

INTRODUCTION

As a student of Family, Career and Community Leaders of America, Inc. (FCCLA), you will have the opportunity to join one of the most well-known and respected student organizations in the United States of America. It is very important for you to learn more about FCCLA so you can receive the many benefits that come from being a member.

FOCUS ASSIGNMENTS

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1. Read the Student Supplement, "What Kind of Member Are You?" Note the types of members and think about what type you are or might be.
2. Write a paragraph of five or more sentences describing the kind of member you are or will be. What personal characteristic(s) can you improve to be a better member?



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. Complete statements about Family, Career and Community Leaders of America, Inc.
2. Identify three major levels in the FCCLA organizational structure.
3. Identify the national regions of FCCLA.
4. Identify types of FCCLA memberships.
5. Identify the FCCLA mission.
6. Select the purposes of FCCLA.
7. Identify the meaning of the symbolism of the FCCLA emblem.
8. Complete statements about the FCCLA flower.

9. Identify the meanings of FCCLA colors.
10. Identify the FCCLA motto.
11. List FCCLA publications. (Assignment Sheet 1)
12. Select benefits of being an FCCLA member.
13. Recite the FCCLA creed. (Assignment Sheet 2)

INTRODUCTION



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

**FOCUS
ASSIGNMENTS**

Reading

1. Have students read the Student Supplement, "What Kind of Member Are You?" noting the types of members and what type they are or might be.
2. Have students write a paragraph of five or more sentences describing the kind of member they are or will be, including personal characteristic(s) that can help them be a better member.

OBJECTIVE 1



Transparencies 1 and 2

Complete statements about Family, Career and Community Leaders of America, Inc.

- R** Explain what career and technology student organizations are.
- R** Use Transparencies 1 and 2 to explain that FCCLA is one of several career and technology student organizations.
- O** List the founding dates in the history of FCCLA.
- O** Discuss the organizational history of FCCLA.
- O** Tell students the year your state organization was founded.
- O** Tell students the year your local chapter was chartered.
- O** Bring the *FCCLA Chapter Handbook* to class and discuss the information on the history of FCCLA.

OBJECTIVE 2



Transparency 3

Identify three major levels in the FCCLA organizational structure.

- R** Use Transparency 3 to explain the structure of the national, state, and local organizations.
- R** Explain how your particular state organization operates.

- Display the addresses of the national and your state FCCLA headquarters.
- Trace the local, state, and national growth of FCCLA. Have students research locations of national and state meetings at: <<http://www.fcclainc.org>>.

✓ **NOTE:** Use Site Snagger, Web Copier, or an Internet appliance if Internet is not available.

- Explain the steps for state affiliation:
 1. Local members pay dues.
 2. The state association form is completed by the local chapter secretary, signed by the adviser and the chapter president, and mailed to the state office with state and national dues.
 3. The membership list is mailed to national headquarters by the state adviser.
 4. Membership benefits begin.
- Tell students the dues of national, state, and local memberships.
- Display a sample of a state association affiliation form.
- Give students the names of the advisers.
- Discuss the responsibilities of the advisers.
- Have your state adviser or district supervisor visit with your class, if possible. Have each student prepare four questions to ask.
- Have students attend a state or national meeting and give a presentation to the class.

OBJECTIVE 3



Transparency 4

Identify the national regions of FCCLA.

- R** Use Transparency 4 to discuss the four regions of FCCLA. Tell students in what region your state belongs.

OBJECTIVE 4



Identify types of FCCLA memberships.

- R** Explain the requirements for each membership by consulting the bylaws (national and local).
- R** Ask students to determine where they fit.

- Have students identify three people who might fit into these categories.

OBJECTIVE 5

Identify the FCCLA mission.

- Have students memorize the mission and recite it in front of the class.
- Have students discuss how growth in these areas will benefit them.

OBJECTIVE 6

Select the purposes of FCCLA.

- Have students write the purposes on the board and explain each purpose as they write it.
- Have students write a paragraph about how fulfilling these purposes will help them as employees and employers, as family members, and as community participants.

OBJECTIVE 7



Transparency 5

Identify the meaning of the symbolism of the FCCLA emblem.

- R Use Transparency 5 to discuss the FCCLA emblem and its meanings.

OBJECTIVE 8

Complete statements about the FCCLA flower.

- Explain why FCCLA chose the red rose as the official flower.
- Have students give a brief oral report on what a rose means to them.
- Bring a red rose to class; ask students what words and feelings they associate with it.

OBJECTIVE 9



Identify the meanings of FCCLA colors.

- R Have students discuss what the colors red and white mean to them.
- Ask students what other colors might have been chosen and why.

OBJECTIVE 10



Identify the FCCLA motto.

- R** Have students discuss what “new horizons” means.
- O** Have students create several mottoes that could be used by FCCLA.

OBJECTIVE 11

List FCCLA publications. (Assignment Sheet 1)

- R** See the general instructions for all Assignment Sheets.
- O** Provide samples of the FCCLA publications for students to review.
- O** Have students pick one publication and present a brief overview of it to the class.

OBJECTIVE 12



Select benefits of being an FCCLA member.

