



A Quick Start to Iowa FCCLA

A Guide for Iowa FCS Teachers

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INTRODUCTION

The Iowa Department of Education has developed 'A Quick Start to Iowa FCCLA' to serve as a guideline for Family and Consumer Sciences teachers to use in integrating FCCLA into the FCS curriculum. These guidelines have been structured in a monthly calendar format in order for new FCCLA advisers to complete the steps in affiliating and organizing an FCCLA chapter. The information will also assist advisers and members in planning an effective and defined program of work and chapter activities.

FCCLA offers interdisciplinary programs that address a variety of learning styles from individual projects to team projects and cooperative learning activities. The key to success in starting a new chapter lies with integrating FCCLA into the Family and Consumer Sciences curriculum and classroom. All FCCLA programs and activities meet the National FCS Academic Standards. FCCLA programs, manuals, and materials include how to meet the National Academic Standards through FCCLA activities.

Resources in this guide are arranged in appendices.

Why FCCLA IN IOWA?

Family, Career and Community Leaders of America

FCCLA helps students...

- Demonstrate the connection between academic and career and technical skill development
 - Develop career education goals to enrich the balance between career and family responsibilities
 - Strengthen the relationship between family, school and community
 - Prepare for community living as responsible citizens
 - Enhance creative, critical and global thinking skills
 - Develop effective leadership skills
 - Strengthen established performance standards, benchmarks and competencies in Family and Consumer Sciences
 - Build and strengthen community-based partnerships through service learning projects
-

FCCLA helps teachers...

- Integrate core academics and career education in the Family and Consumer Sciences program
 - Connect classroom instruction with the world of work
 - Impact the rigor of math, reading and science in the Family and Consumer Sciences curriculum
 - Enhance the relevancy and relationship between Family and Consumer Sciences, career education and community living
-

FCCLA helps schools and communities...

- Strengthen the development of career pathways for students in Family and Consumer Sciences
- Promote partnerships to identify critical employability skills for careers in Family and Consumer Sciences

GETTING STARTED

Integrate FCCLA into the FCS curriculum and classroom. Perhaps begin with one class the first year. All class members will participate in projects because they reinforce the classroom teaching, but all members might not affiliate as FCCLA members. Promote and encourage affiliation in the FCCLA chapter.

“Advising FCCLA is part of being a Family and Consumer Sciences teacher,” observed one adviser. “Almost everything in the classroom can be approached as an FCCLA project, and students learn so much from it. Since you can do FCCLA in the classroom and give such advantages to students—why not?”

Through FCCLA, students take what they are learning in the classroom and give it an added, real-world component. FCCLA makes learning more meaningful to students. It helps them realize that what they learn in the classroom immediately applies in the community and in life. The things they learn through FCCLA are the things they remember.

Suggested Steps to Complete in August

1. Request approval from Administrator.

Resources and attachments to use:

- a. *Advantages for Administrators* handout (Appendix A - #1)

Gaining Administrative Support - Administrative approval and support are vital to the success of FCCLA in the classroom. Collect information and develop a brief presentation to explain the benefits of in-class FCCLA.

- a. Explain co-curricular FCCLA and its benefits.
- b. Explain how FCCLA goals align with the school’s educational goals.
- c. Describe how you plan to structure the chapter and involve students.
- d. Share *Advantages for Administrators* with the administrator.

2. Request approval and endorsement from School Board.

Attachments to use:

- a. Sample letter (Appendix A - #2)
- b. Sample budget (Appendix A - #3)
- c. Sample petition (Appendix A - #4)

3. Show FCCLA Members the “FCCLA...What’s it All About?” DVD to students.

DVD is located on the FCCLA website, go to: www.iafccla.org

4. Join the State FCCLA Email and Mailing List.

- a. Email your chapter name and mailing address to: Jenn Callahan, State Executive Director at: jenn.callahan@iafccla.org
- b. Back to School information and the *FCCLA Be Part of It Membership Packet* will be mailed upon request from your State Executive Director.
- c. Start exploring the state website for ideas: www.iafccla.org
- e. Spend time “navigating” the national website for resources, historical information about FCCLA, national programs available, scholarship programs, national Cluster meetings, national leadership meeting, and other helpful information sites! Be prepared to share the site with your new members!!!
Go to: www.fcclainc.org
- f. Contact your State Executive Director about having a “mentor” assigned to you...someone you can connect with throughout the year as you start your new FCCLA chapter!

Suggested Steps to Complete in September

1. Choose FCS course/s or classes for FCCLA integration. Take small steps!

Suggestions:

- a. Consider the National FCS Academic Standards, Benchmarks and State Competencies.
- b. Consider starting with a younger class to build the FCCLA chapter and keep it strong.
- c. Plan a school-wide membership drive! Be creative! Use posters! Plan a creative activity to attract students...check state website for ideas! www.iafccla.org
- d. Schedule your first chapter meeting! Be thinking of some “fun”draiser possibilities! Check the state website for some great fundraising ideas!

