

FCCLA Lesson Plan: The FCCLA Planning Process

Topic: Introduction to the FCCLA Planning Process Activity

Grade Level: All

Timeframe: 40-60mins

Learning Objectives:

1. Identify the steps of the FCCLA Planning Process and arrange them in the proper sequence.
2. Students will identify a community need based on observation, research, interview or
3. Demonstrate the use of the FCCLA Planning Process in the development of a class project.
4. Design a service learning project as a class. All students will play a role in the development and implementation of the project.

National FCS Standards:

CAREER, COMMUNITY, AND FAMILY CONNECTIONS 1.0 Integrate multiple life roles and responsibilities in family, work, and community settings.

FAMILY AND COMMUNITY SERVICES 7.0 Integrate knowledge, skills, and practices required for careers in family and community services.

Activity 1: Planning Process Overview

Teach what the FCCLA Planning Process is using the FCCLA Planning Process presentation

Activity 1 Timeframe: 10-15mins

Activity 1 Materials Needed:

[FCCLA Planning Process Presentation](#)

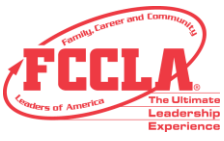
Activity 2: Planning Process Match UP

Use the [Teacher Directions](#) to guide this activity

Activity 2 Timeframe: 30-60mins

Activity 2 Materials Needed:

1. [Planning Process Graphics](#) Printed on 8 ½ by 11" for small group work or printed poster size for class to do activity as a whole group.
2. [Planning Process statements/questions](#) printed on colored paper, cut to separate into individual questions or statements.
3. [Planning Process Summary Page](#), one for each student or group.



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Planning Process Match Up

Teacher Directions:

This activity may be a class activity in which one set of statements would be used. It may also be used by small groups which will require a set of activity materials for each group of 4-6 students.

Poster size images of Planning Process Graphics/Symbols to use with a whole class at one time or symbols printed on individual sheets to be used by groups of students. Laminate the planning process symbols and the statements/questions to allow for reuse of the cards.

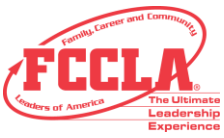
Print planning process statements on colored paper or cardstock so they can be cut apart. Colored paper makes sorting individual sets of cards easier when using several sets of statements/questions for small groups. Laminated cards will last longer and show less wear and tear.

Supplies:

- Step cards-5 steps of the planning process
- Statement/Question card listing statements and questions that are associated with the individual steps of the FCCLA Planning Process
- Tokens of two different colors-buttons work great (10 large ones representing the five steps of the planning process and 50 small items representing the statement/questions for each step of the planning process)
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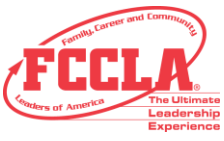
Small Groups

1. One student from each group will act as the leader. They will be given the key to which statement/question card is associated with each step of the planning process.
2. Each group will need a set of planning process symbols and a set of statement/question cards, five step cards, five large tokens and 50 small tokens and an answer key.
3. The planning process symbol cards will be placed on the table in front of the students.
4. Each player receives five small tokens and one large token for their bank and may win additional tokens during the game.
5. Individual statement/question cards are dealt to each student. Statement/question cards should be dealt facedown to each player until all cards have been dealt.
6. The player receiving the cards may look at their cards and arrange them in whatever order they wish.
7. Five step cards will be included in the statement/question deck. If a student receives a step card they must play that card before any other cards are played on that step of the planning process.
8. The student who receives a step card places the step card above the appropriate symbol and receives a large token if everyone agrees that the step and symbol go together. If there is a question the leader will determine if the two match by consulting the answer key. If it is incorrect the student who placed the card does not receive the large token, it is returned to the leader. If the student is correct they receive the large token plus a small token for their correct placement of the step.

