

Lesson 0.5: The Room and Lab Agreement and Pre-Assessment

Unit: Unit 0, Welcome to the FACS Room (Launch; no content module) **Topic:** Day 5 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 (24 minutes on the agreement, 12 minutes on the pre-assessment, 4 minutes closure) **Room:** Either (classroom or FACS lab)

Standards

- NYS module line: none. Unit 0 carries no content module; the agreement is the classroom safety rules and comes back as NYS N&W 1. b) in Unit 1.
- 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 HSW 4. Classroom and Workplace Safety g) Understand and follow preplanned procedures in the case of accident or emergency
- 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 agreement; the key idea's second and third sentences are the fit.
- CDOS Standard 3a Universal Foundation Skills: Personal Qualities (Students demonstrate an understanding of the relationship between individuals and society and interact with others in a positive manner.)
- National FCS 3.0: 1.2.7 Examine what keeps school, work, and community settings safe and healthy.

Enduring understanding and essential question

Big idea: A rule you helped write is a rule you keep. The agreement is the one piece of paper in this room that every student, the teacher, and (if they want) a family member all sign, and it is the reason the kitchen opens on day 16. **Essential question:** What is the difference between a rule you follow and a rule you wrote?

Objectives

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

1. (Low) After reading the Room and Lab Agreement, explain any one of its eight sections in their own words and state what happens when it is broken.
2. (Mid) Compare the agreement to the team norms from Lesson 0.4 and identify one norm the agreement already covers and one it does not.
3. (High) Critique one line of the agreement, propose a rewrite the class can vote on, and sign the version the class settles on.

Vocabulary

Tier 2 (general academic): agreement, consequence, propose, revise Tier 3 (FACS): hazard, sanitize, allergy, role, clean up, pre-assessment. See the unit vocabulary list for Turkish, Portuguese, and Spanish.

Materials and setup

- Handout, one per student plus one to keep on file: Handout 00.05 - Room and Lab Agreement.md (two copies each: one signed and kept in the room, one signed and sent home)
- The chart paper of team norms from Lesson 0.4, on the wall
- The pre-assessment, one per student: Assessment 00.1 - Unit 1 Pre-Assessment.md
- Slides: Slides 00.05 - The Room and Lab Agreement and Pre-Assessment
- The class allergy list from the nurse [*Sal: get it before today; the allergy line of the agreement is read against the real list*]
- Chart paper and a marker for the class rewrite
- Setup notes: print the agreement with your school's phone policy filled in [*Sal: the phone section has a bracket for it*]. Print the pre-assessment separately and keep it face down until Step 4. Write the do now on the board. The five-step poster and the reset cue time from day 2 are on the wall.

Pre-assessment

Today's pre-assessment is the pre-assessment. For the agreement itself, the do now asks which rule from the week students remember; the answer tells you which sections need reading twice.

Do now and hook (Time: 3 min)

On the board: "Four days in. Write one rule for this room you already know without being told (from the tour, the cue, the norms, anything). Then write one rule you think this room needs that nobody has said yet."

Debrief: three of each on the board. Then the hook: "Every rule on this board is in the agreement in front of you, or it is about to be, because you are going to write it in. On day 16 this kitchen opens for anyone who signed. Nobody cooks who did not."

Procedure

Step	Teacher will	Students will	Time
1. Read the agreement aloud in parts	Hand out the agreement. Assign one section to each table (eight sections: safety, respect, roles, clean	Read their section aloud. Restate another table's section. Underline any line they do not understand or do	9 min

	up, phones, food rules and allergies, the reset cue, what happens when it is broken). Each table reads its section aloud, one student per line. After each section, ask one student from a different table to say it in their own words. Read the allergy line against the nurse's list: "In this room this year, the foods we do not bring in are ____."	not agree with.	
2. Learning activity: critique and rewrite	Point to the team norms chart from yesterday. Give the task: "Find one norm on that chart the agreement already covers. Find one it does not. Then pick one line of the agreement your table would change: make it clearer, stricter, or fairer. Write the rewrite." Take one rewrite from each table on chart paper. Vote by hands on each. Add the ones that pass to the agreement as section 9, "Rules we added."	Compare the norms chart to the agreement. Write one covered norm and one uncovered norm on the handout. Propose one rewrite per table. Vote. Copy the added lines into section 9 on their copy.	9 min
3. Sign	Say what the signature means: "I read it, I helped write part of it, and I	Sign the student line on both copies. Put one in the turn-in tray; take one home.	3 min

	will keep it. I sign it too, because it binds me. The family line is optional; it lets someone at home see how this room runs.” Sign the teacher line on the class copy in front of them.		
4. The Unit 1 pre-assessment	Hand out the pre-assessment face down. Say what it is for: “This is not graded. It tells me what Unit 1 can skip. Write what you think; a blank tells me nothing. Twelve minutes.” Start the timer. Collect at the bell.	Take the pre-assessment.	12 min

Questions to ask

Monitor understanding:

- What is the first thing you do when the lights blink?
- Which section says what happens when you break a rule? What is the first thing that happens?
- Which food is off the list in this room this year, and why?

Deepen learning:

- Why do I sign this too? What could you hold me to?
- Your table’s rewrite got voted down. Does the rule still apply to you? Why?
- What is the difference between the team norms you wrote yesterday and the agreement you signed today? Which one is easier to break?

Check for understanding

During Step 1, the restating: a student who can say another table’s section in their own words has read it. During Step 2, walk and read the covered and uncovered norms; a “got it” handout has a real match (“our norm ‘clean your own spill’ is section 4”) and a real gap (“our norm about asking the quiet person is not in here”). A table whose rewrite is a feeling (“be respectful”) gets yesterday’s question: “What would I see?”

