



Introduction: Lesson Plan

****Adapted from the National FCCLA Power of One Program Guide*

Total Time: 60 Minutes

Handouts:

- Introduction note-taking guide (one per member, begins pg. 3)
- Minnesota Power of One Handbook 3-5 or 28 & 29

Materials to Help Guide You:

- Minnesota Power of One Handbook 24 & 25 (Planning Process help) 3-5 or 28 & 29 (A Better You lists)
- Minnesota Power of One PowerPoint

SESSION OUTCOMES

The member will be able to describe the Power of One national program in their own words.

The member will be able to correctly identify and apply the five steps of the FCCLA Planning Process.

The member will be able to understand the relation between Power of One and growth mindset.

The member will be able to reflect critically on their character and image and determine a personal trait they would like to improve as a result.

ASSESSMENT

The member will be able to understand the relation between Power of One and growth mindset.

NATIONAL FCS STANDARDS

13.5.5 Demonstrate ways to organize and delegate responsibilities.

13.5.7 Demonstrate processes for cooperating, compromising, and collaborating.

Introduction: Lesson Plan

TIME	DESCRIPTION
0-10	<p>What is the Power of One?</p> <p>Instruct members to find their digital or printed copy of the note taking guide. This section covers what information there is to be learned as well as the significance of learning this information.</p>
10-20	<p>Process and Expectations</p> <p>Explain the process of Power of One and how members will execute their projects. Utilize the presentation slide to walk through this step-by-step process. Explain that this process will repeat for each one of the five units and that a summative assessment will be given after the units are taught. If your chapter has any additions to this process, be sure to explain those as well. Conduct the Power of One in a tweet activity.</p>
20-30	<p>The FCCLA Planning Process</p> <p>Utilize the presentation slides to lead members in a discussion of what the FCCLA Planning Process is and is not. Members should follow along in their note-taking guide. Emphasize that students should never include anything in their project about this being an assignment. Refer to pages 24-25 in the Minnesota Power of One handbook for examples or further information on the Planning Process.</p>
30-35	<p>Growth Mindset</p> <p>Utilize the presentation slide to explain the concept of growth mindset. Include in your discussion that growth mindset is known across the world and has been proven by neuroscientists to be a powerful tool for healthy cognitive functioning.</p>
35-40	<p>Summary</p> <p>Go over the summary slide to help connect what students have learned so far.</p>
40-50	<p>A Better You</p> <p>Utilize the presentation slides to introduce the A Better You program. Facilitate small group discussions on student's areas of improvement.</p>
50-60	<p>Assignment & Questions</p> <p>Introduce and explain the assignment. Students will search through the Charlie Academy topic they choose and, using the resources on that page, Identify Concerns and Set a Goal before the next class period.</p>



Introduction: Note-Taking Guide

Name: _____

Date: _____

What is Power of One?

- _____ is an FCCLA National Program that helps you find and use your _____ related to different areas of life.
- You will set _____ to achieve related to the area of the unit.
- Your projects will relate to your own _____ and _____.
- Projects cater to your _____, skills, interests, and _____.

Why do Power of One?

Write the reason that stands out to you most.

Five Units of Power of One

1. _____: Improve a personal trait
2. _____: Serve as a more effective family member
3. _____: Explore and prepare for careers
4. _____: Develop leadership abilities
5. _____: Promote the organization and its benefits to others

Process and Expectations

1. _____ in lessons explaining a Power of One unit and a related real-world skill.
2. Identify your biggest _____ and _____ one project to execute based on the concern.
3. Use the project sheet to _____, _____, and _____ your project; this sheet should include a “rough draft” of the FCCLA Planning Process.
4. _____ a “final draft” of the FCCLA Planning Process.
5. _____ with your adviser throughout the process to discuss your project and gain feedback.
6. _____ _____ all materials to your adviser for evaluation.

Tweet Your Takeaway



The FCCLA Planning Process

- A decision-making _____ that supports youth _____ and _____ growth.
- Can be used to determine group action or to plan individual _____.
- Includes _____ steps.



1. _____
2. _____
3. _____
4. _____
5. _____

Growth Mindset

- _____: Using dedication and hard work to develop one's basic abilities.
- Everyone is *not* born with equal abilities, skill levels, and resources, but growth mindset focuses on taking responsibility and improving what you _____.
- Fosters a love of learning, motivation, and _____.
- Backed by neuroscience.
- "How can I _____ from where I am?"

Summary

- Power of One is an FCCLA national program that helps members find and use their personal _____.
- In each of the five units, members will improve themselves through a project that is specific to the members' _____, skills, abilities, and time.
- The FCCLA Planning Process is a decision-making tool used to carry out each project.
- Power of One fosters a growth _____.