2. Introduce students to FCCLA.

Information and attachment to use:

- a. Discuss *Why FCCLA* handout. (Page 5 in this booklet)
- b. Revisit the *FCCLA...What's it All About?* DVD
- c. Use “Step 1...Webquest” to get students involved! Visit the National FCCLA website to begin your webquest here:
<http://www.fcclainc.org/assets/files/pdf/membership/New%20Step%20One.pdf.pdf>
- d. Being familiar with FCCLA and its opportunities enables students to:
 - get excited about what lies ahead
 - take pride in being part of an important state and national youth organization
 - develop a vision for the chapter and its projects
 - connect FCCLA to FCS education to leadership in families, careers and communities
 - meet National FCS Academic Standards, Benchmarks and State Competencies

3. Request travel approval to attend Fall District Meeting and Fall Leadership Rally.

Information:

- a. Contact your State Executive Director to receive your “district adviser” contact information and to find out about Fall Leadership Rally. Also, check the state website, www.iafccla.org, for more information about Fall Leadership Rally.
- b. Contact district adviser for fall meeting date, time, place, and make necessary travel arrangements for you, your new officers, and possible members. **Fall District Meetings and Fall Leadership Rally offer leadership and FCCLA program training for all members and advisers!**

4. Introduce *Power of One* to FCCLA members.

Suggestions and resource to use:

- a. *Power of One* CD.
- b. Review *Power of One Basics*.
- c. Use the *Power of One Workshop Plan*.
- d. Use the *FCCLA Planning Process* as members develop their projects.
 - Reproduce *Sample Projects* chart from the CD.
 - FCCLA members choose their first module.

- Any module may be completed in any order.
 - The *Speak Out for FCCLA* module would provide an opportunity to promote FCCLA in your school and community.
- g. Use project ideas from the CD.
- h. Maintain records of members completing the modules. State and national recognition is awarded upon completion of all five modules. **Contact** your State Executive Director when a student completes all five units for state and national recognition, **postmarked** by March 1.
- i. (Optional) Recognize your students - *Power of One* pins are available from API, the FCCLA emblematic supplier.
- <http://www.fccla-store.com/default.aspx?p=viewcat&showpage=2&subcat=&sort=createdate&page=3>
 - Correct pin is the numeric one in colors representing the modules.

5. Introduce and plan to incorporate a FCCLA national program into your FCS curriculum. Check out *Student Body*, for example!

Information and attachment to use:

- a. *Student Body Fact Sheet* may be downloaded at www.fcclainc.org on Programs page.
- b. *Student Body Eat Right* Handout (Attachment B - #1)
- c. Through *Student Body* and FCCLA, young people learn to make informed, responsible decisions about their health. As peer educators (youth teaching youth), they reinforce their own learning by reaching other young people through *Student Body* projects.
- d. To help members focus their projects, *Student Body* addresses three topic areas. Members may complete projects in one or several areas. There is no particular order to them. The three topic areas are *Eat Right*, *Be Fit*, and *Make Healthy Choices*.

6. For future reference

Information:

- a. Affiliation and dues are to be postmarked by **November 30** in order to participate in State Iowa *STAR Events* and to receive full benefits for the year from national FCCLA.
- b. Affiliate middle level and senior level chapters online at: www.fcclainc.org

Suggested Steps to Complete in October

1. Elect FCCLA chapter officers, plan a program of work for the year and collect local, state and national dues.

Suggestions, attachments and resources to use:

- a. Review *Classroom Structure* handout. (Attachment E - #1)
 - Give the leadership to students at the beginning.
 - Designate a class period to conduct an FCCLA meeting or before/after school.
 - (Optional) Send a copy of the meeting minutes to the principal to keep him/her informed.
- b. Use the *Be Part of It Membership Packet*.
 - Adviser and officers become familiar with *FCCLA at A Glance*.
 - Adviser read *The Adviser's Guide to Starting a FCCLA Chapter* brochure.
- c. Officers and adviser attend Fall District Meeting in October or November.
- d. Opening Ceremony, Closing Ceremony, and Suggested Order of Business

(Attachments E - #2; E - #3)

- e. Adviser may review *FCCLA Chapter Handbook CD* or *The Essential Guide and Toolkit for Chapters CD* for additional teaching resources. (Available from National FCCLA)

2. Students and adviser become familiar with FCCLA websites.

Information and suggestions:

- a. Iowa FCCLA Website – www.iafccla.org
- b. National FCCLA Website – www.fcclainc.org
- c. Chapter members can complete a Step 1... Webquest from the national website.

