

LEAD *FCS*

GUIDE TO SAFE AND EFFECTIVE FAMILY AND CONSUMER SCIENCES PROGRAMS

HUMAN
SERVICES

Guidance for Human Services &
Related Areas

Guidance for Early Childhood
Education
Guidance for Education & Training

EDUCATION
AND
TRAINING

HOSPITALITY
AND
TOURISM

Guidance for Food Production,
Hospitality, and Nutrition Related Areas

Guidance for Fashion and Textiles
Guidance for Interior Design & Housing

VISUAL ARTS
AND
DESIGN



FCCLA Guidance
FCS Classroom General Guidance

(Re) Opening Family and Consumer Sciences Departments



Human Services and Life Literacy Skills

Introduction:

As we enter this period of fluid change and flexibility in instruction, there are some components which the FCS teacher should address. This guidance document was developed as an easy way of locating information needed to (re) open the FCS classroom and related activities. Industry has been included where deemed appropriate. See links below for additional information.

All human related experiences offer COVID challenges in addition to the expected personal and family setting safety practices. This guidance is to begin this conversation. Some child development considerations are included here, but reviewing the “Child Development and Early Childhood Services” guidance is suggested.

Disclaimer:

In all situations, local school and health departments will have their own protocol and expectations to follow. State agencies and public officials may also require compliance to directives. Those must be followed. The following however is an attempt to further enhance conversations around unique FCS lab and classroom activities.

[Liability Disclaimer and User Agreement Statement](#)

Safety Elements	Human Services and Life Literacy Skills
Please read this section first: Concerns	
Cleansers and Disinfectants	<ul style="list-style-type: none">• Follow local school and health department directives.• See the CDC for their guidance related to which to use and how to make your own: https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html• Ensure all cleansers are stored in original containers in locked cabinet.• Ensure poison control information is easily located in case of ingestion.• Follow all school policies on reporting issues.

Safety Elements	Human Services and Life Literacy Skills
Allergies to Cleansers	<ul style="list-style-type: none"> • Know if students have latex allergies. If so, ensure only latex-free items are used with them. Involve school nurse for further guidance. • Some students may have allergic and other reactions to cleansers and disinfectants (such as asthma). Involve the school nurse in noting these situations and follow school and health department protocol regarding use (or avoidance altogether). • Follow the directives above to protect student health when including them in cleaning procedures, or remove from any cleaning responsibilities if warranted. As always, involve the school nurse and follow school protocol. • Ensure the classroom maintains copies of all Safety Data Sheets (SDS) for products used in the classroom. For more information, see this OSHA reference: https://www.osha.gov/Publications/OSHA3514.html • For a searchable SDS database: https://chemicalsafety.com/sds-search/
Teacher Illness, COVID Related	<ul style="list-style-type: none"> • In the event of a teacher illness related to COVID, follow school guidelines and protocol for reporting, classroom modifications, cleaning, instructional experience, and next steps.
Student Illness, COVID Related	<ul style="list-style-type: none"> • In the event of a student illness related to COVID, follow school guidelines and protocol for reporting, classroom modifications, cleaning, instructional experience, and next steps.

Safety Elements Human Services and Life Literacy Skills	
Teaching Location	
Classroom	<ul style="list-style-type: none"> • Review class size and limitations due to room size. • Determine maximum number students in each classroom based on social distancing needs. (giving special consideration to special needs students) • Assign workstations/seating to maintain social distancing (6 feet). • Students should wear a face mask/face shield when working with each other and other people. • Post guidelines outside classroom door. • Each student should have their own supplies. • Identify and remove highly touched items OR develop a cleaning plan between student use. • Encourage keeping personal items at home/locker. • May need to stagger classes using labs to allow for sanitation. • Sanitize any and all manipulatives, toys, equipment, other high touch surfaces regularly throughout the day. • Wipe down all doorknobs and handles in lab spaces as well as entry doors and pantry doors • Wipe off remote controls, light switches, keyboards, on/off buttons, tables and chairs as school and local health department suggests.
Home Location	<ul style="list-style-type: none"> • Hold virtual meetings, plan & communicate to parents & students how/when virtual communication will occur. Communicate purpose-- whether checking in to say hi or teaching. • Students should be encouraged to work with younger siblings for child development related observations and interactions. • Students should be encouraged to work with older family members if healthy to do so (but social distancing and mask wearing is strongly encouraged). • Encourage social distancing and wearing masks as appropriate. • Clean and sanitize home as needed, however the following guidance is suggested by the CDC: https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/checklist-household-ready.html • When working with older adults, review the following as provided by the CDC: https://www.cdc.gov/aging/covid19-guidance.html • When caring for children, review the following as many of the child care program guidelines are appropriate for home settings as well: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html

Safety Elements	Human Services and Life Literacy Skills
<p>WBL/Remote Location</p>	<ul style="list-style-type: none"> • Following safety guidelines and procedures set by the WBL/remote location (business/industry) as well as those from this resource that align to the location and tasks to be performed. • Ensure school policies are in place for supporting remote learning situations with the safety of the students in mind. • Determine visitation expectations by teachers to ensure safety practices are in place and followed to ensure student is in a safe environment. • Ensure policies are in place for determining if a student needs to be removed from the setting due to illness, unsafe practices or other health and safety issues are determined. • Work with the local child care or senior care directors to determine what additional instruction students need to have before entering their facility as part of the workforce. Include in assessments prior to work release. • See this resource for working with child care programs: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html • See this resource for working within nursing homes: https://www.cdc.gov/coronavirus/2019-ncov/hcp/long-term-care.html • See this resource from the CDC about workplace guidance and OSHA compliance of those in work settings: https://www.cdc.gov/coronavirus/2019-ncov/community/worker-safety-support/index.html

Safety Elements	Human Services and Life Literacy Skills
Sanitation: Personal Habits and Actions	
Masks/Gloves	<ul style="list-style-type: none"> • Note any latex allergies of students (Refer to “Concerns” Section for additional guidance). • Instruct students to wear masks to cover mouth and nose when around others such as lab situations where attention to social distancing may be forgotten. Demonstrate proper use on dolls/stuffed animals for children. • Instruct students to avoid touching masks. • Replace masks if become wet or soiled. • Demonstrate proper technique to put on, take off and dispose of gloves. • Wear gloves and follow glove protocol when working and/or working with others as deemed appropriate. • Inform parents of mask/glove non-compliance consequences. • Dispose of gloves once student is done using.
Illness (Non-COVID)	<ul style="list-style-type: none"> • Ask/assess if student is well enough to participate. • Assign individual rather than group work to avoid spread. • Monitor health continually. • Ask health questions about family regarding exposure to COVID and ask about any symptoms. • Remove from lab space if illness worsens. • Create an environment to aid in traumatic events (empathy training).
Habits	<ul style="list-style-type: none"> • Students should be familiar with COVID 19 symptoms. • Avoid close contact with people who are sick. • Avoid close contact with other students and teacher • Wash hands frequently (follow school policy, but minimum hourly). • Use hand sanitizer containing at least 60% alcohol. • Cover all coughs and sneezes. • Check child’s temperatures. • Use single use gloves and masks. • Monitor health, mental health and personal hygiene. • Follow other safety related procedures as determined by the audience and activity.

