

POWER OF ONE & CHARLIE ACADEMY LEADERSHIP TRAINING



MINNESOTA

Advisors,

Thank you for taking part in this initiative! This year, Minnesota FCCLA is working towards our goal of involving more members in the [Power of One](#) national program by collaborating with our partner, Charlie Academy. Charlie Academy offers a great selection of leadership development resources in their Leadership Library. Charlie Academy's Leadership Library can be accessed [here](#). These resources are categorized into over 80 topics related to youth leadership! To simplify this extensive list, we've organized these topics by age group (Levels 1-3) and Power of One module. These resources are intended to assist advisors and members in following the FCCLA Planning Process as they navigate their Power of One journey. These topics will allow members to identify their concerns by deciding which items on the list resonate with them. The tools provided within the chosen topic will assist members in setting a goal.

We are very excited to be launching this statewide initiative and we look forward to hearing about the growth our members make through their Power of One experiences!

Regards,

Minnesota FCCLA



Information for Advisors

Once again, we have categorized these topics based on which age group and Power of One module they best correspond with. As the adviser, you are more than welcome to make adjustments to each categorization at your discretion.

How we encourage you to incorporate Charlie Academy:

When identifying their concerns, members may use the list for their age group to decide on one topic they would like to focus on under every module.

Before setting a goal, members may view a short video or read an article to inspire them to set a goal. These videos may even assist them in forming a plan as well! This could be done as an assignment or an in-class activity, but keep in mind that students will have videos and articles of different lengths.

Tip:

Consider sending the list below out to students, as each of the items are a hyperlink to a specific topic in the Leadership Library. Hopefully this will help you and your members stay organized and locate the resources you need!

Speak Out for FCCLA:

As you are paging through the next three documents, you may notice the missing Power of One module: Speak Out for FCCLA. Specific resources related to this module is more universal and can be found after the topic lists for the other four modules.

Level One (Grades 6 - 8)

A Better You

- Self Confidence
- Nutrition Management
- Happiness
- Well-Being/Balance
- Physical Vitality
- Energy Management
- Emotional Intelligence

Family Ties

- Interpersonal Skills
- Building Trust

Working on Working

- Systems Thinking
- Feedback and Learning
- Time Maximization
- Focus and Engagement

Take the Lead

- Follow Through
- Decision Making
- Inquiry, Analysis, Decision Making

Level Two (Grades 9 & 10)

A Better You

- Motivation
- Managing Stress
- Foundation of Excellence
- Creativity and Innovation/Resourcefulness
- Knowing Self
- Personal Philosophy

Family Ties

- Listening Skills
- Money Management
- Managing Conflict
- Understanding Others
- Productive Relationships

Working on Working

- Cultural Awareness
- Teach Savvy
- Initiative, Action, Results
- Managing Accountability
- Organizational Skills
- Strategic Thinking

Take the Lead

- Power Dynamics
- Team Culture
- Influence
- Facilitation Skills
- Meeting Management
- Building Teams
- Collaboration
- Goals, Planning, Aligning
- Visioning and Inspiring

Level Three (Grades 11 & 12)

A Better You

- Thought Mastery
- Ethics and Integrity
- Ambiguity and Complexity
- Perspective Management
- Resourcefulness
- Inner Seeing/Visualization
- Managing Stress/Resilience
- Process Optimization

Family Ties

- Interpersonal Skills 2
- Problem Solved

Working on Working

- Organizational Functions
- Global Perspective
- Optimizing Systems
- Balances Stakeholders
- Managing Teams
- Mentoring
- Builds Networks
- Directs Work
- Initiative, Action, Results
- Customer Focus
- Professionalism
- Critical Thinking and Judgment
- Social Responsibility

Take the Lead

- Courage and Advocacy
- Change Champions
- Social Justice
- Political Savvy
- Organizational Behavior
- Persuasion
- Coaching
- Negotiation
- Motivating Others
- Visioning and Inspiring

Information for Advisors

Speak Out for FCCLA:

For this module, we have created our own leadership library of resources for you and your students to use! The purpose of Speak Out for FCCLA is for members to advocate for the organization. Like the other modules, Speak Out for FCCLA is a highly personal topic and may look different for every person. They must use their experiences to advocate for FCCLA in a project that aligns with their own passions!

We have provided a list of project ideas. The “Speaking” category is a hyper link to a short video with tips that could help students form strong presentations. The “Working with Media” category is a hyper link to the FCCLA branding guidelines from National FCCLA.

