



MINNESOTA
STATE ASSOCIATION

**Minnesota Family, Career &
Community Leaders of America**

**STATE PEER EDUCATION TEAM
HANDBOOK**

2014-2015

An exemplary leader shows these qualities.....

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

*From Student Leadership Challenge
by James Kouzes and Barry Posner*

Table of Contents

I. Welcome.....	page 4
II. FCCLA Overview	
a. Mission, Case Statement & Creed.....	page 7
b. Purposes.....	page 8
c. Organizational chart.....	page 8
d. Calendar of events.....	page 9
III. Peer Education	
a. What is peer education?.....	page 11-13
b. What does peer education involve?	
c. Peer education processes	page 14-17
d. Responsibilities of peer educators.....	page 18-19
e. Balancing a busy schedule.....	page 20-21
f. Leadership.....	page 22-25
IV. Training Others	
a. Analyzing information.....	page 27-28
b. Presentation skills.....	page 29-36
c. Communication & Correspondence.....	page 37-38

Welcome



Welcome to the State Peer Education Team!

**Congratulations on being selected to the newest leadership team for
Minnesota Family, Career & Community Leaders of America!**

We are excited to offer this new opportunity to FCCLA members and we are excited for your participation! It is our hope that your year as a member of a MN FCCLA State Peer Ed Team will positively impact you as well as your chapter.

Your leadership skills and potential were evident throughout the interview process at State Conference. The upcoming year will provide you with many experiences to help you build and strengthen these skills. These experiences will also enable you to gain new skills which you will continue to utilize long after your years as a member of FCCLA. Some of these skills include creative and critical thinking, public speaking, organization, time management and the ability to work as a member of a team. Past MN FCCLA peer educators have found these skills put them ahead of their peers as they continued their education and entered their careers. We hope your experience will prove as beneficial!

As you begin this new leadership position, keep in mind a few things:

- * With any experience, you get out what you put in!
- * You are representing your chapter, community, region and MN FCCLA and we are proud to have you as a member of the team!
- * You are a part of FCCLA history as a member of the first team of this kind!

Again, congratulations and best of luck as you continue to grow as an FCCLA leader through this experience! We look forward to working with you!

MN FCCLA State Staff

FCCLA Overview

As a member of the state leadership team there are several aspects of FCCLA you must understand and be familiar with. Some of these, you may already know and some may be relatively new to you. The following pages are meant to serve as a reference for these items. Please familiarize yourself with their content as it will help you as a peer educator and a member of FCCLA.

Mission

To promote personal growth and development through family and consumer sciences education, focusing on the multiple roles of family members, wage earners and community leaders. Members develop skills for life through:

- * Character development
- * Creative and critical thinking
- * Interpersonal communication
- * Practical knowledge
- * Vocational preparation

Case Statement

Minnesota FCCLA is a dynamic and effective student organization that helps young men and women become leaders and address important personal, family, work and societal issues through vocational family and consumer sciences education.

FCCLA Creed

We are the Family, Career and Community Leaders of America.
We face the future with warm courage and high hope.

For we have the clear and 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.

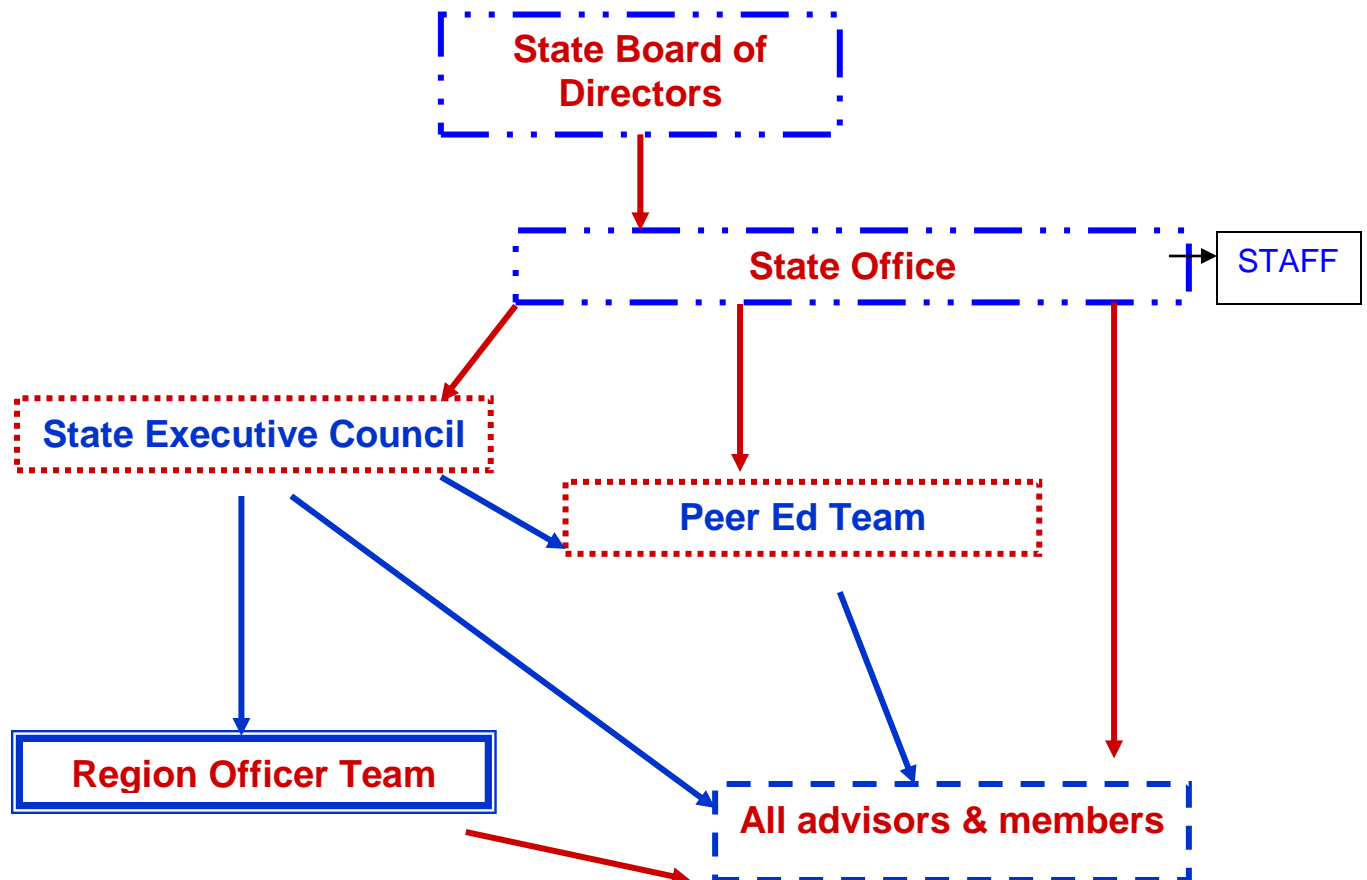
We are the Family, Career and Community Leaders of America.
We face the future with warm courage and high hope.