Safety Elements	Human Services and Life Literacy Skills
Human Subject Labs	<ul style="list-style-type: none">• Follow same guidance as being around classmates or other groups of people such as social distancing, wearing masks, limiting physical touching (this is a challenge with children).• Avoid anyone sick, coughing or sneezing.• Look to substitute family members for assignments working with people or meeting their basic needs.• Substitute physical observations to recordings focused on content needs.

Safety Elements	Human Services and Life Literacy Skills
General Sanitation	
Equipment	<ul style="list-style-type: none"> • Consider lab product and if equipment should be shared (with sanitation between) or individually assigned. • Students should have own equipment and tools if possible. • Sanitize all equipment before starting and at end of lab. • Avoid small equipment with wood handles which can remain damp between uses, opting for plastic or metal. • Ensure safety check is done as normally conducted to minimize injury. • Ensure students are well trained with documented safety knowledge and skill before using. • Students should have own equipment and tools if possible. .
Food Labs	<p>Review the “Food Production, Food Science, Nutrition and Culinary Arts” Guidance if any food labs are included within human services or life literacy skills instruction.</p> <ul style="list-style-type: none"> • In addition, note these food safety suggestions from the CDC: https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/food-and-COVID-19.html
Geriatric Simulation Items (Reality Works)	<ul style="list-style-type: none"> • All products come with cleaning instructions. Refer to the User Guide for cleaning instructions. • It is recommended to follow CDC guidelines for best practice when using the products (such as washing hands frequently, wearing masks and socially distancing in the classroom setting). • For other questions, call 1-800-383-1415 or chat at https://www.realityworks.comknowledge-base/
Infant Simulation (Reality Works)	<ul style="list-style-type: none"> • Cleaning infant simulators and supplies are more important than ever. • To disinfect them, remove and wash all clothing. • Use rubbing alcohol or disinfectant wipes containing an alcohol concentration of 60% or greater. This is an anti-micro bacterial solution which kills 99.99% of germs within 10-30 seconds. • Gently wipe simulators and accessories, letting air dry for 30 minutes. (It is NOT recommended to use bleach to disinfect.). • Download our Real Care infant simulator cleaning and disinfecting steps which will also include details for washing clothing and removing ink and dirt: https://www.realityworks.com/wp-content/uploads/2020/07/Cleaning-Suggestions.pdf

Safety Elements	Human Services and Life Literacy Skills
Pregnancy Simulator	<p>Cleaning the Vest:</p> <ul style="list-style-type: none"> • As the teacher, handle with disposable gloves. • Have students wear disposable gloves when putting on and taking off the simulator. • Launder as indicated on care label. <p>Cleaning the Rib Constrictor:</p> <ul style="list-style-type: none"> • Remove the water bladder, weight bag and foam breast inserts. • Hand or machine wash vest on cold, delicate cycle. • Do not bleach. • Do not wring or twist. • Line dry and smooth by hand. • Do no iron. • <p>Cleaning the Water Bladder:</p> <ul style="list-style-type: none"> • Empty bladder, leaving cap off and let dry after each use. • Wipe outside with damp cloth and mild soap if needed. • Air dry thoroughly.
Older Adult Interactions	<ul style="list-style-type: none"> • Students should be in good health and practice safe habits, such as wearing masks appropriately. • Older adults should be in good health and willing to interact with students. Follow all school policies for such interactions outside of the school setting. • When working with older adults, review the following as provided by the CDC: https://www.cdc.gov/aging/covid19-guidance.html
Life Literacy Skills—Daily Life	<ul style="list-style-type: none"> • The CDC provides this guidance concerning impact of COVID on daily life routines: https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/index.html
Life Literacy Skills—Stress and Coping	<ul style="list-style-type: none"> • The following guidance from the CDC may provide instructional guidance which is COVID focused related to coping with stress: https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/stress-coping/index.html

**Safety
Elements**

Human Services and Life Literacy Skills

References:

- <https://www.osha.gov/Publications/OSHA3514.html>
- <https://chemicalsafety.com/sds-search/>
- <https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>
- <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>
- <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html>
- <https://www.cdc.gov/coronavirus/2019-ncov/community/worker-safety-support/index.html>
- <https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/food-and-COVID-19.html>
- <https://www.cdc.gov/aging/covid19-guidance.html>
- <https://www.cdc.gov/coronavirus/2019-ncov/hcp/long-term-care.html>
- <https://www.realityworks.comknowledge-base/>
- <https://www.realityworks.com/wp-content/uploads/2020/07/Cleaning-Suggestions.pdf>
- <https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/index.html>
- <https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/stress-coping/index.html>

(Re) Opening Family and Consumer Sciences Departments

EDUCATION
AND
TRAINING

Child Development and Early Childhood Services

Introduction:

As we enter this period of fluid change and flexibility in instruction, there are some components which the FCS teacher should address. This guidance was developed as an easy way of locating information needed to (re) open the FCS classroom and related activities. Industry has been included where deemed appropriate. See links below for additional information including the updated <https://www.cdacouncil.org/here-for-you>.

All child related experiences offer COVID challenges in addition to the expected personal and child safety practices. This guidance is to begin this conversation.

Disclaimer:

In all situations, local school and health departments will have their own protocol and expectations to follow. State agencies and public officials may also require compliance to directives. Those must be followed. The following however is an attempt to further enhance conversations around unique FCS lab and classroom activities.

Liability Disclaimer and User Agreement Statement

Safety Elements	Child Development, Early Childhood Services
Please read this section first: Concerns	
Cleansers and Disinfectants	<ul style="list-style-type: none">• Follow local school and health department directives.• See the CDC for their guidance related to which to use and how to make your own: https://www.cdc.gov/coronavirus/2019-nCoV/community/disinfecting-building-facility.html• Ensure all cleansers are stored in original containers in locked cabinet.• Ensure poison control information is easily located in case of ingestion.• Follow all school policies on reporting issues.

Safety Elements	Child Development, Early Childhood Services
Allergies to Cleansers	<ul style="list-style-type: none"> • Know if students have latex allergies. If so, ensure only latex-free items are used with them. Involve school nurse for further guidance. • Some students may have allergic and other reactions to cleansers and disinfectants (such as asthma). Involve the school nurse in noting these situations and follow school and health department protocol regarding use (or avoidance altogether). • Follow the directives above to protect student health when including them in cleaning procedures, or remove from any cleaning responsibilities if warranted. As always, involve the school nurse and follow school protocol. • Ensure the classroom maintains copies of all Safety Data Sheets (SDS) for products used in the classroom. For more information, see this OSHA reference: https://www.osha.gov/Publications/OSHA3514.html • For a searchable SDS database: https://chemicalsafety.com/sds-search/
Teacher Illness, COVID Related	<ul style="list-style-type: none"> • In the event of a teacher illness related to COVID, follow school guidelines and protocol for reporting, classroom modifications, cleaning, instructional experience, and next steps.
Student Illness, COVID Related	<ul style="list-style-type: none"> • In the event of a student illness related to COVID, follow school guidelines and protocol for reporting, classroom modifications, cleaning, instructional experience, and next steps.