- R** Explain membership benefits by showing students a membership card and a copy of *Teen Times*.
- O** Have students write a short paragraph on why they think belonging to a career and technology student organization is beneficial.
- O** Invite a current member and a former member to speak to students about their personal gains through FCCLA membership.

OBJECTIVE 13

Recite the FCCLA creed. (Assignment Sheet 2)

- R** See the general instructions for all Assignment Sheets.
- O** Bring a soft ball or a beach ball to class. Have students toss it to one another, each saying the next line of the creed, then tossing the ball to the next person.

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.

Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheets as a skills test.
- Describe the rating scale used on the skills test.
- Reteach and retest as necessary.
- 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.

- Transparency Masters 1 and 2, "Career and Technology Student Organizations."*
- Transparency Master 3, "Structure of National, State, and Local Organizations."*
- Transparency Master 4, "FCCLA Regions."*
- Transparency Master 5, "The FCCLA Emblem."*

Publications

- FCCLA Publications Catalog (latest edition).
- Samples of FCCLA publications.

OPTIONAL RESOURCES

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.

- Family, Career, and Community Leaders of America, Inc.
<http://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.

UNIT REFERENCES

- Completely Free Software

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

Publications

- *Bylaws*. Reston, VA: Family, Career and Community Leaders of America, Inc. (latest edition).
- *FCCLA Chapter Handbook*. Reston, VA: Family, Career and Community Leaders of America, Inc. (latest edition).
- *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.

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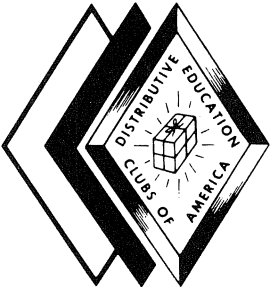

- Family, Career, and Community Leaders of America, Inc., Web site:

<http://www.fcclainc.org>

Publications

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





Career and Technology Student Organizations

<u>Name</u>	<u>Educational Emphasis</u>	<u>Emblem</u>
TSA (Technology Students of America)	Technology Education	
DECA (an association of marketing students)	Marketing and Management	
Skills USA/VICA	Trade and Industrial Education	

May be photocopied for student use.

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Career and Technology Student Organizations (Continued)

<u>Name</u>	<u>Educational Emphasis</u>	<u>Emblem</u>
FCCLA (Family, Career, and Community Leaders of America, Inc.)	Family and Consumer Sciences Education	
Business Professionals of America	Business and Information Technology Education	
FFA (national FFA organization) (formerly Future Farmers of America)	Agriculture Education	
HOSA (Health Occupation Students of America)	Health Occupations Education	

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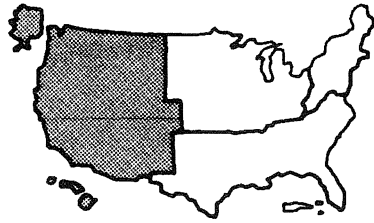
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Structure of National, State and Local Organizations

<u>National Organization</u>	
National	National Executive Council
Board of Directors	National Officers FCCLA Representatives
	National Headquarters Staff
<u>State Association</u>	
State	State
Advisory Board	Executive Council State Officers
	State Adviser FACSED State Department Career and Technology Education
<u>Local Chapter</u>	
Chapter Advisory Board and/or Chapter Parents	Chapter Executive Council Chapter Leadership
	Chapter Adviser FACSED Teacher or Coordinator

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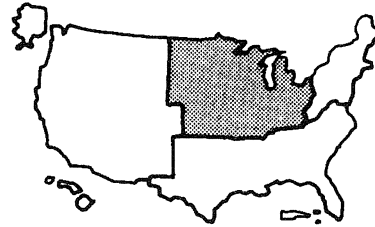
FCCLA Regions



Pacific Region

Alaska
 Arizona
 California
 Colorado
 Hawaii
 Idaho
 Montana

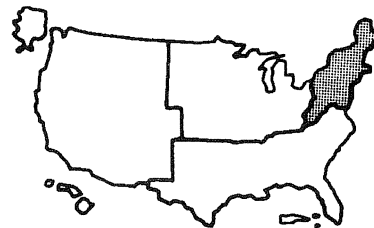
Nevada
 New Mexico
 Oregon
 Utah
 Washington
 Wyoming



Central Region

Illinois
 Indiana
 Iowa
 Kansas
 Kentucky
 Michigan
 Minnesota

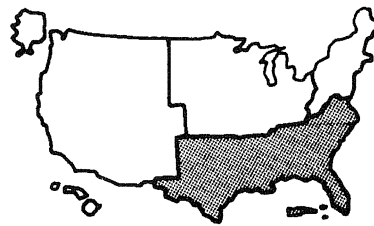
Missouri
 Nebraska
 North Dakota
 Ohio
 South Dakota
 Wisconsin



North Atlantic Region

Connecticut
 Delaware
 Dist of Columbia
 Maine
 Maryland
 Massachusetts
 New Hampshire

New Jersey
 New York
 Pennsylvania
 Rhode Island
 Vermont
 West Virginia



Southern Region

Alabama
 Arkansas
 Florida
 Georgia
 Louisiana
 Mississippi
 Oklahoma

North Carolina
 Puerto Rico
 South Carolina
 Tennessee
 Texas
 Virginia
 Virgin Islands

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FCCLA Logo



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