Helpful Ted Talk

[https://www.ted.com/talks/celeste_headlee_10_ways_to_have_a_better_conversation/discussion?utm_campaign=Intelligent+Tuesday+-+5/23/17+\(Q68pcT\)&utm_medium=email&_ke=Y2F0aGVyaW5lLmhYWRlbnkBnbWFpbC5jb20%3D&utm_source=Intelligent+Change+Master+KL](https://www.ted.com/talks/celeste_headlee_10_ways_to_have_a_better_conversation_discussion?utm_campaign=Intelligent+Tuesday+-+5/23/17+(Q68pcT)&utm_medium=email&_ke=Y2F0aGVyaW5lLmhYWRlbnkBnbWFpbC5jb20%3D&utm_source=Intelligent+Change+Master+KL)

Perfecting the Elevator Speech

<https://www.youtube.com/watch?v=LDpe9StfGTA>

Speak Out for FCCLA (All Levels)

Speaking

- Explain FCCLA to adult audiences
- Explain FCCLA to administrators, counselors, and school board members
- Explain FCCLA to local and state government officials
- Explain FCS and FCCLA to future members
- Demonstrate a STAR Event for potential members or community group
- Request donations from businesses and community organizations

Working with Media

- Create promotional materials about FCCLA
- Organize National FCCLA Week activities
- Promote FCCLA digitally
- Publicize a chapter project
- Write media releases or media advisories and contacting the media
- Appear on television or radio

Explaining FCCLA to Adult Audiences

Who might these adult audiences be?

- Family members
- Community groups
- Business leaders
- Parent teacher groups
- Etc.

What goals do you want to achieve within a topic?

- Tell my parents and family members about FCCLA
- Tell leaders in my community about FCCLA
- Tell small business owners or corporate leaders about FCCLA
- Etc.

Tips

- FCCLA has a lot of components, it can be hard to choose what to focus on in your presentation! **Be aware of what your audience might be interested in.** For example, community groups may want to hear all about your chapter's involvement in service projects and business leaders may want to hear all about the career readiness skills you are gaining through FCCLA!
- **Relate to your audience!** Making connection with your audience members can go a long way as you build your network and help you get your message across.
- **Involve the audience!** Find creative ways to engage the members. Think of speaking as simply having a conversation with the people in front of you. Feel free to ask questions to the audience or offer opportunities for them to ask their own questions. Depending on the setting or amount of people, you may be able to do quite a bit of this.
- **Be organized!** Always have an outline of your presentation in case you get stuck.
- **Keep the audience engaged** by telling a funny or inspirational story or including videos in your presentation.
- Keep **professionalism** in mind! Your eye contact, body language, and wardrobe choices matter. You may consider practicing with your advisor or a chapter leader to gain some feedback.
- Use **visual aids!** Slide shows, photos, displays, handouts, etc.
- Always **thank your audience** for attending!
- **Follow up!** Thank them again! Hand written thank you cards go an especially long way.

Click for Presentation Resources: [Visual Aids PPT Templates Minnesota FCCLA](#)

Explain FCS and FCCLA to Future Members

Who might these youth audiences be?

- Peers
- Friends
- Younger students
- Etc.

What goals do you want to achieve within a topic?

- Read an announcement about an FCCLA activity on the school TV or audio system
- Demonstrate your STAR Event in another class
- Set up a booth at your school's orientation to hand out materials and speak to potential new members about FCCLA
- Lead a school assembly sponsored by FCCLA
- Etc.

Tips

- FCCLA has a lot of components, it can be hard to choose what to focus on in your presentation! **Be aware of what your audience might be interested in.** For example, your peers may want to hear about what you have learned through FCCLA, what kinds of fun projects you do in chapter meetings, and what opportunities there are for travel.
- **Relate to your audience!** Making connection with your audience members can go a long way as you build your network and help you get your message across.
- **Involve the audience!** Find creative ways to engage the members. Think of speaking as simply having a conversation with the people in front of you. Feel free to ask questions to the audience or offer opportunities for them to ask their own questions. Consider including a Kahoot.
- **Be organized!** Always have an outline of your presentation in case you get stuck.
- **Keep the audience engaged** by telling a funny or inspirational story or including videos in your presentation.
- Keep **professionalism** in mind! Your eye contact, body language, and wardrobe choices matter. You may consider practicing with your advisor or a chapter leader to gain some feedback.
- Use **visual aids!** Slide shows, photos, displays, handouts, etc.
- Always **thank your audience** for attending!
- **Follow up!** Invite your audience members to your chapter's next event/

In FCCLA, there is something for everyone to enjoy!

Click for Presentation Resources: [Visual Aids PPT Templates Minnesota FCCLA](#)

Explaining FCCLA to Government Officials

Who might these adult audiences be?

- State officials
- Local officials

What goals do you want to achieve within a topic?

- Write a letter to a state legislator about why FCCLA is important to schools, families, careers, and communities.
- Speak to local and state officials about FCCLA
- Participate in Minnesota Shadow Day or National Capitol Leadership to learn how to effectively advocate for FCS and FCCLA
- Etc.