3. Teach the FCCLA Planning Process.

Attachments to use:

- a. Lesson plan for teaching *FCCLA Planning Process* (Attachment C - #1)
- b. *FCCLA Planning Process Worksheet* (Attachment C - #2)
- c. *FCCLA Planning Process Overview* (Attachment C - #3)
- d. *Step by Step with FCCLA Worksheet* (Attachment C - #4)

4. Promote positive image and awareness of FCCLA through projects.

Attachment to use:

- a. Transparency Master - *FCCLA Chapter Projects should portray.....*(Attachment D - #1)

5. Continue planning the Student Body national program project that you introduced in September.

Information and attachments to use:

- a. *Student Body Introductory Session Outline* (Attachment B - #2)
- b. *Student Body Mixer Learning Activity Outline* (Attachment B - #3)
- c. *Student Body Mixer* handout (Attachment B - #4)
- d. *Student Body Checkup* handout (Attachment B - #5)
- e. *Student Body Checkup Rating* handout (Attachment B - #6)
- f. *Student Body Eat Right Project Ideas* (Attachment B - #7)
 - Use the *Planning Process* for the chapter to focus on one of the project ideas.
- g. *Student Body Middle Level Project Starters* (Attachment B - #8)

6. Send letter to parents and guardians.

Attachments to use:

- a. Sample letter to parents and guardians (Attachment A - #5)
- b. *Membership Application* (Attachment A - #6)

Suggested Steps to Complete in November

1. Conduct *Student Body* project that was planned in October.

2. Establish positive Public Relations in school and community.

Attachment and resource to use:

- a. Sample Projects Result Press Release (Attachment D - #2)

b. Download *Brand FCCLA Media Kit* at www.fcclainc.org .

3. Send chapter affiliation and dues to national headquarters.

Paying dues builds members' commitment to the chapter and organization and reflects strong personal ethics and personal excellence. How to affiliate:

Online Affiliation:

1. Go to www.fcclainc.org.
2. Click on Membership link.
3. Click on Online Affiliation.
4. Select Iowa.
 - a. Select new chapter.
 - b. Select either Comprehensive or Occupational Member Affiliation and Secondary or Middle Level Option Affiliation. (National dues are \$9.00/member and Iowa dues are \$3.00/member).
5. When entering the names of the students, it is important to select gender, grade level, and either comprehensive or occupational for each student.
6. Enter the dues and billing information.
 - a. A minimum of 9 members is due for national affiliation on the first submission.
 - b. Adviser contributions are optional, but encouraged.
7. Complete the payment method.
 - a. If paying by check, it must be received in 4 weeks or the data entry is void.
 - b. Clicking **Next** at the bottom of the payment window will submit the affiliation.
 - c. Email verification will be sent from national headquarters.
 - d. Send payment to the Lockbox address provided.
 - e. Both national and state dues are sent as one total to National Headquarters.
8. **Forward the affiliation verification to: jenn.callahan@iafccla.org**
9. You may affiliate new members throughout the year using the same process...all affiliations are due to national office by May 31st.

Suggested Steps to Complete in December

1. Evaluate and assess completed *Student Body* national program project.

Attachments to use:

- a. *Evaluate Before the Project Guidelines* (Attachment F - #1)
- b. *Student Body Evaluation and Reflection Questions* (Attachment F - #2)
- b. *Project Evaluation Grid* (Attachment F - #3)
- c. *Sample Teamwork Rubric* (Attachment F - #4)

2. Recognize FCCLA members for completing *Student Body* project.

Suggestions and attachment to use:

- a. Use healthy snacks as awards.
- b. Sample *Student Body Recognition Certificate* (Attachment F - #5)

3. Chapter officers plan and conduct *Step 1...Webquest* activity.

Resources to use:

- a. National website, www.fcclainc.org.
- b. Send names of members that completed *Step 1...Webquest* to the State Executive

Director by **March 1** to receive recognition at the State Leadership Conference!

4. Plan, conduct and evaluate a simple *Community Service* project.

Information:

- a. No project is too small if it helps others!
- b. Apply the skills and steps learned and used in the *Student Body* Program.
- c. Contact State Adviser to view *Get Connected* CD for more chapter ideas!

Suggested Steps to Complete in January

1. Adviser and officers read about State Leadership Conference.

Resource to use:

1. www.iafcla.org

2. Request School District approval to attend State Leadership Conference.

3. Adviser and members become familiar with the *Get Connected* CD.

Suggestions:

- a. Show *Student Body* Power Point Presentation.
- a. Become familiar with other aspects of the *Get Connected* CD.

Suggested Steps to Complete in February

1. Complete and submit National Program Award Application for *Student Body* recognition. (Optional)

Information:

- a. The award application form is posted on the Downloads page of the national website.
- b. <http://www.fcclainc.org/content/youth-award-applications/>

2. Explore how *Student Body* ties to *Action for Healthy Kids*.

Resource to use:

- a. www.actionforhealthykids.org

3. Complete and submit National Program Award Application for *Community Service* recognition. (optional)

Suggested Steps to Complete in March

1. Attend and participate in Iowa FCCLA State Leadership Conference.

2. Start planning end-of-year Recognition Program for your members and supporters.

Resource to use:

- a. *FCCLA Planning Process*

3. Plan a *Join Hands Day* project.

Information:

- a. FCCLA chapters join hands with another community group or agency to complete a community service project.
- b. *Join Hands Day* is the first Saturday of May.
- c. Visit the *Join Hands Day* Website www.joinhandsday.org to find ideas for planning and to register the project.
 - http://www.joinhandsday.org/scripts/project_ideas.htm
- d. The steps of the *FCCLA Planning Process* should be used.
- e. Maintain good chapter records in order to submit the FCCLA National Program Awards Application by March 1 of the following year.