A Better You

- A Better You is the _____ unit in the FCCLA Power of One national program.
- This unit focuses on improving a _____ trait.
- You have the power to change the world, but you must constantly work to be the best _____ of _____ first.



A Better You Brainstorm

Categories that interest me:

My priority:



A Better You: Lesson Plan

****Adapted from the National FCCLA Power of One Program Guide*

Total Time: 60 Minutes

Handouts:

- A Better You note-taking guide (one per member, begins pg. 19)
- Power of One point sheet (one per member; optional)
- Minnesota Power of One Handbook
- Minnesota Power of One PowerPoint

SESSION OUTCOMES

The member will be able to explain the importance of setting SMART goals and revise a general goal into a SMART goal.

The member will be able to devise a project to improve on a personal trait based on a SMART goal for the A Better You Power of One unit.

ASSESSMENT

SMART goal setting revision practice activity.

NATIONAL FCS STANDARDS

1.1.6 Develop a life plan including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.

2.1.1 Apply time management, organizational, and process skillets prioritize tasks and achieve goals.

A Better You: Lesson Plan

TIME	DESCRIPTION
0-40	<p>SMART Goals</p> <p>Utilize the SMART goals slides to introduce SMART goals and explain how they differ from general goals. With this base information, transition to the SMART goals writing practice to revise general goes into SMART ones. Allow some time for students to revise the general goal they developed as a part of their assignment into a SMART goal.</p>
40-60	<p>Formative Assessment</p> <p>Explain the purpose of formative assessments as learning checks throughout this process.</p>

A Better You: Note-Taking Guide

Name: _____

Date: _____

SMART Goals Should Be:

- S _____
- M _____
- A _____
- R _____
- T _____
- SMART goals put an _____ with a _____.
- By having a _____ and steps to take, the goal setter is more _____ to achieve.
- Clarifies exactly what a goal setter _____ to _____.

SMART Goal Writing Practice

- **(Example)** I will improve my physical health.
"By January 25, I will run a 5K race in 30 minutes without stopping by completing a strengthening and conditioning workout three times a week and running one mile four times a week."
- I will bring my grade up in English.



Introduction and A Better You Formative Assessment: Learning Check

1. Power of One is a national program that helps members find and use their _____ . (1 point)

- a. Personal power
- b. Growth mindset
- c. Given abilities
- d. FCCLA knowledge

2. Which of the following is NOT a statement of an individual with a growth mindset? (1 point)

- a. "I am going to train myself to improve."
- b. "My skills are not the best for this situation."
- c. "I will try a different approach."
- d. "This will take time."

3. Which of the following best describes the FCCLA Planning Process? (1 point)

- a. A list of steps to take to achieve a goal.
- b. A decision making tool.
- c. A critical thinking tool.
- d. A process for learning.

4. How many units are included in the Power of One? (1 point)

- a. 3
- b. 4
- c. 6
- d. 5

5. In 2-3 sentences, explain the relationship between Power of One and growth mindset.

6. A Better You encourages members to set a goal to improve which area of their life? (1 point)

- a. Community involvement
- b. Interpersonal relationships
- c. Personal traits
- d. FCCLA knowledge

7. Which of the following is NOT an example of A Better You project idea? (1 point)

- a. Learn about stress and reduce the stress I feel.
- b. Create a budget to save for college.
- c. Take responsibility for more chores at home.
- d. Design a healthy eating plan.

8. What does SMART stand for in SMART goals? (1 point)

- a. Specific, measurable, attainable, realistic, timely.
- b. Specific, measurable, applicable, realistic, truthful.
- c. Separate, measurable, attainable, resolvable, timely.
- d. Separate, meaningful, applicable, realistic, truthful.

9. When setting a goal, why is it best to set a SMART goal? (1 point)

- a. Unlike general goals, SMART goals can only be used for personal goals.
- b. A SMART goal includes an action plan, which increases one's motivation to achieve the goal.
- c. SMART goals allow for flexibility within an action plan, which allows the goal setter to work at their own pace.
- d. Using SMART goals requires more effort on the part of the goal setter.

10. In the space provided below, revise the example of a general goal into a SMART goal/. (1 point)

"I will read more."



Family Ties: Lesson Plan

****Adapted from the National FCCLA Power of One Program Guide*

Total Time: 60 Minutes

Handouts:

- Family Ties note-taking guide (one per member, begins pg. 15)
- Power of One point sheet (one per member; optional)
- Minnesota Power of One Handbook
- Minnesota Power of One PowerPoint

SESSION OUTCOMES

The member will be able to identify and demonstrate characteristics of effective communication in family, work, and community settings.

