

# FCCLA POWER OF ONE Program Guide Outline

## What is the FCCLA Power of One national program?

Power of One is a national FCCLA program that helps members find and use their personal power. Members set their own goals, work to achieve them, and benefit from the results. The real world skills members learn in Power of One are of use now and in the future. These skills may be used by members in school, relationships, college, their future careers, and their communities.





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# Program Navigation

Click the numbered buttons on the left to navigate between units. To return to the Introduction section, click the Power of One Icon at the top right.

# Handouts & Lesson Plans

Handouts and Lesson Plans are denoted with this document icon. Click the icon to navigate to that handout at the end of the document.



When you are finished viewing the document, look for the navigation menu in the footer of the document. The icons follow the same pattern as the main program navigation, and will take you to the correlating section of the program.



## Lesson Plan: Power of One Introduction

**Total Time:** 60 Minutes

**Materials:**

- Planning Process description sheets (2-3 sets per session depending on number of members)

**Handouts:**

- Power of One notetaking guide (one per member)
- Power of One point sheet (one per member; optional)

SESSION OUTCOMES
The member will be able to describe the Power of One national program in his or her own words.
The member will be able to correctly identify and apply the five steps of the FCCLA Planning Process.
The member will be able to understand the relation between Power of One and growth mindset.
ASSESSMENT
The member will be able to understand the relation between Power of One and growth mindset.
NATIONAL FCS STANDARDS
13.5.5 Demonstrate ways to organize and delegate responsibilities.
13.5.7 Demonstrate processes for cooperating, compromising, and collaborating.

SESSION PLAN	
TIME	DESCRIPTION



Click section icon to return to that

# INCLUDED IN THIS GUIDE

## FCCLA Overview

### Power of One for Advisers

- Introduction: Welcome to the FCCLA Power of One National Program
- Power of One in the FCS Classroom: The Growth Mindset Approach
- Aligning Power of One with Family and Consumer Sciences National Standards
- STEM Connection to Power of One
- FCCLA Career Pathways Connection to Power of One
- Power of One Kick-Off Activities: Motivation and Accountability
- Power of One Introduction Session
- Addressing Members' Diverse Needs
- Challenging Gifted and Talented Members
- Using Power of One at the High School Level
- Using Power of One at the Middle School Level
- Using Power of One in the Private/Homeschool Sector
- Utilizing Evaluation Teams
- Publicizing Power of One: Social Media, Key Messages, and More
- Power of One Partners and Collaborators

## FCCLA Power of One

### Utilizing the Program

#### Unit One: A Better You

- Sample Unit Topics
- A Better You Lesson Plan
- Using the FCCLA Planning Process
- Sample Unit Projects Based on Chosen Topic
- Formative Assessment: A Better You Learning Check

#### Unit Two: Family Ties

- Sample Unit Topics
- Family Ties Lesson Plan
- Using the FCCLA Planning Process
- Sample Unit Projects Based on Chosen Topic
- Formative Assessment: Family Ties Learning Check

#### Unit Three: Working on Working

- Sample Unit Topics
- Working on Working Lesson Plan
- Using the FCCLA Planning Process
- Sample Unit Projects Based on Chosen Topic
- Formative Assessment: Working on Working Learning Check

#### Unit Four: Take the Lead

- Sample Unit Topics
- Take the Lead Lesson Plan
- Using the FCCLA Planning Process
- Sample Unit Projects Based on Chosen Topic
- Formative Assessment: Take the Lead Learning Check

#### Unit Five: Speak Out for FCCLA

- Sample Unit Topics
- Speak out for FCCLA Lesson Plan
- Using the FCCLA Planning Process
- Sample Unit Projects Based on Chosen Topic
- Formative Assessment: Speak out for FCCLA Learning Check

#### The Next Steps & Resources

- Power of One Pre/Post Assessment
- Encouraging Metacognitive Reflection
- Using Power of One to Find Next Steps in FCCLA
- Power of One Information Sheet
- Project Sheet
- Sample Point System
- Sample Grading Rubric
- Sample Completed Power of One
- Sample Press Release
- Five Unit Recognition Application
- FCCLA Planning Process (English)
- FCCLA Planning Process (Spanish)
- FCCLA Planning Process (Arabic)
- FCCLA Planning Process (Chinese)
- FCCLA Planning Process (For Visually Impaired members)



# FCCLA OVERVIEW: Power of One for Advisers

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## Welcome to the FCCLA national program, Power of One!

As an adviser, you play an integral role in the implementation of this program. Since Power of One aims to empower youth to find their personal power, you may be the one to recognize a member's potential and encourage him or her to see the same potential in themselves. You believe in the importance of fostering growth in members and know each member is capable of achieving great things. Power of One commonly serves as an introductory program that familiarizes members with the FCCLA organization; the Planning Process; and the extension of family and consumer sciences principles into the home, school, workplace, and community. This national program may be utilized to set the tone for a member's experience in FCCLA.

Your passion for members, growth, Family and Consumer Sciences, and FCCLA drives you to work hard to help members live a better life now and in the future. Members need you. They need your direction. They need your encouragement. They need your involvement and accountability. They need your advising and teaching.

Power of One has been designed to support you in the important role of both FCCLA adviser and FCS teacher. This guide is written to provide resources you can use in your FCCLA chapter, in the FCS classroom, or both.



# Introduction: Welcome to the FCCLA Power of One National Program



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## Why is FCCLA involvement so important?

FCCLA involvement gives FCS students important experience in planning and directing their own activities. These expanded opportunities for leadership training, community involvement, and personal growth give FCS education more meaning. The adviser and chapter members benefit by coordinating class and chapter experiences so they complement and enrich one another.

## The FCCLA Adviser's Role

At the heart of FCCLA classroom integration is member involvement in projects they create, carry out, and evaluate. Members' first efforts may grow from a topic discussed in class, or they may focus on related needs and issues because these are important to their daily lives. Whatever the motivation, the most important thing an adviser can do is encourage members to be actively engaged.

Advisers help members grow by motivating, guiding, sharing, and participating, while simultaneously letting youth assume the major role in planning and carrying out chapter actions. In FCCLA, advisers serve as facilitators, resources, and consultants.

## The adviser's role in the FCCLA Power of One national program is to:

- Learn about the program
- Integrate the program into your classroom
- Encourage members to become involved
- Guide and support members through project-based learning
- Ensure members' efforts are recognized
- Educate colleagues, administrators, school board members, parents, and the public about the value of FCS education as reflected in FCCLA projects and activities

You have a very important role! Support is provided through FCCLA and the Power of One national program.



Although Power of One is a member-directed project, members will need guidance from the adviser. As an adviser, you will likely:

- Encourage participation
- Coordinate selection and participation of evaluation teams, if used (evaluation teams are optional)
- Approve members' plans
- Provide reminders and occasional incentives
- Receive and review member progress reports when they finish their projects
- Approve projects or suggest revisions
- Oversee recognition and obtain recognition items

With numerous members involved in Power of One, you may find it useful to keep a chart of member progress. A sample point sheet of member progress is included in the Resources section of this guide.



GRAPHICS BY RAWPIXEL.COM

## What is the Power of One national program?

Power of One is a national FCCLA program that helps members find and use their personal power. Members set their own goals, work to achieve them, and benefit from the results. The real world skills members learn in Power of One are of use now and in the future. These skills may be used by members in school, relationships, college, their future careers, and their communities. Power of One contains five units: A Better You, Family Ties, Working on Working, Take the Lead, and Speak Out for FCCLA. In each unit, members will set a goal related to the unit that they will work towards achieving. In working to meet this goal, the member will use the FCCLA Planning Process to execute a project. Each project and corresponding goal should be tailored specifically to the member's interests, skill level, and background. The completion of all five units exemplifies a member's well-rounded and impactful personal power.

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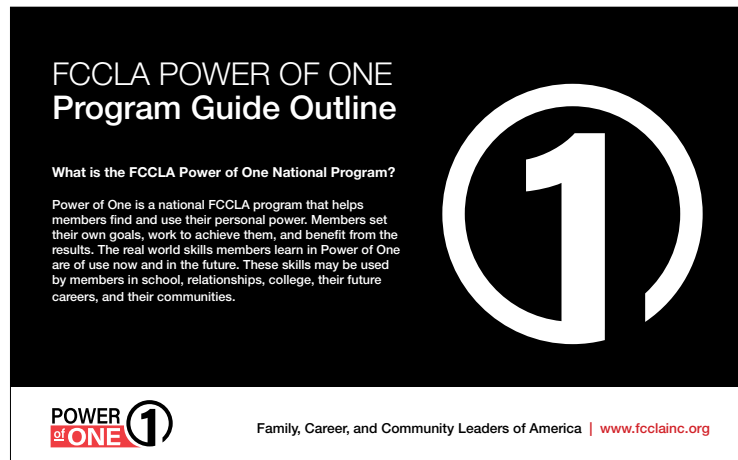
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## The goals of the program are to:

- Introduce members to FCCLA
- Educate members about the importance and process of decision making and goal setting through the FCCLA Planning Process
- Extend Family and Consumer Sciences concepts into the member's home, school, workplace, and community
- Foster a growth mindset among members and other stakeholders
- Provide an outlet for members to reflect on their character, recognize areas for personal growth, explore their unique interests, and take measured action to improve themselves based on their results
- Allow members to gain recognition at the local, state, and national level



## Power of One includes five units:

**A Better You**: This unit helps young people strengthen areas of their personal lives and become the best version of themselves. By completing a project through this unit, young people think critically and retrospectively about their own character and recognize that making an impact starts with self.



**Family Ties**: This unit encourages members to improve their family and home lives. By completing a project through Family Ties, members assess their personal role in their own family and work to strengthen it as the basic unit of society.

**Working on Working**: This unit prompts members to think critically about a future career and the necessary skills he or she will need to develop to be successful in the workplace. By completing a project through this unit, a member will foster real world skills to prepare for adult life as a wage earner.



**Take the Lead**: This unit assists members in strengthening their leadership skills in various contexts. By completing a project through this unit, members have the opportunity to exercise and strengthen their capacity to lead at school, at home, on the job, and in the community.

**Speak Out for FCCLA**: This unit equips members to publicize The Ultimate Leadership Experience and inform others of FCCLA's impact. By completing a project in this unit, members will educate their peers, families, and community members about the benefits of FCCLA they have personally experienced and how the organization has empowered them to make a difference.





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These topic areas are the main components of five units provided for you, the adviser. Each unit includes these common elements:

- Introduction to the unit
- Sample unit topics
- A lesson plan linked to FCS national standards
- How to use the FCCLA Planning Process within the unit
- Sample unit projects based on chosen topic
- A formative assessment to check a member's understanding of the unit

In each unit, sample unit topics and sample unit projects are given. As members execute projects for each unit, they must first choose a topic and then design a project that relates to that topic. For example, in the A Better You unit, a member may choose to set a goal related to the topic of money management. The member's unit project based on this chosen topic may be to design a savings plan to save for a used car. Unit topics give broad direction to members; unit projects based on a chosen topic give members a specific goal to achieve.

## What are Power of One projects?

FCCLA Power of One projects range from simple, one-time efforts to multi-faceted, ongoing programs. All can be valuable learning experiences for members. An FCCLA Power of One project should involve member leadership in developing, planning, implementing, and evaluating the project; member use of the FCCLA Planning Process; and opportunities to develop and practice real world skills. These projects should be created by members to reach an individualized goal. The project should relate to subjects taught in Family and Consumer Sciences and FCCLA and should involve in-depth effort. Each Power of One unit includes suggested projects. Members should adapt a project to meet their personal needs or develop their own. These projects should relate to the unit and be approved by you, the FCCLA adviser. A project used in other FCCLA activities may be adapted for Power of One as long as it is an in-depth individual activity. For example, if a project on family councils in the Families First program is completed, a member may use portions of that project again in the Power of One unit, "Family Ties," by holding family council meetings at home.





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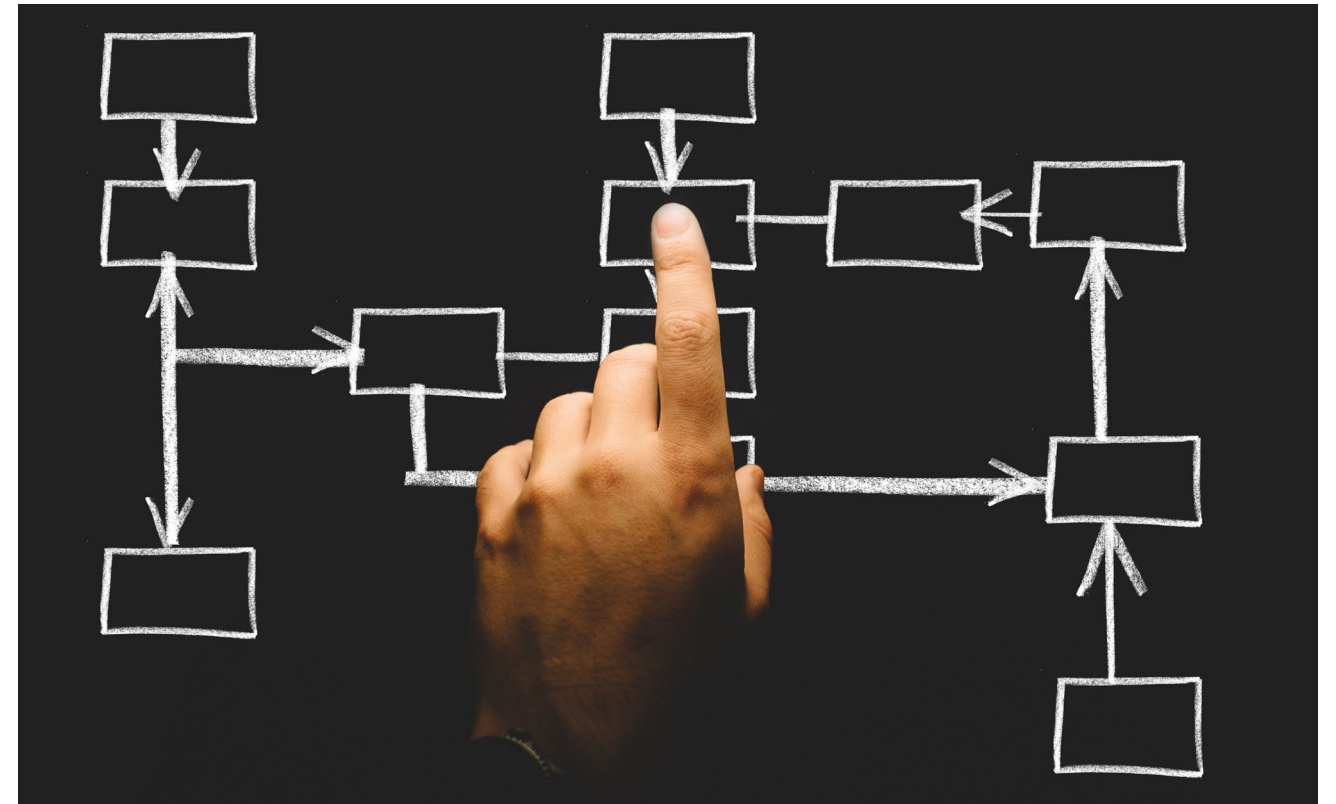
SPEAK OUT FOR FCCLA

# Power of One in the FCS Classroom: The Growth Mindset Approach

FCCLA is an integral part of the Family and Consumer Sciences education program. In the local school, this means chapter projects and activities stem from and enhance Family and Consumer Sciences curriculum. FCCLA chapters give members expanded opportunities for knowledge application, leadership training, community involvement, and personal growth.

FCCLA addresses skills, lifestyles, careers, and pathways as an important part of Family and Consumer Sciences education. Power of One ties directly to the following FCCLA purposes:

- To provide opportunities for personal development and preparation for adult life
- To strengthen the function of the family as a basic unit of society
- To encourage democracy through cooperative action in the home and community
- To encourage individual and group involvement in helping achieve global cooperation and harmony
- To provide opportunities for making decisions and for assuming responsibilities



- To prepare for the multiple roles of men and women in today's society
- To promote Family and Consumer Sciences and related occupations

Power of One is a program designed to be integrated into the FCS classroom that can excite members about learning, sharpen their critical thinking skills, and provide many opportunities for hands-on, member-directed projects. Power of One activities tie to lessons in many Family and Consumer Sciences subject areas. Use the program in class to motivate members, build member ownership of the curriculum, and show members real-world applications of classroom lessons. When members create their own projects, they develop creative approaches to problems. Power of One engages members in the world beyond the classroom where they set goals for leadership in families, careers, and communities.



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The FCCLA Power of One national program and the activities and lessons in the program guide align with and reflect these teaching methodologies and strategies:

- Differentiation
- Project-based learning
- Cooperative learning
- Active learning
- Service learning
- Incorporating technology
- STEM
- Independent study
- Peer tutoring and instruction
- Business partnerships
- Best practices
- Career exploration
- Student initiative and intrinsic motivation

Additionally, Power of One coincides with the principles discussed by Carol S. Dweck, Ph.D., in her book, Mindset: The New Psychology of Success. Dr. Dweck discusses Growth Mindset, the notion of using dedication and hard work to develop one's basic abilities. Growth mindset fosters a love of learning, motivation, and resilience.

Similarly, Power of One encourages members to recognize their unique skill levels, set goals that matter to them, and ultimately work to improve themselves in multiple areas. By changing their mindset, members will begin to see and believe in their personal power. As an adviser and educator, you are encouraged to promote this mindset with your members as they participate in this national program.

To learn more about Growth Mindset, refer to Mindset: The New Psychology of Success by Carol S. Dweck, Ph.D. For examples of how to incorporate Power of One into your Family and Consumer Sciences classroom, refer to the “Power of One Kick-Off Activities: Motivation and Accountability” section.



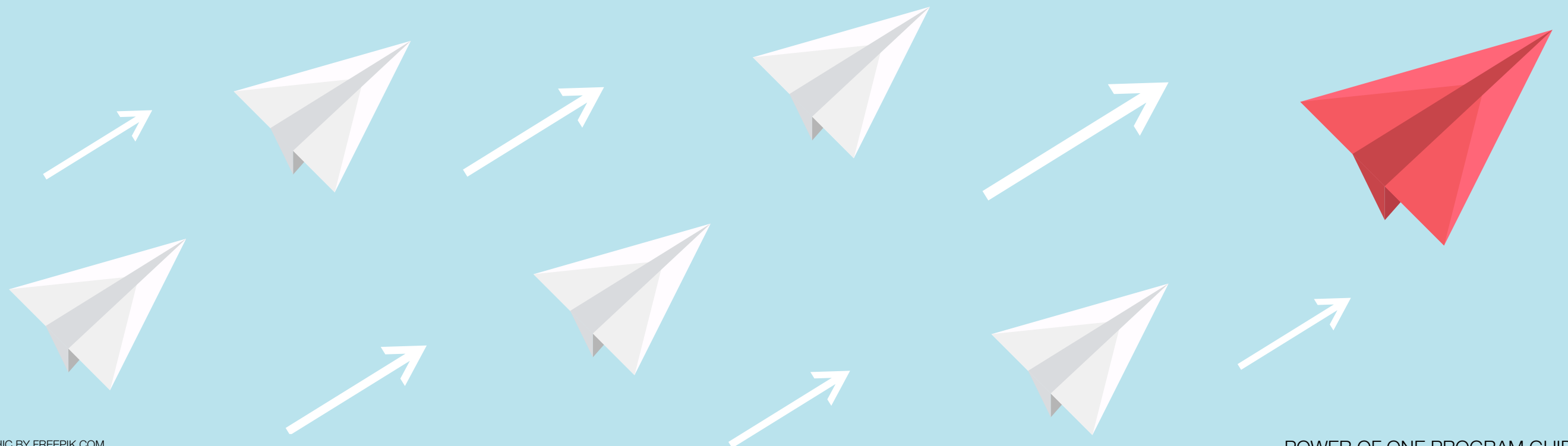


# Aligning Power of One with FCS National Standards

FCCLA is the national student organization that serves and supports Family and Consumer Sciences education. At the heart of FCCLA is involvement in projects and activities that members plan, carry out, and evaluate. These projects create ideal opportunities for members to both develop and apply Family and Consumer Sciences skills while demonstrating mastery of the national standards. FCCLA projects' products (including portfolios, project reports, skills demonstrations, and more) offer relevant, authentic data to assess member learning.

- Apply skills in Family and Consumer Sciences, academics, and communication
- Accept responsibility

- Experience leadership
- Learn to plan, implement, and evaluate individual and group action
- Build relationships
- Develop an appreciation for diversity
- Analyze and solve problems
- Adapt to change
- Explore careers
- Establish positive career-related attitudes and habits



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Through their FCCLA involvement, members sort out thoughts, analyze situations, set goals, interact with others, apply classroom knowledge, and become leaders in today's and tomorrow's families, careers, and communities. FCCLA members encounter situations through which they:

- Apply skills in Family and Consumer Sciences, academics, and communication
- Accept responsibility
- Experience leadership
- Learn to plan, implement, and evaluate individual and group action
- Build relationships
- Develop an appreciation for diversity
- Analyze and solve problems
- Adapt to change
- Explore careers
- Establish positive career-related attitudes and habits

FCCLA and FCS go hand-in-hand. The mission of Family and Consumer Sciences education is to prepare students for family life, work life, and careers in Family and Consumer Sciences by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for:

- Strengthening the well-being of individuals and families across the life span
- Becoming responsible citizens and leaders in family, community, and work settings
- Promoting optimal nutrition and wellness across the life span
- Managing resources to meet the material needs of individuals and families
- Balancing personal, home, family, and work lives
- Using critical and creative thinking skills to address problems in diverse family, community, and work environments
- Developing life management, employment, and careers
- Functioning effectively as providers and consumers of goods and services
- Appreciating human worth and accepting responsibility for one's actions and success in family and work life



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The National Standards for Family and Consumer Sciences Education present a vision for the future and provide FCS educators with a structure for identifying what learners should know and be able to do. The FCS National Standards are based on knowledge and skills needed for home and family life as well as those needed to succeed in related careers. These standards provide an excellent system for meeting the needs of individuals preparing for life in a global society while simultaneously preparing for careers. They are comprehensive, designed to encompass the variety that exists among state philosophies and to accommodate various approaches to standards and educational delivery systems. Viewed collectively, the national standards provide the structure for an integrated approach to Family and Consumer Sciences education, with FCCLA national programs like Power of One providing resources for members and teachers to meet the standards in a way that integrates academic knowledge with real life experiences.

