

HOW TO HAVE EFFECTIVE FCCLA MEETINGS (FCCLA IS “NACHO” AVERAGE CLUB!)

Game and Icebreaker websites:

http://www.funattic.com/game_list.htm

Icebreakers, Carnival Games, Ball Game, etc.

<http://www.wilderdom.com/games/GamesFun.html>

Unique Games

<http://www.eldrbarry.net/vbs/gamedex.htm>

Old Favorites, Get Acquainted

<http://www.egadideas.com/>

Largest collection of youth group games (1500 + resources)

“Who wants to be a Millionaire Game” can be adapted

MEETING AND CONDUCT RULES FOR FCCLA OFFICERS:

1. Start on time.
2. End on time, but make sure that all needed business is completed.
3. Stay on task during the meeting. Only talk about FCCLA business.
4. Make sure that everyone has the opportunity to give ideas.
5. Make sure that everyone votes. Use a private ballot if needed.
6. Follow through on assignments or find someone to take your place if you are unable to. Notify the president and the advisor of changes or if you have assigned a committee member to help you with the assignment.
7. Make FCCLA a high priority.
8. When there are conflicts, compromise. Find mutually agreeable solutions.
9. Come early to meetings to set up and stay after to clean up.

MEETING TRAINING IDEAS:

1. NOYS—NATIONAL ORGANIZATIONS FOR YOUTH SAFETY Website: www.noys.com
Project manuals and video have tips for effective meetings, presentations, etc.
2. FCCLA Chapter Handbook CD
3. FCCLA Advisor Newsletter

Effective Meetings – Tips

Meeting Tips

1. **Be prepared.** Make sure you have thought out every part of the meeting. What information or reports will you share with your team?
2. **Invite the right people and use their abilities once you get them there.** Team members will not want to miss your meetings when they know that they are an important part of the team and that they have a responsibility at the meeting.
3. **Start and finish on time.** You want to encourage promptness and show respect for your team members time so, if you need more time, ask members if they can stay longer.
4. **Always begin on a positive note.** A great way to start is to congratulate the team on an accomplishment. Everybody loves to be acknowledged and appreciated.
5. **State your meeting purpose early.** Your team members should already know the purpose of the meeting but, if they are unclear, it's a good place to start.
6. **Stick to your agenda.** If important issues come up that require your attention, schedule a meeting to deal with them. Don't let unexpected ideas get you off track. Stay focused.
7. **Always review action items from the last meeting.**
8. **Encourage everyone to take meeting notes.** They will then have a personal record of the important items discussed and agreed upon.
9. **Include everyone in the discussions.** Some team members may be shy and not contribute without your encouragement. Others may dominate the discussions.
10. **Share the wealth.** Try to get everyone involved. When team members have an assignment, they have more motivation and ownership.
11. **When dividing up tasks, first ask for volunteers.** "Does anyone have a strong interest in heading up the publicity work group?" Or a more direct request might be, "Jessie, since you're such a good artist, would you be in charge of the publicity work group?"
12. **Get commitments.** Never make assumptions; make sure you get a verbal agreement. "Jessie, we will need a graphic design by next Friday at 3:00 for the newspaper, can you get that done?" Write these commitments in the section called Action Items.
13. **Follow up with each team member's commitments.** "Great. Call me by Tuesday to tell me if you need any help." Then write it down so that you are keeping your commitments.
14. **Make decision by getting agreement instead of voting.** Voting always has winners and losers. Your goal is to find a way to allow everyone to WIN.
15. **Keep the meetings short and full of activity.** Nothing is worse than boring meetings that drag on and on.
16. **Remind your team of the Rules of Brainstorming before each Brainstorming session.** Discussing, evaluating, and prioritizing are important skills, but they don't belong in the same session as brainstorming.
17. **Remember to have fun.** You can keep team members coming back if your meetings are fun, positive, fast paced, and chuck full of action.
18. **Know your next step.** Before you end the meeting, make sure everyone agrees on the next step (meeting date and purpose, activity, action items, etc.)

"Running good meetings is easy if you are well prepared. If not, they can be a complete disaster."

Traci Gurley, FCCLA

DUTIES OF FCCLA OFFICERS OF THE TIMPANOGOS CHAPTER (#30313)

The following duties of each officer on the executive council shall include, but not be limited to, the following:

STATE OFFICER/CO-PRESIDENT

1. Works closely with the advisor and the president to set up meeting agendas.
2. Provide information to the THS council from the State council.
3. Assist the President and other chapter leaders as needed.
4. Fulfill State Council responsibilities as set forth by the state advisor.

PRESIDENT

1. Works closely with the advisor the state officer to set up meeting agendas and activities required by the state and local council.
2. **Service Activities Chair** every other month. Works with the vice-president in getting members to help and follow through with their assignments.
3. Presides at the local executive council meetings.
4. Uses basic parliamentary procedure at meetings, starts them on time and keeps them moving (lively and interesting)
5. Helps the group make decisions through member participation.
6. Knows the duties of all officers and committee chairs and keeps them informed of all chapter business.
7. Confers frequently with advisor. Checks all plans with advisor and school administrator before taking action.
8. Provide an opportunity for all members to express ideas and share responsibilities.

VICE-PRESIDENT

1. Works closely with the Chapter President and stays informed about chapter business.
2. Assists the state officer with meetings when the president is absent.
3. Assists the president in conducting other chapter meetings as needed.
4. **Social Activities Chair** for club social activities every other month. Works closely with the advisor in planning and carrying out the Winter Dance in January and includes other officers and members in the planning of the dance.
5. Helps the President in helping officers and members with follow through in their respective committee areas or assignments.

SECRETARY

1. Takes the minutes at each executive council meeting and at the member meetings.
2. Reads the minutes back at each meeting and provides each officer with a copy of them.
3. Helps chapter members to follow the FCCLA planning process as club activities are planned and helps keep the meetings "on track."
4. Is in charge of the "Calling Tree" to remind members about activities and council members about meetings. The secretary may ask anyone to help with this duty.

HISTORIAN

1. Works closely with the secretary in making sure that the minutes are recorded and that activities are planned using the FCCLA planning process.
2. Carefully records club activities and takes pictures and gathers newspaper clippings of various happenings in the chapter.
3. Completes the scrapbook detailing chapter activities for the Chapter Showcase manual Star Event. The historian may ask any officer or member to help.

MEMBERSHIP/BIRTHDAY CHAIR

1. Compiles the list of members addresses, phone #'s and birthdays and works with the president and the advisor in member affiliation.
2. Makes birthday cards and delivers them to members during Channel One time or arranges them to be delivered by an FACS aide.
3. Recognizes members for their accomplishments in and out of FCCLA.
4. Helps the Public Relations officer with sign making, deliveries of messages and maintaining the web site.
5. Writes articles detailing chapter activities for the school web site and for the newspaper.

PUBLIC RELATIONS/PUBLICITY

1. Makes signs, posters, and memos publicizing chapter activities.
2. Writes announcements to be given to the administrators announcing FCCLA activities.
3. Works with the Membership Officer in recognizing members, delivering birthday cards, and maintaining the web site.
4. Helps Historian in the gathering of chapter clippings and taking pictures.
5. Writes articles for the web site and for the school newspaper.

ADVISOR

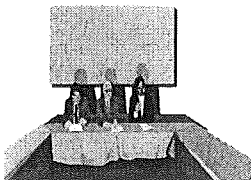
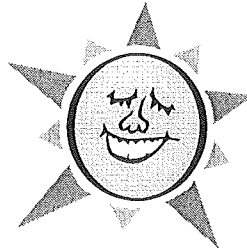
1. Encourage officer and member input.
2. Ensure suggestions relate to topics being discussed and keep meeting on track.
3. Ask questions that help officers to evaluate the pros and cons of each option being discussed.
4. Introduce the planning process and guide officers to consider all phases of planning.
5. Encourage student leaders and help them work toward success.
6. Model appropriate leadership behavior.
7. Suggest leadership resources.
8. Guide leaders to incorporate member participation.
9. Redirect inappropriate efforts.
10. Recognize supporters and participants.
11. Ask leading questions.
12. Encourage openness and honesty.

ALL OFFICERS

13. Identify concerns and help in choosing project ideas. Develop and carry out plans.
14. Assume leadership roles (run meetings, gain administrative approval, research information, contact speakers, fill out forms, serve as group/team leaders) and model appropriate leadership behavior. Attend weekly meetings.
15. Help with fund raisers.
16. Publicize results of efforts and evaluate experiences.
17. Be supportive of all advisors, officers, and members. Be proud of FCCLA!

