

## Soccer Ball activity.



### Supplies

Soccer ball

Write a question on each section of the soccer ball

### Basic questions about FCCLA

Toss the ball around where the right thumb touches participant must answer basic FCCLA question.

### Study Guide

This activity can be used to introduce FCCLA information to new members or as great activity for a meeting early in the year.

1. Recite the first stanza of the FCCLA Creed.
2. Describe the FCCLA emblem.
3. What is the FCCLA Motto?
4. What is the official FCCLA flower?
5. What does the red rose symbolize?
6. What are the FCCLA colors?
7. What does red symbolize?
8. What does white symbolize?
9. What is the FCCLA national publication?
10. What is the FCCLA website address?
11. Recite the first sentence of the FCCLA Mission Statement.
12. What does FCCLA stand for?
13. When was FCCLA founded
14. What is the FCCLA tagline?
15. When is FCCLA week?
16. Where will the National Leadership Conference be held this year?
17. What National Program links skills for success in careers, families and communities
18. What National Program focuses on projects to improve communities
19. What National Program helps young people learn about leadership?
20. FACTS stands for?
21. Families First is?
22. National program that involves peer education about money?
23. STAR Stands for?
24. National program that helps students find personal power?
25. STOP stands for ? relating to youth violence?
26. Peer education program that helps students learn to eat right, be fit and make healthy choices?
27. Tool used to plan FCCLA projects.

# Brainstorming Techniques

Brainstorming is one of the earliest phases of project planning, as individuals or the group try to “dream up” as many ideas, concerns, or solutions as possible.

## Let It Fly

Use paper plates or paper airplanes to encourage creativity and participation. Students write ideas on the plate or plane, then send it off to be retrieved by someone else, who adds a related or opposite idea. Repeat for several rounds. Afterwards, members read the ideas on the last plate they have retrieved while one leader writes a comprehensive list.

## Count Off

Have students circulate a roll of bathroom tissue or a bag of small candies, encouraging them to “take as many as you need, as long as there is some for everyone.” Next, members have to share an idea for each piece they took.

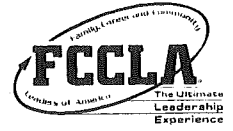
## Your Turn

Have students randomly toss a balloon or bean bag among the group. Each student who catches it must share an idea. Make sure it’s tossed to everyone.

## Ideas Avalanche

Ask individual students to write two or three ideas, then pair with another student to compare ideas and add one or two more. Have pairs join into quads, compare ideas, and add more. Continue this doubling process until the entire group is working together.

# FCCLA Planning Process Learning Activities



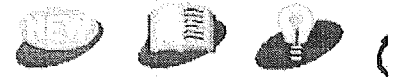
Before experiencing the benefits of the FCCLA planning process, many young people will question, "What do I have to do this for?" It helps if the facilitator explains the benefits of the planning process and uses creative techniques to introduce it to students. Here are some suggestions

- Show students only the planning process symbols. Have them guess what each symbol might represent.
- Give students the name and symbol for each planning process step. Ask them to interpret why the symbol stands for that step. (See Using the FCCLA Planning Process for one explanation.)
- Talk generally about the need to plan in everyday life. Have students identify the advantages of thinking in advance about what they want and how they will achieve it. Introduce the planning process as a tool to access those advantages.
- Simulate using the planning process for a simple project. It might be an individual or group project, realistic or ridiculous...as long as it's fun!
- Guide students to develop a simple activity using the planning process steps, but don't label or explain the process. After completing the steps, give students an overview of the planning process. Ask them to identify which steps they were completing when.
- Explain that completing a Planning Process Worksheet parallels paperwork or computer forms that must be completed by managers in career and community settings. By learning how to write out a project plan now, they are getting a head start on having future projects approved and funded.

## Brainstorming Techniques

Brainstorming is one of the earliest phases of project planning, as individuals or the group try to "dream up" as many ideas, concerns or solutions as possible.

- Review the *Rules for Brainstorming* before each brainstorming session (next page).
- **Let it fly:** Use paper plates or paper airplanes to encourage creativity and participation. Students write ideas on the plate or plane, then send it off to be retrieved by someone else, who adds a related or opposite idea. Repeat for several rounds. Afterwards, members read the ideas on the last plate they have retrieved while one leader writes a comprehensive list.
- **Count off:** Have students circulate a roll of bathroom tissue or a bag of small candies, encouraging them to "take as many as you need, as long as there is some for everyone." Next, members have to share an idea for each piece they took.
- **Your turn:** Have students randomly toss a balloon or bean bag among the group. Each student who catches it must share an idea. Make sure it's tossed to everyone.
- **Ideas avalanche:** Ask individual students to write two or three ideas, then pair with another student to compare ideas and add one or two more. Have pairs join into quads, compare ideas and add more. Continue this doubling process until the entire group is working together.