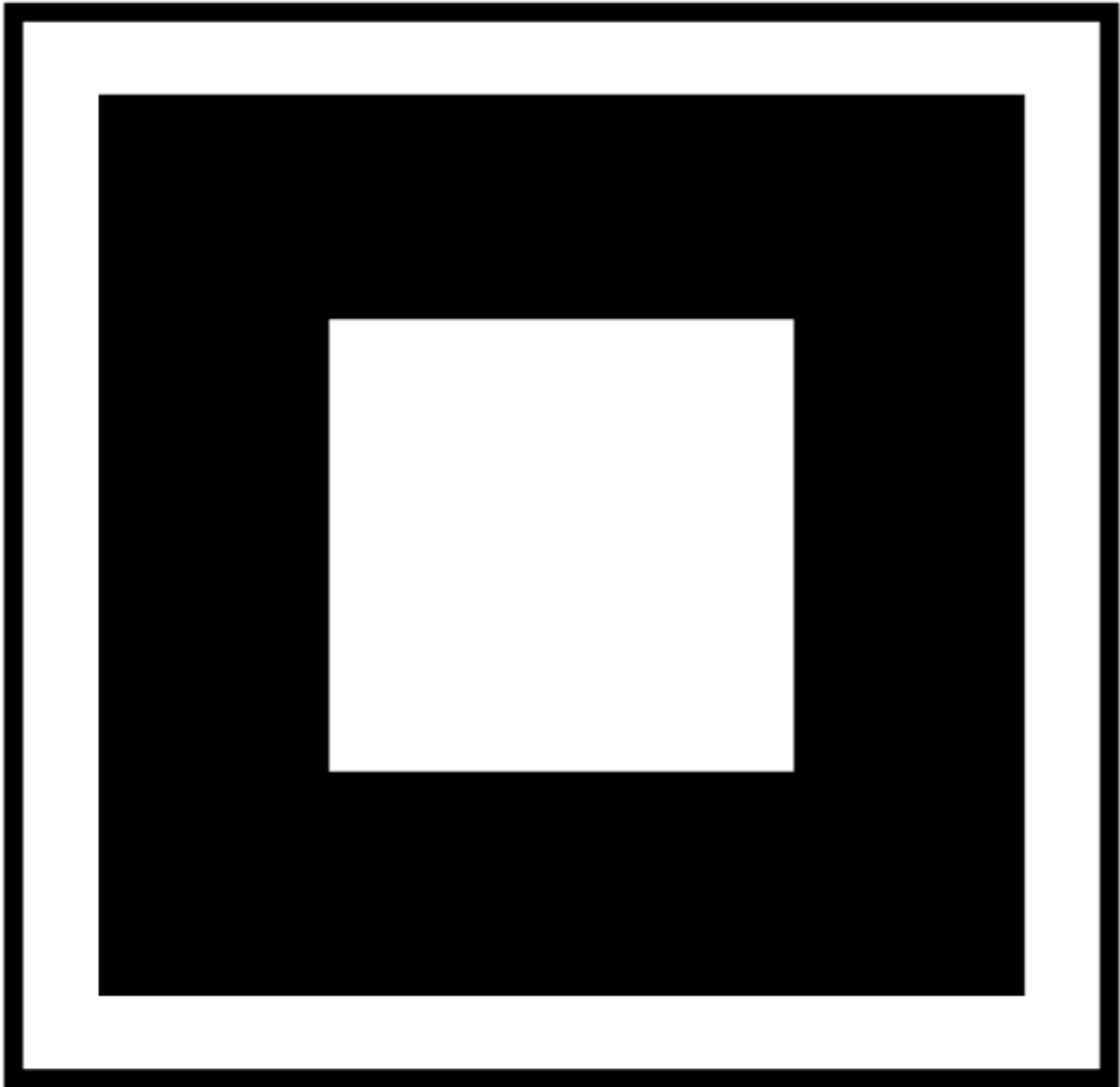


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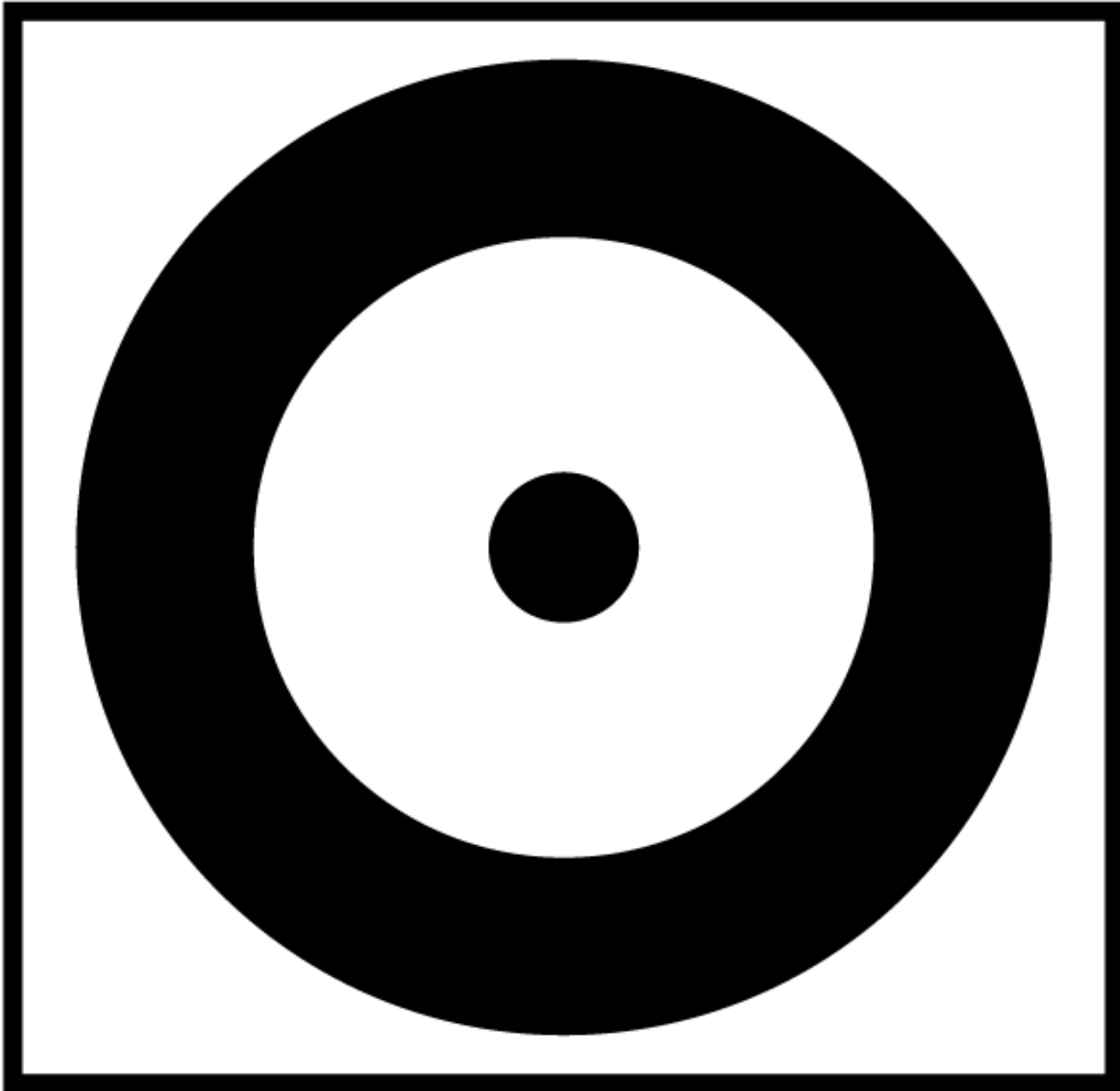
9. Any player may challenge the placement of the step card by placing a small token on the step card. The leader then consults the answer key. If the student who is correct gets both small tokens and the large token from the planning process step card. If the challenger is correct they have the opportunity to place the step card on the correct planning process symbol and are awarded the large token for that step.
10. Students determine which step in the planning process the statement/question card should be associated with. They play their card on that symbol face up. If they are correct they receive a small token.
11. Other students may challenge if they believe the statement/question is on the wrong symbol. The student voicing the challenge must place one token on the statement that is being challenged, and the student who placed the statement must also place a token on the statement.
12. If another student believes the placement is incorrect they must have a token to make the challenge. The leader will determine if the placement is correct, if it is the student who placed the statement/question is correct they receive both tokens as their reward. If the placement is incorrect then the challenging student receives both tokens.
13. If a student challenges placement of a statement/question and wins the challenge they have the opportunity to place the statement/question on the appropriate step and receive an additional token for a correct placement. The leader will determine if the statement/question is placed correctly