FCS National Standards contain:

- Areas of Study (general topics)
- Comprehensive Standards (overall description)
- Content Standards (expectations of the learner)
- Competencies (define knowledge, skills, and practices)
- Process Questions (guide members in thinking and reasoning about contextual problems)

FCS National Standards provide guidelines for developing programs that give members the opportunity to acquire knowledge, skills, attitudes, and behaviors for family life, work, and careers in areas

of study that also relate to the purpose and mission of FCCLA. FCS areas of study include:

- Career, Community and Family Connections
- Consumer and Family Resources
- Consumer Services
- Education and Early Childhood
- Facilities and Property Management
- Family
- Family and Human Services
- Food Production and Services
- Food Science, Dietetics and Nutrition
- Hospitality, Tourism and Recreation
- Housing and Interior Design
- Human Development
- Interpersonal Relationships
- Nutrition and Wellness
- Parenting
- Textiles, Fashion and Apparel
- Reasoning for Action





Power of One involvement addresses many standards and competencies from the National Standards for Family and Consumer Sciences Education, most closely in these areas of study: Career, Community and Family Connections; Family; Interpersonal Relationships; Nutrition and Wellness; and Reasoning for Action. Several activities and lessons can also align to other career-specific standard areas.

Click below for a list of National Standards for Family and Consumer Sciences Education that may be addressed through Power of One involvement.

<http://www.nasafacs.org/national-standards-and-competencies.html>



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# STEM Connection to Power of One

Power of One activities and lesson plans directly connect to nationwide STEM initiatives in the classroom because STEM concepts and FCS national standards support each other.

## What is STEM?

STEM is an acronym for Science, Technology, Engineering, and Math education. Teachers focus on these areas together not only because the skills and knowledge in each discipline are essential for student success, but also because these fields are deeply intertwined in the real world and in how students learn most effectively. STEM is an interdisciplinary and applied approach that is paired with hands-on, problem-based learning.

STEM education is used to identify individual subjects, a stand-alone course, a sequence of courses, activities involving any of the four areas, a STEM-related course, or an interconnected or integrated program of study.

Some areas use the acronym STEAM, which adds art concepts and products to STEM.

## A STEM-literate student:

- Is an innovator
- Is a critical thinker

- Is able to solve problems
- Is able to make meaningful connections between school, community, work, and global issues
- Can enroll in a college-level course of study in science, technology, engineering, and math without the need for remediation
- Can engage in a knowledge-based economy
- Can become employed in many areas





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### In middle grades, STEM education:

- Introduces an interdisciplinary program of study consisting of rigorous and challenging courses
- Continues to provide standards-based, structured inquiry-based, and real-world problem-based learning that interconnects STEM-related subjects
- Bridges and connects in-school and out-of-school learning opportunities
- Increases student awareness of STEM fields and occupations

### In high school, STEM education:

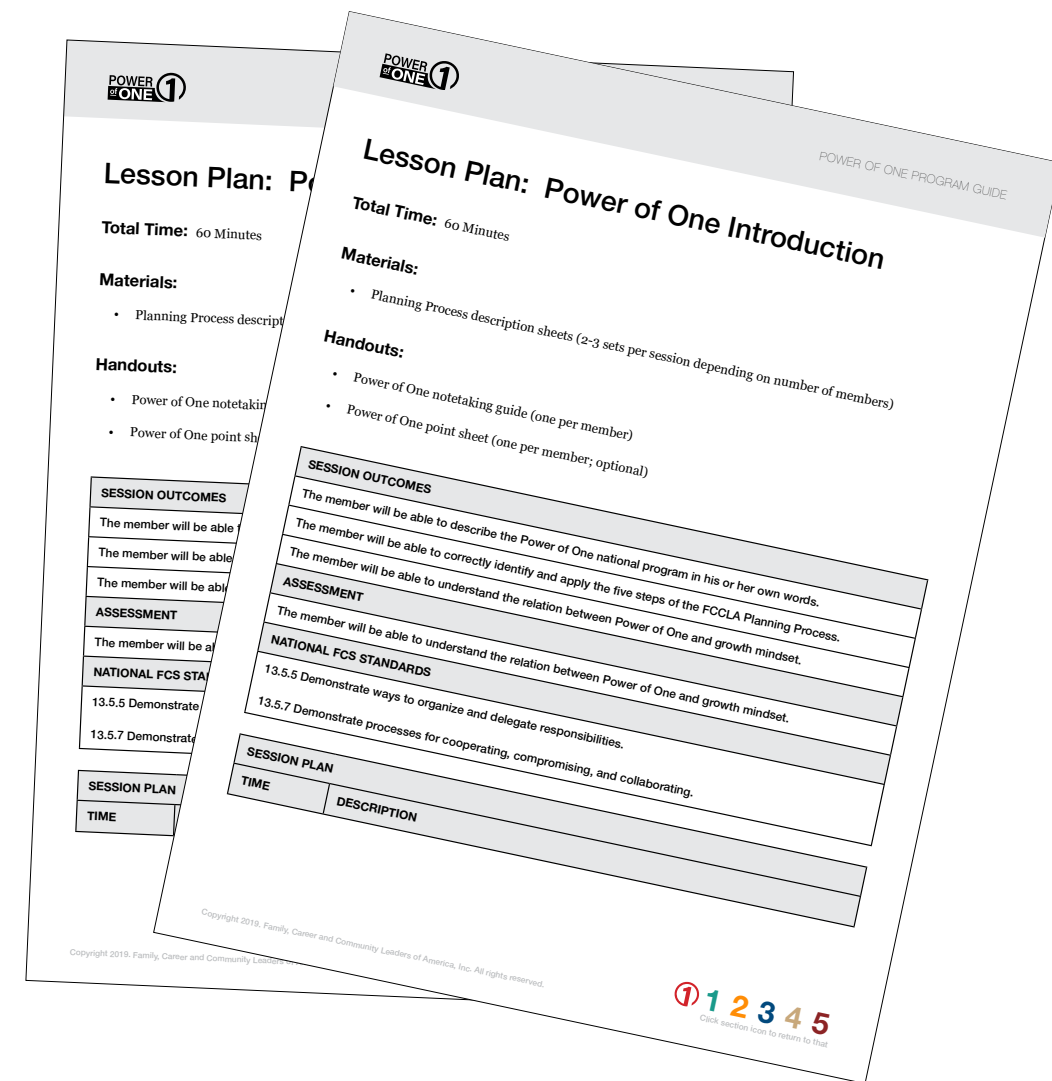
- Provides a challenging and rigorous program of study focusing on the application of STEM subjects
- Offers courses and pathways for preparation in STEM fields and occupations
- Bridges and connects in-school and out-of-school learning opportunities
- Provides opportunities for student exploration of STEM-related fields and careers
- Prepares students for successful post-secondary employment, education, or both

FCS teachers and FCCLA advisers can integrate STEM into their curriculum by using Power of One lesson plans and activities that are included in this program guide.

To learn more about STEM, check out the links below.

<http://www.ed.gov/stem>

<http://www.stemedcoalition.org>





# FCCLA Career Pathways Connection to Power of One

Additionally, concepts presented in Power of One coincide with the FCCLA Career Pathways that are based upon the National Career Clusters Framework for Career and Technical Education.

nationally for scholarships and awards. As Power of One relates directly to Family and Consumer Sciences education standards, projects and principles of Power of One will work to accomplish the goals of the FCCLA Career Pathways.

## What are FCCLA Career Pathways?

FCCLA made a concentrated effort to illustrate the connection of FCCLA and Family and Consumer Sciences to career pathways and hosted a focus group to assist in this process. A survey of business and industry stakeholders found that FCCLA most directly supports career pathways in the hospitality and tourism, visual arts and design, education and training, and human services careers. FCCLA national programs and Competitive Events support CTE students' development of knowledge and skills, enhancing the classroom experience and career pathway initiatives.

FCCLA is integrated into FCS and is intracurricular, exposing members to work-based learning, business and industry networks, and industry-recognized certifications. FCCLA members explore career opportunities and build their real world skills by developing projects, engaging and participating in events, and competing regionally and

## FCCLA Career Pathways:

- **Human Services:** Preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services
- **Hospitality and Tourism:** The management, marketing, and operations of restaurants and other food services, lodging, attractions, recreation events, and travel related services
- **Education and Training:** Planning, managing, and providing education and training services and related learning support services
- **Visual Arts and Design:** Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services



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Regardless of whether a member pursues a career related to one of the FCCLA Career Pathways or not, he or she will learn valuable real world skills. Individuals require many skills to be college and career ready, including academic knowledge, technical expertise, and a set of general, cross-cutting abilities called “real world skills.” These real world skills include:

- Applied Academic Skills: Communications, Math, Science, Basic Literacy
- Critical Thinking Skills: Problem Solving, Organization & Planning
- Resource Management: Time, Money, Materials & Personnel
- Information Use
- Communication Skills
- Interpersonal Skills: Leadership, Teamwork & Negotiation
- Personal Qualities
- Systems Thinking: Teamwork & Project Management
- Technology Use







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# Power of One Kick-Off Activities: Motivation and Accountability

This program guide contains five lesson plans in addition to the Power of One introduction session. Each lesson introduces a new real world skill that can be utilized to introduce a new unit. The following real world skills are addressed:

- A Better You: Goal Setting
- Family Ties: Communication
- Working on Working: Collaboration
- Take the Lead: Leadership
- Speak Out for FCCLA: Critical Thinking

These lesson plans may be presented in a multi-day format to introduce members to Power of One, FCCLA, and vital skills that will be necessary for success in school, in a family, in a career, and in a community. Each lesson also teaches and reinforces how to use the FCCLA Planning Process. These lessons may be incorporated into the FCS classroom, taught at local chapter meetings, or used as a workshop series.



The sessions may be presented sequentially, or you may wish to intersperse them with other lessons as appropriate. The sessions may fit especially well with FCS programs of study related to personal development, although they also relate to other topic areas such as goal-setting, family, interpersonal relationships, service, and more.

For each session, the outline includes an overview of needed materials and preparation steps; sequence of activities; and links to detailed instructions, information, and support materials for each activity. You may need to adapt the presentation details to fit your specific members and set-up.



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FCCLA advisers who integrate FCCLA state that it works best this way for several reasons:

- Members learn content in class and apply that content in real-life projects
- Members form a solid foundation about topics in class and then encourage others to get involved and have the tools and knowledge to do so effectively
- Members have time to brainstorm and plan in a structured environment and then carry out the plans through the chapter activities
- Members learn about topics that interest them in class and then take their knowledge further through an enrichment project
- The FCS teacher doubles as the FCCLA adviser and can provide support in both areas
- Members can take what they learn in the FCS classroom and create a Power of One project that can also be used in STAR Events or other Competitive Events

## Motivating Members and Holding them Accountable

Member accountability and motivation are critical to conducting a successful Power of One program. When members are held accountable and see the value of what they are doing, activities and lessons become much more impactful. As a FCCLA adviser and educator, there are steps you can take and procedures you can implement to carry this out.

- When introducing Power of One, ask members that have already completed the program to come and speak to your group about the impact the program had on them. The change in speakers will create a sense of novelty for the members, show them a first hand example of the impact of the program, and increase your credibility.
- If Power of One is integrated into the FCS classroom, give members grades for completed work. A sample rubric is included in the “Resources” section of this guide.
- Have each member create a Power of One binder that will house all of their materials throughout the project. Members can keep project sheets, reflections, formative assessments, and more in order to track their progress. This will also house all materials for you to grade.
- Track member progress with a point system. A sample point system is included in the “Resources” section of this guide.
- For high school members, consider awarding FCCLA stoles or cords for graduation. Instate a point system in which graduating seniors must earn a certain number of points for participation in FCCLA activities to earn the honor. Include Power of One completion or serving on an evaluation team as possible methods to earn points.
- As you educate members about Power of One, stress that it is a program that is primarily beneficial to them. Point out that members are in control, they direct their project, and they make it personally applicable.



# Power of One Introduction Session

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 Introduction Lesson Plan

 Introduction PowerPoint

 Planning Process Description Sheets

 Introduction Notetaking Guide

**POWER OF ONE**  POWER OF ONE PROGRAM GUIDE

## Lesson Plan: Power of One Introduction

**Total Time:** 60 Minutes


**Materials:**

- Planning Process description sheets (2-3 sets per session depending on number of members)

**Handouts:**

- Power of One notetaking guide (one per member)
- Power of One point sheet (one per member; optional)

SESSION OUTCOMES	
The member will be able to describe the Power of One national program in his or her own words.	
The member will be able to correctly identify and apply the five steps of the FCCLA Planning Process.	
The member will be able to understand the relation between Power of One and growth mindset.	
ASSESSMENT	
The member will be able to understand the relation between Power of One and growth mindset.	
NATIONAL FCS STANDARDS	
13.5.5 Demonstrate ways to organize and delegate responsibilities.	
13.5.7 Demonstrate processes for cooperating, compromising, and collaborating.	
SESSION PLAN	
TIME	DESCRIPTION

 1 2 3 4 5  
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# Formative Assessment: Power of One Introduction Session Learning Check

Use the following five question quiz to gauge members' understanding of Power of One and growth mindset after presenting the lesson. This quiz can be used as an exit slip, a bellringer the next day, or as a general quiz. An answer key is included at the end.



Introduction Formative Assessment

## ANSWER KEY

1. A

2. B

3. B

4. D

5. Member answers will vary, but each answer should include this sentiment: *Power of One encourages members to recognize their unique skill levels, set goals that matter to them, and ultimately work to improve themselves in multiple areas. By changing their mindset, members will begin to see and believe in their personal power.*

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SPEAK OUT FOR FCCLA



# 1

## Addressing Members' Diverse Needs

As you know, members have a wide range of ability levels, learning styles, and interests. To address this, each Power of One unit is adaptable to a wide selection of possible projects. This allows beginning or middle level FCCLA members, members with special needs, members of limited English proficiency, members with little time for FCCLA involvement, and members with little prior experience in FCCLA or other leadership organizations to complete a project that is of shorter duration and focus more on hands-on activities. These projects may call on lessons learned in class and will most likely require little independent research. Members will generally work to achieve a tangible result.

More advanced members—high school members and those with prior FCCLA experience, for example—may choose to undertake projects that involve intermediate or long-term effort and some independent information gather about the topic of concern. Advanced members may create concrete end products, but will also realize longer-term accomplishments and personal insights.

Members will look to you for guidance in deciding what would be an appropriate challenge for them. Here are some tips for tailoring Power of One to meet their diverse needs:

- Direct members to project ideas that focus on their interests and abilities
- Use visual material
- Accept audio recordings or verbal reports of project work

- Work with members one-on-one
- Encourage members to evaluate their progress and make adjustments as they work toward their goals
- Meet with members frequently and briefly to keep up interest and encourage progress
- Make sure each member receives special recognition on completion of each unit



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## Challenging Gifted and Talented Members

Members identified as Gifted and Talented must be challenged in order to maintain their motivation. Because Power of One is easily customizable to meet the needs of each individual member, utilize these tips when working with these members so that their experience is as meaningful as possible.

- When a member is working to identify concerns for a unit project, challenge him or her to read a book related to the unit area to expand their thinking.
- After a member sets a goal to reach for a unit, meet with the member to ensure the goal is challenging but simultaneously realistic.
- Encourage these members to design a project within each unit that takes an extended amount of time to complete, as opposed to a project that can be completed in one day.
- After a member completes a unit project, challenge the member to present their results in a unique format such as a video summary, class presentation, or essay.

- Have these members work to complete each unit early. After assessing their work and providing feedback, allow these members to mentor lower-achieving members as they complete their unit projects.
- Meet with these members to gain their feedback on their Power of One experience. How can you, as the adviser, make it a more effective process for members in the future?

You are encouraged to collaborate frequently with school administrators that can provide additional ideas for challenging and motivating Gifted and Talented members.



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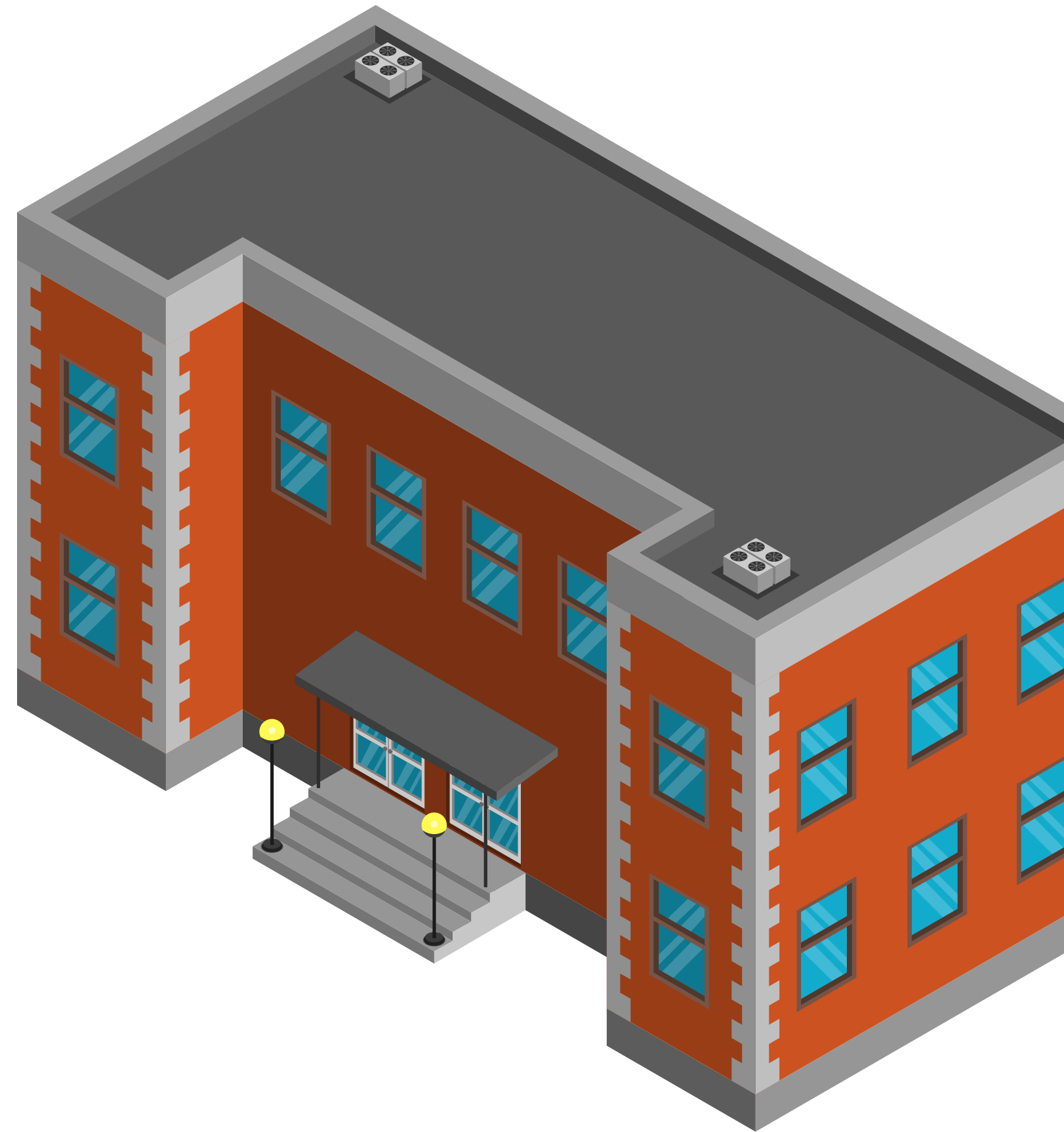


# Using Power of One at the High School Level

High school level members are drawn to this program due to its conduciveness for member choice and its focus on making a difference. Additionally, Power of One can be used at the high school level in the following ways:

- A meaningful application of knowledge
- Individualized and personalized education
- Project-based learning
- Independence and responsibility
- A focus on preparing for life beyond high school
- Requirement of critical thinking

Power of One can be utilized to introduce new members to the organization, and proves to be useful to any member regardless of his or her grade level.



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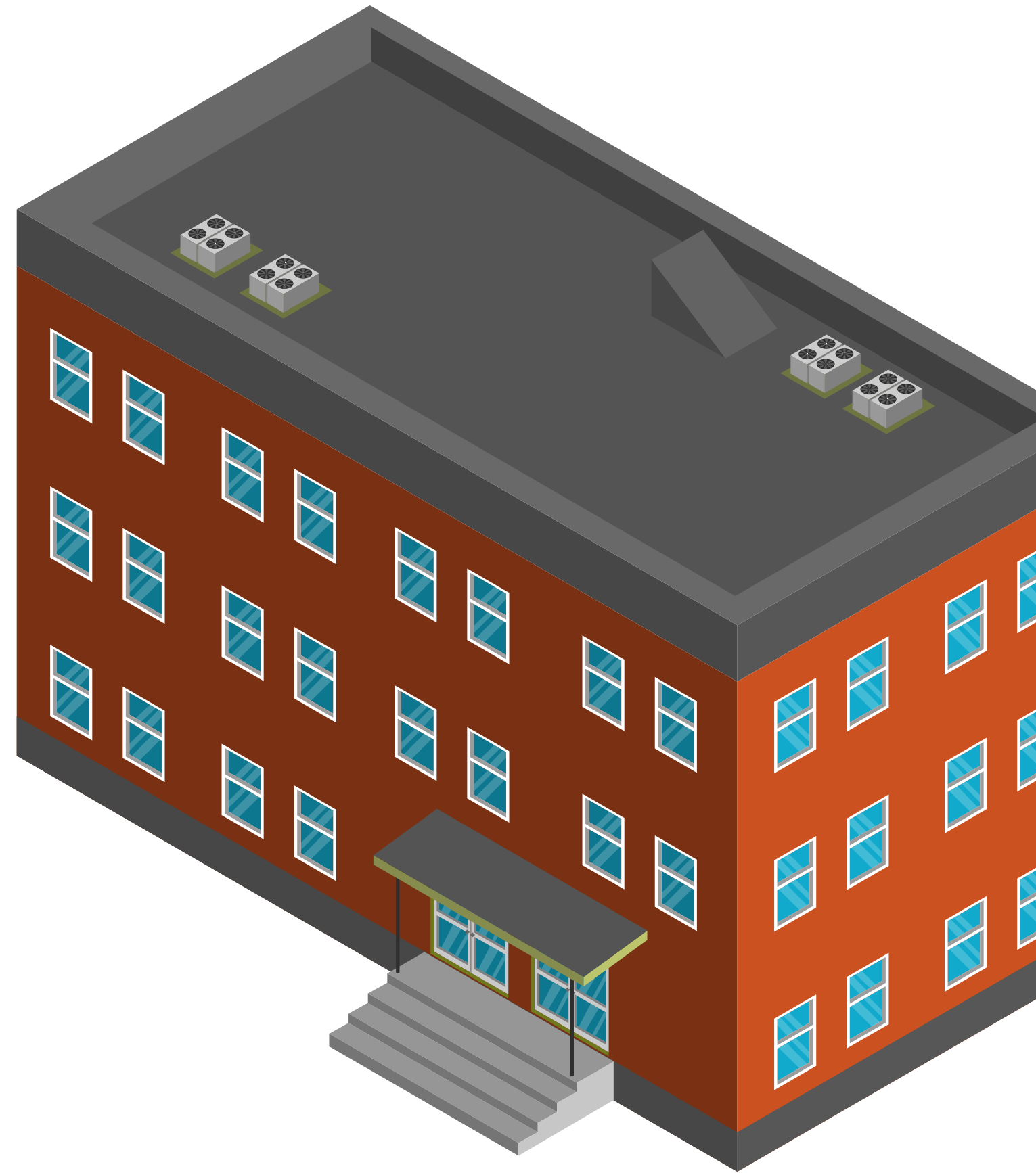


# Using Power of One at the Middle School Level

Power of One appeals to middle level members' desire to make decisions and take action. It also directly addresses many of their developmental and educational needs, including needs for:

- A sense of self-worth and personal growth
- Advanced cognitive skills and application of academic concepts
- Positive interaction with peers and adults (through project action and evaluation teams, if used)
- Independence and responsibility
- A sense of competence
- Meaningful participation in the larger society

Use of Power of One evaluation teams also provides a prime opportunity to connect members with caring adults — a key priority at the middle level. Additionally, Power of One is an excellent tool to introduce a new member to the FCCLA organization.