## Prepare



### Balloon Burst

Inflate student awareness of FCCLA with this question-and-answer match.

### Materials Needed

- Balloons (one per student) Cut
-  Balloon Burst Questions, copied or printed onto a piece of colored paper
-  Balloon Burst Answers, copied or printed onto a piece of different-colored paper.


### Preparation

- Cut  Questions and  Answers between items across the page to produce thin strips of paper. If necessary, pull out some question/answer matches so there will be one question or answer for each student. (If you have an odd number of students in the class, count yourself in!)
- Roll up the remaining slips and insert one item (question OR answer) into each balloon.
- Blow up the balloons. (Have students help!) If necessary, store in a large trash bag until time to use.

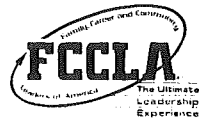
### Procedure

- Randomly distribute a balloon to each student.
- When you say "go," students are to pop their balloons, then find their question/answer match.
- Offer a small prize to the pair that matches up first.

### Processing

- Have each pair read their question/answer out loud to review concepts with entire class. (Confirm responses against the  Balloon Burst Answer Key as necessary.)

# Balloon Burst Questions



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What is the national FCCLA member publication?

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What are the five steps of the FCCLA planning process?

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When is national FCCLA Week?

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What does "FCCLA" stand for?

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When was FCCLA founded (as Future Homemakers of America)? When did the name change?

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What are the national Regions?

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What is the FCCLA motto?

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Where is the FCCLA National Headquarters located?

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What handbook on parliamentary procedure is used in FCCLA?

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What does "STAR" stand for in *STAR Events*?

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How do FCCLA members address community needs?

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What does "FACTS" stand for?

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What does "STOP" stand for in *STOP the Violence*?

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What are the five units of *Families First*?

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What four types of on-the-job leadership skills are part of *Leaders at Work*?

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What are the five *Power of One* individual project areas?

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What are the three areas included in *Student Body* projects?

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What are the six units of *Career Connection*?

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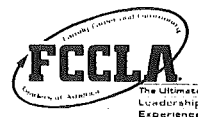
What are the FCCLA colors, and what does each represent?

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What is the FCCLA flower, and what does it represent?

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# Balloon Burst Answers



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## *Teen Times*

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Identify Concerns, Set Goal, Form Plan, Act, Follow Up

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The second full week in February

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Family, Career and Community Leaders of America

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1945 and 1999

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Central, North Atlantic, Pacific, Southern

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Toward New Horizons

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Reston, Virginia

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## *Robert's Rules of Order Newly Revised*

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Students Taking Action with Recognition

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volunteer efforts and *Community Service* projects

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Families Acting for Community Traffic Safety

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Students Taking on Prevention

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Families Today, You-Me-Us, Meet the Challenge, Balancing Family and Career, Parent Practice

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Communication, Interpersonal Skills, Management, Entrepreneurship

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A Better You, Family Ties, Working on Working, Take the Lead, Speak Out for FCCLA

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Fitness, Nutrition, Healthy Choices

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PLUG IN to Careers, SIGN ON to the Career Connection, PROGRAM Career Steps, LINK UP to Jobs, ACCESS SKILLS for Career Success, INTEGRATE Work and Life

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Red, which represents strength, and white, which represents sincerity

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The red rose. It represents joy and the desire for beauty in everyday living

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# **WHY JOIN FCCLA? FAMILY, CAREER, COMMUNITY LEADERS OF AMERICA**

- 1. TO BELONG TO A NATIONAL ORGANIZATION. THE OPPORTUNITY IS THERE TO PARTICIPATE IN NATIONAL PROGRAMS AND EVENTS.**
- 2. TO PARTICIPATE IN SERVICE PROJECTS THAT WILL BENEFIT OUR SCHOOL, OUR COMMUNITY, AND OTHERS.**
- 3. TO EARN PERSONAL AWARDS, I.E. POWER OF ONE AWARD.**
- 4. TO PARTICIPATE IN A STAR EVENT. THESE ARE COMPETITIVE EVENTS THAT INVOLVE SOME TYPE OF A PROJECT YOU COMPLETE AND THEN DEMONSTRATE TO JUDGES WHAT YOU HAVE DONE.**
- 5. TO ATTEND REGION AND STATE CONVENTIONS. THIS GIVES YOU THE OPPORTUNITY TO HEAR INSPIRATIONAL GUEST SPEAKERS.**
- 6. TO SOCIALIZE WITH FRIENDS AND GET TO KNOW NEW PEOPLE THROUGHOUT THE STATE.**
- 7. TO PUT IT ON SCHOLARSHIP APPLICATIONS.**
- 8. TO EARN AN HONOR PIN FOR GRADUATION.**
- 9. TO HAVE MRS. HANSEN WRITE ME A LETTER OF RECOMMENDATION.**
- 10. TO FEEL GOOD YOURSELF AND YOUR ACCOMPLISHMENTS.**

Membership Dues = \$15.00

\$7 goes to the Nationals

\$3 goes to the State of Utah

\$5 stays here at Carbon to fund our service projects, food, etc.