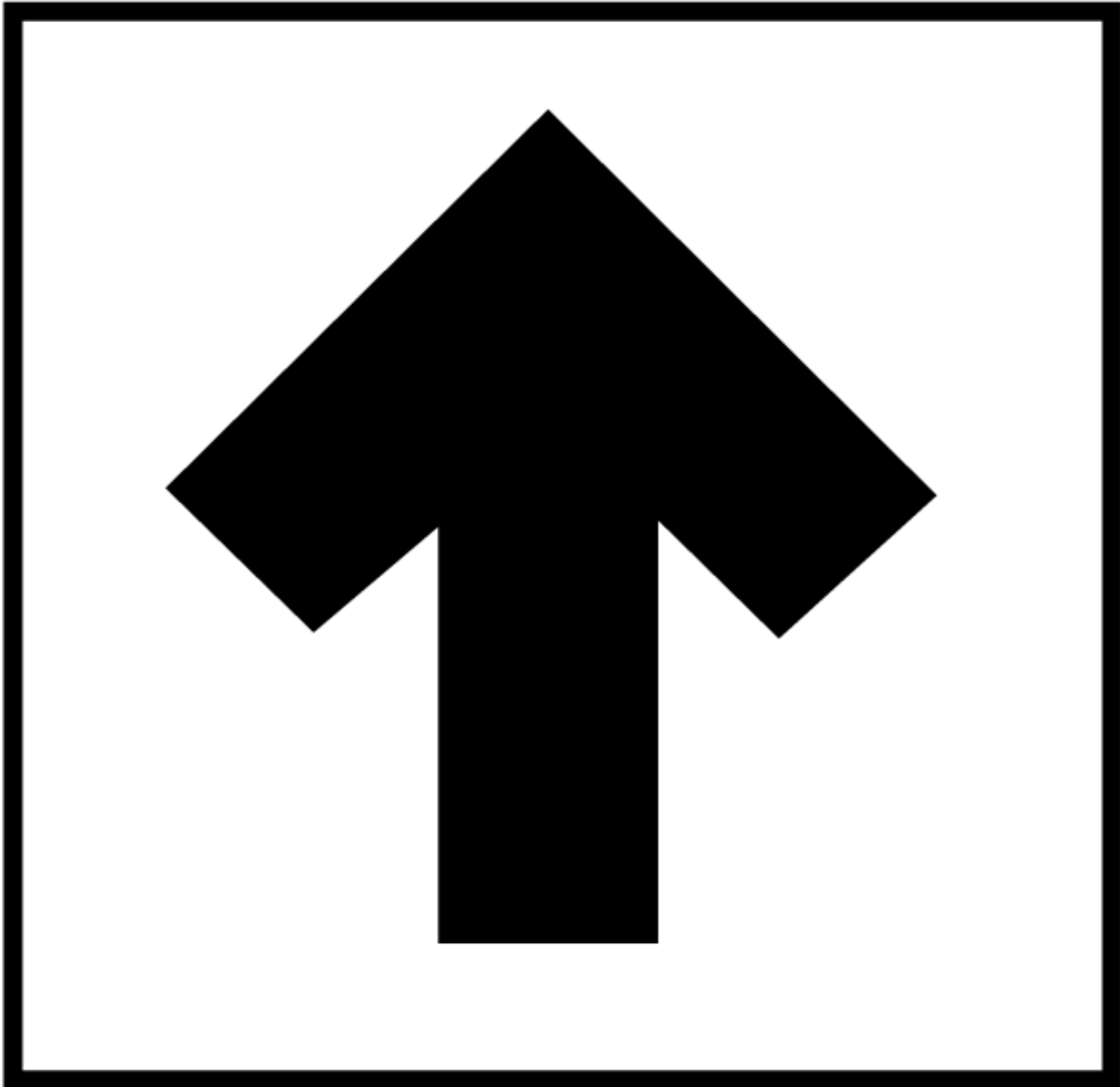
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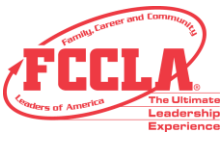