Closure (Time: 4 min)

Collect the pre-assessments and the signed class copies. Exit card, two lines: one line of the agreement I will find hardest to keep, and why; the rule we added that I am gladdest is in there. Two students read line two aloud. Count the signed copies against the roster; anyone missing (absent today) signs during the do now of Lesson 1.1 and takes the pre-assessment then. Say what Monday is: "Monday is Unit 1. Hunt the Hazard. There will be twelve things in this room that could hurt someone, and I put them there."

Differentiation and supports

- ELL: the agreement's student language is at grade 6 and every section has an icon; the note line at the bottom in Turkish, Portuguese, and Spanish explains what the paper is and what the signature means [*check with a native speaker*]; a student may read their table's section with a partner in their home language first; the pre-assessment allows a bilingual dictionary and can be read aloud in a small group; sentence starter for the rewrite: "Change 'to' because ___."
- IEP and 504 (general): the agreement is read aloud by the class, so no student reads alone; the rewrite can be spoken to the table recorder; the pre-assessment is untimed for a student with extended time (finish during the do now Monday) and can be given orally; a student who does not want to sign in front of others signs at the desk.
- Grade 6 support: the table's section is read by two students per line; the comparison asks for one covered norm only; the pre-assessment omits items 13 and 15.
- Grade 8 stretch: the table writes the consequence line for its own rewrite ("if this is broken, then ___"); the student writes two sentences on which section a restaurant kitchen would have that this agreement does not.
- UDL checkpoint used: multiple means of representation (the agreement as text, icons, and a read-aloud) and multiple means of engagement (students vote on the lines they add; the rule is theirs).
- No-room alternative: runs anywhere. If the room is not ready, the tour sections (hand sink, zones) are read as "when the room opens."

Assessment

Objective	Standards met	Learning task	Assessment (formative or summative; tool)
1. Explain a section and state the consequence	HSW 4. a); HSW 4. g); Std 2 KI	Read aloud and restate, Step 1	Formative; the restating (oral check); exit card line one
2. Compare the norms to the agreement	CDOS 3a Personal Qualities; National FCS 1.2.7	Comparison, Step 2	Formative; handout comparison lines
3. Critique, propose, vote, sign	HSW 4. a); Std 2 KI	Rewrite and vote, Step 2; signature,	The signed agreement is the

		Step 3	unit's formal product (collected, not graded); a rewrite that passes the vote is entered in section 9
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The pre-assessment (Step 4) is not graded. It is tallied by item and used by Unit 1 (Lessons 1.1, 1.5, 1.9, 1.10, 1.16, and the Unit 1 Test growth measure on items 1, 11, and 13). The agreement's rules are assessed summatively on the Kitchen Safety Exam (Assessment 01.1).

Homework

Take the second signed copy home. Optional: the family line. Bring it back by day 16 if someone signs it; nothing happens if they do not.

Connections

Inside the building: the nurse (the allergy list and a two-minute visit to say where the nurse's office is); FACS gives the nurse a class that knows the allergy rule before any food is served, and gets the list and a second adult voice. The office [*Sal: whoever holds your school's phone policy*], so the phone section matches the building. Community: families, through the take-home copy; FACS gives them a one-page picture of how the room runs, and gets a signature that makes the phone and food rules easier to hold all year.

Sources

- NYS Middle Level CTE Theme Module 04, Health, Safety, and Wellness (nyctecenter.org, June 2018), lines 4. a) and 4. g). Copy in 02 Standards/NYS Module PDFs/.
- NYS Learning Standards for Health, Physical Education, and Family and Consumer Sciences (1996), Standard 2, Intermediate, FACS strand, and NYS CDOS Standard 3a, Intermediate, Personal Qualities. Wording per 02 Standards/STANDARDS SOURCES - web research.md.
- National Standards for Family and Consumer Sciences Education 3.0 (LEAD FCS Education, 2018), competency 1.2.7.
- Sal's own materials: the signed Room and Lab Agreement, the reset cue, the role cards, the zero-knife and pre-cooked-meat rules, and the Halal accommodation planning from his Brentwood lab packages (01 Source Analysis/Brentwood Work and Simulations.md, sections 2 and 6). His Brentwood kitchen safety exam and contract live in OneDrive and were not available; the agreement is written fresh.
- The Unit 1 pre-assessment items are keyed to the Unit 1 lessons that read them: Lesson 01.01, 01.05, 01.09, 01.10, 01.16, and Assessment 01.4.

Teacher notes

- The clock is tight. If Step 1 runs long, take only four rewrites in Step 2 (two tables share one) and keep the vote. Never cut Step 3 or Step 4; the signatures and the pre-assessment are why the day exists.
- Common mistake: a table proposes a rewrite that loosens a safety line (for example “phones allowed during labs to take pictures”). Let it go to the vote; then, if it passes, say plainly which lines are not up for a vote (safety and allergies) and why. The agreement handout marks those two sections. Students accept a fixed rule when they see which ones are open.
- Common mistake two: students rush the pre-assessment because it is not graded. Say “a blank tells me nothing” and “write what you think” twice. The tally only works if they try.
- The family line is optional on purpose. A student whose family cannot or will not sign loses nothing.
- *[Sal: your Brentwood room had Halal students and a nut-free rule. Read the allergy line against the real nurse’s list and name the foods; a general line (“we respect allergies”) does nothing on lab day.]*
- Tally the pre-assessment by item tonight. Lesson 1.1 reads items 1, 2, and 11 tomorrow morning.