, describe, position, revise Tier 3 (FACS): zone, station, reset cue, role card, hand sink, Safety Data Sheet (SDS). See the unit vocabulary list for Turkish, Portuguese, and Spanish.

Materials and setup

- Handout, one per student: Handout 00.02 - Draw See Hear Picture Cards and Room Map.md (the blank room map for every student; the six picture cards printed once per pair, cut apart, and kept face down in an envelope)
- The Unit 1 role card set, one printed copy for the document camera: Handout 01.08 - Role Cards Lab 1.md
- Slides: Slides 00.02 - How This Room Works
- Blank paper and a pencil for every student (the drawer draws on the back of the map)
- The light switch, a countdown on the screen, and a timer
- Setup notes: walk the tour route once before class and tape a numbered card at each stop (1 hand sink, 2 kitchen station A, 3 first aid kit, 4 fire extinguisher, 5 exit, 6 supply closet, 7 sewing stations, 8 SDS binder, 9 trash and recycling, 10 the teacher desk and the turn-in tray). *[Sal: your room, your stops; the map on the handout is blank on purpose so it matches whatever room your school gives you.]* Nothing hot, nothing sharp today; the drawers of knives stay closed.

Pre-assessment

Yesterday's hope card count by module is the do now opener. Today's pre-assessment is the first reset cue: blink the lights during the do now debrief without warning and see how long it takes. Count the seconds aloud. That number is the baseline; you will beat it by Friday.

Do now and hook (Time: 4 min)

On the board: "Yesterday's count: [Sal: fill in the six hope card numbers]. On your map handout, before we walk: draw an X where you think the fire extinguisher is. Do not get up."

Debrief: blink the lights, count down from five, hands empty. Time how long it takes. "That was __ seconds. That is the reset cue. Lights, countdown, hands empty, eyes here. When you see it, whatever is in your hands goes down, even a whisk. By Friday it will take three seconds." Then the hook: "Now let's find out how many of you put the X in the right place."

Procedure

Step	Teacher will	Students will	Time
1. Learning activity: the room tour	Lead the class through the ten numbered stops in order, one minute each. At each stop say what it is, what it is for, and the one rule that goes with it (hand sink: hands only, never food or dishes; extinguisher: I use it, you leave; exits: the two ways out and where we meet; SDS binder: what it is and where it lives; supply closet: ask before you open). At stop 2, hold up a role card and say what it is for; the role card lesson is one minute here and comes back on day 4.	Walk with the map. At each stop, write the number and the name on the map where it belongs and one word for the rule. Correct their X if the extinguisher was somewhere else.	12 min
2. Direct instruction: the reset cue and the role card	Back at the tables. Practice the reset cue twice: once with hands on pencils, once with hands on the picture envelopes. Time both. Then the role card: put the Station Manager card on the document camera. "In a lab, every person has a card. The card tells you what to do at every minute and why your role matters. Nobody is the boss;	Practice the cue. Read the Station Manager card aloud with a partner. Answer: "What does the Station Manager do before dismissal?" (the station check).	5 min

	the card is.”		
3. Learning activity: Draw/See/Hear, round 1	Pair students across the table. Give the rules: the describer picks a card from the envelope, holds it so the drawer cannot see it, and describes it in words only, no hand motions, no peeking; the drawer draws on the back of the map and may ask questions; two minutes. Then both look at the card and the drawing together and circle the differences. Start the timer.	Describer describes; drawer draws and asks. Compare. On the handout, list two things the drawing got wrong and the word that was missing (for example “I said a window but not which corner”).	7 min
4. Round 2, revised	Swap roles with a new card. Before starting, show the precise-words slide: position (top left, in the middle, under), size (as big as, half the size of), count (three, one), shape (round, square). Two minutes again.	The new describer uses at least three precise words from the slide. Compare again. Answer on the handout: “Did the second drawing come out closer? Which words did it?”	7 min

Questions to ask

Monitor understanding:

- Where is the hand sink, and what is the one thing you never put in it?
- What are the three parts of the reset cue?
- Your drawer put the sun on the wrong side. What word did the describer leave out?

Deepen learning:

- Why does a kitchen with eight people in it need zones? What happens without them?
- A recipe says “add some flour.” A Head Cook says “pass me that.” Which round of Draw/See/Hear does each sound like?

- When you were the drawer, what was the one question that helped most? Why did it help?

Check for understanding

Observation checklist during Steps 2 and 3, one line per pair: “responds to the reset cue in under five seconds,” “describer uses no hand motions,” “drawer asks at least one question,” “pair circles the differences instead of arguing about them.” Three of four is a “got it” pair. A pair that argues gets the sentence frame: “Next time, say ___ instead of ___.”