The member will be able to identify communication barriers and apply strategies to overcome them successfully.

The member will be able to devise a project to improve his or her family based on a SMART goal for the Family Ties Power of One unit.

ASSESSMENT

Analyzing Communication activity

NATIONAL FCS STANDARDS

1.2.3 Apply communication skills in school, community and workplace settings and with diverse populations.

13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.

13.3.3 Demonstrate effective listening and feedback techniques.

13.3.4 Analyze strategies to overcome communication barriers in family, community, and work settings.

13.3.6 Analyze the effects of technology on communications in family, work, and community settings.

13.3.7 Analyze the roles and functions of communications in family, work, and community settings.

A Better You: Lesson Plan

TIME	DESCRIPTION
0-5	<p>Family Ties</p> <p>Utilize the PowerPoint slide to introduce Family Ties.</p>
5-15	<p>Backwards Communication</p> <p>Split members into teams or breakout groups. Within each team, ask group members to find a volunteer. This member should turn around so that they are not able to see the screen. Regroup while these volunteer members are facing away and show the photos on the screen to the rest of the group. Instruct the members facing the screen (teachers) to describe the picture the member facing away (artist). The artist must use only the teachers' instructions to draw the picture. However, the teachers cannot explicitly name any items in the picture. Give partners two minutes to replicate the illustration to the best of their ability. When the two minutes have expired, allow the artists to compare their drawings to the one the teachers were describing. Have the groups select a new volunteer, advance the slide to the next drawing, and repeat the process. The purpose of this activity is for members to exercise their communication and listening skills.</p> <p>Using the discussion questions in the presentation, debrief the activity with the session participants. At your discretion, have participants discuss their answers with each other, share their answers with the group, or both.</p> <p>Discuss the agenda and learning targets found in the presentation.</p>
15-25	<p>Discussion</p> <p>Continuing the discussion on communication, ask members to follow along with their note-taking guide. Using the presentation, discuss the various aspects of effective communication. Incorporate personal examples and ask the members to share as well.</p> <p>Ask members if they agree or disagree with the quote shown and why. Use the discussion to Segway into the following content.</p>

25-40	<p>Effective Communication</p> <p>Utilize the presentation slides to introduce the components of effective communication as well as the barriers to achieving effective communication.</p>
40-50	<p>Transition the presentation by discussing the importance of communication in a family. Would families be stronger if they had better communication? Explain that Family Ties, the second unit of Power of One, guides members to develop a project to strengthen their family, and in turn, strengthen society. Stress that the project a member takes on does NOT have to revolve around improving communication within a family, but good communication will be a factor in some capacity when looking to strengthen a family unit.</p> <p>Discuss potential project areas and projects with members. As with A Better You, members should choose a few project areas that interest them, determine which area is their top priority, and design a project to carry out based on a SMART goal.</p>
50-60	<p>Quiz & Introduce Assignment</p>

Family Ties: Note-Taking Guide

Name: _____

Date: _____

Family Ties

- Family Ties is the _____ unit in the FCCLA Power of One national program.
- This unit focuses on strengthening one's _____ and _____ life.
- The family is the basic unit of society. By making stronger _____, we have stronger _____.

Four Forms of Communication

- Verbal

-

- Nonverbal

-

- Written

-

- Visual

-

Three Parts of Communication

- _____
- Encodes a message verbally and nonverbally or in writing or graphics
- _____
- What is actually communicated; May be effective or ineffective
- _____
- Responsible for decoding the sender's message; May interpret the message differently than the sender intended

The Seven C's of Effective Communication

_____ . Make your objective clear by avoiding complex phrases and words.
_____ . Keep it to the point to avoid confusion.
_____ . Use support for the message to validate what is said.
_____ . Speak truthfully and use correct grammar.
_____ . Messages should make sense and flow.
_____ . All necessary information should be communicated
_____ . Consider the audience and deliver the message with a tact.

Barriers of Effective Communication

- _____ of attention/interest
- Distractions
- Differences in _____ and viewpoint
- Expectations and _____
- Use of _____
- Speech difficulties, _____ differences
- Technological barriers (Unable to see nonverbal communication)

Overcoming Barriers to Effective Communication

1. _____

- Maintain eye contact
- Paraphrase a message to the sender to ensure understanding
- Ask questions
- Be present

2. _____

- “Most people do not listen with the intent to understand; they listen with the intent to reply.” -Stephen R. Covey
- Stop thinking “I must defend my position,” “I don’t have time to listen to everything you say,” “I need an entrance into the conversation,” “I know what you are going to say,” and “I already know what you should do.”