FCCLA 8 Purposes

1. To provide opportunities for personal development and preparation for adult life
2. To strengthen the function of the family as the basic unit of society
3. To encourage democracy through cooperative action in the home and family
4. To encourage individual and group involvement in helping achieve global cooperation and harmony
5. To institute 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 develop interest in family and consumer sciences, family and consumer sciences careers and related occupations

FCCLA Organizational Chart

The structure of FCCLA emphasizes teamwork between many different levels of the organization. As a member of a Special Team, you will work with members and adults at all levels. The chart below indicates how the structure supports teamwork as well as a flow of information from the State Board of Directors to the members of FCCLA.



State Peer Ed Team Calendar 2014-2015

This chart indicates the schedule for your year as a member of a State Peer Ed Team. Items listed in *italics* are optional national events you may choose to participate in. Dates and locations may change as conditions change. The Board of Directors annually sets the calendar for the year. Officers and advisors will need to be alert to possible changes.

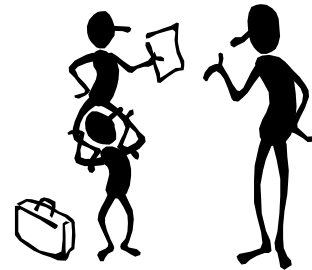
Date	Event	Location
July 29-July 31 2014	Dynamic I-Leadership Camp (Early birds arrival- July 25)	St Benedict College, St Joseph
Sept-October	Fall Conferences	Regional locations
November	Dynamic Leadership II- Fall Summit	Minneapolis
Nov 2014	<u>Cluster meetings</u> Nov 7-9 New Jersey Nov 14-16 Little Rock, Ark. Nov 21-23 Salt Lake City, Utah	
February	Mid winter meetings	All regions
February 3, 2015	Shadow Day- depends on Legislative schedule	State Capitol
April 16-18, 2015,	MN FCCLA State Conference	Doubletree Hotel
July 2015	Nat'l Conference-July 5-9	Washington DC

Peer Education

Information for this section was adapted from the National FCCLA “Get Connected” peer education resource.

What is Peer Education?

Peer education is the process of providing information to, teaching, or instructing a person or group equal in ability, age, rank, and/or qualifications- in FCCLA, youth teaching youth.



Why Be an FCCLA Peer Educator?

Peer educators know they make a positive difference in their own lives and the lives of others. Being a peer educator gives you the opportunity to:

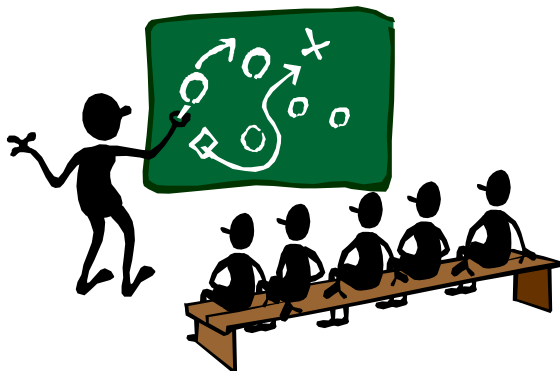
- * Learn more about topics and issues that concern you
- * Make positive changes in your own life
- * Help peers make positive choices
- * Learn to communicate well
- * Make new friends
- * Be a leader
- * Prepare for your future
- * Have fun!



What does peer education involve?

Your role as an FCCLA peer educator is to learn and share ideas, information, and examples. Peer educators:

- * Gather and analyze information about concerns and issues
- * Teach peers about issues
- * Learn where young people can find out more and get help with problems
- * Model positive choices



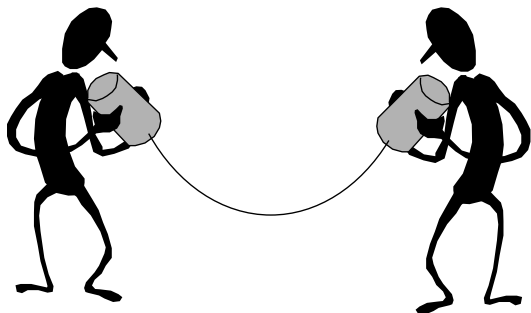
FCCLA Peer Educators:

Gather and Analyze Information

- * Research youth issues in books and online, watch videos and TV shows, attend workshops, and talk to experts.
- * Keep a file of related clippings, articles, and publications.
- * Be a critical thinker. Learn to analyze information and information sources.
- * Before sharing information with peers, review it with your FCCLA advisor or another experienced adult to make sure it is accurate and balanced.

Teach Peers

- * Use your creativity, empathy, and interpersonal communication skills to share information with peers. Encourage them to make positive choices.
- * Consider all the ways you might share information with peers-visuals, written materials, speeches, announcements, ads, assemblies, videos, TV programs and Web pages.
- * Polish your presentation skills by attending training sessions and observing other youth and adult leaders.
- * Use as many hands-on, peer-involving activities as possible.
- * Recruit other young people to be peer educators. Tap into existing peer groups to spread your ideas.



