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**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 – Family and Consumer Sciences Teacher 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.

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**Who Is Ellen Swallow Richards?**

**What are three questions you have about this person?**

1.

2.

3.

**Do your research:**

|  |  |  |
| --- | --- | --- |
| Why is this individual important in family and consumer sciences? | What contributions did this individual make to the family and consumer sciences profession? | What is other important information about this individual. |

**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