

lesson plan

Introduction to FCCLA

By Marta Lockwood, Illinois State Adviser

Student Learning Objectives:

Instruction in this lesson should result in students achieving the following objectives:

1. Explain who can be a member of FCCLA.
2. Identify what the membership dues are.
3. Describe the benefits of being an FCCLA member.
4. Define leadership and identify opportunities for leadership with the FCCLA organization.

List of Resources:

Membership video (included on the membership CD)

Human Scavenger Hunt

List of Equipment, Tools, Supplies, and Facilities:

Writing surface

Video projector or CD/LCD projector

Copies of the Human Scavenger Hunt

Terms:

The following terms are presented in this lesson (shown in bold italics):

FCCLA

Member

Dues

Benefits

Leadership

Introduction/Interest Approach:

Use an interest approach that will prepare students for the lesson. Teachers often develop approaches for their unique class and student situations. A possible approach is included in this lesson plan.

Divide your class into three groups. Have each group define one of the following words: family, career, and community. Explain that each of these words is included in the name of a student organization also known as Family, Career and Community Leaders of America (FCCLA). Show the membership video.

Use the Human Scavenger Hunt activity to introduce the class to FCCLA. Give each student an answer card and a Scavenger Hunt Answer Sheet. Then have them move around the room to find the person with the answer to their questions. The students should write the answers in the correct box on each other's paper.

Summary of Content and Teaching Strategies:

OBJECTIVE #1

Explain who can be a member of FCCLA.

Anticipated Problem: Define the term "member." Who can be an FCCLA member?

- I. A **member** is a person who belongs to an organization or group.
 - A. **FCCLA** is an acronym for Family, Career and Community Leaders of America. It is a national Career and Technical Student Organization (CTSO) for young men and women in Family and Consumer Sciences education, or as determined by the state department of education, in public and private school through grade 12.
 - B. Membership is gained by paying an annual dues amount.
 - C. FCCLA has a national membership of more than 220,000 young men and women in nearly 7,000 chapters. There are 53 state associations including the District of Columbia, Puerto Rico, and the Virgin Islands.

OBJECTIVE #2

Identify what the membership dues are.

Anticipated Problem: How much are membership dues? When do I need to pay them? Who do I pay them to?

II. *Dues* are a fee or charge for membership in an organization or group.

- A. Students pay dues each year to be a member of an FCCLA chapter.
- B. Dues are currently \$9.00 for national membership. Visit the FCCLA website or contact your state association to find out what your state dues are.
\$9.00 + State Dues = Total Affiliation Fee
- C. Each teacher/school determines when the student's membership dues will be collected.
- D. Each teacher/school determines who will collect the dues for their school/chapter.
- E. Each dues-paying member receives a membership card, a subscription to the FCCLA national magazine *Teen Times*, and the opportunity to participate in all national and state sponsored competitions and meetings.

OBJECTIVE #3

Describe the benefits of being an FCCLA member.

Anticipated Problem: What are the benefits of being a member of FCCLA?

III. A *benefit* is an advantage.

- A. FCCLA offers members the following benefits:
 1. New friends—With chapters all over the country, you are part of a national network of young people.
 2. Career preparation—Through the competitive events and national programs that focus on careers members can prepare themselves for their future career.
 3. Travel opportunities—Students have the opportunity to travel within their states and across the country to various workshops and meetings.

4. Projects and goals—Setting goals and carrying out projects are part of what FCCLA is all about. From Community Service projects to the competitive events, members set goals and then work hard to achieve them.

5. Personal growth and enhanced self-esteem—Individuals see personal growth and have better self-esteem through helping others. Community Service projects not only help the community, they help the individuals who carry them out.

6. Positive contact between youth and adults—Although FCCLA is a youth-led organization, students have the privilege of working with adults in their schools and communities.

7. Public speaking skills—Whether it is through an FCCLA public speaking competitive event or through communicating with people in a community to carry out a service project, students improve their communication skills.

8. Scholarship awards—There are many FCCLA scholarship awards available. Check out the state and national websites for details.

9. Leadership experiences—Members have the opportunity to run for various offices.

B. Each member determines which benefits that they want to take advantage of.

OBJECTIVE #4

Define leadership and identify opportunities for leadership with the FCCLA organization.

Anticipated Problem: What is leadership? What leadership opportunities does FCCLA offer?