Get Help for Peers

- * Learn where young people can find out more about the topic or issue.
- * Learn where young people can get help with personal concerns or problems. Make this information available.
- * Know your boundaries. You are a peer educator and a friend, not a counselor. It is very important that you not try to solve a peer's problems on your own. Share your concerns with a trusted adult.
- * Never promise secrecy. Make sure your peers know that you will get help immediately if they tell you someone is hurting them, they are going to hurt themselves, or they are going to hurt someone else.

Model Positive Choices

- * Remember that you "teach" other young people by your words, attitudes, and actions in everyday life. Peer education does not end when you finish a formal presentation.
- * Set a good example by making positive choices. Demonstrate positive attitudes, and practice positive skills. Make use of resources in your school and community.
- * Create FCCLA projects that change attitudes, teach skills, and highlight resources related to your topic or concern.
- * Create situations that encourage positive actions then invite peers to be part of them.

Peer Education 101

My definition of a peer educator: _____

Three skills/traits every peer educator must have:

1. _____
2. _____
3. _____

Traits of an effective peer educator:

Use this checklist to rate yourself as a peer educator

- I work well with both students and adults
- I communicate well with other young people
- I am a good listener
- I analyze information for accuracy and bias before sharing it with others
- I serve as a role model and demonstrate positive character traits
- I use a variety of techniques to share information with other young people
- I connect other young people with community resources
- I am careful not to try to solve peers' problems for them
- If a peer's reactions or confidences make me uncomfortable, I share my concerns with a trusted adult who can help
- I invite others to be part of FCCLA
- I am comfortable speaking with small and larger groups
- I recruit others to be peer educators
- I accept responsibilities and follow through to complete tasks
- I manage time, energy and resources well
- I thank people who help me

Which 1-2 items that you **did not** check will you work to improve and strengthen this year?

1. _____
2. _____

Which 1-2 items that you **did** check can you help other team members improve and strengthen this year?

1. _____
2. _____

The Peer Education Process

FCCLA offers two tools to help members organize their projects. These tools are similar, however are not intended to replace one another. We can use either tool as a process for peer education. First let's go over the two processes then connect them to our peer education efforts.

Five Stages of FCCLA Program Involvement

This concept is an organization tool to help you think about the types of activities to complete when implementing a program.

1. **Learn** about the program and related issues
2. **Investigate** specific needs, interests, and concerns in the local program, school and community
3. **Work with others** if possible
4. Plan and carry out **projects** that address the identified needs, interests and concerns
5. **Evaluate, share** and **report** results

FCCLA Planning Process

This process is a step by step procedure to turn interests and concerns into actions.



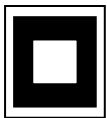
Identify Concerns-

Brainstorm concerns, evaluate concerns, narrow to one workable idea



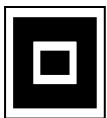
Set a Goal-

Get a clear picture of what you want to accomplish, write it down, evaluate it



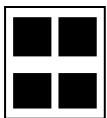
Form a Plan-

Plan how to achieve your goal; decide who, what, where, when, why and how



Act-

Carry out project



Follow Up-

Evaluate project, recognize participants

Connection to Peer Education

Five Stages of FCCLA Program Involvement

1. **Learn** about the program and related issues
2. **Investigate** specific needs, interests, and concerns in the local program, school and community
 - A. *Study, explore and investigate the issue using information from reliable sources*
 - B. *Set a goal for your peer education efforts*
3. **Work with others** if possible
 - A. *Encourage others to get involved*
4. Plan and carry out **projects** that address the identified needs, interests and concerns
 - A. *Present information to your peers utilizing a variety of approaches*
5. **Evaluate, share and report** results
 - A. *Reflect on your goals to ensure you are meeting them*

FCCLA Planning Process



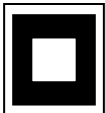
Identify Concerns

Identify what topics or issues affect your peers.



Set a Goal

Narrow your concerns to one workable issue and set a goal for your efforts.



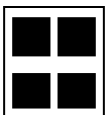
Form a Plan

Research and learn about the issue, decide how and when to present the information to your peers, if possible involve others.



Act

Present the information to your peers utilizing a variety of approaches



Follow Up

Look at your goals to see if you have met them, if not make changes to your plan and action so you will meet the goals in the future.

Five Stages of FCCLA Program Involvement

Use this worksheet to help you use the five stages as you implement your peer education project.

1. **Learn** about the program and related issues

What program are you working with?

What issues do you need to learn about?

What sources will you use to research?

2. **Investigate** specific needs, interests, and concerns in the local program, school and community

What specific issues do you want to educate your peers on?

What are your goals for your peer education efforts?

3. **Work with others** if possible

Who will you work with?

4. Plan and carry out **projects** that address the identified needs, interests and concerns

When and where will you reach your peers?

How will you reach them?

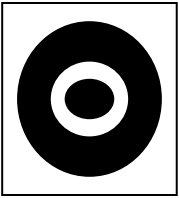
5. **Evaluate, share** and **report** results

Did you meet your original goals?

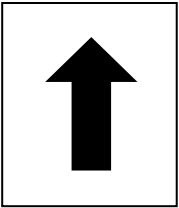
What changes do you need to make to better reach your goals?

FCCLA Planning Process

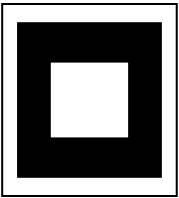
Identify Concerns:



Set a Goal:



Form a Plan:



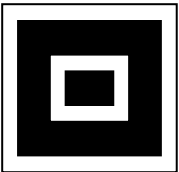
Who:

What:

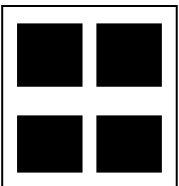
Where/When:

How:

Act:



Follow Up:



Responsibilities of Peer Educators

MN FCCLA Peer Educators...