3. _____

- How would the other person perceive your words, nonverbal communication, or text or graphic?
- What is your audience’s background?

4. _____

- “I” messages allow a sender to express strong emotions without attacking the receiver.
- “You constantly interrupt me!” vs. “It makes me upset when I am not allowed to finish my sentence.”

Importance of Family Ties

- Needed for healthy relationships, problem solving, and _____.
- Healthy families are proven to support _____ employees.
- Good communication at home teaches good communication in the _____.

Family Ties Formative Assessment: Learning Check

1. Family Ties encourages members to strengthen what in their life? (1 point)

- a. Family and home life.
- b. FCCLA Planning Process use.
- c. FCCLA knowledge.
- d. Family communication.

2. What are the three parts of communication? (1 point)

- a. Giver, verbal, nonverbal.
- b. Giver, message, receiver(s).
- c. Sender, message, receiver(s).
- d. Sender, message, reciprocator.

3. Which of the following is Not a form of communication? (1 point)

- a. Verbal
- b. Nonverbal
- c. Visual
- d. Kinesthetic

4. What is the number one strategy for overcoming ineffective communication? (1 point)

- a. Practice active listening
- b. Listen to respond
- c. Speak and write with correct grammar
- d. Respond with facial expressions

5. In the space provided below, give an example of a communication barrier. (1 point)



Working on Working: Lesson Plan

****Adapted from the National FCCLA Power of One Program Guide*

Total Time: 60 Minutes

Handouts:

- Working on Working note-taking guide
- Minnesota Power of One Handbook
- Minnesota Power of One PowerPoint

SESSION OUTCOMES

The member will be able to reflect on and identify his or her personal strengths and weaknesses and demonstrate how he or she can best utilize these points to contribute to the success of a team.

The member will be able to identify methods for successfully collaborating with others in the workplace.

The member will be able to devise a project to improve his or her real world skills based on a SMART goal for the Working on Working Power of One unit.

ASSESSMENT

Colors collaboration activity

NATIONAL FCS STANDARDS

1.2.4 Demonstrate teamwork skills in school, community and workplace settings with diverse populations.

13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.

13.5.2 Demonstrate strategies to motivate, encourage, and build trust in group members.

13.5.3 Demonstrate strategies that utilize the strengths and minimize the limitations of team members.

13.5.4 Demonstrate techniques that develop team and community spirit.

13.5.5 Demonstrate ways to organize and delegate responsibilities.

13.5.7 Demonstrate processes for cooperating, compromising, and collaborating.

Working on Working: Lesson Plan

TIME	DESCRIPTION
0-10	<p>True Colors</p> <p>Instruct members that they will reflect on their “true colors” and use the presentation slides to describe the validity of the exam. Provide a True Colors quiz to each participant and emphasize the instructions on the sheet. Allow members five minutes to complete the quiz silently and independently. As the collective group finishes their quizzes, allow members a few minutes, if necessary, to tabulate their results. Afterwards, split the class into breakout groups so that they may discuss and answer the discussion question in the presentation. Repeat this process until all questions have been answered.</p>
10-35	<p>Understanding Our True Colors</p> <p>Now that members have determined their true color, instruct members to assemble with their like colors. Distribute the True Colors Explained sheet to each participant. Allow members a few minutes to read the sheet independently, or call on participants to read a few of the points aloud. Distribute the Working on Working note-taking guide. Using the presentation slides, explain collaboration and its importance in achieving tasks. Then, give color groups a few minutes to discuss their strengths and weaknesses in a group setting when collaborating with each other. They should record their answers on their note-taking guide.</p>
35-50	<p>Working on Working</p> <p>Explain that Working on Working, the third unit of Power of One, prompts members to develop a project to improve their real world skill sets to be successful in a future career. Emphasize that the project a member takes on does NOT have to revolve around collaboration, but collaboration and the leveraging of individual differences is necessary for a successful work environment. Touch on the importance of collaboration again.</p>
50-60	<p>Quiz & Introduce Assignment</p>

True Colors Personality Quiz

Describe Yourself

In the boxes below are groups of word clusters printed horizontally in rows. Look at all the choices in the first box (A,B,C,D). Read the words and decide which of the four letter choices is most like you. Give that a “4”. Then rank order the next three letter choices from 3-1 in descending preference. You will end up with a box of four letter choices, ranked from “4” (most like you) to “1” (least like you). Continue this process with the remaining four boxes until each have a 4, 3, 2, and 1.

