



# MINNESOTA STATE ASSOCIATION

## **Advisers Essentials:**

A collection of resources from previous versions of:

- New Advisers Handbook
- Chapter Adviser Handbook
- Chapter Manual Essentials

Plus, MN specific resources, templates and lesson plans to help guide you through the Ultimate Leadership Experience

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# Advantages for Administrators

**Family, Career and Community Leaders of America (FCCLA)** is a national nonprofit student organization that helps youth develop leadership and workplace skills to prepare for both college and careers through peer-to-peer education, community engagement, and the application of skills learned in the Family and Consumer Sciences (FCS) classroom.

**Affiliation Deadline: November 1**

## Advantages for affiliated FCCLA students:

- Develop real world skills that prepare students to be college- and career-ready.
- Explore various Career Pathways within Family and Consumer Sciences.
- Participate in various Competitive Events in Human Services, Hospitality and Tourism, Education and Training, and Visual Arts and Design such as Fashion Design, Early Childhood Education, Nutrition and Wellness, Culinary Arts and more.
- FCCLA members are eligible to apply for one of our many scholarships. FCCLA awards over \$2,000,000 worth of scholarships a year.
- Develop leadership skills.

## Advantages for affiliated FCCLA Advisers:

- FCCLA offers invaluable resources to a Family and Consumer Sciences teacher to incorporate into their daily classroom. FCCLA offers its teachers the opportunity to help students apply their classroom content to real-life settings through lesson plans, program guides, Competitive Events and more!
- Advisers have a chance to participate in a variety of professional development opportunities focused on FCS and FCCLA throughout the year.
- Affiliated FCCLA Advisers have a chance to connect with industry representatives at national conferences to discuss trends and gain knowledge about products and opportunities.
- FCCLA Advisers empower our future leaders and promote personal growth and leadership development through FCS education.

FCCLA National Programs and Competitive Events support Career and Technical Education students' development of knowledge and skills, enhancing the classroom experience and Career Pathway initiatives. FCCLA is integrated into Family and Consumer Sciences and is intracurricular, exposing students to work-based learning, business and industry networks, and industry recognized certifications. FCCLA members explore career opportunities and build their real world skills by developing projects, engaging and participating in events, and competing regionally and nationally for scholarships and awards.

Administration support of FCCLA is a key element of its success. By extending this opportunity to students, you help them build leadership for families, careers, and communities.



# Section One - The Ultimate Leadership Experience

## Integration



### The FCCLA Adviser

#### Advantages of Being an Adviser

Being an FCCLA Adviser offers many benefits including resources, professional development opportunities, leadership growth, and networking. FCCLA is the student organization designed for Family and Consumer Sciences teachers in Career and Technical Education (CTE) programs. These benefits are available to any FCCLA Adviser at any experience level.

The resources that FCCLA offers are invaluable to a Family and Consumer Sciences teacher. Through program ideas, lesson plans, and Competitive Events, FCCLA offers its Advisers the opportunity to help students apply their classroom content to real world settings. These resources empower students to make real changes that benefit their personal growth, family relationships, career skills, and community lives.

Through participation in a variety of professional development opportunities throughout the year Advisers gain valuable information and networking. Affiliated FCCLA Advisers have the opportunity to connect with industry representatives at national conferences to discuss trends and gain knowledge about resources and opportunities. In addition to professional development, Advisers are equipped to help students pursue leadership opportunities.

FCCLA Advisers are dedicated individuals who network with others throughout the nation to share resources and provide support for other as you establish, build, and improve your chapter.



### Integrating FCCLA

FCCLA is designed to be a part of your everyday Family and Consumer Sciences curriculum. From Competitive Events to National Programs, there are multiple resources for supplementing and improving your curriculum. FCCLA members explore career opportunities and build real world skills by developing projects, engaging and participating in events, and competing regionally and nationally for scholarships and awards. Here are a few ways you can start integrating FCCLA:

- Build leadership roles in each class; student leaders to help take attendance, gather homework, set out materials, and lead in-class discussions.
- Use STAR Events and Skill Demonstration Events as classroom projects. The directions for each are found in the Competitive Events Guide and include everything from project directions to grading rubrics.
- FCCLA National Programs contain curriculum and lesson plans that can be purchased from the [FCCLA Store](#) or in the Portal. Use the FREE Power of One materials on the [website](#) to get you started!
- Say Yes to FCS! There are lesson plans and resources available [here](#) to help you promote the field of FCS to your students.



# HOW TO INTEGRATE A COMMUNITY SERVICE PROJECT INTO THE CLASSROOM

The FCCLA Community Service program guides students to develop, plan, carry out, and evaluate projects to improve the quality of life in their communities. FCCLA members learn about themselves, develop and apply leadership skills, and serve others. Engaging young people in service is more than a “feel good” activity. Service results in very real student learning in areas such as applied academics, career preparation, character development, and technical skills. When students learn through service, their heads, hearts, and hands are engaged, and they are likely to retain what they learn.

- Know the mission of your project. Be clear about what you want to accomplish before you start planning project details.
- Be hands-on. Try to develop a project that puts you in the middle of the community and creates concrete results.
- Meet real needs-don't only impose your own ideas. Create a project that fits real local needs as well as your interests.

Check out an easy-to-implement idea for your FCS curriculum!

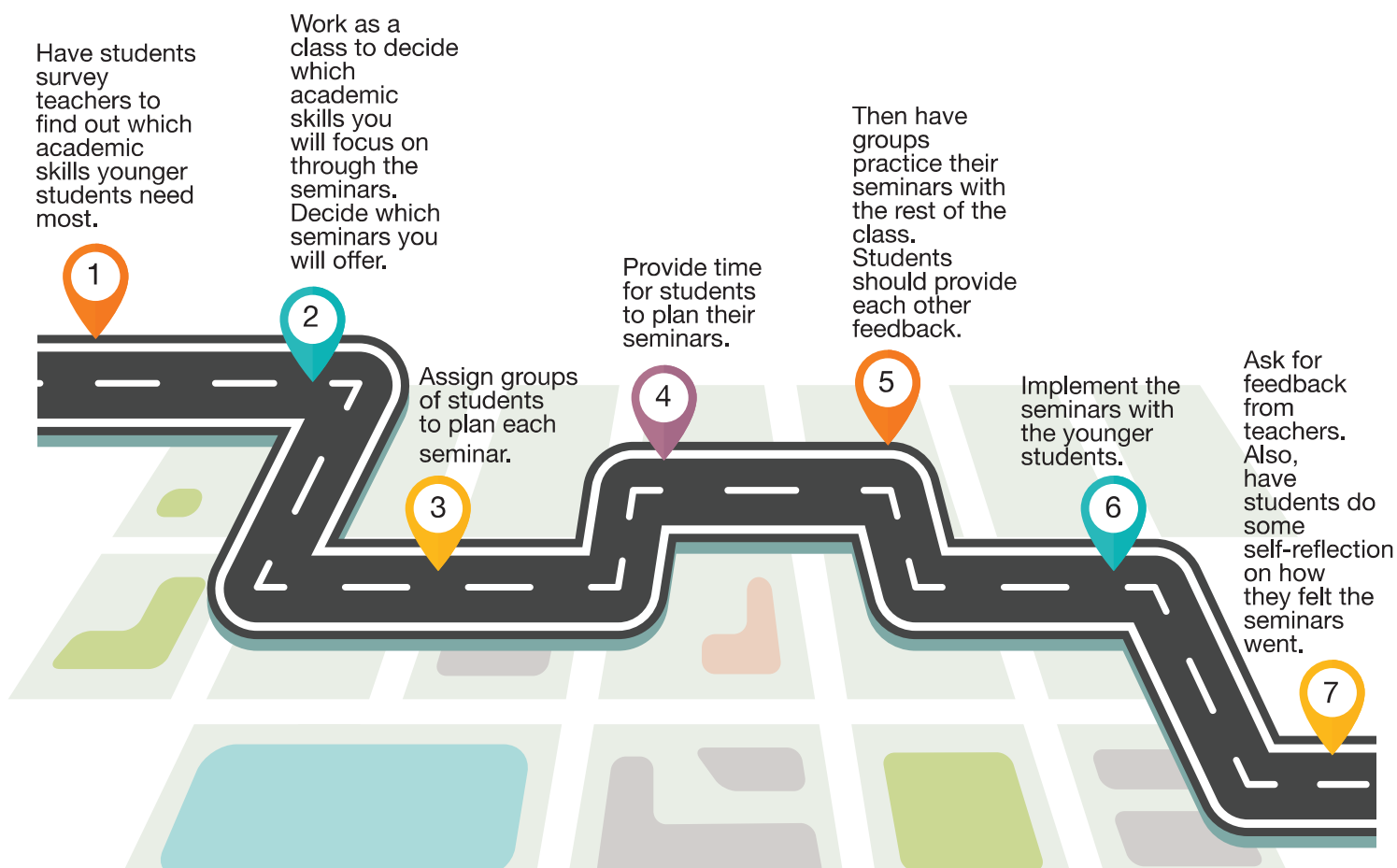
## Keep these guidelines in mind when choosing a project idea:

- Be inclusive. Work *with* people rather than *for* people.
- Recognize what each person has to offer.
- When it comes to service, no person is better or more important than anyone else.

## GOAL

Conduct weekly seminars for younger students to develop academic skills such as note-taking, how to study, test-taking tips, etc.

## STEPS



# Service Projects – A Stage by Stage Guide

## Pre-Service Stage

### **Identify a community need and make a plan on how your group can address it**

- Reflect on what needs exist in your community and discuss their importance.
- Research these issues including what kind of people you will be impacting and who are potential community partners you can collaborate with to impact the need.
- What are some possible ways to meet the need? What is achievable? Has someone else done a similar project that we can incorporate ours after?
- What kind of leadership roles can students partake in? What skills and commitments will be needed from them?
- Make a smart project goal – Specific, Measurable, Achievable, Relevant and Time-Bound.

#### *Activities may include:*

- Formal research online and local newspapers articles, listening to expert speakers and groups on the issue or field trips to better understand the issue or to meet potential community partners.
- Recruit a leadership team and plan an event, make a timeline, a budget, set up committees and delegate tasks.

## Service Stage

### **Implement your plan and collect evidence of your project's impact on the community**

- Follow through with action activities central to your project. Typically, they fall under these three categories:
  - o Direct service – establishing personal contact with people in need (work at a food shelf)
  - o Indirect service – Channeling resources to the area of need rather than working directly with recipients (canned goods drive)
  - o Advocacy – lending your voice and talents to address the cause of a problem (lobbying legislators to address food insecurity)
- Document students' service activities with volunteer counts, hours committed and photos.
- Measure the impact of those activities on the community, people reached, resources shared etc.

## Post Service Stage

### **Reflect on your service project and demonstrate the impact**

- Celebrate the impact that your project had on your community and recognize the individual and team efforts that went into it.
- Revisit your project goal(s), what actually happened and reflect on why things happened the way they did. Come up with recommendations for future projects.
- Report impact numbers to the state office, both on the students volunteering and the community and save photos for the service project board.

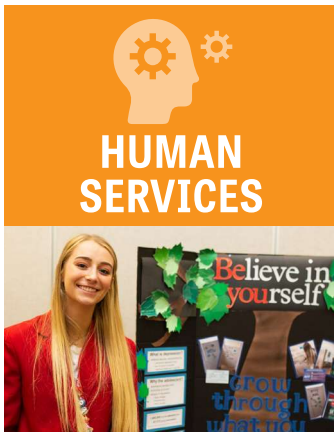
#### *Activities may include:*

- Submit a leader from the project for the FCCLA Spotlight or Ultimate Leadership Award.
- Making a blog post for the FCCLA Website, your groups Facebook page or Instagram post
- Present to school admin and or classmates



# CAREER EXPLORATION THROUGH FCCLA

FCCLA National Programs and Competitive Events support CTE students' development of knowledge and skills, enhancing the classroom experience and Career Pathway opportunities. FCCLA is integrated into FCS and is intracurricular, exposing students to work-based learning, business and industry networks, and industry-recognized certifications. FCCLA members explore career opportunities and build their real world skills by developing projects, engaging and participating in events, and competing regionally and nationally for scholarships and awards.



## HUMAN SERVICES

Preparing individuals for employment in Career Pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.

### Possible careers include:

- Child, family, or school social worker
- Director of childcare facility
- School counselor
- Sociologist
- Social services worker
- Personal or home care aide
- Leisure activities counselor
- Recreation worker
- Consumer credit counselor
- Personal financial advisor
- Consumer goods or services retailing representative or buyer
- Cosmetologist, hairdresser, or hairstylist
- Interpreter or translator



## HOSPITALITY AND TOURISM

The management, marketing, and operations of restaurants and other food services, lodging, attractions, recreation events, and travel-related services.

### Possible careers include:

- Restaurant, food service, lounge, casino, coffee shop, or catering owner, operator, or manager
- Hotel, motel, resort, or bed and breakfast owner, operator, or manager
- Tour company owner, operator, or manager
- Tourism and travel services marketing manager
- Meeting and convention planner
- Food and beverage director
- Spa manager
- Leisure activity coordinator

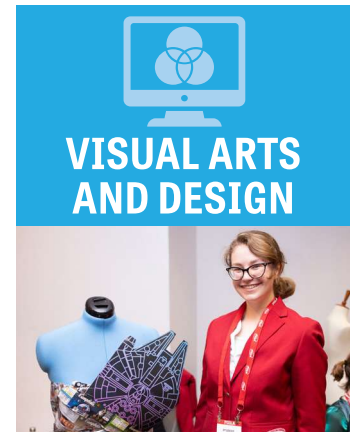


## EDUCATION AND TRAINING

Planning, managing, and providing education and training services and related learning support services.

### Possible careers include:

- Superintendent, principal, or administrator
- Teacher or instructor
- Preschool or kindergarten teacher
- Clinical, developmental, or social psychologist
- Social worker
- Counselor
- Teacher assistant
- Parent educator
- Child care worker
- Coach
- Recreation worker
- Sign language interpreter



## VISUAL ARTS AND DESIGN

Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

### Possible careers include:

- Stage designer
- Fashion/apparel designer or illustrator
- Home furnishing coordinator
- Textile designer or chemist
- Costume designer
- Graphic/web designer
- Interior designer
- Animation artist
- Marketing director
- Brand manager



## REAL WORLD SKILLS

Individuals require many skills to be college- and career-ready, including academic knowledge, technical expertise, and a set of general, cross-cutting abilities called "employability skills."

- **Applied Academic Skills:** Communications, Math, Science, Basic Literacy
- **Communication Skills**
- **Critical Thinking Skills:** Problem Solving, Organization, and Planning
- **Information Use**
- **Interpersonal Skills:** Leadership, Teamwork,
- **Personal Qualities**
- **Resource Management:** Time, Money, Materials, and Personnel
- **Systems Thinking:** Teamwork, and Project Management
- **Technology Use**



# CAREER PATHWAYS THROUGH FCCLA



## VISUAL ARTS AND DESIGN

Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

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## HUMAN SERVICES

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### **Applied Academic Skills:**

- Communications, Math,
- Science, Basic Literacy

### **Critical Thinking Skills:**

- Problem Solving,
- Organization & Planning

### **Resource Management:**

- Time, Money, Materials &
- Personnel

### **Information Use**

### **Communication Skills**

### **Interpersonal Skills:**

- Leadership, Teamwork & Negotiation

### **Personal Qualities**

### **Systems Thinking:**

- Teamwork & Project
- Management

### **Technology Use**

# CAREER PATHWAY QUIZ



## WHAT INTERESTS YOU?

Read each statement. If you agree with the statement, fill in the circle. If the row has multiple circles, be sure to fill all of them in the row. When you are finished, add up the number of filled-in circles in each colored column (green, blue, purple, and orange). Use the chart on the following page to find the corresponding career pathway for the color you score the highest.

### I LIKE TO:

Travel	<input type="radio"/>			
Instruct others			<input type="radio"/>	
Organize and make plans	<input type="radio"/>		<input type="radio"/>	
Give speeches			<input type="radio"/>	
Provide advice				<input type="radio"/>
Create, market, and promote products or ideas	<input type="radio"/>	<input type="radio"/>		
Meet new people	<input type="radio"/>			<input type="radio"/>
Resolve conflicts	<input type="radio"/>			
Decorate		<input type="radio"/>		
Solve problems in my community or school				<input type="radio"/>
Create, design, or redesign products		<input type="radio"/>		
Create new recipes	<input type="radio"/>			
Sew		<input type="radio"/>		
Influence or persuade people		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn about new fashion trends		<input type="radio"/>		
Work with families				<input type="radio"/>
Learn new technology		<input type="radio"/>		
Create visual graphics		<input type="radio"/>		
Coach			<input type="radio"/>	
Facilitate conversations			<input type="radio"/>	
Work with money, numbers, and/or charts	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
Plan parties/events	<input type="radio"/>			
Think on my toes			<input type="radio"/>	
Cook/prepare food	<input type="radio"/>			
Train others			<input type="radio"/>	
Style hair and makeup				<input type="radio"/>
Sell things				<input type="radio"/>
Create videos or take photos		<input type="radio"/>		



Listen to others				O
Heal people				O
Manage others	O			
Make floor plans		O		
Help others	O		O	O
Work outdoors	O		O	
Follow a structured day			O	
Teach			O	O
Work with children			O	O
Lead	O		O	
Write creatively		O		
Look at and/or create art		O		
Perform		O		
Work independently		O		
	GREEN	BLUE	PURPLE	ORANGE
TOTAL				

## THE THREE COLORS WITH THE HIGHEST SCORES:

1st

2nd

3rd



## Section Two - The FCCLA Adviser

# Best Practices

### Best Practices of a Great Adviser

- **Follow procedures set by your district.** Ensuring that your students and organization operate within the procedures set forth by the district will result in chapter success and give you the opportunity to be seen as a role model for others.
- **Reach out.** The best experts in FCCLA are in your own state and can provide you with enhanced information, ideas, and support. Connect and network with other Advisers as they have the experience to help guide you through questions and uncertainty.
- **Keep your FCCLA resources close.** Regardless of whether you are a binder builder, folder filer, or website wanderer, the best Advisers keep their resources nearby or bookmarked, and use them often. Find a system that works for you and keep it updated to help you make the most of your time.
- **Prioritize tasks.** To keep yourself from being overwhelmed be sure that you're focused on what you need to be doing at that time. Items such as a Program of Work, school calendar, and Fast Facts, can help you prioritize so you don't miss a deadline or an opportunity.
- **Engage students.** Help students understand how their goals and desired outcome should drive every decision they make. Encourage your students to try new things, make positive changes, and realize their full potential.
- **Start small.** Don't try to do everything your first year. Start with one fundraiser, one community service project, or participation in one conference, and strive to build upon it each year. As you start to get more comfortable, you can continue to learn and include new things.

### Balancing Your Life

Teachers don't have a whistle that blows to let them know it's time to go home. The bell at the end of the day just means that it's time to breathe and get caught up. Your end of the day doesn't come for a while. The same is true for the FCCLA Adviser. The end of a project doesn't end with a whistle blow. There is often not a ceremonial beginning and end but lots of planning, evaluating, and revising before and after that together, create a cycle of continuous improvement. With this in mind, it is often a complex and learned skill for Advisers to recognize when to breathe!

