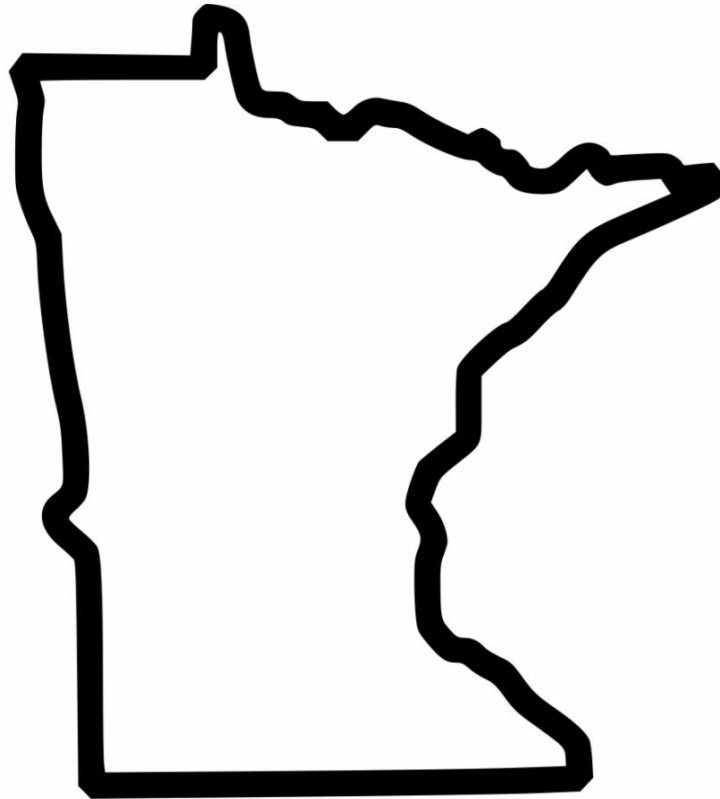


**Minnesota Family, Career &
Community Leaders of America**



**AREA Officer
& JHC Handbook
2020-2021**

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Welcome!

Family, Career and Community Leaders of America

To: FCCLA Leaders
From: Wendy Ambrose, Executive Director
Re: Greetings and Congratulations

Hello and welcome to the Minnesota FCCLA Area leadership team. It will be an exciting year! This year will be unlike any other FCCLA year! So we are excited that you will be learning new skills to show your leadership in your own life, your school and your community. Your year as an Area Leader will be filled with many opportunities as you learn to work together with youth and adults and perform many tasks together.

There is something for every person to gain from the experience of being an Area leader!

I hope your term in office is successful as you want it to be! I hope that one year from today, you will be able to look back and to say **“I did a great job!”**

Once again, congratulations and best of luck to you and your new Area Officer team as you begin the journey together!

FCCLA Overview

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
- * Career 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 career and technical 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.

