# Exploring FCCLA: Setting SMART Goals for Personal Growth

## Objective:

Students will be able to identify key elements of the FCCLA organization and create a SMART goal regarding their potential personal growth through FCCLA.

## Assessment:

Students will complete a written reflection that includes their identified elements of the FCCLA organization and their drafted SMART goal. This will measure their understanding of the FCCLA elements and their ability to create a SMART goal.

## Key Points:

* **FCCLA Elements**: Understanding of key components such as the creed, colors, flower, emblem, motto, purposes, and mission.
* **SMART Goals**: The acronym SMART stands for Specific, Measurable, Attainable, Relevant, and Timely. Each component must be addressed in goal creation.
* **Personal Growth**: How participating in FCCLA can lead to personal development and leadership skills.
* **Goal-Setting Process**: Steps to create actionable and achievable goals.

## Opening:

* First Five Minutes/Bell Ringer: Begin with a quick "Think-Pair-Share" activity: Ask students, "What do you remember about FCCLA?" Encourage them to share with a partner before discussing as a class.
	+ This could be done verbally or on paper.
* Introduce a fun quiz using a Kahoot or similar platform to engage students and assess their prior knowledge of FCCLA elements: creed, colors, flower, emblem, motto, purposes, and mission.

## Introduction to New Material:

* Present a brief overview of the FCCLA elements using a PowerPoint slide or poster. Encourage students to take notes.
* Discuss the SMART goal framework in detail, breaking down each component and providing examples.
* **Common Misconception**: Some students may think that goals do not need to be specific or measurable. Clarify that these aspects are crucial for effective goal-setting.

## Guided Practice:

* Model creating a SMART goal as a class using an example related to FCCLA involvement.
* Divide students into small groups and provide scenarios for them to practice writing SMART goals based on different personal growth opportunities in FCCLA.
* Circulate around the room to monitor group discussions, providing feedback and prompting deeper thinking with questions such as:
	+ "What makes this goal specific?"
	+ "How can you measure success?"

## Independent Practice:

* Students will draft their own SMART goal regarding their personal growth through FCCLA.
* Assignments should be written clearly and include all five components of the SMART framework.
* Encourage students to use their Local Member Handbook for reference.

## Closing:

* Have students share their SMART goals with the class in a "Gallery Walk" format where they post their goals around the room and can walk around to read each other's work.
* Conclude with a reflection question: "How can your SMART goal help you grow as a leader in FCCLA?"

## Extension Activity:

* For students who finish early, provide them with a challenge to create a vision board that visually represents their SMART goal and how they plan to achieve it.

## Homework:

* Students will write a short paragraph reflecting on why their SMART goal is important for their personal growth and how they plan to work towards it.

## Standards Addressed:

* **FCS National Standards**:
	+ Standard 1.1: Demonstrate leadership, teamwork, and communication skills in the family, workplace, and community.
	+ Standard 3.4: Evaluate personal and professional goals related to family and consumer sciences.