Teaching Locations

<p>Classroom</p>	<ul style="list-style-type: none"> • Review class size and limitations due to room size. • Determine maximum number students in each classroom based on social distancing needs. (giving special consideration to special needs students). • Assign workstations/seating to maintain social distancing (6 feet). • Students should wear a face mask/face shield when working with each other and other people. • Post guidelines outside the classroom door. • Each student should have their own supplies. • Identify and remove highly touched items OR develop a cleaning plan between student use. • Encourage keeping personal items at home/locker. • May need to stagger classes using labs to allow for sanitation. • Sanitize any and all manipulatives, toys playground equipment, other high touch surfaces regularly throughout the day. • Wipe down all doorknobs and handles in lab spaces as well as entry doors and pantry doors. • Wipe off remote controls, light switches, keyboards, on/off buttons, tables and chairs as school and local health department suggests. <p>IF ON SITE DAY CARE:</p> <ul style="list-style-type: none"> • Determine if on-site day care will be continued. • Follow local school and health department guidelines. • Review CDC guidelines • Develop drop off procedures. • Develop check in procedures.
<p>Home Location</p>	<ul style="list-style-type: none"> • Hold virtual meetings, plan & communicate to parents & students how/when virtual communication will occur. Communicate purpose-- whether checking in to say hi or teaching. • Students should be encouraged to work with younger siblings for child development related observations and interactions. • Encourage social distancing and wearing masks as appropriate. • Clean and sanitize home as needed, however the following guidance is suggested by the CDC: https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/checklist-household-ready.html • When caring for children, review the following as many of the child care program guidelines are appropriate for home settings as well:

Safety Elements	Child Development, Early Childhood Services
	<p>https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html</p>
<p>WBL/Remote Location</p>	<ul style="list-style-type: none"> • Following safety guidelines and procedures set by the WBL/remote location (business/industry) as well as those from this resource that align to the location and tasks to be performed. • Ensure school policies are in place for supporting remote learning situations with the safety of the students in mind. • Determine visitation expectations by teachers to ensure safety practices are in place and followed to ensure student is in a safe environment. • Ensure policies are in place for determining if a student needs to be removed from the setting due to illness, unsafe practices or other health and safety issues are determined. • Work with the local child care directors to determine what additional instruction students need to have before entering their facility as part of the workforce. Include in assessments prior to work release. • See this resource for working with child care programs: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html • See this resource from the CDC about workplace guidance and OSHA compliance of those in work settings: https://www.cdc.gov/coronavirus/2019-ncov/community/worker-safety-support/index.html

Sanitation: Personal Habits and Actions

<p>Masks/Gloves</p>	<ul style="list-style-type: none"> • Note any latex allergies of students (Refer to “Concerns” Section for additional guidance). • Instruct students to wear masks to cover mouth and nose when around others such as lab situations where attention to social distancing may be forgotten. (Demonstrate proper use on dolls/stuffed animals for children.) • Instruct students to avoid touching masks. • Replace masks if become wet or soiled. • Demonstrate proper technique to put on, take off and dispose of gloves. • Wear gloves and follow glove protocol when working and/or working with others as deemed appropriate. • Inform parents of mask/glove non-compliance consequences. • Dispose of gloves once student is done using.
<p>Illness (Non-COVID)</p>	<ul style="list-style-type: none"> • Ask/assess if student is well enough to participate. • Assign individual rather than group work to avoid spread. • Monitor health continually. • Ask health questions about family regarding exposure to COVID and ask about any symptoms. • Remove from lab space if illness worsens. • Create an environment to aid in traumatic events (empathy training).
<p>Habits</p>	<ul style="list-style-type: none"> • Students should be familiar with COVID 19 symptoms. • Avoid close contact with people who are sick. • Avoid close contact with other students and teacher. • Wash hands frequently (follow school policy, but minimum hourly). • Use hand sanitizer containing at least 60% alcohol. • Cover all coughs and sneezes. • Check child’s temperatures. • Use single use gloves and masks. • Monitor health, mental health and personal hygiene. • Follow other safety related procedures as determined by the audience and activity.

Safety Elements	Child Development, Early Childhood Services
Human/Child Subject Labs	<ul style="list-style-type: none"> • Follow same guidance as being around classmates or other groups of people such as social distancing, wearing masks, limiting physical touching (this is a challenge with children). • Avoid anyone sick, coughing or sneezing. • Look to substitute family members for assignments working with people or meeting their basic needs. • Substitute physical observations to recordings focused on content needs. • Remove rugs, pillows, and stuffed animal, but encourage children to bring from home and only they will use them. • Consider having the teacher(s) rotate to groups of children in learning centers rather than children rotating. • Mark foot prints on the floor to indicate everything from where to stand when in line, how to separate within a room and/or pointing toes toward the direction to move such as exiting the room as to minimize bumping into each other.

Safety Elements Child Development, Early Childhood Services	
General Sanitation	
Equipment	<ul style="list-style-type: none"> • Students should have own equipment and tools if possible. • Consider lab product and if equipment should be shared (with sanitation between) or individually assigned. • Sanitize all equipment before starting and at end of lab. • Avoid small equipment with wood handles which can remain damp between uses, opting for plastic or metal. • Ensure safety check is done as normally conducted to minimize injury. • Ensure students are well trained with documented safety knowledge and skill before using.
Toys	<ul style="list-style-type: none"> • Have enough toys to allow for rotation and thus fully cleaning each between use. • Remove any toys that can not be fully cleaned or sanitized. • Any toy that could be placed into the mouth should be removed until fully cleaned and sanitized (which may mean duplicates if this is a favorite toy). • Soft sided toys should be laundered and used by only one child. • Avoid leaving any water in a bucket where children could gain access and with fall into or ingest. • The person cleaning the toys should be fully gloved while cleaning.
Food Labs –	<p>Review the “Food Production, Food Science, Nutrition and Culinary Arts” Guidance if any food labs are included within child development, or early childhood instruction.</p> <ul style="list-style-type: none"> • In addition, note these food safety regulations for centers, Head Start and Family Child Care Home programs from the National Resource Center for Health and Safety in Child Care and Early Education (NRC) as recognized by the CDC: https://nrckids.org/CFOC/Database/4.9
Infant Simulators (Reality Works)	<ul style="list-style-type: none"> • Cleaning infant simulators and supplies are more important than ever. • To disinfect them, remove and wash all clothing. • Use rubbing alcohol or disinfectant wipes containing an alcohol concentration of 60% or greater. This is an anti-micro bacterial solution which kills 99.99% of germs within 10-30 seconds. • Gently wipe simulator and accessories, letting air dry for 30 minutes. (It is NOT recommended to use bleach to disinfect.) • Download our Real Care infant simulator cleaning and disinfecting steps which will also include details for washing clothing and