Tips

- Consider loosely following an online template to ensure that your correspondence is appropriate and professional.
- Be sure to have anything you send approved by your advisor first.
- Always be ready to explain what FCCLA is, how it has impacted you, and have examples on the positive effects FCCLA has had on their constituents (your community members).
- Be respectful of your representative's time. Contact them or their aide ahead of time and set up an appointment for an in-person visit.
- Use respectful language when addressing these representatives.
- Practice your "pitch" with your advisor.
- Consider bringing a handout you have created to an in-person visit.
- Thank these representatives for their time!
- Follow up! Thank them again later! Hand written thank you cards go an especially long way.

Click for Resources: [Make Handouts](#) [Find Your Representatives](#) [Minnesota FCCLA](#)

Explaining FCCLA to Administrators, Counselors, and School Board Members

What goals do you want to achieve within a topic?

- Speak to these audiences about FCCLA and chapter activities
- Etc.

Administrators & Counselors

- Email, call, or drop in to set up a time to talk to these individuals ahead of time.
- Bring some notes for yourself to help you stay on track and cover everything you need to.
- Consider bringing handouts to this meeting to help everyone follow along.
- Know information about your chapter: How many members are in it? What projects have you completed this year? What projects do you have planned? What are some of the most useful skills you and your peers have gained through FCCLA?
- Consider asking for input on your projects if you have sufficient time, your counselors and administrators might have additional resources or connections that could help you!
- Show enthusiasm and professionalism! Smile, mind your body language, use respectful language, and maintain eye contact.
- Follow up! Thank them again! Hand written thank you cards go an especially long way.

School Board Members

- Follow your district's protocol to get on the agenda for the next School Board Meeting.
- Bring some notes for yourself to help you stay on track and cover everything you need to.
- Use a slide show if possible, double check that there will be a screen ahead of time.
- Consider bringing handouts to this meeting to help everyone follow along.
- Know information about your chapter: How many members are in it? What projects have you completed this year? What projects do you have planned? What are some of the most useful skills you and your peers have gained through FCCLA?
- Show enthusiasm and professionalism! Smile, mind your body language, use respectful language, and maintain eye contact.
- Follow up! Thank them again! Hand written thank you cards go an especially long way.

Click for Resources: [Visual Aids](#) [PPT Templates](#) [Minnesota FCCLA](#)

Demonstrate a STAR Event for Potential Members or a Community Group

What goals do you want to achieve within a topic?

- Speak to an FCS class about your STAR Event
- Speak to a community group you are involved in about your STAR Event
- Speak to a community group that sponsors chapter activities about your STAR Event
- Etc.

Setting Up a Demonstration

- If you will be presenting to a class, check with the teacher(s) in the room ahead of time and ask if there is a day that works for them. Be sure to include how much time you will need as well as if you will need any technology to aid you in your presentation
- Be sure to ask as early as possible. Consider asking about this in person and then following up in an email confirming the details a few days prior to the presentation.
- If you are presenting to a community group, contact a group leader via email, phone, or face-to-face. Request a time slot at their next meeting and explain what you will be sharing with them as well as why you would like to share to their group.
- If you need any technology be sure to ask what their group has available. If they do not have the technology you need, consider asking school administration if they have anything you or your advisor could check out for the day or modify your presentation to fit a technology-free setting.
- If possible, scope out the place you will be presenting ahead of time to get comfortable with your setting.

Demonstration Tips

- Choose a STAR Event carefully! There are so many options, be sure your project is something that reflects your passions.
- Memorize your script or use note cards. If you use note cards, consider outlining your speech instead of writing it out so you do not feel pressured to follow it word-for-word. Also, instead of writing directly on your cards, type your script, cut it into chunks, and glue it onto the note cards so that your notes are easier to read.
- Be prepared to answer any questions about your project. Your advisor may have some practice questions to help you rehearse potential responses.
- Practice, practice, practice! It is beneficial to get familiar with your project to avoid pronunciation errors and to boost your confidence! Practice alone, in front of your advisor, and possibly in front of family members or friends.
- Begin your demonstration with an intro and end with an outro about FCCLA. Consider your audience when writing these pieces. Students and community groups may want to hear about different aspects of FCCLA.
- Brainstorm a list of benefits of STAR Events that you can include in your presentation (Ex. Public speaking skills, organization, time management, teamwork, etc.).

- Be sure to thank your audience before they leave.
- Dress professionally and be mindful of your eye contact, posture, and voice level. These are all great things to go over with your advisor.

Click for Resources: [**Visual Aids PPT Templates Minnesota FCCLA**](#)

Request Donations From Businesses and Community Organizations

What goals do you want to achieve within a topic?