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# Using Power of One in the Private/Homeschool Sector

Power of One is also necessary in the private and homeschool sector. This program meets the various needs of these members through:

- The opportunity to build meaningful relationships with peers and adults
- Further immersion into the community
- Connections to various resources
- The opportunity to make a difference
- Self-directed learning and responsibility
- Advanced application of learned concepts

For private and homeschool members, participation in the program allows for content extension beyond the classroom and exposure to the FCCLA organization.



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# Utilizing Evaluation Teams

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A member may have a one- or two-person evaluation team to guide him or her through a Power of One project. Teams can help members select appropriate projects, put them in touch with useful resources, and evaluate how well they achieve their goals. Members are not required to have an evaluation team.

An evaluation team may simply be the adviser, or the adviser and another resource person. Team members may be other FCCLA members or adults. They should be people with whom the member feels comfortable and to whom the member will turn for guidance and support. Possible team members might be:

- An FCCLA member (perhaps someone who has completed some Power of One units)
- An adviser or other Family and Consumer Sciences teacher
- A parent or adult friend
- A school administrator, a counselor, or another teacher
- A local business person or employer
- An advisory council member or FCCLA alumni member

Members may use a different evaluation team for each unit or the same team for all. They may occasionally choose to change team members in the middle of a project due to incompatibility or a team member's needs. As the adviser, you may set up one team to evaluate several members' projects, evaluate all members working on the same unit, or evaluate all projects in the chapter.

Members may wish to meet with their evaluation team only twice, at the beginning and end of their project. Additional consultations between members and team members are also encouraged.

Advise team members to listen to the member's ideas, provide encouragement, and speak up if they foresee any insurmountable problems with their plan. They may also provide information and introductions to others who can help. Have members orient their evaluation teams to Power of One by sharing this program guide or discussing the program with them. If a team member is not familiar with FCCLA, provide an information sheet and introduce them to the organization.





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# Publicizing Power of One: Social Media, Key Messages, and More



Because one of the goals of the Power of One national program is to recognize members for their efforts, it is crucial to properly publicize this work. The following sections will provide guidelines for effectively utilizing social media and other forms of communication when recognizing members.

## Power of One and Social Media

In today's technology driven society, it is crucial to utilize social media when promoting the Power of One national program and Power of One learning activities and projects. Summary paragraphs, the tagline message, and key messages all can be used on your chapter's social media sites. You can adapt the messages to fit your chapter's needs and/or the project's focus. The primary focus is to get the message out to members and stakeholders.

Consider using these tweets, posts, and hashtags with your social media campaigns:

- Find your power with Power of One!
- You have the Power to make a difference in your school, family, community, and future career!

- How will you build A Better You?
- How will you strengthen your Family Ties?
- Are you Working on Working? Take hold of your future career!
- Take the Lead; make a difference; impact the world.
- Speak Out for FCCLA and tell others about The Ultimate Leadership Experience!
- *#FCCLAPowerofOne*
- *#MyPower*
- *#PowerofOneABetterYou*
- *#PowerofOneFamilyTies*
- *#PowerofOneWorkingonWorking*
- *#PowerofOneTaketheLead*
- *#PowerofOneSpeakOutforFCCLA*
- *#SkillsForMyFuture*
- *#ItTakesthePowerofOne*



## Power of One Summary Paragraphs

Insert one of these paragraphs in press releases, news advisories, brochures, newsletters, and other Power of One materials that members produce.

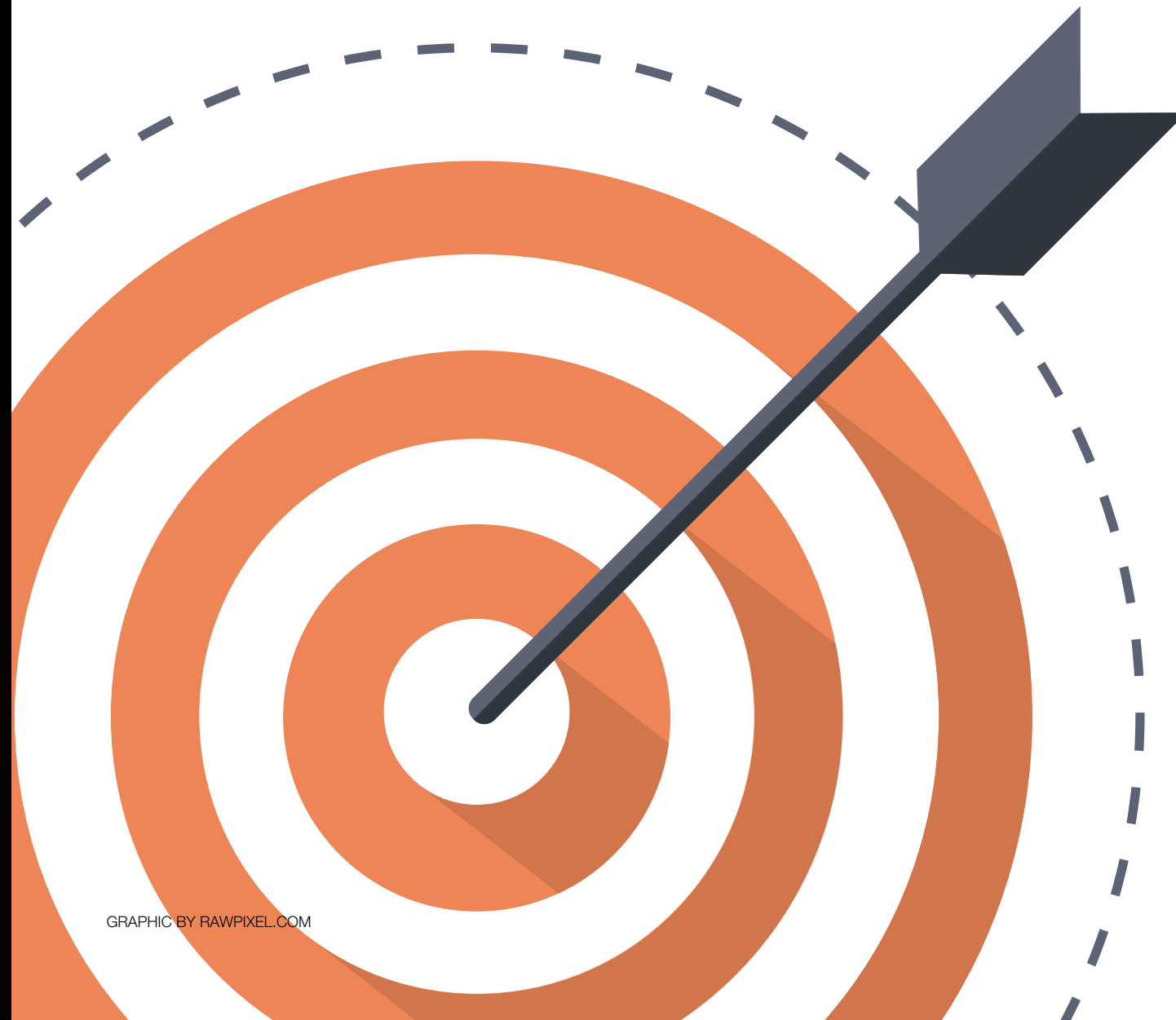
Power of One is a national program of Family, Career and Community Leaders of America (FCCLA) that guides members to set, plan, and work to achieve goals to discover their personal power and develop skills that will serve them now and in the future. It is integrated into the Family and Consumer Sciences classroom through FCCLA.

Power of One is a Family, Career and Community Leaders of America (FCCLA) national program that guides members to set, plan, and work to achieve goals to discover their personal power and develop skills that will serve them now and in the future. It addresses topics such as goal setting, decision making, critical thinking, and more. FCCLA members identify concerns in five areas of their lives they wish to improve and then set corresponding goals to help them address their concerns while also involving their peers, families, and communities. Through their projects, members experience character development and improve their critical and creative thinking, interpersonal communication, practical knowledge, and career preparation. Youth leaders learn more about themselves and their unique strengths so that they can put themselves on the pathway to future success. The program is integrated into the Family and Consumer Sciences classroom through FCCLA.

## Power of One Tagline Message

Use this tagline message when promoting or explaining Power of One:

*Power of One is a national program of Family, Career and Community Leaders of America (FCCLA) that guides members to set, plan, and work to achieve goals to discover their personal power and develop skills that will serve them now and in the future. It is integrated into the Family and Consumer Sciences classroom through FCCLA.*



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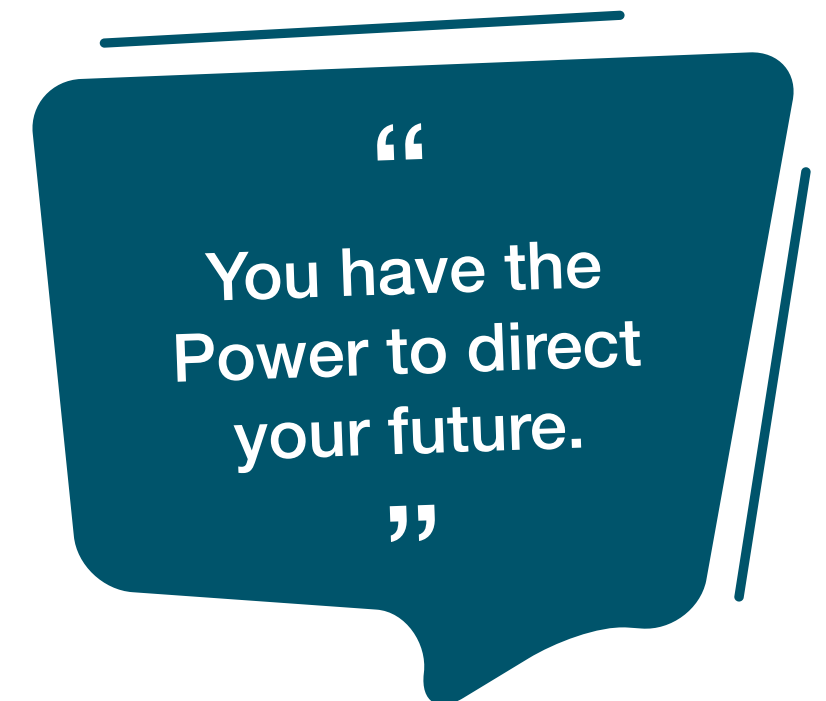
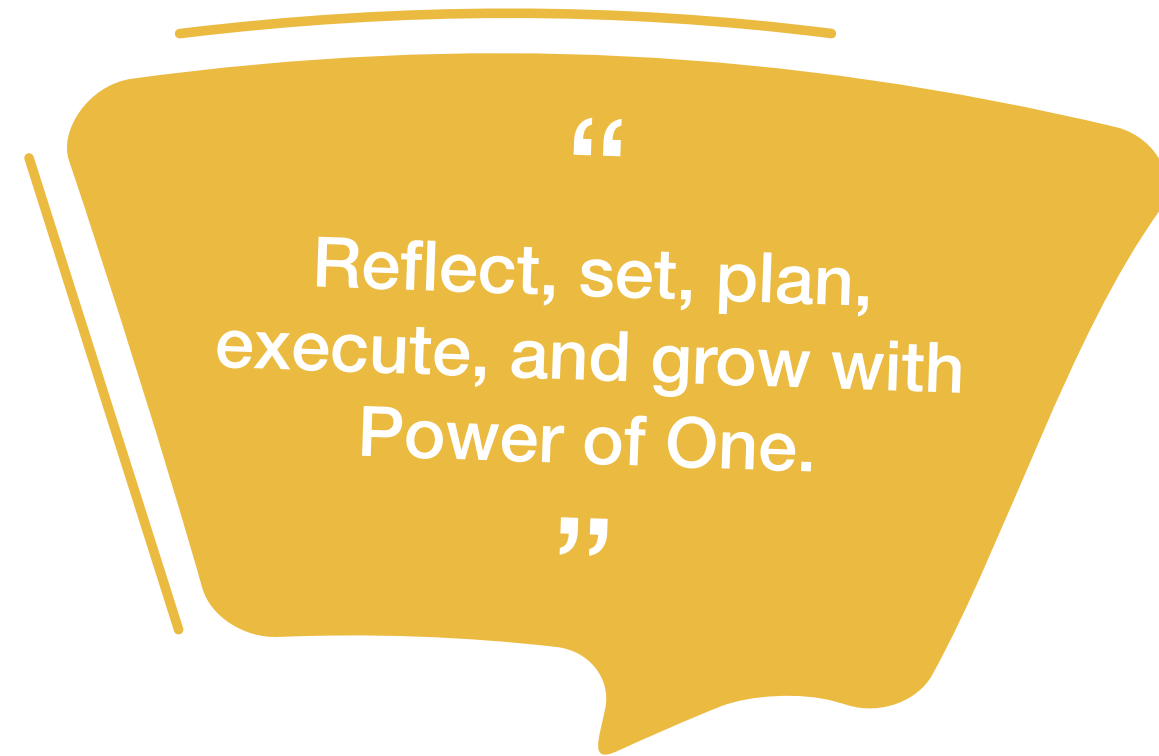


## Power of One Key Messages

Choose from among these messages when members present information about Power of One:

- “Find your power. Find the Power of One.”
- “Reflect, set, plan, execute, and grow with Power of One.”
- “Make your goals a reality with Power of One.”
- “Find your personal power to make a difference in your home, school, community, and career. Find the Power of One!”
- “Change begins with the Power of One.”
- “You have the Power to direct your future.”

In any Power of One promotions, please refer to the FCCLA Branding & Promotion Guide which may be found at [http://fcclainc.org/news--media/documents/FCCLA-Brand-PromoGuide\\_000.pdf](http://fcclainc.org/news--media/documents/FCCLA-Brand-PromoGuide_000.pdf).



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# 1

## Power of One Partners and Collaborators

There are numerous individuals, groups, and organizations that can be found in your community or neighborhood that may be willing to assist members to meet their individual goals. Located below is a list of potential partners and collaborators that can serve as a resource to your members as they complete the Power of One program.

### Educational

- Family and Consumer Sciences teachers
- Administration/office
  - School guidance counselor
  - Career counselor
  - School-to-career or tech-prep office
  - Career pathways coordinator
  - Family Resource Center
- Adult education programs
- Career and technical member organizations
- Parent-teacher organizations



- Community college or university
- State Department of Education
- Local and county agencies/offices
- Public library

### Service/Community Organizations

- Alumni & Associates members
- Cooperative Extension
- YWCA/YMCA

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- Employment agencies
- Workforce office
- Economic development agency
- Law enforcement
- Hospitals
- Elder care services
- Civic organizations
- Public assistance agencies
- Social services professionals
- Chamber of commerce
- Kiwanis
- Rotary club
- Lions
- Charities (American Cancer Society, American Red Cross, American Lung Association, etc.)

## Businesses and Employers

- Family and Consumer Sciences professionals in business
- Members' employers
- Industry
- Service businesses
- Employment agencies
- Financial businesses
- Family-owned businesses
- Nonprofit organizations, agencies, and foundations
- Hospitals, schools, and other institutions





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# FCCLA POWER OF ONE

## Unit One: A Better You

### Introduction

Impacting the world begins with one person, and A Better You focuses on making one person the best they can be. Through the first unit in Power of One, members will work to strengthen an area of their personal lives and become the best version of themselves. Members will think critically and retrospectively about their own character to determine an aspect of themselves they would like to improve, whether it be their health, their social habits, their spending habits, or more. In this section, you will find a list of sample unit topics, a lesson plan that focuses on goal setting, sample projects based on a chosen topic, and a formative assessment to gauge a member's growth.



# Sample Unit Topics


The following section contains a list of sample unit topics for a member's A Better You project. Once a member has chosen a topic, he or she will set a specific goal pertaining to the topic. As a reminder, this list is not exhaustive; should a member choose to pursue a project in a topic other than one on this list, meet with the member to approve his or her area to ensure its relation to Power of One and the goals of this unit.



- Eating nutritiously
- Learning a new skill or hobby
- Decreasing stress
- Getting along with others
- Making friends
- Managing money
- Saving money for an activity or college
- Improving study habits and grades
- Watching less television
- Reading more for fun
- Organizing room, schedule, locker, notebooks
- Becoming more involved in school activities
- Being more responsible
- Seeking help for personal challenges and problems
- Working to control anger
- Using social media in a more positive manner
- Decreasing leisure time on the internet



[A Better You Lesson Plan](#)



[A Better You Notetaking Guide](#)



[A Better You PowerPoint](#)



[A Better You General Goals Set](#)



# Using the FCCLA Planning Process

1

A BETTER YOU

Members should use the project sheet found in the “Resources” section of this program guide to move step-by-step through their project.



## Identify a Concern

Members should begin by checking off project ideas they like on the “A Better You” project ideas list. Members may add their own ideas, but they should talk them over with you, the FCCLA adviser, to make sure they fit Power of One and A Better You.

Next, members should choose an issue or skill that is their personal priority. It may help to narrow the project ideas they checked to three of their biggest concerns. Circle those three. If members need help narrowing the list, have them talk to friends, family, or other people in the community.

Have members look over the ideas they circled and answer the questions on the project sheet. Based on their answers, they should number the ideas they circled, with number one being the project that is most important to them and best fits Power of One. Members should write their project idea in the section titled “My top concern is.”

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SPEAK OUT FOR FCCLA

## Set a Goal



A goal states the purpose and direction for a member’s project. In Power of One, goals set should have personal meaning for the member.

As members think about setting a goal for their project, members should ask themselves:

- What deadline should I set for my project?
- What will be the results?
- How will I know if I have achieved my goal?

On the same project sheet, under “Set a Goal,” the member should describe what he or she wants to accomplish by filling in the blanks of the sentence provided or by writing their own underneath the section.

The goal should follow the SMART goal format so the member has a clear direction and intent for personal improvement. Goals should be specific, measurable, attainable, realistic, and timely.

An example:

“By December 15, I will improve my grade in science by one letter grade by turning in my four missing assignments, completing remaining assignments on time, and attending an after-school tutoring session once a week.”



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## Form a Plan



Next, instruct members to develop a thorough plan. Members should decide what they will do, who can give them information, when they will complete each step, where they will do their project, and how they will accomplish the activities.

Members should write their plan under “Form a Plan” on the project sheet and attach a separate sheet listing resources that might be helpful during the project. This might include people, publications, or community agencies. Encourage members to ask you, teachers, family, or friends if they know of helpful resources.

Encourage members to schedule a meeting with you and/or their evaluation team to discuss their proposed plan. Members should be prepared to answer questions about their project. Ask them to review the checklist on the “A Better You” project sheet. If necessary, members should revise their goal or plan and meet with you or their evaluation team again.

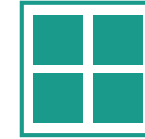
## Act



Members should divide their plan into daily or weekly tasks in order to complete their project and work toward their goal related to the unit. Lists of tasks to complete, resources to enlist, deadlines, and more should be kept.

As the member works to complete his or her plan, more detail may need to be added to their plan for action. Encourage and support open communication with you, the member, and the evaluation team if necessary. The project should be living and flexible to meet the needs of and challenge the member.

## Follow Up



To complete a project, members should answer the questions in the “Follow Up” section of the project sheet.

Hold a follow-up meeting with the member and/or evaluation team. The member should bring the completed project sheet and any photographs, papers, news articles, and other items that reflect his or her project. These should be put in a Power of One notebook or folder, or put on a poster. Complete the Follow Up Checklist on the project sheet.

Then, you or the evaluation team will help decide if the member reached his or her goal. If they have, approve their project. If they did not reach the goal, encourage the member to spend more time on it or revise the plan.

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# Sample Unit Projects Based on Chosen Topic

After members identify their largest personal area of concern, they must design a specific project to execute in an effort to improve themselves in the chosen area. The following list includes examples of project ideas. As a reminder, these project ideas are general and should be altered into SMART goals to meet the member's specific needs.

- Keep a daily food diary for one week
- Reduce junk food I eat
- Learn an exercise I like
- Follow an exercise program
- Learn to \_\_\_\_\_
- Have fewer fights with friends
- Get along better with \_\_\_\_\_
- Make new friends
- Hand in homework on time
- Improve grade(s) in \_\_\_\_\_
- Be on time for class and appointments

- Set up and use a personal schedule planner
- Study for 30 minutes more each day
- Learn about stress and reduce the stress I feel
- Learn techniques for anger management
- Learn to be more assertive
- Pick up and organize my room
- Manage my money better
- Save money for an activity or college
- Volunteer at a local charity, soup kitchen, hospital, or nursing home



- Spend only one hour on social media per day
- Utilize social media platforms to campaign for a positive cause
- Other (please describe)





# Formative Assessment: A Better You Learning Check

1

A BETTER YOU

Use the following five question quiz to gauge members' understanding of A Better You and goal setting after presenting the lesson. This quiz can be used as an exit slip, a bellringer the next day, or as a general quiz. An answer key is included at the end.



A Better You Formative Assessment

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## ANSWER KEY

1. C

2. C

3. A

4. B

5. Member answers will vary, but each answer should be specific, measurable, attainable, realistic, and timely. Example: *By November 21, I will improve my study habits by studying for American History one hour per day by making flashcards, completing practice worksheets, and reading the assigned chapters.*



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# FCCLA POWER OF ONE

## Unit Two: Family Ties

### Introduction

The second purpose of FCCLA is “to strengthen the function of the family as a basic unit of society.” Family Ties, the second unit of Power of One, focuses on just that: improving one’s family and home life. Members will consider their role in the family and design a project using the FCCLA Planning Process to be a better family member and, in turn, improve their family. Members will recognize the importance of strong families and their relationship to strong communities. In this section, you will find a list of sample unit topics, a lesson plan that focuses on communication, sample unit projects based on a chosen topic, and a formative assessment to gauge a member’s growth.