IV. *Leadership* is the position or function of a leader. It is the ability to guide or direct others.

A. FCCLA members can experience leadership by participating in projects that their chapters conduct.

1. Committee chairpersons or team leaders are often used to carry out community service projects or fundraising activities.

2. Committee or team members can offer personal ideas and contribute to group projects.
- B. Students may also hold leadership offices.
1. Chapter officers are elected by the members from that school. The number of chapter officers is determined by the local group.
 2. State associations elect their own youth officers usually during an annual meeting of the state association.
 3. Ten national officers (students) are elected by the voting delegates at the annual National Leadership Conference and together make up the National Executive Council.
- C. FCCLA Leaders should:
1. have a positive attitude
 2. work closely with everyone in the chapter to achieve their goals
 3. respect the opinions of others
 4. stay informed about what is going on within the organization.

Review/Summary:

Use the student learning objectives as the basis for review and summary. Have students explain the content associated with each objective. Use their responses in determining which objectives and concepts need to be re-taught.

Application:

Use the Human Scavenger Hunt and membership video to apply the information presented in the lesson.

Evaluation:

Evaluation should be based on student comprehension of the learning objectives. This can occur during instruction, review, or later as students apply the information. The attached sample written test can also be used.

Answers to Sample Test:

Part One: Matching

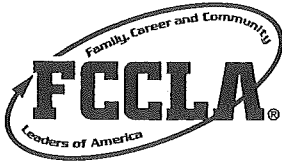
1. b
2. c
3. a
4. d

Part Two: Completion

1. \$9.00
2. 220,000
3. Family, Career and Community Leaders of America
4. (Contact your state association to find out dues.)

Part Three: Short Answer

1. to be a member you either have to currently be enrolled in or have already taken a Family and Consumer Sciences course, or courses as determined by the state department of education.
2. a. a subscription to the national magazine *Teen Times*
b. the opportunity to participate in all national and state activities
3. Any four of the following nine can be listed:
 - a. new friends
 - b. career preparation
 - c. travel opportunities
 - d. projects and goals
 - e. personal growth and enhanced self-esteem
 - f. positive contact between youth and adults
 - g. public speaking skills
 - h. scholarship awards
 - i. leadership experiences



Name: _____

Test: Introduction to FCCLA

Part One: Matching

Instructions: Match the term with the correct definition.

- a. member b. benefits
c. leadership d. dues

- _____ 1. An advantage or something you receive for being a member.
_____ 2. The ability to guide or direct others.
_____ 3. A person who belongs to an organization or group.
_____ 4. A fee or charge for membership in an organization or club.

Part Two: Completion

Instructions: Complete the following statements.

1. The FCCLA national dues are \$ _____.
2. FCCLA has more than _____ members nationwide.
3. FCCLA is an acronym that stands for _____, _____
and _____ of _____.
4. FCCLA state dues are \$ _____.

Part Three: Short Answer

Instructions. Answer the following questions.

1. Explain who can be a member of FCCLA.
2. Identify two things that you receive for paying your FCCLA dues.
3. List four benefits that FCCLA members receive.

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THIS IS A SAMPLE OF WHAT OUR FAMILY AND CONSUMER SCIENCE DEPARTMENT HAS DONE IN THE PAST YEARS. WE ALL DO A SIMILAR VERSION OF THE SAME LESSON PLAN. THIS IS DONE ON THE FIRST DAY OF SCHOOL, INSTEAD OF DOING DISCLOSURES, RULES, ETC. YOU WILL NEED TO ADAPT TO YOUR SCHEDULES AND CHAPTERS.

LESSON PLANS FOR THE FIRST DAYS OF SCHOOL "MEMBER QUEST 2000"

TOPIC: FCCLA

OBJECTIVE: EXPLAIN HOW FCCLA CAN HELP TO PREPARE THEM TO STRENGTHEN THEIR FAMILIES, GROW PERSONALLY, AND BECOME INVOLVED WITH THEIR COMMUNITY.

SUPPLIES: CANDY BARS
POSTER PAPER OR CHALKBOARD
"PURPOSE AND MYTHS" SLIPS OF PAPER. LAMINATED
COPIES OF CROSSWORD
FCCLA FACT SHEET
GAME BOARD

REMINDER TO TEACHER:

THIS LESSON PLAN WILL ONLY BE AS SUCCESSFUL AS YOU INTEND FOR IT TO BE. YOU NEED TO BE EXCITED ABOUT FCCLA AND ALL THE POSSIBILITIES. MAKE SURE YOU CONVEY TO YOUR STUDENTS THAT FCCLA IS THE BEST.