Know the facts

It is important that as a peer educator, you know what you are talking about and have gathered your information from reliable sources. We will discuss this in further detail in future training sessions.

Know when to say “I don’t know”

No one can possibly know all of the answers. It is better to let someone know you don’t know but will find out rather than guess or give wrong information.

Clarify opinions and facts

Always try to educate your peers based on facts and make it understood when you are sharing a personal opinion.

Know the audience

To effectively educate your peers, you must know their backgrounds, knowledge level and interests. This data will help you tailor your program to the audience and their needs.

Organize thoughts

Decide on the major points you want your peers to learn about and present them in a logical order.

Listen

Sometimes a person may tell you something not only with words but with their body language, expressions or their silence. Pay attention to your audience and adapt your program accordingly. Remember to ask for help from a trusted adult if you feel a peer may need it!

Prepare

Utilize the planning process or the five stages of program involvement to help you develop and carry out your plans.

Expectations for Special Teams Members

As a member of a MN FCCLA Special Team you will be expected to complete the following items throughout the year:

- * Participate in all training events provided by MN FCCLA (see schedule on page 8)
- * Remain eligible for the entire term of membership on the Special Team
- * Forgo all alcohol, drugs and tobacco and avoid places or activities which these items are present
- * Behave in a manner that reflects positively on the organization and yourself
- * Coordinate and promote the Start Something program in your chapter and school
- * Complete the Start Something curriculum yourself
- * Present and/or train at least two groups (in addition to your own chapter) on the Start Something program

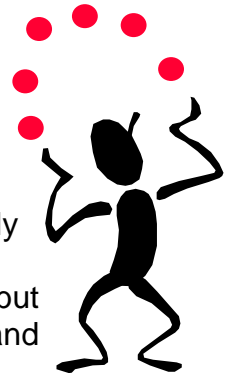
This could be:

- A chapter in your region
- Teachers at your school
- Your school board
- Neighboring school's teachers
- Neighboring school's school board
- Youth group in your community
- After school program in your community
- * Educate FCCLA members on Start Something at your Fall Leadership Summit
- * Set up a Start Something display in at least two locations (can be the display alone or as an exhibit where you are present)
 - School activity fair
 - Bulletin board at school or in the community
 - Display in a store window
 - Display at a county fair
- * Complete at least one other activity that promotes Start Something including but not limited to:
 - Submit a press release in the local paper
 - Place information on your chapter or school website
 - Go through the program with a group
 - Submit an article to the MN FCCLA Horizon



Balancing a busy schedule

Serving as a peer educator is an added responsibility to your involvement in MN FCCLA. This can be a challenge as you most likely are involved in other activities in your school and community! However, your experience as a peer educator is meant to be nothing but a positive opportunity for you to grow, learn and develop as a leader and as a person. Below are some tips to help you juggle your newest responsibility successfully.



Plan Ahead

Look at your schedule for the year as an FCCLA peer educator. Mark the dates on your calendar and make note of other events that occur during those times. Preparing yourself in advance for a busy time in your schedule will help it stay manageable in your mind. Make a to-do list to keep yourself on track and to ensure you are fully prepared. Notify your teachers of an upcoming absence at least a week in advance so they can help you make up any work prior to your absence. This way when you return to school you are already caught up!

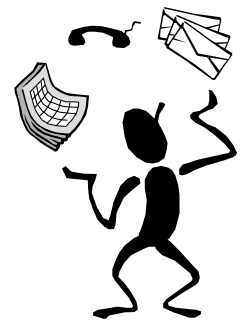
Budget Your Time



Set aside time regularly to work on your peer education efforts. This will help your work from building up and becoming overwhelming. Also, allowing yourself ample time to complete a project will ensure your work is of highest quality! Depending on your schedule and the size of your to-do list, you may schedule time to work on your peer education project after school a few days a week, for a few hours each weekend or every other week. Keep your advisor and your Special Teams Coordinator updated on your progress.

Organize Yourself

Find an organization system that works best for you then utilize it to keep your peer education efforts moving forward. What may work for one person may not work for another so use a system you are most comfortable with and that you know you can maintain.



Involve Others/Share Responsibility

Use your involvement in FCCLA as a peer educator to work with your friends and fellow FCCLA members. Two heads are better than one and you can accomplish more if you invite others to work with you! A peer educator doesn't have to be a member of the Special Teams to work with you on your project. Utilize the training you will receive to prepare others to be peer educators too.

Support Each Other

As a member of a Special Team you have access to a new network of FCCLA members and advisors across the state who have a goal common to your own. Become resources for each other by sharing your concerns or challenges and successes with the team.



Ask for Help

When the task at hand becomes overwhelming or you become "stuck" on a project, ask for help! Many people and resources are available for you to utilize to make your peer education program successful. No one expects you to achieve your goals alone and asking for help is a strength, not a weakness. Your advisor, teachers at your school, your team members, FCCLA chapter members, the Special Teams Coordinator and the State Office are all available to offer their assistance, however, you must first ask for help!

Take Time for FUN!

A successful peer education project takes time and commitment on the part of the peer educator. However, it is critical you don't become overwhelmed by your project. Utilize the above tips to become a successful peer educator but also remember to have fun! When you feel yourself viewing your responsibility in a negative manner, step back and take a small break to do something fun. Also, add fun whenever possible to your project! It is important that your peers view your project in a positive light too so they will want to become involved in your efforts too.



Leadership Development

Information from this section is adapted from the National FCCLA program *Dynamic Leadership*.

From global leaders to classroom students, everyone needs leadership abilities. Leadership enables individuals and groups to make a difference in areas that matter to them. FCCLA helps members become leaders in their families, careers and communities.

- * **Families** need people who can set goals, make decisions, manage resources and make choices that reflect their personal priorities.
- * Success in **careers** requires integrity, persistence and teamwork.
- * **Communities** need citizens and leaders who can express their concerns, make plans and take action to make a difference.