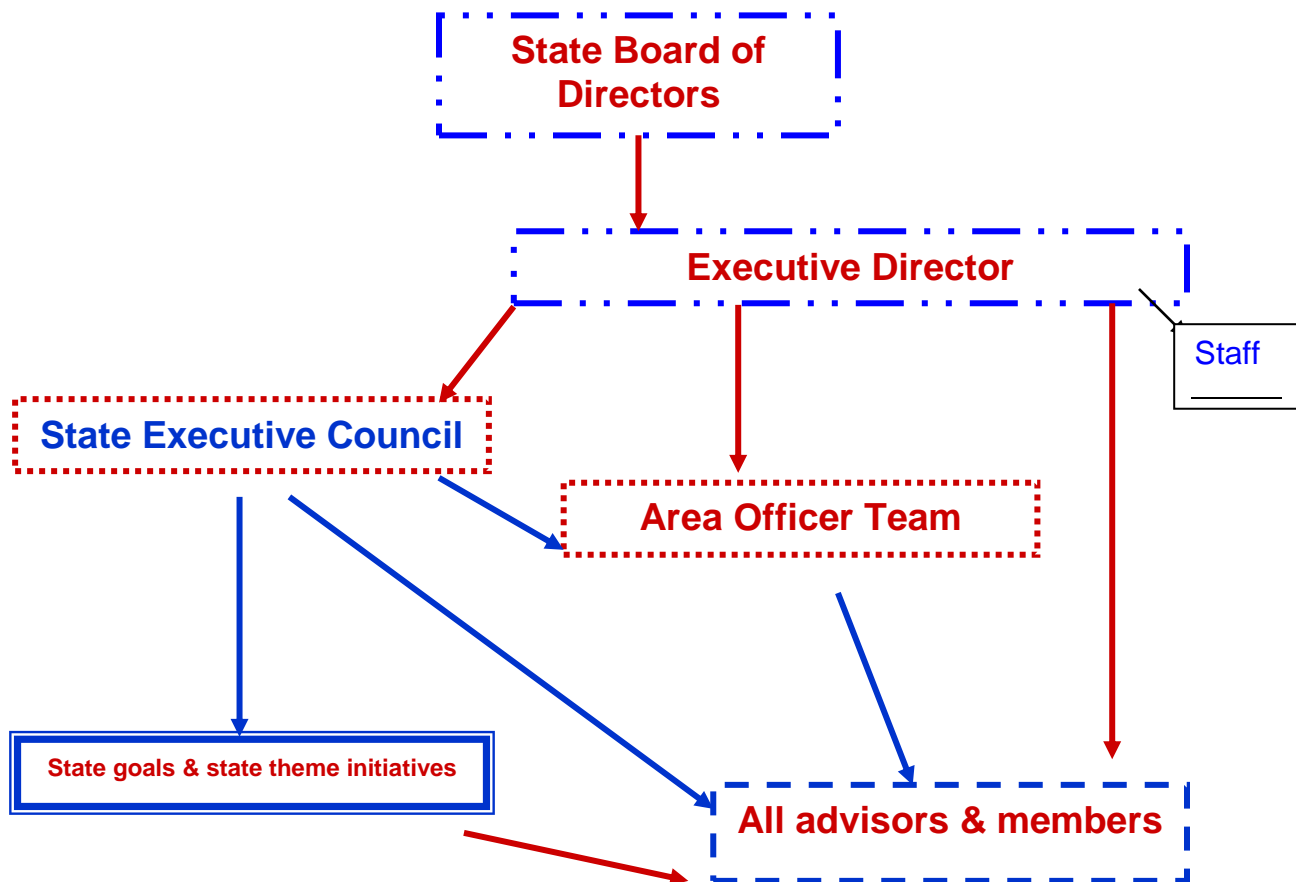
We are the Family, Career and Community Leaders of America.
We face the future with warm courage and high hope.

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 an Area Officer or JHC, 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.



Area Leadership Teams Officers Calendar 2020-2021

FCCLA CALENDAR DATES

Date	Event	Location
September/ Oct	Virtual FCCLA Live Trainings	Virtual to chapters/ members
Dec	Possible Virtual experience with Multi-States/ National FCCLA	Virtual to chapters/ members
January	STAR Events- Regional qualifying	TBD- virtual probable
February3, 2020	Shadow Day- depends on Legislative schedule	State Capitol, St. Paul
March, 2020	MN FCCLA State Conference March 25-27, 2021	Doubletree Hotel- Bloomington MN
June/July 2021	Nat'l Conference- Nashville DC June 27-July 1	Nashville, Tennessee

Project Organization

FCCLA offers two tools to help members organize their projects. Although these tools are similar, they are not intended to replace one another. We can use either tool as a process for completing projects and educating peers.

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.



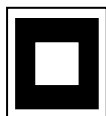
Identify Concerns-

Brainstorm concerns, evaluate concerns, narrow to one workable idea



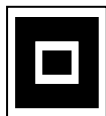
Set a Goal-

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



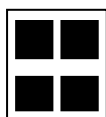
Form a Plan-

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



Act-

Carry out project



Follow Up-

Evaluate project, recognize participants

Five Stages of FCCLA Program Involvement

Use this worksheet to help you use the five stages as you implement projects.

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
- why
- how



ACT



FOLLOW UP

What could
have gone
better/what
did you
learn?

National Programs

Career Connection



Career Connection helps members learn more about themselves, the workplace, and careers so that they can put themselves on the pathway to future success.

- My Skills - Members learn about themselves and practice being productive, promotable employees as they link their personal interests, skills, and goals to careers.
- My Life - Members learn to manage interconnected roles in careers, families, and communities by exploring choices and skills that help balance these roles.
- My Career - Members gain a better understanding of work and learn how to find and land a job.
- My Path - Members identify steps they can take to reach career and lifestyle goals.

