



Lesson Plan: Champions for FCS and FCCLA Awareness

LESSON TITLE
Champions for FCS and FCCLA Awareness
INTENDED GRADE LEVEL
6th-12th Grade
TIMEFRAME
<i>How much time will it take to complete this lesson? (video, handouts, activity)</i>
265 - 420 minutes
FCCLA CAREER PATHWAY INTEGRATION
<i>What Career Pathway(s) does your lesson align with, and how did you integrate them?</i>
Real World Skills
LEARNING OBJECTIVES
<i>Learning objectives should be brief, clear, specific statements of what learners will be able to do at the end of a lesson as a result of the activities, teaching, and learning that has taken place. (student-centered, thinking-centered, performance-based)</i>
Learners will be able to:
<ul style="list-style-type: none"> ● Recognize general information about FCCLA and FCS Education. ● Summarize requirements of the Promote and Publicize FCCLA STAR Event. ● Devise a promotion and publicity campaign using the FCCLA Planning Process and Promote and Publicize FCCLA STAR Event guidelines. ● Develop a portfolio highlighting specific details of their promotion and publicity campaign.
NATIONAL FCS STANDARDS
<i>Please list the FCS National Standards that your lesson aligns with. To view the FCS national standards click here.</i>
<p>1.2.4 Demonstrate teamwork skills in school, community, and workplace settings and with diverse populations.</p> <p>2.1.1 Apply time management, organizational, and process skills to prioritize tasks and achieve goals.</p> <p>13.5.6 Create strategies to integrate new members into the team.</p>
Instructional Strategies
<i>Instructional strategies encompass any learning technique a teacher uses to help students learn or better understand the course material. They allow teachers to make the learning experience more fun and practical and can also encourage students to take more of an active role in their education. For more information, click here.</i>
<p>Before completing this lesson plan with your students, you should review the Promote and Publicize STAR Event Guidelines to determine the following:</p> <ul style="list-style-type: none"> ● The type of presentation method to be used: hardcopy or electronic portfolio. ● The number of promotional items that must be created. <ul style="list-style-type: none"> ○ Select the minimum based on their individual grade levels, or select a minimum for all students, regardless of grade level. Event guidelines require: <ul style="list-style-type: none"> ■ Up to 8th grade = Minimum of three items. ■ 9th-10th grade = Minimum of four items. ■ 11th-12th grade = Minimum of five items. ● Requirements or scoring criteria that will not be required. Simply mark through the requirements they are not required to do. Suggested requirements to exclude from this project include: <ul style="list-style-type: none"> ○ Chapter Name, School, City, State, and Event Name listed on the Project Identification Page; ○ Evidence of Online Project Summary Submission; ○ Evidence of Campaign; ○ Evidence of Public Awareness and Promotion; ○ Writing Sample; and

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- If time is not available to complete an oral presentation, mark through all information and scoring criteria related to an oral presentation.

ACTIVITY #1

Activity Title: An Introduction to FCCLA

Timeframe: 30-60 minutes

Materials Needed:

- [FCCLA Integration Lesson Plans](#)

Directions:

1. Complete an activity that reviews information about FCCLA to give your students a basic knowledge of FCCLA and how it aligns with FCS curriculum.
 - a. [Click here](#) to find several hands-on and engaging activities for students to review and showcase FCCLA knowledge. Recommended activities include:
 - i. Step 1 Webquest
 - ii. FCCLA Spoons
 - iii. FCCLA Hedbanz
 - iv. FCCLA Jenga
 - v. FCCLA Mania

Additional preparation and materials may be needed based on the introductory activity selected.

ACTIVITY #2

Activity Title: Understanding the Promote and Publicize FCCLA STAR Event

Timeframe: 10-15 minutes

Materials Needed:

- Promote and Publicize FCCLA STAR Event Guideline and Scoring Rubric
 - This can be found in the STAR Events Guidelines under the Competitive Events section of the Resources tab in the FCCLA Adviser Portal - All chapters will have access to this until November 1. After November 1, you can only access this if you are an affiliated chapter.