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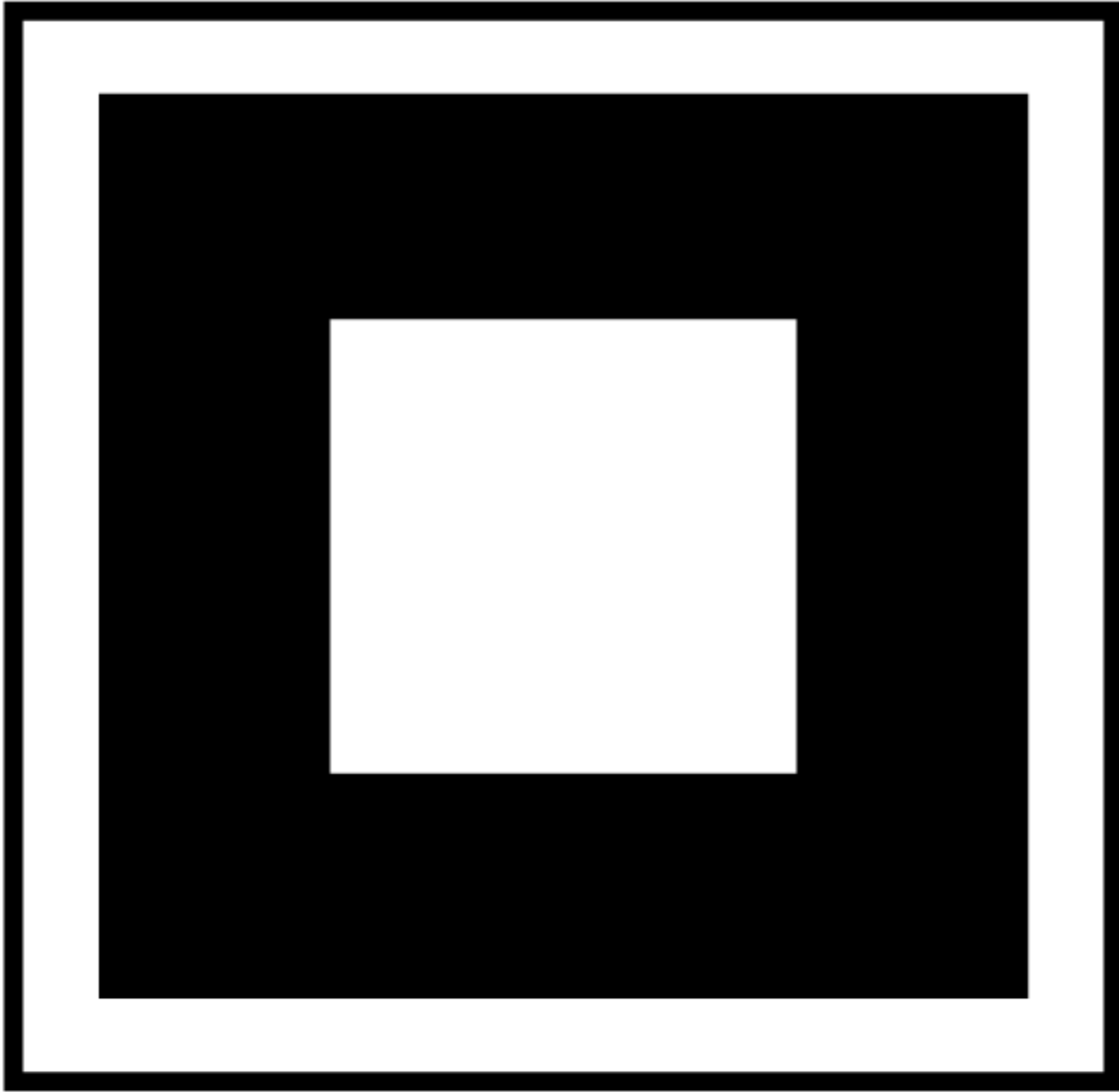