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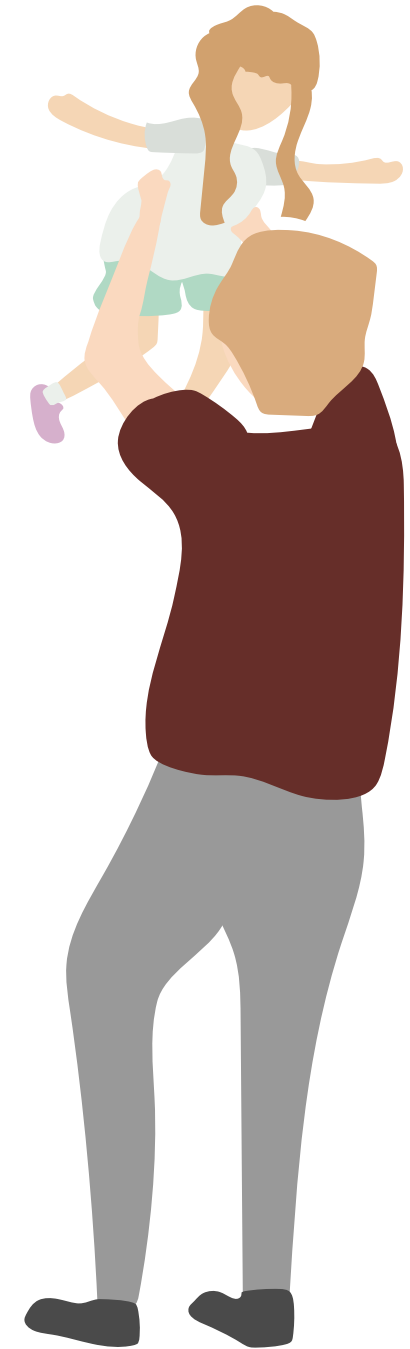
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SPEAK OUT FOR FCCLA

# Sample Unit Topics

The following section contains a list of sample unit topics for a member's Family Ties project. Once a member has chosen a project topic, he or she will set a specific goal pertaining to the topic. As a reminder, this list is not exhaustive; should a member choose to pursue a topic in an area other than one on this list, meet with the member to approve his or her area to ensure its relation to Power of One and the goals of this unit.

- Caring for your own space and clothes
- Caring for family pet
- Making time for family
- Keeping up with household responsibilities
- Helping with family meal time
- Organizing fun family activities
- Preparing a family tree or genealogy journal
- Accepting family members' viewpoints
- Stopping negative talk
- Reducing arguments with family members
- Improving communication with family members
- Improving family relationships
- Spending time with parent, stepparent, grandparent, or other relative
- Becoming a more responsible family member
- Understanding and working toward family goals
- Dealing with serious family challenges (such as illness, physical handicaps, divorce, death, suicide, alcoholism, abuse)



Family Ties Lesson Plan



Family Ties PowerPoint



Family Ties Notetaking Guide



1

A BETTER YOU

# Using the FCCLA Planning Process

Members should use the project sheet found in the “Resources” section of this program guide to move step-by-step through their project.



## Identify a Concern

Members should begin by checking off project ideas they like on the “Family Ties” project ideas list. Members may add their own ideas, but they should talk them over with you, the FCCLA adviser, to make sure they fit Power of One and Family Ties.

Next, members should choose an issue or skill that is their personal priority. It may help to narrow the project ideas they checked to three of their biggest concerns. Circle those three. If members need help narrowing the list, have them talk to friends, family, or other people in the community.

Have members look over the ideas they circled and answer the questions on the project sheet. Based on their answers, they should number the ideas they circled, with number one being the project that is most important to them and best fits Power of One. Members should write their project idea in the section titled “My top concern is.”

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## Set a Goal



A goal states the purpose and direction for a member’s project. In Power of One, goals should have a personal meaning for the member.

As members think about setting a goal for their project, members should ask themselves:

- What deadline should I set for my project?
- What will be the results?
- How will I know if I have achieved my goal?

On the same project sheet, under “Set a Goal,” the member should describe what he or she wants to accomplish by filling in the blanks of the sentence provided or by writing their own underneath the section.

The goal should follow the SMART goal format so the member has a clear direction and intent for personal improvement. Goals should be specific, measurable, attainable, realistic, and timely.



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## Form a Plan

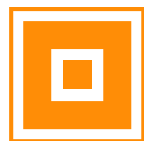


Next, instruct members to develop a thorough plan. Members should decide what they will do, who can give them information, when they will complete each step, where they will do their project, and how they will accomplish the activities.

Members should write their plan under “Form a Plan” on the project sheet and attach a separate sheet listing resources that might be helpful during the project. This might include people, publications, or community agencies. Encourage members to ask you, teachers, family, or friends if they know of helpful resources.

Encourage members to schedule a meeting with you and/or their evaluation team to discuss their proposed plan. Members should be prepared to answer questions about their project. Ask them to review the checklist on the Family Ties project sheet. If necessary, members should revise their goal or plan and meet again with you or their evaluation team.

## Act



Members should divide their plan into daily or weekly tasks in order to complete their project and work toward their goal related to the unit. Lists of tasks to complete, resources to enlist, deadlines, and more should be kept.

As the member works to complete his or her plan, more detail may need to be added to their plan for action. Encourage and support open communication between you, the member, and the evaluation team if necessary. The project should be living and flexible to meet the needs of and challenge the member.

## Follow Up



To complete a project, members should answer the questions in the “Follow Up” section of the project sheet.

Hold a follow-up meeting with the member and/or evaluation team. The member should bring the completed project sheet and any photographs, papers, news articles, and other items that reflect his or her project. These should be put in a Power of One notebook or folder, or put on a poster. Complete the Follow Up Checklist on the project sheet.

Then, you or the evaluation team will help decide if the member reached his or her goal. If they have, approve their project. If they did not reach the goal, encourage the member to spend more time on it or revise the plan.



# 1

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FAMILY TIES

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WORKING ON WORKING

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TAKE THE LEAD

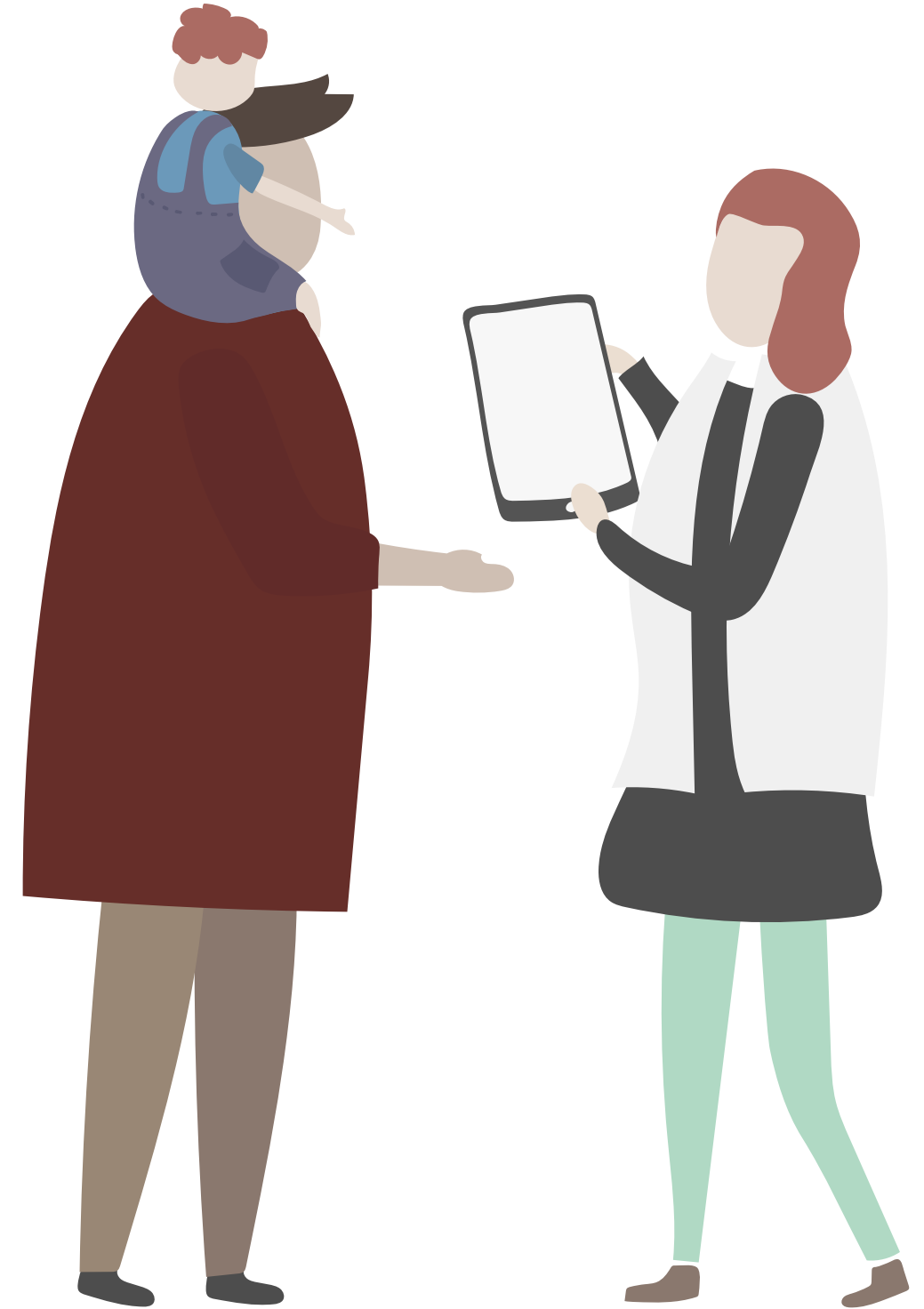
## 5

SPEAK OUT FOR FCCLA

# Sample Unit Projects Based on Chosen Topic

After members identify their largest personal area of concern, they must design a specific project to execute in an effort to improve themselves in the chosen topic. The following list includes examples of project ideas. As a reminder, these project ideas are general and should be altered into SMART goals to meet the member's specific needs.

- Keep my possessions neat and organized
- Organize and maintain my clothes and closet
- Feed, exercise, and clean up after the family pet
- Set up a “fun at home” night for all family members
- Organize and conduct family meetings
- Plan and carry out family devotions
- Participate in FCCLA @ the Table
- Learn about a family member's career
- Babysit younger siblings one night a week so parents can have a night out
- Organize a family community picnic
- Make a chart to track household jobs
- Plan and carry out a schedule of family car care (washing and/or maintenance)



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A BETTER YOU

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## 3

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SPEAK OUT FOR FCCLA

- Collect favorite recipes from grandparents, aunts, uncles, cousins, and create a family cookbook
- Interview a parent, grandparent, or other relative about his or her youth
- Interview your grandparents on what a particular aspect of daily life was like when they were your age (favorite foods and their cost, entertainment, important world affairs, etc.) and compare it with your own experiences
- Interview older relatives and write a family history
- Make a family tree
- Call or write a distant relative on a regular basis
- Say only positive things about my family
- Create a fun activity to do with a brother or sister
- Schedule an hour a day to spend talking with family members
- Volunteer to take care of an additional household responsibility
- Set up and lead a family council meeting
- Prepare a family tree or genealogy journal
- Create a scrapbook of family photos
- Create a family website to share family news with distant relatives
- Create a family time capsule
- Practice conflict-resolution techniques in the family
- Help family members (and self) deal with a family challenge
- Other (please describe:)





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FAMILY TIES

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WORKING ON WORKING

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TAKE THE LEAD

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SPEAK OUT FOR FCCLA

# Formative Assessment: Family Ties Learning Check

Use the following five question quiz to gauge members' understanding of Family Ties and communication after presenting the lesson. This quiz can be used as an exit slip, a bellringer the next day, or as a general quiz. An answer key is included at the end.



Family Ties Formative Assessment

## ANSWER KEY

1. B

2. C

3. D

4. A

5. Member answers will vary, but each answer should clearly use "I." *Example: I feel as if my ideas and thoughts are not received well.*



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A BETTER YOU

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FAMILY TIES

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WORKING ON WORKING

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TAKE THE LEAD

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SPEAK OUT FOR FCCLA

# FCCLA POWER OF ONE

## Unit Three: Working On Working

### Introduction

To meet the fast-paced demands of a work based society, members must be prepared for their future careers. The third unit of Power of One, Working on Working, strives to prepare members to improve their real world skill sets to become an effective wage earner. Members will recognize the urgency of preparing to become a professional now by learning real world skills such as time management, goal setting, collaboration, and critical thinking. In this section, you will find a list of sample unit topics, a lesson plan that focuses on collaboration, sample unit projects based on a chosen topic, and a formative assessment to gauge a member's growth.





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FAMILY TIES

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TAKE THE LEAD


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SPEAK OUT FOR FCCLA


# Sample Unit Topics

The following section contains a list of sample unit topics for a member's Working on Working project. Once a member has chosen a topic, he or she will set a specific goal pertaining to the topic. As a reminder, this list is not exhaustive; should a member choose to pursue a project in an area other than one on this list, meet with the member to approve his or her area to ensure its relation to Power of One and the goals of this unit.


- Researching jobs for members
- Learning to apply for jobs
- Creating a resume or portfolio
- Obtaining a job
- Improving critical areas of current job
- Setting up a business
- Learning career success skills
- Researching careers
- Exploring Family and Consumer Sciences careers
- Interviewing or shadowing workers in interesting careers
- Planning high school course schedule based on career interests
- Researching colleges and postsecondary schools
- Earning and saving money for college
- Think innovatively about careers in the future
- Managing a professional social media presence




Working on Working Lesson Plan



Working on Working PowerPoint



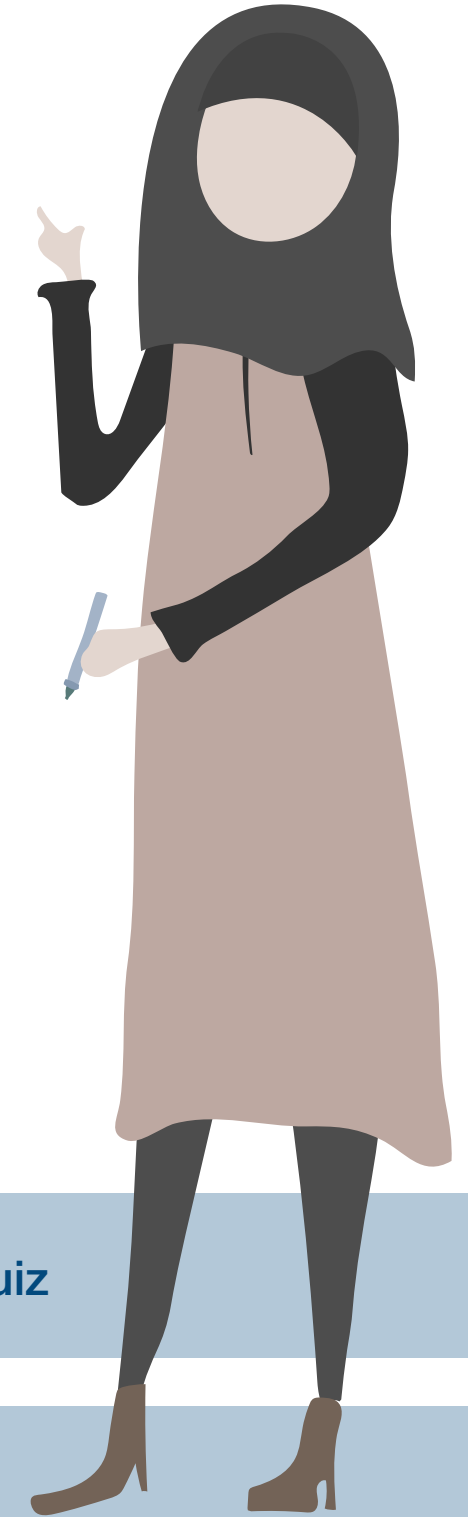
Working on Working Notetaking Guide



True Colors Personality Quiz



True Colors Explained







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FAMILY TIES

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WORKING ON WORKING

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TAKE THE LEAD

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SPEAK OUT FOR FCCLA

# Using the FCCLA Planning Process

Members should use the project sheet found in the “Resources” section of this program guide to move step-by-step through their project.

## Identify a Concern



Members should begin by checking off project ideas they like on the “Working on Working” project ideas list. Members may add their own ideas, but they should talk them over with you, the FCCLA adviser, to make sure they fit Power of One and Working on Working.

Next, members should choose an issue or skill that is their personal priority. It may help to narrow the project ideas they checked to three of their biggest concerns. Circle those three. If members need help narrowing the list, have them talk to friends, family, or other people in the community.

Have members look over the ideas they circled and answer the questions on the project sheet. Based on their answers, they should number the ideas they circled, with number one being the project that is most important to them and best fits Power of One. Members should write their project idea in the section titled “My top concern is.”

## Set a Goal



A goal states the purpose and direction for a member’s project. In Power of One, the goals set should have personal meaning for the member.

As members think about setting a goal for their project, members should ask themselves:

- What deadline should I set for my project?
- What will be the results?
- How will I know if I have achieved my goal?

On the same project sheet, under “Set a Goal,” the member should describe what he or she wants to accomplish by filling in the blanks of the sentence provided or by writing their own underneath the section.

The goal should follow the SMART goal format so the member has a clear direction and intent for personal improvement. Goals should be specific, measurable, attainable, realistic, and timely.



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FAMILY TIES

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WORKING ON WORKING

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TAKE THE LEAD

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SPEAK OUT FOR FCCLA

## Form a Plan



Next, instruct members to develop a thorough plan. Members should decide what they will do, who can give them information, when they will complete each step, where they will do their project, and how they will accomplish the activities.

Members should write their plan under “Form a Plan” on the project sheet and attach a separate sheet listing resources that might be helpful during the project. This might include people, publications, or community agencies. Encourage members to ask you, teachers, family, or friends if they know of helpful resources.

Encourage members to schedule a meeting with you and/or their evaluation team to discuss their proposed plan. Members should be prepared to answer questions about their project. Ask them to review the checklist on the Working on Working project sheet. If necessary, members should revise their goal or plan and meet again with you or their evaluation team.

## Act



Members should divide their plan into daily or weekly tasks in order to complete their project and work toward their goal related to the unit. Lists of tasks to complete, resources to enlist, deadlines, and more should be kept.

As the member works to complete his or her plan, more detail may need to be added to their plan for action. Encourage and support open communication between you, the member, and the evaluation team if necessary. The project should be living and flexible to meet the needs of and challenge the member.

## Follow Up



To complete a project, members should answer the questions in the “Follow Up” section of the project sheet.

Hold a follow-up meeting with the member and/or evaluation team. The member should bring the completed project sheet and any photographs, papers, news articles, and other items that reflect his or her project. These should be put in a Power of One notebook or folder, or put on a poster. Complete the Follow Up Checklist on the project sheet.

Then you or the evaluation team will help decide if the member reached his or her goal. If they have, approve their project. If they did not reach the goal, encourage the member to spend more time on it or revise the plan.



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TAKE THE LEAD

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SPEAK OUT FOR FCCLA

# Sample Unit Projects Based on Chosen Topic

After members identify their largest personal area of concern, they must design a specific project to execute in an effort to improve themselves in the chosen area. The following list includes examples of project ideas. As a reminder, these project ideas are general and should be altered into SMART goals to meet the member's specific needs.

- Make a list of all local jobs available to members my age
- Fill out sample job applications
- Create a resume
- Interview a relative or neighbor about his or her job
- Volunteer at a job site that interests me (like a school, hospital, farm, park, office, etc.)
- Complete a career aptitude test about my career-related interests and traits
- Complete the Career Connection quiz on career choices
- Choose a high school career path, major, or specific courses that may help with my career
- Research and give a report about a career that interests me
- Research a possible career field and interview someone in the field
- Create a career portfolio with documents that highlight my talents and accomplishments
- Set up a job shadowing experience with someone in a career that interests me
- Obtain a part-time job
- Participate in the Job Interview or Career Investigation STAR Events
- Create a portfolio of my accomplishments
- Set and work toward goals to improve on the job (like being on time, using time well, having a good attitude, etc.)
- Create a plan for my own business
- Research colleges and postsecondary school choices





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SPEAK OUT FOR FCCLA

- Create a junior-senior year timetable for researching and applying to colleges or other post-secondary education
- Attend a job fair
- Organize a senior mock interview day to practice interviewing skills
- Organize a college fair at school
- Organize a bus trip for juniors to make college visits
- Put away money for college each week
- Research financial aid and scholarship options
- Clean up my social media profiles to reflect the best version of myself to a potential employer
- Establish and maintain an effective LinkedIn profile
- Compile a list of and describe careers that do not exist now but may exist in the future
- Complete a Career Connection project
- Other





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WORKING ON WORKING

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TAKE THE LEAD

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SPEAK OUT FOR FCCLA

# Formative Assessment: Working on Working Learning Check

Use the following five question quiz to gauge members' understanding of Working on Working and collaboration after presenting the lesson. This quiz can be used as an exit slip, a bellringer the next day, or as a general quiz. An answer key is included at the end.



Working on Working Formative Assessment

## ANSWER KEY

1. B

2. C

3. B

4. D

5. Member answers will vary. Members should identify themselves as green, blue, gold, or orange and describe a personal situation.





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TAKE THE LEAD

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SPEAK OUT FOR FCCLA

# FCCLA POWER OF ONE

## Unit Four: Take The Lead

### Introduction

Members have the power to make an impact by serving as a leader to their peers and others. Take the Lead, the fourth unit of Power of One, strives to strengthen members' leadership skills in various contexts. Emerging leaders will work to strengthen their ability to lead groups at school, in the home, on the job, and in the community. In this section, you will find a list of sample unit topics, a lesson plan that focuses on leadership, sample unit projects based on a chosen topic, and a formative assessment to gauge a member's growth.





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SPEAK OUT FOR FCCLA


# Sample Unit Topics

The following section contains a list of sample unit topics for a member's Take the Lead project. Once a member has chosen a topic, he or she will set a specific goal pertaining to the topic. As a reminder, this list is not exhaustive; should a member choose to pursue a project in an area other than one on this list, meet with the member to approve his or her area to ensure its relation to Power of One and the goals of this unit.

- Volunteering
- Resisting negative peer pressure
- Teaching someone a specific skill
- Teaching children
- Practicing assertiveness
- Participating in class, small group, or chapter
- Leading a small group
- Kickstarting a digital campaign
- Recruiting new FCCLA members
- Leading a chapter project or family event
- Using parliamentary procedure
- Completing a STAR Event
- Public speaking
- Running for chapter office
- Serving as a chapter officer
- Running for other offices
- Serving as a district/region, state, or national officer

Take the Lead Lesson Plan



Take the Lead Notetaking Guide



Take the Lead PowerPoint



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TAKE THE LEAD

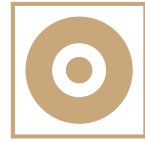
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SPEAK OUT FOR FCCLA

# Using the FCCLA Planning Process

Members should use the project sheet found in the “Resources” section of this program guide to move step-by-step through their project.

