

FCCLA Unit I: Understanding FCCLA

Grade Level: 7th grade Tween Life & 8th grade FACS Basics

Prepared by: Stephanie Hall

Day 1 - *What is FCCLA?* and *Get to Know You* Leadership Games

Day 2 - *Introduction to your FCCLA Chapter* & *Get to Know You* Leadership Activity

Day 3 - Step One WebQuest

Day 4 - Memorizing the FCCLA Creed and Balloon Leadership Activity

Day 5 - FCCLA Scavenger Hunt Assessment

Unit 2: Communication

Lesson 2 –

Time Frame: 50 mins

FACS Standards:	Lesson behavioral objectives: <ul style="list-style-type: none">○ Describe effective listening skills.○ Distinguish between positive and negative forms of non-verbal communication.○ Identify guidelines for texting, emailing, and using social media.
Material/equipment needed by teacher: <ul style="list-style-type: none">○ PowerPoint	Material/Equipment needed by students: <ul style="list-style-type: none">○ Text or email sample○ Notebook○ Pen or Pencil

Introduction:

Students will answer the bell-work question in their personal FACS notebook.

Bell-work question:

Think of a time when you tried to communicate with someone and they didn't understand what you were trying to say. What was the situation, how did it end, and how did you feel about it?

Outline of content to include:

- Bell-work question (see above)
- Have students note the steps in active listening while watching youtube video *Active Listening: Learn how to Improve Your Listening Skills*
<https://www.youtube.com/watch?v=IL0sDXCzRu0> afterwards have students compare notes to ensure that everyone has the correct steps.
- https://www.youtube.com/watch?v=Nmp_-JByPaY demonstrates how to read body language. After watching the video and taking notes, students work in pairs to show one of the body language examples from the video while the rest of the class guesses which one it is and whether it is a positive or negative example.
- Working collaboratively students will identify which samples are examples of personal vs. professional texts/emails and which are well-written vs. poorly written. They will rewrite the poorly written examples to clarify the language.

Modifications/Accommodations for students with special needs:

Students may work with a partner during the video to make notes.

Assessment:

Video notes

Homework: Students will not have any homework.

Reflection: What went right? What would I change next time?

Citations:

Extra video if time permits: <https://www.youtube.com/watch?v=Y3E-iw8tc28> demonstrates negative body language examples.

Unit 1:
Time Frame: 50 mins

FACS Standards: 1.1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.	Lesson behavioral objectives: <ul style="list-style-type: none">○ Identify the designated regions of FCCLA○ Recall the FCCLA affiliation process
Material/equipment needed by teacher: <ul style="list-style-type: none">○ <i>What is FCCLA?</i> PowerPoint○ Notecards	Material/Equipment needed by students: <ul style="list-style-type: none">○ Notebook○ Pen or Pencil

Introduction:

Students will answer the bell-work question in their personal FACS notebook.

Outline of content to include with time needed for each topic:

- Bell-work Question
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Modifications made for students with special needs:

Assessment:

Homework:

Reflection: What went right? What would I change next time?

Citations:

Unit 1: Introduction to FCCLA
Lesson 3 – Step One Webquest Review
Time Frame: 50 mins

<p>FACS Standards: 1.1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.</p>	<p>Lesson behavioral objectives:</p> <ul style="list-style-type: none"> ○ Recall information over FCCLA
<p>Material/equipment needed by teacher:</p> <ul style="list-style-type: none"> ○ FCCLA Step One WebQuest PowerPoint ○ FCCLA Step One WebQuest Worksheet ○ Memorizing the FCCLA Creed PowerPoint 	<p>Material/Equipment needed by students:</p> <ul style="list-style-type: none"> ○ Notebook ○ Chromebook ○ Pen or Pencil

Introduction:

Students will answer the bell-work question in their personal FACS notebook.
Bell-work question: What do the letters FCCLA stand for? How can you get involved in FCCLA?

