# Becoming Local Leaders through FCCLA

## Objective:

Students will be able to participate in the GNAP (Greeting, Name, Association, Position) exercise, learn how to become local leaders through FCCLA, review the impact that FCCLA can have on members, and engage in a get-to-know-you activities. Today’s objective is to demonstrate that FCCLA brings people together to work as teams, encourages individual leadership, and creates a positive environment.

## Assessment:

Students will complete a fill-in-the-blank activity using the FCCLA Creed and participate in a GTKY (Get to Know You) activity, demonstrating their understanding of FCCLA and their ability to introduce themselves effectively.

## Key Points:

* **FCCLA Overview**: Understanding the mission and vision of FCCLA as the Family, Career and Community Leaders of America. Members can serve as chapter, district, state, and national officers or serve on committees. Leaders don’t have to have a title!
* **Importance of Local Leadership**: Discussing the significance of local leadership opportunities available through FCCLA.
* **GNAP Exercise**: Learning how to introduce oneself using the GNAP method.
* **Impact of FCCLA**: Recognizing the scholarships, awards, and academic success associated with FCCLA membership.
* **Get to Know You Activities**: Engaging in fun activities to build relationships within the group.

## Opening:

* Begin with the FCCLA Creed. Remind them they only have a few days left to say the FCCLA Creed and earn their bowl for the ice cream Sundae!
* Begin with a question: "What qualities do you think make a great leader?"
* Discuss responses briefly.

**Introduction to New Materials: The Look of Leadership**

Lead the “Look of a Leader” activity. Discuss and go into handshakes and first appearances with the GNAP model.

## Introduction to New Material: Handshakes with the GNAP method (GNAP Page of Ultimate Leadership Handbook)

* Explain the GNAP method:
	+ **Greeting**: A firm handshake and eye contact.
	+ **Name**: State your name clearly.
	+ **Association**: Share your connection to FCCLA or interests.
	+ **Position**: Discuss a leadership position you aspire to.
* Types of BAD handshakes
* **1. The Dead Fish Shake**

The limp, weak handshake that makes you feel like you’ve just picked up a dead fish. When shaking a limp hand, be sure to loosen your grip!**Common Misconception**: Students may think that leadership is only about authority, when in fact, it also involves collaboration and community.

**2. The Death Grip Shake**

The handshake that grabs on and squeezes until your fingers turn purple and you feel like they’re going to fall off. You might have to shake your wrist a couple of times afterward to get your blood pumping again. This type of handshake is usually a hint about the person’s need to be in control.

**3. The Short-Fingered Shake**

This person seems afraid to commit to the shake and doesn’t extend their fingers enough for you to make good contact. Try to lean in with your body to create a web-to-web connection with your hands.

**4. The Double Pump Shake**

Just when you think the handshake is about to end, the shaker pumps your hand not just once, but twice before letting go. It might remind you of the secret handshake you and your friends used as children. This one is usually due to cultural differences.

**5. The Lingerer Shake**

This person just doesn’t want to let go, even when you loosen your grip. When you pull away, try to use your hand for something specific: to grab a drink or your phone, for example.

**6. The “I Need a Towel” Shake**

Shaking hands with a person who has sweaty palms will leave you looking for a napkin or towel or running to the nearest restroom. Keep in mind that for some people the sweatiness is very difficult to control, particularly if they are under stress. If you are the one with the sweaty problem, there are products to reduce hand sweat.

**Now, How to Do it Right**

Your handshake says a lot about you. It may be the first impression you make on someone. A strong, confident handshake is an important business tool, and it’s easy to master. Here are six basic tips to improve your grip:

Smile and make eye contact with the person first.

If you are seated, stand up. It’s a sign of respect. Then step toward the person.

While stepping forward, extend your right hand for the shake. North American etiquette says that you always offer your right hand. If you’re in a situation where you’ll be meeting new people, try to keep your right hand free.

Create a firm grip by making web-to-web contact. If you accidentally grab the fingers instead, just adjust your grip.

End the handshake in three to four seconds, or when the other person loosens their grip.

If your palms are sweating, discreetly wipe them on a napkin or your leg before extending your hand for a shake.

In our global society, it’s very important to be aware of cultural differences. Handshakes do vary by culture. For example, a handshake in Japan is limper than an American handshake. If you are traveling to another country, brush up on the local handshake etiquette before you go.

## Guided Practice: Shuffle Activity

Distribute playing cards for the Shuffle activity. Turn on music, have students do a few rounds of shuffle and practice their handshakes. When they are finished, ask guiding questions:

* + "What did you find challenging about introducing yourself?"
	+ "How can you improve your introduction next time?"

**INTRODUCTION TO NEW MATERIAL: Officers and Responsibilities Handout of Ultimate Leadership Handbook**

* Review how to lead in your local chapter of FCCLA, describe the leadership positions available, and the duties/responsibilities of each officer role. Have a handout ready for them to take notes on which offices your chapter offers
* Introduce District Officers
	+ There are 20 districts in Oklahoma
	+ Each district has 5 officers
	+ Elections take place in April. District officers are responsible for planning the District Leadership Conference, District competitions, and assisting at State Covention. They get to attend District Officer Training in June and it’s a blast!
	+ Introduce the State Exeucutive Council. They lead all 21,000 member!
	+ Introduce the National Executive Council. They introduce all 240,000 members across the nation!
		- Does anyone aspire to hold a position in FCCLA?
* Review what kinds of unique opportunities students could have if they decide to join FCCLA, instructors can directly use the “Why join flyer” and the “Overview and Impacts flyer”.
	+ Scholarships/School Success, opportunities for travel, developing leadership, giving service, etc.

## Independent Practice:

* Students will independently complete a fill-in-the-blank worksheet for the FCCLA Creed, focusing on key terms missing in the creed.
* Students will complete the Personal Thoughts on Leadership Handout

## Closing:

* Conclude with a group discussion: "What did you learn today about being a leader and the role of FCCLA?"
* Encourage students to reflect on their experiences during the GNAP exercise.

.

## Homework:

* Students should discuss with their family what types of leadership roles they hold outside of the home. Do they hold committee positions for community groups? What activities did their parents/grandparents/extended family hold while in school?

## Standards Addressed:

* **FCS National Standards 1.1.1**: Demonstrate leadership skills in group settings.
* **FCS National Standards 5.2.1**: Analyze the impact of Family, Career, and Community Leaders of America (FCCLA) on individuals and families.