

INTRODUCTION

As a member of Family, Career and Community Leaders of America, Inc., you will have the opportunity to become involved in many different activities. Since all members are encouraged to be active in their organization, it is important for you to know about local, state, and national projects.

FOCUS ASSIGNMENTS

FOCUS ASSIGNMENTS

1. Read the Student Supplement, "Leadership." As you read, think about what leadership means to you.
2. Write a paragraph of five or more sentences defining and describing a leader. Give three unique characteristics of a leader you admire.



UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Match FCCLA local officers with their suggested duties.
2. Match FCCLA committees to their functions.
3. Select the primary purposes of committees.
4. Identify common types of committees and their lengths of service.
5. Arrange in order steps in setting up committees.
6. Identify types of state officers.
7. Identify types of National Executive Council officers.
8. Investigate national FCCLA STAR Events. (Assignment Sheet 1)
9. Identify types of FCCLA meetings.
10. Arrange in order steps to use in the FCCLA planning process.

11. Participate in an FCCLA initiation ceremony. (Assignment Sheet 2)
12. Participate in FCCLA opening and closing ceremonies. (Assignment Sheet 3)
13. Participate in an FCCLA installation ceremony. (Assignment Sheet 4)
14. Use the FCCLA planning process. (Assignment Sheet 5)

INTRODUCTION



- R** Show students the PowerPoint® presentation over this unit's objectives.

**FOCUS
ASSIGNMENTS**

1. Have students read the Student Supplement, "Leadership" and think about the meaning of leadership.
2. Have students write a paragraph of five or more sentences defining and describing a leader, including three unique characteristics of a leader they admire.

OBJECTIVE 1



Match FCCLA local officers with their suggested duties.

- R** Invite local officers to explain to students what their duties are and why they decided to run for their office.
- R** Have the current local chapter president and/or secretary visit with students about the importance of a well-planned meeting.
- R** Display chapter bylaws.
- O** Explain the steps in the election process which may include:
 1. Appoint an election committee.
 2. Nominate officers.
 3. Hold election.
 4. Install new officers.
- O** Have students make a list of officer positions they would be interested in serving.
- O** Have students write questions to ask local officers.

OBJECTIVE 2



Match FCCLA committees to their functions.

- R** Ask students to list which committees they would like to serve on and why.
- R** Explain what a program of work is.
- O** Have the students write a sample program of work.

OBJECTIVE 3



Select the primary purposes of committees.

- R** Have members of the local chapter's committees discuss their committee's purpose and responsibilities.
- O** Explain that setting up a chapter, electing officers, and establishing committees provide the foundation of the FCCLA program of work.
- O** Invite a former officer or member to explain how the program of work provides some of the best opportunities for learning by doing and helps pull students together. Have the speaker also explain how a program of work creates a positive learning atmosphere in the classroom—an atmosphere in which students learn how to accept responsibility, work as a team, manage a budget, and handle success.

OBJECTIVE 4

Identify common types of committees and their lengths of service.

- O** Have the class serve as a committee.

OBJECTIVE 5

Arrange in order steps in setting up committees.

- O** Have students research how to set up an FCCLA committee. Have them report on the kind of new committees they would set up as well as the purpose of one new committee.
- O** Have students discuss their experiences serving on committees.

EXAMPLES: 4-H, Student Council

OBJECTIVE 6

Identify types of state officers.

- R** Give students a list of your current state officers' names and the offices they hold.
- O** Explain the steps for becoming a state officer. Explain that steps vary from state to state.
 1. An individual qualifies as an active paid member of a local chapter and has been in good standing for at least one year.
 2. An application is completed and mailed to state office for committee review.
 3. Applicants fulfilling all qualifications are interviewed.

4. Candidates are selected by a general interview committee.
5. Ballots are mailed to each chapter with the number determined by chapter membership.
6. Candidates are notified by mail of the voting results.
7. Newly-elected state officers are installed at the state meeting.

OBJECTIVE 7

Identify types of National Executive Council officers.

- Supplement with an updated Family, Career and Community Leaders of America, Inc., Bylaws to discuss the types of national officers, steps in the selection of a national officer candidate, and the criteria for selecting voting delegates. Bylaws may be obtained from the national FCCLA office.
- Explain the steps which are in the bylaws for becoming a national officer:
 1. The candidate completes steps for becoming a state officer.
 2. The candidate is introduced at the state meeting.
 3. The candidate's name appears on a national election ballot.
 4. If the candidate is elected, he or she must resign all other local, district, and state FCCLA offices.
- Have students write a paragraph on which type of national office they would like to hold and how they would go about running for the office.