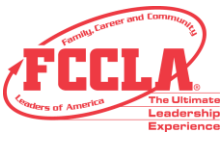
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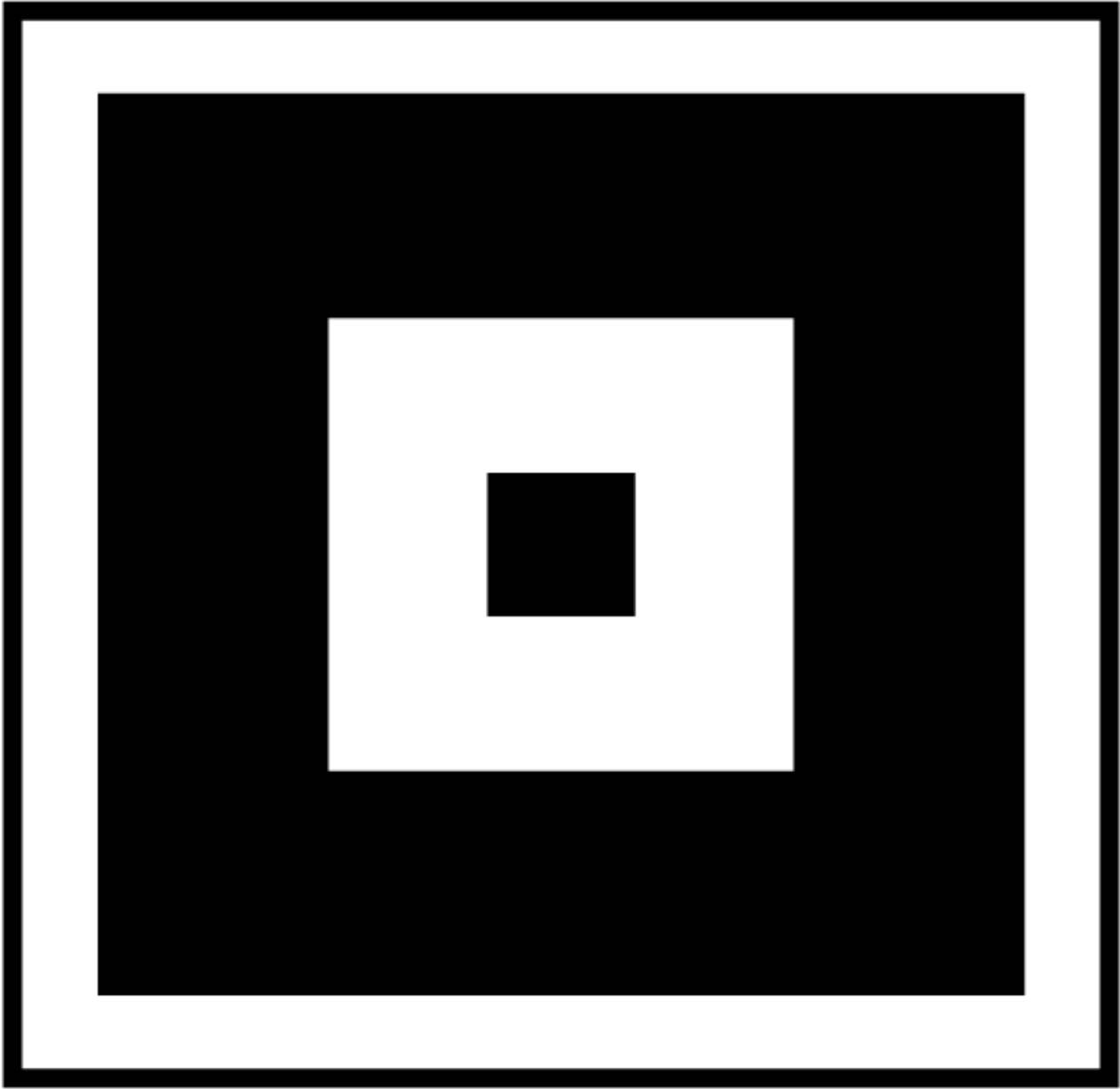


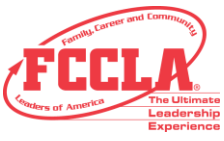
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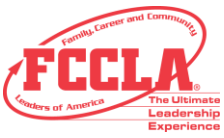


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Step Card

Identify Concern

Step Card

Set a Goal

Step Card

Form a Plan

Step Card

Act

Step Card

Follow Up

Statement/Question

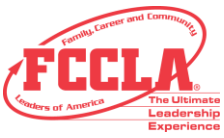
Evaluate listed concerns

Statement/Question

- Brainstorm concerns

Statement/Question

- Narrow to one workable idea or concern



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Statement/Question

- Get a clear mental picture of what you want to accomplish

Statement/Question

- Write it down

Statement/Question

- Evaluate it

Statement/Question

- Example: “We want to better understand ...” “We hope to broaden people’s knowledge of . . .” “When we present our STAR event, we want to provide people with (information, facts, data, and/or knowledge) about. . .”

Statement/Question

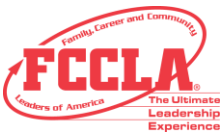
- Plan how to achieve your goal

Statement/Question

- Who are we targeting? Presenting to? Who will do what?