Outline of content to include with time needed for each topic:

- Bell-work question
- Pass out WebQuest worksheet
- If internet is an option: Allow students to use their own devices and answer the WebQuest
- If internet is not an option: Review the worksheet together using the Step One WebQuest PowerPoint and Internet
- Give students instructions to create an FCCLA recruitment poster
- Using the Memorizing the FCCLA Creed PowerPoint: Memorize the first section
Closer: Recite the FCCLA creed (divide class in half to recite)

Modifications made for students with special needs:

Provide copies of PowerPoint slides if needed.

Assessment:

Step One WebQuest Worksheet

Homework:

Students will not have any homework. Remind students of FCCLA dues if they want to join.

Reflection: What went right? What would I change next time?

Citations:

- ctyou.org, fclclainc.org, FCCLA Step One Lesson

Unit 1: Introduction to FCCLA
Lesson 4 - Memorizing the FCCLA Creed
Time Frame: 50 mins

FACS Standards: 1.1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.	Lesson behavioral objectives: <ul style="list-style-type: none">○ Memorizing the FCCLA Creed
Material/equipment needed by teacher: <ul style="list-style-type: none">○ Memorizing the FCCLA Creed PowerPoint○ Balloons○ Balloon Instruction Document	Material/Equipment needed by students: <ul style="list-style-type: none">○ Notebook○ Pen or Pencil

Introduction:

Students will answer the bell-work question in their personal FACS notebook.

Bell-work question: What does the phrase “We face the future with warm courage and high hope” mean to you?

Outline of content to include with time needed for each topic:

- Bell-work question
- Using the Memorizing the FCCLA Creed PowerPoint: Memorize the FCCLA creed
- Review Webquest sheet from previous day.
- Balloon activity
- Closer: Recite the FCCLA creed

Modifications made for students with special needs:

Provide copies of the PowerPoint slides if needed.

Assessment:

Class participation in creed.

Homework:

Students will not have any homework. Remind students to bring FCCLA dues if they want to join. Say the creed alone in front of the class for bonus points on the FCCLA Scavenger Hunt test.

Reflection: What went right? What would I change next time?

Citations:

- ctyou.org
- fcclainc.org
- Mrs. Jody Webber’s Balloon Game

Unit 1: Introduction to FCCLA
Lesson 5 - FCCLA Scavenger Hunt Assessment
Time Frame: 50mins

<p>FACS Standards: 1.1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.</p>	<p>Lesson behavioral objectives:</p> <ul style="list-style-type: none"> ○ Identify key knowledge over FCCLA
<p>Material/equipment needed by teacher:</p> <ul style="list-style-type: none"> ○ FCCLA Scavenger Hunt Worksheet ○ FCCLA Scavenger Hunt Cards ○ Tape 	<p>Material/Equipment needed by students:</p> <ul style="list-style-type: none"> ○ Notebook ○ Pen or Pencil

Introduction:

Students will answer the bell-work question in their personal FACS notebook.

Bell-work question: What is one thing you have learned about FCCLA? Why is it important?

Outline of content to include with time needed for each topic:

- Bell-work question
- Pass out FCCLA Scavenger Hunt to students
- Allow students to find the answers around your classroom
- Using their notebooks have students create a poster/news article to promote and explain FCCLA to someone outside the FACS classroom
- Students share their poster with at least two other students for editing.
- Closer: Recite the FCCLA creed.

Modifications made for students with special needs:

Provide copies of the PowerPoint slides if needed.

Assessment:

FCCLA Scavenger Hunt and posters. Say the creed alone in front of the class for bonus points on the FCCLA Scavenger Hunt test.

Homework:

Students will not have any homework. Remind students of FCCLA dues if they want to join.

Reflection: What went right? What would I change next time?

Citations:

- ctyou.org
- fcclainc.org
- FACS Listserv File Cabinet on Utah Education Network