Please fill out the application and attach your receipt to it!

**Alta High School FCCLA Chapter**  
FCCLA stands for Family, Career, &  
Community Leaders of America

### **OFFICERS**

Our officers for the 1999-2000 year:

President: Melissa Johnson

Vice President of Service: Audrey Allen

V.P. of Activities: Tatiana Subbotin

V.P. of Programs: Ashleigh Andrus

Secretary: Preslie Paur

Public Relations: Chelsea Rudolph

Historian: Sami Densley

### **ADVISORS**

Mrs. Bitner	Mrs Toronto
Miss. Gudmundsen	Mr. Skidmore
Mrs. Nicholson	Mrs. Baker

### **CREED**

We are the Family, Career, & Community  
Leaders of America.

We are members of FCCLA chapters.

We face the future with warm courage and  
high hopes.

For we have the clear consciousness of  
seeking old and precious values.

For we are the builders of homes,

Homes for America's future,

Homes where living will be the expression  
of everything that is good and fair,

Homes where truth and love and security  
and faith will be realities, not dreams.

We are the Family, Career, & Community  
Leaders of America.

We are members of FCCLA Chapters.

We face the future with warm courage and  
high hopes.

**COLORS:** Red and White

**FLOWER:** The Red Rose

**MOTTO:** "Toward New Horizons"

**EMBLEM:** Octagonal, representing the  
eight FCCLA purposes.

### **FCCLA PURPOSES**

1. To provide opportunities for personal development and preparation for adult life.
2. To strengthen the function of the family as a basic unit of society.
3. To encourage democracy through cooperative action in the home and community.
4. To encourage individual and group involvement in helping achieve global cooperation and harmony.
5. To promote greater understanding between youth and adults.
6. To provide opportunities for making decisions and for assuming responsibilities.
7. To prepare for the multiple roles of men and women in today's society.
8. To promote family and consumer science and related occupations.

### **MAJOR ACTIVITIES**

- \* Monthly breakfast meetings.
- \* Three service projects helping the homeless, and victims of natural disasters.
- \* Areas service project - collect bedding for Kosovo.
- \* Cluster meeting in Salt Lake City with other Western States.
- \* Festival of the Trees.
- \* Decorate for the Sweethearts Dance.
- \* FCCLA activity week in February.
- \* Star Events - competition categories. You choose one to compete in and try to make it to state. You may then qualify for nationals. This year it is in Orlando.
- Applied Technology -Job Interview
- Chapter Showcase -Illustrated Talk
- Chapter Service -Focus on Children
- Skills for Life - Entrepreneurship
- Parliamentary Procedures - Food Service
- Interpersonal Communication



## HOW TO PLAN YOUR OWN CAREER CONNECTION FAIR

1. Identify the needs of your school and community and why a Career Connection Fair is necessary.
2. Form a Career Connection Fair planning committee.
  - ✓ In order to have a more successful career fair, allow 2-3 months in advance for planning.
  - ✓ Discuss when and where you plan to hold the career fair. Choose 2 to 3 possible dates to have the career fair. This will leave flexibility in scheduling when getting permission from your school official or principal.
  - ✓ Discuss what types of businesses and industries in which you would like to have represented.
  - ✓ Discuss the possibility of including universities and colleges in the career fair. It would give students an excellent opportunity to talk and meet with representatives from the colleges of their choice.
3. Make an appointment to meet with your school official or principal.
  - ✓ Begin by stating the needs and opportunities that a career fair would provide to the entire student body. It would also allow the school and the community to work together as a team.
  - ✓ Ask for permission to hold the career fair.
  - ✓ If and when it is approved, discuss the chosen dates and the location.
  - ✓ After the date and location has been finalized, be sure to thank them and keep them updated on your progress.
4. Create contact forms with the proper information such as the business's name, phone number, full address, and the person in which you are contacting. This will make the process more organized and less stressful.
  - ✓ Set a goal to call as many businesses and colleges as possible. Remember, the more publicity, the better!
  - ✓ If possible, meet with your school's guidance department and ask them to get involved with contacting various colleges and the armed services.
  - ✓ When contacting the designated businesses and colleges, ask if they will provide their own table or if one will need to be provided for them.
5. When you have received a sufficient number of acceptances, create a follow-up letter. Be sure to include the date, time, place, goals, suggestions for attention getters (displays or posters), and directions to the school or location of the career fair.
6. The Career Connection Fair.
  - ✓ Set up the tables that the participants requested.
  - ✓ Make sure there are several hosts and hostesses stationed at the front of the school to help participants carry in their materials and escort them to the designated area.
  - ✓ During the course of the day, try to make the participants as comfortable as possible. They are your guests, treat them with respect.
  - ✓ Thank them for coming and tell them how much they are appreciated by doing so.
  - ✓ After the career fair is over, clean-up the area and put away all tables and chairs.
7. Last but not least, send Thank You letters to all of the businesses, industries, and colleges that participated in the career fair. You may also want to send a letter of appreciation to your school official or principal that helped make the career fair possible.
8. Even if your Career Connection Fair is a success, begin planning for next year. You may want to discuss ways to further improve the success of future Career Connection Fairs.