ACTIVITY #1: 5 MIN.

ATTENTION GRABBER. HOLD UP CANDY BARS AND ASK:

PART 1: CAN ANY ONE NAME ALL 5 OF THE VOCATIONAL/APPLIED TECHNOLOGY CLUBS?

ANSWER: FCCLA, FFA, FBLA, DECA AND VICA. YOU MIGHT WANT TO WRITE THEM ON THE BOARD.

PART 2: WHAT DOES FCCLA STAND FOR AND HOW IS IT DIFFERENT FROM THE OTHER CLUBS? HOW DOES THIS DIFFERENCE MAKE IT SO IMPORTANT TO YOU TODAY?

ANSWER: FCCLA IS DIFFERENT BECAUSE IT STRESSES THE FAMILY. WE ALL BELONG TO ONE AND THE SKILLS YOU LEARN WILL AFFECT THE QUALITY OF YOUR LIFE.

ACTIVITY #2 5-10 MINUTES

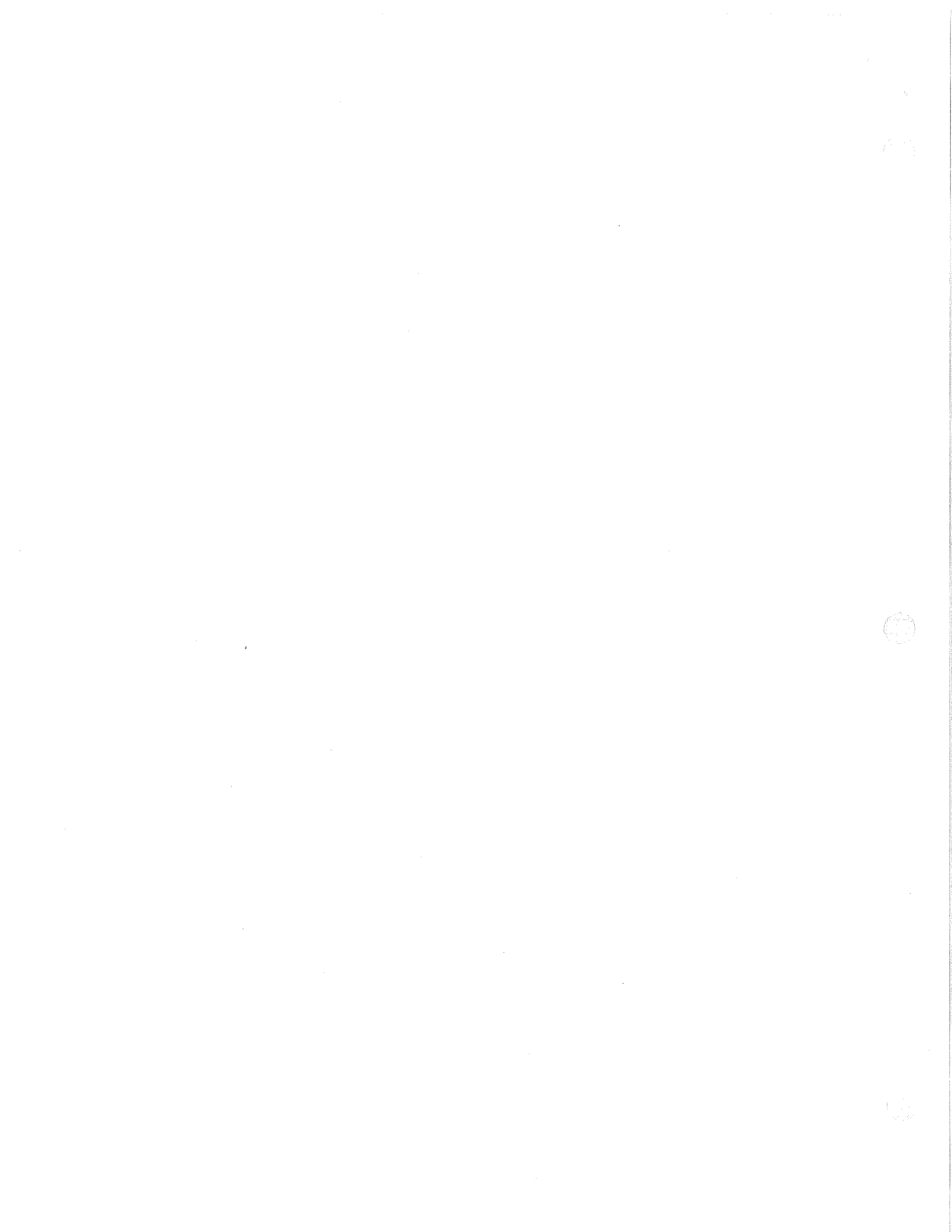
WRITE ON THE BOARD

1950's, 60's, 70's

1980's, 1990's

2000

UNDERNEATH THE YEARS HAVE THEM WRITE AS MANY TV AND MOVIE FAMILIES FROM THESE TIME ERA'S AS THEY CAN REMEMBER. GIVE THEM TIME TO BRAINSTORM. YOU MIGHT HAVE TO GUIDE THEM THROUGH THE 50'S AND 60'S. LEAD A BRIEF DISCUSSION OF THE DIFFERENCE OF FAMILIES FROM THE EARLIER YEARS TO NOW. THE FAMILY HAS DEFINITELY CHANGED FROM TRADITIONAL TO SINGLE PARENTS, DUAL INCOME. STRESS THAT THIS IS NOT BAD, BUT TIMES HAVE CHANGED, AND WE NEED TO LEARN THE SKILLS TO HELP KEEP THE FAMILY UNIT STRONG. WE MUST LEARN TO SCHEDULE AND ACCOMMODATE OUR LIFESTYLE CHANGES. FCCLA ARE TOOLS TO HELP YOU ACQUIRE LIFE SKILLS



NECESSARY TO MAINTAIN A HEALTHY FAMILY.

ACTIVITY #3: 10-15 MINUTES

WHAT IS THE PURPOSE OF FCCLA?
PASS OUT THE SLIPS OF PAPER TO STUDENTS AND HAVE THEM READ THEIR'S ALOUD. HAVE THEM STATE WHETHER THEY THINK THAT IT IS FACT OR A MYTH. AFTER READING, PLACE YOUR STATE'S GOAL OR THE 8 NATIONAL PURPOSES ON AN OVERHEAD. BRIEFLY GO OVER AND SUMMARIZE. MAKE NOTE OF HOW THE PROGRAM HAS MOVED FORWARD AND PROGRESSED.

**OPTIONAL
ACTIVITY**

HAND OUT FACT SHEET WITH YOUR INFORMATION ABOUT YOUR LOCAL CHAPTER, THE STATE AND NATIONALS.
MAKE UP A CROSSWORD PUZZLE WITH QUESTIONS ABOUT FCCLA. USE THIS TIME TO EXPLAIN STAR EVENTS, CONVENTIONS, NATIONAL PROGRAMS. THIS IS ALSO WHERE YOU CAN PUSH YOUR CHAPTER SERVICE PROJECTS AND ACTIVITIES.