- Request monetary donations to help with a service project.
- Request monetary donations to help cover dues, state or national conference expenses, etc.
- Request other donations to help with a service project.

Helpful Ted Talk

[https://www.ted.com/talks/](https://www.ted.com/talks/kara_logan_berlin_3_ways_to_be_a_more_effective_fundraiser?language=en)

[kara logan berlin 3 ways to be a more effective fundraiser?language=en](https://www.ted.com/talks/kara_logan_berlin_3_ways_to_be_a_more_effective_fundraiser?language=en)

Requesting

- Determine which companies or organizations you are going to reach out to. Begin with local businesses.
- Decide who you are going to reach out to. Do you or your chapter members have a relationship with anyone who manages or owns a local business? Or perhaps a leader of a community organization? Some districts may have a Lions club or school district parent foundation who tend to donate to school-related activities.
- Consider what your chapter could offer in return: logos on the back of t-shirts or on banners, their business name associated with your service project, or services that could help their business. For example, some Cub Foods stores offer a fundraising opportunity in which they will pay your chapter to beg groceries at their store.
- Ask in person or reach out through a written form. If you are working with a community organization, perhaps you could offer to come to one of their meetings and present on the success of the events their money was put towards.
- If asking in person, plan your request with your advisor then set up a time to meet with the manager/owner/leader you have connected with.
- If writing a letter, work with you advisor to be sure your letter is specific and professional. Limit this letter to one page and ask a chapter leader to sign it.
- Follow up. Sometimes businesses do not offer donations after the first meeting. Thank the person who met with you immediately after your meeting, but follow up about the donation two weeks after. This follow up can be done as an in-person meeting, phone call, email, or check-up letter.
- When following up, reiterate positive points from your earlier meeting(s). Emphasize how the donation would positively impact your chapter. If they decide not to donate, offer them other ways they can get partner with your chapter.
- Say thank you! Gratitude goes a long way. Thank of a creative way your chapter can thank this business, such as sending a thank you note signed by all members or officers.

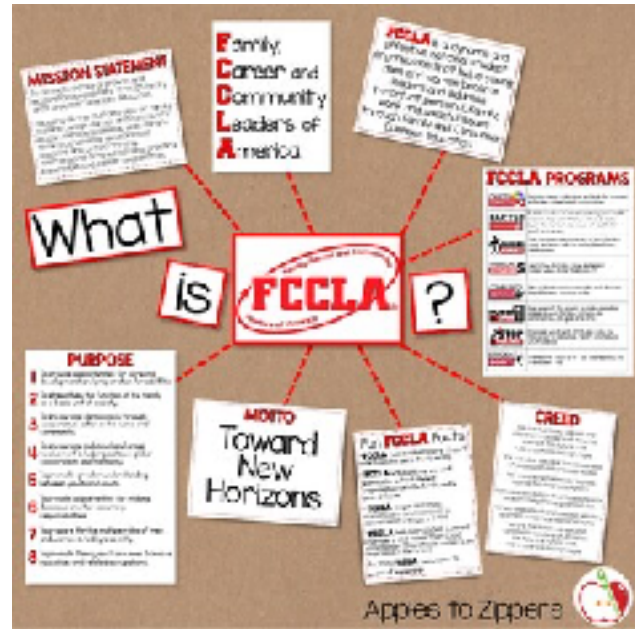
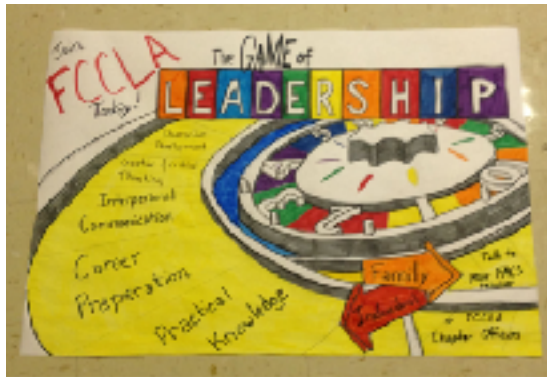
Click for Resources: [Thank You Letter Templates Minnesota FCCLA](#)

Create Promotional Materials About FCCLA

What goals do you want to achieve within a topic?

- Create a poster, flyer, bulletin board, or pamphlet about FCCLA.
- Create a computer presentation, slide show, or video about FCCLA.
- Make posters publicizing National FCCLA Week activities.
- Etc.

Examples



Sample Prezi

(Click above)

Tips

- Choose the method that interests you most.
- Be sure to check in with your advisor before posting anything.
- Depending on your school's policy, you may need to get your materials approved by administration before hanging them.
- Consider incorporating the national, state, or chapter theme.
- Include meeting dates and times.
- Look to the branding guidelines for anything that might be distributed.