Box One

A. ____	B. ____	C. ____	D. ____
Active Opportunistic Spontaneous	Parental Traditional Responsible	Authentic Harmonious Compassionate	Versatile Inventive Competent

Box Two

E. ____	F. ____	G. ____	H. ____
Curious Conceptual Knowledge	Unique Empathetic Communicative	Practical Sensible Dependable	Competitive Impetuous Impactful

Box Three

I. ____	J. ____	K. ____	L. ____
Loyal Conservative Organized	Devoted Warm Poetic	Realistic Open-Minded Adventuresome	Theoretical Speaking Ingenious

Box Four

M. ____	N. ____	O. ____	P. ____
Concerned Procedural Cooperative	Daring Impulsive Fun	Tender Inspirational Dramatic	Determined Complex Composed

Box Five

Q. ____	R. ____	S. ____	T. ____
Philosophical Principled Rational	Vivacious Affectionate Sympathetic	Exciting Courageous Skillful	Orderly Conventional Caring

A, H, K, N, S (orange) = ____

B, G, I, M, T (gold) = ____

C, F, J, O, R (blue) = ____

D, E, L, P, Q (green) = ____

BLUE:

I need to feel unique and authentic

Enthusiastic, Sympathetic, Personal

I look for meaning and significance in life

Warm, Communicative, Compassionate

I need to contribute, to encourage, and to care

Idealistic, Spiritual, Sincere

I value integrity and unity in relationships

Peaceful, Flexible, Imaginative

In childhood...

- I was extremely imaginative and found it difficult to fit into the structure of school life.
- I reacted with great sensitivity to discordance or rejection and sought recognition.
- I responded to encouragement rather than competition.

In relationships...

- I seek harmonious relationships.

- I am a true romantic and believe in drama, warmth, and empathy to all relationships.

At work...

- I have a strong desire to influence others so they may lead more significant lives.
- I often work in the arts, communication, education, and helping professions.
- I am adept at motivating and interacting with others.

Leadership Style...

- Expects others to express views
- Assumes “family spirit”
- Works to develop others’ potential
- Individual oriented
- Democratic, unstructured approach
- Expects people to develop their potential

Symptoms of a Bad Day...

- Attention-getting misbehaving
- Lying to save face
- Day-dreaming
- Crying and depression
- Passive resistance and possible withdrawal



GOLD:

I need to follow rules and respect authority

Loyal, Dependable, Prepared

I have a strong sense of what is right and wrong in life

Thorough, Sensible, Punctual

I need to be useful and belong

Faithful, Stable, Organized

I value home, family, and tradition

Caring, Concerned, Concrete

In childhood...

- I wanted to follow the rules and regulations of the school.
- I understood and respected authority and was comfortable with academic routine.
- I was the easiest of all types of children to adapt to the education system.

In relationships...

- I enjoy others who can work along with me, building secure, predictable relationships together.
- I demonstrate admiration through the practical things I do for the ones I love.

At work...

- I provide stability and can maintain organization.
- My ability to handle details and to work hard makes me the backbone of many organizations.
- I believe that work comes before play, even if I must work overtime to complete the task.

Leadership Style...

- Expects punctuality, order, loyalty
- Assumes "right" way to do things
- Seldom questions tradition & rules
- Detailed/thorough approach
- Expects people to "play" their roles

Symptoms of a Bad Day...

- Complaining and self-pity
- Anxiety and worry
- Depression and fatigue
- Malicious judgments about yourself or others
- Herd mentality exhibited in blind following of leaders

ORANGE:

I act on a moment's notice

Witty, Charming, Spontaneous

I consider life a game, here and now

Impulsive, Generous, Impactful

I need fun, variety, stimulation, and excitement

Optimistic, Eager, Bold

I value skill, resourcefulness, and courage

Physical, Immediate, Fraternal

In childhood...

- I had the most difficult time fitting into academic routine.
- I learned by doing and experiencing rather than by listening and reading.
- I needed physical involvement in the learning process and was motivated by my own natural competitive nature and sense of fun.

In relationships...

- I seek a relationship with shared activities and interests.
- I like to explore new ways to energize the relationship.
- I enjoy giving extravagant gifts that bring obvious pleasure to special people in my life.

At work...

- I am bored and restless with jobs that are routine and structured.
- I am satisfied in careers that allow me independence and freedom, while utilizing my physical coordination and my love of tools.
- I am a natural performer.

Leadership Style...

- Expects quick action
- Works in the here and now
- Performance oriented
- Welcomes change and flexibility
- Expects people to "make it fun"

Symptoms of a Bad Day...