With the demands of trying to balance life and work, consider the following quick tips to help maximize your time:

- Keep a schedule
- Prioritize things
- Spend time doing the things you love, even if it's only for a few moments
- Be a positive example of balance for your students
- Protect certain times for the needs of yourself, your family, and your career
- Watch your sleeping and eating habits

Ultimately, you are responsible for finding and keeping a balance that works for you. Don't be afraid of admitting when something isn't working. Identify when your life should and could be enhanced and adjust it accordingly. When you are taken care of, your members and chapters are as well.

# TIPS

## Chapter Meetings

- Make meetings FUN! When meetings are enjoyable, members will want to invite their friends.
- Celebrate holidays with themed parties or special events.
- Include food—always a positive!
- Personally invite classmates or students you've worked with.
- Start with team-building activities to build connection and energy.
- Try Minute-to-Win-It games or other quick activities.
- Minimize business items when potential members are present. Too much business can overwhelm new students. If you don't have pressing business, skip it entirely.
- Offer prizes or small giveaways—they add excitement.
- Keep announcements short and clear.
- Celebrate successes—recognize individual and group achievements.

## Meeting Organization

- Track attendance with a sign-in sheet or QR code.
- Hold an officer meeting in advance to set the agenda, choose activities, and assign officer responsibilities.
- Assign officer outreach—officers connect with students who miss meetings to check in and encourage participation.
- Follow up with new or potential members to make them feel welcome.
- Encourage student leadership by letting students lead chapter meetings.

## Adviser's Role

- Integrate FCCLA into your classroom whenever possible.
- Stay familiar with FCCLA's mission, programs, and opportunities.
- Share required information with state and national associations.
- Provide leadership training for officers and members.
- Help organize and schedule chapter meetings.
- Support officers in fulfilling their roles.
- Assist in planning the Program of Work and other chapter initiatives.
- Make state and national FCCLA opportunities accessible to members.

## Working with Students

- Identify and encourage members' special interests, talents, and abilities.
- Clearly explain expectations for student leaders.
- Provide the information students need to carry out responsibilities.
- Encourage creativity—and model it yourself.
- Be the guide on the side, not the sage on the stage—support and motivate without taking over.
- Show gratitude and appreciation; encourage students to do the same.
- Provide leadership opportunities that prepare students for future success.
- Stress the importance of reflecting on and evaluating leadership experiences.



# TEN FUNDRAISING IDEAS

Every chapter works on fundraising, but fundraising that simply makes money is not a good investment of chapter time and talents. Make sure your fundraising provides an opportunity to develop teamwork skills, practice FCS skills, learn money management, expand communication skills, meet a need, and develop relationships with the community. Check out these 10 fundraising ideas!



Offer a catering service for a special event. Tie this activity into learning through the Hospitality career pathway.



Hold a silent auction. Display donated items and attach bid sheets at school or online.



Ask a local business to provide matching funds raised by a chapter fundraiser.



Paint faces at home athletic events.



Offer a locker decorating service for special events like birthdays, homecoming, etc. Tie this activity into learning through the Design career pathway.



Hold a community yard decorating contest during Halloween or the holidays. Collect entry fees, and give out donated gift cards as prizes.



Sell and deliver special greetings, balloons, treats, etc. for special events and holidays.



Serve concessions during athletic/school/community events.



Offer a childcare service during the weekends before the holidays. Hold it at your local library, and plan age-appropriate activities. Tie this activity into learning through the Education career pathway.



Host a “help day.” Arrange to perform an hour of odd jobs (cleaning, yard work, etc.) at peoples’ homes in exchange for donations.



## Section Three - Chapter Management Strategies

# Components of Chapter Management



**Your chapter's Program of Work is simply a calendar of goals and actions. Here are a few things to keep in mind as you plan this program of work:**

- **Involve your students in the planning.** They are leaders in the organization and they will contribute to the projects they deem important. It is vital to have them be a part of the planning.
- **Keep it balanced.** You want to ensure that activities are not only varied but that they are planned and held throughout the year, being careful not to pack too many activities into one month.
- **Make it public.** Post your Program of Work everywhere someone might see. This holds you and your students accountable to complete your plan.
- **Be prepared financially.** Managing your chapter finances together can be key to your success. Set a budget with your officers and make sure they are aware of how much money is coming in as well as how that money is being spent. Being accountable with your chapter's funds allows your chapter the opportunity to set long-term financial goals and make even bigger plans.
- **Bylaws are important.** Contact your State Adviser or other area Advisers to see what they already have in place. You may only need to make minimal changes to their bylaws to make them work for your members. Be sure to take time to have your bylaws checked by your administrator and State Adviser to ensure you are setting forth a plan of operation that works within the confines of your school and state. View the National FCCLA bylaws on the "About" page of the FCCLA website.
- **Elect Chapter Leaders.** Leaders impact a chapter's success. Whether they are called officers, executive board members, or committee chairs, these students are the best to pass on information, the first to get involved, and the most invested in the success of the group as a whole. Some things to consider in terms of your chapter leadership:
  - What responsibilities need to be covered? Plan officer positions according to the jobs the chapter needs. Make sure that officers have enough responsibility to make their time in leadership worthwhile and include an opportunity for leadership development.
  - What is the process for selecting officers? Whether they are chosen by application, interview, committee, or popular vote, there are many ways officers can be chosen. Evaluate your process with your officers and make any changes as necessary.
  - As members and stakeholders come to understand what your organization represents, the programs your chapter offers are key to growth and stability. Whether it's surveying the community or completing national FCCLA programs, these programs are the key to your success. Good chapter management and involvement in programs means that chapters are recognized for high quality programs that enhance families, careers, and communities year after year.

## Section Three - Chapter Management Strategies

# Opening and Closing Ceremonies

### Closing Ceremony

**President:** "Members, please stand. FCCLA members, we are challenged to accept the responsibility of making decisions that affect our lives today and the world tomorrow. Let us repeat our Creed."

**Members: 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 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."



### Brief Closing Ceremony

**The following is a short alternative closing ceremony.**

**President:**

- "Members, please stand. FCCLA members are challenged to make a difference in the world by making decisions daily to assume responsibilities in their personal growth, family life, community involvement, and Career and Technical Education.
- "This meeting of the \_\_\_\_\_ Chapter of Family, Career and Community Leaders of America is now adjourned. You may be seated."

## Section Three - Chapter Management Strategies

# Opening and Closing Ceremonies

### Opening Ceremony

- **President:** Gives a rap with the gavel signaling the officers and members to stand and says: "We are members of Family, Career and Community Leaders of America. Our mission is to promote personal growth and leadership development through Family and Consumer Sciences education."
- **Officers:** "Focusing on the multiple roles of family member, wage earner, and community leader, members develop skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation."
- **Members:** "As we work toward the accomplishment of our goals, we learn cooperation, take responsibility, develop leadership, and give service."
- **President:** "This meeting of the Chapter of Family, Career and Community Leaders of America is now in session. You may be seated."



### Brief Opening Ceremony

The following is a short alternative opening ceremony.

**President:** Gives a rap with the gavel signaling the officers and members to stand and says:

- "We are members of Family, Career and Community Leaders of America. Our mission is to promote personal growth and leadership development through Family and Consumer Sciences education. Focusing on the multiple roles of family member, wage earner, and community leader, members develop skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation."
- "This meeting of the \_\_\_\_\_ Chapter of Family, Career and Community Leaders of America is now in session. You may be seated."

# Section Three - Chapter Management Strategies

## FCCLA Action Samples

1

### Sample One

#### Semester or Year FCCLA Action

From the beginning to the end of a semester or school year, a chapter will likely be involved in the following activities.

- Introduce FCCLA, form chapter, select officers/leaders
- Affiliate at state and national levels
- Identify concerns, set a goal, choose project(s) (repeated for each project)
- Launch Go For the Red and, if necessary, fundraising efforts
- Establish and work in project committees
- Research related topics, share information with chapter, arrange for outside speakers
- Coordinate plans and make arrangements for project activities
- Publicize project plans
- Organize and hold work sessions, prepare project materials
- Complete project activities/hold project events
- Publicize project results
- Evaluate project(s)
- Recognize project leaders, participants, and supporters
- Submit National Programs and seek community, state, and/or national recognition
- Celebrate accomplishments and lessons learned

2

### Sample Two

#### Short Term FCCLA Action

From the beginning to the end of a three, six, nine, or twelve-week period, a chapter that operates within a short-term Family and Consumer Sciences course might be involved in the following activities.

- Introduce FCCLA, form chapter, select leaders
- Affiliate at state and national levels
- Identify concerns, set a goal, choose project (may be repeated for each unit/topic)
- Coordinate plans and make arrangements for project activities
- Complete project activities/hold project event
- Evaluate project
- Recognize project leaders, participants, and supporters
- Celebrate accomplishments and lessons learned



## FCCLA Program of Work

### Goals for our chapter are:

*(Include goals for student growth and local chapter, district, state, and national participation. Include fundraising projects and how the money will be used. Identify intracurricular activities.)*

### Plans for achieving chapter goals:

*(Include details on who will be responsible, timeline to follow, etc.)*

### Evaluation:

*(Include details on how accomplishments will be measured.)*

\_\_\_\_\_  
Adviser's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
President's Signature

\_\_\_\_\_  
Date



# FCCLA Program of Work



August	September
October	November
December	January



# FCCLA Program of Work



February	March
April	May
June	July



# Planning Process Lesson Plan

## Student Learning Objective:

**Instruction in this lesson should result in students achieving the following objectives:**

1. Identify parts of the FCCLA Planning Process
2. Use the Planning Process to create a sample project

## List of Resources:

- Planning Process worksheets (see attached handout)
- Scenarios (see attached handout)

## List of Equipment, Tools, Supplies, and Facilities:

- Writing surface
- Handouts

## Introduction/Interest Approach:

Use an interest approach that will prepare students for the lesson. Teachers often develop approaches for their unique class and student situations. Example:

Divide the students into groups of two or three people. Using a blank sheet of paper, have them brainstorm some service project ideas that they could possibly do in the community. Examples: raking leaves, food bank drive, etc. Have each group share one idea with the class. Discuss the fact that a huge part of what FCCLA is all about is community service and helping others.



# Planning Process Lesson Plan



## Summary of Content and Teaching Strategies:

### Objective # 1: Identify the parts of the FCCLA Planning Process.

**Anticipated Problem:** What is the benefit of planning a project before you begin? Why is each of the five steps necessary?

1. The FCCLA Planning Process is a method used for setting goals, planning, and carrying out projects. It is used to help make decisions and accomplish tasks both for groups and individuals.

a. Identify Concerns

- i. Brainstorm concerns
- ii. Evaluate the list of concerns
- iii. Narrow the list to one item to use

b. Set a Goal

- i. Decide what it is you want to accomplish
- ii. Write it down
  1. What do you want to accomplish?
  2. When do you want to accomplish it?
  3. What information do you need to have to accomplish the goal?
- iii. Evaluate the goal
  1. Is the goal realistic?
  2. Be specific about what you want the outcome to be.
  3. Make sure the goal is measurable (how will you tell when it's accomplished?).

c. Form a Plan

- i. Plan how to achieve the goal.
- ii. Decide the following:
  1. What will be accomplished?
  2. Why was the goal set?
  3. Who is going to participate?
  4. Where will the event be held?
  5. When will it be done?
  6. How will your goal be accomplished?

d. Act

- i. Carry out the project using the plan you have above.
- ii. All the planning of a project means nothing if the goal is not accomplished.

e. Follow-up

- i. One of the most important parts of the process.
- ii. Evaluate the project. Review the form a plan and act portions of the process. How successful were they? What could be done to improve the project?
- iii. Thank the people who were involved.
- iv. Recognize the participants.

# Planning Process Lesson Plan



## Summary of Content and Teaching Strategies:

### **Objective # 2: Use the Planning Process to create a sample project.**

**Anticipated Problem:** What is a concern that our community has? How can we help?

1. FCCLA allows students to make a difference in their families, careers, and communities. Projects can give members the satisfaction of knowing they have made a positive impact on their school and community.
  - a. Have students work in small groups to create a project using the Planning Process Worksheet.
  - b. You may either use the concerns that the students brainstormed at the beginning of the lesson or use the scenarios handout provided.
2. Review/Summary:
  - a. Use the student learning objectives as the basis for review and summary. Have students explain the content associated with each objective. Use their responses in determining which objectives and concepts need to be re-taught.
3. Application:
  - a. Use the Planning Process Activity to apply the information presented in this lesson.
4. Evaluation:
  - a. Evaluation should be based on student comprehension of the learning objectives. This can occur during instruction, review, or later as students apply the information. Give the students a concern within your community and have them create a project using the Planning Process for their test.






# FCCLA Planning Process Scenarios



## FCCLA Planning Process Scenarios

1. One of the nursing homes in your community has called and asked your FCCLA chapter to help boost the spirits of the elderly in their home. Using the Planning Process, design an FCCLA project to meet this need.
2. Your local domestic violence shelter has asked your chapter to conduct a project to assist them with obtaining supplies for their shelter. Using the Planning Process, design a project to meet this need.
3. Your high school principal has asked your chapter to create a project or activity that focuses on career awareness and career readiness. Using the Planning Process, design a project to meet this need.
4. Your local civic organization has asked your chapter to present a program for the next monthly meeting. Using the Planning Process, design a program to meet this need.
5. Your local American Association of Retired People has requested that your chapter help with their local veteran's project. America is losing over 1,500 veterans a day and their stories are being lost. Using the Planning Process, design a program to meet this need.
6. Your elementary school principal has contacted your chapter with a concern. Many children (who do not ride the school buses) are not picked up for several hours on the days when the school is dismissed early because of snow. Using the Planning Process, have your chapter design a project to meet this need.
7. The local Habitat for Humanity chapter has asked if your chapter would be willing to assist their group in building Habitat Houses. Using the Planning Process, have your chapter design a project to meet this need.

# FCCLA Planning Process

	<b>Identify Concerns</b>
	
	<b>Set a Goal</b>
	
	<b>Form a Plan</b>
 <ul style="list-style-type: none"> <li>• who</li> <li>• what</li> <li>• where</li> <li>• when</li> <li>• why</li> <li>• how</li> </ul>	
	<b>Act</b>
	
	<b>Follow Up</b>
 <p>What could have gone better? What did you learn?</p>	

# Sample Points System

Points systems can be a helpful way to encourage members to engage with FCCLA at a deeper level, reward those engaged members, and set standards for what kind of member can expect to go to state, the end of year party or run for higher office

Officer	25 points per office
Attendance	Points per meeting
<input type="checkbox"/> Chapter meetings	10
<input type="checkbox"/> Executive council meetings	5
<input type="checkbox"/> Region meetings	20
<input type="checkbox"/> State meetings	30
<input type="checkbox"/> National meetings	40
<input type="checkbox"/> Capital Leadership Experience	20
Committee Chairperson	15
Committee Member	10 per committee
<input type="checkbox"/> Planning	
<input type="checkbox"/> Decorations	
<input type="checkbox"/> Refreshments	
<input type="checkbox"/> Entertainment	
<input type="checkbox"/> Clean-up	
<input type="checkbox"/> Publicity	
<input type="checkbox"/> Special	
<input type="checkbox"/> Other	
Fund Raising	10 per hour worked
Community Service	10 per hour worked
STAR events	50
Degree program	50
Memorize Opening Ceremony	10
Memorize Closing Ceremony (Creed)	20
Buy your own blazer	50
Presenting to the Board Members during a Board Meeting	15
Buying a T-shirt	25

# Sample Points System

## FCCLA Points System

Activity	Points Possible	Points Earned	Advisor Initials
<b>Leadership Activities</b>			
State Officer	30		
Chapter Officer	25		
Committee Chairman	20		
Attend National Leadership Conference (2020)	25		
Compete in State Virtual STAR Events (Spring 2020)	20		
Compete in National Virtual STAR Events (Summer 2020)	20		
Compete/Judge at State STAR Events (2021)	20		
Compete in Virtual Skill Demonstration Events (Fall 2020)	15		
Attend State Leadership Conference (2021)	20		
State Officer Candidate	20		
<b>Chapter Activities</b>			
Complete Membership Form	10		
Join Remind	10		
Recruit a New Member (points per member)	10		
Be active on a committee _____	15		
Community Service (points per event)	15		
Chapter Meetings (points per meeting)	10		
Participate in National Program Project (Points per activity)	10		
Participate in FCCLA Week Activities (February 2021, per activity)	5		
<b>Individual Activities</b>			
Complete a Power of One unit (up to 5 units)	15		
FCS Class Grade A (per quarter)	10		
FCS Class Grade B (per quarter)	5		
FCS Class Grade C (per quarter)	2		
Recite the FCCLA Creed to an advisor	10		
Recite the FCCLA Mission Statement to an advisor	10		
Recite the FCCLA Purposes to an advisor	10		
Fundraising (5 points for every \$10 raised)			
	10		
	10		
<b>Competitions/Travel</b>			
Choose and start a STAR Event	5		
Attend mandatory STAR Event meetings	10/mtg		
STAR Events after school prep	5pts/day		
Complete a STAR Event, present to panel	15		
Compete at regional STAR Events	20		
Update STAR Event for State, present to panel	10		
Compete at state STAR Events	20		
Attend State Meeting	20		

# Meeting Agenda Form

Chapter Name: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Person Presiding: \_\_\_\_\_ Leadership Position: \_\_\_\_\_

## **1. Opening Ceremony**

Type of Session: ☐ Business Meeting ☐ Work Session ☐ Special Meeting/Program

Format: ☐ In-Person ☐ Virtual ☐ Hybrid

Determination of Quorum/Attendance: ☐ Roll Call ☐ Sign In

Minutes: ☐ Read ☐ Distribute ☐ Copies

## **2. Treasurer's Report**

## **3. Committee Reports**

Person scheduled to report: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## **4. Unfinished Business:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## **5. New Business:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

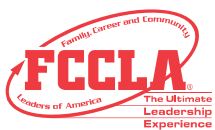
## **6. Program**

## **7. Announcements**

## **8. Closing Ceremony**

## **9. Adjournment**





# FCCLA CHAPTER BUDGET TEMPLATE

Anticipated Budget, as Approved by Chapter July 1, 20\_\_\_\_ to June 30, 20\_\_\_\_

CHAPTER NAME: \_\_\_\_\_

INCOME (Itemize all sources of anticipated income, including membership dues, fundraisers, contributions, etc.)	Anticipated	Actual
Cash on hand from June 30 of previous year:		\$
Dues: _____ members @ \$_____ each	\$	\$
<b>Fundraiser(s):</b>		
•	\$	\$
•	\$	\$
<b>Contribution(s):</b>		
•	\$	\$
•	\$	\$
<b>Additional Sources of Income:</b>		
•	\$	\$
•	\$	\$
<b>TOTAL</b>	\$	\$

EXPENDITURES (Itemize anticipated expenditures, including dues, supplies, meeting and Competitive Event registrations, travel expenses, uniform costs, expenses for FCCLA Outreach Project, etc.)	Anticipated	Actual
<b>Dues:</b>		
• Regional/District: _____ members @ \$_____ each	\$	\$
• State: _____ members @ \$_____ each	\$	\$
• National: _____ members @ \$_____ each	\$	\$
<b>Chapter/Project Supplies:</b>		
•	\$	\$
•	\$	\$
<b>Meeting Registrations:</b>		
• Regional/District	\$	\$
• State	\$	\$
• National Fall Conference	\$	\$
• National Leadership Conference	\$	\$
<b>Competitive Event Registrations: (FCS Knowledge Bowl, STAR Events, Skill Demonstration Events, etc.)</b>		
• Regional/District	\$	\$
• State	\$	\$
• National Fall Conference	\$	\$
• National Leadership Conference	\$	\$
<b>Other Expenses:</b>		
•	\$	\$
•	\$	\$
<b>TOTAL</b>	\$	\$
<b>ENDING BALANCE (Cash on hand for coming fiscal year)</b>	\$	\$

## Section Four - Recruit, Retain, Recognize

# The 3 R's of Membership

### Recruit, Retain, Recognize

FCCLA membership is available to students who have taken a course in Family and Consumer Sciences, as determined by the state department of education, through grade 12. Once the state and national dues are paid, the student will be an official affiliated member. Teachers can take part in FCCLA, too! Instructors certified to teach Family and Consumer Sciences education, as determined by the state department of education, can serve as the FCCLA chapter Adviser.