Safety Elements	Child Development, Early Childhood Services
	<p>removing ink and dirt: https://www.realityworks.com/wp-content/uploads/2020/07/Cleaning-Suggestions.pdf</p>
<p>Pregnancy Simulator</p>	<p>Cleaning the Vest:</p> <ul style="list-style-type: none"> • As the teacher, handle with disposable gloves • Have students wear disposable gloves when putting on and taking off the simulator. • Launder as indicated on care label. <p>Cleaning the Rib Constrictor</p> <ul style="list-style-type: none"> • Remove the water bladder, weight bag and foam breast inserts. • Hand or machine wash vest on cold, delicate cycle. • Do not bleach. • Do not wring or twist. • Line dry and smooth by hand. • Do no iron. <p>Cleaning the Water Bladder:</p> <ul style="list-style-type: none"> • Empty bladder, leaving cap off and let dry after each use. • Wipe outside with damp cloth and mild soap if needed. • Air dry thoroughly.
<p>Textiles, Towels, Aprons</p>	<p>It is recognized aprons and towels can be used with child development labs so guidance is included:</p> <ul style="list-style-type: none"> • Assign aprons to individuals. • Wash between every use. • Launder towels after each lab. • Launder potholders as soiled (if gloves are not worn, launder more often). • Do not shake dirty/used laundry. • Avoid touching dirty laundry. • Wash and rinse in hot water if textile allows it, otherwise as hot as allowable. • Dry towels and aprons immediate after washed. • Ensure clean towels/aprons are handled with clean hands and wearing of a mask. • Store towels where minimal handling by students will occur.

Child Development, Early Childhood Services

References:

- <https://www.osha.gov/Publications/OSHA3514.html>
- <https://chemicalsafety.com/sds-search>
- <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>
- <https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>
- <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html>
- <https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/checklist-household-ready.html>
- https://www.kindercare.com/lp/safety-first?CID=10222263752&device=c&utm_term=kindercare&matchtype=e&utm_campaign=10222263752&utm_source=google&utm_medium=cpc&adgroup=105070359787&geo_interest=&geo=9007447&qclid=CjwKCAjwmMX4BRAAEiwA-zM4Jitlle5qZL15uepVkBEPt6D3JQplZ8ArCVbgdFw0qVOrNmh2i4GvihoC-uQQAvD BwE
- <https://www.cdacouncil.org/cda-advisory-committee>
- <https://www.epa.gov/coronavirus/disinfectant-use-and-coronavirus-covid-19>
- <https://www.allergicliving.com/2013/08/23/the-dirt-on-cleaning/>
- <https://nrckids.org/CFOC/Database/3.3>
- <https://www.maine.gov/doe/framework>

(Re) Opening Family and Consumer Sciences Departments

HOSPITALITY
AND
TOURISM

Food Production, Food Science, Nutrition, Culinary Arts

Introduction:

As we enter this period of fluid change and flexibility in instruction, there are some components which the FCS teacher should address. This guidance document was developed as an easy way of locating information needed to (re) open the FCS classroom and related activities. Industry has been included where deemed appropriate. See links below for additional information.

All food related experiences offer COVID challenges in addition to the expected personal and food safety and sanitation practices. This guidance is to begin this conversation.

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In all situations, local school and health departments will have their own protocol and expectations to follow. State agencies and public officials may also require compliance to directives. Those must be followed. The following however is an attempt to further enhance conversations around unique FCS lab and classroom activities.

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Safety Elements	Food Production, Food Science, Nutrition and Culinary Arts
<p>Please read this section first:</p> <p>Concerns</p>	
<p>Cleansers and Disinfectants</p>	<ul style="list-style-type: none"> • Follow local school and health department directives. • See the CDC for their guidance related to which to use and how to make your own: https://www.cdc.gov/coronavirus/2019-nCoV/community/disinfecting-building-facility.html • Ensure all cleansers are stored in original containers in locked cabinet. • Ensure poison control information is easily located in case of ingestion. • Follow all school policies on reporting issues.
<p>Allergies to Cleansers</p>	<ul style="list-style-type: none"> • Know if students have latex allergies. If so, ensure only latex-free items are used with them. Involve school nurse for further guidance. • Some students may have allergic and other reactions to cleansers and disinfectants (such as asthma). Involve the school nurse in noting these situations and follow school and health department protocol regarding use (or avoidance altogether).

Safety Elements	Food Production, Food Science, Nutrition and Culinary Arts
	<ul style="list-style-type: none"> • Follow the directives above to protect student health when including them in cleaning procedures, or remove from any cleaning responsibilities if warranted. As always, involve the school nurse and follow school protocol. • Ensure the classroom maintains copies of all Safety Data Sheets (SDS) for products used in the classroom. For more information, see this OSHA reference: https://www.osha.gov/Publications/OSHA3514.html • For a searchable SDS database: https://chemicalsafety.com/sds-search/
Teacher Illness, COVID Related	<ul style="list-style-type: none"> • In the event of a teacher illness related to COVID, follow school guidelines and protocol for reporting, classroom modifications, cleaning, instructional experience, and next steps.
Student Illness, COVID Related	<ul style="list-style-type: none"> • In the event of a student illness related to COVID, follow school guidelines and protocol for reporting, classroom modifications, cleaning, instructional experience, and next steps.

**Safety
Elements**

Food Production, Food Science, Nutrition and Culinary Arts

Teaching Locations

Classroom

- Review class size and limitations due to room size.
- Determine maximum number students in each classroom based on social distancing needs. (giving special consideration to special needs students).
- Assign workstations/work areas to maintain social distancing (6 feet).
- Students should wear a face mask/face shield when working with each other and other people.
- Post guidelines outside the classroom door.
- Each student should have their own supplies.
- Identify and remove highly touched items OR develop a cleaning plan between student use.
- Encourage keeping personal items at home/locker.
- Practice food safety (i.e. wash food, wear gloves, use correct cutting boards and prevent cross contamination) as normally expected.
- Separate sampling into individual portions before eating.
- Assign each student individual food portions to eat distancing from others.
- May need to stagger classes using labs to allow for sanitation.
- Wash, rinse, and sanitize sinks as needed, but between classes at minimum.
- Wipe down equipment fronts and handles after each food lab.
- Wipe down all doorknobs and handles in lab spaces as well as entry doors and pantry doors.
- Wipe off remote controls, light switches, keyboards, on/off buttons, tables and chairs as school and local health department suggests.
- Plexiglass between work stations may be necessary in a food lab if spacing is not possible, HOWEVER this does add to the sanitation and cleaning surfaces list and would be between all uses.