25 TIPS ON MOTIVATING STUDENTS

1. Know your members and use their names as often as possible
2. Plan for every meeting; never try to wing it.
3. Pay attention to the strengths and limitations of each of your members. Reward the strengths and strengthen the weak spots.
4. Set your meeting room in a U-shape to encourage interaction among the members.
5. Send lots of positive messages with posters, bulletin boards, and pictures.
6. Be sure the meeting room is comfortable; check the air circulation, temperature, lighting and humidity.
7. Keep the meeting room well-organized and efficient.
8. Vary your meeting styles.
9. Review the meeting objectives. Be sure the members see how the entire program moves along.
10. Make your meeting relevant. Be sure your members see how the content relates to them and to the world of work.
11. Open each meeting with an activity that captures the interest of your students.
12. Move around the room as the meeting progresses; walk energetically and purposefully.
13. Be expressive with your face—SMILE!!!
14. Put some excitement into your speech; vary your pitch, volume, and rate.
15. Use demonstrative movements of the head, arms, and hands; keep your hands out of your pockets.
16. Use words that are highly descriptive; give lots of examples.
17. Accept members ideas and comments, even if they are wrong; correct in a positive manner.
18. Maintain eye contact and move toward your members as you interact with them; be sure to nod your head to show that you are hearing what they say.
19. Give lots of positive feedback when members respond, offer their ideas, perform a task correctly, come to the meeting on time, bring their materials to the meeting.
20. Use appropriate humor in your advising.
21. Post program-related cartoons, and use them on overheads and in handouts.
22. Provide opportunities for the members to speak to the chapter.
23. Be available before the meeting, during any breaks, and after the meeting to visit with members who wish to see you.
24. Return information to members ASAP. Be sure to make positive comments and suggestions.
25. Advise by asking lots of questions.



Twenty Steps to a Better Meeting

How To Make Committee Meetings Effective

● Before the Meeting:

1. Decide what kind of meeting will reach your goals.
2. Plan the meeting carefully: Who? What? When? Where? Why? How many?
3. Prepare the agenda in advance.
4. Come early and set up the meeting room.

● At the Beginning of the Meeting:

5. Start on time.
6. Make sure everyone knows each other. Make introductions.
7. Clearly define what you want to accomplish.
8. Review, re-arrange the agenda.
9. Set clear time limits for each part of the meeting.
10. Review items to address from earlier meetings.

● During the Meeting:

11. Focus on the same problem, in the same way, at the same time for everyone.
12. Use butcher paper on the wall with marking pens. Write down everything.

● At the End of the Meeting:

13. Make assignments—who, what, when (deadlines).
14. Review the butcher-paper notes.
15. Set the date, time, and place of the next meeting.
16. Measure the meeting to see if it did what it should.
17. Close the meeting on a positive note.

● After the Meeting:

18. Clean up and put the room back in order.
19. Prepare the minutes.
20. Follow up on "action items" and plan for the next meeting.

Taken from Round Table Ideas 1998 "By advisors for advisors"
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LESSON ELEVEN

The Student Leadership Challenge

Grade Level:

9–12

Lesson Plan Timeframe:

Varies—depending on depth

Program Topic:

Student Leadership Challenge

Prepared By:

Teresa Mankin, Wiley Publishing, Inc.

Overview and Purpose

The Student Leadership Challenge demonstrates how anyone can be a leader regardless of age or experience.

FCCLA National Program(s)

Student leadership is applicable to all national programs.

Lesson Plan Goals and Objectives

Students will be able to identify the Five Practices of Exemplary Leadership as taught by Jim Kouzes and Barry Posner.

Materials Needed

- Paper
- Pencil
- Copy of *The Student Leadership Challenge* book (Books can be purchased from Wiley Publishing for a discount at 877-572-3010, ext 23498.)
- Token for Student Leadership Practices Inventory (SLPI)—once that has been taken, print-out of results (Tokens for SLPI can be purchased for \$15 from www.studentlpi.com and use the promo code ULEAD.)

Introduction of Subject

- Teachers will begin by telling students about the program. (more info found in the *Student Leadership Challenge* book pages 1–7)
- Research project began in 1983.
- Kouzes and Posner wondered what people do when they were at their “personal best” in leading others?

- Their beginning assumption was that by asking ordinary people to describe extraordinary experiences, they would find patterns of success. They were right.

Verification

“Leadership is the art of mobilizing others to want to struggle for shared aspirations.”

—Kouzes and Posner, *The Leadership Challenge*

Discuss this quote with students and ask them about their own leadership experiences—both as leaders and followers.

Activity 1

Have the students read the book and discuss the Five Practices of Exemplary Leadership.

- Model the Way
- Inspire a Shared Vision
- Challenge the Process
- Enable Others to Act
- Encourage the Heart.

(You might want to assign the book in parts. There are Review and Practice and Further Reflections at the end of each chapter to aid in discussion.)

Activity 2

Once the book is complete, students should be encouraged to complete the SLPI. More information for instructors is available for a free download once the token has been purchased. Students should complete the self assessment and ask 5–7 other people who know them in different circumstances to also complete the assessment.

Activity 3

Print-outs of the assessment can be used as activities and for information about leadership style, strengths, and challenges. *The Facilitator's Guide* is a free download once a token has been purchased. You may also want to use materials from *The Student Workbook* and *The Student Planner*, both also free.

Summary/Evaluation

(Assign homework, or reflect on the outcomes.)

Leadership is everyone's business and this unit on student leadership makes that abundantly clear. Students should leave with a clear understanding of their leadership style and skill, and where they need to work to become an even better leader.

Other Resources

For the student:

- *The Student Leadership Challenge* book
- Student LPI—1 token = 1 online self assessment and unlimited online observer assessments
- *The Student Workbook**
- *The Student Planner**

For the instructor:

- *The Facilitator's Guide**
- www.leadershipchallenge.com
- More in-depth explanation

- Related research, including author's own psychometric research
 - Case studies
 - Links to podcasts and webinars by the authors
 - TLC Blog
 - TLC Newsletter
 - TLC Forum details
 - More "best leadership stories" from students
- * downloadable versions come free with purchase of online token.

Additional Notes

The SLPI has been adopted by FCCLA and is being used in the Ultimate State Officer's Academy.

Source

The Student Leadership Challenge by Jim Kouzes and Barry Posner, 2008, Jossey-Bass, an imprint of Wiley.



Introduction to the Student Leadership Challenge

Grade Level: 6-12 **Lesson Plan Timeframe:** 2-3 45-minute classes **Program Topic:** Student Leadership Challenge Intro. **State:** _____
 _____ **Chapter/School:** _____

Overview & Purpose To provide an overview and introduction to <i>The Student Leadership Challenge</i> and <i>The Five Practices and Ten Commitments of Exemplary Student Leadership</i> .	Career Clusters and Pathways All
Lesson Plan Goals & Objectives	Identify and explore characteristics of effective leaders. Examine the Five Practices of Exemplary Leadership. Apply the Five Practices to personal experiences and real life situations.
Materials Needed	Supplies: <ul style="list-style-type: none"> • Notebook paper • Pen/pencil • Post it notes (several per student) • Chart paper or poster paper • Markers • Other poster making supplies Handouts: Five Practices and Ten Commitments of Exemplary Leadership overviews, one for each student PP slides or handouts of each practice, one for each group

Introduction of Subject

Ask students to journal their responses to the following prompt: *Think about someone in your life that you consider to be a leader. What makes this person a leader? Discuss your experiences with this person. How does this person make you feel when you are involved with this person? What leadership attributes does this person exhibit? Be as detailed and specific as possible.* Let students know ahead of time they will be sharing their journals with their classmates.

After providing enough time for students to write a response, put them in groups of three to five. Ask students to bring their journal entries and provide each group with a pad of Post-It notes. Students take turns reading their journals. Every time a leadership trait or action is mentioned, students will record the trait on a Post-It. If the trait is mentioned more than once, a slash mark can be made next to the trait each time it is mentioned.

Engage students in a whole-class discussion asking each group to take turns sticking notes in a central designated location and sharing their leadership attributes list.