Click for Resources: [Posters/Flyers](#) [PPT Templates](#) [Minnesota FCCLA](#)

Organize National #FCCLAWeek Activities

FCCLA Week: February 8-12, 2021

Monday:

#GrowBeyondMeasure, share how FCCLA has helped you grow beyond measure.

- Examples: members could post their stories on your chapter's social media, members could share the lessons they have learned over the intercom, etc.

Tuesday

#InfluenceBeyondMeasure, share who your influences are and how you've influenced others.

- Examples: members could use this day to reach out to an alum or adult who has impacted their FCCLA journey, a networking meeting could be hosted for alumni and members to share their experiences, a meeting could be hosted to tell potential members about FCCLA, etc.

Wednesday

#EducateBeyondMeasure, thank the educators in your life and share how they are beyond measure.

- Examples: your chapter could make a small gift or note for each staff member then pass them out, an announcement could be made over the intercom, kind posters could be hung in the teacher's lounge, etc/

Thursday

#AdvocateBeyondMeasure, share how FCCLA has allowed you to advocate for your future careers as well as your independent adult life.

- Examples: volunteer to speak at a local business or community group meeting about the impact FCCLA has had on your career readiness and maturity, dress as your future career and be ready to share with others how FCCLA has prepared you for your career, etc.

Friday

#LeadBeyondMeasure, show your FCCLA spirit through red clothing, food, signs, decorations etc.

- Examples: a red-out at school or a sporting event, red decorations in your FCS classroom or throughout the school, red snacks being shared to students who stop at your informational booth, etc.

Tips

- Turn this into a school-wide spirit week!
- Use posters to promote participation in FCCLA Week outside of your chapter.
- Volunteer to be the chair of your chapter's FCCLA Week planning committee.

- Use social media wisely! It can be a great tool to reach a large audience. Plan posts ahead of time for each day, think of questions you could ask as polls or trivia, and perhaps ask other members to share their experiences on your platform. Keep in mind that your advisor must approve all posts.

Promoting FCS

- Turn this into a school-wide spirit week into a chance to promote FCS and FCS related occupations!
- Click [here](#) for help promoting Say Yes to FCS.
- Click [here](#) for help promoting Say Yes to FCS from FCCLA.

Promote FCCLA Digitally

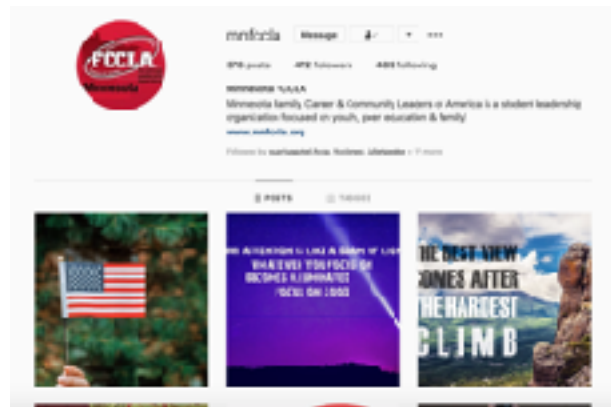
What goals do you want to achieve within a topic?

- Create a page on the school or district website about FCCLA
- Create social media accounts for your chapter

Tips

- Be sure your web page or social media profiles comply with any guidelines your school or district may have.
- Run any material you post through your advisor.
- If you have a chapter VP of PR, consider involving them with this project.
- Utilize the logo, tagline, theme, colors (red and white)

National & State Instagram Pages for Reference



Social Media Key Messages & Hashtags to Include:

- Find your power with Power of One!
- You have the POWER to make a difference in your school, family, community, and future career through #FCCLA!
- How will you build A Better You?
- How will you strengthen your Family Ties?
- Are you Working on Working? Take hold of your future career!
- Take the Lead: make a difference, impact the world.
- Speak Out for FCCLA and tell others about the Ultimate Leadership Experience!
- #FCCLAPowerofOne
- #MyPower
- #PowerofOneABetterYou
- #PowerofOneFamilyTies
- #PowerofOneWorkingonWorking
- #PowerofOneTaketheLead
- #PowerofOneSpeakoutforFCCLA

- #SkillsForMyFuture
- #ItTakesThePowerOfOne

Power of One Tagline Message

Power of One is a national program of Family, Career and Community Leaders of America (FCCLA) that guides members to set, plan, and work to achieve goals to discover their personal power and develop skills that will serve them now and in the future. It is integrated into the Family and Consumer Sciences classroom through FCCLA.

Click for Resources: [Create Posts](#) [Minnesota FCCLA](#)

Write Media Releases or Media Advisories and Contacting the Media

What goals do you want to achieve within a topic?