- Rudeness and defiance
- Breaking the rules intentionally
- Running away and dropping out
- Use of stimulants
- Acting out boisterously

GREEN:

I seek knowledge and understanding

Analytical, Global, Conceptual

I live by my own standards

Cool, Calm, Collected

I need explanation and answers

Inventive, Logical, Perfectionist

I value intelligence, insight, fairness, and justice

Abstract, Hypothetical, Investigative

In childhood...

- I appeared to be older than my years and focused on my greater interests, achieving in subjects that were mentally stimulating.
- I was impatient with drill and routine, questioned authority, and found it necessary to respect teachers before I could learn from them.

In relationships...

- I prefer to let my head rule my heart.
- I believe that once feelings are stated, they are obvious to others.
- I want to establish a relationship, leave it to maintain itself, and turn my energies to my studies, work or other interests.

At work...

- I am conceptual and an independent thinker. For me, work is play.
- I like to develop models, explore ideas, or build systems.
- Once I have perfected an idea, I prefer to move on, leaving the project to be maintained and supported by others.

Leadership Style...

- Expects intelligence, competence, and follow through
- Seeks ways to improve systems
- Visionary
- Analytical
- Encourages change for improvement

Symptoms of a Bad Day...

- Indecisiveness
- Refusal to comply or cooperate; the silent treatment
- Extreme withdrawal
- Snobbish, put-down remarks, and sarcasm
- Perfectionism due to severe performance anxiety
- Highly critical attitudes toward yourself or others

Working on Working: Note-Taking Guide

Name: _____

Date: _____

Collaboration

- Collaboration in my own words...

- When working with a group, _____ are inevitable. Others will have different thoughts, _____, and methods.
- Differences are a _____ !
- By understanding _____, differences can be leveraged within a group and can make a team stronger.
- Before you can understand others, you must first know what you bring to the _____.
- What are your _____ and _____? Think of examples where you saw these in action.

Collaboration in the Workplace

- _____ self-examination
- _____ problem solving
- Employees can learn from _____
- Increased _____
- More likely to have an even _____



Working on Working

- Working on Working is the _____ unit in the FCCLA Power of One national program.
- This unit focuses on developing one's real world skills as a future _____ holder.
- The real-world skills this unit focuses on are _____ to becoming a successful wage earner.

Working on Working Formative Assessment: Learning Check

1. Working on Working focuses on what? (1 point)

- a. Improving a member's work ethic
- b. Improving a member's real world skills
- c. Improving a member's collaboration
- d. Improving a member's social skills

2. What is the first step to effective collaboration? (1 point)

- a. Understanding the strengths and weaknesses of those you're working with
- b. Understanding the strengths and weaknesses of the task at hand
- c. Understanding the strengths and weaknesses of yourself
- d. Understanding the strengths and weaknesses of idea sharing

3. Which of the following is NOT a benefit of collaboration? (1 point)

- a. Employees learn from one another
- b. Less accountability
- c. Increased efficiency
- d. Promotion of brainstorming

4. What is the third step of the FCCLA Planning Process? (1 point)

- a. Act
- b. Follow Up
- c. Identify Concerns
- d. Form a Plan

Identify your True Color and, in 4-5 sentences, describe a time you were collaborating with others and you displayed one of your Color's strengths. Be specific. (1 point)



Take the Lead: Lesson Plan

****Adapted from the National FCCLA Power of One Program Guide*

Total Time: 60 Minutes

Handouts:

- Working on Working note-taking guide
- Minnesota Power of One Handbook
- Minnesota Power of One PowerPoint

SESSION OUTCOMES
The member will be able to define servant leadership and recognize its characteristics.
The member will be able to apply the concept of servant leadership to various contexts and conceptualize its outcomes in each.
The member will be able to devise a project to improve his or her leadership skills based on a SMART goal for the Take the Lead Power of One unit.
ASSESSMENT
Servant leadership discussion.
NATIONAL FCS STANDARDS
1.2.6 Demonstrate leadership skills and abilities in school, workplace, and community settings.

Take the Lead: Lesson Plan

TIME	DESCRIPTION
0-10	<p>Tug-O-War</p> <p>Ask students to take out a piece of paper or sticky note. On one side, they should write the word “action” and on the other they should write “position.” Ask students whether they believe leadership is an action or a position. They should hold up their piece of paper with their response facing forward. Take note of the amount of people on either “side” of the tug-o-war. Ask a few volunteers to share the reasoning behind their response to this question.</p>
10-25	<p>Brainstorm</p> <p>Divide the members into seven breakout groups. Each breakout group will receive one of these seven topics:</p> <ul style="list-style-type: none"> 1: Families 2: Careers 3: Communities 4: Global Society 5: School 6: Peers 7: Organizations/Extracurricular Activities <p>Ask each group to find one volunteer to be the writer. Pose the following question: What does it mean to lead? Participants should cater their answers to the environment listed at the top of their flipchart paper. Allow members three minutes to brainstorm/write as much as they can. Have groups share their information.</p> <p>During this full group share, emphasize anything that relates to service, but don’t outright say it. For example, if a member shares that a responsibility is to lead meetings, respond with something such as: “So you’re saying a leader has the responsibility to bring people together and share information that hopefully makes their lives easier.”</p> <p>Next, utilize the presentation slides to introduce the lesson.</p>