Closure (Time: 5 min)

Exit card, three lines: one zone and its rule; the reset cue in three words; one precise word I will use next time I explain something. Three students read line three aloud. Collect the maps to check the eight labels; hand them back tomorrow because the map goes in the FACS folder for the year. Sort exit cards into “got it” (eight labels, three-word cue) and “needs more” (fewer than six labels); the “needs more” students take the tour again with a partner during Friday’s do now.

Differentiation and supports

- ELL: the ten tour stops have a picture card at each stop (taped next to the number); the map word bank on the handout is in Turkish, Portuguese, and Spanish (see Vocabulary 00.md, [check with a native speaker]); the precise-words slide has a picture for each position word; Draw/See/Hear works in any language, so a pair that shares a home language may play in it, then repeat one round in English.
- IEP and 504 (general): the map comes with the ten stop names pre-printed for a student who needs it, so the task is placing, not spelling; the describer role can go to the student who prefers talking and the drawer role to the student who prefers not to; a student who cannot walk the full tour gets the photo tour on the slides at a table; extra time on round 2 by skipping the comparison writing and doing it aloud.
- Grade 6 support: label six stops, not eight; round 2 uses the simplest card (card 1, the house).
- Grade 8 stretch: after round 2, the pair writes a three-sentence “recipe” for one card (step 1, step 2, step 3) that a third student could draw from; the student also writes which lab role would need the most precise words and why.
- UDL checkpoint used: multiple means of representation (a walked tour, a map, and numbered picture cards) and multiple means of action and expression (a student can show the zone by walking to it, pointing, or labeling).
- No-room alternative: the tour becomes a photo tour on the slides, ten photos of the room’s stops [*Sal: take them the first week*], and students label the map from the photos. Draw/See/Hear runs anywhere.

Assessment

Objective	Standards met	Learning task	Assessment (formative or summative; tool)
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1. Label eight zones and respond to the cue	HSW 4. a); Std 2 KI	Tour, Step 1; cue practice, Step 2	Formative; map checked for eight labels; cue timed (observation checklist)
2. Describe a picture in words and identify the missing words	IGLR 3. c); CIR 2. c); CDOS 3a Basic Skills; National FCS 13.3.2	Draw/See/Hear round 1, Step 3	Formative; observation checklist (four lines); handout comparison lines
3. Revise the description and judge the result	IGLR 3. c); National FCS 13.3.3	Round 2, Step 4	Formative; handout round 2 answer; exit card line three

Nothing in Unit 0 is graded beyond the participation category. The zones and the reset cue are assessed summatively on the Kitchen Safety Exam in Unit 1 (Lesson 1.4).

Homework

None. Optional: describe something in your kitchen at home to a family member who cannot see it, and see if they can find it. One sentence about how it went.

Connections

Inside the building: the custodian, for a two-minute stop on the tour at the breaker box and the water shutoff; FACS gives the custodian a class that knows where things are before the first spill, and gets a second adult voice on “ask before you open.” ELA: the precise-words slide uses the same position and count language ELA uses for description; FACS gives ELA a game, ELA gives FACS the vocabulary word they already teach.

Sources

- NYS Middle Level CTE FACS Content Module 01, Individual Growth and Life Readiness (nycotecenter.org, June 2018), line 3. c). Copy in 02 Standards/NYS Module PDFs/.
- NYS Middle Level CTE Theme Module 04, Health, Safety, and Wellness, line 4. a), and Theme Module 02, Communication and Interpersonal Relationships, line 2. c). Same folder.
- NYS Learning Standards for Health, Physical Education, and Family and Consumer Sciences (1996), Standard 2, Intermediate, FACS strand, and NYS CDOS Standard 3a, Intermediate, Basic Skills. Wording per 02 Standards/STANDARDS SOURCES - web research.md.
- National Standards for Family and Consumer Sciences Education 3.0 (LEAD FCS Education, 2018), competencies 13.3.2 and 13.3.3.
- Sal’s own materials: the Draw/See/Hear communication game and the reset cue (“lights, countdown, hands empty”), as described in his Brentwood portfolio (01 Source Analysis/Brentwood Work and Simulations.md). No original

Draw/See/Hear file is on the Desktop; this lesson writes it out for the first time. Role cards from Handout 01.08 - Role Cards Lab 1.md.

Teacher notes

- If the tour runs long (it does when students find the knife drawer), cut round 2 of Draw/See/Hear to one minute and skip the written comparison; do it aloud. Never cut the reset cue practice.
- Common mistake: the describer uses hand motions. Have describers sit on their hands for round 1. It gets a laugh and it works.
- Common mistake two: pairs argue about whose fault the drawing was. The comparison frame on the handout (“the word that was missing”) puts the blame on the word, not the person. Say that out loud.
- The one-minute role card moment at stop 2 is enough today. Day 4 does the roles for real with the rice and water.
- *[Sal: the reset cue timing matters more than it looks. Post the day 2 time on the wall and beat it every day this week. By Lab 1 it should be three seconds with a whisk in every hand.]*