4. Be thinking and planning toward next year.

Attachment and resources to use:

- a. Example of 8th Grade FCS Class Integrating FCCLA guideline (Attachment F - #6)
- b. Show “FCCLA...What’s it All About?” video for overview of all national programs.

Suggested Steps to Complete in April

1. FCCLA members give presentation to School Board and FCS Advisory Committee.

Suggestions:

- a. Thank school board members for their support.
- b. Use a portfolio showcasing the year’s FCS/FCCLA events.
- c. Give a presentation on one of the FCCLA projects completed, using displays; Power Point; or other visual aids.
- d. Inform school board of awards or recognition received.
- e. Indicate interest and desire to continue FCCLA in the future.

2. Elect chapter officers for next school year.

Suggested Steps to Complete in May

1. Conduct a Recognition Program for members and supporters.

Suggestions and attachment to use:

- a. Invite a few chapter members from another FCCLA chapter in your area.
- b. Have an experienced FCCLA member as keynote speaker.
- c. Show highlights of year in a Power Point presentation.
- d. Present awards.
- e. Install chapter officers for the next school year.
 - Use installation ceremony (may adapt as necessary)

2. Conduct the *Join Hands Day* project.

Information and suggestions:

- a. Good opportunity for Public Relations.
- b. Good opportunity for presenting a positive image and awareness of FCCLA.
- c. Report the completed project on the *Join Hands Day* Website.

- d. Complete FCCLA *Join Hands Day* Award Application the following school year.

Suggested Steps to Complete in June/July

1. Hold a retreat with newly elected chapter officers.

Suggestions:

- a. Good opportunity for planning a general Program of Work for the next school year.
- b. May be a one day event at a community or state park.
- c. Give the leadership to the chapter officers!

Suggested Steps to Complete in August

1. As an affiliated chapter you will receive national and state releases.

Suggestion:

- a. Visit the Iowa FCCLA State website regularly! www.iafccla.org
- b. The majority of the Iowa FCCLA state information is released via the website and email.

2. Plan to add another national program to your Program of Work and to integrate into your FCS curriculum.

3. Plan to integrate and participate in STAR Events (FCCLA's competitive events) and become Peer Education Team members.

Resources to use:

- a. Visit the Iowa FCCLA State website and read about the events that Iowa offers for STAR Events and Peer Education during the State Leadership Conference.
- b. Download the STAR Events manual from the national website: www.fcclainc.org
- c. Plan to implement *Illustrated Talk* as one of your first STAR Events that you integrate into your curriculum! It is an easy project to integrate and get your students involved!

Remember, FCCLA is a student-led career and technical student organization that reflects the content taught in your FCS program of study. Involve your students whenever possible especially in the planning process! Allow them to help you with the record keeping, paperwork, correspondence, registrations and application writing...your guidance will allow them to lead! And most important, don't forget to Celebrate the many successes that FCCLA provides for ALL students!

Appendix A

Sample Letters and Forms

FCCLA in the Classroom: Advantages for Administrators

Family, Career and Community Leaders of America (FCCLA) is the student-led career and technical leadership organization for Family and Consumer Sciences (FCS) Education. It completes the FCS program of study by involving students in hands-on, meaningful experiences that reach beyond the classroom and provide authentic and student-directed learning. FCCLA brings classroom lessons to life!

Integrating FCCLA into the classroom:

- enriches student learning and improves self-esteem
- involves all family and consumer sciences students, thereby serving youth with a range of ability levels, economic situations and cultural influences
- provides opportunities to implement and assess student mastery of the National Family and Consumer Sciences Academic Standards
- revitalizes teaching and learning.

At the heart of FCCLA is student involvement in projects and activities they plan, carry out and evaluate themselves. Chapter projects and activities stem from and enhance Family and Consumer Sciences programs of study. With FCCLA in the classroom, most of these experiences occur during class time. Some assignments and small-group projects may also occur outside of class. Through their FCCLA involvement, students sort out thoughts, analyze situations, set goals, interact with others, apply classroom knowledge and become leaders in families, careers and communities. Many agree that this type of youth leadership and learning experience is exactly what schools and educators need to engage and motivate all type of students.

FCCLA in the classroom offers unique advantages for administrators:

- FCCLA in the classroom provides a ready-to-use framework for implementing educational priorities, such as school-to-career efforts, cooperative learning, academic standards and competencies and service learning/volunteerism/citizenship requirements.
- Through project activities and publicity efforts, integrated FCCLA reaches into the community to demonstrate how academic lessons are applied.
- Integrated FCCLA excites students about their own learning process and in return become enthusiastic ambassadors for the school.
- Integrated FCCLA offers recognition for a diverse population of students, including many who are not otherwise involved in school activities.
- Local, district, state and national recognition in FCCLA programs strengthen the public's image of the school.
- Integrated FCCLA chapter service projects build community good will and support.
- Integrated FCCLA is a highly effective way to help students explore careers and prepare for the transition into the work force and/or post secondary education.