25-40	<p>Servant Leadership & Discussion</p> <p>Emphasize to participants that a leader's key responsibility is to serve others. Utilize the presentation slides to guide members through a discussion of servant leadership.</p>
40-50	<p>Explain that Take the Lead, the fourth unit of Power of One, prompts members to develop a project to improve their leadership skills.</p> <p>Revisit the Tug of War visual from the beginning of the session. Hold a discussion with the members regarding their initial answers. Where would they fall on the spectrum now? Ask members to hold up their sign again, and tally up the answers. Emphasize that leadership is largely an action, not a position. Guide members to come to the conclusion that each one of them can be a leader in some context. Leadership skills are valuable skills for life, and their Take the Lead project should reflect this.</p>
50-60	<p>Quiz & Introduce Assignment</p>

Take the Lead: Note-Taking Guide

Name: _____

Date: _____

Servant Leadership

- Definition:

- Acknowledges the _____ of others
- Involves team members in _____ making
- Supports team members in achieving their own _____
- Builds a sense of _____ within a group

Benefits of Servant Leadership

- Increased _____
- Better relationships within a _____
- _____ engagement
- Increased _____

Take the Lead

- Take the Lead is the _____ unit in the FCCLA Power of One national program.
- This unit focuses on improving one's leadership _____ and _____.
- As you work to plan your project, keep in mind the characteristics of a _____ . How can you incorporate those into your leadership skill set?



Take the Lead Formative Assessment: Learning Check

1. What is the fourth unit of Power of One? (1 point)

- a. Take the Lead
- b. Families First
- c. Working on Working
- d. Speak Out for FCCLA

2. Which of the following does servant leadership NOT promote? (1 point)

- a. Increased innovation
- b. Higher engagement
- c. Decreased sense of community
- d. Less feelings of exclusion

3. Servant leadership is a _____ that complements any style of leadership. (1 point)

- a. Mentality
- b. Action
- c. Initiative
- d. Result

4. What is the first step of the FCCLA Planning Process? (1 point)

- a. Identify Concerns
- b. Act
- c. Follow Up

d. Form a Plan

5. In 1-2 sentences, define servant leadership. (1 point)



Speak Out for FCCLA: Lesson Plan

****Adapted from the National FCCLA Power of One Program Guide*

Total Time: 60 Minutes

Handouts:

- Working on Working note-taking guide
- Minnesota Power of One Handbook
- Minnesota Power of One PowerPoint

SESSION OUTCOMES
The member will be able to evaluate the importance and role of critical thinking in a 21st century society.
The member will be able to describe and apply the critical thinking process.
The member will be able to devise a project to promote FCCLA based on a SMART goal for the Speak Out for FCCLA Power of One unit.
ASSESSMENT
Critical thinking practice activity
NATIONAL FCS STANDARDS
13.6.3 Apply critical thinking and ethical standards when making judgements and taking action.

Speak Out for FCCLA: Lesson Plan

TIME	DESCRIPTION
0-10	<p>Tug-O-War</p> <p>Ask students to take out a piece of paper or sticky note. On one side, they should write the word “action” and on the other they should write “position.” Ask students whether they believe leadership is an action or a position. They should hold up their piece of paper with their response facing forward. Take note of the amount of people on either “side” of the tug-o-war. Ask a few volunteers to share the reasoning behind their response to this question.</p>
10-25	<p>Brainstorm</p> <p>Divide the members into seven breakout groups. Each breakout group will receive one of these seven topics:</p> <ul style="list-style-type: none"> 1: Families 2: Careers 3: Communities 4: Global Society 5: School 6: Peers 7: Organizations/Extracurricular Activities <p>Ask each group to find one volunteer to be the writer. Pose the following question: What does it mean to lead? Participants should cater their answers to the environment listed at the top of their flipchart paper. Allow members three minutes to brainstorm/write as much as they can. Have groups share their information.</p> <p>During this full group share, emphasize anything that relates to service, but don’t outright say it. For example, if a member shares that a responsibility is to lead meetings, respond with something such as: “So you’re saying a leader has the responsibility to bring people together and share information that hopefully makes their lives easier.”</p> <p>Next, utilize the presentation slides to introduce the lesson.</p>