FACTS



Families Acting for Community Traffic Safety (FACTS) gives members the information and incentives they need to build an understanding of what it means to drive safely, both today and in the future.

- People – to understand and promote your role as a driver or passenger and keep yourself and others safe
- Vehicles - to understand vehicle safety and the role it plays in safety for you and others
- Roads - to understand and promote your role on the road as well as the safety hazards you may encounter and how to avoid or react to them

Families First



Through Families First, members gain a better understanding of how families work and learn skills to become strong family members.

- Families Today - understand and celebrate families
- You-Me-Us - strengthen family relationships
- Meet the Challenge - overcome obstacles together
- Balancing Family and Career - manage multiple responsibilities
- Parent Practice - learn to nurture children

The Japanese Exchange is a scholarship opportunity for FCCLA members to travel to Japan for 4-6 weeks as an exchange student. This scholarship is funded by the Kikkoman Corporation and administered by Youth For Understanding USA (YFU). Japanese exchange is a part of Families First.

Financial Fitness



Financial Fitness engages members in teaching one another how to earn, spend, save, and protect money wisely.

- Earning - sharpen on-the-job financial fitness
- Spending - track and plan personal spending
- Saving - conquer bank accounts, credit, and investments
- Protecting - keep financial and personal interests safe

Power of One



Power of One helps members to find and use their personal power. Members set their own goals, work to achieve them, and enjoy the results.

- A Better You – improve personal traits
- Family Ties - get along better with family members
- Working on Working - explore work options, prepare for a career, or sharpen skills useful in business
- Take the Lead - develop leadership qualities
- Speak Out for FCCLA - tell others about positive experiences in FCCLA

Stand Up



The FCCLA Stand Up national peer education program guides members to develop, plan, carry out, and evaluate advocacy activities to improve the quality of life in their communities.

- Access current needs
- Educate others regarding concerns
- Advocate so that they can make a difference now and in the future

Student Body



The Student Body program helps members learn to make informed, responsible choices for their physical and mental health while also providing opportunities to teach others.

- The Healthy You - empowering teens to make wise food and lifestyle choices
- The Fit You - empowering teens to take charge of their health and their level of fitness
- The Real You - empowering teens to maintain positive mental health
- The Resilient You - empowering teens to live in ways that build emotional health

Community Service



The Community Service program guides members to identify local concerns and carry out projects to improve the quality of life in their communities.

- Learn - Members explore personal values, ethics, and ethical decision-making while evaluating their community needs.
- Lead - Members learn how to use their leadership skills to serve their community and how to transfer those servant leadership skills to the workplace.
- Serve - Members are introduced to the critical role community partnerships and advocacy play in serving the needs of others while also developing their own community-based service.

FCCLA Leaders

Exemplary Leadership

- Model the way
- Inspire a shared vision
- Challenge the process
- Enable others to act
- Encourage the heart

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

Balancing a Busy Schedule

Serving as an Area Officer 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 an officer 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 a FCCLA officer. 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 FCCLA 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 officer duties after school a few days a week, for a few hours each weekend or every other week. Keep your advisor and your State Officer Coordinator updated on your progress.

Organize Yourself

Find an organization system that works best for you then utilize it to keep your officer 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.

Support Each Other

As a FCCLA officer 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 other Area Officer and JHC members

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 year as an officer successful. No one expects you to achieve your goals alone and asking for help is strength, not a weakness. Your advisor, teachers at your school, your officer team members, FCCLA chapter members, the State Officers and the State Office are all available to offer their assistance, however, you must first ask for help!

Take Time for FUN!

A successful FCCLA officer project takes time and commitment on the part of the officer. However, it is critical you don't become overwhelmed by your project. Utilize the above tips to become a successful officer 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 office in a positive light too so they will want to become more involved in FCCLA.