The administrator's support of FCCLA in the classroom is a key element of its success. By extending this co-curricular opportunity to students, school administrators help them build leadership for families, careers and communities.

August 17, 2011

Board of School Directors
Anytown Area School District
Administration Building
175 District Drive
Anytown, PA 11111

Dear Members of the Board:

After attending a national Family and Consumer Sciences (FCS) Conference, the need to begin a Family, Career and Community Leaders of America (FCCLA) chapter for our FCS students became very evident. FCCLA is the career and technical student leadership organization associated with FCS Education. It completes the FCS program of study by involving students in hands-on, meaningful experiences that reach beyond the classroom and provide authentic and student-directed learning. In order to provide these critical leadership experiences for our students, we are submitting a proposal to begin a Family, Career and Community Leaders of America chapter at the Anytown Area Middle School.

National Family and Consumer Sciences academic standards are integrated though out the FCCLA program. For example, Family and Consumer Sciences Academic Standard 11.2.9.B. states, "Know FCCLA action planning procedure and how to apply it to family, work, and community decisions." Using FCCLA materials within the classroom can not only greatly enhance our program, but also reinforce concepts that are to be taught according to our Iowa Family and Consumer Sciences competencies.

At the middle school level, FCCLA offers a blanket charge for national and state affiliation dues or individual membership. The blanket charge allows all students to be members and materials can be used in the classroom, making the program intra-curricular. We also plan on utilizing the early late bus and have meetings after school when necessary. Since starting the chapter was not in our plans for this year, we did not budget money for the dues, teacher professional development or materials. The blanket dues payment for 50 or more members is \$450 (\$9.00 per member) for national affiliation and \$150 (\$3.00 per member) for state affiliation. We have included a budget and would like to request start-up funding for this leadership opportunity.

Finally, with the onset of school violence and the realization that student involvement in after-school programs helps to ameliorate some of these societal problems, FCCLA offers several national programs that address these issues. Leadership training is offered for Iowa members through local, district and state events at various times throughout the year. As we begin to plan our program of work for the upcoming year with our students, we are seeking approval to take a team of students to be trained during the Fall Leadership Rally held in Des Moines in mid-October. (Insert any project, training, district meeting, state conference, etc. that you would like to attend and explain why)

Thank you for reviewing our request for this outstanding leadership opportunity for all FCS students.

Sincerely,

Teacher Name
Family and Consumer Sciences Middle/High School Instructor

Sample FCCLA Budget

The overall sample budget and meeting registration fees are based on *estimates*. Adjustments need to be made based on local school district practice and policy.

Curriculum Materials \$ 50

Fall District Meeting Travel

Bus or school van	\$ ____
Registration for 6 students	\$ 60
Registration for 1 adviser	\$ 20
Daily substitute for 1 adviser	<u>\$ 80</u>
<i>Subtotal</i>	<i>\$160</i>

Fall Leadership Rally Training (Insert any training request!)

School van	\$ ____
Registration for 2 students	\$40
Registration for 1 adviser	\$20
Hotel	<u>\$70/night</u>
<i>Subtotal</i>	<i>\$</i>

Middle School Affiliation *Option (50 or more)*

National FCCLA Dues (\$9/member)	\$450
State FCCLA Dues (\$3.00/member)	<u>\$150</u>
<i>Subtotal</i>	<i>\$600</i>

Or Per Member Affiliation at \$12 per person _____

Chapter Projects Startup Fund \$100

State Leadership Conference Travel

School van	\$ ____
Registration for 2 students	\$ 120
Registration for 1 adviser	\$ 60
Hotel parking for students/adviser	<u>\$ 45</u>
<i>Subtotal</i>	<i>\$ 225</i>

Hotel package will differ due to nights of stay, meals
Meals reimbursement policies, and so on

Total **\$ Sample Budget ONLY!**

Approval Request to the Anytown Area School District Board of Directors to start a FCCLA Chapter

Title of the Group: Family, Career and Community Leaders of America (FCCLA)

Purposes:

1. To provide opportunities for personal development and preparation for adult life
2. To strengthen the function of the family as the basic unit of society
3. To encourage democracy through cooperative action in the home and community
4. To encourage individual and group involvement in helping achieve global cooperation and harmony
5. To promote greater understanding between youth and adults
6. To provide opportunities for making decisions and for assuming responsibilities
7. To prepare for the multiple roles of men and women in today's society
8. To promote family and consumer sciences and related occupations

Goals or Mission:

FCCLA promotes personal growth and leadership development through family and consumer sciences education. Focusing on the multiple roles of family member, wage earner, and community leader, members develop skills for life through

- Character development
- Creative and critical thinking
- Interpersonal communication
- Practical knowledge
- Career preparation

Student eligibility:

Members are students through grade 12 who are taking or have taken family and consumer sciences.