Home Location

- Hold virtual meetings, plan & communicate to parents & students how/when virtual communication will occur. Communicate purpose-- whether checking in to say hi or teaching.
- Students should be encouraged to cook at home if supplies are provided, equipment available, and cooking skills are in place.
- Encourage social distancing and wearing masks as appropriate.
- Clean and sanitize home as needed, however the following guidance is suggested by the CDC:
<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/checklist-household-ready.html>

Safety Elements	Food Production, Food Science, Nutrition and Culinary Arts
	<ul style="list-style-type: none"> Practice food safety (i.e. wash food, wear gloves, correct cutting boards and prevent cross contamination) as normally expected. Adapting school lab to home cleaning assessment may be appropriate with adult involvement.
WBL/Remote Location	<ul style="list-style-type: none"> Following safety guidelines and procedures set by the WBL/remote location (business/industry) as well as those from this resource that align to the location and tasks to be performed. Ensure school policies are in place for supporting remote learning situations with the safety of the students in mind. Determine visitation expectations by teachers to ensure safety practices are in place and followed to ensure student is in a safe environment. Ensure policies are in place for determining if a student needs to be removed from the setting due to illness, unsafe practices or other health and safety issues are determined. Work with the local restaurant supervisor to determine what additional instruction students need to have before entering their facility as part of the workforce. Include in assessments prior to work release. See this resource from the CDC about workplace guidance and OSHA compliance: https://www.cdc.gov/coronavirus/2019-ncov/community/worker-safety-support/index.html As you consider alternative food related experiences, be sure to review the following Child Labor Bulletin 101 (non-agricultural occupations) document related to the Fair Labor Standards Act by the U.S. Department of Labor related to Child Labor Laws for 14-15 & 16-17-year-olds: https://www.dol.gov/agencies/whd/child-labor <ul style="list-style-type: none"> --Page 5 (14-15-year-old food related work experiences not allowed) --Page 6 (14-15-year-old allowable work experiences) --Page 7 (14-15-year-old work experiences/work study definitions) --Page 8 (16-17-year-old listing of hazardous occupations, expanded on pages 18-19) --Page 24 (16-17-year-old student-learner definitions)

Safety Elements		Food Production, Food Science, Nutrition and Culinary Arts
Sanitation: Personal Habits and Actions		
Masks/Gloves	<ul style="list-style-type: none"> • Note any latex allergies of students (Refer to “Concerns” Section for additional guidance). • Instruct students to wear masks to cover mouth and nose when around others such as lab situations where attention to social distancing may be forgotten. (May need to demonstrate this). • Instruct students to avoid touching masks. • Replace masks if become wet or soiled. • Demonstrate proper technique to put on, take off and dispose of gloves. • Wear gloves and follow glove protocol when working and/or working with others as deemed appropriate. • Inform parents of mask/glove non-compliance consequences. • Dispose of gloves once student is done using. 	
Illness (Non-COVID)	<ul style="list-style-type: none"> • Ask/assess if student is well enough to participate. • Assign individual rather than group work to avoid spread. • Ask health questions about family regarding exposure to COVID and ask about any symptoms. • Limit tasting to own product only. • Monitor health continually. • Remove from lab space if illness worsens. • Create an environment to aid in traumatic events (empathy training). 	
Habits	<ul style="list-style-type: none"> • Students should be familiar with COVID-19 symptoms. • Avoid close contact with people who are sick. • Avoid close contact with other students and teacher. • Wash hands frequently (follow school policy, but minimum hourly). • Use hand sanitizer containing at least 60% alcohol. • Cover all coughs and sneezes. • Check child’s temperatures. • Use single use gloves and masks. • Monitor health, mental health and personal hygiene. • Follow other safety related procedures as determined by the audience and activity. • Follow other food safety related procedures (i.e. hair restraints, close toed shoes, clothing covering such as clean apron or chefs coat, etc.) as normally expected. 	

Safety Elements	Food Production, Food Science, Nutrition and Culinary Arts
Handling Money	<ul style="list-style-type: none">• A virus (COVID or other) can live on dollar bills for 2-3 days under optimal conditions due to their composition being linen (25%) and cotton (75%) (2)• Avoid touching your eyes, nose and mouth, eating or drinking any fluids while handling money.• Ensure washing hands thoroughly after handling any cash, but bills specifically.• Avoiding using cash is suggested, but if card is used, be sure to sanitize it (avoiding the black strip) before placing back into your wallet.

Safety Elements	
Food Production, Food Science, Nutrition and Culinary Arts	
General Sanitation	
Equipment	<ul style="list-style-type: none"> • Consider lab product and if equipment should be shared (with sanitation between) or individually assigned. • Students should have own equipment and tools if possible. • Sanitize all equipment before starting and at end of lab. • Avoid small equipment with wood handles which can remain damp between uses, opting for plastic or metal. • Ensure safety check is done as normally conducted to minimize injury. • Ensure students are well trained with documented safety knowledge and skill before using. • Establish work zone with equipment and/or workspace assignments, practicing social distancing.
General Food Comment:	Currently, there is no evidence to suggest that handling food or consuming food is associated with COVID-19. (1)
Food Labs – Prior to Lab	<p>Follow school policy on labs, however the following are considerations:</p> <ul style="list-style-type: none"> • Passing a food safety lab assessment is suggested before beginning a lab, include COVID related procedures in the assessment to show understanding. • Students should have their temperature taken before entering a lab area. • Students who exhibit COVID-19 symptoms or have a fever of 100.4, should not be allowed in the lab area. • Students should learn about and follow public health guidelines for returning to the classroom/lab. • Students should wear an effective face mask at all times. • Students should demonstrate proper hand washing (20 seconds minimum) before entering a lab area. • Avoid using disinfectants designed for hard surfaces on food packaged in cardboard or plastic wrap. • Do not wash produce with soap, bleach, sanitizer, alcohol, disinfectant or any other chemical. Wash fresh fruits, vegetables under cold water. • Gently rub with a clean brush all peeled fruits before consuming even if not consuming the peel itself. • Salt, pepper, vinegar, lemon juice and lime juice have not been shown to be effective at removing germs on foods such as produce. • Students should demonstrate how to cover coughs and sneezes with a disposable tissue when possible, then followed immediately

Safety Elements	Food Production, Food Science, Nutrition and Culinary Arts
	<p>with washing hands properly. If tissue is unavailable, cough or sneeze into their elbow, not hands.</p> <ul style="list-style-type: none"> • Consider removing excess equipment from lab spaces to decrease moving/touching and therefore decreasing sanitation needs. • Consider removing door fronts from food lab kitchens to decrease touching and therefore decreasing sanitation needs.
Food Labs – During Lab	<ul style="list-style-type: none"> • Students should wash their hands before, during, and after lab. • Students should avoid touching their eyes, nose, mouth, or facemask when being worn. • Even with hand washing, students should use barriers such as tongs, gloves, tissues, or other utensils to prevent direct hand contact with ready-to-eat foods. • Students should properly social distance to the best of their ability within the lab. • Regularly clean and sanitize surfaces that are frequently touched.
Food Labs – After Lab	<ul style="list-style-type: none"> • Limit students to only consume food they individually prepared. • When students are unable to social distance, food can be packaged and stored appropriately so that students are able to consume food at an appropriate and/or later time. • If time allows and outdoor space is unoccupied, students may be able to consume food outdoors while social distancing. • Clean up of lab spaces should continue as normal and with local school policies in place.
Textiles, Towels, Aprons	<ul style="list-style-type: none"> • Assign aprons to individuals. • Wash between every use. • Launder towels after each lab. • Launder potholders as soiled (if gloves are not worn, launder more often). • Do not shake dirty/used laundry. • Avoid touching dirty laundry. • Wash and rinse in hot water if textile allows it, otherwise as hot as allowable. • Dry towels and aprons immediate after washed. • Ensure clean towels/aprons/potholders are handled with clean hands and wearing of a mask. • Store towels where minimal handling by students will occur.