The members that make up your FCCLA chapter are your greatest asset. It is important to point out that the number of members is not your greatest measuring tool. Success in membership is not defined by the growth in member numbers but the continual growth of the organization's members. The greatest group may have 12 members or more than 1,200 members. The success of membership is based on how those members come together to meet the goals of the chapter.

### Membership Campaigns

National FCCLA offers membership campaigns that help to Recruit, Retain, and Recognize members. For more information, visit [fcclainc.org](http://fcclainc.org).

### Members, Meet Your Adviser

Members, meet your Adviser. Adviser, these are your members. The fourth "R" that we tend to forget is Relationships. The relationship that you form with your members and the relationship that your members form with each other can be a key indicator of the success of your chapter's recruitment efforts. When members have a personal connection with those in the organization, they are more motivated to exceed even their own expectations.

In addition, strong relationships are vital to help ensure that the aspects of Recruit, Retain, and Recognize in your chapter's goals are met. As an Adviser, it is important to get to know your members and work to build relationships with them. In addition, it is vital for you to work to provide opportunities for your members to build relationships with each other. These can truly be some of your best membership connection strategies.

### Affiliation

FCCLA affiliation is the process of sending state and national dues and completing online chapter affiliation. National FCCLA dues are \$9 per member and \$9 per Adviser. Each state also has a dues rate established and the amounts for state dues vary per state. For more information on FCCLA state and national dues and to affiliate your chapter, please visit the "Join" page on the national FCCLA website.

## GO FOR THE RED

In order to get students involved in FCCLA, they need to be recruited. Many chapters use different kinds of incentives or events to attract members. The key is trying something new and original to spark interest.

### CHECK OUT THESE 10 WAYS TO RECRUIT MEMBERS

01

Come up with a catchy slogan, something like "Ride the Wave with FCCLA" or "Step up to the Plate with FCCLA" or "WANTED: Leaders with FCCLA." Your events can then revolve around your slogan.

02

Focus on friendliness. People get involved in groups that make them feel welcomed and involved.

03

Sponsor a "bring a buddy" campaign. Have each member bring at least one friend to a chapter or district/regional meeting and then encourage that person to join.

04

Challenge each member to ask three other people to join. It never hurts to ask! Explain to students the Go For the Red membership campaign as an incentive.

05

Make membership a part of everything. Every meeting, project, and activity influences who joins.

06

Work with current members to develop an FCCLA elevator speech, something quick and easy to say when someone asks, "Why should I join FCCLA?"

07

Assign a group of current chapter members to oversee recruitment efforts.

08

Volunteer to help with new student orientation programs, including FCCLA as a potential activity for students.

09

Carry out at least one activity each year that targets each grade in the school system (from elementary up).

10

Sponsor a special event open to paid members only: party, lock-in, retreat, field trip, etc.



## GO FOR THE RED

Retention is the process of keeping members. Once students become members, it's important that they have opportunities to get involved and to become a contributing member of your chapter.



### CHECK OUT THESE 10 WAYS TO RETAIN MEMBERS



Ask local businesses to give special discounts to members who show their FCCLA membership card.



Emphasize chapter unity by wearing t-shirts or other pieces of attire featuring the FCCLA logo and colors.



Put a small gift in lockers of members each month of the year (like a mint with the message "You were MINT to be in FCCLA!").



Sponsor a fun event like a movie night, a game night, or a night featuring various career pathways.



Organize a community service event with your chapter, and then share about the event with local media.



Plan an FCCLA road trip. Have chapter leaders create an exciting presentation about the chapter's accomplishments, and then present at area organizations.



Organize a fun event with another local FCCLA chapter. This event could be a leadership workshop, a community service project, an event featuring various career pathways, and more.



Hold a fundraiser late in the year and use profits to reduce the cost of dues the following year.



Design a system for members to earn points so that they can earn a discount on yearly dues. For example, attending a meeting may be worth 1 point, working on a project may be worth two points, etc.



Sponsor leadership and career development workshops for chapter members.

GO <sup>FOR</sup> THE RED

## CHECK OUT THESE 10 WAYS TO RECOGNIZE MEMBERS

Recognition methods and events ensure all chapter members know how important they are and should be built into every project and activity.



01

Make a short promotional video about your chapter. Post it online and play it on the in-school network (if available).

06

As a chapter, offer a scholarship to a graduating senior who has demonstrated a high level of commitment to FCCLA and your chapter.

02

Create a chapter website or share success on social media platforms.

07

Organize and promote a STAR Events showcase and open house. Invite students, teachers, parents, school board members, and community members.

03

Create a bulletin board right outside your classroom. Post the successes of your chapter.

08

Host an awards ceremony at the end of each year. Awards could include years of membership, recruitment, leadership, hospitality, and more.

04

Design a “member of the week” program. Highlight the member’s interests, hobbies, dreams, and accomplishments during the week.

09

Highlight a chapter success during each day of FCCLA Week, and ask members to share on social media platforms.

05

At each chapter meeting, give an Above and Beyond award, which recognizes a chapter member who has exceeded expectations.

10

Design a chapter newsletter that can be sent to all chapter members, their parents, school administrators and board members, and community members.



# Recognizing Members



## Creative Surprises

- Slip lottery tickets inside a card (for stakeholders).
- Tuck in movie tickets or a gift certificate.
- Frame a photo or certificate signed by the chapter.
- Invite an administrator or officer from “higher up” to stop by with thanks. Send a thank-you note or gift basket home to their parents.
- Arrange a car wash or home cleaning as a treat.
- Let them bring their pet for a day.
- Show up with donuts—announce they’re “from” the honoree.
- Feature them in the chapter newsletter or on social media.
- Place a funny or unusual object on their locker for a week.

## Recognition and Rewards

- A sincere word of thanks costs nothing and means a lot.
- Post a thank-you note on their locker.
- Throw a pizza or cake party in their honor.
- Create an “ABCD” card for those who go Above the Call of Duty.
- Spotlight them in a school-wide email. Offer a long lunch, extra break, or hall pass.
- Recognize someone at the start of each meeting.
- Hang a thank-you sign at your door or event with their name on it.
- Gift flowers, a book, or another small surprise.
- Take them to lunch off-campus for one-on-one time.

## Simple but Special

- Offer a casual-dress day.
- Give them a standing ovation at the start of a meeting.
- Swap tasks with them for a day or week.
- Celebrate in small, personal ways—it’s the consistency that counts!

## Section Four - Recruit, Retain, Recognize

# Membership Calendar

**Membership strength results from recruiting, retaining, and recognizing members all year long. It is important to have some events for all chapter members every month! Try the following ideas (or create your own) to include membership activities throughout the school year!**

### August

- Utilize Quarter 1 Communication Plan resources found on the FCCLA website.
- Form membership committee.
- Committee and chapter leaders meet to plan membership efforts for year.
- Set membership goal.
- Committee prepares membership recruitment campaign.
- Affiliate current members.
- Chapter prepares fundraising plans for the upcoming National Fall Conference.

### September

- Conduct a membership recruitment campaign to sign up returning and new members.
- Chapter leaders speak in Family and Consumer Sciences classes.
- Hold first meeting(s) to build the chapter and consider the year's program of work.
- Affiliate online in the FCCLA portal.
- Download the new Competitive Events Guide and help students choose events and start projects.
- Check the FCCLA website for the latest national program information, recognition opportunities, and deadlines.

### October

- Sponsor a special event, celebration, or trip for paid members.
- Conduct a hands-on chapter project created and carried out by a majority of members.
- Extend personal invitations to students who have not yet joined the chapter.
- Attend a district/region or state leadership event.
- Participate in Soctober through We Help Two.

### November

- Attend the National Fall Conference.
- Chapter leaders speak in a Family and Consumer Sciences class.
- Submit additional member names and dues payments.
- Continue to involve members in projects that build the chapter's image in the school and community.

### December

- Celebrate the chapter team with service projects and a social event. Invite potential members to attend and join the chapter.
- Set up a gift exchange activity for Family and Consumer Sciences students who have not yet joined the chapter. Present small gifts throughout the month. Just before holiday break, reveal that gifts are from FCCLA chapter, which offers many more "gifts" and rewards all year long.
- Celebrate FCCLA at the Table on FCS Day, December 3.

### January

- Conduct a New Year's membership campaign to sign up new members.
- Chapter leaders present to a second semester Family and Consumer Sciences class.
- Start the year right with an exciting chapter meeting and more hands-on chapter projects created and carried out by a majority of members.
- Check the FCCLA website for the latest national program information, recognition opportunities, available scholarships and deadlines.
- Attend the Chapter Adviser Summit.

## Section Four - Recruit, Retain, Recognize

# Membership Calendar

**Membership strength results from recruiting, retaining, and recognizing members all year long. It is important to have some events for all chapter members every month! Try the following ideas (or create your own) to include membership activities throughout the school year!**

### February

- Submit additional member names and dues payment.
- Encourage people to join the chapter during National FCCLA Week and CTE Month.
- Continue to involve members in projects that build the chapter's image in the school and community.
- Check the FCCLA website for deadlines and prepare award applications for recognition in FCCLA National Programs.
- Celebrate FCS Educator Day on the Wednesday of FCCLA Week!

### March

- Chapter leaders speak in Family and Consumer Sciences class.
- Chapter leaders speak to younger students who are preparing to sign up for next year's classes.
- Conduct a hands-on chapter project created and carried out by a majority of members.
- Submit FCCLA National Program award applications electronically for recognition by March 1.
- Submit additional member names and dues payments.
- Apply for various scholarships by March 1; check the FCCLA website for current information.
- Chapter prepares fundraising plans for the National Leadership Conference.

### April

- Continue to involve members in projects that build the chapter's image in the school and community.
- Participate in your State Leadership Conference (March–May).
- Submit application for membership campaign awards by April 1.

### May

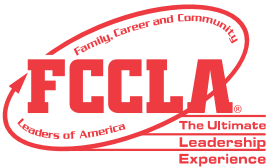
- Host a chapter recognition event and invite parents, administrators, supporters, and potential members.
- Evaluate the year's accomplishments and record suggestions for future chapter success.
- Make plans to carry the chapter through the summer and into next year.
- Submit final member names and dues payments no later than May 31.
- Make sure dues for all members trying to reach national STAR Events are sent no later than May 1.

### June-July

- Celebrate with other leaders at the National Leadership Conference.
- Chapter Leaders prepare to attend the National Leadership Conference.
- Participate in local events to publicize and promote FCCLA!

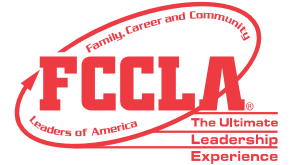


# Our Chapter's Year-Long Media Plan



August	September	October	November
How we will promote/work with the media	How we will promote/work with the media	How we will promote/work with the media	How we will promote/work with the media
December	January	February	March
How we will promote/work with the media	How we will promote/work with the media	How we will promote/work with the media	How we will promote/work with the media
Apil	May	June	July
How we will promote/work with the media	How we will promote/work with the media	How we will promote/work with the media	How we will promote/work with the media

# Chapter PR Plan Worksheet



Activity/Project/Event: \_\_\_\_\_

PR Chair for Activity/Project/Event: \_\_\_\_\_

**Identify concerns:** What is the message to get across regarding the specific activity, project, or event? Who is the audience we will target with this message?

**Set a goal:** What is the reason for the promotion? Who benefits from this activity, project, or event? What are the media outlets? Where will the story be placed?

**Form a plan:** How will we tell the story? Which tools and techniques will we use?

**Act:** What exactly will happen? Who will do it, and when will they do it?

**Follow up:** What finishing touches will cap off the promotion? How will we evaluate the results? Who do we need to thank and/or recognize?

# Tips for Promoting FCCLA

- Use all of your resources
  - SocialMedia
  - SchoolNewsletters,Text,Website
  - Newspapers
  - RadioStations
  - TVStations
- Give people enough time to put your article in the papers or on the sites, etc.
- Give follow up information if you advertise an event
  - Showpicturesoftheevent
  - How much money was raised if it was a fundraiser.
  - Whatthemoneywasusedfor.
- Highlight student work and projects regularly.
  - Post onFacebook!!!
  - I post on the sites of stores, organizations or people who have donated to our program.
    - Gives them recognition and a thank you
    - Morepeoplearewillingtodonateiftheyseetheygetpublicity from it.
- Have students, parents, friends, other teachers, family, etc share your posts.
  - You want as many people to see it as possible.
- Make flyers to advertise.
- Participate in community activities.
  - Have a booth at community festivals
  - Clean town before and after festivals
  - Help with other organizations
  - Adopt a nursing home or senior citizen facility
  - Make floats for parades
  - Have students give their STAR Events presentations to community organizations
  - Adopt an elementary classroom
    - Do something each month
      - Read with the room
      - Made reading pillows for each student

# Tips for Promoting FCCLA

- Gave Halloween snacks (not sugar)!!
- Had a game time with them
- Have a movie date complete with popcorn with them.
- Help them make and wrap Christmas gifts for their parents.
- Adopt bus drivers
  - Do something for them each month.
    - Put cookies in the bus barn.
    - Make quilts for all the bus drivers at the end of the year.
    - Make Christmas gifts for them.
    - Put snacks in the bus barn.
    - Buy air fresheners for their buss for the fall and spring when the kids are sweaty and smell.
    - Make them a bus driver safety kit.
      - Include caffeine item
      - Candy
      - Snacks
      - Put them in a tote bag the students make.
      - And a note that a bus driver who is not hangry is a safe bus driver. They love this!
- Decorate store windows for holidays
- Ring the bell for Salvation Army
- Make sure each thing you do is labeled with FCCLA
- Do officer biographies on-line, school announcements, posters on bulletin boards in the school and places in town.

## Section Five - Lead the Way

# Elected Positions

### Chapter Officers

Chapter officers organize and carry out events at the local level. Chapter officer roles are great starting points for chapter members interested in expanding their leadership. Chapter Advisers usually set up a process and create an application for their members to get involved as a local chapter officer.

### District/Region Officers

District and regional officers are roles that build upon skills learned as a chapter leader. These individuals usually help plan, organize, and carry out district or regional conferences. Consider using some of your state officer positions to get started in your chapter. Contact your district/regional Adviser or State Adviser to learn more about how district and regional officers are elected in your state.

### State Officers

State officers represent and serve the members of their entire state delegation and connect with National FCCLA through networks. These individuals have built up their leadership skills through previous experience. They also continue to increase their leadership potential by serving as role models to other members, advocating for FCCLA and Family and Consumer Sciences education, and planning state level conferences. Contact your State Adviser for more information on how state officers are elected in your state.

### National Executive Council

Ten FCCLA members serve as national officers on the National Executive Council each year. These leaders develop a program of work, communicate with and inspire FCCLA members of all leadership levels, promote and advocate for the national organization of FCCLA, and create and implement new ideas for development.



# Sample Officer Duties

Below are the duties and responsibilities that are specific to your assigned office position. By completing these assigned duties, you will have fulfilled your responsibilities as an officer and will be considered for an office position the following year. If you have any questions or concerns please feel free to let Miss. Janousek know.

## **All Officers**

- Pay dues to the chapter
- Be cooperative and dependable
- Understand and communicate the mission and purposes of FCCLA
- Be respectful and open-minded
- Attend and participate in all chapter meetings (communicate with Chapter Adviser)
- Be organized and on time
- Follow through with the responsibilities of your elected officer position
- Represent the chapter in a responsible and professional manner
- Work with Chapter Adviser to create awards for members

***\*All officers are encouraged to compete in a STAR Event***

## **President**

- Develop an agenda for each meeting (work with VP and Chapter Adviser on this, get copy of agenda to Secretary)
- Work to present and follow agenda during meetings
- Work cooperatively with the other officers to ensure that their responsibilities are being upheld
- Insure that all chapter members are informed of all events and meetings
- Work closely with the Chapter Adviser throughout the school year

## **Vice President**

- Develop an agenda for each meeting (work with President and Chapter Adviser on this)
- Assist president as needed
- Assist Chapter Adviser as needed
- Assume president's responsibilities in president's absence
- Help keep meetings organized
- Work with other officers to carry out projects and responsibilities
- Insure that all chapter members are informed of all events and meetings

## **Secretary**

- Keep accurate meeting minutes (based off of agenda made by President)
- Keep attendance records for each meeting and event
- Work with Chapter Adviser to keep financial records
- Give receipts to members when needed
- Assist VP of Membership in collecting membership dues

# Sample Officer Duties

## **Vice President of Membership**

- Assist Secretary in collecting membership dues
- Keep record (Google Sheet) of members and meetings that they attend (get list of attendees from Secretary)
- Recruit new members
- Complete 3 member recognition “events” (this can be signs on lockers, candy during meetings, etc. – work with Chapter Adviser)
- Encourage members to apply for membership awards (State and National website)
- Help Chapter Adviser to meet State/National Membership Deadlines (November 1st)
- Help Chapter Adviser plan End of the Year Banquet

## **Vice President of Social/Programs**

- Gather Medical/Press Release Forms from members
- Take photos of events
- Make announcements on social media (and Google Classroom) for upcoming meetings and events
- Post on social media (send to Chapter Adviser or President/VP for approval)
- Help plan FCCLA Week (second full week in February)
- Reach out to local paper or news outlet about an event we have completed

## **Vice President of Service/Community Service**

- Plan community service events with chapter members (get feedback about what they want to do)
- Organize and supervise community service related projects
- Become familiar with the State and National Outreach Projects
- Work with the Chapter Adviser to apply for a State or National, National Program Award
- Work with STAR Events (work with Chapter Adviser)



# Officer Installation Ceremony

## ARRANGEMENTS

To use the following ceremony, place eight white candles, representing the Purposes of the organization, on a table covered in white. One red candle is placed in the center of the table. This represents the light of Family and Consumer Sciences education.