Through FCCLA involvement, students observe, learn, test, practice and refine leadership skills. FCCLA leadership development opportunities include:

- * Learning and using the FCCLA Planning Process
- * Participating in chapter meetings and group decision making
- * Participating in FCCLA programs at the local, region, state and national levels
- * Creating individual, team and chapter activities and projects
- * Addressing issues through peer education
- * Collaborating with others in the school and community

What is “leadership”?

Many people have an idea of what leadership is and it can mean different things to different people:

“Leadership is the process of helping people do the worthwhile things they want to do”
–Jan Kurtz

“True leadership is the art of changing a group from what it is into what it ought to be.”
-Virginia Allan

“A leader is an individual who influences others and is willing to work and serve to make a difference.”
-Craig Hillier

“Leadership is courage to adjust mistakes, vision to welcome chance and confidence to stay out of step when everyone else is marching to the wrong tune.”
-Patty Hendrickson

My definition of leadership is: _____

What is Your Leadership Style?



Read the following sentences and circle the response that reflects your first reaction.

As a leader, I tend to..	Always	Often	Sometimes	Never
1. make my own decisions	4	3	2	1
2. tell members what to do	4	3	2	1
3. suggest a decision to members	4	3	2	1
4. persuade others to do things my way	4	3	2	1
5. participate just like any other member	4	3	2	1
6. provide resources to members	4	3	2	1
7. gather members' feedback before deciding	4	3	2	1
8. rely on my own judgment	4	3	2	1
9. make sure the majority rules	4	3	2	1
10. turn decisions over to members	4	3	2	1
11. ask members to brainstorm choices	4	3	2	1
12. not share my own ideas	4	3	2	1

Find your leadership style

Total your points for each of the questions listed in A, B, & C below.

	A	B	C
Questions:	1, 2, 4, 8	3, 7, 9, 11	5, 6, 10, 12
Point total:	_____	_____	_____

Transfer your highest score to the next page to see the leadership style most natural to you.

What is Your Leadership Style?

Highest Score	A	B	C
Style	Autocratic	Participative	Free Rein
Summary	<p>I rely on rules and directives.</p> <p>I tell people what to do.</p>	<p>I rely on input from members.</p> <p>I invite people to work with me.</p>	<p>I rely on members taking care of themselves.</p> <p>My role is to support people as they work.</p>
Advantages	<ul style="list-style-type: none"> * Quick decisions * Order 	<ul style="list-style-type: none"> * Group ownership of projects 	<ul style="list-style-type: none"> * Allows leaders to emerge from group
Disadvantages	<ul style="list-style-type: none"> ▪ Low group commitment 	<ul style="list-style-type: none"> ▪ Takes time to make decisions 	<ul style="list-style-type: none"> ▪ Can lead to confusion and disorganization ▪ Takes a long time to make decisions
Good to use when...	...the group is facing a crisis.	...the group has time to create projects together.	...the group is ready to lead itself.

My leadership style is: _____

I can balance my leadership style by incorporating these aspects of my lower scoring styles:

Qualities of a Strong Leader

Here is a list of qualities of strong leaders. For each characteristic, think of a leader who successfully displays that trait and write it in the blank.

Responsible _____

Sincere _____

Punctual _____

Energetic _____

Enthusiastic _____

Prepared _____

Poised _____

Understanding _____

Flexible _____

Cooperative _____

Listener _____

Humorous _____

Outgoing _____

Informative _____

Knowledgeable _____

Creative _____

Helpful _____

Humble _____

Friendly _____

Kind _____

Courteous _____

Practical _____

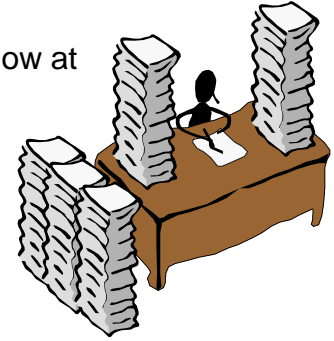
Ambitious _____

Confident _____

Training Others

Analyzing Information and Sources

With the development of the Internet, information on any topic is now at our fingertips. However, not all the information available to us is reliable, true and factual. Because of this we must learn how to analyze the information we find to see if it is balanced and based on facts. As a peer educator it is important the information you provide to your peers is accurate, up to date and based on fact not opinion.



Here are some questions to consider:

- * What type of source is it-scholarly, commercial, governmental, or private?
- * What are the author's or producer's qualifications for this topic?
- * When was the information created?
- * How much has the topic changed in the months or years since the information was created?
- * Does the information reflect the current knowledge about this topic area?
- * In which country was it published?
- * What is the reputation of the publisher, producer, or distributor?
- * Was the material reviewed or edited for publication?
- * Does the source show political or cultural bias?
- * Is there a bibliography or another form of documentation included?
- * If statistics are given, can you tell when and by whom they were gathered?

Keep in mind that anyone, anywhere can place information on a website and call the information factual. Take extra caution when utilizing the Internet as a resource to ensure the information is reliable.

Evaluating Information Worksheet

Evaluate a resource that gives information about your topic. Fill in the information below. Then, share what you have discovered with others. Rate the resource for overall balance, lack of bias, and factual basis.

Accuracy and Authority

Who wrote the resource: _____

How might you get in touch with the author or editor? _____

What are the author's credentials or experience in this area? _____

Type of publisher:

- | | |
|---|---|
| <input type="checkbox"/> College, university, research body | <input type="checkbox"/> Nonprofit organization |
| <input type="checkbox"/> Government agency | <input type="checkbox"/> Individual |
| <input type="checkbox"/> Commercial publisher | <input type="checkbox"/> Unknown |

Objectivity

What appear to be the goals of this resource? (Why was it written and published?) _____

Does the resource focus mostly on: facts opinions

How can you tell? _____

If this resource were a TV show, would it be:

- | | |
|--|--------------------------------------|
| <input type="checkbox"/> Sitcom (predictable problem & easy solutions) | |
| <input type="checkbox"/> Infomercial | <input type="checkbox"/> Soap opera |
| <input type="checkbox"/> News broadcast | <input type="checkbox"/> Documentary |

Was the material reviewed or edited? _____

Was it recommended by anyone? _____

Do you trust the author and publisher to be unbiased? Why or why not? _____

Does the bibliography show a variety of sources? Yes No

Timeliness

What date was the resource published? _____

Has it been updated? _____ When? _____

Do references to statistics include the date information was gathered? Yes No

Presentation Skills

As a peer educator you will be called upon to present information to your peers. To ensure your message is expressed clearly and that your peers get the most out of your project you must have polished presentation skills. The next few pages cover tips and guidelines to follow when making presentations, public speaking, making displays and posters and creating workshops. We will cover this topic in depth during your training at Leadership Extravaganza in August.