- Write a media release about a chapter project
- Write a press advisory to inform the local media of an upcoming chapter project or your chapter's National FCCLA Week activities
- Create a social media series about the progress of your FCCLA project(s)
- Send an article to the local paper about your chapter's activities and accomplishments
- Write a story or editorial about the benefits of FCCLA or how it has changed your life for the better. Submit it to local media outlets.
- Etc.

Tips

- Be sure to double and triple check your spelling and grammar!
- You must pass everything through your advisor before sending it out.

Press Release Templates

<https://fcclainc.org/communications/chapter-press-release-templates>

Branding Guidelines

<https://fcclainc.org/communications/branding-guidelines>

Include This Summary Paragraph

Power of One is a Family, Career and Community Leaders of America (FCCLA) national program that guides members to set, plan, and work to achieve goals to discover their personal power and develop skills that will serve them now and in the future. It addresses topics such as goal setting, decision making, critical thinking, and more. FCCLA members identify concerns in five areas of their lives they wish to improve and then set corresponding goals to help them address their concerns while also involving their peers, families, and communities. Through their projects, members experience character development and improve their critical and creative thinking, interpersonal communication, practical knowledge, and career preparation. Youth leaders learn more about themselves and their unique strengths so that they can put themselves on the pathway to future success. The program is integrated into the Family and Consumer Sciences classroom through FCCLA.

Appear on Television or Radio

What goals do you want to achieve within a topic?

- Research and find the names and contact information of the media representatives in your local media outlets. Create a directory of these contacts for future chapter use.
- Appear on a television or radio show to speak about FCCLA and chapter activities.
- Etc.

Tips

- Identify any city or county newspapers, TV channels, radio stations, or websites.
- After finding their contact information online, reach out. Many outlets might even have a “Contact Us” tab on their facebook page or website.
- Rehearse what you would like to ask them with your advisor (for a phone call) or work with your advisor to type something up (for an email).
- Practice what you would like to say while on TV or radio and practice answering potential questions about your chapter with your advisor.
- Know why this topic is important to you.
- Take video or audio footage at your chapter events to potentially submit later.
- Be prepared with a few facts and statistics.
- Thank the radio stations or news stations for their time, consider sending a written thank you note after the fact if possible!

Potential News Stations

<https://www.stationindex.com/tv/by-state/MN>

Potential Radio Stations

<https://radio-locator.com/cgi-bin/finder?sr=Y&s=T&state=MN>

Information for Advisors



Power of One Project Sheet

Name: _____

Unit: _____

Date: _____

Identify a Concern

List topics that interest me:

List projects based on these topics that interest me:

Ask yourself--

- Which project ideas deal with concerns that are most important to me?
- Which could lead to an in-depth project?
- Which can be finished in the time available?

My top concern is:

Page 1/5

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Set a Goal

Here's what I hope to accomplish:

Now that you've identified your top concern and what you hope to accomplish, set a SMART goal to guide your project. Remember, SMART goals are specific, measurable, attainable, realistic, and timely.

My SMART goal:

Form a Plan

Outline the specifics of your plan:

When:

What:

Where:

Page 2/5

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When:

How:

Remember: Attach a separate sheet listing people, publications, and community agencies that can help you with your project.

Project Checklist

Share this checklist with your adviser and/or evaluation team before starting your project.

- | | |
|---|---|
| • Is the goal realistic for the available time? <input type="checkbox"/> yes <input type="checkbox"/> no | • Is the project plan complete and clearly stated? <input type="checkbox"/> yes <input type="checkbox"/> no |
| • Is it an in-depth project? <input type="checkbox"/> yes <input type="checkbox"/> no | • Will the project be the work of one individual? <input type="checkbox"/> yes <input type="checkbox"/> no |
| • Is the project related to the unit topic? <input type="checkbox"/> yes <input type="checkbox"/> no | • Are the planned activities meaningful and significant to the project? <input type="checkbox"/> yes <input type="checkbox"/> no |
| • Is the member assuming full responsibility for the project? <input type="checkbox"/> yes <input type="checkbox"/> no | |

Answers to all questions should be "yes" for member to proceed.

Revisions suggested:

Adviser Signature _____ Date _____

Page 3/5

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Act

Here's what I accomplished:

Follow Up

Here's what I learned:

What were the most successful parts of your project?

What would you change if you repeated the project?

Page 4/5

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Information for Advisors

POWER 1 POWER OF ONE PROGRAM GUIDE | RESOURCES

Follow-up checklist (to be completed by advisor and/or evaluation team)

Did the student-

- Achieve the original goal?
 yes no
- Complete all planned activities?
 yes no
- Devote the agreed efforts to the project?
 yes no
- Complete the project itself?
 yes no

Answers to all questions must be "yes" for approval of project.