The president presides and stands at the center back of the table. All other installing or outgoing officers form a semicircle around the table. Incoming officers form a second semicircle one step back and to the left of their counterparts. Following acceptance of responsibilities, each incoming officer moves to the front semicircle with the outgoing officer moving to the back.

If outgoing officers are not participating in the ceremony, have incoming officers fill all parts, adapting words to match the situation. The adviser, an experienced chapter leader, or an alumni member might lead the pledge of office and officer acceptance of duties.

**President:** *Lights red candle as other lights are dimmed:* “This candlelight represents the light of Family and Consumer Sciences education as it radiates throughout the world. It is the light of our ideals, our Purposes—for we know as FCCLA members, we have an opportunity to strengthen individual, family, and community life.”

*The remaining outgoing officers each take a turn lighting a white candle and reciting one of the eight FCCLA Purposes.*

**Officer:** *Lights the first candle from the red candle.* “This candle symbolizes our first Purpose—to provide opportunities for personal development and preparation for adult life.”

**Officer:** *Lights alternating candle from the red candle, as do each of the following officers in turn.* “This candle symbolizes our second Purpose—to strengthen the function of the family as a basic unit of society.”

**Officer:** “This candle symbolizes our third Purpose—to encourage democracy through cooperative action in the home and community.”

**Officer:** “This candle symbolizes our fourth Purpose—to encourage individual and group involvement in helping achieve global cooperation and harmony.”

**Officer:** “This candle symbolizes our fifth Purpose—to promote greater understanding between youth and adults.”

**Officer:** “This candle symbolizes our sixth Purpose—to provide opportunities for making decisions and for assuming responsibilities.”

**Officer:** “This candle symbolizes our seventh Purpose—to prepare for the multiple roles of men and women in today’s society.”

**Officer:** “This candle symbolizes our eighth Purpose—to promote Family and Consumer Sciences and related occupations.”

**President:** “At this time we would like to focus our attention on leadership. Good leaders are special people; they view the situation, recognize the need, and encourage the necessary action. They understand the importance of teamwork and cooperation and the fulfillment of responsibilities.”



**Vice-President:** “Each year symbolizes one more step in the process of individual growth. The installation of newly elected officers is both a joyful and solemn occasion. We congratulate them and look forward to their new vision.”

**President:** “The following officers have been elected to serve this chapter for the coming year.”

*Reads officers’ names and their respective offices.*

“As incoming officers, the highest honors of the organization are being bestowed on you. Our chapter has faith and confidence in your ability to lead the organization forward. The pledge of your office signifies your willingness to do this. Please repeat after me.”

**All repeat:** “I will, to the best of my ability ...  
faithfully perform all the duties ...  
of the office to which I have been elected.”

**President:** “You have heard the pledge your officers have made. It is important that you support them in the performance of their duties.

Will each officer-elect please step forward as I call your office and name.

President \_\_\_\_\_. The office of president is one of great responsibility. You will want to be firm, impartial, considerate, and a friend to all members. As this chapter’s incoming president, are you familiar with your duties?”

**President-elect:** “Yes I am.”

*As officers-elect are called, they step forward and accept their offices. If time permits, they may also tell what FCCLA means to them personally and what they hope to accomplish in the coming year.*

**President:** “As outgoing officers we ask you to remember that real leadership strength comes through cooperative efforts. We are confident the organization will continue to grow under the leadership these new officers will provide.”

**President:** *Hands gavel to president-elect.* “By giving you this gavel, I now relinquish the presidency of the \_\_\_\_\_ Chapter of Family, Career and Community Leaders of America.”

**New President:** *May give a short speech or read appropriate prose or a poem.*

“My hope is that this coming year will bring us close to the realization of our Creed in both thought and action. Will everyone please rise and join us in repeating our Creed.”

## Section Six - Competitive Events

# Classroom Integration

### Advantages of Competing

#### **Competitive Events provide great advantages to students:**

Competitive Events provide creative opportunities for all members to get involved. With all of the events that are available there is truly something that can appeal to everyone.

The competitive drive that many youth have can be satisfied by FCCLA's Competitive Events. Events provide the opportunity to explore career paths and strengthen college- and career- ready skills. Students always want to achieve more which provides a great retention tool for members. Encourage members to improve year-to-year and watch their growth continue.

#### **Advantages for Advisers with students in Competitive Events:**

There are many recognition opportunities for students and chapters involved in Competitive Events. Events offer scholarships from partnering organizations and post-secondary institutions, and opportunities to involve partnering organizations, community groups, parents, and staff in projects that promote the importance of Family and Consumer Sciences education.

These recognition opportunities can further promote your members and chapter to stakeholders through positive public relations.

Finally, there are few experiences more rewarding than watching a student work hard toward a goal and succeed. Competitive Events are a chance for Advisers to positively connect to their students by guiding their efforts. Advisers can enhance their classroom instruction when implementing Competitive Events into the classroom.



### Classroom Integration of Competitive Events

The learning opportunities offered by high quality Competitive Events are unparalleled. They connect directly into classroom curriculum, providing the chance to integrate them through classroom instruction and assessment. Competitive Events provide a rubric that can be given to students to guide their project as well as serve as the assessment of the project. If there are components that you feel do not align as well for a classroom assessment, feel free to mark out those components on the rubric. Make these projects work for you!

A complete list of each STAR Event and Skill Demonstration Events along with its crosswalk to National Standards and Initiatives can be found in the "Resources" tab of the FCCLA portal. This document can provide you a starting place as well as a reference to what may be taught through each event.

# Explore Career Clusters Through FCCLA COMPETITIVE EVENTS

FCCLA enhances classroom learning by integrating Career Clusters that align with Family and Consumer Sciences (FCS) education, equipping students with essential career and life skills. Through Competitive Events, students apply their knowledge, showcase their talents, and gain real-world experience to prepare for their future careers. Find the event that aligns with your Career Cluster and take the next step toward success!



	STAR Event	Skill Demonstration Event	Challenge Test Presented By GW Publisher	Other	Arts & Design	Hospitality & Tourism	Financial Services	Education & Training	Human Services	Public Service
Baking and Pastry	•					•				
Career Investigation	•				•	•	•	•	•	•
Chapter in Review Display	•				•	•	•	•	•	•
Chapter in Review Portfolio	•				•	•	•	•	•	•
Chapter Service Project Display	•				•	•	•	•	•	•
Chapter Service Project Portfolio	•				•	•	•	•	•	•
Culinary Arts	•				•	•				
Digital Stories for Change	•				•	•	•	•	•	•
Early Childhood Education	•				•	•		•	•	
Entrepreneurship	•				•	•	•	•	•	•
Event Management	•				•	•		•	•	•
Fashion Construction	•				•					
Fashion Design	•				•					
FCCLA Chapter Website	•				•	•	•	•	•	•
Focus on Children	•				•	•		•	•	
Food Innovations	•				•	•				
Hospitality, Tourism, and Recreation	•				•	•				
Instructional Video Design	•				•	•	•	•	•	•
Interior Design	•				•	•				
Interpersonal Communications	•				•	•	•	•	•	•
Job Interview	•				•	•	•	•	•	•
Leadership	•							•	•	
National Programs in Action	•				•	•	•	•	•	•
Nutrition and Wellness	•					•		•	•	
Parliamentary Procedure	•				•	•		•	•	
Personal Finance, presented by EVERFI	•						•		•	
Professional Presentation	•				•	•	•	•	•	•
Promote and Publicize FCCLA	•				•	•		•		
Public Policy Advocate	•				•	•	•	•	•	•
RED Talks on Education	•							•		
Repurpose and Redesign	•				•	•				
Say Yes to FCS Education	•				•	•	•	•	•	•
Sports Nutrition	•				•	•			•	
Sustainability Challenge	•					•		•	•	
Teach or Train	•				•	•		•		
Teaching Strategies	•							•		
Culinary Food Arts		•			•	•				
Culinary Knife Skills		•				•				
Fashion Sketch		•			•	•				
FCCLA Creed Speaking & Interpretation		•			•	•			•	
Impromptu Speaking		•			•	•	•	•	•	•
Interior Design Sketch		•			•	•		•		
Interviewing Skills		•			•	•	•	•	•	•
Lesson Plan Development and Modifications		•						•		
Pastry Arts Technical Decorating Skills		•			•	•				
Speak Out for FCCLA		•			•	•	•	•	•	•
#TeachFCS		•			•	•		•	•	
Technology in Teaching		•						•		
Toys that Teach		•			•	•		•		
Apparel: Fashion Design & Construction Challenge			•		•					
Child Development Challenge			•					•	•	
Counseling and Mental Health Services Challenge			•						•	
Culinary Math Challenge			•		•	•				
FCCLA Knowledge Challenge			•		•	•	•	•	•	•
Hospitality Services Challenge			•		•	•				
Housing & Interior Design Challenge			•		•					
Interpersonal Relationships Challenge			•		•	•			•	
Math for Financial Literacy Challenge			•				•			
Nutrition & Wellness for Life Challenge			•		•	•			•	
Principles of Food Science Challenge			•			•				
Principles of Human Services Challenge			•		•	•			•	
School to Career Challenge			•		•	•	•	•	•	•
Teaching Challenge			•		•	•		•		
Working with Young Children Challenge			•					•		
FCCLA/LifeSmarts Knowledge Bowl				•	•	•	•	•	•	•
Virtual Business Challenge - Fashion				•	•		•		•	
Virtual Business Challenge - Personal Finance				•			•			



Tie in Family  
and Consumer  
Sciences

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Bring in  
professionals to  
help coach

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Know the 8  
purposes of  
FCCLA

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Co-Curricular

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# of Coaching Competitive Events

*Presented by:* Donna Corder  
CTE Consultant  
DC Leadership  
[donna.corder@gmail.com](mailto:donna.corder@gmail.com)  
806-676-1009





Know where  
to locate your  
resources  
National Portal

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Know the  
FCCLA  
Planning Process

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Schedule work  
and practice  
days

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Know the  
rules of the  
competition

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Study the rubrics  
and compare  
with the rules

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Prepare students  
to present and  
look professional

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## Section Seven - National Programs

# Overview of National Programs



### National Program Success

Student-led projects, programs, and activities are the heart of FCCLA as an organization. Chapter members have the opportunity to plan, carry out, and evaluate projects aimed at addressing important personal, work, and societal issues. FCCLA's National Programs provide an established framework for carrying out projects in topics related to Family and Consumer Sciences coursework and curriculum. These National Programs provide guidelines, supporting materials, and recognition for chapters and members and are an essential component of integrating FCCLA in the classroom.

FCCLA's National Programs are based on a peer-to-peer education model with youth teaching other youth through knowledge gained in the Family and Consumer Sciences classroom and within the FCCLA National Programs. The projects and activities can be completed by an individual FCCLA member, a group of members, or the entire chapter.

FCCLA's National Programs provide building blocks for projects and are a great first step for chapter members to get involved with FCCLA. As a new Adviser, start small and choose one or two National Programs that your students are excited about to help direct the focus of chapter activities, events, and projects for the school year. FCCLA has eight National Programs to help guide students in their interests while addressing community concerns and developing as leaders in their families, careers, and communities.





## Section Seven - National Programs

# Overview of National Programs

### Career Connection

The FCCLA Career Connection national peer education program helps members discover their career path in four units: My Skills, My Life, My Career, and My Path.



### Community Service

Community Service features three units that help guide young people to learn about themselves so they can learn, lead, and serve others.



### Families Acting for Community Traffic Safety (FACTS)

FACTS is a national peer education program where members create projects that strive to save lives through personal, vehicle, and road safety.



### Families First

Families First is a national peer education program through which youth gain a better understanding of how families work and learn skills to become strong family members.



### Financial Fitness

Financial Fitness is a national peer education program involving youth teaching one another how to earn, spend, save, and protect money wisely.



### Power of One

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



### Stand Up

FCCLA's Stand Up program guides members to improve the quality of life in their communities through assessment, education, and advocacy, using their voice to create change.



### Student Body

The FCCLA Student Body national peer education program helps young people discover the Healthy You, the Fit You, the Real You, and the Resilient You.



## Section Seven - National Programs

# Resources & Integration

**As teachers are sometimes overwhelmed with the depth and breadth of knowledge that they are expected to teach, you may wonder how in the world you can integrate an FCCLA program into your curriculum. Here are some tips to help you get started:**



### Have a Game Plan

- Look at your curriculum at the beginning of the year and plot what state and National Programs you could implement.
- Don't be afraid to give up a favorite to try something new.
- Talk to your officer team as you plan your Program of Work and see what those students can come up with in advance.



### Involve Your Students

- Let them choose specific units or specific subject areas within each project to give them more “artistic freedom” for their final outcome.
- Example: If students want to open their first bank accounts, the “Saving” unit of the Financial Fitness program will interest them more than the “Earning” unit.
- Vary the projects for individual and group work.






### Support Teamwork

- In the end, it is still their project!
- Introduce the application early for recognition and use that as part of, or even all, of your grading method.
- Evaluate students based on their in-class work and their completed National Program.
- STAR Events also have their own scoring rubrics that could be used.
- Provide opportunities for your students to work together on projects.

On the next two pages you can find a variety of project ideas that can be easily implemented into your curriculum. These projects are a great way to introduce students to FCCLA and the many programs and opportunities it offers. Please remember that this is not a conclusive list. Your list is as long as your students' creativity!

## Section Seven - National Programs





# Resources & Integration

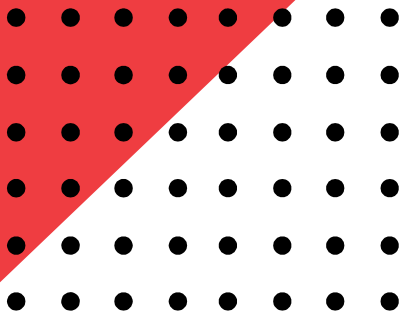
Program	Competitive Event Examples	Possible Class to Implement Into	National FCS Standards	Class Project
 My Skills, My Life, My Career, My Path	Career Investigation, Professional Presentation, and National Programs in Action, Say Yes to FCS Education, Teach and Train	<ul style="list-style-type: none"> <li>• Career Development</li> <li>• Entrepreneurship</li> <li>• Career, Community, and Family Connections</li> <li>• Family and Community Resources</li> </ul>	1.1.2, 1.1.3, 1.2.1	<ul style="list-style-type: none"> <li>• Conduct interest surveys for students and create a list of jobs that best fit their values and skills. Include information about job outlook, income, and education required for each job.</li> <li>• Organize a mock interview day at school.</li> <li>• Students can participate in mock interviews before they start looking for summer jobs.</li> <li>• Create newsletters for individuals looking for jobs. Include information about balancing family and work life, setting personal career goals, where to find career opportunities, and making yourself a marketable employee.</li> <li>• Set up interview and/or job shadow opportunities for students.</li> <li>• For classroom ideas and resources visit <a href="http://fcclainc.org/engage/national-programs">fcclainc.org/engage/national-programs</a></li> </ul>
 Save lives through personal, vehicle, and road safety.	Chapter Service Project, Digital Stories for Change, Focus on Children, Public Policy Advocate, Professional Presentation, and National Programs in Action	<ul style="list-style-type: none"> <li>• Personal Health</li> <li>• Child Development</li> <li>• Family and Community Services</li> </ul>	1.1.1, 1.1.3, 1.2.1	<ul style="list-style-type: none"> <li>• Create a public awareness campaign about the effects of alcohol and drugs on the body, and, in turn, on a person's decision making and reaction time.</li> <li>• Work with local law enforcement to organize a car seat safety check. Use the opportunity to pass on information to parents about the changing safety needs of growing children.</li> <li>• Create a PSA aimed at teens to promote safe driving</li> <li>• Conduct a Teen Road Safety Assessment (RSA)</li> <li>• For classroom ideas and resources visit <a href="http://fcclainc.org/engage/national-programs">fcclainc.org/engage/national-programs</a></li> </ul>
 Earn, spend, save, and protect money wisely.	Career Investigation, Chapter Service Project, Culinary Math Management, Digital Stories for Change, Entrepreneurship, Event Management, Focus on Children, Hospitality, Tourism and Recreation, Public Policy Advocate, Professional Presentation, , and National Programs in Action	Family & Consumer Sciences Resource Management	2.1.1, 2.1.5, 2.5.1, 2.5.4, 2.6.2	<ul style="list-style-type: none"> <li>• Students research the costs and benefits of the services of financial institutions. Information is given to graduating seniors as they prepare for lives of their own and the transition to more independent finances.</li> <li>• For classroom ideas and resources visit <a href="http://fcclainc.org/engage/national-programs">fcclainc.org/engage/national-programs</a></li> </ul>

\*Program integration chart submitted by Allison Kreifels, Former State Adviser, Nebraska

## Section Seven - National Programs

# Resources & Integration

Program	Competitive Event Examples	Possible Class to Implement Into	National FCS Standards	Class Project
 <p>Learn, lead, and serve in your community.</p>	Chapter Service Project, Digital Stories for Change, Focus on Children, Professional Presentation, National Programs in Action, and Sustainability Challenge	Any	(Dependent upon unit and class)	<p>Service learning can be a valuable opportunity for your students. The important thing is to provide reflection and authentic learning for your students. Some examples might include:</p> <ul style="list-style-type: none"> <li>Habitat for Humanity (Housing)</li> <li>Canned Food Drive (Career/Family Leadership)</li> <li>Baby Book Drive (Child Development)</li> <li>Blanket Collection (Clothing Construction)</li> <li>Assisting with Parents-as-Teachers (Child Development)</li> <li>Lead4Change</li> <li>For classroom ideas and resources visit <a href="http://fcclainc.org/engage/national-programs">fcclainc.org/engage/national-programs</a></li> </ul>
 <p>Find and use your personal power.</p>	This can be used in every STAR Event	Career and Family Leadership, Consumer Services	(Dependent upon unit and class)	<p>The key is to remember that these are truly projects that students chose to complete. The project range will be large, depending on the needs the student identifies. Start with the Planning Process for an easy way to help students identify what area in which to begin. The five units are:</p> <ul style="list-style-type: none"> <li>Take the Lead</li> <li>A Better You</li> <li>Speak out for FCCLA</li> <li>Working on Working</li> <li>Family Ties</li> <li>For classroom ideas and resources visit <a href="http://fcclainc.org/engage/national-programs">fcclainc.org/engage/national-programs</a></li> </ul>
 <p>Assess, Educate, Advocate</p>	Chapter Service Project, Digital Stories for Change, Sustainability Challenge, Professional Presentation, Public Policy Advocate, National Programs in Action	Any	(Dependent upon unit, class and topic)	<p>Understanding how to advocate becomes easier when students find causes that will benefit their community. Write the words community challenge on the front board. Ask students to share what they think the words mean and how they have heard those words used. What is a community challenge? Why is it important to pay attention to community challenges? What can we do about community challenges?</p> <ul style="list-style-type: none"> <li>For classroom ideas and resources visit <a href="http://fcclainc.org/engage/national-programs">fcclainc.org/engage/national-programs</a></li> </ul>
 <p>The Healthy You, The Fit You, The Real You, and The Resilient You.</p>	Chapter Service Project, Digital Stories for Change, Focus on Children, Food Innovations, Professional Presentation, Public Policy Advocate, National Programs in Action, Nutrition and Wellness, Sports Nutrition, and Sustainability Challenge.	Nutrition and Wellness, Food Sciences, Dietetics, and Nutrition	9.3.6, 14.2.2	<p>Plan a "Spike Out Cancer" volleyball tournament or "Dodging Diabetes" dodgeball tournament to encourage physical activity and to bring awareness of the need to make positive nutrition and wellness decisions.</p> <ul style="list-style-type: none"> <li>For classroom ideas and resources visit <a href="http://fcclainc.org/engage/national-programs">fcclainc.org/engage/national-programs</a></li> </ul>



# REGULAR AFFILIATION

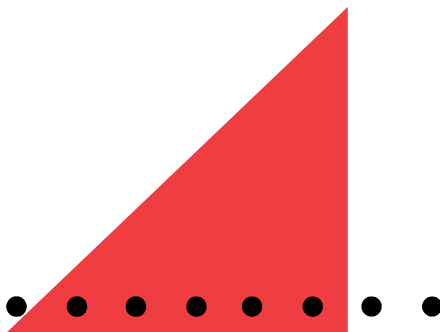
## Membership Affiliation Option

Chapter affiliation is an important step in joining FCCLA. Chapters affiliate their members through the National FCCLA Portal to gain access to resources and competitive event updates.