Pre-Presentation Details

Know Your Audience

Before a presentation always first think about your audience. Some details of the audience may affect how you plan to present your information. Some aspects to consider:

- * Age
- * Sex
- * Educational Level
- * Religion
- * Racial/Ethnic background
- * Economic status
- * Political views
- * Occupation
- * Cultural influences

Think in terms of the audience's values, attitudes and beliefs then adapt your presentation to best meet their needs and get your information to them.

Location

Find out where you will be giving your presentation and the expectations for your presentation. Will you be speaking to a group in a classroom, in an auditorium? Will you be standing next to a display speaking with individuals?

Ask about the following items prior to the presentation day:

- * Sound system
- * Podium, lectern or none
- * Audiovisual equipment
- * Lighting
- * Seating arrangements of audience

Know how to get to the presentation and allow extra time in case you have difficulties finding the location.

Appearance

People form their first impression based on how you look and present yourself. When presenting as an FCCLA peer educator you must remember that you represent FCCLA. You should wear your peer educator uniform or appropriate semi-professional clothing. The goal of your presentation is to educate others not make a fashion statement. Make sure your appearance is neat and clean.

Work on Your Confidence

Present yourself in a confident manner and people will respect you and what you are saying to them.

Feel Confident

There are several things you can do to help feel more confident prior to giving a presentation. Practice your presentation several times. The more familiar you are with it the better you will feel about it. Try giving your presentation to a smaller audience such as family members or chapter members. Ask them for feedback. Also view the presentation in a positive manner. If you think you will do well, you will! Finally, remember that you are a highly trained peer educator! You are very qualified to give successful presentations!

Look Confident

Posture-People can tell from your posture how you feel and how you feel about yourself.

Eye contact-Look directly into people's eyes when you speak to them or when they are speaking to you. But, keep in mind there are many cultural differences regarding eye contact so you may need to research this prior to your presentation.

Voice- Speak with enthusiasm and energy in your voice to set the tone of your presentation.

Facial expression-Show your interest in your face and people will feel good about you as a presenter.

Stance-People who are confident stand 16-19 inches from someone's face. Less confident people stand too far away or too close. Face the person you are speaking with and stand up straight.

Making Presentations

Basic Format for Presentations

First: (Introduction) Tell them what you are going to tell them

Second: (Body) Tell them-Keep your body to 3-5 main points

Third: (Conclusion) Tell them what you told them

Know the Facts

Remember, you are the expert so you must know the facts. You don't want an audience to leave with the wrong information on your program or issue.

Have a Goal

Identify what you want to achieve during the presentation then develop your presentation plans around the goal. In most cases, set one goal for each presentation, any more and your audience will have trouble keeping the information straight.

Be Organized

Define the major points you want to cover then present them in a logical manner covering all details before moving onto the next point. Limit your presentation to three to five main points. Make sure your visuals follow your speaking outline.

Use Visual Aids When Appropriate

PowerPoint presentations, posters, overhead transparencies, photographs, slides, charts and videos can help clarify and add to your message. When giving statistics verbally, always try to show them visually too so your audience will be more likely to comprehend and retain them.

Speak From an Outline

Using an outline to speak from will help you sound more conversational and less as though you are reading a speech to your audience. Speaking from an outline does require practice prior to giving the presentation but remember practice will help you feel more confident about your presentation! If you still feel uncomfortable about speaking from an outline keep in mind that you can add details or word cues to your outline to help you make all your points.

Give the Audience Information to Take With Them

Either provide a handout with the points you want the audience to remember or allow them some time at the end to write down one or two ideas from your presentation and what they will do to carry out those ideas.

Developing workshops

Workshops teach the audience through hands on involvement and activities.

Organizing the Workshop

Workshops are organized much like a speech or presentation. A dynamic workshop will have the following parts:

- * Introduction

Introduce yourself and the workshop to the audience including your credentials for leading the workshop. You may want to include a mixer or activity to get the audience involved and interacting from the start.

- * Body

Present the information utilizing hands on activities and involvement from the audience to keep them interested and engaged in the learning process.

- * Summary & Conclusion

Wrap up the workshop by reviewing your main points. Allow audience members to ask questions and ask them to fill out an evaluation.

Workshop Title & Theme

Make your workshop fun and appealing by incorporating a fun theme and a catchy title. This will help create interest for your workshop and can be a way to tie all parts of the workshop together.

Choosing a Catchy Title






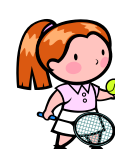


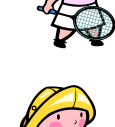









Choose a powerful title that uses imagination, humor and appeals to your potential audience. Here are some ideas:

- * Use an exciting verb
“Astounding your Members”
- * Adapt a song title
“Head, Shoulders, Knees and Toes- Student Body 101”
- * Adapt a book title
“Oh The Places You’ll Go with FCCLA”
- * Adapt a movie title
“Head ‘Back to the Future’ with FCCLA”
- * Ask a question
“Do you Dream in Color? -Involving Members in Start Something”
- * Be surprising
“Talk to Strangers! –Key Aspects of Networking”
- * Adapt a well known concept
“Two Heads are Better than One-Making Teamwork Work For You”
- * Use a number
“Three Steps to Increased Membership”

Creating a Theme

A well thought out theme will help you add fun to your workshop and tie all your points and activities together. Use themes that are familiar to most people and be sensitive to cultural differences when choosing a theme for your workshop. Keep in mind the age of your audience. Also choose a theme that will be easy to connect throughout your workshop to activities and handouts.