Leadership Development

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, area, 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	
Reliable	
Thoughtful	

Expectations for Area Officers & JHCs

As an Area Leadership 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 office
- * Forgo all alcohol, drugs and tobacco and avoid places or activities in which these items are present
- * Behave in a manner that reflects positively on the organization and yourself
- * Present at the Fall Conference
- * Coordinate and facilitate the Mid-Winter Meeting

Officer Responsibilities -Pilot roles for 2020-2021

Now that you have been selected as a member of your Area Leadership team, you will want to familiarize yourself with the duties that come along with your title. There is a set of expectations that all Area Officers are expected to adhere to as well as a list of responsibilities specific to your position. Here is a list of all of the positions:

- **President**
- **Secretary**
- **VP of Service**
- **VP of National Programs**
- **VP of Individual Programs**
- **VP of STAR Events**
- **JHC**

Duties

All Area Officers

- Be an official member of FCCLA (be sure to pay your dues!)
- Be cooperative and dependable
- Understand and communicate the missions and purposes of FCCLA
- Be respectful and open-minded
- Attend and participate in all virtual area and area planning meetings
- Be organized and on time
- Follow the MN FCCLA Code of Conduct

- Follow through with the responsibilities of your elected office
- Write newsletter articles, contribute to the Area newsletter and Horizon when asked to do so.
- Write blogs, social media posts and other communications when asked to do so.

President

- Work with the Exec Director and State officers to develop an agenda for planning meetings. (Some meetings may be working with multiple area officers and state officers to develop)

- Preside over digital area and area planning meetings
- Use creativity in the virtual settings and keep meetings engaging and organized
- Create committees as needed
- Relay information between members, officers, advisors, in your Area.
- Understand the duties of each office and committee member and delegate tasks accordingly
- Be familiar with how to participate in and virtual meetings
- Keep up to date on all area, state, and national updates

Secretary

- Assume the president's responsibilities in their absence
- Keep accurate meeting minutes
- Email meeting minutes to your officer team and advisers following each meeting
- Keep attendance records
- Remind officers of unfinished business
- With the Area officer team, develop an Area newsletter for chapters.

VP of Service

- Promote area and state service projects and efforts in your Area.
- Organize and supervise these efforts, especially encouraging data collection.
- Contact other organizations who might assist in your area reaching their goals
- Become familiar with national outreach programs
- Be prepared to report on the progress of any service efforts each month

VP of National Programs

- Send reminders to chapters to apply for national recognition for their involvement in the national programs
- Know all of the national programs and be familiar with each of their units or modules
- Send out monthly ideas to chapters on how they can engage with national programs
- Educate members on the national programs at virtual area meetings

VP of Individual Programs

- Understand the components and opportunities of the Power of One
- Encourage members to participate in Power of One
- Be familiar with all STAR Events that could be done individually.
- Send reminders to chapters to apply for national recognition for the members who have completed all of the units

VP of STAR Events

- Work with area STAR Event Coordinator and Executive Director to promote STAR Events in your Area.
- Assist with any STAR Event tasks
- Be familiar with competitive events
- Promote STAR Events within the area

Junior High Council

- Coordinate programs for middle level members/chapters
- Correspond with middle level membe

A good officer...

- ...**is well prepared.** Leadership takes practice and work
- ...**is group minded** Every member of the officer team is important.
- ...**likes people.** Be understanding and friendly.
- ...**is poised.** Don't let irritations bother you.
- ...**has humility.** Be confident and don't be afraid to say "I don't know."
- ...**is a hard worker.** Don't ask something of someone you wouldn't be willing to do yourself.
- ...**is responsible.** Live up to your word.
- ...**is cooperative.** Know how to work with others and have fun together!
- ...**is courteous.** Use the words "please" and "thank you" often.
- ...**thinks ahead.** Plan your work then work your plan.
- ...**sets goals.** Remind yourself of them each day and work hard to achieve them.
- ...**does their best!**

Rewards of Being an Officer

- * Develop self-confidence and poise
- * Become more mature
- * Improve your knowledge of the organization
- * Gain skills in assuming leadership roles
- * Improve relationships with adults and your family
- * Learn to organize your time and energy
- * Participate in opportunities to improve your public speaking
- * Meet new friends from all parts of the state and nation
- * Learn independence in your thinking and actions
- * Gain ideas to increase and improve your chapter efforts

Policies

Sexual Harassment

From the Minnesota FCCLA Board of Directors policy

What is sexual harassment?