Food Production, Food Science, Nutrition and Culinary Arts

References:

- <https://www.osha.gov/Publications/OSHA3514.html>
- <https://chemicalsafety.com/sds-search/>
- <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>
- <https://restaurant.org/downloads/pdfs/business/rlc-positive-COVID-in-restaurant.pdf>
- <https://restaurant.org/COVID199>
- <https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>
- <https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/checklist-household-ready.html>
- <https://www.cdc.gov/coronavirus/2019-ncov/community/worker-safety-support/index.html>
- <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-covid-spreads.html> (1)
- <https://www.dol.gov/agencies/whd/child-labor>
- [https://covid19.nj.gov/faqs/coronavirus-information/about-the-virus/can-covid-19-be-passed-via-currencies-\(dollar-bills-coins-checks-etc.\)](https://covid19.nj.gov/faqs/coronavirus-information/about-the-virus/can-covid-19-be-passed-via-currencies-(dollar-bills-coins-checks-etc.)) (2)
- <https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bank-employees.html>

(Re) Opening Family and Consumer Sciences Department

VISUAL ARTS
& DESIGN

Fashion, Textiles and Apparel

As we enter this period of fluid change and flexibility in instruction, there are some components which the FCS teacher should address. This table was developed as an easy way of locating information needed to (re) open the FCS classroom and related activities. Industry has been included where deemed appropriate. See links below for additional information.

All fashion, textiles and apparel related experiences offer challenges in addition to the expected personal and industry aligned practices. This guidance is to begin this conversation

Disclaimer: In all situations, local school and health departments will have their own protocol and expectations to follow. State agencies and public officials may also require compliance to directives. Those must be followed. The following however is an attempt to further enhance conversations around unique FCS lab and classroom activities.

[Liability Disclaimer and User Agreement Statement](#)

Safety Elements	Fashion, Textiles and Apparel
<p>MUST READ THIS SECTION FIRST!</p> <p>Concerns</p>	
<p>Cleansers and Disinfectants</p>	<ul style="list-style-type: none"> • Follow local school and health department directives. • See the CDC for their guidance related to which to use and how to make your own: https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html • Ensure all cleansers are stored in original containers in locked cabinet. • Ensure poison control information is easily located in case of ingestion. • Follow all school policies on reporting issues.
<p>Allergies to Cleansers</p>	<ul style="list-style-type: none"> • Know if students have latex allergies. If so, ensure only latex-free items are used with them. Involve school nurse for further guidance. • Some students may have allergic and other reactions to cleansers and disinfectants (such as asthma). Involve the school nurse in noting these situations and follow school and health department protocol regarding use (or avoidance altogether). • Follow the directives above to protect student health when including them in cleaning procedures, or remove from any cleaning responsibilities if warranted. As always, involve the school nurse and follow school protocol.

Safety Elements	Fashion, Textiles and Apparel
	<ul style="list-style-type: none"> • Ensure the classroom maintains copies of all Safety Data Sheets (SDS) for products used in the classroom: https://www.osha.gov/Publications/OSHA3514.html • For a searchable SDS database: https://chemicalsafety.com/sds-search/
Teacher Illness, COVID Related	<ul style="list-style-type: none"> • In the event of a teacher illness related to COVID, follow school guidelines and protocol for reporting, classroom modifications, cleaning, instructional experience, and next steps.
Student Illness, COVID Related	<ul style="list-style-type: none"> • In the event of a student illness related to COVID, follow school guidelines and protocol for reporting, classroom modifications, cleaning, instructional experience, and next steps.
Teaching Locations	
Classroom	<ul style="list-style-type: none"> • Review class size and limitations due to room size. • Determine maximum number students in each classroom based on social distancing needs. (giving special consideration to special needs students). • Assign workstations/work areas to maintain social distancing (6 feet). • Students should wear a face mask/face shield when working with each other and other people. • Post guidelines outside. • Each student should have their own supplies. To prevent cross contamination, NO sharing of tools or equipment. • Identify and remove highly touched items OR develop a cleaning plan between student use. • Encourage keeping personal items at home/locker. • Practice personal safety (i.e. wear masks, gloves as necessary, sanitize tools) as normally expected. • Wearing disposable gloves is recommended to operate sewing machines or other equipment if shared. • Provide access to sink for washing hands. • Separate textiles samples before distributing to students. • Assign each student individual textile sample packets to use away from others. • Clean and sanitize workstations, equipment, and tools before and after use between classes at minimum. • May need to stagger classes using labs to allow for sanitation. • Wipe down equipment fronts and handles after each textile lab. • Wipe down all doorknobs and handles in lab spaces as well as entry doors and pantry doors.

Safety Elements	Fashion, Textiles and Apparel
	<ul style="list-style-type: none"> • Wipe off remote controls, light switches, keyboards, on/off buttons, tables and chairs as school and local health department suggests. • Provide well ventilated storage areas in the classroom, and create a protocol document for retrieving items from storage. Create a single function laundry center for textiles (not to be shared with other departments). • Isolate iron/steamer, aerosol/droplet/spray equipment, from workstations. • Remove excessive equipment, not being used, from the classroom • Remove cabinet doors to eliminate contact with cabinet and door pulls/handles. • Limit and monitor access to three-way mirrors and changing rooms. • Plexiglass between work stations may be necessary in a lab if spacing is not possible, HOWEVER this does add to the sanitation and cleaning surfaces list and would have to be completed between all uses.
<p>Home Location</p>	<ul style="list-style-type: none"> • Hold virtual meetings, plan & communicate to parents & students how/when virtual communication will occur. Communicate purpose-- whether checking in to say hi or teaching. • Students should be encouraged to sew at home if supplies are provided, home has sewing equipment, and sewing skills are in place. • Encourage social distancing and wearing masks as appropriate. • Clean and sanitize home as needed, however the following guidance is suggested by the CDC: https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/checklist-household-ready.html • Practice personal safety (i.e. wear masks, gloves as necessary, sanitize tools) as normally expected. • Adapted cleaning assessment may be appropriate with adult involvement.
<p>WBL/Remote Location</p>	<ul style="list-style-type: none"> • Following safety guidelines and procedures set by the WBL/remote location (business/industry) as well as those from this resources that align to the location and tasks to be performed. • Ensure school policies are in place for supporting remote learning situations with the safety of the students in mind. • Determine visitation expectations by teachers to ensure safety practices are in place and followed to ensure student is in a safe environment.