Possible questions for discussion:

- How did you decide on your leader to write about?
- What did you notice about the different attributes each of you shared?
- Are there others that came to mind after having some discussion that we should add or you wish you would have included in your journal?
- Which of these attributes do you possess? Can you give an example that shows this in your own life?
- What attributes would you like to develop as a leader? Explain.
- What relationship do these leadership attributes have to your experiences as a student leader?

Activity 1

Introduce TSLC to the students, showing the book if available (if a class set is available, distribute books to each student at this time). Share that we all possess leadership attributes and this book will be a resource as we consider what it means to be a leader, recognize what leadership traits we currently practice, and how we can continue to grow and develop as leaders. Kouzes and Posner have spent many years researching leadership. Through their leadership research, they discovered some common themes in practices that exemplary leaders do. They have titled these *The Five Practices of Exemplary Leadership*. Introduce the Five Practices to students. Key points to address:

- Leadership is learned, and everyone has the potential to be a leader.
- it's not about personality; it's about developing behaviors that are part of our daily practice.
- Not all leaders are the same, but exemplary leaders regularly engage in five common practices:

- 1) Model the way
- 2) Inspire a shared vision
- 3) Challenge the process
- 4) Enable others to act
- 5) Encourage the heart

These Five Practices are the core of the student leadership challenge.

Divide students into five different groups assigning each group a different practice (or ten groups representing each practice twice). Provide each group with an overview of a different practice. Have students create a poster that includes:

- The practice and the two commitments
- What this means in students' own words
- A picture/image that represents this practice and encompasses both commitments
- An example of this practice in action (may be an example from a personal experience or something the students create)

After providing sufficient work time, display the posters around the room and have each group share. *Variation:* Instead of presenting, students complete a gallery walk (individually walk around the room and observe each poster) taking notes on each practice.

Activity 2

Redistribute Post-it notes from the beginning of the lesson so each student has at least one, though students may have more than one. Have students categorize attributes by sticking them next to the poster that best encompasses that attribute. Students should be prepared to justify their responses. If they feel the attribute fits in more than one category, have them select the *best* place for it. *Since multiple groups created their own lists, traits will more than likely fit in more than one category. Where students place traits and why will only lead to deeper discussion.*

Share and discuss where students placed each attribute and why.

<p>Activity 3</p>	<p>Explain to students that “With leadership, as with many things in life, experience can be the best teacher. We learn to do by trying it ourselves or by watching others. The problem is that not all of what’s done or observed is effective or appropriate behavior. So it’s important to base our leadership practices on the best of what people do or see—those times when people perform at their best as leaders or when we observe others at their best” (Kouzes and Posner, 2008, p. 23).</p> <p>Ask students to recall a time when they were at their very best as a leader. This experience could be something connected to school, their family, their community, or workplace. Provide time for students to describe the context of this situation or experience. Encourage them to consider the experience itself, when it occurred, who was involved, and what challenges they faced.</p> <p>Next, ask students to look at their description and list the most important actions or behaviors they took as a leader in this situation (what things did the student do that made a difference in this situation).</p> <p>Assign students a partner or a group of three. Have students share their personal best experiences and the actions and behaviors that exhibited as leaders. Encourage students to share any actions they hear that their partner(s) may not have identified and add that to their list. You may want to also provide an opportunity for students to share their personal best with the whole class.</p> <p>Possible questions for discussion:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What behaviors did you recognize in yourself that you already possess? <input type="checkbox"/> What behaviors/traits do you think you could improve/build on? <input type="checkbox"/> What did you learn from your peers’ personal best experience(s)? <input type="checkbox"/> Why do you think it’s important to think about your personal best experience as a leader? <input type="checkbox"/> How can you apply what you have learned in your daily experiences/activities? Give specific examples.
<p>Summary/Evaluation</p>	<p>Explain to students that leadership is everyone’s business and it affects all of us. It is not about position or rank, but it is about a process that anyone can understand and learn. Just like any other skill or behavior, it can be strengthened through commitment and practice as long as we are interested in improving ourselves and developing our own leadership potential (Kouzes and Posner, 2008, p. 22). Ask students to think about how they feel about their leadership abilities and what they can do to grow as leaders as they learn more about TSLC.</p> <p>Students may be evaluated on:</p> <ul style="list-style-type: none"> • Journal entry • Teamwork/collaboration • Poster activity • Personal best writing
<p>Other Resources</p>	<p>TSLC Chapters 1 and 2</p>

<p>Additional Notes</p>	<p>The poster activity can be executed in several different ways, students could create using standard classroom resources; scrapbook materials, magazines and craft supplies could be provided; students could complete a computer generated poster or PowerPoint slide that could be put into a master PP presentation; or other. Teachers/advisers should select a method that works best for their students and conducive to the resources available to them.</p> <p>The personal best activity can be assigned prior to the lesson as homework or conducted in class depending on how much time is available. Teachers/advisers may also find it helpful to write their own personal best leadership experience to use an example with the students. As teachers complete this activity, it is also useful to save copies of student examples to be used for future lessons. Students' personal best accounts could also be displayed on a bulletin board or in the classroom and revisited as the class progresses through each lesson/practice.</p>
<p>Source</p>	<p>Kouzes, James and Posner, Barry. <i>The Student Leadership Challenge</i>. San Francisco: Jossey Bass, 2008.</p>

The Ten Commitments of Leadership

6. Experiment and take risks
by constantly generating small wins and learning from mistakes.

7. Foster collaboration
by promoting cooperative goals and building trust.

8. Strengthen others
by sharing power and discretion.

9. Recognize contributions
by showing appreciation for individual excellence.

10. Celebrate the values and victories
by creating a spirit of community.

The Ten Commitments of Leadership

- 1. Find your voice**
by clarifying your personal values.
- 2. Set the example**
by aligning actions with shared values.
- 3. Envision the future**
by imagining exciting and ennobling possibilities.
- 4. Enlist others**
in a common vision by appealing to shared aspirations.
- 5. Search for opportunities**
by seeking innovative ways to change, grow, and improve.

My FCCLA Legacy



Dear Me,

Today's Date:

I want to help my students reach their ultimate leadership potential through FCCLA. In doing so, they will gain valuable skills that they can use in their future and will also leave a legacy for my fellow and future advisers. I want my legacy to include:

In order for my legacy to reflect these goals, my plan should include the following steps:

Some of the resources I can use to put my plan into actions are:

Things may not go as planned. However, at the end of my advisership, I will know that I put forth my strongest effort to make myself a better leader and to help ensure a bright future for FCCLA advisers and members to come!

Sincerely,

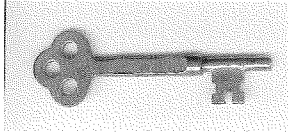
PS: I will remember some of the great memories I've made as an adviser.
Some of these memories are:

“RUNNING FOR STATE OR NATIONAL OFFICE”

3 keys of Focus

Ice Breaker - shoes

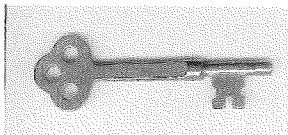
Perception Experience - car (graduation) college - parking lot - keys - lights -
are you able to get away from Stereotypes



Key #1 - Leadership Characteristics

Have each group send a representative up with one suggestion they came up with. Have participants write down the four most important to them.

Four items you identified to become a good leader:

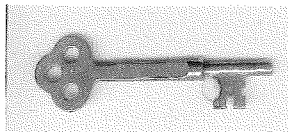


NASA Experience

- Consensus / Majority Rules/ Dictator (Director)

Key #2 - Styles of Leadership

- ◆ Write down the style you experienced in your group.
- ◆ Do you agree with this style of leadership?
- ◆ What style of leader do you want to be/are you comfortable with?



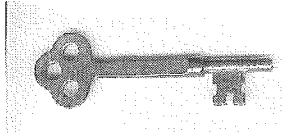
Cup Staking Game - Do you know when to apply pressure/ when to back off or when to release and give space?

Key # 3 - Cooperation in Leadership

Jot down the thoughts and feelings you have about the importance of cooperation in Leadership:

“RUNNING FOR STATE OR NATIONAL OFFICE”

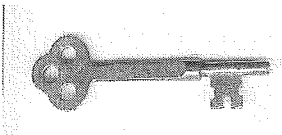
3 keys of Focus



Key #1 - *Leadership Characteristics*

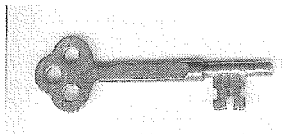
Four items you identified to become a good leader:

- ◆
- ◆
- ◆
- ◆



Key #2 - *Styles of Leadership*

- ◆ Write down the style you experienced in your group.
- ◆ Do you agree with this style of leadership?
- ◆ What style of leader do you want to be?