Directions:

1. Using the Promote and Publicize FCCLA STAR Event Guidelines, walk through the event information with students, ensuring to highlight the following:
 - a. Project Description
 - b. Portfolio Specifications - Highlighting what is required for the class project vs. additional requirements if they were completing this for a STAR Event.
 - c. Scoring Criteria - Highlighting the rubric that will be used to align with the promotional material's minimum requirement, to specify what is required for the class project vs. additional requirements if they were completing this for a STAR Event.
 - i. If requiring a minimum of three promotional materials, use Level 1 Rubric.
 - ii. If requiring a minimum of four promotional materials, use Level 2 Rubric.
 - iii. If requiring a minimum of five promotional materials, use Level 3 Rubric.

ACTIVITY #3

Activity Title: What is the FCCLA Planning Process?

Timeframe: 25-45 minutes

Materials Needed:

- [New Adviser Handbook](#) - FCCLA Planning Process Lesson Plan (Pages 42-46)
- Planning Process PPT Presentation
- FCCLA Planning Process Template

Directions:

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1. Begin the lesson with the introduction of the planning process (Slide 2)
 - a. What is the benefit of planning a project before you begin?
 - b. Why is each of the five steps necessary?
2. Using the information on page 2 of the Planning Process Lesson Plan, explain each of the five steps of the planning process.
 - a. Identify Concerns (slide 3)
 - b. Set a Goal (Slide 4)
 - c. Form a Plan (Slide 5)
 - d. Act (Slide 6)
 - e. Follow-Up (Slide 7)

Optional: Scenarios are provided in the lesson plan (page 45 of the New Adviser Handbook) that can be used to guide students through each step of the planning process. If scenarios are used, it is recommended to choose one to complete together as a class or group of students and assign one scenario per group. After reviewing each section of the planning process, provide 5-10 minutes for students to brainstorm ideas and encourage them to share them aloud.

3. At the end of the lesson plan, provide time for students to ask questions.

ACTIVITY #4

Activity Title: Identifying Chapter Concerns

Timeframe: 60-90 Minutes

Materials Needed:

- “Getting To Know Our Community” Worksheet
- FCCLA Planning Process Template
- Promote and Publicize FCCLA STAR Event Guidelines and Scoring Rubric
- School Report Card (Issued by the state Department of Education)

Directions:

1. Using the “Getting To Know Our Community” worksheet, guide students as they research to learn more about their chapter history, school/student trends, and community knowledge of FCCLA and FCS. Their research will be needed to help identify areas of concern to address with their promote and publicize campaign.
 - a. School demographics can be found on the school report card issued by your state department of education.
 - b. Current and historical chapter information can be found under the “Chapter History” tab in the FCCLA Adviser Portal, which includes:
 - i. the number of affiliated members; Click here to enter text.
 - ii. the number of Competitive Events participants and their medal and placement awards at the national level; Click here to enter text.
 - iii. a list of National Program Award Applications submitted at the national level; Click here to enter text.
 - iv. Go For The Red Membership Award recognition for national individual and chapter awards; Click here to enter text.
 - v. national event attendance and participation;
 - c. Additional information regarding local, district, and/or state-level participation should be requested at the state level if needed.
 - d. Methods of obtaining community knowledge of FCCLA and/or FCS may include, but are not limited to:
 - i. Surveys or Questionnaires
 - ii. In-Person Interviews
 - iii. Knowledge Quizzes or Challenges
2. Students will create graphs, charts, and/or infographics to showcase the data and results gathered.
3. Students will review their data to brainstorm concern(s) to address with their project. Students will select and write the concern(s) to address on their FCCLA Planning Process template.

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Implementation Tip: To reduce the amount of time needed, group students and assign each group a section of the worksheet to research and complete. Groups will share their answers at the end of the time you've given to complete their research.

ACTIVITY #5

Activity Title: Setting the Goal

Timeframe: 20-30 minutes

Materials Needed:

- [New Adviser Handbook](#)
- FCCLA Planning Process Template
- Promote and Publicize FCCLA STAR Event Guidelines and Scoring Rubric

Directions:

1. Using the identified concern(s) or issue(s), students will create a SMART goal for their project.
 - a. SMART = Specific, Measurable, Attainable, Realistic, Timely
 - b. Goals should include:
 - I. measurable objectives for the year;
 - II. identify the target audience(s); and
 - III. include a timetable the goal needs to be completed by.
2. After students have identified their goals, have them share aloud to determine if they meet the requirements of a SMART goal. If they do not, students will work together to improve their goals to be SMART.