Advisor Signature _____ Date _____

Power of One Project Sheet (Above)

Members should use the above pages to plan their projects under each module. These pages can be found [here](#). In order to find this page, go to **page 74** and click on **“Project Sheet.”**

Sample Point System & Grading Rubric (Below)

As an advisor, you have the option to conduct Power of One as a graded activity. We do have a sample point system. These pages can be found [here](#). In order to find this page, go to **page 74** and click on **“Sample Point System”** or **“Sample Grading Rubric.”** There are more pages to these documents which can be found there.

POWER 1 POWER OF ONE PROGRAM GUIDE | RESOURCES

Power of One Point Tracker

Name: _____

| Item | Points Possible | Points Earned |
|---|-----------------|---------------|
| GENERAL | | |
| Productive team meeting check | 5 | |
| Research/Original assessment | 10 | |
| Research total possible | 15 | |
| Goal Area A Better You | | |
| All assessment papers submitted complete and turned in on time | 2 | |
| Evidence of thoughtful reflection and planning/revision in project plan | 3 | |
| Score from peer and advisor rubrics | 11 | |
| A Better You learning check | 5 | |
| Mechanical communication with advisor and/or evaluation team throughout the completion of the project | 1 | |
| Advisor total possible | 19 | |
| THE FINAL FIVE (5) | | |
| All assessment papers submitted complete and turned in on time | 2 | |
| Evidence of thoughtful reflection and planning is evident in project plan | 2 | |

Page 10
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POWER 1 POWER OF ONE PROGRAM GUIDE | RESOURCES

Power of One Unit Project Rubric

Member's Name: _____

Unit: _____

| | 0 points | 1 point | 2 points | Points Earned |
|-------------------------|---|---|--|---------------|
| Project Goals | Project goals were stated in the personal contract in the member's individual contract. | Project goals were stated in the personal contract of member and in meeting. | | |
| Emotional growth | Emotional growth of member is not evident from completion of project. | Emotional growth of member is evident from completion of project. | | |
| Productive | 0 points If the goal of 100% planning process is not fully met by deadline. | 1 point Final goal of 100% planning process met by deadline. | | |
| | 1 point | 1 point | 2 points | Points Earned |
| Meeting Concerns | Goals not stated or concerns are listed but not written in meeting notes/minutes. | Concerns are identified with one member and are written in meeting notes/minutes. | Concerns are identified normally and are written in meeting notes/minutes. | |
| Self-Guided | Step is not taken or step is completed at 100% but no meeting. | One aspect of SMART goal is stated and at 100% goal is met without meeting. | All aspects of SMART goal are identified (through meeting notes/minutes). | |

Page 11
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Using the FCCLA Planning Process

Follow the FCCLA Planning Process as a guideline for your project. Much of the FCCLA Planning process is completed through your planning sheet, but can be refined to create a digital printable planning process as a final project. Here are some guidelines to follow as well as a sample.

Guidelines

Download and save this Power of One editable PDF to your computer as a resource for easier recognition opportunities and archiving purposes.



IDENTIFY CONCERNS

My main concern for the (name the module) was that I had some room to grow in the area of (name the topic you chose). (Include some brief details outlining why this is the most important concern to you).



SET A GOAL

My goal was to improve my (name the topic you chose) skills through (an activity you will be doing to improve this goal based on what you saw in the resources provided for this topic). (Be sure this goal is Specific, Measurable, Timely, and Realistic. Include some details on what exactly you wanted to improve, how you plan to measure your progress, and the time frame for your goal/amount of time you will spend on this).



FORM A PLAN

- who
- what
- where
- when
- why
- how

Who: (Your name).
What: (Simplified version of your goal).
When: (The time frame you decided on).
Where: (Place(s) you plan to work on this goal).
How: (The activity you decided on as well as the specific details and information about how you plan to measure your progress).
Why: (Elaborate on why it is important for you to improve the topic you chose).



ACT

(Summarize all of the steps you took to complete this module in a paragraph form).



FOLLOW UP

This project was a success because _____. However, if I were to repeat this module, I would change _____, _____, and _____.
What I learned from this project is that _____.

What could have gone better/what did you learn?

REPEAT THIS PROCESS FOR EACH MODULE!

Page 1/1

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① 1 2 3 4 5

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Using the FCCLA Planning Process

Sample



IDENTIFY CONCERNS

My main concern for the (name the module) was that I had some room to grow in the area of (name the topic you chose). (Include some brief details outlining why this is the most important concern to you).



SET A GOAL

My goal was to improve my (name the topic you chose) skills through (an activity you will be doing to improve this goal based on what you saw in the resources provided for this topic). (Be sure this goal is Specific, Measurable, Timely, and Realistic. Include some details on what exactly you wanted to improve, how you plan to measure your progress, and the time frame for your goal/amount of time you will spend on this).