## FCCLA--THE RIGHT CHOICE

*Instructions: An FCCLA Chapter Officer or an Advisor should read this story. Each participant will have a package with a brochure on FCCLA and an application form plus some type of small gift such as a red or white balloon or a red and white candy, as an example. As the story is read and each time the participants hear the word "right" they will pass their packages to the right and each time they hear "left" they will pass to the left. When the story is completed each person will open their package and complete the questionnaire for FCCLA and receive a gift. Chapter Officers may wish to provide an additional gift for each student who joins FCCLA!*

### SCRIPT

Let's practice. RIGHT now pass to your RIGHT or you might be LEFT out. All RIGHT, let's begin our story.

Once upon a time there was a teenager by the name of Rebecca WRIGHT. She had a younger brother named Rudy WRIGHT (also known as Lefty) who went to the same high school. Mrs. WRIGHT and Mr. WRIGHT liked to laugh and say, "This family is all WRIGHT!"

Rebecca, being the oldest WRIGHT child, drove her brother Rudy to school. This morning he was really late and he was about ready to be LEFT behind. "Rudy WRIGHT", she said, "Get down here or be LEFT at home!" "Pick up your feet and march," she said, "...RIGHT, LEFT, RIGHT LEFT...get down here!" Rudy bounced out of his room and rattled down the stairs. They finally, LEFT to go to school.

FCCLA-RIGHT CHOICE SCRIPT

Rebecca WRIGHT had one more stop to make before she got to school. She had to pick up her friend Liz LEFTer and her brother Lewis LEFTer (Also known as LEFTy). They were waiting at their door as Rebecca WRIGHT drove up so they LEFT on time to go to BRIGHTon High.

Rebecca WRIGHT and Liz LEFTer had first period RIGHT in the same class. Mrs. BRIGHTman their teacher began the day by introducing an officer from the BRIGHTon High Chapter of FCCLA. She distributed red and white cards that were torn in half with a message RIGHT on the front of each card about FCCLA. Off she went first to the LEFT or the room and then to the RIGHT. Each student matched their message with another student to find partners. "Okay", said Mark LEFTWRIGHT, " Everyone up and go and find the other half of your message!" Some students walked around in circles but many students went to either the LEFT or RIGHT and did a "RIGHT fine" job finding their partners. "All RIGHT", she said, "Stand RIGHT where you are and read your message to the class." "Let's start RIGHT over here," she said. "That's RIGHT. You two on my LEFT!" These are some of the messages about FCCLA the students read"

RIGHT now there are over 200,000 members of FCCLA nation wide.

Don't be LEFT out...join FCCLA RIGHT away and gain some new friends!

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FCCLA Script

Service Projects in FCCLA at BRIGHTon High help people who may be LEFT out in our society such as the homeless, the elderly and abused children.

Participate in STAR events and be a winner. Winners have the RIGHT to go to National FCCLA in Orlando, Florida this year!

Peer Education bRIGHTens your day through FCCLA. Learn about food and Fitness through a program called "Student Body" or learn about how to save money through a FCCLA program called "Financial Fitness".

FCCLA members can do activities RIGHT in class! Join our Chapter and B-RIGHT-on!

RIGHT after all the message were read Mark LEFTWRIGHT, the FCCLA Chapter President gave each student a pamphlet and membership application. Then he said, "Join FCCLA RIGHT now so you won't feel LEFT out!"

Rebecca WRIGHT joined FCCLA and so did her friend Liz LEFTon. They were among

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FCCLA Script

the 150 members RIGHT at BRIGHTon High. Rebecca told her brother Rudy WRIGHT and Liz LEFTon told her brother LEFTy LEFTon and RIGHT now they are all members.

So remember the moral of our story.....Do the RIGHT thing and join FCCLA. It's not much fun to feel LEFT out. RIGHT? RIGHT!