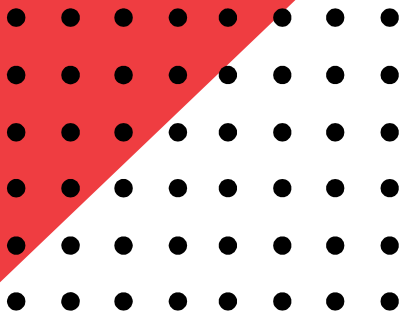
### Specifics of the Program:

- All Students enrolled or previously enrolled in Family and Consumer Sciences courses that are a semester or less in length are eligible for this affiliation.
- The Annual National Affiliation Dues are \$9 per chapter member.
- The Annual State Affiliation Dues are \$11 per chapter member.
- **Total Annual Affiliation Dues are \$20 per chapter member.**
- There is a **minimum of 12 members or \$240 per chapter.**
- Chapter Adviser Affiliation Dues are \$20 per Adviser.

Contact Patrick Mitchell, Minnesota FCCLA Executive Director,  
at [patrick.mitchell@mnccla.org](mailto:patrick.mitchell@mnccla.org) if you need any assistance with  
Regular Affiliation this year.



MN FCCLA  
P.O. Box 131386  
Roseville, MN 55113  
612-405-2486



## 100% MIDDLE LEVEL

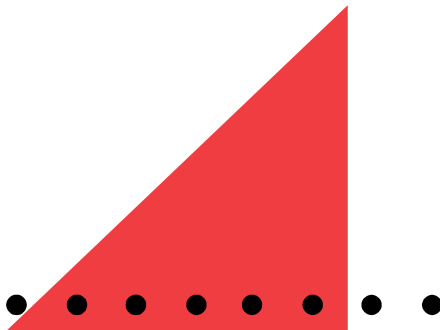
### Membership Affiliation Option

100% Middle Level Affiliation is a special affiliation dues structure and is available to chapters that have students in grade 9 and below. Those schools with smaller enrollments (less than 20 students may want to choose to affiliate regular individual members at \$20 each.)

#### Specifics of the Program:

- Students in **grades 9 and below** enrolled in Family and Consumer Sciences courses that are a semester or less in length are eligible for this affiliation.
- The Annual National Affiliation Dues are \$250.
- The Annual State Affiliation Dues are \$150.
- **Total Annual Affiliation Dues are \$400.**
- You will be able to enroll **all students in your class** any time during the year.
- Chapter Adviser Affiliation Dues are \$20 for all Advisers.

Check with Patrick Mitchell, Minnesota FCCLA Executive Director,  
at [patrick.mitchell@mnfcccla.org](mailto:patrick.mitchell@mnfcccla.org) to find out more on how you can  
choose 100% Middle Level Affiliation this year.



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# URBAN AFFILIATION

## Membership Affiliation Option

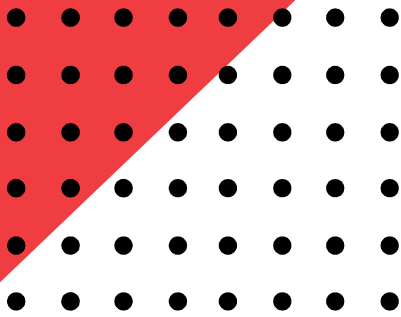
An **urban school district** within the corporate limits of a city with a core population of 100,000 or more can enroll all of its students currently or previously enrolled in a Family and Consumer Sciences Education class.

### Specifics of the Program:

- New urban affiliations must be approved by National and Minnesota FCCLA before proceeding with urban affiliation.
- The Annual National Affiliation Dues are \$4500.
- The Annual State Affiliation Dues are \$0.
- **Total Annual Affiliation Dues are \$4500 for the entire school district.**
- You will be able to enroll **all students in your class** any time during the year.
- Chapter Adviser Affiliation Dues are \$20 for all Advisers.

Check with Patrick Mitchell, Minnesota FCCLA Executive Director,  
at [patrick.mitchell@mnfcla.org](mailto:patrick.mitchell@mnfcla.org) to find out more on how you can  
choose Urban Affiliation this year.

MN FCCLA  
P.O. Box 131386  
Roseville, MN 55113  
612-405-2486



# UNLIMITED MEMBERSHIP PACKAGE

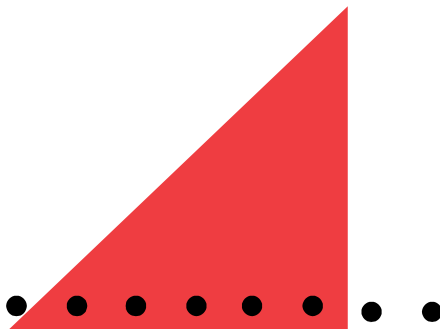
## Membership Affiliation Option

Unlimited chapter member affiliations for one price. Includes additional benefits as determined by the National FCCLA Board of Directors each year.

### Specifics of the Package:

- The Annual National Affiliation Dues are **\$775**
- The Annual State Affiliation Dues are **\$225**
- **Total Annual Affiliation Dues are \$1,000**
- **UNLIMITED chapter member affiliations**
- Additional Benefits include:
  - Additional Benefit - One (1) Adviser Academy Registration
  - Additional Benefit - One (1) National Program (Electronic Resource)
  - Additional Benefit - One (1) Lifetime Alumni & Associates membership
- Chapter Adviser(s) Affiliation Dues are \$20 total for all Advisers.

Contact Patrick Mitchell, Minnesota FCCLA Executive Director, at  
**patrick.mitchell@mnfcla.org** if you need any assistance with the  
Unlimited Membership Package Affiliation this year.



MN FCCLA  
P.O. Box 131386  
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## FCCLA Lesson Plan: *Dissect a STAR Event*

<b>Topic:</b> Learn how to follow STAR Event Guidelines
<b>Grade Level:</b> 6-12
<b>Timeframe:</b> 3-4, 45 minute class periods
<b>FCCLA STAR Event Integration:</b> National Programs in Action
<b>Learning Objectives:</b> Examine STAR Events Analyze a STAR Event Guidelines Demonstrate knowledge of the National Programs in Action STAR Event
<b>National FCS Standards:</b> Career, Community, & Family Connections 1.3: Evaluate the reciprocal effects of individual and family participation in community and civic activities. Consumer & Family Resources 2.1.1: Apply time management, organizational, and process skills to prioritize tasks and achieve goals.
<b>Activity 1:</b> STAR Events Hunt <b>Activity 1 Timeframe:</b> 45minutes <b>Activity 1 Materials Needed:</b> FCCLA STAR Events Workbook <a href="#">FCCLA National Website</a> Technology Devices  Introduce STAR Events by having a student read the definition under section A in the FCCLA STAR Events Workbook. Explain that there are different types of STAR Events and all have different criteria. Break students into groups of 3 - 5 and have them follow the directions provided in Section A of the FCCLA STAR Events Workbook.  Once students have completed their web search, have each group share their findings. Show examples of the projects that have been done by your chapter in the past.  Once finished, have groups complete assignment #1 in the FCCLA STAR Events Workbook. Have them share with another group and use the rubric to judge each elevator pitch. The group with the highest score will share theirs with the class.
<b>Activity 2:</b> Guidelines Dissection <b>Activity 2 Timeframe:</b> 45minutes <b>Activity 2 Materials:</b> Competitive Events Guide (found in Adviser Portal) 10-15 STAR Event guidelines printed and distributed around the room. FCCLA STAR Events Workbook Small Prizes

## FCCLA Lesson Plan: *Dissect a STAR Event*

Copy of “Game Time”

**Prep:** Print 10-15 copies of different STAR Events and place them randomly throughout the room or include the Competitive Events guide in the technology platform that you use with your students in order for them to access it.

Dissect each section of the event guidelines together through a question-and-answer session. Students will answer after reading through the information.

After each section of the event guidelines there is a highlighted section that says “GAME TIME!” Place students in the same groups as the day before and provide them with the corresponding game time paper. The first team that is done and has the correct answers gets a point. Keep track of points for each round for a winning team at the end.

**Activity 3:** Top five Takeaways

**Activity 3 Timeframe:** 20 minutes

**Activity 3 Materials Needed:** FCCLA STAR Events Workbook

Have students work in their groups to determine what the top five most important pieces of information are that a person would need to know in order to complete a STAR Events project. Their answers must demonstrate what knowledge was gained from the activity.

**Activity 4:** Planning Process Summary

**Activity 4 Timeframe:** 20 minutes

**Activity 4 Materials Needed:**

FCCLA STAR Events Workbook

Technology Devices

[National FCCLA Website](#)

This can be adapted for any activity. They can plan their own or use an annual chapter activity. You can also utilize any National Program in Action to complete this.

Have students work through the FCCLA planning process summary worksheet in their workbooks while still working in their groups.

**Assessment:**

Summative one page conclusion included in the FCCLA STAR Events Workbook

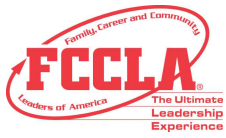
**Source:**

[National FCCLA](#)

[Planning Process Summary Page](#)

**Note:**

The FCCLA Competitive Event Guide changes each year, and the information in this lesson was developed in 2020. Please use the current version found in the FCCLA Adviser Portal.



# FCCLA Lesson Plan: *Dissect a STAR Event*

Submitted By: Britton Andreasen

State: Nebraska

\*FCCLA STAR Workbook on next page

## FCCLA STAR Workbook

Student Name: \_\_\_\_\_ Group Members: \_\_\_\_\_

### A. Examine STAR Events

**STAR Events** (Students Taking Action with Recognition) are competitive events in which members are recognized for proficiency and achievement in chapter and individual projects, leadership skills, and career preparation.

**Directions:** With your table partner use this website: <https://fcclainc.org/compete/star-events> and locate the provided STAR Event and click on it to expand the information. Once you've clicked on it, select the "Info Sheet PDF". Read through the information and locate an example of each project that looks fun to you.

Examples of individual projects (write in project examples in the space provided)

- Repurpose & Redesign (\_\_\_\_\_)
- Promote & Publicize FCCLA (\_\_\_\_\_)
- Sports Nutrition (\_\_\_\_\_)
- Food Innovations (\_\_\_\_\_)

Examples of Leadership Skills:

- Chapter Service Project (\_\_\_\_\_)
- Interpersonal Communications (\_\_\_\_\_)
- National Programs in Action (\_\_\_\_\_)
- Focus on Children (\_\_\_\_\_)

Examples of Career Preparation

- Entrepreneurship (\_\_\_\_\_)
- Job Interview (\_\_\_\_\_)
- Professional Presentation (\_\_\_\_\_)

**Assignment #1:** Create an elevator pitch to explain to someone what a STAR Event is. Your elevator pitch should last 60 seconds and have a comprehensive overview that follows the rubric below. Hand in your assignment when you are done.

Knowledge of STAR Events	No knowledge apparent 0	Knowledge seems limited 1 - 2	Knowledge is explained in presentation 3	Extensive knowledge is apparent 4	Extensive knowledge is explained and apparent 5
Inclusion of examples of STAR Events	No inclusion of examples 0	Inclusion of examples is limited 1 - 2	Examples are explained in the presentation 3	Extensive examples of STAR Events explained 4	Extensive examples of STAR Events explained and defined 5
Inclusion of skills gained through STAR Events	No inclusion of skills gained 0	Inclusion of skills gained is limited 1 - 2	Knowledge of skills gained through STAR Events explained 3	Extensive knowledge of skills gained explained 4	Extensive knowledge of skills gained well explained 5

### B. Analyze STAR Event guidelines

# FCCLA Lesson Plan: *Dissect a STAR Event*

**Directions:** Together we will dissect the STAR Event guidelines. While we go through the information you will answer the questions provided for each section. You all have access to the Competitive Events Guide in Google Classroom as well as copies of sample STAR Events distributed throughout the room.



## NATIONAL PROGRAMS IN ACTION

### NATIONAL PROGRAMS IN ACTION

An individual or team event, recognizes participants who explain how the *Planning Process* was used to plan and implement a national program project. Participants must prepare a *file folder*, an oral presentation and visuals.

### ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 8 prior to event planning and preparation.
2. Choose one of the FCCLA *National Programs* from page 17.
3. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual presentation at competitions.
4. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference (NLC) and must be the work of the participant(s) only.
5. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under *Surveys Applications*. Only one form per entry is required. **Contact your [State Adviser](#) for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**
6. Participants who do not follow the event guidelines or the definition of the event, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

### CAREER PATHWAYS ALIGNMENT

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* See page 7 for more information on event levels.



## FCCLA Lesson Plan: *Dissect a STAR Event*

1. Is this an Individual or Team Event or both? \_\_\_\_\_
2. Summarize what the project entails in as few words as possible.  
\_\_\_\_\_  
\_\_\_\_\_
3. What materials are required for this event?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
4. What levels are allowed to take part in this project? \_\_\_\_\_
5. On what page will you find information on National Programs? \_\_\_\_\_

### GAME TIME! PART 1

GENERAL INFORMATION			
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1-3	<i>File Folder, Oral Presentation and Visuals</i>	Table-Yes Electrical Access-No Wall Space-No Supplies-No Wi-Fi – No	FCCLA Official Dress

PRESENTATION ELEMENTS ALLOWED								
Audio	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/Pointers	Skits	Presentation Equipment	Visuals
■	■	■	■		■	■	■	■

1. What does this section tell STAR Participants? \_\_\_\_\_  
\_\_\_\_\_

### GAME TIME! PART 2

1. What does this section include? \_\_\_\_\_  
\_\_\_\_\_
2. How long do participants have to present their speech in this event? \_\_\_\_\_
3. Is there an interview included in this event? \_\_\_\_\_

# FCCLA Lesson Plan: *Dissect a STAR Event*

## NATIONAL PROGRAMS IN ACTION SPECIFICATIONS

PRESENTATION MATERIALS	
<b>File Folder</b>	Participant will submit one letter-size <i>file folder</i> containing three identical sets, with each set stapled separately, of the items listed below to the event room consultant at the designated participation time. The <i>file folder</i> must be labeled (either typed or handwritten) in the top left corner with name of event, level, participant's name(s) and state.
SPECIFICATIONS	LEVEL 1
<b>Project Identification Page</b>	Must include participant's name(s), chapter name, school, city, state, event name, level, project title, and name of the National Program. Page can be up to 1 - 8 ½" x 11" page or 1 slide, but cannot be larger.
<b>FCCLA Planning Process Summary Page</b>	1- 8 ½" x 11" summary page of how each step of the <i>Planning Process</i> was used to plan and implement the project.
<b>Evidence of Online Summary Form Submission</b>	Complete the <i>Online Project Summary Form</i> located on the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the <i>file folder</i> .

## CHAPTER SERVICE PROJECT DISPLAY SPECIFICATIONS

PRESENTATION FORMAT	
<b>Display</b>	A <i>display</i> must be used to document and illustrate the work of one project, using <i>clearly defined presentation surfaces</i> . The <i>display</i> may be either freestanding or tabletop. Freestanding <i>displays</i> must not exceed a space 48" deep by 60" wide by 72" high, including <i>audiovisual equipment</i> . Tabletop <i>displays</i> must not exceed a space 30" deep by 48" wide by 48" high, including any <i>audiovisual equipment</i> . Information or <i>props</i> outside the <i>display</i> will be considered part of the <i>display</i> and subject to penalty (tablecloths, storage items, boxes below the table, etc.). Displays may not have items on the back of the board.
SPECIFICATIONS	LEVEL 1
<b>Project Identification Page</b>	Must include participant's name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to 1 - 8 ½" x 11" page, but cannot be larger.
<b>FCCLA Planning Process Summary Page</b>	1- 8 ½" x 11" summary page of how each step of the Planning Process was used to plan and implement the project; use of the Planning Process should be described more in depth in the oral presentation.
<b>Evidence of Online Summary Form Submission</b>	Complete the <i>Online Project Summary Form</i> under the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the <i>display</i> .

- There are 3 items listed here that need to be included in both examples provided. Explain what format they should be included in and how many copies of each should be provided.
  - 1st example \_\_\_\_\_
  - 2nd example \_\_\_\_\_
- What is an 8 ½ x 11 page? \_\_\_\_\_
- What is the FCCLA Planning Process Summary Page? \_\_\_\_\_

**GAME TIME! Part 3**

# FCCLA Lesson Plan: *Dissect a STAR Event*

## PRESENTATION FORMAT

### Oral Presentation

The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation must deal with how each step of the *Planning Process* was used to plan and implement a national program project. Participants may use any combination of *props*, materials, supplies and/or equipment to demonstrate how to carry out their project. If audio or audiovisual recordings are used, they are limited to 1–minute playing time during the presentation.

## SPECIFICATIONS

### LEVEL 1

### LEVEL 2

### LEVELS 3 & 4

### Identify Concerns: Address Specific Needs

Use surveys, interviews, media or observations to gather data. Select a project to meet a specific and meaningful school, *community* and/or statewide need.

Use surveys, interviews, media or observations to gather data. Select a project to meet a specific and meaningful school, *community*, statewide and/or national need.

Use surveys, interviews, media or observations to gather data. Select a project to meet a specific and meaningful school, *community*, statewide, national and/or global need.

### Set a Goal: SMART Goal

Develop a project goal that is specific, measurable, achievable, relevant and time bound.