Intended affiliation:

National, State, District, Local

Student signatures:

Name	Grade	Name	Grade
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Adviser signatures:

Building Principal signature:

Middle School FCCLA

August, 200

Dear Parents and Guardians,

We are pleased to announce that a Family, Career and Community Leaders of America (FCCLA) chapter has been approved. Any student that has had or is currently enrolled in Family and Consumer Sciences (FCS) may join. FCCLA is a dynamic and effective career and technical student organization that helps youth become leaders and addresses important personal, family, work and social issues through FCS Education. As the tagline for FCCLA states, FCCLA will provide *The Ultimate Leadership Experience!*

FCCLA provides students with the opportunity to participate in its many national programs. The *Power of One* National Program emphasizes personal development. Upon completion of this program students will receive recognition on the national level and state level. This particular national program will be integrated into the FCS curriculum this year!

Students who would like to be more involved may come on Thursdays after school. Bus students will have the early late bus available to ride home. Those involved in the after-school program will use Parliamentary Procedure to conduct formal meetings. The first meeting will be Monday, November 24th after school. Parents, please fill in the attached permission form so that we know students have your permission to stay and have a way home. Students, please complete the upper portion of the Membership Application.

Paying dues opens a wide variety of opportunities and offers the pride of belonging to an important national organization. FCCLA opportunities and advantages include leadership development, community service, recognition, travel and expanded learning. The dues for joining FCCLA are sixteen dollars. (national - \$9; state - \$3; local - \$4) Checks may be made payable to "Anytown/FCCLA" (Anytown Middle School Family, Career, Community Leaders of America). Please support your student in this area. (If a student does not have access to enough finances for dues, yet would like to join our chapter, please come and speak to Mrs. Smith or Mrs. Jones.)

FCCLA is unique among youth organizations because its programs are planned and led by members. It is the only national organization with the *family* as the central focus. Participation in national programs and chapter activities helps members become strong leaders in their families, careers and communities.

Please don't hesitate to contact me if you have any questions!

Sincerely,

Teacher Name/s
Family and Consumer Sciences Instructor/s

Sample FCCLA Chapter Membership Application/Permission Form

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone Number: _____

E-mail: _____

Grade: _____ Homeroom: _____ Age: _____

I am a: (Circle one)

- New member
- Returning member of ____ years

I am interested in: (Circle all of interest)

- Participating in planned events
- Community service
- Chapter service
- Fundraising activities
- Becoming an officer
- Other:

Dues/Date Paid _____ **Amount Paid** _____ **Cash** _____ **Check #** _____

FCCLA After School Chapter Permission Form

Student's Name _____ Grade _____

has my permission to become a part of the after school Anytown Middle School Family, Career,
and Community Leaders of America Chapter (FCCLA). They will (circle one) walk; take the early late bus;

or be picked up by _____ on _____
(Name(s) (Relationship)

Thursdays at 4:15 PM. Parent/Guardian Signature _____ Date _____

Appendix B

Sample National Program Teaching Materials— Example: Student Body



STUDENT BODY



Eat Right

A Student Body topic area to help young people explore good nutrition, eating disorders, healthy snacks, supplements, vegetarianism, and more

Have you heard the expression, "You are what you eat"? In many ways it's true! Healthy eating pays off both now and in the future. Good nutrition helps you control your weight, maintain energy, ward off illnesses, and feel good-and you'll probably live longer, too!

Through "Eat Right" projects, young people learn why and how to make wise food choices.

Topics You Might Address Through "Eat Right" Projects

On the list below, check the project areas that interest you and that fit the needs of other young people around you. Add your own ideas on the blank lines.

Then, circle your top three interests/concerns. If working in a group, first write down each person's top three interests/concerns. Discuss these options, then circle the group's top three interests/concerns.

- nutrition basics
- how to use the food guide pyramid
- understanding food labels
- healthy snacking
- eating disorders (anorexia, bulimia, gorging, etc.)
- facts and myths about nutritional and herbal supplements
- how to build a healthy diet as a vegetarian
- healthy eating on a budget
- how to reduce food waste
- safe food handling
- how to eat right for better sports performance
- how to eat right for current and future health
- how food advertising influences eating habits
- careers related to nutrition and food safety
- _____
- _____
- _____



STUDENT BODY



Student Body Introductory Session Outline

Student leaders or the adviser might use the following plan to introduce Student Body. Be sure to adapt it to the audience's ability and interest levels. Use project examples and resources that will be interesting and useful to participants.