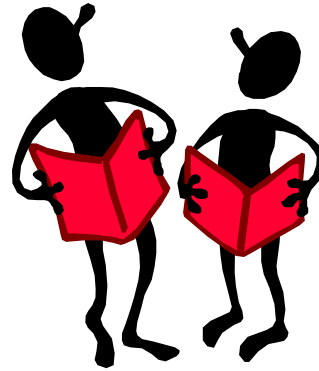
Some theme ideas are:

	* Hawaiian Luau		* Music	
	* Fiesta		* Magic	
	* Rodeo		* Sports	
	* Mystery		* Hollywood	
	* Jungle/Tropical		* Circus	
	* Decades		* Fish/Aquatic	

Workshop Activity Resources

To keep your workshop audience interested and involved you will want to incorporate learning activities into the body of the workshop. Many resources are available to you with activity examples you can utilize in your workshop.

- * FCCLA Program Handbooks
 - Available from your advisor or National FCCLA supply service
 - Dynamic Leadership
 - Power of One
 - Families First
 - Student Body
 - STOP the Violence
 - Financial Fitness
- * MN FCCLA Resources
 - Start Something Curriculum
 - Nutrition Buddies
- * Activities That Teach
 - By Tom Jackson
- * More Activities That Teach
 - By Tom Jackson
- * Still More Activities That Teach
 - By Tom Jackson
- * Activities That Teach Family Values
 - By Tom Jackson
- * Life Skills: 225 Ready To Use Health Activities for Success and Well Being (Grades 6-12)
 - By Sandra McTavish
- * Energizers and Icebreakers for All Ages and Stages
 - By Elizabeth Foster
- * Team-Building Activities for Every Group
 - By Alanna Jones



Do not feel you need to limit yourself to these resources. Your advisor may have other books or resources to help you out. Also you may have completed an activity in a class or through another organization that you can incorporate into your workshop.

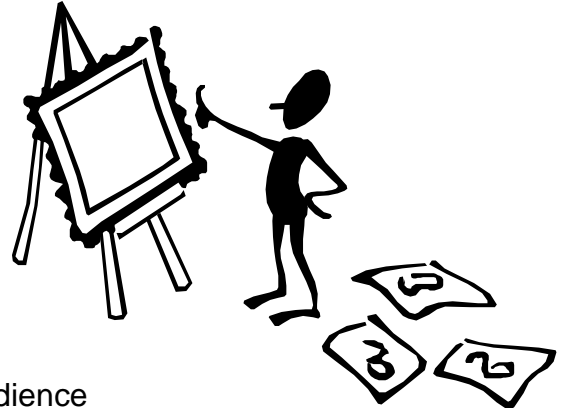
Visual Aids

Visual aids help a speaker effectively make a point to the audience. When presenting, utilize the visual aids that will add to your presentation and that you feel comfortable with. Visual aids should enhance your presentation, not distract from what you are saying. You can produce visual aids electronically such as a PowerPoint or video or manually such as a display or poster.

Pros & Cons of Visual Aids

Pros:

- * Help the audience focus
- * Help the audience grasp facts
- * Clarify a complicated message
- * Show comparisons
- * Emphasize key points
- * Serve as a guide for the presentation
- * Adopt a brief theme or single idea



Cons:

- * Distract audience
- * Talk to the visual aid instead of the audience
- * Equipment worries or malfunctions

Making Use of Visual Aids

There are many options available to you when choosing a visual aid to utilize during a presentation. Here are some options and some tips for using them successfully.

Slides/PowerPoint

PowerPoint and similar programs allow you to create professional looking presentation aids that you can alter and adapt depending on your audience and presentation details. However, many people make some common mistakes which cause PowerPoint to actually deter from their presentation, not emphasize it. Follow these tips when using PowerPoint for a presentation.

- * Avoid distracting or “busy” backgrounds and remember the rules of color contrast
- * Keep text in short, concise phrases-never write complete sentences or paragraphs!
- * Use the guidelines for font and choose a size large enough to be easily read
- * Avoid using distracting animation -keep it simple
- * Don't use sound effects
- * Check for spelling errors
- * Allow enough time prior to the presentation for set up and equipment troubleshooting

Overhead Projectors

Overhead transparencies allow you to emphasize main points through text and produced properly can be clearly seen from a distance. These tips will help you utilize overhead projectors successfully.

- * Follow the font guidelines on the following pages
- * Use transparencies mainly for text, pictures tend not to be clear
- * Practice so you don't fumble with the transparencies

Flipcharts

Flipcharts-large pieces of paper on an easel are effective only for audiences of less than 50 people. Flipcharts work best for capturing main points of discussions during a presentation or workshop. When using a flipchart remember:

- * Write large enough so the audience can read the flipchart
- * Use black or another dark color ink
- * Use the entire sheet
- * It may be helpful to utilize a helper to write while you facilitate the discussion

Handouts

Handouts allow you to highlight points in your presentation and give audience members a reference of your points they can take with them. Also, utilizing handouts ensures members of your audience will be able to see and read your points. (They have a copy right in front of them!) When using handouts:

- * Reproduce on good quality paper
- * Keep them simple and not too busy so information is simple to locate on the handout
- * Include your contact information
- * Add clip art to keep the handout interesting and fun!
- * Distribute them when appropriate-while discussing the points on the handout or at the conclusion as a summary of your presentation

Displays

The best situation for using a display as a visual aid is when you are presenting in an exhibit or fair type situation. Also a well designed and executed display can educate an audience on its own without a presenter.