## Identify a Concern



Members should begin by checking off project ideas they like on the “Take the Lead” project ideas list. Members may add their own ideas, but they should talk them over with you, the FCCLA adviser, to make sure they fit Power of One and Take the Lead.

Next, members should choose an issue or skill that is their personal priority. It may help to narrow the project ideas they checked to three of their biggest concerns. Circle those three. If members need help narrowing the list, have them talk to friends, family, or other people in the community.

Have members look over the ideas they circled and answer the questions on the project sheet. Based on their answers, they should number the ideas they circled, with number one being the project that is most important to them and best fits Power of One. members should write their project idea in the section titled “My top concern is.”

## Set a Goal



A goal states the purpose and direction for a member’s project. In Power of One, goals set should have personal meaning for the member.

As members think about setting a goal for their project, members should ask themselves:

- What deadline should I set for my project?
- What will be the results?
- How will I know if I have achieved my goal?

On the same project sheet, under “Set a Goal,” the member should describe what he or she wants to accomplish by filling in the blanks of the sentence provided or by writing their own underneath the section.

The goal should follow the SMART goal format so the member has a clear direction and intent for personal improvement. Goals should be specific, measurable, attainable, realistic, and timely.



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WORKING ON WORKING

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TAKE THE LEAD

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SPEAK OUT FOR FCCLA

## Form a Plan



Next, instruct members to develop a thorough plan. Members should decide what they will do, who can give them information, when they will complete each step, where they will do their project, and how they will accomplish the activities.

Members should write their plan under “Form a Plan” on the project sheet and attach a separate sheet listing resources that might be helpful during the project. This might include people, publications, or community agencies. Encourage members to ask you, teachers, family, or friends if they know of helpful resources.

Encourage members to schedule a meeting with you and/or their evaluation team to discuss their proposed plan. Members should be prepared to answer questions about their project. Ask them to review the checklist on the Take the Lead project sheet. If necessary, members should revise their goal or plan and meet again with you or their evaluation team.

## Act



Members should divide their plan into daily or weekly tasks in order to complete their project and work toward their goal related to the unit. Lists of tasks to complete, resources to enlist, deadlines, and more should be kept.

As the member works to complete his or her plan, more detail may need to be added to their plan for action. Encourage and support open communication with you, the member, and the evaluation team if necessary. The project should be living and flexible to meet the needs of and challenge the member.

## Follow Up



To complete a project, members should answer the questions in the “Follow Up” section of the project sheet.

Hold a follow-up meeting with the member and/or evaluation team. The member should bring the completed project sheet and any photographs, papers, news articles, and other items that reflect his or her project. These should be put in a Power of One notebook or folder, or put on a poster. Complete the Follow Up Checklist on the project sheet.

Then you or the evaluation team will help decide if the member reached his or her goal. If they have, approve their project. If they did not reach the goal, encourage the member to spend more time on it or revise the plan.

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FAMILY TIES

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TAKE THE LEAD

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SPEAK OUT FOR FCCLA

# Sample Unit Projects Based on Chosen Topic

After members identify their largest personal area of concern, they must design a specific project to execute in an effort to improve themselves in the chosen area. The following list includes examples of project ideas. As a reminder, these project ideas are general and should be altered into SMART goals to meet the member's specific needs.

- Visit someone at a nursing home, hospital, children's home, or shelter
- Learn and practice ways to say "no" when friends ask me to do something I know is not right
- Help children learn about safety, nutrition, or self-esteem
- Speak up more in class
- Explain FCCLA to three friends and ask them to join
- Join the chapter's parliamentary procedure team
- Write, practice, and give a short speech
- Research and run for a chapter office
- Work one-on-one with an elderly person, someone who is ill, or an at-risk child
- Volunteer for several weeks at a local institution or agency
- Promote abstinence from smoking, alcohol use, drugs, tobacco, or other harmful activities
- Fill out a chapter award application
- Lead a chapter committee or project
- Organize a community service project for your chapter in conjunction with the National Outreach Program
- Lead an online initiative to promote a good cause
- Organize a chapter membership activity
- Serve as a chapter officer and fulfill specific responsibilities
- Research and run for a district/regional, state, or national office
- Other







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SPEAK OUT FOR FCCLA

# Formative Assessment: Take the Lead Learning Check

Use the following five question quiz to gauge members' understanding of Take the Lead and collaboration after presenting the lesson. This quiz can be used as an exit slip, a bellringer the next day, or as a general quiz. An answer key is included at the end.



Take the Lead Formative Assessment

## ANSWER KEY

1. A

2. C

3. A

4. A

5. Member answers will vary. Answers should fall along the lines of, "Leading by example through serving the needs of a team or group before serving the needs of oneself."



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SPEAK OUT FOR FCCLA

# FCCLA POWER OF ONE

## Unit Five: Speak Out for FCCLA

### Introduction

When we tell others of something that has benefited us personally, the effects are powerful. The final unit of Power of One, Speak Out for FCCLA, equips members to publicize The Ultimate Leadership Experience and inform others of FCCLA's impact. Members will educate various groups of their experience in the organization and the positive results. In this section, you will find a list of sample unit topics, a lesson plan that focuses on critical thinking, and a formative assessment to gauge a student's growth.





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SPEAK OUT FOR FCCLA

# Sample Unit Topics

The following section contains a list of sample unit topics for a member’s Speak Out for FCCLA project. Once a member has chosen a topic, he or she will set a specific goal pertaining to the topic. As a reminder, this list is not exhaustive; should a member choose to pursue a project in an area other than one on this list, meet with the member to approve his or her area to ensure its relation to Power of One and the goals of this unit.


- Creating promotional materials about FCCLA
- Explaining FCCLA to adult audiences
- Explaining Family and Consumer Sciences classes and FCCLA to potential future members
- Promoting FCCLA digitally
- Publicizing a chapter project
- Writing media releases or media advisory and contacting the media
- Appearing on television or radio
- Demonstrating a STAR Event for potential members or a community group
- Leading a school assembly sponsored by the FCCLA chapter
- Organizing National FCCLA Week activities
- Explaining FCCLA to administrators, counselors, and school board members
- Explaining FCCLA to local and state government officials
- Requesting donations from businesses and community organizations




Speak Out for FCCLA Lesson Plan



Speak Out for FCCLA Notetaking Guide



Speak Out for FCCLA PowerPoint



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WORKING ON WORKING

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TAKE THE LEAD

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SPEAK OUT FOR FCCLA

# Using the FCCLA Planning Process

Members should use the project sheet found in the “Resources” section of this program guide to move step-by-step through their project.

## Identify a Concern



Members should begin by checking off project ideas they like on the “Speak Out for FCCLA” sample projects list. Members may add their own ideas, but they should talk them over with you, the FCCLA adviser, to make sure they fit Power of One and Speak Out for FCCLA.

Next, members should choose an issue or skill that is their personal priority. It may help to narrow the project ideas they checked to three of their biggest concerns. Circle those three. If members need help narrowing the list, have them talk to friends, family, or other people in the community.

Have members look over the ideas they circled and answer the questions on the project sheet. Based on their answers, they should number the ideas they circled, with number one being the project that is most important to them and best fits Power of One. Members should write their project idea in the section titled “My top concern is.”

## Set a Goal



A goal states the purpose and direction for a member’s project. In Power of One, goals set should have personal meaning for the member.

As members think about setting a goal for their project, they should ask themselves:

- What deadline should I set for my project?
- What will be the results?
- How will I know if I have achieved my goal?

On the same project sheet, under “Set a Goal,” the member should describe what he or she wants to accomplish by filling in the blanks of the sentence provided or by writing their own underneath the section.

The goal should follow the SMART goal format so the member has a clear direction and intent for personal improvement. Goals should be specific, measurable, attainable, realistic, and timely.



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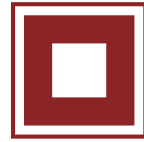
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TAKE THE LEAD

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SPEAK OUT FOR FCCLA

## Form a Plan

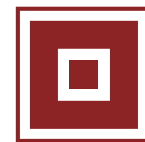


Next, instruct members to develop a thorough plan. Members should decide what they will do, who can give them information, when they will complete each step, where they will do their project, and how they will accomplish the activities.

Members should write their plan under “Form a Plan” on the project sheet and attach a separate sheet listing resources that might be helpful during the project. This might include people, publications, or community agencies. Encourage members to ask you, teachers, family, or friends if they know of helpful resources.

Encourage members to schedule a meeting with you and/or their evaluation team to discuss their proposed plan. Members should be prepared to answer questions about their project. Ask them to review the checklist on the Speak Out for FCCLA project sheet. If necessary, members should revise their goal or plan and meet with you or their evaluation team again.

## Act



Members should divide their plan into daily or weekly tasks in order to complete their project and work toward their goal related to the unit. Lists of tasks to complete, resources to enlist, deadlines, and more should be kept.

As the member works to complete his or her plan, more detail may need to be added to their plan for action. Encourage and support open communication between you, the member, and the evaluation team if necessary. The project should be living and flexible to meet the needs of and challenge the member.

## Follow Up



To complete a project, members should answer the questions in the “Follow Up” section of the project sheet.

Hold a follow-up meeting with the member and/or evaluation team. The member should bring the completed project sheet and any photographs, papers, news articles, and other items that reflect his or her project. These should be put in a Power of One notebook or folder or on a poster. Complete the Follow Up Checklist on the project sheet.

Then you or the evaluation team will help decide if the member reached his or her goal. If they have, approve their project. If they did not reach the goal, encourage the member to spend more time on it or revise the plan.





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SPEAK OUT FOR FCCLA

# Sample Unit Projects Based on Chosen Topic

After members identify their largest personal area of concern, they must design a specific project to execute in an effort to improve themselves in the chosen area. The following list includes examples of project ideas. As a reminder, these project ideas are general and should be altered into SMART goals to meet the teen's specific needs.

- Create a poster, bulletin board, or display about an FCCLA program or chapter activity
- Tell parents and family members about FCCLA
- Publicize a chapter project in the school
- Make posters publicizing National FCCLA Week activities
- Write a media release about a chapter activity
- Write a press advisory to inform the local media of an upcoming chapter project or your chapter's National FCCLA Week activities
- Research and find the names and contact information of the media representatives in your local media outlets and create a directory of these contacts for future chapter use
- Demonstrate a STAR Event in class
- Help plan National FCCLA Week activities
- Read an announcement about an FCCLA activity on the school TV or audio system
- Write a letter to a state legislator about why FCCLA is important to schools, families, careers, and communities
- Create a digital presentation about FCCLA
- Set up a booth for eighth grade or freshman orientation and hand out materials promoting FCCLA involvement
- Create a chapter website or newsletter
- Serve as a committee chair to organize National FCCLA Week activities
- Appear on a television or radio show to speak about FCCLA and chapter activities





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SPEAK OUT FOR FCCLA

- Send an article to the local paper about your chapter's activities and accomplishments
- Write an article or editorial about the benefits of FCCLA or how it has changed your life for the better and submit it to local media outlets
- Speak to school administrators, counselors, and/or school board members about FCCLA and chapter activities
- Speak to local and state government officials about FCCLA
- Participate in Capitol Leadership to learn how to effectively advocate for Family and Consumer Sciences and FCCLA
- Create a social media campaign or promotional video about FCCLA
- Participate in Go for the Red
- Request donations from businesses and community organizations
- Other





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TAKE THE LEAD

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SPEAK OUT FOR FCCLA

# Formative Assessment: Speak out for FCCLA Learning Check

Use the following five question quiz to gauge students' understanding of Speak Out for FCCLA and critical thinking after presenting the lesson. This quiz can be used as an exit slip, a bellringer the next day, or as a general quiz. An answer key is included at the end.



Speak out for FCCLA Formative Assessment

## ANSWER KEY

1. D
2. A
3. D
4. D
5. Possible answers include: knowledge, comprehension, application, analyze, synthesis, take action



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SPEAK OUT FOR FCCLA

# THE NEXT STEPS & Resources

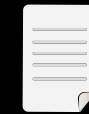
Utilizing Power Of One to Create a College,  
Career, and Citizenship Ready Student





# Power of One Pre/Post Assessment

Utilize the following assessment to gauge members' understanding of Power of One. This assessment can be used as a pre-test and a post-test. An answer key is included at the end of the assessment.



## Power of One Pre/Post Assessment

### ANSWER KEY

1. B

2. E

3. D

4. C

5. A

6. Member answers will vary; should include some of this information: "This unit helps members strengthen areas of their personal lives and become the best version of themselves. By completing a project through this unit, members think critically and retrospectively about their own character and recognize that making an impact starts with

self." Please refer to the list of sample projects based on a chosen topic within the unit guide for project examples.

7. Member answers will vary; should include some of this information: "This unit encourages members to improve their family and home lives. By completing a project through Family Ties, members assess their personal role in their own family and work to strengthen it as the basic unit of society." Please refer to the list of sample projects based on a chosen topic within the unit guide for project examples.

8. Member answers will vary; should include some of this information: "This unit prompts members to think critically about a future career and the necessary skills he or

she will need to develop to be successful in the workplace. By completing a project through this unit, a member will foster real world skills to prepare for adult life as a wage earner." Please refer to the list of sample projects based on a chosen topic within the unit guide for project examples.

9. Member answers will vary; should include some of this information: "This unit assists members in strengthening their leadership skills in various contexts. By completing a project through this unit, members have the opportunity to exercise and strengthen their capacity to lead at school, at home, on the job, and in the community." Please refer to the list of sample projects based on a chosen topic within the unit guide for project examples.

10. Member answers will vary; should include some of this information: "This unit equips members to publicize The Ultimate Leadership Experience and inform others of FCCLA's impact. By completing a project in this unit, members will educate their peers, families, and community members of the benefits of FCCLA they have personally experienced and how the organization has empowered them to make a difference." Please refer to the list of sample projects based on a chosen topic within the unit guide for project examples.

11. Local, state, national

12. National Programs

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SPEAK OUT FOR FCCLA



# 1

## 1

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# Encouraging Metacognitive Reflection

Power of One allows ample opportunities for members to engage in metacognitive reflection, or thinking about their own thinking. Metacognitive thinking occurs when members reflect on their own thought processes, personal habits, and learning approaches. This type of thinking is commonly regarded as a best practice for educational instruction. Throughout Power of One, encourage metacognitive reflection in the following ways:

- Ask members to identify a concept they are most confused about when presenting a lesson or during an evaluation meeting. Assist the member by working to resolve his or her confusion and understand their thinking.
- When students are working to determine a project to complete, ask individual members to describe their thought process for determining their biggest area of concern that a project may stem from.
- During the A Better You unit, encourage students to reflect deeply on their own habits when working to determine an area of themselves to improve. How do these habits affect other aspects of the member's life?
- After returning graded units of Power of One, ask members to identify the easiest aspects of the content to grasp and the easiest portion of the project to complete. Ask members why they believed these things were easy to understand and execute.



- Frequently ask members to relate their Power of One projects to their own cognitive experiences in similar contexts and identify areas for improvement. For example, in the Working on Working unit, ask a member to describe his or her thought process when faced with a difficult task at a current part-time job. How could this thought process be improved? The member should then base his or her project on these reflections.



# Using Power of One to Find Next Steps in FCCLA

Since Power of One typically serves as a program to introduce members to the FCCLA organization, a member's interest may be piqued in regards to an area of FCCLA. If a member particularly enjoys or excels in one of the following areas during his or her Power of One completion, encourage the member to pursue a related FCCLA project or opportunity. These lists are not exhaustive, but should serve as a starting point for a member's continued FCCLA involvement.



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## A Better You

If a member's "A Better You" project focused on...	They may want to try...
Nutrition, exercise, healthy living	<ul style="list-style-type: none"> <li>• Student Body</li> <li>• Families First (family meals, fitness)</li> <li>• Run4Red 5K race at the National Leadership Conference</li> <li>• FCCLA @ the Table</li> <li>• Professional Presentation STAR Event</li> <li>• Sports Nutrition STAR Event</li> <li>• Nutrition Wellness Event STAR Event</li> <li>• Nutrition Challenge Skill Demonstration Event</li> <li>• Science in FCS Challenge Skill Demonstration Event</li> </ul>
Learning a new skill, decreasing stress, getting along, making friends, improving study habits and grades	<ul style="list-style-type: none"> <li>• Families First ("Balancing Family and Career")</li> <li>• STOP the Violence</li> <li>• Professional Presentation STAR Event</li> <li>• Leadership STAR Event</li> </ul>
Managing money, saving money	<ul style="list-style-type: none"> <li>• Financial Fitness</li> <li>• FCCLA/Knowledge Matters Virtual Business Challenge</li> <li>• Consumer Math Challenge Skill Demonstration Event</li> <li>• Creating a FCCLA/LifeSmarts Knowledge Bowl Team</li> </ul>
Organizing room, being more responsible	<ul style="list-style-type: none"> <li>• Families First ("You-Me-Us," "Balancing Family and Career")</li> </ul>



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## Family Ties

If a member's "Family Ties" project focused on...	They may want to try...
Caring for own space, clothes, family pet; making time for family; keeping up with household responsibilities; becoming a more responsible family member	<ul style="list-style-type: none"> <li>Families First ("Balancing Family and Career")</li> </ul>
Helping with meal time, organizing fun activities, stopping negative talk, reducing arguments, improving communication	<ul style="list-style-type: none"> <li>Families First ("You-Me-Us")</li> <li>Interpersonal Communications STAR Event</li> <li>FCCLA @ the Table</li> </ul>
Preparing a family tree or genealogy journal, understanding family goals	<ul style="list-style-type: none"> <li>Families First ("Families Today")</li> <li>Professional Presentation STAR Event</li> <li>Interpersonal Communications STAR Event</li> </ul>
Accepting family members' viewpoints, spending time with family members, dealing with serious family challenges	<ul style="list-style-type: none"> <li>Families First ("Meet the Challenge")</li> </ul>
Planning activities with younger siblings or other young relatives	<ul style="list-style-type: none"> <li>Families First ("Parent Practice")</li> <li>Focus on Children STAR Event</li> <li>Early Childhood Education STAR Event</li> <li>Teach and Train STAR Event</li> <li>Early Childhood Challenge Skill Demonstration Event</li> <li>Toys that Teach Skill Demonstration Event</li> </ul>



## Working on Working

If a member's "Working on Working" project focused on...	They may want to try...
Researching jobs for teens, learning to apply for jobs, developing a resume or portfolio, interviewing	<ul style="list-style-type: none"> <li>Career Connection</li> <li>Job Interview STAR Event</li> <li>Interviewing Skills Skill Demonstration Event</li> </ul>
Improving vital skills for current job, learning career success skills, learning of family member's career	<ul style="list-style-type: none"> <li>Career Connection</li> <li>Families First ("Balancing Family and Career")</li> <li>Interpersonal Communication STAR Event</li> </ul>
Setting up a business	<ul style="list-style-type: none"> <li>Career Connection</li> <li>Entrepreneurship STAR Event</li> <li>Hospitality, Tourism, and Recreation STAR Event</li> </ul>





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Researching careers, exploring Family and Consumer Sciences careers, job shadowing, planning high school course schedule	<ul style="list-style-type: none"> <li>• Career Connection</li> <li>• Say Yes to FCS Education STAR Event</li> <li>• Teach and Train STAR Event</li> <li>• Career Investigation STAR Event</li> <li>• #TeachFCS Skill Demonstration Event</li> <li>• Technology in Teaching Skill Demonstration Event</li> </ul>
Researching colleges and postsecondary schools	<ul style="list-style-type: none"> <li>• Career Connection</li> <li>• Career Investigation STAR Event</li> </ul>
Earning and saving money for college	<ul style="list-style-type: none"> <li>• Career Connection</li> <li>• Financial Fitness</li> <li>• National Programs in Action STAR Event</li> <li>• FCCLA/Knowledge Matters Virtual Business Challenge</li> </ul>

## Take the Lead

If a member's "Take the Lead" project focused on...	They may want to try...
Volunteering	<ul style="list-style-type: none"> <li>• Community Service</li> <li>• FCCLA National Outreach Project</li> </ul>
Resisting negative peer pressure, practicing assertiveness, participating in class, countering bullying, etc.	<ul style="list-style-type: none"> <li>• Student Body</li> <li>• STOP the Violence</li> <li>• Interpersonal Communications STAR Event</li> </ul>
Teaching children	<ul style="list-style-type: none"> <li>• Families First ("Parent Practice")</li> <li>• Focus on Children STAR Event</li> <li>• Early Childhood Education STAR Event</li> <li>• Teach and Train STAR Event</li> <li>• Instructional Video Design STAR Event</li> </ul>
Leading a small group, leading a project, running for office, serving as officer	<ul style="list-style-type: none"> <li>• Any FCCLA national program</li> <li>• Serve as chapter, regional, district, state, or national officer</li> <li>• Leadership STAR Event</li> </ul>
Leading a family event	<ul style="list-style-type: none"> <li>• Families First ("You-Me-Us")</li> </ul>
Using parliamentary procedure	<ul style="list-style-type: none"> <li>• Parliamentary Procedure STAR Event</li> </ul>
Public speaking	<ul style="list-style-type: none"> <li>• Any STAR Event</li> <li>• Impromptu Speaking Skill Demonstration Event</li> <li>• Serve as chapter, regional, district, state, or national officer</li> </ul>





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## Speak out for FCCLA

If a member's "Speak Out for FCCLA" project focused on...	They may want to try...
Creating a poster, bulletin board, display, computer demonstration, video, slide show, etc.; keeping chapter scrapbook; creating home page or newsletter	<ul style="list-style-type: none"> <li>• Speak Out for FCCLA Skill Demonstration Event</li> <li>• FCCLA Knowledge Challenge Skill Demonstration Event</li> <li>• Digital Stories for Change STAR Events</li> <li>• FCCLA Chapter Website STAR Event</li> <li>• Instructional Video Design STAR Event</li> <li>• Chapter in Review STAR Event</li> <li>• Periodical National FCCLA branding competitions and initiatives</li> </ul>
Explaining FCCLA to family members	<ul style="list-style-type: none"> <li>• Speak Out for FCCLA Skill Demonstration Event</li> <li>• FCCLA Knowledge Challenge Skill Demonstration Event</li> <li>• Creed Speaking and Interpretation Skill Demonstration Event</li> <li>• Families First ("You-Me-Us")</li> <li>• Interpersonal Communications STAR Event</li> </ul>
Explaining Family and Consumer Sciences classes and FCCLA to potential members	<ul style="list-style-type: none"> <li>• Speak Out for FCCLA Skill Demonstration Event</li> <li>• FCCLA Knowledge Challenge Skill Demonstration Event</li> <li>• Creed Speaking and Interpretation Skill Demonstration Event</li> <li>• #TeachFCS Skill Demonstration Event</li> <li>• Brand FCCLA materials</li> <li>• Say Yes to FCS Education STAR Event</li> <li>• Promote and Publicize FCCLA! STAR Event</li> </ul>
Publicizing a project, writing media releases, contacting the press, appearing on TV or radio	<ul style="list-style-type: none"> <li>• Speak Out for FCCLA Skill Demonstration Event</li> <li>• FCCLA Knowledge Challenge Skill Demonstration Event</li> <li>• Creed Speaking and Interpretation Skill Demonstration Event</li> <li>• Chapter Showcase STAR Event</li> </ul>
Organizing National FCCLA Week activities	<ul style="list-style-type: none"> <li>• All national FCCLA programs</li> <li>• FCCLA Knowledge Challenge Skill Demonstration Event</li> <li>• Brand FCCLA materials</li> </ul>
Explaining FCCLA to administrators, counselors, school board members, government officials; requesting donations	<ul style="list-style-type: none"> <li>• Speak Out for FCCLA Skill Demonstration Event</li> <li>• FCCLA Knowledge Challenge Skill Demonstration Event</li> <li>• Creed Speaking and Interpretation Skill Demonstration Event</li> <li>• National Programs in Action STAR Event</li> <li>• Interpersonal Communications STAR Event</li> <li>• Capitol Leadership</li> </ul>
Demonstrating a STAR Event	<ul style="list-style-type: none"> <li>• Any STAR Event</li> </ul>







# Resources

This handout contains basic information regarding Power of One.