### Set a Goal: Appropriate Goal

Explain how established SMART goals relate to the national program concern and the chapter and *community's* size/demographics

Form a Plan: Organization	Plan project to meet project goals, identify standards, examine alternative actions, consider consequences of various alternatives and select acceptable alternatives.		
Form a Plan: Partners and Resources	Identify potential project <i>resources</i> and partners on the school, <i>community</i> and/or state levels.	Identify potential project <i>resources</i> and partners on the school, <i>community</i> , state and/or national levels.	Identify potential project <i>resources</i> and partners on the school, <i>community</i> , state, national and/or global levels.
Form a Plan: Timeline	Develop a project timeline that is workable and has realistic steps and deadlines.		
Form a Plan: Work Plan	Develop specific work plans - who, what, where, when, and how; list abilities, skills, and knowledge required for successful implementation.		
Form a Plan: Increase Awareness/ Public Relations	Develop plans to promote the project before, during and after implementation.	Develop plans to promote the project before, during and after implementation. Include a list of local, state and/or national media outlets (newspaper, radio, podcasts, etc.) and appropriate decision-makers and elected officials.	
Act: Action Taken on Plan	Explain how plan was carried out. Show specific steps used to complete project.		
Follow Up: Evaluation and Follow-up	Utilize methods for evaluation such as pre-and post-surveys, interviews, reports, observations, formal evaluations. Include project reach data. Describe replication plans, future efforts, lessons learned and appreciation/recognition.		
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.		
Knowledge of Subject Matter	Show evidence of mastery of project area <i>content</i> by using current data to support and describe the project and explaining research conducted.		
Relationship of Family and Consumer Sciences Coursework/ Standards/National Programs	Describe the relationship of Family and Consumer Sciences coursework to project.	Describe the relationship of Family and Consumer Sciences coursework to project. Explain which FCCLA National Program(s) could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and standards to project. Explain which FCCLA National Program(s) could be used during project implementation. Identify career pathway.
Use of Visuals during Presentation	Use <i>visuals</i> to accentuate the oral presentation.		
Voice	Speak clearly with appropriate pitch, tempo and volume.		
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or note cards if used.		
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage and pronunciation.		
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project.		

1. What does the top paragraph describe? \_\_\_\_\_
2. What should this section be used for? \_\_\_\_\_



**RATING ACHIEVED** (circle one)      **Gold:** 90–100      **Silver:** 70–89.99      **Bronze:** 1–69.99

Evaluator 1: \_\_\_\_\_ Evaluator 2: \_\_\_\_\_ Evaluator 3: \_\_\_\_\_ Adult Room Consultant: \_\_\_\_\_ Event Lead Consultant: \_\_\_\_\_

-

# FCCLA Lesson Plan: *Dissect a STAR Event*

FILE FOLDER						POINTS
<b>Identify Concerns: Address Specific Needs</b> 0-5 points	0 No evidence	1 2 No survey, interview, media or observational data used or project's specific and meaningful school, community and/or statewide need is unclear	3 Limited survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community and/or statewide need	4 Survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community and/or statewide need	5 Extensive survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community and/or statewide need	
<b>Identify Concerns: Knowledge of the National Program</b> 0-5 points	0 No evidence	1 2 Selected National Program is unclear. Relationship between National Program, identified concerns and project components poorly detailed	3 Selected National Program is shared. Relationship between National Program, identified concerns and project components loosely detailed	4 Selected National Program is shared. Relationship between National Program, identified concerns and project components detailed	5 Selected National Program is clear. Relationship between National Program, identified concerns and project components well detailed	
<b>Set a Goal: SMART Goal</b> 0-4 points	0 No evidence	1 2 Project goal(s) do not meet all criteria	3 Project goal(s) are specific, measurable, achievable, relevant and time-bound	4 Project goal(s) are extremely specific, measurable, achievable, relevant and time-bound		
<b>Set a Goal: Appropriate Goal</b> 0-5 points	0 No evidence	1 2 National program concern relationship to SMART goals unclear. chapter/community demographics poorly detailed	3 Established SMART goal(s) generally relate to national program concern. Relation to chapter/community demographics loosely detailed	4 Established SMART goal(s) relate to national program concern. Relation to chapter/community demographics detailed	5 Established SMART goal(s) clearly relate to national program concern. Relation to chapter/community demographics well detailed	
<b>Form a Plan: Organization</b> 0-6 points	0 No evidence	1 2 Project plan is disorganized and does not meet criteria requirements	3 4 Project plan loosely meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	5 Project plan meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	6 Project plan clearly meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	

1. What are the main takeaways from this page?

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**GAME TIME! Part 4**

STAR Event resources to access if you get stuck:

1. FCCLA STAR Events Guidelines
2. Google
3. FCCLA Adviser



# FCCLA Lesson Plan: *Dissect a STAR Event*

**Assignment #2:** Answer the questions below and hand in.

With your team, determine your top 5 takeaways from our discussion on how to dissect and understand the STAR Events guidelines. This section is worth 20 points and will be awarded to the team that has the most comprehensive review of the information above. Think: What are the MOST IMPORTANT takeaways from this lesson that a person needs to know in order to complete a STAR Event. Winners will be determined based on the rubric below

<b>Knowledge of Rubric</b>	No knowledge apparent 0	Knowledge seems limited 1 - 2	Knowledge is explained in presentation 3	Extensive knowledge is apparent 4	Extensive knowledge is explained and apparent 5
<b>Explanation of each item learned/ Demonstration of understanding</b>	No demonstration of what was learned 0	Inclusion of what was learned limited 1 - 2	Examples are explained in the presentation 3	Extensive examples of explained 4	Extensive examples explained and defined 5

## C. Demonstrate knowledge of the National Programs in Action STAR Event

**Assignment #3:** Use the sheet below to plan our Annual Food Pantry Scavenger Hunt.

### FCCLA Planning Process Summary Page Worksheet

**Name of the Project:** Annual Food Pantry Scavenger Hunt

**National Programs:**

1. Identify the National Program associated with this project:
2. Explain why this project is related to the National Program selected:

**Partners for Project:**

3. Who is needed in order to complete this project:

Who can we potentially partner with to complete this project:

**Definition of Project:**

**Concern:** Many families in our community need access to food and our local food pantry is low on supplies.

4. What are 3 more reasons why we should do this project:

**Goal:** Stock the food pantry with more than 500 food items by collecting items from local residents.

5. How will the goal be met:
6. How will you know the event was successful?
7. How does your goal relate to the National Program Community Service:

**Needs:**

**8. Publicity and advertising:** (*circle all that apply*) posters, social media, newspaper articles, morning announcements, flyers sent home with elementary students, flyers posted in local businesses, boxes at local businesses for collection, (add any other ideas on the line provided)

---

**9. What needs to be done to complete this project from start to finish:**

- a. Contact Food Pantry volunteers to gather list of needs
  - i. Who will do this:
  - ii. When does it need to be done by:
- b. Advertise list of needs and date of scavenger hunt for members of the community
  - i. Who will do this:
  - ii. When does it need to be done by:

# FCCLA Lesson Plan: *Dissect a STAR Event*

- iii. Where will you advertise:
- c. Advertise event to students and members
  - i. Who will do this:
  - ii. When does it need to be done by:
  - iii. Where will you advertise:
- d. Determine prizes and gather them from your Adviser
  - i. Who will do this:
  - ii. When does this need to be done by:
- e. Create directions for the members and students participating
  - i. Who will do this:
  - ii. When will this need to be done by:
- f. Post-event recognition
  - i. What will you do:
  - ii. Who will do this:
  - iii. When does this need to be done by:

## D. Demonstrate knowledge of the National Programs in Action STAR Event

**Assignment #4:** Once you have completed each of the questions, create a 1-page description of the project. This will be presented by your group in front of the class and judged using the rubric below.

FILE FOLDER						POINTS
<b>Identify Concerns: Address Specific Needs</b> 0-5 points	0 No evidence	1 2 No survey, interview, media or observational data used or project's specific and meaningful school, community and/or statewide need is unclear	3 Limited survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community and/or statewide need	4 Survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community and/or statewide need	5 Extensive survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community and/or statewide need	
<b>Identify Concerns: Knowledge of the National Program</b> 0-5 points	0 No evidence	1 2 Selected National Program is unclear. Relationship between National Program, identified concerns and project components poorly detailed	3 Selected National Program is shared. Relationship between National Program, identified concerns and project components loosely detailed	4 Selected National Program is shared. Relationship between National Program, identified concerns and project components detailed	5 Selected National Program is clear. Relationship between National Program, identified concerns and project components well detailed	
<b>Set a Goal: SMART Goal</b> 0-4 points	0 No evidence	1 2 Project goal(s) do not meet all criteria	3 Project goal(s) are specific, measurable, achievable, relevant and time-bound	4 Project goal(s) are extremely specific, measurable, achievable, relevant and time-bound		
<b>Set a Goal: Appropriate Goal</b> 0-5 points	0 No evidence	1 2 National program concern relationship to SMART goals unclear. chapter/community demographics poorly detailed	3 Established SMART goal(s) generally relate to national program concern. Relation to chapter/community demographics loosely detailed	4 Established SMART goal(s) relate to national program concern. Relation to chapter/community demographics detailed	5 Established SMART goal(s) clearly relate to national program concern. Relation to chapter/community demographics well detailed	
<b>Form a Plan: Organization</b> 0-6 points	0 No evidence	1 2 Project plan is disorganized and does not meet criteria requirements	3 4 Project plan loosely meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	5 Project plan meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	6 Project plan clearly meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	



## FCCLA Lesson Plan: *Dissect a STAR Event*

**Teacher Use ONLY. Do not print with the workbook. Game Time!**

### Game Time Part 1

1. Find a STAR Event that is not available to level 1:
2. Find all 8 National Programs and list them:

### Game Time Part 2

1. Find a STAR Event that requires a portfolio.
2. Find a STAR Event that is an individual event.

### Game Time Part 3

1. Find a STAR Event that has an oral presentation time limit of 5 minutes.
2. Find a STAR Event that has an oral presentation time limit of 15 minutes.
3. Using the boards set up around the room, find an example of the FCCLA planning process, STAR Events online project summary submission, and project ID Page.

### Game Time Part 4

1. Find a STAR Event that includes guidelines for a display and oral presentation.
2. Find a STAR Event that includes guidelines for a display, oral presentation, and a suggested product packaging.
3. Using the specifications, explain what the suggested product packaging is for the STAR Event Food Innovations.

## FCCLA Career Pathway Worksheet

Complete the questions below after taking the FCCLA Career Pathway Quiz.

### Top Career

Record the information in the chart below for your top three FCCLA Career Pathways.

- Career Pathway – List each of the three top Career Pathways in each row.
- 3 Careers that Interest You – Using the FCCLA Career Pathways resource, review the careers associated with that pathway. List the top 3 that interest you.
- Top Career – From the possible careers that you listed for each of your 3 top Career Pathways, select one as the Top Career.

Career Pathway	3 Careers That Interest You	Top Career
1.		
2.		
3.		

### Career Insights

Using the U.S. Bureau of Labor Statistics Occupational Outlook Handbook, research and record the information below for the Top Career you selected above.

Description – What is this career?

What education is required for an entry-level position?

What is the annual mean wage for this career in North Carolina? In your area of the state?

What are typical duties for someone in this profession?

What additional skills are required for this profession?

### **Career Planning**

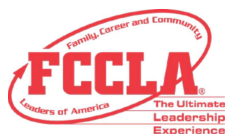
#### **High School**

What high school classes are available at your school to prepare you for this career?

What extra-curricular activities can you participate in to prepare you for this career?

#### **Post-Secondary Education**

Name 3 post-secondary institutions that provide additional training, certifications, or degree programs for this career.



## FCCLA Lesson Plan: Finding the Right STAR Event for YOU!

<b>Topic:</b> STAR Event Exploration
<b>Grade Level:</b> Any
<b>Timeframe:</b> 2, 50 minute class periods
<b>FCCLA National Program(s) Integration:</b> None
<b>FCCLA STAR Event Integration:</b> All
<b>Learning Objectives:</b> Identify the four career pathways of FCS/FCCLA. Connect personal preferences with career pathways and competitive events.
<b>National FCS Standards:</b> 1.2 Demonstrate transferable knowledge, attitudes, and technical and employability skill in school, community, and workplace settings.

<b>Materials Needed:</b> (copies or post on LMS) <ul style="list-style-type: none"> <li>• What Interests You? Inventory (<a href="#">access here</a>)</li> <li>• Career Pathway QUIZ (<a href="#">access here</a>)</li> <li>• Career Exploration Through FCCLA Handout (found in the Portal)</li> <li>• Explore Career Pathways Through FCCLA Competitive Events Handout (found in the Competitive Events Guide)</li> <li>• Access to the STAR Event Manual (found in the portal)</li> <li>• Planning Process Worksheet (found in the Portal)</li> </ul>
<b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li>• Individual study: brainstorming,</li> <li>• Interactive instruction: open discussion, think-pair-share, 4 corners</li> <li>• Direction Instruction: lecture, handout</li> <li>• Indirect instruction: discover, guided inquiry, decision making</li> </ul>

## FCCLA Lesson Plan: Finding the Right STAR Event for YOU!

### Activity 1: 30 Second Pitch + Brainstorm a List

**Timeframe: 10 minutes**

Remind students what STAR events stand for. Review what they are doing, which is a quick 30 second elevator speech about them themselves. Also, discuss the benefits of the competition. (You could do this or have a student(s) who have competed do this)

Students should work to create a list of STAR Events currently offered. (Think-Pair-Share)

Students should work to recall the 4 FCS/FCCLA career pathways.

(Optional) Show: <https://youtu.be/36cfSbQSFJw> (FCCLA Career Pathway Intro Video)

### Activity 2: Career Pathway Assessments

**Timeframe: 30 minutes**

Ask: What do you want to be when you grow up?

Answer: Before deciding on your profession, consider your passion. To help you navigate exploring careers, reflect on all the ways FCCLA provides students with college and career readiness skills: your lessons learned from competing in STAR Events, memories made from holding officer positions, and employability skills strengthened from participating in Family and Consumer Sciences classes.

Students should first take the [What Interest You? Inventory](#). (This assessment has students indicate what they are into and then ranks the career pathways based on their interests). Score them and discuss as needed.

Students should take the [Career Pathways Quiz](#). (This assessment associates students with career pathways based on various statements. They rank them according to 1, Strongly Disagree | 2, Disagree | 3, Neither Agree nor Disagree | 4, Agree | 5, Strongly Agree.) Score them and discuss as needed.

Students should compare their results of the two assessments. Did they score the same? If not, why? Take a class poll and see who scored in each of the pathways (I do this with having kids move to the 4 corners of the classroom, TIP print off the Career Pathway Logo in a huge poster size, and cut it apart! Discuss as needed.

### Activity 3: Paring Career Pathways with STAR Events and Creating a Plan

**Timeframe: 60 minutes or more**

Students should read the Career Exploration through FCCLA handout, and pay special attention to their top pathway they scored on the assessments. Discuss as needed.

Students should review the STAR Event Descriptions handout (in portal) OR view the STAR Events website <https://fcclainc.org/compete/star-events> and guess what pathway they think that event fits under based on their knowledge. (I have students do this with colors that the pathway represents using



## FCCLA Lesson Plan: Finding the Right STAR Event for YOU!

the 4 corners method). Students should rank their top three events they are interested in competing in. Note: this forces kids to read all of the descriptions and have an idea of what is offered, you can also read this to them and then they decide what pathway. Discuss as needed. Using the Explore Career Pathways Through FCCLA Competitive Events handout, have students check their work.

Explain the Explore Career Pathways Through FCCLA Competitive Events handout. (This chart lists all of the competitive events and correlates them to a Career Pathway). Students should remind themselves of their top scoring pathway from the assessments. Based on their top pathway, students should focus on those events. Discuss as needed. Revisit their top ranked events, do they match?

Students should create a Planning Process to create a plan to begin their STAR Event project.

### Assessment:

Planning Process Worksheet

### Other Resources:

An additional assessment based on the career pathways: <https://www.surveymonkey.com/r/CL3YRTR>

### Source:

- Career Pathways Quiz, FCCLA Teen Times, Fall 2019
- What Interests You Assessment, FCCLA Chapter Manual
- FCCLA Competitive Events Guide

### Additional Notes:

**\*\*\*STUDENTS SHOULD HAVE PRE KNOWLEDGE OF STAR EVENTS\*\*\* I highly suggest doing this lesson in tandem with the *Dissect a STAR Event* (by Britton Andreasen, NE) lesson plan found in the Portal.**

Submitted By: Nicki Pedeliski

State: California

## Leadership Style Quiz

This informal survey helps you understand your own leadership style. In the five scenarios below, choose the one letter that most accurately describes you. After you see what type you are, learn more about your leadership characteristics and development tips for broadening your techniques and growing as a leader.

**1.**

- A. "Spare the details and get to the bottom line" sums up my attitude toward completing a project
- B. "Full steam ahead and let's get on to the next thing!" sums up my attitude toward completing a project
- C. I prefer the planning stage of a project to the implementation stage
- D. Before I start a project, I like all the details to be taken care of

**2.**

- A. Showing too much emotion can set a bad example for the people I lead
- B. I can be very emotional when I'm excited
- C. Saying what I think is more important than expressing how I feel
- D. I don't mind showing emotion when I'm happy or sad

**3.**

- A. "I don't feel pressure, I create it" could be my favorite quip
- B. I like a fast-moving environment with exciting people
- C. Logic and consistency are two of my intellectual ideals
- D. I feel very stressed out when I see conflict

**4.**

- A. On the way to an objective, I know I step on toes and sometimes hurt the feelings of others
- B. People have told me that if I sat on my hands, I wouldn't be able to talk
- C. Principles are more important than personal relationships
- D. I would want to create a work environment that's friendly and where everyone is on a first-name basis

**5.**

- A. I often interrupt the conversations of others
- B. I love praise for a job well done and feel dissatisfied if I don't get it
- C. I believe in dotting every "i" and crossing every "t" before offering an opinion
- D. People have told me I'm a very good listener

## RESULTS

You are a:

Warrior = If you answered "A" three or more times

Cheerleader = If you answered "B" three or more times

Human Computer = If you answered "C" three or more times

Parent = If you answered "D" three or more times



## WARRIOR

Characteristics	Development
Desktop is neat and organized Fictional furniture Plaques on the wall Does not show emotion High expectations of self and others Independent and ambitious Like options and probabilities when making a decision	Work on projecting compassion Practice active listening skills Schedule “chat” time with others to get to know them Practice smiling Work on learning how to delegate Count to 10 before going out of your office when you are under heavy pressure Guard against appearing overly critical with those you lead

## CHEERLEADER

Characteristics	Development
Desk is unrecognizable Personal trophies and pictures clutter office Greets visitors warmly Appears to be constantly in motion Has open body language Easily distracted Talk with hands Enjoys a flexible work environment	Improve time management skills Learn how to set goals and when to adjust them Work on organizational skills Avoid addressing others when upset Learn from those around you who have a good eye for detail Prepare yourself with facts and logic when making presentations Guard against misplaced compassion

## HUMAN COMPUTER

Characteristics	Development
Tend to have a clean high-tech work space Prefer planning to implementing Relies on facts and logic Pays more attention to work space than personal appearance May not be expressive when speaking Is always thinking about more than one thing Have difficulty with eye contact Appears to be a procrastinator	Don't hold everyone to your intellectual standards Teach others how to follow up on details so you can delegate more tasks Get out of your work space and talk to others Practice active listening skills Learn how to set goals and deadlines Avoid anything that will make you delay Use your analytical skills to analyze what motivates people to perform Attempt to make decisions on a timely basis

## PARENT

Characteristics	Development
Have a cozy work environment Believes in always being nice to people Conflict is a stressor Not a risk taker Prefers implementation to planning when details are provided Has exceptional listening skills Tends to go along with others	Practice taking risks Balance compassion with logic Learn to set goals and deadlines Watch those around you who are assertive and learn from them Rethink the logic and emotion behind your decisions

## FCCLA Leadership Competencies Inventory (Self)

Student Name: \_\_\_\_\_

**Instructions:** Below are twenty four (24) statements describing leadership competencies that have been identified as being both employability skills and important leadership characteristics. Please read each statement carefully, then rate **yourself** in terms of **how frequently** you utilize the actions described. This is not a test, so there are no right and wrong answers.