www.puzzlemaker.com

Have them turn this in as an assignment, or give extra credit.

ACTIVITY

REVIEW GAME.

SEE ATTACHED HANDOUT.

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FCCLA The Co-Curricular Approach

Course Title: Freshman FACS Class

Course Length: One Year - Comprehensive

Class Length: NHS is currently utilizing block scheduling. This means that the students are in class every other day for 85 minutes.

Overview:

This course covers the five basic areas of Family and Consumer Sciences. (Family Life & Parenting, Money Management, Housing & Interior Design, Food & Nutrition, and Clothing & Textiles.) All students are required to complete all projects whether they are in FCCLA or not. They all receive credit in the course whether or not they are in FCCLA also. This tends to motivate the students to join FCCLA the following year when they see other students receiving recognition through programs such as STAR Events, Families First, etc. with the same projects they are doing themselves.

Projects such as Community Service, etc. may change from year to year depending upon what the officers of our local chapter see as community and school needs. In the summer the officers get together and make plans for the coming year such as what particular National programs they would like to focus on that year, what committees are needed, etc. As soon as school starts each class is their own committee and elects a chairperson that is NOT an officer. Any students that are not in class sign up for a committee and the chairperson meets with them outside of class to help with projects to ensure that they are included. Depending on the size of the project each class is working on, it may possibly be broken into several parts with each class assigned a part.