TIMING	ACTIVITY	METHODS	RESOURCES
	Set Up	Prepare Student Body Mixer Handout, Student Body Checkup Handout, and Student Body Checkup Rating Sheet Handout. Collect all other supplies. Prepare materials for overview portion of session.	overhead projector (if using transparencies)
10 min.	Introduction	Welcome participants and introduce yourself. Conduct the Student Body Mixer Learning Activity.	Student Body Mixer Handout
20 min.	Thought Provoker	Ask if participants have ever seen the old TV commercial with the message, "When you've got your health, you've got just about everything." Invite participants to discuss that message. Explain that health is a basic element that makes it easier to succeed in families, careers, and communities. To stay healthy EVERYONE needs to eat right, be fit, and make healthy lifestyle choices. Share some statistics from Just the Facts-Student Body. Conduct the Student Body Checkup Learning Activity.	Student Body Checkup Handout Student Body Checkup Rating Sheet Handout
10 min.	Student Body Overview	Explain how Student Body involves youth teaching youth to eat right, be fit, and make healthy choices. Use handouts, posters, or transparencies to explain— <ul style="list-style-type: none"> ■ Student Body Goals and Topic Areas ■ FCCLA Planning Process Overview ■ Getting Started with Student Body 	handouts, posters, or transparencies
5 min.	Conclusion	Give each participant a small paper plate. Explain that they are going to write down "what's on your plate" in terms of eating, exercise, and healthy lifestyle choices. Allow time for participants to write their one top concern for each Student Body topic area: eat right, be fit, and make healthy choices. Have participants stand and form a circle. At your signal, participants are to throw their concern plates, frisbee-style, into the center of the circle. Then, each participant picks up and reads someone else's plate. (If time allows, have some read the concerns out loud to the group.) Ask one or two participants to collect all the plates. Invite interested participants to form a Student Body team to explore these and other concerns. Announce a meeting date and time. Challenge participants to do something about the concerns and help their peers learn to eat right, be fit, and make healthy choices.	small paper plates



Student Body Mixer Learning Activity

Purpose: To introduce young people to a variety of eating, fitness, and healthy lifestyle topics.

Preparation:

1. Reproduce the *Student Body Mixer* handout, one per participant.

Instructions:

1. Give each participant a copy of the *Student Body Mixer* handout.
2. Allow 8 to 10 minutes for each participant to obtain the signature of someone who matches the statement in each square. Offer a healthy snack for the first three people to complete their sheets.
3. At the end of the allowed time period, have participants return to their seats.

Processing:

1. Read each statement from the *Student Body Mixer* handout. Ask participants to stand if the statements apply to them. (They should sit back down between statements.)
2. Point out the variety of health-related knowledge and habits among participants. Explain that a wide range of young peoples' eating, fitness, and healthy lifestyle needs can be addressed through the FCCLA National Program, *Student Body*.



STUDENT BODY



Student Body Mixer

Do your peers eat right, stay fit, and make healthy choices? Read the statements in each box. Then, find a person to match the statement in each box, and get their signature. Each person may sign only once.

Exercises every day	Does not smoke	Follows a vegetarian diet	Takes nutritional supplements
Eats five fruits and vegetables every day	Is NOT trying to lose weight	Has at least one hobby that involves being active outdoors	Can name one way to show good character
Has been offered tobacco, alcohol or another drug	Can name or describe an eating disorder	Had a nutritious breakfast today	Participates in a sport they could still be doing 30 years from now
Believes a healthy lifestyle is important for young people	Had a healthy snack within the past 24 hours	Drinks at least 8 glasses of water every day	Has used a positive way to deal with stress in the past two weeks



STUDENT BODY



Student Body Checkup

Answer the following questions based on what you have done for the past 24 hours.

1. Did you eat breakfast? yes no
2. Which of the following types of foods did you eat during the past 24 hours?
(Check all that apply.)
 - bread, cereal, rice, pasta, crackers, couscous, other grains
 - vegetables (cooked, raw, fresh, canned, in salads, etc.)
 - fruits (fresh, frozen, canned, dried, juice, etc.)
 - milk, yogurt, cheese, other dairy products
 - meat, poultry, fish, dry beans, eggs, nuts
3. How many servings of fruits and vegetables did you eat?
 Servings of fruit: _____
 Servings of vegetables: _____
 COMBINED TOTAL: _____

Now think about the past week (seven days).

4. How many days in the past week did you do at least 30 minutes of physical activity, like walking, climbing stairs, bicycling, swimming, playing sports, aerobics, raking leaves, etc.?
 6-7 4-5 2-3 1

Now think about the past month (30 days).

5. Did you use tobacco (cigarettes, cigars, pipes, chewing tobacco, etc.)?
 yes no
6. Did you use alcohol (beer, wine, liquors)?
 yes no
7. Did you use drugs (other than over-the-counter medications used as prescribed)?
 yes no



STUDENT BODY



Student Body Checkup Rating Sheet

Rate your answers from the "Student Body Checkup." Circle the rating for your answer and read the related information. Then, plot your ratings on the provided graph.

Answer Rating

1. Did you eat breakfast?
 yes 4
 no 0

Breakfast is the most important meal of the day! It provides the energy you need to study, work, and be active.

2. How many types of foods did you eat during the past 24 hours?
 5 food groups 4
 4 food groups 3
 3 food groups 2
 2 food groups 1
 1 food group 0

Variety is the spice of life—and the basis for healthy eating. Make sure you eat from all food groups every day. The Food Guide Pyramid shows how many servings to eat in each group.

3. How many servings of fruits and vegetables did you eat?
 6+ servings 4
 5 servings 3
 3-4 servings 2
 1-2 servings 1
 0 servings 0

To be healthy, you need at least five servings of fruits and vegetables every day.