Sexual harassment is any type of unwelcome talk or actions that may happen to you just because of your sex. This includes, sexual touch, sexual words, the way things are said and forceful acts. Sexual harassment is a very serious issue.

Flirting vs. Harassment

Flirting/Good Teasing	Sexual Harassment
* Feels good	* Feels bad
* Makes me feel attractive	* Is degrading
* Is a compliment	* Makes me feel disrespected
* Is two-way	* Is one-way
* Is positive	* Is negative
* Is liked	* Makes me feel helpless or powerless

Board of Directors Policy

The MN FCCLA Association opposes sexual harassment of any kind. It is the policy of MN FCCLA to maintain a learning and working environment that is free from sexual harassment. Sexual harassment of students is a real and serious problem in education at all levels. It can affect any student regardless of sex, race, or age. Sexual harassment can threaten a student's physical or emotional well-being, influence how well a student does in school, and make it difficult for a student to achieve his or her career goals. Sexual harassment is illegal; Title IX of Education Act 1972 prohibits sex discrimination, including sexual harassment.

Title IX protects students from unlawful sexual harassment in all school programs or activities, whether they take place in the facilities of the school, on a school bus, at a class or training program sponsored by the school or at another location, or elsewhere. Title IX protects both male and female students from sexual harassment, regardless of who the harasser is.

FCCLA activities are integral to local school instructional programs. Therefore, the sexual harassment policies and procedures in effect in a student's school are the means by which sexual harassment issues at FCCLA events will be addressed. *

If a student feels he/she has been sexually harassed while attending or participating in an FCCLA event of activity, he/she is strongly encouraged to

report the incident immediately to his/her school, the local advisor, the state advisor, or the school principal. Harassment issues reported to the state advisor will be referred to the student's home school administrator.

Training sessions for FCCLA officers shall include information about sexual harassment policies. Officers shall discuss and contribute to practices that encourage delegates at conferences to refrain from sexual harassment behaviors in general sessions.

* MN FCCLA always reserves the right to respond to any disciplinary situation independent of any action by a school as deemed appropriate.

Piecing it All Together

As reflected in the board policy, MN FCCLA does not tolerate sexual harassment of any kind. Furthermore, your behavior should represent that of a young professional at all times. Your comments and actions should not make other members feel uncomfortable. Avoid talking about inappropriate topics in front of others and flirtatious behavior while at FCCLA events. You are a leader, and other members are looking to you to set an example for what is appropriate.

00

Attending FCCLA Events

National Conference-Optional Event

Shadow Day-February/March

Area officers and JHC are encouraged to attend the Shadow Day where you meet with legislators and explain FCCLA to them. These are exciting opportunities to be an advocate for your program.

Uniforms:

Area plan for official uniform dress – The Board of Directors voted to establish a statewide set of red blazers for MN FCCLA as a rental annual policy.

Renting a jacket: Size requests will be collected on the candidate applications. Each officer would be assessed a “jacket use” rental fee to their chapters to cover the cost of dry cleaning, repair at the end of their term. The maintenance of the uniform during their term would be your responsibility. The uniform should be dry cleaned at least 2 times by the officer during their term of office.

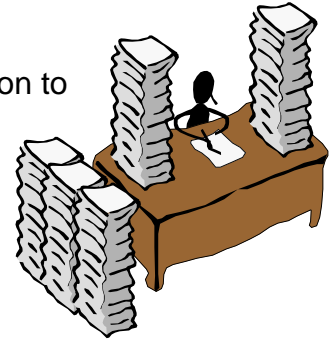
The uniforms are turned in following the year of this officer’s service. This may be on Friday or Saturday of State Conference.

Officers who are continuing in a leadership role could trade their uniform for a new rental, should they grow out of it during the year, depending on the availability of a new size.

Training Others

Presentation Skills

As a MN FCCLA Officer 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 or training 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. You will be able to draw on these skills as you provide training/workshops for delegates.



This conference will also allow Area Leadership team and State Officers to work together in a new capacity as you plan, coordinate and present general sessions, workshops and trainings together.

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 (in person meeting)

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.

Technology (virtual meeting)

Find out which website or app the meeting will be conducted over. If you are the host, research each platform and decide which one best fits your needs for that meeting, or go with the one your school typically uses. There are more tips on virtual communication later.