Key # 3 - *Cooperation in Leadership*

Jot down the thoughts and feelings you have about the importance of cooperation in Leadership:

NASA Experience

The Situation:

You are a member of one of two space details assigned to the mission ship "Galaxy," which was originally scheduled to rendezvous with the mother ship "Angel" on the lighted surface of the Moon. Due to mechanical difficulties, however, the Galaxy was forced to land on the dark side of the Moon, some 200 miles from the rendezvous point. During piloting and landing, some of the crew and the Captain died. Much of the equipment aboard was damaged. No one knows for sure how long the ship's life support systems will last because all gauges broke. Survival is critical. Listed are the 15 items left intact and undamaged after landing.

Your task, first individually and then as a team, is to rank order the 15 items in terms of their importance to the survival of the remaining crew of the mission ship, Galaxy.

Procedure:

- First, each team Member should rank each item individually.
- Second, the full team should discuss and debate and agree on a final ranking

Rank Ordering Of Undamaged Survival Items:

My Personal
Ranking

The Group's Item
Ranking

- | | | |
|-------|-------|---|
| _____ | _____ | One box of matches |
| _____ | _____ | 100 cartons of food concentrate |
| _____ | _____ | 150 feet of nylon rope |
| _____ | _____ | Parachute silk (from 3 parachutes) |
| _____ | _____ | One portable heating unit |
| _____ | _____ | Two .45-caliber loaded pistols |
| _____ | _____ | One case dehydrated milk |
| _____ | _____ | Three 100 lb. tanks of oxygen |
| _____ | _____ | One stellar map (of the moon's constellation) |
| _____ | _____ | One life raft |
| _____ | _____ | One magnetic compass |
| _____ | _____ | 5 gallons of water |
| _____ | _____ | Five light flares |
| _____ | _____ | First-aid kit containing injection needles |
| _____ | _____ | Battery-powered FM receiver-transmitter |

The Situation:

You are a member of one of two space details assigned to the mission ship "Galaxy," which was originally scheduled to rendezvous with the mother ship "Angel" on the lighted surface of the Moon. Due to mechanical difficulties, however, the Galaxy was forced to land on the dark side of the Moon, some 200 miles from the rendezvous point. During piloting and landing, some of the crew and the Captain died. Much of the equipment aboard was damaged. No one knows for sure how long the ship's life support systems will last because all gauges broke. Survival is critical.

Listed on the back are the 15 items left intact and undamaged after landing.

Your task, first individually and then as a team, is to rank order the 15 items in terms of their importance to the survival of the remaining crew of the mission ship, Galaxy.

Procedure:

- First, each team Member should rank each item individually.
- Second, the full team should discuss and debate and agree on a final ranking.

WORKSHEET

Rank Ordering Of Undamaged Survival Items:

My Personal
Ranking

The Group's Item
Ranking

One box of matches

100 cartons of food cot. concentrate

150 feet of nylon rope

Parachute silk (from 3 parachutes)

One portable heating unit

Two .45-caliber loaded pistols

One case dehydrated milk

Three 100 lb. tanks of oxygen

One stellar map (of the moon's constellation)

One life raft

One magnetic compass

5 gallons of water

Five light flares

First-aid kit containing injection needles

Battery-powered FM receiver-transmitter



ACTIVITY 2 ANSWERS

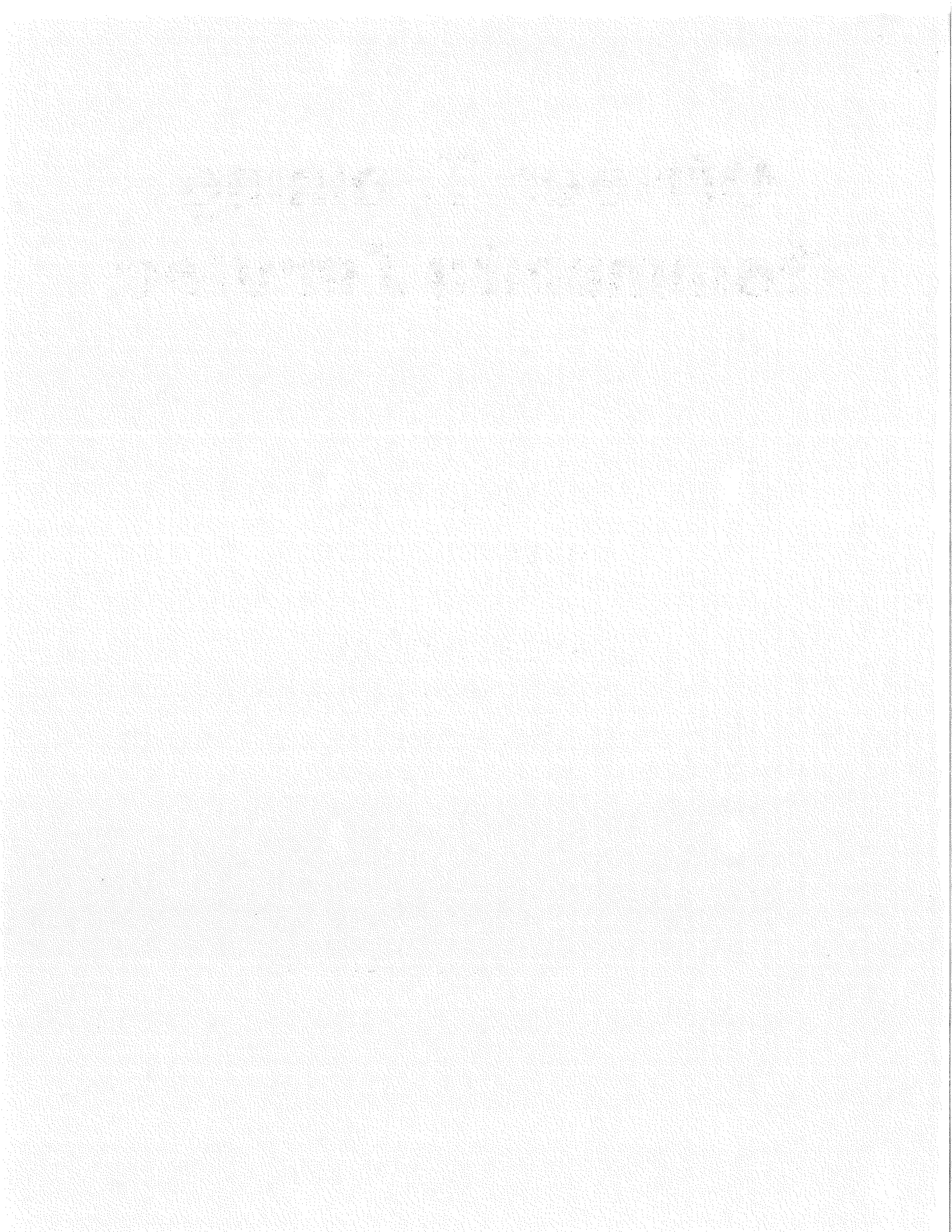
<u>Rank</u>	<u>Item</u>	<u>Reason</u>
14	One box of matches	No air
08	100 cartons of food concentrate (20-day ration for each crew member)	Nourishment
06	150 feet of nylon rope	Traverse ravines, carry supplies
09	Parachute silk (from 3 parachutes)	Easily spotted, carry supplies
13	One portable heating unit	Suits are self-contained
07	Two .45-calibre loaded pistols	Emergency propulsion
12	One case dehydrated milk	Can't mix it
01	Three 100-lb. tanks of oxygen (Each tank holds 20-day supply for each crew member)	Must breathe
03	One stellar map (of the moon's constellation)	Navigation
10	One life raft	Carry items
15	One magnetic compass	Stellar Map better
02	5 gallons of water (Normally a 10-day ration for each member of the crew)	Must drink
04	Five light flares	Others to find you
11	First-aid kit containing injection needles	Can't open suit
05	Battery-powered FM receiver- transmitter	Others to find you

Officer Training Community Service

Marti Bowles
VP Community Service

12650 S. 6000 W.
Herriman, UT 84096
801-253-2250
clodhopper2@juno.com

Area 3
Riverton High School



AGENDA

1. Responsibilities of Community Service Officers

- How to Make Your Job Easier

2. Community Service Program

3. Planning Process

- How to Make a Project Effective

4. Applying for National Programs Award

1950

10

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Community
 **Community Service**

1910 Association Drive, Reston, VA 20191 • (703) 476-4900 • (703) 860-2713 Fax • www.fcclainc.org

More Community Service Project Ideas:

- Hold a local book drive and work with your elementary school to serve as “reading buddies” for a class.
- Work with your local Make-A-Wish Foundation chapter to make the wishes of terminally ill children come true.
- Join hands with your local senior citizens and work together on a community project.
- Create a backyard habitat using the National Wildlife Federation Guidelines.
- Work with your local child welfare office to provide for children who have been separated from their families.