In order to get the most out of this inventory, it's important to be honest about how often you truly utilize each of the actions (not how often you would like to be utilizing it). The rating scale includes five choices. Please circle the number that best applies to each statement.

	1 - Hardly Ever	2 - Occasionally	3 - At Times	4 - Usually	5 - Almost Always
1. I look for creative ideas/solutions to problems.	1	2	3	4	5
2. I participate in group projects or activities by contributing to the task/goal.	1	2	3	4	5
3. I actively participate in classes and groups by asking questions, volunteering answers, and fulfilling responsibilities.	1	2	3	4	5
4. I demonstrate effective time management in both personal (i.e. homework or other assignments) and group (i.e. class, team, club, etc.) settings.	1	2	3	4	5
5. I ask questions, play devil's advocate or find other ways to understand a problem.	1	2	3	4	5
6. I show respect to all participants in a group or team setting.	1	2	3	4	5
7. I adapt easily to different situations and group settings.	1	2	3	4	5
8. I assess information to determine which is relevant.	1	2	3	4	5
9. I assess problems involving the use of available resources, people, and materials.	1	2	3	4	5
10. I help other students understand tasks, find resources, and meet responsibilities.	1	2	3	4	5
11. I am cooperative and noticeably engaged in different settings (classes, groups, etc.).	1	2	3	4	5
12. I summarize and communicate information in a way that helps others understand.	1	2	3	4	5
13. I consider both pros and cons of ideas, approaches, and solutions to problems.	1	2	3	4	5
14. I participate as a team leader or effective member in group projects or activities.	1	2	3	4	5
15. I am ethical in my interactions (actively trying not to harm others, be fair, and tell the truth).	1	2	3	4	5
16. I provide oral responses during conversations, meetings and classes.	1	2	3	4	5

17. I develop plans by creating steps and/or procedures for a task.	1	2	3	4	5
18. I help keep team members on track, suggest alternatives, and propose/discuss options.	1	2	3	4	5
19. I contribute positively to the classes or groups that I am a part of.	1	2	3	4	5
20. I am noticeably engaged in meetings, classes and group settings through notetaking, questioning, and responding.	1	2	3	4	5
21. I implement plans by utilizing steps and/or procedures to address a task.	1	2	3	4	5
22. I listen to and consider all team members' ideas and respond supportively to ideas given.	1	2	3	4	5
23. I practice active listening by seeking clarification and understanding if necessary.	1	2	3	4	5
24. I interpret both verbal and nonverbal communication efforts of others to better understand their perspective.	1	2	3	4	5

### **Transferring Your Responses**

After you have responded to all of the questions on both pages, please transfer your responses to the correct blank below.

Because the numbers are listed *vertically* across the page, it's important to correctly fill in your responses. Be sure that you fill in a response option (1, 2, 3, 4, 5) for each statement. Once you have entered all of the scores, add the numbers by column to determine your total score for each competency area.

- |           |           |           |           |
|-----------|-----------|-----------|-----------|
| 1. _____  | 2. _____  | 3. _____  | 4. _____  |
| 5. _____  | 6. _____  | 7. _____  | 8. _____  |
| 9. _____  | 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ | 16. _____ |
| 17. _____ | 18. _____ | 19. _____ | 20. _____ |
| 21. _____ | 22. _____ | 23. _____ | 24. _____ |

**CRITICAL  
THINKING SKILLS**

**EFFECTIVE INTERPERSONAL  
RELATIONSHIPS**

**EFFECTIVE PERSONAL  
RELATIONSHIPS**

**WORKPLACE  
SKILLS**

### **Interpreting Your Scores**

The effectiveness of any inventory is to consider the things that we do well and the things that we could improve. The key to this inventory is two-fold:

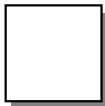
1. To reflect on one's own skills and behavior to consider what you do well and could improve,
2. To balance your own reflection with that of your three observers to create a complete picture of the areas that you do well.

In order to best create a picture of your strengths and areas for growth as a leader, use your above scores with the worksheet on the next page to assist you in raising your image awareness and understanding your areas of leadership strength and what leadership areas you can further develop.

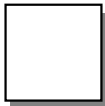
# FCCLA Leadership Competencies Inventory Review

## Observer 1 Scores

- |           |           |           |           |
|-----------|-----------|-----------|-----------|
| 1. _____  | 2. _____  | 3. _____  | 4. _____  |
| 5. _____  | 6. _____  | 7. _____  | 8. _____  |
| 9. _____  | 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ | 16. _____ |
| 17. _____ | 18. _____ | 19. _____ | 20. _____ |
| 21. _____ | 22. _____ | 23. _____ | 24. _____ |



**CRITICAL  
THINKING SKILLS**



**EFFECTIVE INTERPERSONAL  
RELATIONSHIPS**



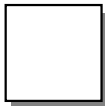
**EFFECTIVE PERSONAL  
RELATIONSHIPS**



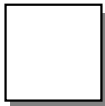
**WORKPLACE  
SKILLS**

## Observer 2 Scores

- |           |           |           |           |
|-----------|-----------|-----------|-----------|
| 1. _____  | 2. _____  | 3. _____  | 4. _____  |
| 5. _____  | 6. _____  | 7. _____  | 8. _____  |
| 9. _____  | 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ | 16. _____ |
| 17. _____ | 18. _____ | 19. _____ | 20. _____ |
| 21. _____ | 22. _____ | 23. _____ | 24. _____ |



**CRITICAL  
THINKING SKILLS**



**EFFECTIVE INTERPERSONAL  
RELATIONSHIPS**



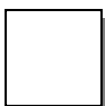
**EFFECTIVE PERSONAL  
RELATIONSHIPS**



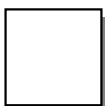
**WORKPLACE  
SKILLS**

## Observer 3 Scores

- |           |           |           |           |
|-----------|-----------|-----------|-----------|
| 1. _____  | 2. _____  | 3. _____  | 4. _____  |
| 5. _____  | 6. _____  | 7. _____  | 8. _____  |
| 9. _____  | 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ | 16. _____ |
| 17. _____ | 18. _____ | 19. _____ | 20. _____ |
| 21. _____ | 22. _____ | 23. _____ | 24. _____ |



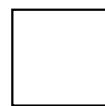
**CRITICAL  
THINKING SKILLS**



**EFFECTIVE INTERPERSONAL  
RELATIONSHIPS**



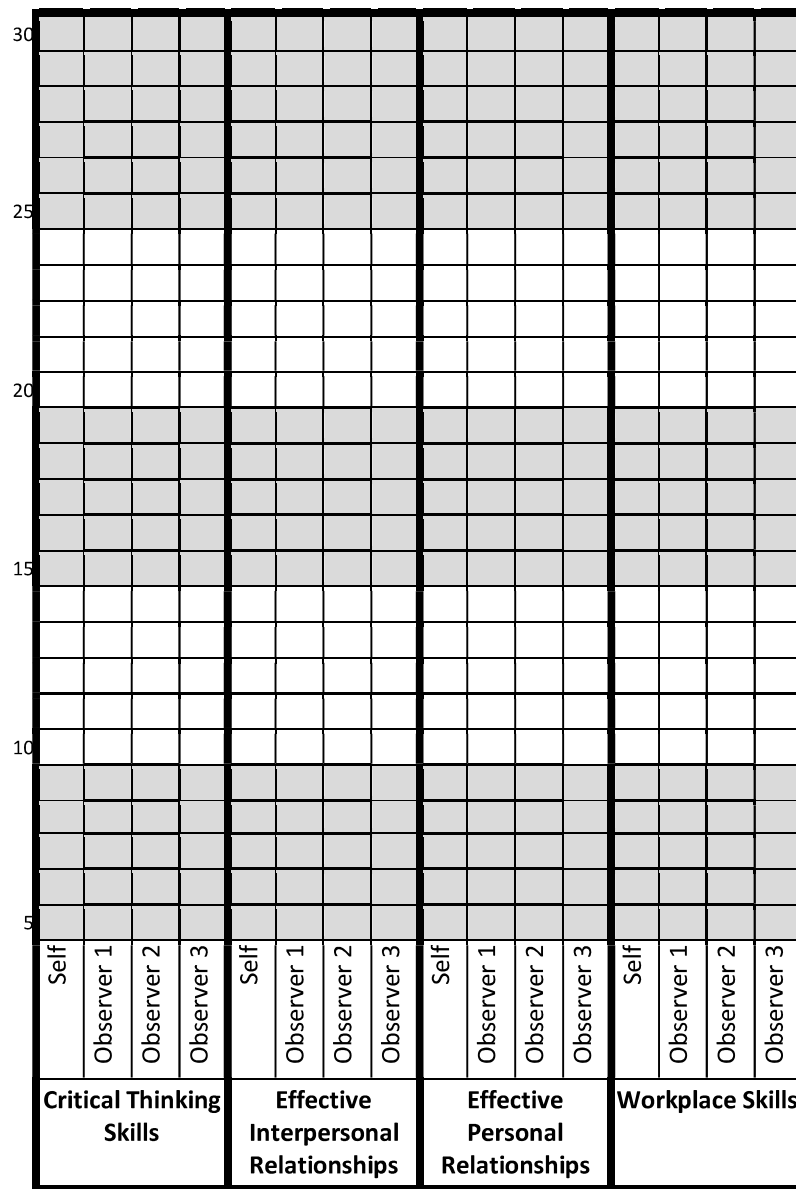
**EFFECTIVE PERSONAL  
RELATIONSHIPS**



**WORKPLACE  
SKILLS**

## Competency Scoring Graph

Using the scores that you entered for each observer's result, add by column and enter the results into the below graph by shading in results for each inventory.



Using the information from the Observer Responses to questions 24 and 25, what insight was given on your strengths and areas for growth? Write any themes below to consider when developing your Leadership Development Plan.

<u>Leadership Strengths</u>	<u>Areas Of Growth/Improvement</u>

## Event Sponsorship

Use this toolkit to help you and your chapter raise the funds you need to attend an FCCLA event. Our exciting events provide attendees with the tools, resources, ideas, and support to return home to improve their leadership skills, their schools, and their communities.

### Get sponsored!

Not sure where to start? This toolkit will guide you and your chapter through making a fundraising plan, asking local businesses and other organizations for financial support, thanking those who give you financial aid and more.

You'll find:

- A **checklist** to keep you on track while you're searching for sponsors
- **Talking points** you can use when you talk to potential sponsors
- A **sample letter** you can use to ask businesses and organizations to sponsor you
- A **fundraising guide** with project ideas big and small
- A **fundraiser planning form** to put together the details of your fundraiser
- A **sample thank-you letter** to send to sponsors after you return from your event

Helpful Tip:

Fundraising for FCCLA events develops a partnership between you, your chapter, school and community.

Try the one-third concept. If possible, pay for one-third of the cost yourself, fundraise another third and talk to an organization or local business to sponsor the rest.

## Checklist for the Event

Raising money takes time and a lot of planning. Before you jump right in and present your case, make sure you are prepared.

### BEFORE THE EVENT

\_\_\_ **Create a budget.** Figure out how much you and your chapter are willing to pay. Then decide how much you will have to raise through fundraising projects or sponsorships.

\_\_\_ **Start a fundraising plan.** Let sponsors know how you will raise part of the money on your own. Many sponsors will be more likely to support you if you put some effort into fundraising too. Check out Page 7-15 for fundraising ideas and tools to help you make a budget and delegate responsibilities.

\_\_\_ **Do your research.** Learn as much as you can about the event you're interested in before you start talking to potential sponsors. You won't be stumped if they ask you questions.

\_\_\_ **Serve their needs.** When you talk or write to potential sponsors, let them know how they—and their community—can benefit from investing in you. Tell them how you will use your new leadership skills and let sponsors know you will come back with service project ideas you can collaborate on.

\_\_\_ **Make your case.** Schedule time in advance (at least two weeks) to present at a meeting or talk with a potential sponsor. Use the talking points included in this toolkit (Page 3-4).

### DURING THE EVENT

\_\_\_ **Keep sponsors in the loop.** Update your sponsors about your experience. Give them a short phone call, mail out a postcard or, if you have internet access, send them an email. Let them know how much fun you're having and what you've learned so far.

### AFTER THE EVENT

\_\_\_ **Bring it back home.** Schedule a follow-up presentation for your sponsors. With pictures, PowerPoint slides, short personal memoirs or videos, show sponsors how much the experience meant to you.

\_\_\_ **Express your thanks.** Thank your sponsors with a handwritten thank-you card, note or letter (see our thank-you letter template on Pages 16-17).



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## Talking Points for Your Presentation

Speak confidently. Include these talking points in your presentation or meeting with sponsors who might be unfamiliar with FCCLA.

### What is FCCLA?

Family, Career and Community Leaders of America is a nonprofit national career and technical student organization for young men and women in Family and Consumer Sciences education in public and private school through grade 12.

FCCLA's mission is to promote personal growth and leadership development through Family and Consumer Sciences education. Focusing on the multiple roles of family member, wage earner and community leader, members develop skills for life through: character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation.

### Top 10 Things to Know About FCCLA:

1. FCCLA is the only career and technical student-led organization with the family as its central focus.
2. FCCLA is the ultimate leadership experience, focusing on character development, creative and critical thinking, interpersonal communications, practical knowledge and career preparation.
3. FCCLA has a national membership of nearly 189,000 young men and women in 6000 local chapters in 53 state association including, the Virgin Islands, Puerto Rico, and the District of Columbia. Our membership also includes an extensive national network of Alumni and associates- former student members that are still involved in the organization.
4. FCCLA has nine national programs that focus on or address vital issues that are affecting our nation today, including the recent financial downturn, school violence, childhood obesity and the shortage of skilled workers.
5. FCCLA is a career and technical student organization that functions as an integral part of the Family and Consumer Sciences Education curriculum and operates within the school system.
6. FCCLA is endorsed by the American Association of Family and Consumer Sciences (AAFCS) , the Dept. of Education (OVAE) and the National Association of Secondary School Principals (NAASP), Family and Consumer Sciences Education is supported by Perkins funding.
7. Each year, FCCLA continues its work in supporting charitable organizations in their efforts to better the standards of living for people throughout our nation. Recent efforts include raising nearly \$220,000



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## FCCLA Fundraising Toolkit

for the Feed the Children organization this past year and raising over \$650,000.00 for the American Cancer Society.

8. Family and Consumer Science Education is the foundation for a healthy, responsible and productive life outside of high school and post- secondary education- regardless of the occupation a student wishes to pursue.

9. In FCCLA, students have the opportunity to advance their leadership potential through the process of running for, holding the responsibilities of an office on a local, regional, state and national level.

10. STAR Events are the competitive events where students learn cooperative action and leadership skills through projects that they present at the district, state and national level.

### **Why should I sponsor you to attend this event?**

You might say;

“Through engagement with peers, participation in educational initiatives, and exposure to esteemed speakers addressing issues pertinent to today’s youth, students cultivate essential leadership skills. Your generous sponsorship would enable me to acquire valuable insights and resources related to service-learning and youth leadership, which I will, in turn, share with fellow students and members of my community upon my return.

### **What can my organization/business expect in return from our investment?**

You might say;

“Following my participation in this event, I will return with a wealth of new ideas and strategies aimed at fostering positive change within our community. I would greatly appreciate the opportunity to engage in a conversation with you about potential avenues for collaboration between your organization and my chapter, particularly in the areas of civic engagement and future fundraising initiatives. Together, I believe we can make a meaningful and lasting impact.”



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## Sample Request Letter (Individual)



[Insert Date]

Dear [insert name/organization]:

My name is [Name], and I am a member of [insert school/chapter]. I have a great opportunity to attend the [insert name of event] in [insert location], [dates of event].

At the conference, I will develop my leadership skills in informational workshops, be motivated by inspirational speakers, interact with other students from around the state, and share service project ideas. I plan to bring back new ideas and resources that my school and chapter can use to make our community better.

However, I need your help to get there. Before I can attend the [insert name of event], I need to raise enough money to help pay for my registration, lodging, meals and other expenses.

My chapter is working very hard to raise money to attend the conference. We encourage you to make a donation to support our leadership development journey.

In order to attend the conference, I still need [insert goal amount]. If your [business/organization] can't give that much, consider a smaller donation. Anything will help!

Please mail your donation check to me at the address below, or, if you'd prefer, I can meet you during one of our meetings at [School Name] to collect the money and thank you for your support. I will follow up with you within two weeks of receiving your donation.

My registration deadline is [insert date]. Please let me know if you'll be able to support my trip by that time. After the conference, I'll be happy to follow up with a report on my experiences. Thank you for supporting me and my chapter at [Name of school]

Sincerely,  
[You name]

[Insert address]



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## Sample Request Letter (Chapter)



[Insert Date]

Dear [insert name/organization]:

My name is [Name], and I writing on behalf of my FCCLA chapter at [insert school name]. We have a great opportunity to attend the [insert name of event] in [insert location], [dates of event].

At the conference, we will develop leadership skills in informational workshops, be motivated by inspirational speakers, interact with other students from around the state, and share service project ideas. We plan to bring back new ideas and resources that our school and chapter can use to make our community better.

However, we need your help to get there. Before we can attend the [insert name of event], we need to raise enough money to help pay for registration, lodging, meals and other expenses.

Our chapter is working very hard to raise money to attend the conference. We encourage you to make a donation to support our leadership development journey.

In order to attend the conference, we still need [insert goal amount]. If your [business/organization] can't give that much, consider a smaller donation. Anything will help!

Please mail your donation check to the address below, or, if you'd prefer, we can meet you during one of our meetings at [School Name] to collect the money and thank you for your support. Someone from our chapter will follow up with you within two weeks of receiving your donation.