Test out the following features the day before:

- * Joining a meeting
- * Audio (muting/unmuting)
- * Video (on or off)
- * Using the chat feature
- * Sharing your screen
- * Leaving a meeting

Know the ins and outs of your selected platform!

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. This standard still applies to video conferences. Not only will you appear more professional, but you will feel more confident as well!

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. Positivity is contagious!

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

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. If your presentation is conducted virtually, there are a few creative ways to achieve these effects. One of them is to ask audience members in advance to come prepared with a notebook and pencil and throughout the presentation you could ask them discussion questions which they could write out their answers to. Another option would be to send out a handout a day or two before the presentation that audience members can print out ahead of time or pull up on their screen as you are presenting.

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.

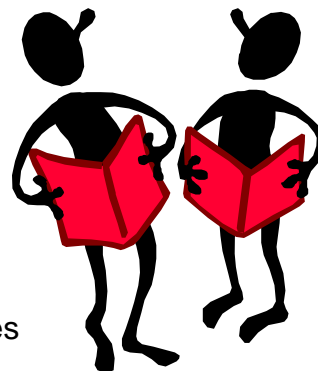
Some ideas:

State Theme	Robots	Book
Outer Space	Winter Wonderland	Game Show
Under the Sea	Picnic	Pick a Music Genre
Beach	Movie/Show	Movie Theater

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)
 - Career Connection
 - Community Service
 - Power of One
 - Families First
 - Student Body
 - Stand Up
 - Financial Fitness
 - FACTS
- * Activities That Teach and More
Activities That Teach
By Tom Jackson
- * Activities That Teach Family Values
By Tom Jackson
- * 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.

Mixers & Icebreakers: A Great Way to Start a Workshop

***** Be sure to follow social distancing guidelines when necessary!**

- * **Animal Sounds** Put names of different animals on cards. As people enter the room, they each take a card. Tell them to get into groups by making the sound that the animals make. Example: Cow (Moo)
- * **Transportation Mixer** Same principle as animal mixer only use things like plane, train, boat, car motorcycle.
- * **Mingle, Mingle** Everyone goes around the room saying, Mingle, Mingle, Mingle, until the leader says, "stop". The participants are to introduce themselves to the person next to them, then mingling continues.
- * **That's Me** The leader says a personal quality or activity and if it applies to them, they stand up and yell "That's me".
- * **Me Tags** Have participants write their names vertically on a piece of paper. For each letter, have them write a word describing them.
- * **Rumdiddles** Give each participant a few pipe cleaners. Ask them to make sculptures describing themselves, activities, etc. Then they can share in groups.
- * **Find Someone Who...** Put this on the top of a page and ten list certain qualities. Everyone goes around getting the names of the people who fit the sentence. (Sheets are pre-designed and then distributed so that participants only need to sign their names on sheets.)
- * **Body Puzzles** Give participants a piece of paper and ask them to draw a body. For each part ask them to write a leadership quality. (Option: cut-out pieces beforehand and have them put them together before writing leadership qualities.
- * **The Boss Game** Divide participants into groups of four. Have them decide, within their groups, who is going to be the Head Honcho, Big Chief, Top Banana, and Top Dog. After they have decided, instruct them that, for example, Top Bananas will go first. They can boss the others in their group to do anything. Rotate turns so that everyone in the group gets the chance to boss the other three.
- * **Running Game** The leader divides participants into teams. The leader says, "Bring me someone who... (example: can recite the creed). The team that get someone to the leader first gets a point. The team with the most points wins.
- * **Zip, Zap, Zowie** Everyone sits in a circle. They ask the names of the people next to them. The person to their right is zip and their left is zap. If the person in the middle says zip to you, you have to holler out the name of the person on your right, and so on until someone messes up and then that person is in the middle. If the middle person cannot get someone to mess up, they yell zowie and everyone changes chairs and play resumes.