MAKE A DIFFERENCE DAY ANNUAL CHALLENGE
October 22, 2005

Make A Difference Day began with a simple idea: Put your own cares on hold for one day to care for someone else. Now in its 14th year, the nation's largest single day of volunteering has hit its stride.

Contact:

www.makeadifferenceday.com

Hotline: 1-800-416-3824

Register your project online at www.makeadifferenceday.com

Many Make A Difference Day projects are honored in USA WEEKEND magazine during National Volunteer Week and receive \$2,000 or \$10,000 awards for their charities.



National Youth Service Day
April 21-23, 2006 – Save the Date!

Millions of youth participate in National Youth Service Day, the largest service event in the world. They tutor young children, register new voters, educate their communities about good nutrition, distribute HIV/AIDS prevention materials and meet many more community needs through their service. National Youth Service Day supports youth on a life-long path of service and civic engagement, and educates the public, the media, and elected officials about the role of youth as community leaders.

For more information visit:

www.ysa.org/nysd





Community Service

1910 Association Drive, Reston, VA 20191 • (703) 476-4900 • (703) 860-2713 Fax • www.fcclainc.org

More Community Service Project Ideas:

JOIN HANDS DAY 2006

May 6, 2006!

Join Hands Day is the annual national event when Americans of all ages come together to make life better in their communities. This is a day when young people and adults tackle a local problem and make something better right where they live.

Why FCCLA Chapters Should Participate In Join Hands Day:

To get youth and adults to work together

***** Join Hands Day builds understanding, connections, and trust between young people and adults.

To be seen as a positive and constructive community organization

***** Show the world that the FCCLA organization is an important community asset.

To build relationships with organizations/businesses

***** Join Hands Day is a short term, low cost, and low risk way to reach out and develop working partnerships.

To apply for a special FCCLA Award

***** Join Hands Day offers an FCCLA National Award to a chapter who submits their Join Hands Day project to both Join Hands Day and National FCCLA using the 2005-2006 National FCCLA Programs Award Application

For more information,
contact the JOIN HANDS DAY Action Center
at 1-877-OUR-1DAY,
or visit www.joinhandsday.org

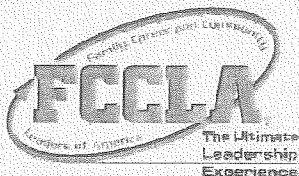


JOIN HANDS DAY
it starts with us

presented by
America's Fraternal
Benefit Societies

The Power of Sister Organization
and The Sisterhood
National Network

MAY 6, 2006



Take action in your community and discover the difference you can make
through involvement in FCCLA's Community Service program.

Community Service Community Service

1910 Association Drive, Reston, VA 20191 • (703) 476-4900 • (703) 860-2713 Fax • www.fcclainc.org

Public Relation and Media Ideas:

Community Service Projects are a great way to share with the local community what FCCLA is and the impact your chapters have. Use these ideas and the Brand FCCLA information on the Web site to promote your efforts.

- Send out press releases both before and after your event.
- Invite community leaders to present at an awards ceremony where you recognize those who participated in the Community Service Project or donated to the cause.
- Be sure to send home information with the students in your elementary, middle, and high school.
- Post the event on your school's marquee.
- Write to your school board members and make them aware of your project.
- Ask local businesses to support your cause and make sure you recognize their support.
- Create a t-shirt for the project day and sell opportunities for sponsorship logos to be put on the back of the shirt. (Of course, brand the front with the FCCLA logo!)
- Take pictures and create a section on your school's Web site to highlight the special event.

For membership recruitment ideas:

<http://www.fcclainc.org/fccla.tmpl?pagename=join/index.tpl>

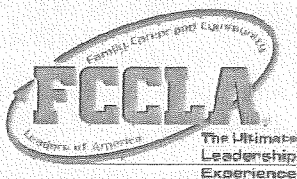
Be
part
of!

Community Service Project Ideas:

Register for national community service days such as Join Hands Day, Make a Difference Day, and/or National Youth Service Day.

- Collect phone cards and work with your local American Red Cross to distribute them to military families.
- Participate in "Relay For Life" and raise funds to support your local American Cancer Society chapter.

**** Please see the next page for more ideas. ****



Take action in your community and discover the difference you can make through involvement in FCCLA's Community Service program.

Community Community Service

1910 Association Drive, Reston, VA 20191 • (703) 476-4900 • (703) 860-2713 Fax • www.fcclainc.org

Community Service:

The FCCLA Community Service program guides students to develop, plan, carry out, and evaluate projects that improve the quality of life in their communities. Through their projects, members experience character development and improve their critical and creative thinking, interpersonal communication, practical knowledge, and career preparation.

Community Service Topic Areas:

To help members strengthen their Community Service projects, this program:

- helps young people build skills for family, career, and community roles;
- provides youth-centered learning experiences related to Family and Consumer Sciences Education;
- encourages young people to develop the positive character traits of trustworthiness, respect, responsibility, fairness, caring, and citizenship

In addition to local and state projects, FCCLA implements an annual Outreach Project, which has a national focus. With nearly 225,000 members in over 7,000 chapters working together, these projects have a lasting effect on both participants and those receiving the donation.

Partners:

- America's Promise
- Connect America
- Join Hands Day (May 6, 2006 / May 5, 2007)
- Make a Difference Day (October 22, 2005 / October 28, 2006)
- Youth Service America (April 21-23, 2006)

Community Service Materials:

The *FCCLA Community Service Action Guide* provides information and tools to help chapters develop their service projects. This resource provides "how to" information, project ideas, informational and partnership resources, and curriculum integration suggestions. For more information on FCCLA's Community Service program and this important action guide, log onto the FCCLA Web site, www.fcclainc.org. Contact your local FCCLA chapter to find out how YOU can put the "u" in community.

Awards:

Family, Career and Community Leaders of America offers national recognition to chapters and members that complete FCCLA Community Service projects. This honor includes cash awards and special recognition at the National Leadership Meeting and in *Teen Times* magazine.

Chapters apply for recognition for their hard work and innovative projects with the Programs Award Application available on the FCCLA Web site, www.fcclainc.org.

Middle School Award - \$1,000
High School Award - \$1,000
Runner-Up Award - \$500
Join Hands Day Award - \$500

Deadline: Award applications due to FCCLA national headquarters postmarked by March 1.



Take action in your community and discover the difference you can make through involvement in FCCLA's Community Service program.

FCCLA PROJECT

EFFECTIVENESS

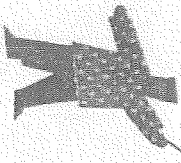
The most effective FCCLA projects and activities—

- are planned, implemented and evaluated by student members;
- build strong leaders in families, careers and communities;
- work toward students' and the school's educational goals;
- fit the FCCLA mission and purposes;
- communicate a positive image for FCCLA and the family and consumer sciences program.

FCCLA Project Evaluation Grid

Members may want to use this

reproducible sheet to gauge project success.



"Remember: if it's red,
it's a link"

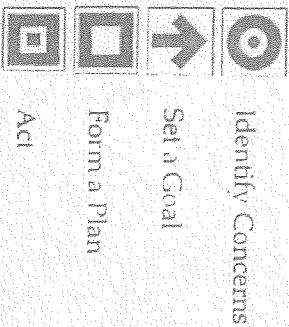
FCCLA PLANNING PROCESS

The five-step FCCLA planning process is the chapter management tool that helps members select and carry out projects to fit their needs and concerns. FCCLA members use the planning process to sort out thoughts, analyze situations and plan for specific goals.