FORM A PLAN

Who: (Your name).

What: (Simplified version of your goal).

When: (The time frame you decided on).

Where: (Place(s) you plan to work on this goal).

How: (The activity you decided on as well as the specific details and information about how you plan to measure your progress).

Why: (Elaborate on why it is important for you to improve the topic you chose).

- who
- what
- where
- when
- why
- how



ACT

(Summarize all of the steps you took to complete this module in a paragraph form).



FOLLOW UP

This project was a success because _____. However, if I were to repeat this module, I would change _____, _____, and _____.

What I learned from this project is that _____.

What could have gone better/what did you learn?

REPEAT THIS PROCESS FOR EACH MODULE!

Page 1/1

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① 1 2 3 4 5

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Applying for Recognition

Want to represent MN FCCLA on a national level? Apply for Power of One recognition!

Sample Recognition Application



Five Unit Recognition Application



Use this form to apply for state and national recognition when you have completed all five Power of One Units. Please print or type all information. Send completed form to your **STATE ADVISER** by your state's deadline. Attach a copy of the chapter affiliation form to verify membership.

National dues must be **postmarked by March 1** for students to qualify for national recognition.

State Advisers: Send a list of members who have earned national recognition electronically to National Headquarters **no later than April 1**. Visit www.fcclainc.org/content/power-of-one/ for correct recognition template. Names submitted after the deadline will not be accepted.

Participant Information

Member Name: _____

Adviser Name: Nicholas Zimmerman

School Name: Harrisonburg High School

School Address: 10071 Gaspers Church Road

City: Harrisonburg State: VA Zip: 22801

School Phone: 15404332651 Fax: 15404333595


Current Grade in School: 11th E-mail Address: _____@harrisonburg.k12.va.us

Unit: A Better You

Project Title: "Time to Shine" Date approved: 1-19-18

Description and accomplishments:

I have always been someone who enjoys my comfort zone. When Mr. Zimmermas asked me about competing in a STAR Event, I was not sure about it! However, I have come to the realization that this is one of the best opportunities for me right now and that I am using my FCS skills for my "Time to Shine!"

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Reproducible



Information for Advisors

Recognition

Information on helping students to apply for Power of One Recognition can be found [here](#). In order to find this page, go to **page 75** and click on **“Project Sheet.”**

Steps for National Recognition

1. FCCLA member completes all five units of Power of One.
2. FCCLA member submits the Five Unit Recognition Application to their chapter advisor. Follow instructions above to reach the page containing this application.
3. Chapter advisor logs onto the FCCLA Portal and checks off the names of members who have completed all five units of “Power of One.” (Go to “Program Awards” tab, click on “Power of One,” click on “Apply Now,” and then view the list of all members; simply check off the names of students who completed all units, upload the paperwork, and hit “Submit.”)



Categories for All Levels

A Better You

- Self Confidence
- Nutrition Management
- Happiness
- Well-Being/Balance
- Physical Vitality
- Energy Management
- Emotional Intelligence
- Motivation
- Managing Stress
- Foundation of Excellence
- Creativity and Innovation/Resourcefulness
- Knowing Self
- Personal Philosophy
- Thought Mastery
- Ethics and Integrity
- Ambiguity and Complexity
- Perspective Management
- Resourcefulness
- Inner Seeing/Visualization
- Managing Stress/Resilience
- Process Optimization
-

Family Ties

- Interpersonal Skills
- Building Trust
- Listening Skills
- Money Management
- Managing Conflict
- Understanding Others
- Productive Relationships
- Interpersonal Skills 2
- Problem Solved

Working on Working

- Systems Thinking
- Feedback and Learning
- Time Maximization
- Focus and Engagement
- Cultural Awareness
- Teach Savvy
- Initiative, Action, Results
- Managing Accountability

- Organizational Skills
- Strategic Thinking
- Organizational Functions
- Global Perspective
- Optimizing Systems
- Balances Stakeholders
- Managing Teams
- Mentoring
- Builds Networks
- Directs Work
- Initiative, Action, Results
- Customer Focus
- Professionalism
- Critical Thinking and Judgment
- Social Responsibility

Take the Lead

- Follow Through
- Decision Making
- Inquiry, Analysis, Decision Making
- Power Dynamics
- Team Culture
- Influence
- Facilitation Skills
- Meeting Management
- Building Teams
- Collaboration
- Goals, Planning, Aligning
- Visioning and Inspiring
- Courage and Advocacy
- Change Champions
- Social Justice
- Political Savvy
- Organizational Behavior
- Persuasion
- Coaching
- Negotiation
- Motivating Others
- Visioning and Inspiring