Safety Elements	Fashion, Textiles and Apparel
	<ul style="list-style-type: none">• Ensure policies are in place for determining if a student needs to be removed from the setting due to illness, unsafe practices or other health and safety issues are determined.• Work with the local Fashion, Textiles and/or Apparel supervisor to determine what additional instruction students need to have before entering their facility as part of the workforce. Include in assessments prior to work release.• See this resource from the CDC about workplace guidance and OSHA compliance: https://www.cdc.gov/coronavirus/2019-ncov/community/worker-safety-support/index.html

Safety Elements	Fashion, Textiles and Apparel
Sanitation: Personal Habits and Actions	
Masks/Gloves	<ul style="list-style-type: none"> • Note any latex allergies of students (Refer to “Concerns” Section for additional guidance). • Instruct students to wear masks to cover mouth and nose when around others such as lab situations where attention to social distancing may be forgotten. • Instruct students to avoid touching masks. • Replace masks if become wet or soiled. • Demonstrate proper technique to put on and take off gloves. • Wear gloves and follow glove protocol when working and/or working with others where deemed appropriate. • Inform parents of consequences. • Inform parents of mask/glove non-compliance consequences. • Dispose of gloves once student is done using.
Illness (Non-COVID)	<ul style="list-style-type: none"> • Ask/Assess if student is well enough to participate. • Assign individual rather than group work to avoid spread. • Ask health questions about family regarding exposure to COVID and ask about any symptoms. • Instruct student to wash hands often. • Avoid close contact with other students and teacher. • Cover all coughs and sneezes. • Monitor health continually. • Remove from lab space if illness worsens • Create an environment to aid in traumatic events (empathy training).
Habits	<ul style="list-style-type: none"> • Students should be familiar with COVID-19 symptoms. • Avoid close contact with people who are sick. • Avoid close contact with other students and teacher. • Wash hands frequently (follow school policy, but minimum hourly). • Use hand sanitizer containing at least 60% alcohol. • Cover all coughs and sneezes. • Use single use gloves and masks. • Monitor health, mental health and personal hygiene. • Follow other safety related procedures as determined by the audience and activity. • Follow other safety related procedures (i.e. hair restraints, pressing station separate from general lab space, electrical cords out of the way, extension cords avoided, etc.) as normally expected.

Safety Elements	Fashion, Textiles and Apparel
General Sanitation	
Equipment	<ul style="list-style-type: none"> • Consider lab product and if equipment should be shared (with sanitation between) or individually assigned. • Students should have own equipment and tools if possible. . • Sanitize all equipment before starting and at end of lab. • Avoid small equipment with wood handles which can remain damp between uses, opting for plastic or metal. • Ensure safety check is done as normally conducted to minimize injury. • Ensure students are well trained with documented safety knowledge and skill before using. • Establish work zone with equipment and/or workspace assignments, practicing social distancing. • Ensure pressing equipment is stationed where accidental bumping can be avoided. • Ensure sewing related machines are working properly and located to allow sufficient social distancing and individual workspace avoids bumping into others. • Non-carpeted surfaces better for lab space to assist in location of dropped sewing pins and other small items such as needles.
General Fashion, Textiles and Apparel Considerations:	<ul style="list-style-type: none"> • Assign separate bin for storing all items used by each student, label and store where protected from accidental touching or knocking onto the floor which requires someone to pick up. Lidded bin is recommended. • Assign textile samples to individuals. • Wash between every use. • Launder any student contact sample after each lab. • Do not shake dirty/used textile product. • Avoid touching handled textiles until laundered. • Wash and rinse in hot water if textile allows it, otherwise as hot as allowable. • Dry textiles immediate after washed. • Ensure clean textiles are handled with clean hands and wearing of a mask. • Store textiles where minimal handling by students will occur. • All donations should be held in quarantine for 72 hours before processing. Date & log all donations in upon receipt and be kept separate from other donations. Gloves are required to process donations, and hand washing must be done before beginning and after completing logging. • Refer to the CDC concerning making masks at:

Safety Elements	Fashion, Textiles and Apparel
	<p>https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-make-cloth-face-covering.html</p> <ul style="list-style-type: none"> • Refer to the CDC concerning washing masks at: https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-make-cloth-face-covering.html • Looking at supplies and textiles, see this guidance from the American Art Therapy Association: https://arttherapy.org/blog-best-practices-using-art-supplies-during-covid-19-outbreak/
Textile Labs – Prior to Lab	<p>Follow school policy on labs, however the following are considerations:</p> <ul style="list-style-type: none"> • Students will have their temperature taken before entering a lab area. • Students who exhibit COVID-19 symptoms or have a fever of 100.4, will not be allowed in the lab area. • Students will learn about and follow public health guidelines for returning to the classroom/lab. • Students will wear an effective face mask at all times. • Students will demonstrate proper hand washing before entering a lab area. • Sanitize all equipment as per manufacturers recommendations. Avoid bleach products as they can damage textiles used. • Students will demonstrate how to cover coughs and sneezes with a disposable tissue when possible, then followed immediately with washing hands properly. If tissue is unavailable, cough or sneeze into their elbow, not hands. • Consider removing excess equipment from lab spaces to decrease moving/touching and therefore decreasing sanitation needs. • Consider removing door fronts from lab spaces to decrease touching and therefore decreasing sanitation needs.
Textile Labs – During Lab	<ul style="list-style-type: none"> • Students should wash their hands before, during, and after lab. • Students should avoid touching their eyes, nose, mouth, or facemask when being worn. • Even with hand washing, students should use barriers such as gloves or other utensils to prevent direct hand contact with textile samples and shared tools. • Students should be encouraged to properly social distance to the best of their ability within the lab • Regularly clean and sanitize surfaces that are frequently touched

Safety Elements	Fashion, Textiles and Apparel
Textile Labs – After Lab	<ul style="list-style-type: none"> • Limit students to only handle textiles they individually worked on. • When students are unable to social distance, textiles and tools can be stored or displayed appropriately so that students are able to retrieve, sanitize and replace for use at an appropriate and/or later time. • Clean up of lab spaces should continue as normal and/or with local school policies in place.
The Fashion Industry During COVID	<ul style="list-style-type: none"> • Consider how the industry is being impacted by COVID and what it may mean to future careers and include within your classes such as assigning redesign or upcycling already owned clothing. • Review current notable predictions and allow students to make their own predictions. • Explore online shopping options and the pros and cons of online vs in brick and mortar stores. • Review predictions by searching “COVID Impact on the Fashion Industry” such as the following, which are only examples: <p>Sales Trends: https://www.bbc.com/news/entertainment-arts-52394504</p> <p>Sustainability: https://www.bbc.com/news/av/business-50956324/the-model-swapping-fast-fashion-for-sustainability</p> <p>United Nations Response: https://www.unenvironment.org/news-and-stories/story/trend-sustainable-fashion-wake-covid-19</p> <p>Global Impacts: https://www.bbc.com/news/world-asia-52417822</p> <p>Reshoring of US Jobs: https://www.industryweek.com/the-economy/article/22024957/why-madeinusa-fashion-is-turning-heads</p>

Fashion, Textiles and Apparel

References:

<https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>

<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/checklist-household-ready.html>

<https://www.cdc.gov/coronavirus/2019-ncov/community/worker-safety-support/index.html>

<https://www.osha.gov/Publications/OSHA3514.html>

<https://chemicalsafety.com/sds-search/>

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-make-cloth-face-covering.html>

<https://arttherapy.org/blog-best-practices-using-art-supplies-during-covid-19-outbreak/>

<https://www.bbc.com/news/entertainment-arts-52394504>

<https://www.bbc.com/news/av/business-50956324/the-model-swapping-fast-fashion-for-sustainability>

<https://www.bbc.com/news/world-asia-52417822>

<https://www.industryweek.com/the-economy/article/22024957/why-made-in-usa-fashion-is-turning-heads>

<https://www.unenvironment.org/news-and-stories/story/trend-sustainable-fashion-wake-covid-19>

<https://thesewinglabs.community/reopening-plan---covid-19.html>

FCCLA Virtual Chapter Resources

FCCLA provides chapter advisers remote learning resources and tools for distance learning. Below are some examples of what is currently available.