Virtual Mixers & Icebreakers

- * **Mini Scavenger Hunt** Give everyone a prompt and then ask them to find an item that fits the description in the room that they are in. Ex. "Show us something that is meaningful." "Show us something that you are proud of."
- * **Personality Quiz** Find or create a short personality quiz that members can take the day before or at the beginning of the virtual meeting. Create small groups on your screen so that members can compare results.
- * **Wow, Pow, Chow** Ask everyone to share their Wow, Pow, Chow. Wow = highlight of their year so far. Pow = a struggle that they overcame. Chow = best thing they have eaten recently.
- * **Leadership Timeline** Create one of these ahead of time so that you can show your timeline as an example. Your leadership timeline can include high points, low points, and in the middle points that have helped to define you as a leader. Examples: "Getting elected as an area officer" "Switching schools" "Joining the baseball team" "Not getting the role I wanted in the school play" Include points from your childhood up until now, and draw your points above, below, or on the line and then to connect them to show your path. This is to show that everyone has a unique leadership journey, yet we can all be leaders.
- * **Website Scavenger Hunt** Create a set of questions about FCCLA. Members may then race to find the answers on the Minnesota or National FCCLA websites.
- * **I Spy** Look at someone's background and play a game of I Spy. Other members have to look at everyone else's screen and try to find the object the leader is talking about.
- * **Ask Questions to Break the Ice** "Who was your first role model?" "Who has impacted your leadership style the most?" "What is an animal that you think represents your leadership style?" "How many people are you quarantining with?" "What is your favorite form of self-care?" "If you had to make a one-minute TikTok about your FCCLA experience, what would it be?"

Dividing Groups

As they enter, have them take one of these things and group them accordingly:

1. Candy bars
2. Stickers
3. Balloons
4. Puzzle Pieces
5. Deck of cards

Or divide them by:

1. Birthdays
2. The color of their shirt
3. Shoe size
4. Favorite sport or activity
5. Movie preferences
6. Music choices

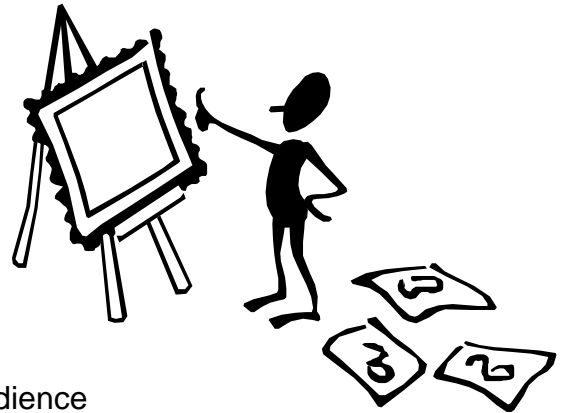
Visual Aids

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. Visual aids can be shared in person or digitally.

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

- * (If virtual) Figure out how to screenshare your PowerPoint ahead of time.
- * Allow enough time prior to the presentation for set up and equipment troubleshooting

Projectors

Projectors 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
- * Practice so you don't fumble with the PowerPoint.

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
- * (If virtual) Test out locations in the room or area you are broadcasting from to find a place where you can comfortably set up your computer or camera.

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
- * (If virtual) Send out the handout ahead of time so that members can pull it up on a separate tab or can print it out the night before.

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
- * (If virtual) Test out locations in the room or area you are broadcasting from to find a place where you can comfortably set up your computer or camera.

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

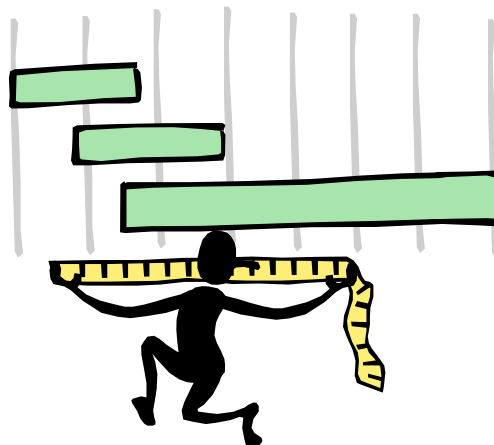
Poor color combinations with low contrast:

- * 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.