Orientation to FCCLA: (2 weeks)

This is an introduction to FCCLA that includes history, traditions, overview of National programs, the planning process (needed for planning all future projects) and facts about the organization. I use the Step I program with a Safari theme, complete with Zebra cakes etc. In the past we have played "Jeopardy" to review the information. This works very well. Another idea in progress is "Who Wants To Be A Millionaire" format to review. The students really enjoy the hands-on experience. Make sure to include facts from your state: membership, goals, etc. It is important to keep the students active and focused while having fun. When the students have completed the orientation, fill out the Step I Recognition for the students and submit it to Headquarters.

Personal Development: (2 weeks)

I spend a lot of time discussing goals with the students and how to achieve their goals. Here is where I introduce the Power of One program and let the students pick which one of the modules they would like to complete. When finished I complete the recognition form and submit it to the District. After all five modules are completed I submit them to State and National. These students are also recognized at our end of the year banquet for any modules they have completed. We do not wait until they complete all five to give them recognition.

Foods and Nutrition: (12 weeks)

The focus in the Freshman year is on eating a healthy breakfast. This is broken up into several mini outcomes before we get to the FCCLA project at the end. We start in the nutrition area and they create food pyramids to go on the tables in the cafeteria promoting healthy eating. Other outcomes incorporated here are Quick Breads, Fruits, Cheese, Milk and Eggs. When preparing their breakfast the students invite faculty members to eat breakfast with them for their project. In past years we have also provided healthy breakfasts for the student body. During FCCLA Week we always have a breakfast in recognition of all the administration, faculty and staff.

Clothing and Textiles: (9 weeks)

This is the students' first opportunity in basic garment construction. Their project here has typically been a pair of boxers. As the students finish they use their leftover fabric (they have been told to purchase extra) or use extra fabrics in the department to make pillows for the Day Care Centers in our community. FCCLA Week usually falls during this outcome. This particular outcome is structured in a manner making it easy for students to prepare for STAR Events and other FCCLA projects while other students are working on their sewing projects. (Note: FCCLA students are not exempt from the regular class project, but generally are able to complete both the class project and their FCCLA project with no problem.)

Babysitting: (4 weeks)

During this outcome we study child safety with emphasis on car seat safety and first aid, along with reading to children. In the past this outcome has fallen close to Dr. Seuss' birthday so our students practice reading in class and then take Dr. Seuss books to the elementary schools and read to the elementary students. We have also had a family community picnic to encourage families to spend time with their children. This class has typically been in charge of the entertainment and prizes for this event. This year we are planning on having a Seatbelt Safety Check at the local supermarket. Students will stop drivers to see if they have their seatbelts fastened. If they do the student will give the driver a "lifesaver". If they do not, they get a "dum dum" sucker. This works out well with the FACTS, Community Service and Families First National Programs. In this outcome the students also adopt Baby Think It Over. We also focus on non-TV activities for children during this time.

Money Management: (3 weeks)

The students study checking and savings accounts in this outcome. The Financial Fitness National Program is very helpful in this outcome. Our students also visit the local bank and discuss checking, savings, and investment accounts with the bank employees. Other things we have done that relate to the "investment" aspect is to give donations investing in our community or school. (i.e. - we purchased a tree to plant on school property, donated food or money for food baskets given to the needy during the Holidays, etc.)

Housing and Interior Design: (4 weeks)

During this outcome the students design a bedroom. Concentration is given on traffic patterns, clearance space and the elements and principles of design. Students create a floorplan and sample board of their ideal bedroom. A project here that we have done in the past deals with community housing for our town. The FACS Department joined with the Industrial Arts Department and helped a member of our community to makeover a room in their home. Input was also given to a local contracting project as to which type of carpet, linoleum, etc. would best suit a new home being built for community housing. What great cross-curricular projects!

Final Note: *Publicity Publicity!* Be sure to take lots of pictures and submit both pictures and articles to your school newspaper and local newspapers as well as to your State publications and the National publication, Teen Times. Inform faculty and staff of projects that you are working on or will be working on. Be sure to give recognition where recognition is due. Don't be afraid to "toot your horn". After all, if you don't . . . who will? The more publicity and recognition, the greater your enrollment possibilities.