



# lesson plan

## Planning Process

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### 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. A possible approach is included here.

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.

### 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?

I. 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

1. Brainstorm concerns
2. Evaluate the list of concerns
3. Narrow the list to one item to use

#### B. Set a Goal

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

#### C. Form a Plan

1. Plan how to achieve the goal.
2. Decide the following:
  - a. What will be accomplished?
  - b. Why was the goal set?

- c. Who is going to participate?
- d. Where will the event be held?
- e. When will it be done?
- f. How will your goal be accomplished?

D. Act

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

C. Follow-up

- 1. One of the most important parts of the process.
- 2. 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?
- 3. Thank the people who were involved.
- 4. Recognize the participants.

**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?

II. 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.

**Review/Summary:**

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.

**Application:**

Use the Planning Process Activity to apply the information presented in this lesson.

**Evaluation:**

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.



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# 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 veterans project. America is losing over 1500 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 **Worksheet**

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## IDENTIFY CONCERNS

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## SET A GOAL

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## FORM A PLAN

- who
  - what
  - where
  - when
  - why
  - how
- 



## ACT

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## FOLLOW UP

What could have gone better/what did you learn?