FCCLA Unit II: Participating in FCCLA

Course: All

Grade Level: All

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1. FCCLA State, District, and Chapter Officers ,1 class period
2. The Election Process, 1 class period
3. Parliamentary Procedure, 1 class period
4. FCCLA Ceremonies, 1 class period
5. Refection over FCCLA, 1 class period

**Unit: Participating in FCCLA**

**Lesson: FCCLA State, District, and Chapter Officers**

**Time-Frame: 50mins**

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| **FACS Standards:**  **1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.** | **Lesson behavioral objectives:**   * Describe the election process at various levels of FCCLA |
| **Material/equipment needed by teacher:**   * Officer Duties list * Leadership style test | **Material/Equipment needed by students:**   * Notebook * Pen or Pencil |

**Introduction:**

* Students will answer the Bell-work question in their personal FACS notebook.
* Bell-work question: List three facts you learned about FCCLA last week. Why are they relevant to you?

**Outline of content to include:**

* Bell-work Question
* Have current or past officers talk about their duties and why they applied to be an officer and what they learned from the process

**Or**

* Lecture over the officer duties at State, District, and your local chapter of FCCLA-
* Josh Sorbe – National FCCLA President departure speech <https://www.youtube.com/watch?v=bhQSFpBx430>
* Leadership style assessment (True Colors or other assessment of your choice)

**Modifications made for students with special needs:**

Provide copies if needed of the PowerPoint slides.

**Assessment:**

Formative assessmentover their completion of leadership style assessment.

**Homework:**

Students will not have any homework. Just tell them to remember their leadership color

**Citations:**

* Ctyou.org
* Fcclainc.org

**Unit: Participating in FCCLA**

**Lesson: The Election Process**

**Time-Frame: 50mins**

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| **FACS Standards:**  **1.1.2.4 Demonstrate teamwork skills in school, community and workplace settings.** | **Lesson behavioral objectives:**   * Identify the election process |
| **Material/equipment needed by teacher:**   * <https://prezi.com/pvwt1z2e5mna/fccla-national-officer-elections/> | **Material/Equipment needed by students:**   * Notebook * Pen or Pencil * True Color assessment |

**Introduction:**

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

Bell-work question: What color did you receive from the Leaderships assessment yesterday? How does this influence your interaction with other colors?

**Outline of content to include:**

* Bell-Work Question
* Prezi: <https://prezi.com/pvwt1z2e5mna/fccla-national-officer-elections/>
* In student’s notebook: list officer positions they would like to apply for
* In student’s notebook: allow them to reflect on their leadership style color and discuss how it will help them achieve in those officer positions they listed. -
* Closure: Recite FCCLA creed

**Modifications made for students with special needs:**

Provide copies if needed of the Prezi slides. Provide words they can draw upon when writing about their leadership color to officer positions if needed.

**Assessment:**

Reflection writing assignment

**Homework:**

Students should discuss officer positions with their parents/guardians to inform them of the leadership opportunities available in FCCLA.

**Citations:**

* Ctyou.org
* Fcclainc.org

**Unit: Participating in FCCLA**

**Lesson: Parliamentary Procedure**

**Time-Frame: 50mins**

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| **FACS Standards:**  **1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.** | **Lesson behavioral objectives:**   * Identify sources of parliamentary procedure * Examine the purpose of Parliamentary procedure |
| **Material/equipment needed by teacher:**   * Video link below * Mock Directions for Parliamentary Procedure | **Material/Equipment needed by students:**   * Notebook * Pen or Pencil |

**Introduction:**

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

Bell-work question: What is the Parliamentary Procedure? Why is it useful?

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

* Bell-Work Question
* Lecture over the Parliamentary Procedure
* Watch example Video: <https://www.youtube.com/watch?v=0ybcQrAMcUI> –
* Mock Parliamentary Procedure and assign students duties
* Closer- Recite FCCLA Creed

**Modifications made for students with special needs:**

Provide copies if needed of the PowerPoint slides. Allow students to choose their desire duty when participating in the mock Parliamentary Procedure

**Assessment:**

Class participation

**Homework:**

Students will not have any homework.

**Citations:**

* Ctyou.org
* Fcclainc.org
* YouTube

**Unit: Participating in FCCLA**

**Lesson: FCCLA Ceremonies**

**Time Frame: 50mins**

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| **FACS Standards:**  **1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.** | **Lesson behavioral objectives:**   * Participate in an FCCLA initiation ceremony * Participate in FCCLA opening and closing ceremonies |
| **Material/equipment needed by teacher:**   * FCCLA gavel * FCCLA Ceremonies (link below) * <https://www.youtube.com/watch?v=zPmfz_yOVh0> | **Material/Equipment needed by students:**   * Notebook * Pen or Pencil |

**Introduction:**

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

Bell-work question: Stand behind your chair until you receive further instructions.

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

* Bell-Work Question
* Explain purpose of each FCCLA Ceremonies
* Mock Ceremonies and assign each student a role
  + Repeat ceremonies changing roles
* Closure: FCCLA Creed

**Modifications made for students with special needs:**

Allow students to choose their desire duty when participating in the mock Parliamentary Procedure

**Assessment:**

Class participation

**Homework:**

Students will not have any homework. Just a reminder of FCCLA Dues if they want to join.

**Citations:**

* Ctyou.org>my courses>FACS>FCCLA>Oklahoma FCCLA>FCCLA Curriculum units – Student editions
* Fcclainc.org

**Unit: Participating in FCCLA**

**Lesson: FCCLA Refection**

**Time-Frame: 50mins**

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| **FACS Standards:**  **1.1.2.4 Demonstrate teamwork skills in school, community and workplace settings.** | **Lesson behavioral objectives:**   * Recall FCCLA information |
| **Material/equipment needed by teacher:**   * Leadership Game instructions | **Material/Equipment needed by students:**   * 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 wish to do in FCCLA (dream big)?

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

* Bell-Work Question (allow students to share)
* Students will write answers to these open ended questions using complete sentences, proper grammar and punctuation:
  + Why they would join FCCLA?
  + For which officer position would they like to apply?
  + What are some plans they have for that position?
  + One thing they are excited about within FCCLA?
* Leadership Game

**Modifications made for students with special needs:**

Provide extra time for their refection assessment.

**Assessment:**

Summative assessment on written answers to questions.

**Homework:**

Students will not have any homework. Just a reminder of FCCLA Dues if they want to join.

**Citations:**

* Ctyou.org