## Power of One Information Sheet

Members should use this worksheet for each unit to plan their projects. This worksheet will be used for each unit, so members will complete this worksheet five times. A blank is at the top of the worksheet for members to indicate which unit the project sheet represents.



## Project Sheet

When using Power of One in the FCS classroom, many advisers choose to give members grades for their work in an effort to incorporate FCCLA into the curriculum. The following document contains a sample point system you and members can use to track an individual's grade. Spots are left open in the point system for grades to be inserted from the grading rubric in the following section- this rubric is used to grade the content of each unit project completed by a member.



## Sample Point System

Utilize the following rubric to give members grades for the completion of each unit. This rubric will be used to grade each unit and a spot is left at the top to indicate the unit a specific rubric represents.



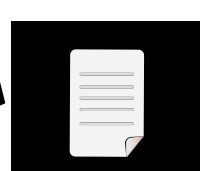
## Sample Grading Rubric

Refer to this example Power of One when guiding members to complete their own. This example was submitted by an FCCLA member and the member was awarded their certificate.



## Sample Completed Power of One

Members may use this press release to publicize their work. After inserting the appropriate information, the release should total approximately 400 words. Photo submissions are also encouraged.



## Sample Press Release

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# Recognition

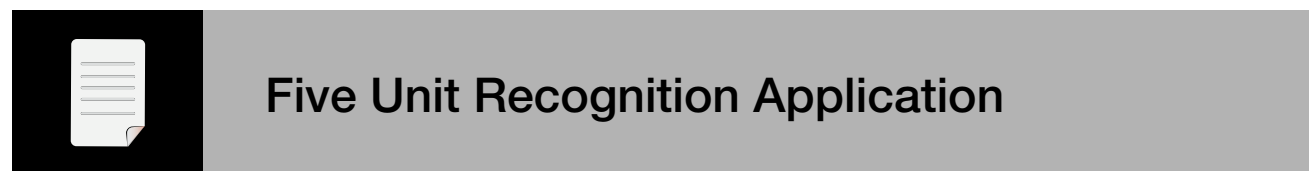
There is a March 1 Deadline for national recognition. Members should use this form to apply for state and national recognition when they have completed all five Power of One units and these units have been graded by an adviser. Please print or type all information on these forms. This honor includes special recognition on the FCCLA website and at the National Leadership Conference.

## For the Chapter Adviser:

Below are the steps to nationally recognize your members as Power of One completers. Chapter advisers will attach the completed documents in the Membership Portal by March 1. You will not be able to mark students complete without attaching the completed paperwork.

Follow the steps below to gain national recognition:

1. FCCLA member completes all five units of Power of One.
2. FCCLA member submits the Five Unit Recognition Application to their chapter adviser. Download the application here:






3. Chapter adviser logs onto the FCCLA Portal and checks off the names of members who have completed all five units of Power of One. (Go to "Program Awards" tab, click on "Power of One," click on "Apply Now," and then view the list of all members; simply check off the names of students who completed all units, upload the paperwork, and hit "Submit.")

4. This must be done by March 1.
5. Power of One certificates will be e-mailed to chapter advisers from the National FCCLA office.

If you have any questions, please e-mail [info@fcclainc.org](mailto:info@fcclainc.org).

## FCCLA Planning Process Worksheets:

-  FCCLA Planning Process (English)
-  FCCLA Planning Process (Spanish)
-  FCCLA Planning Process (For Visually Impaired Students)

# Introduction: Lesson Plan

**Total Time:** 60 Minutes

**Materials:**

- Planning Process description sheets (2-3 sets per session depending on number of members)

**Handouts:**

- Power of One notetaking guide (one per member)
- Power of One point sheet (one per member; optional)

<b>SESSION OUTCOMES</b>
The member will be able to describe the Power of One national program in his or her own words.
The member will be able to correctly identify and apply the five steps of the FCCLA Planning Process.
The member will be able to understand the relation between Power of One and growth mindset.
<b>ASSESSMENT</b>
The member will be able to understand the relation between Power of One and growth mindset.
<b>NATIONAL FCS STANDARDS</b>
13.5.5 Demonstrate ways to organize and delegate responsibilities.
13.5.7 Demonstrate processes for cooperating, compromising, and collaborating.

SESSION PLAN	
TIME	DESCRIPTION
0-10	<p><b>Anticipatory Set: What’s So? So What?</b></p> <p>Pass out the notetaking guide to members and instruct them to follow along. Explain the objectives (“Where We’re Going”) and the agenda (“How We’ll Get There”) to members. Describe the meaning of “What’s So? So What?”. “What’s So?” focuses on stating the information to be learned and “So What?” states why this information is pertinent or how it will impact an individual’s life. Utilize the presentation slides to explain the “What’s So?” and “So What?” of Power of One and its five units. State that each unit will be explored in-depth in the following lessons.</p>
20-30	<p><b>Our Process and What’s Expected of You</b></p> <p>Explain the process of Power of One and how members will execute their projects. Utilize the presentation slides to walk through the step-by-step process. Explain that this process will repeat for each of the five units and then a summative assessment will be given after all units are taught. If you choose to utilize evaluation teams with your members, explain this process as well.</p>
30-50	<p><b>The FCCLA Planning Process: What It Is and What It Is Not</b></p> <p>Prior to members entering the room, place one to two of the Planning Process description sheets at each table. Depending on the amount of members in the session, you may need to have multiple sets of the sheets to prevent too many members at any one table at a time. Instruct members to stand and move to a new table. Members should copy the notes from the description sheet(s) on the “The FCCLA Planning Process IS…” side of the table on their notetaking guide. Encourage members to summarize the notes in their own words. Once a member finishes at a table, he or she should move to another table and copy those notes. Once a member has copied notes for each of the five units, he or she should return to their seat.</p> <p>After all members have returned to their seats, utilize the presentation slides to lead members in a discussion of what the FCCLA Planning Process is NOT. Members should follow along on their notetaking guide. Through this direct instruction, emphasize members should never include anything in their Planning Process about completing the project as an assignment; rather, the Planning Process should be used to plan the project itself.</p>
50-55	<p><b>Growth Mindset</b></p> <p>Utilize the presentation slides to explain the concept of growth mindset. Include in your discussion that growth mindset is known across the world and is a powerful tool for healthy cognitive functioning. On slide 22, lead members to answer the discussion question presented. Guide members to conclude that Power of One encourages members to recognize their unique skill levels, set goals that matter to them, and ultimately work to improve themselves in multiple areas. By changing their mindset, members will begin to see and believe in their personal power.</p>

55-60	<p><b>Wrap-Up and Next Steps</b></p> <p>Utilize the presentation slides to summarize the lesson. Ask members if they have any questions. If you wish to do so, pass out the Power of One point sheet (included in the “Resources” section of this guide) to members.</p>
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# Planning Process Description Sheets



## Identify Concerns

- State the activity or problem you want to address in complete sentences.
- Evaluate your activity or problem and narrow it down to a workable idea or project that interests and concerns you.

# Planning Process Description Sheets



## Set a Goal

- Get a clear mental picture of what you want to accomplish, and write your ideas down as your goal.
- Make sure your goal is one that can be achieved and evaluated.
- Consider the resources available to you.

# Planning Process Description Sheets



## Form a Plan

- Decide what needs to be done to reach your goal.
- Figure out the who, what, where, when, and how.
- List the abilities, skills, and knowledge required on your part.
- List other available resources, such as people, places, publications, and funds.
- Make a workable timetable to keep track of your progress.
- List possible barriers you might face, and develop plans if necessary.
- Decide ways to recognize your accomplishments along the way.

# Planning Process Description Sheets



## Act

- Carry out your plan.
- Use family, community members, advisers, committees, task forces, and evaluation groups when needed.
- Write down what happened when you executed your project.

# Planning Process Description Sheets



## Follow Up

- Determine if your goal was met.
- List ways you would improve your project or plan for future reference.
- Share and publicize your efforts with others, including the media if appropriate.
- Recognize members and thank people involved with your project.



# Introduction: Notetaking Guide

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## What's So?

- \_\_\_\_\_ is a FCCLA national program that helps members find and use their \_\_\_\_\_.
- Has \_\_\_\_\_ units related to different areas of a \_\_\_\_\_.
- Members set \_\_\_\_\_ to achieve related to the area of the unit.
- Members' projects will relate to their own \_\_\_\_\_ and \_\_\_\_\_.
- Projects cater to a member's \_\_\_\_\_, skills, interests, and \_\_\_\_\_.

## So What?

- 
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## Five Units of Power of One:

1. \_\_\_\_\_: Improve a personal trait
2. \_\_\_\_\_: Serve as a more effective family member
3. \_\_\_\_\_: Explore and prepare for careers
4. \_\_\_\_\_: Develop leadership abilities
5. \_\_\_\_\_: Promote the organization and its benefits to others

### Our Process and What’s Expected of You:

1. \_\_\_\_\_ in lesson explaining a Power of One unit and a related real world skill.
2. \_\_\_\_\_ topics related to the unit that interest you.
3. \_\_\_\_\_ down those topics into projects you could execute.
4. \_\_\_\_\_ your biggest concern and choose one project to execute based on the concern.
5. Use the project sheet to \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ your project; this sheet should include a “rough draft” of the FCCLA Planning Process.
6. \_\_\_\_\_ a “final draft” of the FCCLA Planning Process.
7. \_\_\_\_\_ with your adviser throughout the process to discuss your project and gain feedback.
8. \_\_\_\_\_ all materials to your adviser for grading.

### Tweet Your Takeaway:



National FCCLA ✓  
@nationalfccla

### The Planning Process:

- A \_\_\_\_\_ that supports youth leadership and personal growth
- Can be used to determine group action or to plan \_\_\_\_\_ projects
- Includes \_\_\_\_\_ steps

<b>THE FCCLA PLANNING PROCESS</b>	
<b>What it IS:</b>	<b>What it is NOT:</b>
Identify Concerns	Identify Concerns
Set a Goal	Set a Goal
Form a Plan	Form a Plan

Act	Act
Follow Up	Follow Up

**Growth Mindset:**

- Everyone is not born with equal \_\_\_\_\_ and \_\_\_\_\_, but growth mindset focuses on taking responsibility and improving \_\_\_\_\_
- Fosters a love of \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_
- “How can I grow from where I am?”

# Introduction Formative Assessment: Learning Check

1. Power of One is a national program that helps members find and use their \_\_\_\_\_ . (1 point)
- a. Personal power
  - b. Growth mindset
  - c. Given abilities
  - d. FCCLA knowledge

2. Which of the following is NOT a statement of an individual with a growth mindset? (1 point)
- a. "I am going to train myself to improve."
  - b. "My skills are not best for this situation."
  - c. "I will try a different approach."
  - d. "This will take time."

3. Which of the following best describes the FCCLA Planning Process? (1 point)
- a. A list of steps to take to achieve a goal
  - b. A decision making tool
  - c. A critical thinking tool
  - d. A process for learning

4. How many units are included in Power of One? (1 point)
- a. Three
  - b. Four
  - c. Six
  - d. Five

5. In 2-3 sentences, explain the relationship between Power of One and growth mindset. (1 point)

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# A Better You: Lesson Plan

**Total Time:** 60 Minutes

## Materials:

- Blank sheet of paper (one per member)
- Tape or other wall adhesive

## Handouts:

- A Better You notetaking guide (one per member)
- Power of One project sheet (one per member)
- General goals set (one per session)

<b>SESSION OUTCOMES</b>
The member will be able to reflect critically on his or her character and image and determine a personal trait he or she would like to improve as a result.
The member will be able to explain the importance of setting SMART goals and revise a general goal into a SMART goal.
The member will be able to devise a project to improve a personal trait based on a SMART goal for the A Better You Power of One unit.
<b>ASSESSMENT</b>
SMART goal setting revision practice activity
<b>NATIONAL FCS STANDARDS</b>
1.1.6 Develop a life plan including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.
2.1.1 Apply time management, organizational, and process skills to prioritize tasks and achieve goals.

SESSION PLAN	
TIME	DESCRIPTION
0-20	<p><b>Anticipatory Set: Your Handprint on the World</b></p> <p>Pass out a blank sheet of paper to each member. Instruct members to trace one of their hands on their sheet of paper. Give members 30 seconds of brainstorming time to think about their “handprint” on the world. Encourage members to think about the various roles they have (brother, member, part-time employee, football player, etc.), the skills and talents they possess, their interests, their bad habits, and anything else that makes the member themselves. Give members three minutes to write down these characteristics, and stress that they should have at least one item written down for each of the aforementioned categories. Instruct members to write these characteristics inside the drawing of their hand. After time has elapsed, give members 30 seconds of brainstorming time to think about how others view them. This could be a member’s reputation or how he or she is viewed by friends, family, coaches, employers, teachers, and the world in general. Allow members three minutes to write these perceptions in the blank space around the drawn handprint. Then, have members flip their paper over to the back and draw another outline of their hand. Ask them to think about how they wish the world perceived them as a person. After 30 seconds of brainstorming time, have them write these ideal perceptions in the blank space around the traced handprint for three minutes. Finally, give members 30 seconds to brainstorm roles, skills, talents, and good habits they wish they possessed. Have them write these traits inside their traced handprint for three minutes. Have members title their paper, “Where I Want to Be,” and title the reverse side, “Where I Am.”</p>
20-30	<p><b>Bridging the Gap Between Where I Am and Where I Want to Be: Working Toward a Better You</b></p> <p>Now that members have thought critically about their own character, explain that the first unit of Power of One, A Better You, will focus on improving a member’s personal character. Impacting the world begins with one person, and that person should always strive to be the best version of themselves. Pass out the note sheet to each member. Use the points listed in the presentation to lead members in a discussion of how A Better You will help members bridge the gap between where they are and where they want to be. As you explain the unit, members should follow along on their note sheet.</p>

<p>30-50</p>	<p><b>The Importance of SMART Goal Setting</b></p> <p>Note: Before the session begins, cut out the place cards from the general goals set and tape them in various places on the walls throughout the room. Depending on the number of members in your session, you may desire to print and cut multiple sets of the place cards so that members can spread out more.</p> <p>Now, discuss the points included in the presentation regarding goal setting and instruct members to follow along on their note sheet. Incorporate personal examples and ask members to share as well. Next, discuss the meaning and importance of SMART goals as members follow along on their note sheet.</p> <p>After completing the activity outlined in the presentation in which you work with the members to revise general goals into SMART goals, continue to scaffold instruction by having members participate in the SMART goal revision activity. Instruct members to stand with their note sheet and a writing utensil in hand and shuffle around the room until you tell them to stop. Then, have members move to a place card on the wall close to them. If you have a large group of members, you may want to place a limit on the amount of members allowed at each place card. members should read the general goal on the card and revise it into a SMART goal on their note sheet. Repeat this process one to two more times depending on time. Have members return to their seats and check their work with a partner.</p>
<p>50-60</p>	<p><b>Wrap-Up and Next Steps</b></p> <p>Utilize the presentation slides to summarize the lesson. Ask members if they have any questions. On their note sheet, have members write down potential topics and projects for their A Better You project. After members have completed this, pass out the project sheet and allow members to use the FCCLA Planning Process to begin to plan their project.</p>

# A Better You: Notetaking Guide

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## A Better You:

- 
- 
- 

## Executing A Better You Project:

1. \_\_\_\_\_ project areas, or personal areas of your life you would like to improve.
  - a. Example:
2. Decide which project area is your \_\_\_\_\_ .
3. Make a list of ways you would like to \_\_\_\_\_ in your chosen project area.
  - a. Example: If your project area is managing money, your list might include things like create a savings plan, spend less money on eating out, and get a part time job.
4. Use the \_\_\_\_\_ to set a specific goal to achieve and plan a project to meet your goal.

## SMART Goals Should Be:

- S \_\_\_\_\_
- M \_\_\_\_\_
- A \_\_\_\_\_
- R \_\_\_\_\_
- T \_\_\_\_\_

**SMART Goals:**

- SMART goals put an \_\_\_\_\_ with a \_\_\_\_\_
- By having a \_\_\_\_\_ and \_\_\_\_\_, the goal setter is more \_\_\_\_\_ to achieve
- Clarifies exactly what a goal setter \_\_\_\_\_

**SMART Goal Writing Practice:**

- I will improve my physical health.
  
  
  
  
  
  
  
  
  
  
- I will bring my grade up in English.

**Planning for A Better You:**

- Which topics interest you? Choose topics from the given list and brainstorm a few of your own.
  
  
  
  
  
  
  
  
  
  
- What goal do you want to achieve? Narrow down your focus, choose your biggest concern, and then turn your general goal into a SMART goal.

# A Better You: General Goals Set

**1. I will eat nutritiously.**

**2. I will save more money.**

**3. I will make more friends.**

**4. I will improve my free throw shooting.**

**5. I will read more.**

**6. I will clean my room.**



**7. I will spend less time on social media.**

**8. I will control my anger.**

**9. I will work to improve my feelings of depression.**

**10. I will be more involved.**

**11. I will learn about a new culture.**

**12. I will earn better grades.**

# A Better You Formative Assessment: Learning Check

1. A Better You encourages members to set a goal to improve which area of his or her life? (1 point)
  - a. Community involvement
  - b. Interpersonal relationships
  - c. Personal traits
  - d. FCCLA knowledge
  
2. Which of the following is NOT an example of A Better You project idea? (1 point)
  - a. Learn about stress and reduce the stress I feel
  - b. Create a budget to save for college
  - c. Take responsibility for more chores at home
  - d. Design a healthy eating plan
  
3. What does SMART stand for in SMART goals? (1 point)
  - a. Specific, measurable, attainable, realistic, timely
  - b. Specific, measurable, applicable, realistic, truthful
  - c. Separate, measurable, attainable, resolvable, timely
  - d. Separate, meaningful, applicable, realistic, truthful
  
4. When setting a goal, why is it best to set a SMART goal? (1 point)
  - a. Unlike general goals, SMART goals can only be used for personal goals.
  - b. A SMART goal includes an action plan, which increases one's motivation to achieve the goal.
  - c. SMART goals allow for flexibility within an action plan, which allows a goal setter to work at their own pace.
  - d. Using SMART goals requires more effort on the part of the goal setter.
  
5. In the space provided below, revise the example of a general goal into a SMART goal. (1 point)

*Example: My goal is to study for American History every day.*

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# Family Ties: Lesson Plan

**Total Time:** 60 Minutes

## Materials:

- Blank sheet of paper (one per member)
- Markers (one marker per two members)
- Sticky flipchart paper (one sheet per table)

## Handouts:

- Family Ties notetaking guide (one per member)
- Power of One project sheet (one per member)

<b>SESSION OUTCOMES</b>
The member will be able to identify and demonstrate characteristics of effective communication in family, work, and community settings.
The member will be able to identify communication barriers and apply strategies to overcome them successfully.
The member will be able to devise a project to improve his or her family based on a SMART goal for the Family Ties Power of One unit.
<b>ASSESSMENT</b>
Analyzing Communication activity
<b>NATIONAL FCS STANDARDS</b>
1.2.3 Apply communication skills in school, community and workplace settings and with diverse populations.
13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
13.3.3 Demonstrate effective listening and feedback techniques.
13.3.4 Analyze strategies to overcome communication barriers in family, community, and work settings.
13.3.6 Analyze the effects of technology on communications in family, work, and community settings.
13.3.7 Analyze the roles and functions of communications in family, work, and community settings.