Statement/Question

- What items or tasks need to be completed? Made? Planned for?
- When do things need to be done by? What are our deadlines: to be able to complete on time?



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Statement/Question

- Why is this concern important to you? Why is it important enough to share with others?

Statement/Question

- How are you sharing your information: How will things be made?

Statement/Question

- What types of media will you be using for your project?

Statement/Question

- Include a media plan in your project timeline

Statement/Question

- What skills do we need to learn?

Statement/Question

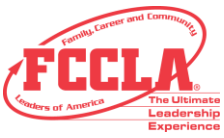
- What skills do we have?

Statement/Question

- What obstacles do you see?

Statement/Question

- Identify the steps you took to carry out your project



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Statement/Question

- List the timeline you used to complete your project

Statement/Question

- Evaluate the project

Statement/Question

- Make improvements to presentation based on feedback

Statement/Question

- Recognize participants

Statement/Question

- Submit follow-up media releases

Example

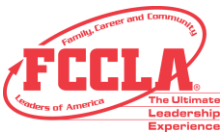
We have an active FCCLA chapter, but we don't feel that everyone in our school knows what FCCLA is all About. We need new members to help increase our visibility in the school and community.

Example

To recruit 20 NEW affiliated FCCLA members with a Be Part of It! membership campaign which will include posters, signs, classroom presentations, and a Beach Party at the next chapter meeting.

Example

Who: Membership committee and returning FCCLA members



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Example

What: Create 10 posters about FCCLA and remind students of the Beach Party by utilizing the school morning announcements and handing out invitations to students who are eligible to join. Chapter members will also present FCCLA information and show the Be Part of It! video to Family and Consumer Sciences classes.

Example

Where: The posters will be placed in the halls and the announcements will reach all of the high school. The Beach Party will be in the Family and Consumer Sciences department. The FCCLA presentations will take place in the Family and Consumer Sciences classes.

Example

When: The membership committee will create posters within seven days. The posters will be placed during the first week of school. Announcements and classroom presentations will begin one week prior to the meeting. The membership committee and FCCLA adviser will purchase food and decorations for the beach party the night prior to the meeting. The meeting will be held three weeks after school starts.

Example

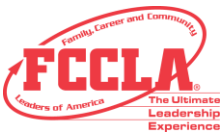
Why: We believe that Family, Career and Community Leaders of America is the Ultimate Leadership Experience!

Example

We want more members to join so that we can plan and carry out more community service projects this year and so that the school and community members are aware of what FCCLA is.

Example

How: The posters will be created on a computer to make them look professional. The membership committee will meet after school to plan the classroom presentations, school announcements, and Beach Party activities, food, and decorations. The committee will meet two times after school with their FCCLA adviser to ensure organization of the event.



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Example

The posters were created and placed throughout the school on time.

Example

Announcements were made and invitations were given to non-members about the Beach Party. FCCLA presentations took place in eight Family and Consumer Sciences classes.

Example

The membership committee bought and prepared the food and activities for the Beach Party.

Example

Forty non-members attended the Beach Party and FCCLA meeting.

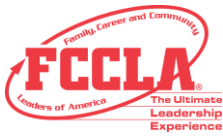
After the meeting, the membership committee spoke directly with the 40 interested non-members and asked them to join FCCLA.

Twenty-six new FCCLA members affiliated within one week of our meeting and 10 are still undecided and will join us at our next meeting to learn more about FCCLA.

Our first presentation to the Family and Consumer Sciences class was too scripted. We learned that we need to practice more so that we sounded more professional.

We also felt that handouts about FCCLA with the Beach Party invitations would have helped.

Next year we will plan on handing out a reminder note to the Family and Consumer Sciences classes the day before our meeting.



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Statement/question

The circle represents a continuous flow of ideas and has no beginning or end. As a target, it symbolizes zeroing in on the one idea around which you would like to build a project.

Statement/Question

The arrow stands for deciding which direction you will take. It points toward the goal or end result.

Statement/Question

The square represents the coming together of ideas.

Statement/Question

The different squares in this symbol represent the activities to be carried out to meet your goal.

Statement/Question

The broken squares suggest examining the project piece by piece. This symbol also represents a “window” through which to review and evaluate the plan.