When creating a display follow these tips:

- * Use a catchy theme to decorate the display that will draw attention
- * Use large stencils or a computer generated title
- * Main points should also be typed
- * Just as important as the information on the display is the appearance-if a display does not appear neat or appealing people may not approach it
- * Keep text brief and highlight main points
- * Supplement the display information with a handout that contains more details
- * Create your display as if you were being judged on its appearance and content

Design Principles

When developing visual aids, remember that if an audience member has difficulty seeing or reading it they will be distracted from your presentation. To prevent this follow these guidelines.

Contrast

Some color combinations are less likely to be seen at a distance. To ensure your visual aids are easily read, use two colors with high contrast (one is light and the other is dark).

Good color combinations with high contrast:

- * Black & white
- * Black & yellow
- * Black & red
- * Red & white
- * Darker blue & white

Poor color combinations with low contrast:

- * Black & dark blue or dark purple
- * Yellow & violet
- * Blue & green
- * Red & orange
- * Yellow & white

Font

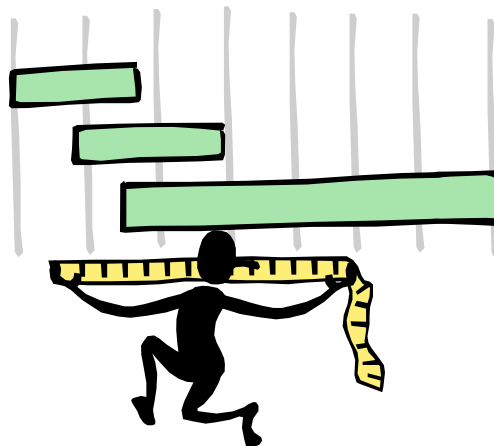
Although word processing programs have many fun and interesting fonts available, some of these fonts may actually be difficult to read and distract from your presentation. Simpler, heavier fonts tend to be easier to read compared to thinner and fancier fonts. A good rule of thumb is to use no more than two different fonts on a visual aid.

These fonts tend to be hard to read on visual aids:

- * Curvy fonts
- * Outline or open letters
- * Thin fonts

These fonts are easier to read on visual aids:

- * Bold fonts
- * Simple fonts
- * Block letter



Communication

As a FCCLA peer educator you will communicate with many individuals and groups through a variety of means. We have already discussed guidelines for communicating your message through presentations. This section will provide you with information for professional written and electronic communication.

Guidelines for Correspondence

Regardless of the type of correspondence keep these guidelines in mind:

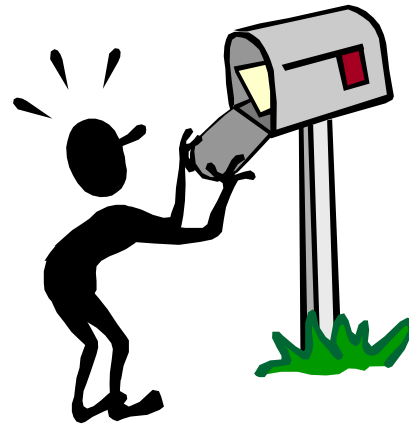
- * Always proofread your correspondence before sending it out
- * Type letters on a word processor or computer
- * Utilize computer spell check and grammar check tools
- * Have your advisor read all correspondence before sending it out
- * Submit a copy of your correspondence to your Special Teams Coordinator
- * Reply to correspondence in a timely fashion

Correspondence via Mail

You should correspond through the mail when making requests to present, replying to a request to present (unless directed to make contact via E-mail or telephone), informing a group or individual on your program or requesting participation in your program from an individual or group.

When corresponding through a letter follow this format:

Your name Your address
Date
Name of letter recipient Address
Dear Mr./Mrs. ____:
Body of letter
Sincerely,
<i>(Signature)</i>
Your name Your title



Correspondence via E-mail

Because of the increased ability for people to access E-mail and its convenience, you will most likely correspond with people via E-mail.

- Treat an E-mail in the same professional manner as you would a letter.
- Use correct grammar, punctuation and capitalization and format the E-mail similar to the letter example above excluding your address, the date and the address of the recipient.
- Include your contact information (address, phone and E-mail address) either in the body of the E-mail or after your signature. Another aspect to consider is your E-mail address itself.
- You should have a professional sounding E-mail address and you may want to set up an account just for your FCCLA peer education involvement.

Here are some examples of **inappropriate** E-mail addresses:

- * Hottie2006@yahoo.com
- * dumbblondegirl@hotmail.com
- * party4ever@msn.com
- * boycrazy_69@yahoo.com

Some appropriate options include:

- * Using your name or initials
Ex) JaneD34@hotmail.com
- * Using an E-mail address provided by your school
Ex) John.Doe@school.k12.mn.us
- * Using a combination of FCCLA, your name and/or numbers
Ex) Bob_FCCLA@yahoo.com

Correspondence via Telephone

When making telephone calls as a FCCLA peer educator, follow this format:

1. Introduce yourself
2. State your position in FCCLA
3. State the purpose of your call
4. Give your contact information



Resources

FCCLA State Office

MN FCCLA
PO 131386
Roseville MN 55113

www.mnfccla.org

Wendy Ambrose-Executive Director
651-330-2950

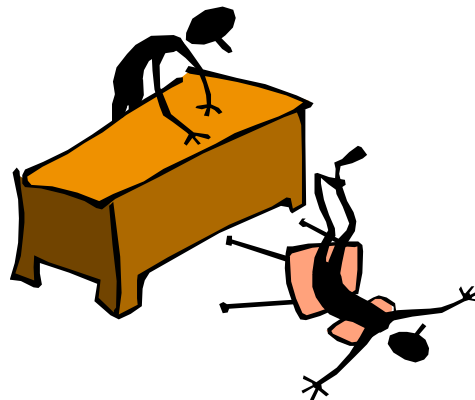
wendy.ambrose@mnfccla.org

mnfcclawendy@gmail.com

Shelly Barrett-Membership Services Coordinator
651-330-2855

shelly.barrett@mnfccla.org

mnfcclashelly@gmail.com



National FCCLA

Family, Career & Community Leaders of America, Inc.
1910 Association Drive
Reston VA 20191

www.fcclainc.org

703-476-4900