SESSION PLAN	
TIME	DESCRIPTION
0-10	<p><b>Anticipatory Set: Backwards Communication</b></p> <p>Instruct members to pair up with a partner and stand back to back. Give each member a blank sheet of paper and give each partner pair a marker. One member in the pair should face the screen and the other should not be able to see the screen. When members are ready, advance the slide to the first picture. Instruct the member facing the screen (teacher) to describe the picture to his or her partner (artist). The artist must use only the teacher’s instructions to draw the picture. However, the teacher cannot explicitly name any items in the picture. Give partners one minute to replicate the illustration to the best of their ability. When the minute has expired, allow the artists to compare their drawings to the one the teachers were describing. Have the partners switch places, advance the slide to the next drawing, and repeat the process. The purpose of this activity is for members to exercise their communication and listening skills.</p> <p>Using the discussion questions in the presentation, debrief the activity with the session participants. At your discretion, have participants discuss their answers with each other, share their answers with the group, or both.</p> <p>Discuss the agenda and learning targets found in the presentation.</p>
20-30	<p><b>Effective Communication</b></p> <p>Continuing the discussion on communication, pass out the Family Ties notetaking guide and instruct members to follow along. Using the presentation, discuss the various aspects of effective communication. Incorporate personal examples and ask the members to share as well.</p> <p>On slide 10, ask members if they agree or disagree with the quote shown and why. Use the discussion to segway into the following content.</p>
30-45	<p><b>Overcoming Barriers to Effective Communication</b></p> <p>Now, discuss the points included in the presentation regarding barriers to communication and instruct members to follow along on their note sheet. Incorporate personal examples and ask members to share as well. Next, discuss strategies of overcoming communication barriers.</p> <p>Assign each table one of the following areas: career, school, or family. Ask each table group to focus on communication within their given context. Instruct members to use the markers and flipchart paper to copy the matrix shown in the “Analyzing Communication” section of the presentation. Give members several minutes to complete the matrix, and then have a few groups share their work. Intentionally choose a group that discussed communication within a family to go last.</p>

<p>45-55</p>	<p><b>Family Ties</b></p> <p>Transition the presentation by discussing the importance of communication in a family. Would families be stronger if they had better communication? Explain that Family Ties, the second unit of Power of One, guides members to develop a project to strengthen their family, and in turn, strengthen society. Stress that the project a member takes on does NOT have to revolve around improving communication within a family, but good communication will be a factor in some capacity when looking to strengthen a family unit.</p> <p>Discuss potential project areas and projects with members. As with A Better You, members should choose a few project areas that interest them, determine which area is their top priority, and design a project to carry out based on a SMART goal.</p>
<p>55-60</p>	<p><b>Wrap-Up and Next Steps</b></p> <p>Utilize the presentation slides to summarize the lesson. Ask members if they have any questions. On their note sheet, have members write down potential project areas for their Family Ties project. After members have completed this, pass out the project sheet and allow members to use the FCCLA Planning Process to begin to plan their project.</p>

# Family Ties: Notetaking Guide

Name: \_\_\_\_\_

Date: \_\_\_\_\_

***“Most people do not listen with the intent to understand; they listen with the intent to reply.”***  
-Stephen R. Covey

## COMMUNICATION:

### Four Forms of Communication:

1. Verbal
  -
2. Nonverbal
  -
3. Written
  -
4. Visual
  -

### Three Parts of Communication:

1. Verbal
  -
2. Nonverbal
  -
3. Written
  -



### The Seven C's of Effective Communication:

<p>_____</p> <p>Make your objective clear by avoiding complex phrases and words</p>	<p>_____</p> <p>Keep it to the point to avoid confusion</p>	<p>_____</p> <p>Use support for the message to validate what is said</p>
<p>_____</p> <p>Speak truthfully and use correct grammar</p>	<p>_____</p> <p>Messages should make sense and flow</p>	<p>_____</p> <p>All necessary information should be communicated</p>
<p>_____</p> <p>Consider the audience and deliver the message with tact</p>		

### Barriers to Effective Communication:

- Lack of \_\_\_\_\_ / \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_ in perception and viewpoint
- \_\_\_\_\_ and \_\_\_\_\_
- Use of \_\_\_\_\_
- Speech \_\_\_\_\_, language differences
- \_\_\_\_\_ barriers (Unable to see nonverbal communication)

### Overcoming Barriers to Effective Communication:

1. \_\_\_\_\_
  - a. Maintain eye contact
  - b. Paraphrase a message to the sender to ensure understanding
  - c. Ask questions
  - d. Be present
  
2. \_\_\_\_\_
  - a. “Most people do not listen with the intent to understand; they listen with the intent to reply.”  
-Stephen R. Covey
  - b. Stop thinking “I must defend my position,” “I don’t have time to listen to everything you say,” “I need an entrance into the conversation,” “I know what you are going to say,” and “I already know what you should do.”
  
3. \_\_\_\_\_
  - a. How would the other person perceive your words, nonverbal communication, or text or graphic?
  - b. What is your audience’s background?
  
4. \_\_\_\_\_
  - a. “I” messages allow a sender to express strong emotions without attacking the receiver
  - b. “You constantly interrupt me!” vs. “It makes me upset when I am not allowed to finish my sentence.”

### Family Ties:

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## Planning for Family Ties:

- Which topics interest you? Choose topics from the given list and brainstorm your own.
  
  
  
  
  
  
  
  
  
  
- What goal do you want to achieve? Narrow down your focus, choose your biggest concern, and then turn your general goal into a SMART goal.

# Family Ties Formative Assessment: Learning Check

1. Family Ties encourages members to strengthen what in his or her life? (1 point)
  - a. Family and home life
  - b. FCCLA Planning Process use
  - c. FCCLA knowledge
  - d. Family communication
  
2. What are the three parts of communication? (1 point)
  - a. Giver, verbal, nonverbal
  - b. Giver, message, receiver(s)
  - c. Sender, message, receiver(s)
  - d. Sender, message, reciprocator
  
3. Which of the following is NOT a form of communication? (1 point)
  - a. Verbal
  - b. Nonverbal
  - c. Visual
  - d. Kinesthetic
  
4. What is the number one strategy for overcoming ineffective communication? (1 point)
  - a. Practice active listening
  - b. Listen to respond
  - c. Speak and write with correct grammar
  - d. Respond with facial expressions
  
5. In the space provided below, revise the “You” message to an “I” message. (1 point)

*“You never listen to me!”*

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# Working on Working: Lesson Plan

**Total Time:** 60 Minutes

## Materials:

- Flipchart paper (four sheets per session)
- Markers (one marker per two members)

## Handouts:

- True Colors quiz (one sheet per member)
- True Colors Explained (one sheet per table)
- Working on Working notetaking guide (one per member)
- Power of One project sheet (one per member)

<b>SESSION OUTCOMES</b>
The member will be able to reflect on and identify his or her personal strengths and weaknesses and demonstrate how he or she can best utilize these points to contribute to the success of a team.
The member will be able to identify methods for successfully collaborating with others in the workplace.
The member will be able to devise a project to improve his or her real world skills based on a SMART goal for the Working on Working Power of One unit.
<b>ASSESSMENT</b>
Colors collaboration activity

NATIONAL FCS STANDARDS
1.2.4 Demonstrate teamwork skills in school, community and workplace settings with diverse populations.
13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
13.5.2 Demonstrate strategies to motivate, encourage, and build trust in group members.
13.5.3 Demonstrate strategies that utilize the strengths and minimize the limitations of team members.
13.5.4 Demonstrate techniques that develop team and community spirit.
13.5.5 Demonstrate ways to organize and delegate responsibilities.
13.5.7 Demonstrate processes for cooperating, compromising, and collaborating.

SESSION PLAN	
TIME	DESCRIPTION
0-10	<p><b>Anticipatory Set: True Colors</b></p> <p>Instruct members that they will reflect on their “true colors” and use the presentation slides to describe the validity of the exam. Pass out a True Colors quiz to each participant and emphasize the instructions on the sheet. Allow members five minutes to complete the quiz silently and independently. As the collective group finishes their quizzes, allow members a few minutes, if necessary, to tabulate their results. Afterwards, instruct all members to stand and move around the room until they are told to stop (alternatively, play music and pause the song to indicate to members they should stop moving). Once they are told to stop, have the members partner up with someone near them and answer the discussion question in the presentation. Repeat this process until all questions have been answered. Ask members to return to their seats.</p>
10-30	<p><b>Understanding Our True Colors</b></p> <p>Now that members have determined their true color, instruct members to assemble with their like colors. For example, all golds should move to the back left corner, all blues should move to the back right corner, and so forth. Pass out the True Colors Explained sheet to each participant. Allow members a few minutes to read the sheet independently, or call on participants to read a few of the points aloud. Pass out the Working on Working notetaking guide. Using the presentation slides, explain collaboration and its importance in achieving tasks. Then, give color groups a few minutes to discuss their strengths and weaknesses in a group setting when collaborating with each other. They should record their answers on their notetaking guide.</p>



<p>30-45</p>	<p><b>Collaborating With Our True Colors</b></p> <p>Next, form groups of four with each color represented. Of course, you may not be able to divide groups evenly based on the session participants; in this case, divide members as evenly as possible and have at least one green, blue, gold, and orange member in each group. Allow time for each member in the groups to share one strength and one weakness of their color. Transition the presentation by discussing the importance of collaboration in the workplace. Following the prompts on the presentation slides, instruct groups to discuss leveraging differences in a career setting.</p>
<p>45-55</p>	<p><b>Working on Working</b></p> <p>Explain that Working on Working, the third unit of Power of One, prompts members to develop a project to improve their real world skill sets to be successful in a future career. Emphasize that the project a member takes on does NOT have to revolve around collaboration, but collaboration and the leveraging of individual differences is necessary for a successful work environment.</p> <p>Discuss potential project areas and projects with members. As with Family Ties, members should choose a few project areas that interest them, determine which area is their top priority, and design a project to carry out based on a SMART goal.</p>
<p>55-60</p>	<p><b>Wrap-Up and Next Steps</b></p> <p>Utilize the presentation slides to summarize the lesson. Ask members if they have any questions. On their note sheet, have members write down potential project areas for their Working on Working project. After members have completed this, pass out the project sheet and allow members to use the FCCLA Planning Process to begin to plan their project.</p>

# Family Ties: Notetaking Guide

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Collaboration:

- Collaboration in my own words:
  
- When working with a group, \_\_\_\_\_ are inevitable. Others will have different \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
- Differences are a \_\_\_\_\_ !
- By understanding others, differences can be \_\_\_\_\_ within a group and can make a team \_\_\_\_\_.
- Before you can \_\_\_\_\_, you must first know what you bring to the table.

## Why is collaboration in the workplace important?

- 
- 
- 
- 
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## **Working on Working:**

- Working on Working is the \_\_\_\_\_ in the FCCLA Power of One national program.
- This unit focuses on developing one’s real world skills as a \_\_\_\_\_.
- The \_\_\_\_\_ this unit focuses on are critical to becoming a successful wage earner.

## **Planning for Working on Working:**

- Which topics interest you? Choose topics from the given list and brainstorm a few of your own.
  
  
  
  
  
  
  
  
  
  
- What goal do you want to achieve? Narrow down your focus, choose your biggest concern, and then turn your general goal into a SMART goal.

# True Colors Personality Quiz

## Describe Yourself:

In the boxes below are groups of word clusters printed horizontally in rows. Look at all the choices in the first box (A,B,C,D). Read the words and decide which of the four letter choices is most like you. Give that a “4”. Then rank order the next three letter choices from 3-1 in descending preference. You will end up with a box of four letter choices, ranked from “4” (most like you) to “1” (least like you). Continue this process with the remaining four boxes until each have a 4, 3, 2, and 1.

Box 1			
A. _____	B. _____	C. _____	D. _____
Active Opportunistic Spontaneous	Parental Traditional Responsible	Authentic Harmonious Compassionate	Versatile Inventive Competent

Box 2			
E. _____	F. _____	G. _____	H. _____
Curious Conceptual Knowledgeable	Unique Empathetic Communicative	Practical Sensible Dependable	Competitive Impetuous Impactful

Box 3			
I. _____	J. _____	K. _____	L. _____
Loyal Conservative Organized	Devoted Warm Poetic	Realistic Open-Minded Adventuresome	Theoretical Seeking Ingenious

Box 4			
M. _____	N. _____	O. _____	P. _____
Concerned Procedural Cooperative	Daring Impulsive Fun	Tender Inspirational Dramatic	Determined Complex Composed

Box 5			
Q. _____	R. _____	S. _____	T. _____
Philosophical Principled Rational	Vivacious Affectionate Sympathetic	Exciting Courageous Skillful	Orderly Conventional Caring

A,H,K,N,S (orange) = \_\_\_\_\_

B,G,I,M,T (gold) = \_\_\_\_\_

C,F,J,O,R (blue) = \_\_\_\_\_

D,E,L,P,Q (green) = \_\_\_\_\_

# True Colors Explained

## **BLUE:**

I need to feel unique and authentic

**Enthusiastic, Sympathetic, Personal**

I look for meaning and significance in life

**Warm, Communicative, Compassionate**

I need to contribute, to encourage, and to care

**Idealistic, Spiritual, Sincere**

I value integrity and unity in relationships

**Peaceful, Flexible, Imaginative**

### **In childhood...**

- I was extremely imaginative and found it difficult to fit into the structure of school life.
- I reacted with great sensitivity to discordance or rejection and sought recognition.
- I responded to encouragement rather than competition.

### **In relationships...**

- I seek harmonious relationships.
- I am a true romantic and believe in drama, warmth, and empathy to all relationships.

### **At work...**

- I have a strong desire to influence others so they may lead more significant lives.
- I often work in the arts, communication, education, and helping professions.
- I am adept at motivating and interacting with others.

### **Leadership Style...**

- Expects others to express views
- Assumes “family spirit”
- Works to develop others’ potential
- Individual oriented
- Democratic, unstructured approach
- Expects people to develop their potential

### **Symptoms of a Bad Day...**

- Attention-getting misbehaving
- Lying to save face
- Day-dreaming
- Crying and depression
- Passive resistance and possible withdrawal

**GOLD:**

I need to follow rules and respect authority

**Loyal, Dependable, Prepared**

I have a strong sense of what is right and wrong in life

**Thorough, Sensible, Punctual**

I need to be useful and belong

**Faithful, Stable, Organized**

I value home, family, and tradition

**Caring, Concerned, Concrete****In childhood...**

- I wanted to follow the rules and regulations of the school.
- I understood and respected authority and was comfortable with academic routine.
- I was the easiest of all types of children to adapt to the education system.

**In relationships...**

- I enjoy others who can work along with me, building secure, predictable relationships together.
- I demonstrate admiration through the practical things I do for the ones I love.

**At work...**

- I provide stability and can maintain organization.
- My ability to handle details and to work hard makes me the backbone of many organizations.
- I believe that work comes before play, even if I must work overtime to complete the task.

**Leadership Style...**

- Expects punctuality, order, loyalty
- Assumes “right” way to do things
- Seldom questions tradition & rules
- Detailed/thorough approach
- Expects people to “play” their roles

**Symptoms of a Bad Day...**

- Complaining and self-pity
- Anxiety and worry
- Depression and fatigue
- Malicious judgments about yourself or others
- Herd mentality exhibited in blind following of leaders



## **ORANGE:**

I act on a moment's notice

**Witty, Charming, Spontaneous**

I consider life a game, here and now

**Impulsive, Generous, Impactful**

I need fun, variety, stimulation, and excitement

**Optimistic, Eager, Bold**

I value skill, resourcefulness, and courage

**Physical, Immediate, Fraternal**

### **In childhood...**

- I had the most difficult time fitting into academic routine.
- I learned by doing and experiencing rather than by listening and reading.
- I needed physical involvement in the learning process and was motivated by my own natural competitive nature and sense of fun.

### **In relationships...**

- I seek a relationship with shared activities and interests.
- I like to explore new ways to energize the relationship.
- I enjoy giving extravagant gifts that bring obvious pleasure to special people in my life.

### **At work...**

- I am bored and restless with jobs that are routine and structured.
- I am satisfied in careers that allow me independence and freedom, while utilizing my physical coordination and my love of tools.
- I am a natural performer.

### **Leadership Style...**

- Expects quick action
- Works in the here and now
- Performance oriented
- Welcomes change and flexibility
- Expects people to “make it fun”

### **Symptoms of a Bad Day...**

- Rudeness and defiance
- Breaking the rules intentionally
- Running away and dropping out
- Use of stimulants
- Acting out boisterously

## **GREEN:**

I seek knowledge and understanding

**Analytical, Global, Conceptual**

I live by my own standards

**Cool, Calm, Collected**

I need explanation and answers

**Inventive, Logical, Perfectionist**

I value intelligence, insight, fairness, and justice

**Abstract, Hypothetical, Investigative**

### **In childhood...**

- I appeared to be older than my years and focused on my greater interests, achieving in subjects that were mentally stimulating.
- I was impatient with drill and routine, questioned authority, and found it necessary to respect teachers before I could learn from them.

### **In relationships...**

- I prefer to let my head rule my heart.
- I believe that once feelings are stated, they are obvious to others.
- I want to establish a relationship, leave it to maintain itself, and turn my energies to my studies, work or other interests.

### **At work...**

- I am conceptual and an independent thinker. For me, work is play.
- I like to develop models, explore ideas, or build systems.
- Once I have perfected an idea, I prefer to move on, leaving the project to be maintained and supported by others.

### **Leadership Style...**

- Expects intelligence, competence, and follow through
- Seeks ways to improve systems
- Visionary
- Analytical
- Encourages change for improvement

### **Symptoms of a Bad Day...**

- Indecisiveness
- Refusal to comply or cooperate; the silent treatment
- Extreme withdrawal
- Snobbish, put-down remarks, and sarcasm
- Perfectionism due to severe performance anxiety
- Highly critical attitudes toward yourself or others

# Working on Working Formative Assessment: Learning Check

- |  |  |
|--|--|
| <p>1. Working on Working focuses on what? (1 point)</p> <ul style="list-style-type: none"> <li>a. Improving a member’s work ethic</li> <li>b. Improving a member’s real world skills</li> <li>c. Improving a member’s collaboration</li> <li>d. Improving a member’s social skills</li> </ul>  | <p>4. What is the third step of the FCCLA Planning Process? (1 point)</p> <ul style="list-style-type: none"> <li>a. Act</li> <li>b. Follow Up</li> <li>c. Identify Concerns</li> <li>d. Form a Plan</li> </ul>   |
| <p>2. What is the first step to effective collaboration? (1 point)</p> <ul style="list-style-type: none"> <li>a. Understanding the strengths and weaknesses of those you’re working with</li> <li>b. Understanding the strengths and weaknesses of the task at hand</li> <li>c. Understanding the strengths and weaknesses of yourself</li> <li>d. Understanding the strengths and weaknesses of idea sharing</li> </ul> | <p>5. Identify your True Color and, in 4-5 sentences, describe a time you were collaborating with others and you displayed one of your Color’s strengths. Be specific. (1 point)</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| <p>3. Which of the following is NOT a benefit of collaboration? (1 point)</p> <ul style="list-style-type: none"> <li>a. Employees learn from one another</li> <li>b. Less accountability</li> <li>c. Increased efficiency</li> <li>d. Promotion of brainstorming</li> </ul>  |  |

# Take the Lead: Lesson Plan

**Total Time:** 60 Minutes

## Materials:

- Flip chart paper (seven sheets per session)
- Markers (seven per session)
- Sticky notes (one per participant)
- Balloons (one per participant)
- Envelopes (seven per session)
- Code cracker cards (one per session)
- Poster paper (if no white board available)

## Handouts:

- Take the Lead notetaking guide (one per member)
- Power of One project sheet (one per member)

<b>SESSION OUTCOMES</b>
The member will be able to define servant leadership and recognize its characteristics.
The member will be able to apply the concept of servant leadership to various contexts and conceptualize its outcomes in each.
The member will be able to devise a project to improve his or her leadership skills based on a SMART goal for the Take the Lead Power of One unit.
<b>ASSESSMENT</b>
Servant leadership discussion
<b>NATIONAL FCS STANDARDS</b>
1.2.6 Demonstrate leadership skills and abilities in school, workplace, and community settings.

SESSION PLAN	
TIME	DESCRIPTION
0-10	<p><b>Anticipatory Set: Tug of War</b></p> <p>Prior to members entering the room, place one sticky note at the seat of each participant. On the board or in the front of the room on a piece of poster paper, write the question, “Is leadership an action or a position?” Underneath the question, draw a large spectrum with the left labeled, “Action,” and the right labeled, “Position.” Encourage participants to think about their answer to the question and where they would rank their stance on the spectrum. Instruct members to write their answer and reasoning on their sticky note. Then, they should place their sticky note on the spectrum in reflection of their stance. For instance, if a member feels as if leadership is more of an action but still necessitates a position, the member should place his or her sticky note toward the “Action” side of the spectrum, but not all of the way to the left. After all members have placed their sticky notes, explain that you will revisit the activity later.</p>
10-20	<p><b>Code Cracker</b></p> <p>Also prior to participants entering, evenly space seven flipchart paper sheets around the room and hang them on the walls. Leave a few markers on the floor underneath them. Label the sheets accordingly:</p> <ul style="list-style-type: none"> <li>1: Families</li> <li>2: Careers</li> <li>3: Communities</li> <li>4: Global Society</li> <li>5: School</li> <li>6: Peers</li> <li>7: Organizations/Extracurricular Activities</li> </ul> <p>Quickly divide members into seven groups as easily as possible. Instruct each group to move to a flipchart paper station. Pose the following question: What does it mean to lead? Participants should cater their answers to the environment listed at the top of their flipchart paper. Allow members three minutes to brainstorm/write as much as they can. Have groups share their information.</p> <p>During this full group share, emphasize anything that relates to service, but don’t outright say it. For example, if a member shares that a responsibility is to lead meetings, respond with something such as: “So you’re saying a leader has the responsibility to bring people together and share information that hopefully makes their lives easier.” After each group shares, give a participant in the group a Code Cracker card enclosed in an envelope. After all groups have shared and a card has been given to each group, instruct the card holders that they have 30 seconds to run to the front of the room and unscramble their letters. The code should spell “serving.”</p> <p>Next, utilize the presentation slides to introduce the lesson.</p>

<p>20-40</p>	<p><b>Defining Servant Leadership</b></p> <p>Emphasize to participants that a leader’s key responsibility is to serve others. Utilize the presentation slides to guide members through a discussion of servant leadership.</p> <p>To illustrate the concept of a servant mentality, pass out a balloon to each member and instruct them to inflate the balloon. The objective of the activity is for members to transport the balloon from one end of the room to the other without dropping their balloon. Divide members into four teams (or as many as the space allows). Member teams should stand in a single file line and hold their balloons in between their stomach and the back of the person in front of them. For example, if X is a person and O is a balloon, the line would look like: XOXOXO. Everyone should be looking forward. The goal is for the entire group to move from a starting point to an ending point without dropping a balloon. Once the team starts, members may not use their hands to hold the balloons. If a member’s balloon drops, the team will have to start again from their original starting location. As time allows, hold several rounds of the game. Next, utilize the presentation slides to debrief the activity.</p>
<p>40-50</p>	<p><b>Power of One: Take the Lead</b></p> <p>Explain that Take the Lead, the fourth unit of Power of One, prompts members to develop a project to improve their leadership skills.</p> <p>Revisit the Tug of War visual from the beginning of the session. Hold a discussion with the members regarding their initial answers. Where would they fall on the spectrum now? Emphasize that leadership is largely an action, not a position. Guide members to come to the conclusion that each one of them can be a leader in some context. Leadership skills are valuable skills for life, and their Take the Lead project should reflect this.</p> <p>Discuss potential project areas and projects with members. As with Working on Working, members should choose a few project areas that interest them, determine which area is their top priority, and design a project to carry out based on a SMART goal.</p>
<p>50-60</p>	<p><b>Wrap-Up and Next Steps</b></p> <p>Utilize the presentation slides to summarize the lesson. Ask members if they have any questions. On their note sheet, have members write down potential project areas for their Take the Lead project. After members have completed this, pass out the project sheet and allow members to use the FCCLA Planning Process to begin to plan their project.</p>

# Take the Lead: Notetaking Guide

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## SERVANT LEADERSHIP:

### A servant leader:

- Acknowledges the \_\_\_\_\_ of others
- Involves team members in \_\_\_\_\_
- Supports team members in achieving their \_\_\_\_\_
- Builds a sense of \_\_\_\_\_ within a group

### Benefits of servant leadership:

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Servant leadership is a \_\_\_\_\_ that \_\_\_\_\_ various styles of leadership.  
 Servant leadership can be exercised in any situation, regardless of the \_\_\_\_\_ or \_\_\_\_\_ one holds.