The FCCLA planning process may be applied to individual, team or total-chapter projects and allows for variety in members' ability levels and learning styles. Once learned and internalized, it becomes a powerful tool members will use in personal, family, career and community settings throughout their lifetimes.

Planning Process Steps

The FCCLA planning process consists of five steps—



Identify Concerns

Set a Goal

Form a Plan

Act



Follow Up

Using the FCCLA Planning Process

These tips explain each step of the process and detail related actions.

Using the FCCLA Planning Process for Individual Projects

Individuals can use the planning process to set and reach personal goals.

FCCLA Planning Process Overview

This reproducible sheet illustrates the planning process.

FCCLA Planning Process Worksheet

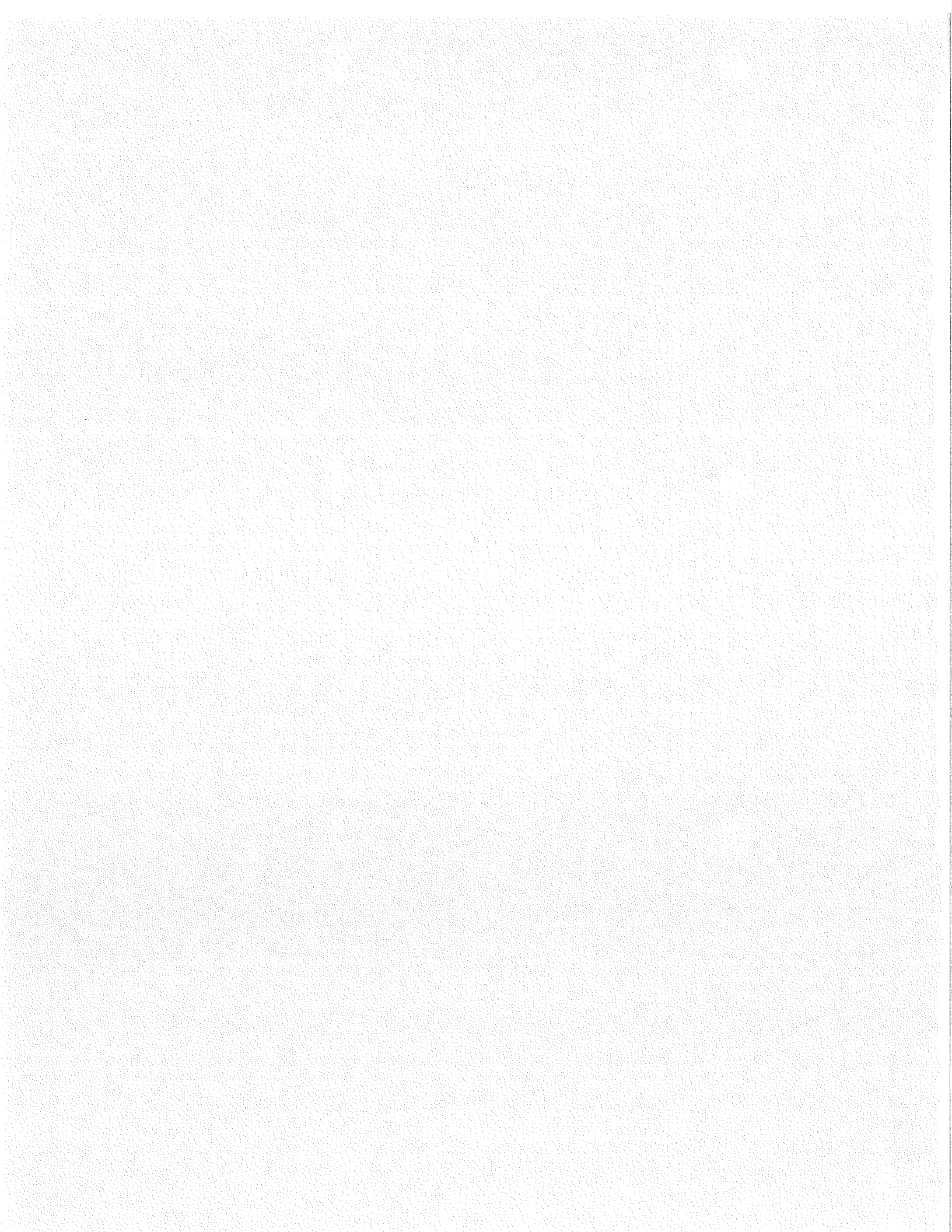
Members can use this reproducible sheet to work through project planning.

Sample Completed FCCLA Planning Process Worksheets

These illustrations help members understand how to use the worksheet.

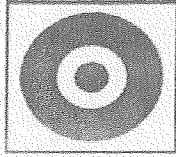
Outline for Lesson to Teach the FCCLA Planning Process

This session introduces members to the planning process and includes reproducible support materials and additional Planning Process Learning Activities.



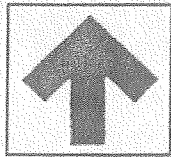
FCCLA PLANNING PROCESS OVERVIEW

Identify Concerns



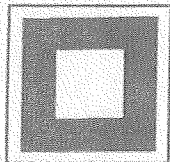
- brainstorm concerns
- evaluate listed concerns
- narrow to one workable idea or concern

Set Your Goal



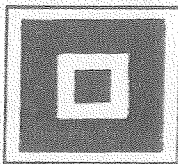
- get a clear mental picture of what you want to accomplish
- write it down
- evaluate it

Form a Plan



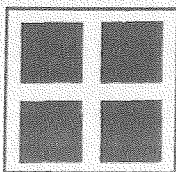
- plan how to achieve goal
- decide what, why, who, where, when and how

Act

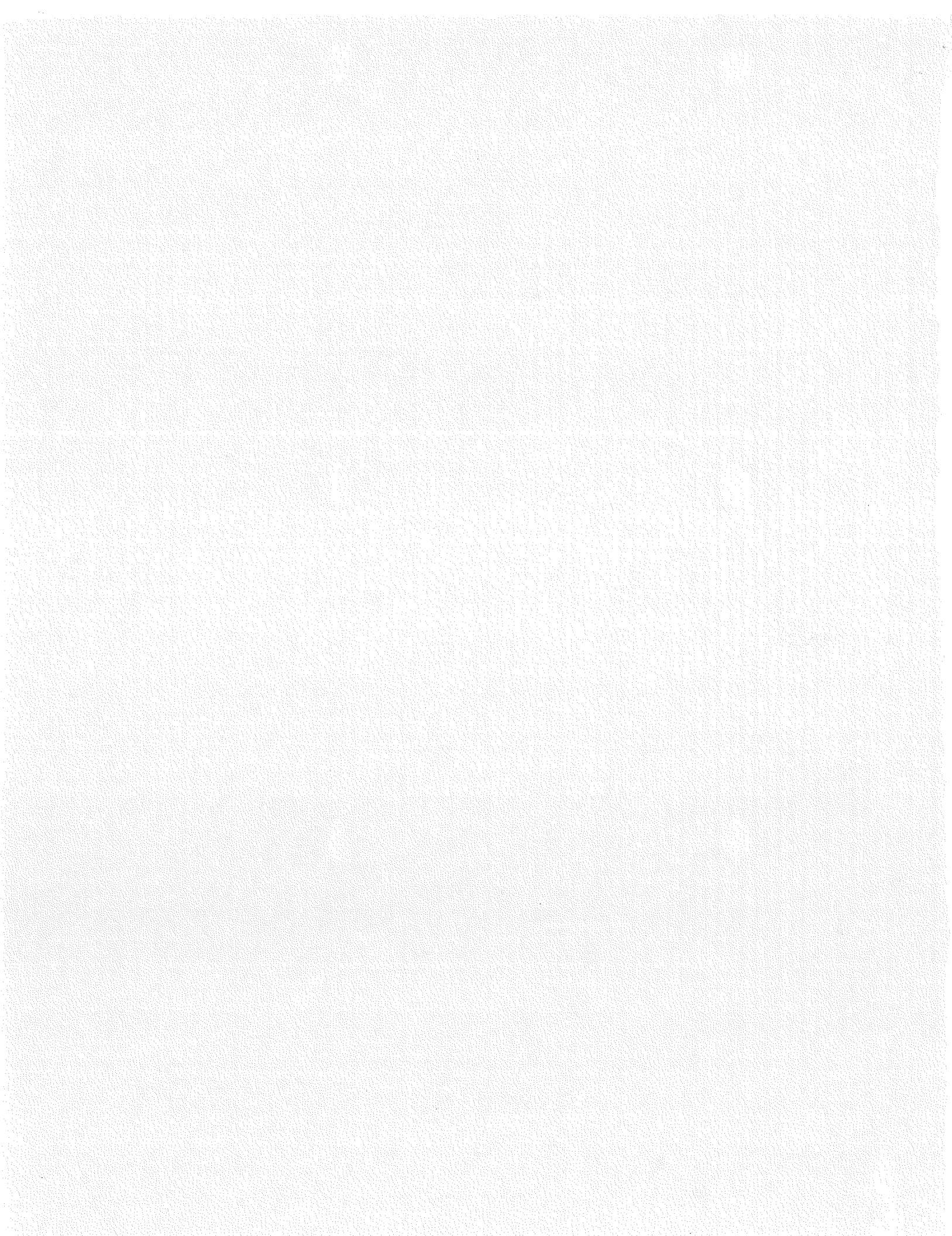


- carry out project

Follow Up



- evaluate project
- thank people involved
- recognize participants



Family, Career and Community Leaders of America, Inc. ®
2006 National FCCLA Programs Award Application