ACTIVITY #6

Activity Title: Creating the Promotion Plan

Timeframe: 30-60 minutes

Materials Needed:

- FCCLA Planning Process Template
- Promote and Publicize FCCLA STAR Event Guidelines and Scoring Rubric

Directions:

1. Students will highlight every action that must be completed to achieve the goal.
 - a. Decide what needs to be done to reach the goal
 - b. Figure out the who, what, where, when, and how
 - c. List the abilities, skills, and knowledge required
 - d. List other available resources, such as people, places, publications, and funds.
 - e. Make a workable timetable
 - f. List possible barriers that might arise and develop plans to overcome them, if necessary
 - g. Decide ways to recognize accomplishments along the way
2. Students should include specific information regarding the promotional efforts to be used. To align with the Promote and Publicize FCCLA STAR Event, determine the number of promotional efforts you will require your students to complete.
 - i. Up to 8th grade = Minimum of three promotional efforts.
 - ii. 9th-10th grade = Minimum of four promotional efforts.
 - iii. 11th-12th grade = Minimum of five promotional efforts.

Examples of promotional efforts that can be created with their project include:

- New Member Packet
- Website
- Brochure
- Flyers for meetings, events, chapter information, etc.
- Informational/Recruitment Booths, etc.
- Presentations for FCS classes, local organizations, or Board of Education meetings.

ACTIVITY #7

Activity Title: Putting It All Together

Timeframe: 90-120 minutes

Materials Needed:

- Promote and Publicize FCCLA STAR Event Guidelines and Scoring Rubric

Directions:

1. Utilizing the Promote and Publicize STAR FCCLA Event Guidelines and Scoring Rubric, guide your students through creating their portfolio and oral presentation.
 - a. Project Identification Page - Plain paper or slide with no graphics or decoration; must include student name(s) and project title
 - b. Table of Contents - List the parts of the portfolio in the order in which they appear
 - c. FCCLA Planning Process Page - Summarize how each step of the process was used to plan and implement the project, with the exception of the Act and Follow-Up sections
 - d. Content Divider Pages or Sections - May contain a title, section name, graphic elements, thematic decorations, and/or page numbers
 - e. Evidence of Research - Document background research and current data supporting the project concern(s)
 - f. Promotion Plan and Description Goals - Describe promotion and publicity campaign goals, measurable objectives for the current year, target audience(s), and include the timetable for implementation. List the required minimum number of promotional efforts that will be used
 - g. Promotional Techniques/Technology - Describe how technology was used to enhance traditional promotional techniques or to create new types of promotions to reach identified target audiences
 - h. Works Cited/Bibliography - Use MLA or APA style to cite all references. Resources should be reliable and current
 - i. Appearance - Portfolio must be neat, legible, and professional and use correct grammar and spelling
 - j. If requiring an Oral Presentation - review presentation specifications:
 - I. Organization/Delivery
 - II. Knowledge of Public Relations
 - III. Relationship to Family and Consumer Sciences Coursework and/or Related Careers
 - IV. Use of Portfolio and Visuals
 - V. Voice
 - VI. Body Language/Clothing Choice
 - VII. Grammar/Word Usage/Pronunciation

If required, give students time to develop their portfolio and prepare for an oral presentation.

Students will submit their portfolio's to be evaluated.

Implementation Tip: Have students present their portfolio to a panel of volunteers (colleagues, counselors, staff, administration, community members, etc.). This allows your students the opportunity to gain real-world skills while promoting the FCS programs to others. This will also provide an easier and consistent grading opportunity by using the average of the evaluator's scores as the students' grade for the project.

ADDITIONAL NOTES

The FCCLA chapter should review promotional projects submitted and select one to implement during the year. If implemented, an individual member or team of members (up to 3 students) can update the event materials and compete in this event at the local, district, state, and/or national level, based on the event competition structure within the state. If you need clarification on the event structure, please contact your [FCCLA State Adviser](#).