25-40	<p>Servant Leadership & Discussion</p> <p>Emphasize to participants that a leader's key responsibility is to serve others. Utilize the presentation slides to guide members through a discussion of servant leadership.</p>
40-50	<p>Explain that Take the Lead, the fourth unit of Power of One, prompts members to develop a project to improve their leadership skills.</p> <p>Revisit the Tug of War visual from the beginning of the session. Hold a discussion with the members regarding their initial answers. Where would they fall on the spectrum now? Ask members to hold up their sign again, and tally up the answers. Emphasize that leadership is largely an action, not a position. Guide members to come to the conclusion that each one of them can be a leader in some context. Leadership skills are valuable skills for life, and their Take the Lead project should reflect this.</p>
50-60	<p>Quiz & Introduce Assignment</p>

Speak Out for FCCLA: Lesson Plan

TIME	DESCRIPTION
0-5	<p>Scavenger Hunt</p> <p>Split students into breakout groups and ask them to conduct a mini scavenger hunt in the room they are in. Ask them to find an image or object that they feel best represents</p>
10-25	<p>Critical Thinking</p> <p>Transition the discussion and lead members in a conversation regarding the critical thinking process. Use the presentation slides for this direct instruction. Members should take notes on their note taking guide to follow along.</p>
25-40	<p>Critical Thinking in Action Activity</p> <p>Talk to a 6-year-old. Einstein is sometimes credited with saying, "if you can't explain it to a 6-year-old, you don't understand it yourself," though the exact attribution is in question. Split members back into breakout rooms and ask them to each take two minutes to explain something to their group as if they were talking to a six year old.</p> <p>Categories you can prompt them with include:</p> <p>“Explain Power of One”</p> <p>“Explain STAR Events”</p> <p>“Explain *insert module of Power of One here*”</p> <p>“Explain servant leadership.”</p> <p>This is a great way for students to test their knowledge and see if they themselves understand the material enough to explain it to a 6 year old!</p>



40-50	<p>Power of One: Speak Out for FCCLA</p> <p>Explain that Speak Out for FCCLA, the final unit of Power of One, is designed for members to share their FCCLA experience and the benefits of the organization in a method or medium that works for them.</p> <p>Use the presentation slides to explain Speak Out for FCCLA. Emphasize that members must use their critical thinking skills to effectively and creatively inform others of the organization. Lead a discussion with the members using the slides.</p>
50-60	<p>Quiz & Introduce Assignment</p>

Speak Out for FCCLA: Note-taking Guide

Critical Thinking Process

- _____ step process for thinking critically
- Can be used in any situation
- Promotes _____, unbiased, effective _____ making

Step One: _____

- Identify the issue at hand
- Gain an understanding of the issue by asking questions
- Determine why you need to solve the problem

Step Two: _____

- Gather information about your issue and possible solutions
- Seek data to expand your thinking

Step Three: _____

- Find the link between the information found and the resources available to solve the problem.
- Reflect to determine if your personal biases are impacting your information or thinking-remember, when thinking critically, it is important to remove your personal biases.



Step Four: _____

- Analyze the situation to determine the strong and weak points of the situation and obstacles to overcome.
- Prioritize issues at hand to solve.

Step Five: _____

- Now that the situation has been analyzed, a decision should be formed.
- Decide how to best carry out your solution based on your priorities.
- If multiple solutions are present, determine the best option.

Step Six: _____

- Carry out your action plan based on your gathered information, priorities, and unbiased decision.

Critical Thinking Process and FCCLA Planning Process

- The critical thinking process and the _____
_____ can work hand in hand
- Apply the critical thinking process when _____ to set a _____
and _____ a _____



Speak Out for FCCLA Formative Assessment: Learning Check

1. What is the fifth unit of Power of One? (1 point)

- a. Take the Lead
- b. Families First
- c. Working on Working
- d. Speak Out for FCCLA

2. When thinking critically, it is important to remove _____ . (1 point)

- a. Personal biases
- b. Outside perspectives
- c. Limited resources
- d. Internal ethics

3. In what two steps of the FCCLA Planning Process is the critical thinking process best applied? (1 point)

- a. Follow Up and Act
- b. Identify Concerns and Set a Goal
- c. Form a Plan and Act
- d. Set a Goal and Form a Plan

4. Critical thinking is best used in what context? (1 point)

- a. Telling others of FCCLA
- b. The workplace
- c. In school
- d. All of these contexts require critical thinking

5. List three of the six steps of the critical thinking process. (1 point)