Affiliated advisers can also access the FCCLA Portal for additional resources such as the Virtual Chapter Toolkit (*coming soon*), lesson plans, archived webinars, Teaching with Teen Times, and more.

Resources to help get your FCCLA chapter started:

[New Chapter Checklist](#): A great place to begin for new chapters, this has all the steps and links you need to get started.

[New Adviser Handbook](#): A guide with detailed information to help newer advisers succeed.

[Step One WebQuest](#): This introductory lesson takes students on an in-depth search of the National FCCLA Website. A [certificate](#) of completion is also available.

[FCCLA Career Pathways](#): FCCLA directly supports Family and Consumer Sciences (FCS) career pathways, exposing students to work-based learning, business and industry networks, and industry-recognized certifications.

Resources to Integrate FCCLA in your Virtual FCS Class:

[FCCLA National Programs](#): FCCLA offers eight peer-to-peer educational programs to help students develop real world skills for life within Family and Consumer Sciences (FCS) education. Each interactive National Program is designed to be integrated into the FCS classroom to help reinforce lessons with opportunities for hands-on practice. Six of the national programs can be purchased either digitally (available in the portal for affiliated advisers only) or from the [FCCLA Store](#).

[Power of One](#): This newly updated national program is not only a great starting point for integrating national programs, it is also fully available for free on the FCCLA website. Power of One helps members to find and use their personal power. Members set their own goals, work to achieve them, and enjoy the results.

[Stand Up](#): The most recently updated National Program, Stand Up, is available free of charge to all chapters that affiliate by November 1, 2020. The FCCLA Stand Up national peer education program guides members to develop, plan, carry out, and evaluate advocacy activities to improve the quality of life in their communities.

[Competitive Events](#): There are more than 30 Competitive Events students can choose to compete in, all which recognize participants who demonstrate their knowledge, skills, and abilities to actively identify an issue concerning families, careers, or communities, research the topic, and develop and implement a project to advocate for positive change. Each of these are also designed to be integrated as coursework in the FCS classroom.

[Say Yes to FCS](#): Say Yes to FCS is a national outreach campaign designed to bring attention to Family and Consumer Sciences (FCS) education as a valuable and viable career path. FCCLA offers 4 lesson plans and multiple resources to promote the field of FCS Education.

[FCCLA@theTable](#): Encourage students to make meals at home with these lesson ideas.

[FCCLA Planning Process](#): Use the FCCLA planning process to set up chapter plans, integrate FCCLA, and much more.

[Remote Learning Resources for the Virtual Classroom](#): A comprehensive list of remote learning resources from FCCLA stakeholders, which is frequently updated and available on the FCCLA website.

[Lesson Plans](#): Integrate FCCLA in your classroom and curriculum with these lesson plans and activities that focus

FCCLA's Role in Re-Opening

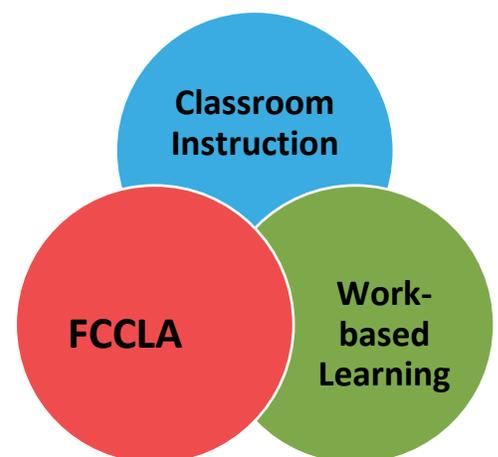
Career and Technical Student Organizations (CTSOs) are an integral component of Career and Technical Education (CTE). CTSOs are not "clubs," to which only a few CTE students belong, but intracurricular student organizations that are integrated into the CTE curriculum and classrooms. LEAD FCS Education recognizes Family, Career and Community Leaders of America (FCCLA) as the aligned CTSO for Family and Consumer Sciences (FCS) programs.

FCCLA is the only CTSO that aligns to the FCS career pathways of Human Services, Hospitality and Tourism, Education and Training, and Visual Arts and Design. FCCLA programming supports FCS students' development of knowledge and skills, enhancing the classroom experience and career pathway initiatives. FCCLA is integrated into FCS and is intracurricular, exposing students to work-based learning, business and industry networks, and industry-recognized certifications.

FCCLA members explore career opportunities and build real world skills by developing projects, engaging and participating in events, and competing regionally and nationally for scholarships and awards. FCS classrooms that use FCCLA as an intracurricular instructional method will:

- Provide curriculum-based competitive events that reinforce national and industry standards
- Integrate service-learning activities or opportunities in the curriculum
- Plan instructional time dedicated to collaborative learning and projects within the classroom
- Incorporate CTSO programs and initiatives into daily lesson plans
- Use authentic career exploration and career development experiences
- Encourage leadership development of all student through real-world application

This diagram illustrates how FCCLA instructional programs consist of three overlapping parts: classroom instruction, work-based learning activities, and FCCLA activities. Each element of the diagram is a distinct part of the CTE, but they are so thoroughly intertwined that they cannot be fully separated for high-quality CTE programs. When integrated into the CTE curriculum, FCCLA is a powerful instructional method that offers organized curriculum-oriented activities that help students maximize employability, gain leadership opportunities, and develop personal skills that enable them to develop into productive members of society.



FCCLA provides valuable leadership programs, impactful national programs, and challenging competitive events that align to National FCS Standards. FCS teachers that infuse FCCLA

activities into the instructional activities, help students see the real-world value of their academic studies. FCCLA is committed to the growth of students enrolled in FCS career pathways.

LEAD FCS Education encourages FCS programs to continue to affiliate with FCCLA and collect student membership dues during remote learning. FCCLA will offer their programs, conferences, and student leadership development experiences in either a virtual or in-person format based on the situation. FCCLA is committed to their continued support of intracurricular integration into the FCS curriculum and providing student leadership and career development opportunities on the chapter, state, and national levels.

Please contact your FCCLA State Adviser or FCS State Administrator for more information about how to integrate FCCLA into the in-person or virtual FCS classroom.