### Take the Lead:

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**Planning for Take the Lead:**

- Which topics interest you? Choose topics from the given list and brainstorm your own.
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
- What goal do you want to achieve? Narrow down your focus, choose your biggest concern, and then turn your general goal into a SMART goal.

# Family Ties Formative Assessment: Learning Check

- 1. What is the fourth unit of Power of One? (1 point)
  - a. Take the Lead
  - b. Families First
  - c. Working on Working
  - d. Speak Out for FCCLA
  
- 2. Which of the following does servant leadership NOT promote? (1 point)
  - a. Increased innovation
  - b. Higher engagement
  - c. Decreased sense of community
  - d. Less feelings of exclusion
  
- 3. Servant leadership is a \_\_\_\_\_ that complements any style of leadership. (1 point)
  - a. Mentality
  - b. Action
  - c. Initiative
  - d. Result
  
- 4. What is the first step of the FCCLA Planning Process? (1 point)
  - a. Identify Concerns
  - b. Act
  - c. Follow Up
  - d. Form a Plan
  
- 5. In 1-2 sentences, define servant leadership. (1 point)
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

# Speak out for FCCLA: Lesson Plan

**Total Time:** 60 Minutes

## Materials:

- Clear containers (one per table group)
- Fish tank rocks (refer to activity to determine needed amount)
- Ping pong balls (refer to activity to determine needed amount)

## Handouts:

- Speak Out for FCCLA notetaking guide (one per student)
- Power of One project sheet (one per student)

<b>SESSION OUTCOMES</b>
The member will be able to evaluate the importance and role of critical thinking in a 21st century society.
The member will be able to describe and apply the critical thinking process.
The member will be able to devise a project to promote FCCLA based on a SMART goal for the Speak Out for FCCLA Power of One unit.
<b>ASSESSMENT</b>
Critical thinking practice activity
<b>NATIONAL FCS STANDARDS</b>
13.6.3 Apply critical thinking and ethical standards when making judgements and taking action.

SESSION PLAN	
TIME	DESCRIPTION
0-10	<p><b>Anticipatory Set: Group Think Tank</b></p> <p>Pass out the Speak Out for FCCLA note taking guide to each member. Begin by reading the definition of critical thinking aloud. Pose the following question to students: “What role does critical thinking play in our society today where information and answers are constantly accessible? Is it as important as it once was?” Allow members time to think about their response. After members have time to brainstorm, instruct them to pair up with another member to discuss their answers. Have groups share their discussion points after discussion time between partners. Synthesize students’ answers to determine critical thinking is still incredibly important, even in today’s culture of instant gratification with information. Repeat this process with a follow-up question: “How do these two things work together? Does our ability to easily access information help or hurt our critical thinking?” Finally, repeat this process again with this question: “In what contexts is critical thinking important and why?” Synthesize students’ answers to determine critical thinking is necessary in school, in a family, in careers, in communities, and more. Conclude that critical thinking is important now and in the future.</p>
10-25	<p><b>Characterizing Critical Thinking</b></p> <p>Transition the discussion and lead members in a conversation regarding the critical thinking process. Use the presentation slides for this direct instruction. Members should take notes on their note taking guide to follow along.</p>
25-40	<p><b>Critical Thinking in Action</b></p> <p>Next, inform members that they will be putting the critical thinking process into practice by working with their groups to complete a task. The objective of this activity is for member groups to fit as many ping pong balls and fish tank rocks into a clear container, such as a vase, as possible. For this activity, members will work with those sitting at their table. If members are not in table groups, divide them into groups of four. Place a clear container at each table or in the middle of each group. Fill each container 3/4 of the way full with fish tank rocks. Then, give each group several ping pong balls—they should not all be able to fit in the container. Instruct members to collaborate with their groups to prepare and execute a plan to fit as many of the materials as possible into the container. Allow members 5-7 minutes to work together. After time has elapsed, determine which group fit the most supplies into the container. Utilize the presentation slides to debrief the activity.</p>

<p>40-50</p>	<p><b>Power of One: Speak Out for FCCLA</b></p> <p>Explain that Speak Out for FCCLA, the final unit of Power of One, is designed for members to share their FCCLA experience and the benefits of the organization in a method or medium that works for them.</p> <p>Use the presentation slides to explain Speak Out for FCCLA. Emphasize that members must use their critical thinking skills to effectively and creatively inform others of the organization. Lead a discussion with the members using the slides.</p> <p>Discuss potential unit topics and projects with members. As with Take the Lead, students should choose a few project topics that interest them, determine which topic is their top priority, and design a project to carry out based on a SMART goal.</p>
<p>50-60</p>	<p><b>Wrap-Up and Next Steps</b></p> <p>Utilize the presentation slides to summarize the lesson. Ask students if they have any questions. On their note sheet, have students write down potential project areas for their Speak Out for FCCLA project. After students have completed this, pass out the project sheet and allow students to use the FCCLA Planning Process to begin to plan their project.</p>

# Speak Out for FCCLA: Notetaking Guide

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Critical Thinking:** \_\_\_\_\_ process of actively and skillfully \_\_\_\_\_, applying, \_\_\_\_\_, synthesizing, and/or \_\_\_\_\_ information gathered from, or generated by, \_\_\_\_\_, experience, \_\_\_\_\_, reasoning, or \_\_\_\_\_, as a guide to belief and action.

## Step One: \_\_\_\_\_

- Identify the issue at hand.
- Gain an understanding of the issue by asking questions.
- Determine why you need to solve the problem.

## Step Two: Comprehension

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## Step Three: Application

- Which topics interest you? Choose topics from the given list and brainstorm your own.
- What goal do you want to achieve? Narrow down your focus, choose your biggest concern, and then turn your general goal into a SMART goal.

### Step Four: Analyze

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### Step Five: \_\_\_\_\_

- Now that the situation has been analyzed, a decision should be formed.
- Decide how to best carry out your solution based on your priorities.
- If multiple solutions are present, determine the best option.

### Step Six: Take Action

- 

### The Critical Thinking Process and the FCCLA Planning Process:

- The critical thinking process and the \_\_\_\_\_ can work hand in hand.
- Apply the critical thinking process when working to \_\_\_\_\_ and \_\_\_\_\_.

### Speak Out for FCCLA

- Speak Out for FCCLA is the \_\_\_\_\_ in the FCCLA Power of One national program.
- This unit focuses on informing others of \_\_\_\_\_ and \_\_\_\_\_ for members.
- Remember, \_\_\_\_\_ is powerful. How can you show what FCCLA has done for you?



## Planning for Speak Out for FCCLA:

- Which topics interest you? Choose topics from the given list and brainstorm a few of your own.
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
- What goal do you want to achieve? Narrow down your focus, choose your biggest concern, and then turn your general goal into a SMART goal.

# Speak Out for FCCLA Formative Assessment: Learning Check

1. What is the fifth unit of Power of One? (1 point)

- a. Take the Lead
- b. Families First
- c. Working on Working
- d. Speak Out for FCCLA

2. When thinking critically, it is important to remove \_\_\_\_\_ . (1 point)

- a. Personal biases
- b. Outside perspectives
- c. Limited resources
- d. Internal ethics

3. In what two steps of the FCCLA Planning Process is the critical thinking process best applied? (1 point)

- a. Follow Up and Act
- b. Identify Concerns and Set a Goal
- c. Form a Plan and Act
- d. Set a Goal and Form a Plan

4. Critical thinking is best used in what context? (1 point)

- a. Telling others of FCCLA
- b. The workplace
- c. In school
- d. All of these contexts require critical thinking

5. List three of the six steps of the critical thinking process. (1 point)

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# Power of One Assessment

Name: \_\_\_\_\_

Score: \_\_\_\_\_ / 20 possible points

## Directions:

Order the steps of the FCCLA Planning Process correctly. (One point each)

- |                     |                      |
|---------------------|----------------------|
| _____ 1. Step one   | A. Follow up         |
| _____ 2. Step two   | B. Identify concerns |
| _____ 3. Step three | C. Act               |
| _____ 4. Step four  | D. Form a plan       |
| _____ 5. Step five  | E. Set a goal        |

## Directions:

Describe each unit of Power of One in 2-3 complete sentences. Then, give an example project a member could complete for each unit. (1 point per description; 1 point per example project)

6. A Better You:

7. Family Ties:

8. Working on Working:

9. Take the Lead:

10. Speak Out for FCCLA:

**Directions:**

Fill in the blanks to complete the sentence correctly. (1 point per blank)

11. Members may be recognized for their Power of One achievements at the \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_, levels.

12. Power of One is one of the eight FCCLA \_\_\_\_\_.



*Members set their own goals, work to achieve them, and enjoy the results.*

**Power of One** helps students find and use their personal power. Members set their own goals, work to achieve them, and enjoy the results. The skills members learn in Power of One help them now and in the future in school, with friends and family, at college, and on the job.

Have you ever thought about a special goal? Maybe you would like to develop better study habits, cope with a physical challenge, get along with a sibling, improve job skills, become a leader – or any other personal goal. Power of One is for You! You select the goals most important to you, then create a plan of action to meet them. Give yourself the power to make a positive change in your families, careers, and communities, one goal at a time.

## Power of One Units

Power of One gives youth the POWER to fulfill their dreams by creating self-directed projects that focus on—

**A Better You** — Improve personal traits

**Family Ties** — Get along better with family members

**Working on Working** — Explore work options, prepare for a career, or sharpen skills useful in business

**Take the Lead** — Develop leadership qualities

**Speak Out for FCCLA** — Tell others about positive experiences in FCCLA

## Awards

FCCLA offers national recognition to members who complete all five (5) FCCLA Power of One units. This honor includes special recognition on the FCCLA website, and at the National Leadership Conference. To gain recognition for your Power of One accomplishments, send the Five (5) Unit Recognition Application to your state adviser (by the state deadline).

**Deadline:** Applications must be submitted online to FCCLA by March 1. The online award system will automatically close March 1, 5:00 PM EST.

# Power of One Project Sheet

Name: \_\_\_\_\_

Unit: \_\_\_\_\_

Date: \_\_\_\_\_

## Identify a Concern:

Unit topics that interest me:

Unit projects based on these topics that interest me:

Ask yourself—

- Which project ideas deal with concerns that are most important to me?
- Which could lead to an in-depth project?
- Which can be finished in the time available?

My top concern is:

## Set a Goal

Here's what I hope to accomplish:

Now that you've identified your top concern and what you hope to accomplish, set a SMART goal to guide your project. Remember, SMART goals are specific, measurable, attainable, realistic, and timely.

My SMART goal:

## Form a Plan

Outline the specifics of your plan:

Who:

What:

When:



Where:

How:

Resources: Attach a separate sheet listing people, publications, and community agencies that can help you with your project.

### Project Checklist

Share this checklist with your adviser and/or evaluation team before starting your project.

- Is the goal realistic for the available time?  
 yes  no
- Is it an in-depth project?  
 yes  no
- Is the project related to the unit topic?  
 yes  no
- Is the member assuming full responsibility for the project?  
 yes  no
- Is the project plan complete and clearly stated?  
 yes  no
- Will the project be the work of one individual?  
 yes  no
- Are the planned activities meaningful and significant to the project?  
 yes  no

Answers to all questions should be “yes” for member to proceed.

Revisions suggested:

Adviser Signature \_\_\_\_\_ Date \_\_\_\_\_

## Act

Here's what I accomplished:

## Follow Up

Here's what I learned:

What were the most successful parts of your project?

What would you change if you repeated the project?

**Follow-up checklist** (to be completed by adviser and/or evaluation team)

Did the student—

- Achieve the original goal?  
 yes  no
- Complete all planned activities?  
 yes  no
- Devote in-depth effort to the project?  
 yes  no
- Complete the project alone?  
 yes  no

Answers to all questions must be “yes” for approval of project.

Adviser Signature \_\_\_\_\_ Date \_\_\_\_\_

# Power of One Point Tracker

Name: \_\_\_\_\_

Item	Possible Point(s)	Point(s) Earned
<b>General</b>		
Introductory lesson learning check	5	
Power of One post assessment	20	
<b>General total points:</b>	<b>25</b>	
<b>Unit One: A Better You</b>		
All sections of project sheet are complete and turned in on time	2	
Effort of thoughtful reflection and planning is evident in project sheet	2	
Score from Unit One: A Better You rubric	15	
A Better You learning check	5	
Maintained communication with adviser and/or evaluation team throughout the completion of the project	1	
<b>A Better You total points:</b>	<b>25</b>	
<b>Unit Two: Family Ties</b>		
All sections of project sheet are complete and turned in on time	2	
Effort of thoughtful reflection and planning is evident in project sheet	2	

Score from Unit Two: Family Ties rubric	15	
Family Ties learning check	5	
Maintained communication with adviser and/or evaluation team throughout the completion of the project	1	
<b>Family Ties total points:</b>	<b>25</b>	
<b><i>Unit Three: Working on Working</i></b>		
All sections of project sheet are complete and turned in on time	2	
Effort of thoughtful reflection and planning is evident in project sheet	2	
Score from Unit Three: Working on Working rubric	15	
Working on Working learning check	5	
Maintained communication with adviser and/or evaluation team throughout the completion of the project	1	
<b>Working on Working total points:</b>	<b>25</b>	
<b><i>Unit Four: Take the Lead</i></b>		
All sections of project sheet are complete and turned in on time	2	
Effort of thoughtful reflection and planning is evident in project sheet	2	
Score from Unit Four: Take the Lead rubric	15	
Take the Lead learning check	5	
Maintained communication with adviser and/or evaluation team throughout the completion of the project	1	
<b>Take the Lead total points:</b>	<b>25</b>	

<b>Unit Five: Speak Out for FCCLA</b>		
All sections of project sheet are complete and turned in on time	2	
Effort of thoughtful reflection and planning is evident in project sheet	2	
Score from Unit Five: Speak Out for FCCLA rubric	15	
Speak Out for FCCLA learning check	5	
Maintained communication with adviser and/or evaluation team throughout the completion of the project	1	
<b>Speak Out for FCCLA total points:</b>	<b>25</b>	
<b>Power of One total points:</b>	<b>150</b>	

# Power of One Unit Project Rubric

Member's Name: \_\_\_\_\_

Unit: \_\_\_\_\_


	0 points	2 points	Points Earned
Project choice	Project choice is not relevant to the personal growth of the member and/or is not realistic	Project choice is relevant to the personal growth of member and is realistic	
Evidence of growth	Documented growth of member is not evident from completion of project	Documented growth of member is evident from completion of project	
	0 points	1 point	Points Earned
Timeliness	Final draft of FCCLA Planning Process is not turned in by deadline	Final draft of FCCLA Planning Process is turned in by deadline	

	0 points	1 point	2 points	Points Earned
Identify Concerns	Step is left blank or concerns are identified with two or more errors	Concerns are identified with one error and/or are not written in thorough, complete sentences	Concerns are identified correctly and are written in thorough, complete sentences	
Set a Goal	Step is left blank or two or more aspects of SMART goal are missing	One aspect of SMART goal is missing and/or SMART goal is not written thoroughly	All aspects of SMART goal are present and goal is written in thorough, complete sentence(s)	

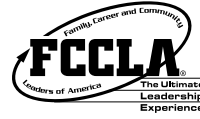
Form a Plan	Step is left blank or two or more aspects of plan are incorrect/missing	One aspect of plan is incorrect/missing and/ or plan is not written in thorough, complete sentences	All aspects of plan are present and correct and are written in thorough, complete sentences	
Act	Step is left blank	Description of action is incomplete, not thorough, or written in incomplete sentences	Description of action is complete, thorough, written in complete sentences, and specific	
Follow Up	Step is left blank or there is no description for the next action stemming from project	Description of follow up action is somewhat thoughtful, specific, and/ or realistic	Description of follow up action is thoughtful, specific, and realistic; written in complete sentences	



# Sample Completed Power of One



## Five Unit Recognition Application



Use this form to apply for state and national recognition when you have completed all five Power of One Units. Please print or type all information. Send completed form to your **STATE ADVISER** by your state's deadline. Attach a copy of the chapter affiliation form to verify membership.

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National dues must be **postmarked by March 1** for students to qualify for national recognition.

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**State Advisers:** Send a list of members who have earned national recognition electronically to National Headquarters **no later than April 1**. Visit [www.fcclainc.org/content/power-of-one/](http://www.fcclainc.org/content/power-of-one/) for correct recognition template. Names submitted after the deadline will not be accepted.

**Participant Information**

Member Name: \_\_\_\_\_

Adviser Name: Nicholas Zimmerman

School Name: Harrisonburg High School

School Address: 1001 Garbers Church Road

City: Harrisonburg State: VA Zip: 22801

School Phone: 15404332651 Fax: 15404333595

Current Grade in School: 11th E-mail Address: \_\_\_\_\_@harrisonburg.k12.va.us

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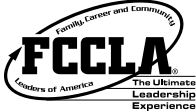
Unit: **A Better You**

Project Title: "Time to Shine!" Date approved: 1-19-18

Description and accomplishments:

I have always been someone who enjoys my comfort zone. When Mr. Zimmerman asked me about competing in a STAR Event, I was not sure about it! However, I have come to the realization that this is one of the best opportunities for me right now and that I am using my FCS skills for my "Time to Shine!"

# Sample Completed Power of One

**Unit: Family Ties**  
 Project Title: "A Family Bond" Date approved: 2-23-18  
 Description and accomplishments:  
 Because family is at the core of FCCLA and FCS, I feel it is crucial to spend time with my family. With my father, I have made it a personal mission to designate some time with him every day to talk and express my belief in the family as the basic and one of the most essential units of society.

**Unit: Working on Working**  
 Project Title: "Down on The Farm" Date approved: 1-1-18  
 Description and accomplishments:  
 I have always enjoyed working on the farm and have fostered a love of helping animals. In my Nutrition and Wellness class we explored different career and developed presentations on our dream jobs. Through completing and presenting the presentation, I explored my passion of owning my own business.

**Unit: Take the Lead**  
 Project Title: Volunteering, "Helping, Hearing, Toward New Horizons." Date approved: 1-12-18  
 Description and accomplishments:  
 Giving back is an important part of service and leadership. As someone who values both, around the Holiday's I spent time giving back to my community by preparing meals/serving the local Homeless shelter. Through this opportunity I used the skills I learned from my Nutrition and Wellness class.

**Unit: Speak Out for FCCLA**  
 Project Title: "FCCLA Week Teacher Surprise" Date approved: 2-5-18  
 Description and accomplishments:  
 On Wednesday of FCCLA week, I helped my schools FCS program promote FCCLA through a creative way to the faculty. Not only did our chapter send out FCCLA promotional video clips, but we also sent FCCLA Valentine's to the 200+ faculty in our building. Bringing extra awareness to FCCLA!

**I certify the above student has met the national membership requirements and has completed all five Power of One units.**

Chapter Adviser Signature: Nicholas Zimmerman Date: 3-1-18



# Sample Press Release

FOR IMMEDIATE RELEASE: [Date]

[Name]

[School]

[School phone number]

[Adviser e-mail address]

## LOCAL FCCLA MEMBER FINDS PERSONAL POWER

[City, state abbreviation] [Member name], a student at [school name] and a member of the [chapter name] Family, Career and Community Leaders of America (FCCLA) chapter successfully completed a project for the FCCLA national program, Power of One. Power of One helps members find and use their personal power. Members set their own goals, work to achieve them, and benefit from the results. The real world skills members learn in Power of One are useful now and in the future. Power of One contains five units in which members set and work to achieve a personal goal related to the unit. The completion of all five units exemplifies a member's well-rounded and impactful personal power.

[Paragraph describing project and results]

[Quote from member about impact of project, Power of One, or FCCLA]

About FCCLA: Family, Career and Community Leaders of America is a nonprofit national career and technical student organization for young men and women in Family and Consumer Sciences education in public and private school through grade 12. Everyone is part of a family, and FCCLA is the only national Career and Technical Student Organization with the family as its central focus. Since 1945, FCCLA members have been making a difference in their families, careers, and communities by addressing important personal, work, and societal issues through Family and Consumer Sciences education. Today over 160,000 members in more than 5,300 chapters are active in a network of associations in 49 states, in addition to the Virgin Islands and Puerto Rico.

###

# Five Unit Recognition Application

Use this form to apply for state and national recognition when you have completed all five Power of One Units. Please print or type all information. Attach the completed form for each member, in the portal, when submitting (checking off) members names for national recognition.

---

Download and save this Power of One editable PDF to your computer as a resource for easier recognition opportunities and archiving purposes.

---

National dues must be received by March 1 for students to qualify for national recognition.

---

## Participant Information

Member Name:

Adviser Name:

School Name:

School Address:

City:

State:

Zip:

School Phone:

Fax:

Current Grade in School:

E-mail Address:

## Unit: A Better You

Project Title:

Date Approved:

Description and accomplishments:

## Unit: Family Ties

Project Title:

Date Approved:

Description and accomplishments:

## Unit: Working on Working

Project Title:

Date Approved:

Description and accomplishments:

## Unit: Take the Lead

Project Title:

Date Approved:

Description and accomplishments:

## Unit: Speak Out for FCCLA

Project Title:

Date Approved:

Description and accomplishments:

---

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Chapter Adviser Signature:

Date:

# FCCLA Planning Process (English)

Download and save this Power of One editable PDF to your computer as a resource for easier recognition opportunities and archiving purposes.



## IDENTIFY CONCERNS



## SET A GOAL



## FORM A PLAN

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



## ACT



## FOLLOW UP

What could have gone better/what did you learn?

# Proceso de Planificación FCCLA

Descargue y guarde este editable PDF Power of One en su computadora como un recurso para facilitar las oportunidades de reconocimiento y con fines de archivarlas.



## IDENTIFIQUE INQUIETUDES



## FIJE UN OBJETIVO



## DISEÑE UN PLAN

- Quien
- Qué
- Dónde
- Cuando
- Por qué
- Como



## ACCIÓN



## SEGUIMIENTO

¿Qué podría haber ido mejor/qué aprendiste?



# FCCLA Planning Process (For Visually Impaired Students)

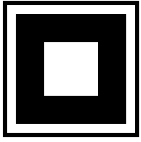
Download and save this Power of One editable PDF to your computer as a resource for easier recognition opportunities and archiving purposes.



## IDENTIFY CONCERNS

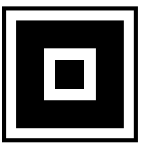


## SET A GOAL

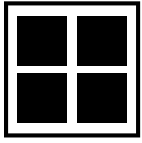


## FORM A PLAN

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



## ACT



## FOLLOW UP

What  
could  
have  
gone  
better  
what  
did you  
learn?