OBJECTIVE 8

Investigate national FCCLA STAR Events. (Assignment Sheet 1)

- ▣ See the general instructions for all Assignment Sheets.
 - ✓ **NOTE:** Use Site Snagger, Web Copier, or an Internet appliance if Internet is not available.
- Suggest that each student participate in the district and state event or hold a classroom contest for the event.
- Have students attend a STAR Event and write a short paper on their experiences.
- Have students write a paragraph on the benefits of participating in a STAR Event.

OBJECTIVE 9



Identify types of FCCLA meetings.

- R** Have students list and discuss other state meetings if your state has more than one meeting, such as a district, parish, or regional meeting.
- O** Have students attend a state meeting and give a presentation about their experiences.

OBJECTIVE 10

Arrange in order steps to use in the FCCLA planning process.

- R** Stress goal-setting and personal development as a life-long process.
- O** Have students list their personal short-range goals.
- O** Have students pick an idea and follow it through the planning process. Have them give a report on the results.
- O** Have students list their long-range goals.

OBJECTIVE 11

Participate in an FCCLA initiation ceremony. (Assignment Sheet 2)

- R** See the general instructions for all Assignment Sheets.
- R** Provide information required in the blanks of Assignment Sheets.
- R** Explain the purpose of each ceremony.
- O** Set up mock ceremonies and assign parts to students.
- O** Have students attend ceremonies and report their experiences to the class.

OBJECTIVE 12

Participate in FCCLA opening and closing ceremonies. (Assignment Sheet 3)

See Objective 11.

OBJECTIVE 13

Participate in an FCCLA installation ceremony. (Assignment Sheet 4)

See Objective 11.

OBJECTIVE 14

Use the FCCLA planning process. (Assignment Sheet 5)

- Divide the class into groups of six to ten or into interest groups; have each group appoint a recorder to keep track of suggestions in each group. Set a period of time for discussion (approximately 5-10 minutes); at the conclusion, have a representative from each group report to the class ideas brought forth in the group. From this list, determine a few concerns which interest all students and help students create a basis for an individual, group, class, or chapter project.
- Have students plan individual involvement in an FCCLA program, project, or activity.

EVALUATION

Pretest

- Use the unit Written Test for *both* the pretest and posttest. Give the students the pretest before they begin the unit.
- You may wish to use the CIMC publication *Measuring Learning Gains with Pretest/Posttest* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the optional resources section.
- Use pretest results to guide individual students in progressing through the unit, doing enrichment work, or moving to the next unit.

Focus Assignment

- Use an informal evaluation of the focus assignments as a diagnostic tool for determining if any students need extra help in basic skills. Refer these students to the appropriate instructor, Learning Resource Center, or Educational Enhancement Center.

Assignment Sheet

- Evaluate students on Assignment Sheet activities. Students must repeat an Assignment Sheet until they have mastered the activity.
- Complete each student's Profile of Training Mastery.

Posttest

- After they have completed the unit, give students the Written Test again.
- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.

- You may wish to use the CIMC publication *Measuring Learning Gains with Pretest/Posttest* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the optional resources section.
- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.
- Complete the appropriate sections of the Profile of Training Mastery.
- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

REQUIRED RESOURCES

The items marked with an asterisk are included in the Instructor's Manual.

Publications

- *FCCLA Chapter Handbook*. Family, Career and Community Leaders of America, Inc., Reston, VA.

OPTIONAL RESOURCES

Publications

- *Measuring Learning Gains with Pretest/Posttest*. Stillwater, OK: Oklahoma Department of Career and Technology Education, Curriculum and Instructional Materials Center, 1998. For ordering information call 800-654-4502.
- *FHA/HERO: Learn, Grow, Become*

✓ **NOTE:** *FHA/HERO: Learn, Grow, Become* is available from the Curriculum and Instructional Materials Center, Oklahoma Department of Career and Technology Education, 1500 W. Seventh Avenue, Stillwater, OK 74074.

✓ **NOTE:** See the current edition of FCCLA Publications Catalog for publications and videos from Family, Career and Community Leaders of America, Inc., 1910 Association Drive, Reston, VA 20191-1584. Phone: 703-476-4900.
<http://www.fcclainc.org>

Online Resources

✓ **NOTE:** Web site addresses were accurate and all content on referenced web sites was appropriate during development and production of this product. However, web sites sometimes change; the CIMC takes no responsibility for a site's content. The inclusion of a web site does not constitute an endorsement of

that site's other pages, products, or owners. You are encouraged to verify all web sites prior to use.