Our registration deadline is [insert date]. Please let us know if you'll be able to support our trip by that time. After the conference, We would be happy to follow up with a report on our experiences. Thank you for supporting our chapter at [Name of school]

Sincerely,  
[You name]

[Insert address]



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## Chapter Fundraising Ideas

It is not uncommon to fall into the habit of repeating the same fundraising activities; however, initiating new and innovative efforts can be both simple and rewarding. To inspire fresh ideas, consider reviewing a list of successful fundraisers organized by fellow students. Collaborate with your peers or chapter members to implement one of these proven initiatives, or develop a unique concept of your own. Be sure to clearly designate how a portion of the proceeds from the project will contribute to the individual fundraising goals of each participant involved. Make sure to check with administrators about school rules for fundraising. Some schools don't permit groups to raise money, or the number of fundraising activities is limited. If this is the case, discuss school policies with the principal and ask for alternative ways to meet chapter financial needs.

### More than Just Raising Money

A fundraising project that simply makes money is a poor investment of chapter time and talents. Fundraising should provide an opportunity to:

- Work cooperatively with others as part of a team.
- Practice family and consumer sciences skills.
- Develop sales techniques, learn money management, and acquire record-keeping skills.
- Expand communication skills by planning advertising campaigns and making community contacts.
- Explore real-life work experiences and establish a work record for future employment.
- Provide a community service.
- Meet chapter goals.

### Steps to Create Exciting and Educational Fundraising Projects

1. Know why you need the money
2. Set realistic goals.
3. Choose money-making projects that relate to the purpose of FCCLA, use family and consumer sciences skills, and provide an adequate profit for time spent. You can view some nationally recognized fundraisers at [www.fcclainc.org](http://www.fcclainc.org)



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4. Use the FCCLA planning process to plan and carry out fundraising projects. Brainstorming allows everyone to share ideas when selecting the project.
5. Take time to get organized. The planning process is a great way to keep on track, too.
6. Divide the work among committees.
7. Make sure everyone feels responsible for the project's success.
8. Offer recognition for a job well done.
9. Evaluate the results- was the project worth the time and effort to put into it.

# Fundraisers from A – Z

<b>A</b>	<ul style="list-style-type: none"><li>• <b>Auction-</b> Sell a service that could be done by your chapter officers to the highest bidder.</li><li>• <b>Arm Wrestling Contest-</b> Charge your fellow students to arm wrestle one another. Present the winner with a badge or a medal.</li><li>• <b>Art Sale-</b> Have members or your chapter all complete one art project. Invite family, friends, school staff and community members to bid on the art projects that are displayed</li></ul>
<b>B</b>	<ul style="list-style-type: none"><li>• <b>Book Sale-</b> Trade and sell old books</li><li>• <b>Beauty Salon-</b> Before a school dance, host a beauty salon (do hair, nails, makeup, etc)</li><li>• <b>Baby Picture Contest-</b> Have your school staff provide one of their baby pictures to see who wins the cutest baby contest. Votes cost \$1.00 and there is no limit on voting</li><li>• <b>Battle of the Sexes-</b> Host a battle of sexes contest at your school. Design a series of games and or obstacle courses around your school and charge each team \$25.00 to entry fee.</li><li>• <b>Bake Sale -</b> Host a bake sale at your school you could add a theme to it like brownie battle</li></ul>
<b>C</b>	<ul style="list-style-type: none"><li>• <b>Car Wash-</b> Hold a car wash</li><li>• <b>Car Bash-</b> Decorate teachers cars for a fee</li><li>• <b>Cookie Grams-</b> Make giant heart shaped cookies with messages on them and sell them on Valentine's Day.</li><li>• <b>Carnival-</b> School carnivals are a great way to make money and connect with your community.</li></ul>



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D	<ul style="list-style-type: none"> <li>• <b>Dodge Ball Tournament-</b> Students against teachers, staff against another school rivals staff.</li> <li>• <b>Dinner Theater-</b> Host a dinner theater, serve dinner before or during the play.</li> <li>• <b>Dating Game-</b> Orchestrate a Dating Game. Contact restaurants to donate 2 separate \$10 gift certificates for dinners. Have students sign up to be contestants. One is the person who does the choosing three others are the contestants. Tickets to attend are \$1.00 each. You could even have a teacher round with the single teachers!</li> <li>• <b>Dance a thon</b> - organize a dance marathon or party where participants collect pledges for hours danced</li> </ul>
E	<ul style="list-style-type: none"> <li>• <b>Escorts on Halloween-</b> Charge \$5.00 per hour to go trick or treating with kids in your community.</li> <li>• <b>Egg Sale-</b> Go to one house and ask for a donation of an egg. Go to the next house and sell that egg for \$1.00. Get another egg at a different house and start all over again.</li> <li>• <b>Engraved Bricks-</b> use engraved bricks or ceramic tiles in a school walkway or courtyard or to decorate a wall.</li> <li>• <b>Egg Hunt</b> - Perfect for spring! Hide Candy - or prize filled eggs and charge admission. Offer photo ops or face painting too</li> </ul>
F	<ul style="list-style-type: none"> <li>• <b>Fashion Show-</b> host a fashion show, display the latest prom trends and sell tickets to the show.</li> <li>• <b>Friday Night Commons-</b> This event can be held in your school cafeteria, charge \$5.00 per person. Have local bands perform, serve pizza, have board games and cards.</li> <li>• <b>Fudge Sale-</b> Before and after sporting events</li> <li>• <b>Fun Run</b> - Pln a themed walk/run ( color, glove, costume run ) and have participants gather sponsors per mile or flat donations</li> </ul>
G	<ul style="list-style-type: none"> <li>• <b>Garage Sale-</b> have chapter members and staff donate items for a garage sale. All funds will go right to your chapter bank account.</li> <li>• <b>Green Thumb Business-</b> members start growing plants and sell them for mother's day.</li> <li>• <b>Go door to door-</b> offer to rake, shovel snow or plant flowers for a small fee.</li> <li>• <b>Game Night</b> - Host a board game or video game tournament with entry fees. Offer snacks and small prizes</li> </ul>
H	<ul style="list-style-type: none"> <li>• <b>Haunted House/ Forest-</b> make a haunted house or forest and charge \$5.00 fee to get in.</li> <li>• <b>Hayride-</b> why not organize a hayride \$5.00 per person</li> <li>• <b>Home Interiors Candle Sale-</b> Find a local home interior representative, get brochures, members sell candles and air fresheners and your chapter receives 50% of the item sale price</li> <li>• <b>Hearts for a cause</b> - is it Valentine's Day ? You are just in luck! Buy some cookies and sell them at your school!</li> </ul>





I	<ul style="list-style-type: none"> <li>• <b>Ice Skating Party-</b> organize a Ice Skating Party for your Community, offer skating lessons, hot chocolate, watch movies like Miracle or the cutting edge.</li> <li>• <b>Indoor Kickball Tournament-</b> invite neighboring schools and community members and host a kickball tournament in your high school gym. Charge each team an entry fee</li> <li>• <b>Ice cream social -</b> Charge per bowl or create a sundae bar. Add fun flavors and toppings to to make it a hit</li> </ul>
J	<ul style="list-style-type: none"> <li>• <b>Jewelry Making-</b> Buy jewelry making supplies, demo some ideas and charge people \$10.00 to make a necklace for themselves or for Valentine's Day/ Mother's day</li> <li>• <b>Jam Night-</b> host a local battle of the bands at your school. Charge \$5.00 per person to watch and select a winner</li> <li>• <b>Jail and Bail -</b> Volunteers jailed until friends and family bailed them out with donations</li> </ul>
K	<ul style="list-style-type: none"> <li>• <b>Kiss a Senior Good Bye-</b> Sell postcard size cards for \$1.00 with a Hershey kiss attached (purchaser writes a farewell message) and deliver them on the seniors' last day. Offer a more extravagant option a bag of kisses and a helium balloon for \$3.00.</li> <li>• <b>Kiss a Pig Contest-</b> Have the principal or your advisor kiss a pig and collect pledges</li> <li>• <b>Karaoke night -</b> Charge an entry fee. to sing or attend. Include contest for best ( or worst )! performance</li> </ul>
L	<ul style="list-style-type: none"> <li>• <b>Lock In-</b> Host a lock in at your school, offer a bunch of fun activities and charge each person \$20.00 for the night.</li> <li>• <b>Leap Frog-a-thon-</b> Get sponsored per leap, or per quarter-hour. More fun if you're leaping over strangers, in the local park or on the beach. Tell them what you're doing; they'll either laugh and agree or walk very quickly in the opposite direction. Take photos to prove you did it!</li> </ul>
M	<ul style="list-style-type: none"> <li>• <b>Midnight Film Show-</b> These could be held at the school.. Make a feature of the fact that it's being held at midnight, with atmospheric lighting etc. Charge for entry.</li> <li>• <b>Mobile Rummage Sale-</b> Collect donations of items to sell, get a truck and then go door to door, explaining to community members that you are raising money for a good cause. If they can't purchase anything maybe they could donate to your sale.</li> <li>• <b>Mystery box raffle-</b> raffle off mystery boxes filled with donated items</li> <li>• <b>Mini Golf Tournament –</b> Create a mini golf course using cardboard, obstacles, and sports equipment . Charge people to compete.</li> </ul>



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N	<ul style="list-style-type: none"> <li>• <b>New Year's Eve Party-</b> This could be as big or as small as you like - in FACS Room or Gymnasium. Have a dance or a lock in.</li> <li>• <b>Nanny Rent-</b> Have your chapter members babysit or clean homes for a small fee.</li> <li>• <b>Newspaper or Magazine Drive-</b> Sell newspapers or magazines for a fundraiser</li> <li>• <b>Nacho Night</b> – Set up a nacho bar at a sports game or school dance. Charge per plate and offer a variety of toppings.</li> </ul>
O	<ul style="list-style-type: none"> <li>• <b>Origami-</b> If you're good at this Japanese art-form, hold an origami workshop for kids.</li> <li>• <b>Operation Jug-</b> Place a huge jug in the cafeteria for people to throw their loose change into.</li> <li>• <b>Obstacle Course-</b> Design a fun and challenging obstacle course and charge people to participate</li> <li>• <b>Online Auction</b> – Collect donated items (gift cards, art, baked goods) and host a silent auction using a free platform like 32auctions.</li> </ul>
P	<ul style="list-style-type: none"> <li>• <b>Prom Dress Sale-</b> Have students donate or sell a gently used prom (or bridesmaid) dresses. Promote this event to other area schools, private schools and public places. Your chapter could collect a flat fee for each dress or a percentage of the sale.</li> <li>• <b>Pool Competition-</b> People put money in a pot to enter; the winner takes half of what's in the pot, you take the other half!</li> <li>• <b>Parents' night out-</b> Give parents the night off by creating an evening of food, games and fun for their young children. Gather chaperones, set a location and fee, and get ready for face painting, craft-making and story time.</li> <li>• <b>Pet Wash</b> – Similar to a car wash, but for pets! Set up a dog-friendly station outside and offer washing, brushing, and treats.</li> </ul>
Q	<ul style="list-style-type: none"> <li>• <b>Quiz Show-</b> Between students and teachers, ask pop culture and general trivia questions</li> <li>• <b>Quilt Raffle-</b> Make a school themed quilt, complete with school colors, mascot. Raffle it off and personalize it with the winner's name and graduation year.</li> <li>• <b>Quesadilla Sale</b> – Cook and sell quesadillas during lunch. Offer cheese, chicken, or veggie options. Add sauces for extra revenue.</li> </ul>
R	<ul style="list-style-type: none"> <li>• <b>Races-</b> Be imaginative - think sack-races, baby races, electric wheelchair races, stiletto races... charge people for entry and get a local company to donate a prize.</li> <li>• <b>Recycle-</b> Recycle cans for money! Some places will give you up to a penny a can. Do a massive appeal and get your friends, family and neighbors to give you their empty cans. Over a year, you could make a fair bit, and help the environment too.</li> <li>• <b>Raffle Baskets</b> – Put together themed gift baskets (spa night, sports fan, movie night). Get donations and sell raffle tickets.</li> </ul>



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S	<ul style="list-style-type: none"> <li>• <b>Scoff-A-Hotdog Competition-</b> Who can eat two in the shortest time? Who can eat the most in two minutes? Charge people to enter, with a free meal (donated by a fast-food joint?) for the winner. You'll be surprised how many people enter a comp like this just for the 'glory'.</li> <li>• <b>Sponsored Silence-</b> How much would family and friends pay to shut up your chapter members for a day? A sponsored silence is really easy to organize, and can make you a quite of bit of change.</li> <li>• <b>Scavenger Hunt</b> – Create a themed challenge around campus or downtown.</li> </ul>
T	<ul style="list-style-type: none"> <li>• <b>Topless Car Wash-</b> Hold a carwash and only wash the bottom of the car for \$3.00 or wash the whole car for \$6.00</li> <li>• <b>Twister-a-thon-</b> Get sponsored to play an all-day game of Twister with your friends. People will donate more if you're doing it in a public place - your embarrassment is always worth a few bucks.</li> <li>• <b>Talent Show-</b> Organize a talent show charge an entry fee and tickets to the show.</li> <li>• <b>T-shirt Sales</b> – Sell spirit wear or custom FCCLA shirts.</li> </ul>
U	<ul style="list-style-type: none"> <li>• <b>Uncle Sam Sitters-</b> Have your chapter babysit community member's children on election day for a small donation.</li> <li>• <b>Unwanted Gift Sale-</b> Get your friends and family to donate their unwanted Christmas gifts in early January and sell them in a silent auction.</li> <li>• <b>Ultimate Frisbee Tourney</b> – Great outdoor spring fundraiser.</li> </ul>
V	<ul style="list-style-type: none"> <li>• <b>VIP Seats-</b> Set a couch at the 50 yard line and raffle "VIP Seats" off, or sell them to the highest bidder on Homecoming week!</li> <li>• <b>Video-a-thon-</b> Rent a bunch of classic movies and play them back-to-back for 24 hours. Print schedules and hand them out to your friends and acquaintances, who'll hopefully turn up and pay to watch their favorites. Offer a discount for those who last the whole 24 hours. Don't skimp on the popcorn.</li> </ul>
W	<ul style="list-style-type: none"> <li>• <b>Watermelon Olympics-</b> Charge an entry fee for the "Watermelon" Olympics, possible events could be, Watermelon Seed Spitting, completing an obstacle course while holding a watermelon, rolling a watermelon the length of the football field, watermelon bench press and watermelon shot put.</li> <li>• <b>Waffle Breakfast</b> – Host a before-school breakfast with waffles and toppings. Offer takeout boxes for students on the go.</li> </ul>



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<p><b>X</b></p>	<ul style="list-style-type: none"> <li>• <b>Xmas Craft Fair-</b> Have your chapter organize a craft fair around Christmas time charge a fee to enter or sell crafts.</li> <li>• <b>X Marks the spot-</b> Hide a prize on your school campus. Have students purchase the first clue to find the hidden treasure.</li> </ul>
<p><b>Y</b></p>	<ul style="list-style-type: none"> <li>• <b>Yard Flamingos-</b> A practical joke that people play on their friends! Under the cover of night, the lawn of the intended "target" is covered with pink flamingos, garden gnomes, and other tacky and outrageous lawn decorations. That person must then pay your chapter to remove the ornaments from <i>their</i> lawn and place them on someone <i>else's</i> lawn the next night!</li> </ul>
<p><b>Z</b></p>	<ul style="list-style-type: none"> <li>• <b>Zamboni Rides-</b> Raffle of the opportunity to ride the Zamboni at your school's next home hockey game.</li> </ul>

### Individual Fundraising ideas

Looking for ideas you can do yourself or with a friend or two? Here are some ways to raise money easily in a small group.

**Handy-dandy helpers:** Offer to do yard work or odd jobs for family members and neighbors you trust. Rake, sweep, dust, paint, garden and clean for donations.

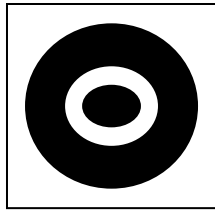
**Clean-up crew:** Talk to your school's athletic office to see if clean-up crews are needed after sporting events. Ask if you and your friends can help clean for donations.



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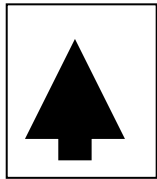
## FCCLA Planning Process

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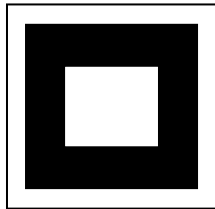
### Identify Concerns

- Brainstorm Concerns
- Evaluate listed Concerns
- Narrow to one workable idea or concern



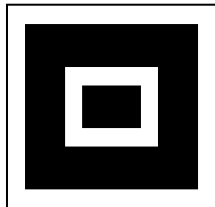
### Set Your Goal

- Get a clear mental picture of what you want to accomplish
- Write it Down
- Evaluate it



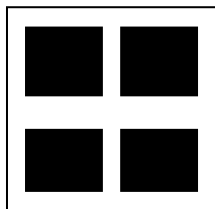
### Form a Plan

- Plan how to achieve goal
- Decide who, what, where, when, why, and how



### Act

- Carry out the project



### Follow Up

- Evaluate Project
- Thank people involved
- Recognize participants



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Once your chapter has decided on a project, fill out this project planning form. Make sure to fill it out at least two weeks before your fundraiser so the planning committee has enough time to coordinate project details.

## **FCCLA Project Planning Sheet**

**Purpose/ Project Title:**

**Type of Project:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**# of People:** \_\_\_\_\_ **Project Location:** \_\_\_\_\_

<b>Time</b>	<b>Activity</b>	<b>Methods</b>	<b>Who's Responsible</b>	<b>Resources</b>



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## Sample Thank You Letter (Individual)

[Date]

Dear [Insert Name],

Thank you for your support! I was able to attend the [Name of the event] in [Location of event], [Date of event]. It was a fantastic experience I'll never forget!

I had the opportunity to develop my leadership skills, meet other service-minded students and get motivation to do more for the world around me. Some of my favorite moments were [insert here], [insert here], and [insert here]. And I was very inspired by [insert name] who was one of this year's speakers.

None of this would have been possible without your generosity. Thank you again for your help.

I would love to speak at one of your [insert here] about my experience [insert event]. I look forward to hearing from you—and hopefully working together with you on service projects in the future.

Sincerely,

[Your name]

[Insert address]



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## Sample Thank You Letter (Chapter)

[Date]

Dear [Insert Name],

Thank you for your support! We were able to attend the [Name of the event] in [Location of event], [Date of event]. It was a fantastic experience we will never forget!

We had the opportunity to develop leadership skills, meet other service-minded students and get motivation to do more for the world around us. Some of our favorite moments were [insert here], [insert here], and [insert here]. And we were very inspired by [insert name] who was one of this year's speakers.

None of this would have been possible without your generosity. Thank you again for your help.

Some of our chapter members would love to speak at one of your [insert here] about our experience [insert event]. We are looking forward to hearing from you—and hopefully working together with you on service projects in the future.

Sincerely,

[Chapter name]

[Insert address]



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