Communication

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

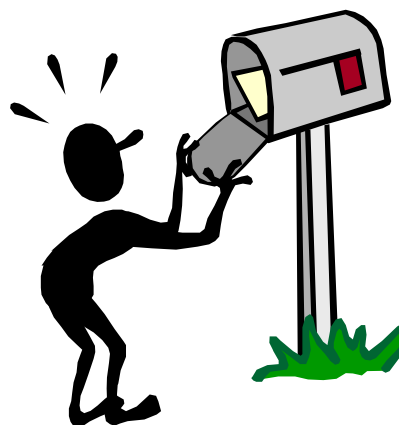
Dear Mr./Mrs. ____:

Body of letter

Sincerely,

(Signature)

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:

- * Hottie2007@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



Virtual Communication

Today's world is becoming increasingly reliant on virtual communication in order to uphold social distancing measures and as well as overcome barriers such as distance barriers between colleagues. One of the most common forms of virtual communications are video chats, which can be done through platforms like Zoom, Google Meets, Facetime, Skype, etc. As a young professional, it is important that you have an understanding of virtual communication etiquette.

- * Join up to five minutes early to avoid technical difficulties.
- * If you haven't used the app or website before, look through it the day before to familiarize yourself with the features you may need to use.
- * Keep your video on unless you are experiencing connection issues, but only put your sound on when you are speaking.
- * Find a quiet space in your school, home, library, etc. without interruptions or background noise.
- * If possible, find a plain background without backlighting from windows. The better the lighting in the room, the more professional you will appear on camera.
- * Adjust your camera to be at eye level if possible.
- * Be aware that you are on camera, so avoid doing other tasks such as being on your phone or checking your email.
- * You may need to share your screen, so be sure that anything that may come up on your screen is completely FCCLA appropriate. That means no open tabs of social media, Netflix shows, or unprofessional YouTube videos.
- * Do not speak over other meeting attendees. To avoid this, some meeting hosts may ask you to use the "raise your hand" button before speaking.
- * Pay attention to the chat section as well as the video portion in case someone is experiencing technical difficulties and needs to send questions that way.
- * If you experience lagging, use your computer screen to view the meeting but dial in on your phone for sound.

If you are hosting...

- * Keep your meetings set to private to avoid "Zoombombers" (a.k.a. uninvited guests who aim to disrupt your meeting). If this does happen, you can report this.
- * Manage screensharing. As the meeting host, you are typically able to control who is able to share their screen. This helps limit distractions and ensures that no inappropriate content will be shared by an attendee.
- * Schedule feedback breaks. At this time, you can check to see who has raised their hand virtually or sent a question through the chat function.

OPENING CEREMONY MINNESOTA FCCLA

PRESIDENT: *(Give rap with the gavel with signals the officers and members to stand)* We are the Minnesota Family, Career and Community Leaders of America. Our objective is to help individuals improve personal, family and community living.

OFFICERS: Our objectives focus on individual growth, preparation for family life, careers, leadership and action toward a better world.

MEMBERS: As we work toward the accomplishment of our goals, we develop leadership qualities, learn cooperation, take responsibility and give service.

PRESIDENT: The _____ conference of the Minnesota FCCLA is now in session. Let us repeat our creed.

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

PRESIDENT: You may be seated.

CLOSING CEREMONY MINNESOTA FCCLA

PRESIDENT: Gives rap with the gavel as a signal for all to stand.

We are challenged to accept the responsibility of
making today's decisions that affect tomorrow's world.
Let us repeat our creed.....

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.

PRESIDENT: This meeting is now adjourned.

Resources

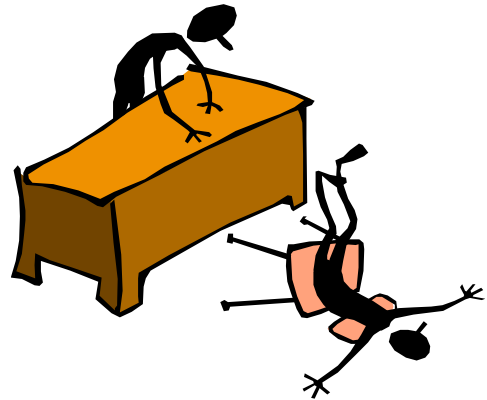
FCCLA State Office

www.mnfccla.org

MN FCCLA
P.O. Box 131386
Roseville MN 55113

Wendy Ambrose-Executive Director
651-330-2950

Wendy.ambrose@mnfccla.org



HELP LINE: fcclahelpline@mnfccla.org

For questions

National FCCLA

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

www.fcclainc.org

703-476-4900

Minnesota FCCLA Supply Service

Becky Lieser
13440 Zumbrota Street
Ham Lake MN 55304

612-755-8789