Family, Career and Community Leaders of America promotes and supports community involvement through its national FCCLA programs. By identifying a need and developing an innovative project in one of these areas, your chapter could receive recognition and win a cash award! **Use this combined application form to submit your project for recognition for any one of these six FCCLA National Programs, Join Hands Day, or Family Economics & Financial Education (FEFE) Awards.** If you wish to submit another project for recognition in a different program, use a separate form. **Check the box for the national FCCLA program for which you are completing this application.**

DEADLINE: All applications are due to NATIONAL FCCLA HEADQUARTERS postmarked by **March 1, 2006.** Applications sent after the March 1, 2006 postmark deadline will **not** be accepted.

- Career Connection** - recognizes chapters that conduct career development projects to help young people link skills for success in careers, families, and communities.

Career Connection Awards

- Middle School Award \$1,000
- High School Award \$1,000
- Runner-Up Award \$500



- Community Service** - recognizes chapters that identify a community need and promote community involvement to meet that need.

Community Service Awards

- Middle School Award \$1,000
- High School Award \$1,000
- Runner-Up Award \$500



- FACTS (Families Acting for Community Traffic Safety)** - recognizes chapters for promoting sober driving, seat belt use, and safe driving habits.

FACTS Awards

- Middle School Award \$1,000
- High School Award \$1,000
- Runner-Up Award \$500



- Families First** - recognizes chapters that help young people gain a better understanding of how families work and learn skills to become strong family members.

Families First Awards

- Middle School Award \$1,000
- High School Award \$1,000
- Runner-Up Award \$500



- Financial Fitness** - recognizes chapters that promote making, saving, and spending money wisely.

Financial Fitness Awards

- Middle School Award \$1,000
- High School Award \$1,000
- Runner-Up Award \$500



- Check this box if your chapter used the National Endowment for Financial Education (NEFE), FCCLA booklet, "60 Ways to Serve Your Community Using Financial Fitness," for your Financial Fitness project.**

- Join Hands Day** - recognizes chapters that created and conducted an outstanding Join Hands Day project on May 7, 2005 and registered their project on the Join Hands Day Web site, www.joinhandsday.org.

Join Hands Day Award \$500

- Student Body** - recognizes chapters that promote eating right, being fit, and making healthy choices.

Student Body Awards

- Middle School Award \$1,000
- High School Award \$1,000
- Runner-Up Award \$500



- Take Charge America - Family Economics & Financial Education (FEFE)** - recognizes chapters that use Financial Fitness and the FEFE curriculum materials to promote making, saving, and spending money wisely. Chapters must register their project with FEFE. Curriculum materials and the registration form may be found on the FCCLA Web site www.fcclainc.org under awards and scholarships.

- High School Award \$1,000
- High School Runner-Up Award \$500



2006 National FCCLA Programs Award Application

Criteria

Judges will evaluate-

- clarity of goals and members' ability to identify needs related to the project;
- project creativity, resourcefulness, results achieved, and evaluation process;
- use of Family and Consumer Sciences Education skills;
- overall presentation of application information;
- impact on behaviors and attitudes targeted by the project;
- extent to which the project promotes a better understanding of Family, Career and Community Leaders of America and Family and Consumer Sciences Education;
- use of Brand FCCLA to promote project.

Official Rules

- Projects must be carried out between March 1, 2005 and March 1, 2006, except for the Join Hands Day project, which must be completed on May 7, 2005.
- A chapter project may be submitted for only one national FCCLA award.
- A chapter may submit only one application for each national award.
- Applications must reflect the work of FCCLA members. All applicants must be nationally affiliated with FCCLA by March 1, 2006.
- Entries must be typed (**except signatures**) on the application form available on the FCCLA Web site. The amount of space used to answer each question must match the space on this original application. **Times New Roman font type with a minimum 10-point font size must be used.**
- If additional attachments are included, they WILL NOT be considered as part of the application, but may be used for promotional efforts in the future.
- Projects will be disqualified for award consideration for failing to submit the required forms or follow the guidelines listed.
- Winners will be selected based on their written presentation. Judge's decisions are final.
- For award consideration, applications must be postmarked by March 1, 2006, and sent to National FCCLA Headquarters. **Do not send any other applications in the same envelope. Mark envelope "Attn: [Award Name] Application."**
- All entries become the property of FCCLA which reserves the right to publish names, pictures, and quotes from entries in national materials to the public.
- All winning project entries will be asked to submit photos from their chapter project if they have not done so already.



Chapter name _____

School name _____

School Address _____

City _____ State ____ Zip _____

School phone _____ School fax _____

Adviser's name _____

Adviser's e-mail address _____

Please check whether you are submitting your project as a high school chapter or middle school chapter entry:

High School Chapter

Middle School Chapter

Number of affiliated chapter members _____

Number of chapter members participating in this project _____
(number should not exceed number of affiliated chapter members)

Population of community _____

Total enrollment of school _____

*I understand that by submitting this form, if selected as one of the national winners, our chapter must have at least one representative attend the 2006 National Leadership Meeting and present information about our project. If a chapter representative is unable to attend, our award will be forfeited. All information submitted is correct to the best of my knowledge. (**Signatures** are required below. Typed names will not be accepted.)*

Chapter representative signature _____

Chapter adviser signature _____

Completely answer all parts of the six questions that follow.
Be concise, but give as many details as possible.

I. Project Summary (10 points)

Project title _____

Career Connection, FACTS, Families First, Financial Fitness, or Student Body unit or topic area if applicable _____

Briefly summarize your project and accomplishments in the space below.

2005 National FCCLA Programs Award Application

II. Needs, Goals, and Measurable Objectives (20 points)

- A. Describe the need(s) your project was designed to address. (Why did you choose this project?) Provide supporting data.
- B. List your project's goal(s). (What results did you WANT to achieve?)

III. Activities and Resources (20 points)

- A. Briefly summarize the major activities and time schedule used to carry out the project. Include the number of chapter members involved; number of participants in events, number of people reached with information, etc.
- B. List resources used and how they were gathered.
- C. Describe collaborations with other organizations.

IV. Evaluation and Results (20 points)

- A. Briefly describe the evaluation METHOD you used to measure results. (*Example: pre- and post-surveys, test of knowledge, observations of behaviors, etc.*)
- B. Describe the impact on attitudes and behaviors your project had on the individuals and/or groups involved. Include specific measurements/statistics found during your evaluation and achieved results.

2006 National FCCLA Programs Award Application

V. Public Relations (15 points)

- A. Describe how your project promoted a better understanding of Family, Career and Community Leaders of America and Family and Consumer Sciences Education.
- B. Describe how your chapter used Brand FCCLA to assist in your chapter's project public relations efforts.
- C. Describe the media used, such as radio, television/access cable, bulletin board, Web sites, newspapers, etc. List the number of articles or publications with the total circulation of each and the number of radio or television stories with the approximate reach of each.