- FCCLA web site

www.fcclainc.org

✓ **NOTE:** If you do not have Internet access in the classroom, Internet tools/software are available which allow you to copy and download sites to use from a hard drive. They offer a simulated Internet environment. Two sites offer software you can download free of charge:

- Site Snagger

<http://www8.zdnet.com/pcmag/pctech/content/17/04/ut1704.001.html>

- Web Copier

<http://www.maximumsoft.com/>

Other programs may be available as well. The site listed below provides an extensive list of free software which can be downloaded from the Internet.

- Completely Free Software

http://www.completelyfreesoftware.com/index_all.html

Videos

- *Illustrated Talk*
- *All Star Project*
- *All Star Chapter*
- *Food Service Event*

✓ **NOTE:** The videos listed above may be ordered from CIMC Customer Service, 1500 W. Seventh, Stillwater, OK 74074. Phone 800-654-4502.

Publications

- *FHA/HERO: Learn, Grow, Become.* Stillwater, OK: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1995.

UNIT REFERENCES

- *FCCLA Chapter Handbook*. Family, Career and Community Leaders of America, Inc., Reston, VA.
- *Foundations for Living I*. Stillwater, OK: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1989.

ASSIGNMENT SHEETS

OBJECTIVE 8

Assignment Sheet 1

Answers may vary but general ideas and areas will include:

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 occupational preparation.

STAR Events promote FCCLA's mission to focus on the multiple roles of family member, wage earner and community leader. Each is designed to help members develop specific lifetime skills in character development, creative and critical thinking, interpersonal communication, practical knowledge and career preparation.

Applied Technology — an individual or team event that recognizes participants who develop a project using technology, and show evidence of problem solving, critical thinking and integration of applied communication, math and/or science skills in a family and consumer sciences related area

Chapter Service Project — a team event that recognizes chapters that develop and implement an in-depth service project which makes a worthwhile contribution to families, schools, communities, and/or family and consumer sciences education

Chapter Showcase — a team event that recognizes chapters that develop and implement a well-balanced program of work and promote FCCLA and family and consumer sciences to the community

Entrepreneurship — an individual or team event that recognizes participants who develop a plan for a small business using family and consumer sciences related skills and knowledge of sound business practices

Focus on Children — an individual or team event that recognizes participants who use family and consumer sciences related skills to plan and conduct a child development project that has a positive impact on children

Food Service — an individual and team event that recognizes participants enrolled in occupational food service training programs for their ability to work individually and as a member of a team to produce a quality meal using industrial food service techniques and equipment

Illustrated Talk — an individual event that recognizes participants for their ability to make a presentation about life issues concerning family and consumer sciences

Interpersonal Communications — an individual or team event that recognizes participants who develop an individual, school, or community project designed to strengthen interpersonal communications and apply communication knowledge and skills to similar situations

Job Interview — an individual event that recognizes participants who use family and consumer sciences related skills to develop a portfolio, participate in an interview, and communicate a personal understanding of job requirements

Parliamentary Procedure — a team event that recognizes chapters that develop a working knowledge of parliamentary law and the ability to conduct a business meeting

Skills for Life — an individual or team event that recognizes participants who develop a “how to” presentation that explains a life skill used to plan and/or implement a project related to a national FCCLA program

OBJECTIVE 11

Assignment Sheet 2

The students will receive points for filling in the blanks correctly in Part 1, completing Part 2, and for participating or attending the ceremony.

OBJECTIVE 12

Assignment Sheet 3

The students will receive points for filling in the blanks correctly in Part 1, completing Part 2, and for participating or attending the ceremony.

OBJECTIVE 13

Assignment Sheet 4

The students will receive points for filling in the blanks correctly in Part 1, completing Part 2, and for participating or attending the ceremony.

OBJECTIVE 8

Assignment Sheet 5

1. Answer should relate to a class or chapter project, program, and/or activity.
2. Answer should be more specific than answer to question 1.
3. Answer should be how the final goal or outcome will be reached and include accomplishments necessary to reach the goal.
4. Answer should include in order steps necessary to reach the goal.
5. Answer should include projected outcomes or actual outcomes, if known.