VI. Family and Consumer Sciences Skills (10 points)

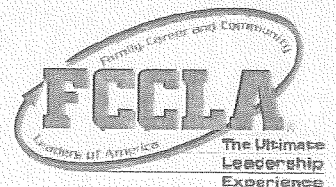
Describe how members used their Family and Consumer Sciences Education skills during this project. List specific skills used. (*Example: We used child development principles to create age-appropriate booster seat and safety workshops.*)

VII. Presentation (5 points)

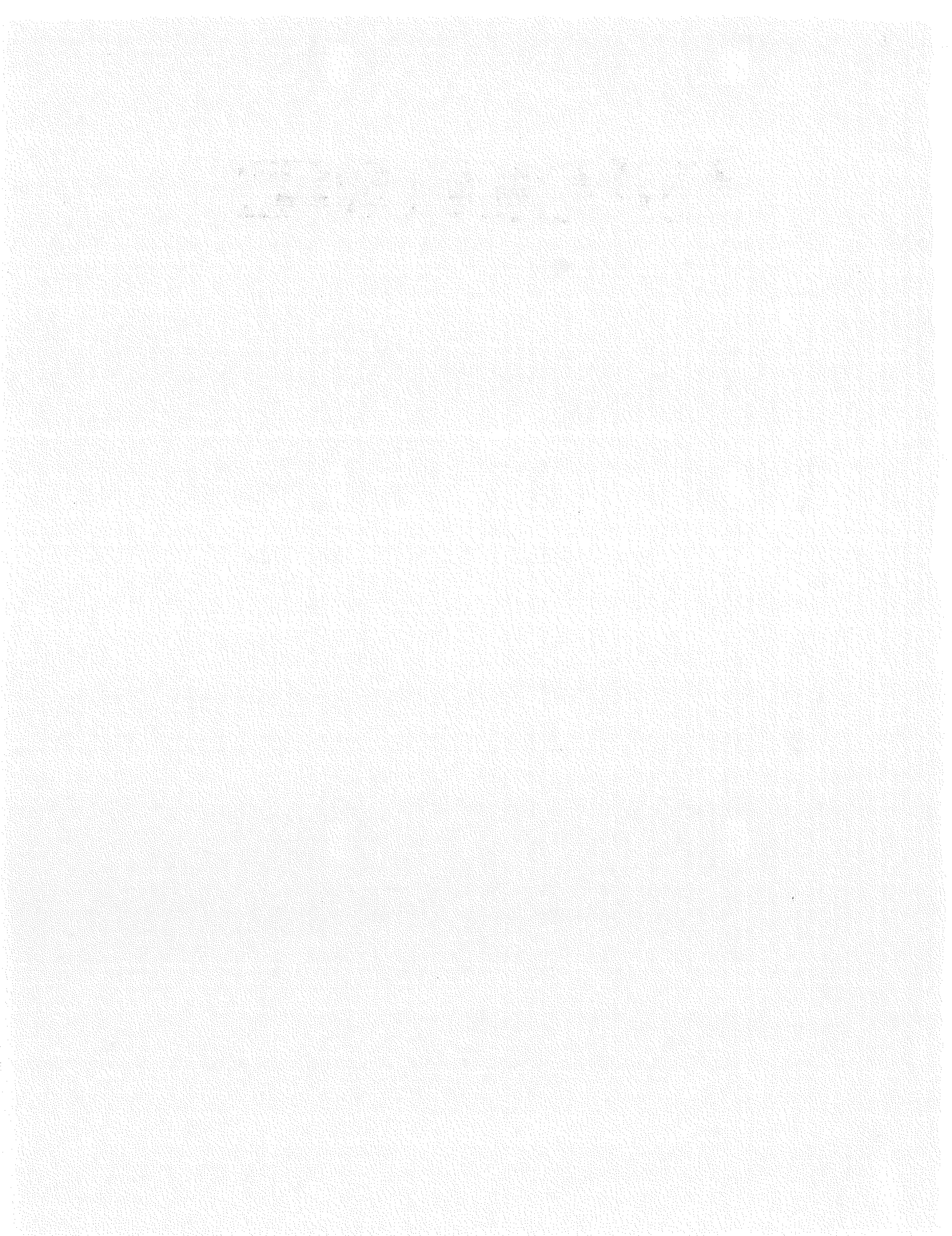
Up to five points may be awarded for the overall presentation of this application, including format, conciseness, grammar, spelling, and neatness.

All program award applications for Career Connection, Community Service, FACTS, Family Economics & Financial Education (FEFE), Families First, Financial Fitness, Join Hands Day, and Student Body must be submitted directly to National FCCLA Headquarters.

Mail all program award applications separately to –
Attn: [Award Name] Application
FCCLA
1910 Association Drive
Reston, VA 20191-1584
(703) 476-4900



NOTES



Dynamic Leadership Project Ideas

Leadership Achievement Projects

- Prove your character by serving in a leadership role in your FCCLA chapter. Write a report about how you live up to the six pillars of character as a leader. Share it with your FCCLA adviser and ask for her or his opinions about how you could do even better.
- Teach elementary children to solve problems and make good decisions. Decide on creative ways to plan and present the lesson. Optional: Turn this activity into a STAR Event.
- List the things people your age need to do to get along with one another. Your list might include listening, respecting others, controlling emotions, etc. Research additional tips in books, and ask teachers and other adults what they think. Give a five-minute speech that tells young people ways to get along with one another.
- Write a skit that shows young people how to use .I. messages and active listening during conflicts. Videotape the skit and have it shown on the schools TV system.
- Publish a flyer with tips for building teams. Give it to all your school's student organization leaders and advisers. Note that it is provided as a leadership service by the FCCLA chapter.
- Choose an issue that concerns you. (Here are some ideas: friendships, child abuse, eating disorders, environment, crime prevention, smoking, family strength, dating violence.) Research the topic. Create a five-minute talk to persuade other youth to choose positive actions to address the issue. Give your talk in a Family and Consumer Sciences class.

Leadership Excellence Projects

- Explore how character is influenced by families. Research family influence on personality development at different ages. Create a presentation that reminds young parents of their role in helping children develop good character. Arrange to give your presentation to parenting classes that are offered in your community. Prepare a news release that summarizes the presentation. Send it to a local paper.
- Become an expert in problem solving. Find information in leadership books, and observe strong problem solvers in action. Learn techniques for helping groups generate creative ideas, analyze solutions and make decisions. Teach Family and Consumer Sciences students how to solve a problem related to a topic they are studying in class.
- Practice professional networking. Read about networking in career and business books. Then, conduct an informational interview (in person, by phone or on line) with someone whose leadership and career skills you admire. Ask about the person's position and how he or she developed and uses leadership skills. Send a



thank-you note after the interview, and continue to stay in touch with your contact. Build other networking relationships, as well.

- Serve as a mentor to help a younger student succeed in school and adjust to rough spots in his or her school, family and community life. You may be able to receive training and participate in an existing mentoring program. Learn about elementary student's needs and issues and what sorts of support help them develop into healthy, well-adjusted young adults. Continue your mentor relationship for several months.
- Take the lead in a team that is facing change. This might be students moving to a new school, graduating seniors or an FCCLA chapter learning to operate during classes or in a block schedule. Research how to lead a team through change. (Look in leadership and business management books and web sites.) Apply the ideas to your changing team. Analyze results as a team. Publish a list of tips for team change so other youth groups can learn from them.
- Set up a Web site to provide young people with accurate information about an issue that concerns you. First, investigate how to host a Web site while protecting your identity and safety. On the site, include basic information about the topic and places youth can seek help or more information. Review other Web sites that address the issue, and provide links to ones that are accurate and unbiased. Also sign in to youth-oriented chat rooms and encourage their participants to check out your Web site.

The Five Practices of Exemplary Leadership



MODEL the Way



INSPIRE a Shared Vision



CHALLENGE the Process



ENABLE Others to Act



ENCOURAGE the Heart





MODEL the Way

Find your voice
by clarifying your personal values.

Set the example
by aligning actions with shared values.





INSPIRE a Shared Vision

Envision the future
by imagining exciting and ennobling
possibilities.

Enlist others
in a common vision by appealing to
shared aspirations.





CHALLENGE the Process

Search for opportunities
by seeking innovative ways to change,
grow, and improve.

Experiment and take risks
by constantly generating small wins
and learning from mistakes





ENABLE Others to Act

Foster collaboration
by promoting cooperative goals and
building trust.

Strengthen others
by sharing power and discretion.





ENCOURAGE the Heart

Recognize contributions
by showing appreciation for individual
excellence.

Celebrate the values and victories
by creating a spirit of community.