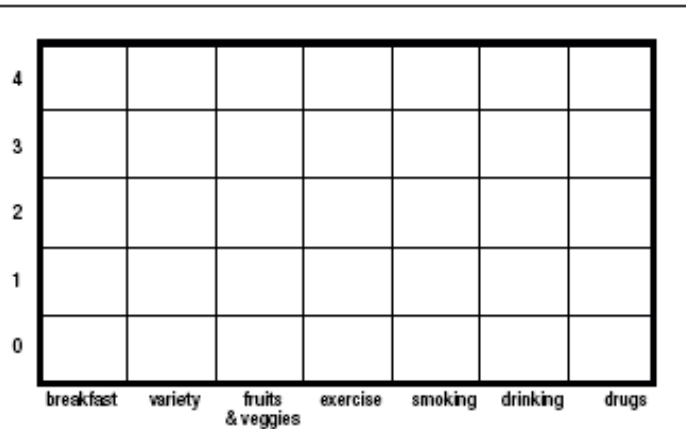
4. How many days in the past week did you do at least 30 minutes of physical activity?
 6-7 days 4
 4-5 days 3
 2-3 days 2
 1 day 1
 0 days 0

To stay fit, you need at least 30 minutes of moderate to intense physical activity every day.

5. Did you use tobacco?
 no 4
 yes 0

6. Did you use alcohol?
 no 4
 yes 0

Smoking, drinking, and using drugs all lead to reduced health and increased risks.



What does it mean?

Look at the highs and lows of your eating, fitness, and healthy lifestyle habits. Where are you "falling down on the job"? Learn how you can do better, then set positive goals and take action to become the healthiest possible you.

Student Body Eat Right Project Ideas

1. Encourage young people to drink water as a way to control weight, maintain healthy skin, and stay well. Make sure school vending machines offer bottled water as a choice. Encourage the athletic department to install a water cooler or drinking fountain in the exercise room. Display information about water's health benefits.
2. Teach upper elementary children the basics of food safety, like washing hands, rinsing fruits and vegetables, and cleaning work surfaces. Demonstrate problem situations and good practices and give the kids a chance to practice while preparing a simple snack. Encourage the youngsters to follow food safety procedures when preparing snacks and helping with meals at home.
3. Inform athletes that good nutrition can improve their performance. Start by distributing questionnaires asking the current season's athletes about their eating habits. Explore what nutrition myths they follow. Schedule a series of sessions, just before sports practices, that explain how to eat right for that sport. Arrange for a health professional to talk with the players. Provide nutritious snacks and drinks after practice once a week.
4. Start a *Never Say No to Breakfast* campaign. Set up displays inside the school's entrance highlighting the many breakfast food possibilities. Hold food tastings and some short cooking lessons. Have a nutritionist explain the importance of breakfast. Distribute the *Never Say No to Breakfast* handout. End the campaign with a free breakfast celebration in the school cafeteria.
5. Educate young people about the dangers and warning signs of eating disorders. Distribute the *Warning Signs of Eating Disorders*. Provide information about where young people can seek help if they believe they or a friend may have an eating disorder. Warn them about dangerous Websites that actually encourage and promote eating disorders as a lifestyle.
6. Have a *NutriDay* at school. Ask the cafeteria to serve no sweets or soft drinks. Close off junk food and soda vending machines. Offer a nutritious snack break at mid-morning. Ask students to donate the money they would have spent on low-nutrition snacks that day to a local agency that feeds hungry people, such as a food pantry or homeless shelter.
7. Collect newspaper, newsletter, and magazine articles related to dietary supplements, like vitamins, herbal remedies, and energy boosters. (Ask family and consumer sciences teachers, health professionals, and family members to help collect articles.) Organize the collection according to the specific type of supplement it covers. Use critical-thinking skills to analyze the related articles. The *Tips for Analyzing Information* and *Evaluating Information Worksheet* may help. Do the articles agree? Which information comes from the most reliable sources? What do the articles recommend about using supplements? Create a bulletin board that shares accurate information about two or three supplements that might be tempting to young people.
8. Promote the importance of consuming enough calcium, especially among young women. Set up a morning snack bar that sells calcium-rich foods like milk, cheese, yogurt, and fortified orange juice. Offer free tastes of different kinds of calcium-rich foods. Distribute tips on how young people build bones with calcium and exercise.

Handouts are available on the *Get Connected CD*.

STUDENT BODY MIDDLE LEVEL PROJECT STARTERS

There's nothing to hold you back as an FCCLA member in junior high or middle school. Here are a few ideas for *Student Body* projects that you can complete during school time or at home.

1. Participate in a walk-a-thon, dance-a-thon, or exercise-a-thon to raise money for a worthy, health-related cause.
2. Ask your family to *Be Fit* together. Hold a weekly *Family Fun Fest*, when family members try a variety of fitness activities, like roller-blading, biking, cross-country skiing, or fitness walking.
3. Log on to www.WhatsYourAntidrug.com to find out about things that are more important than drugs. Register your own "anti-drugs," stories.
4. Find out if your weight is on-target for a person your age, height, and build. If not, set a goal to reach a more desirable weight. Checkout the *Action for Healthy Kids Website*. www.actionforhealthykids.org. Create eating and exercise plans to reach your goal. Track your progress. Celebrate the results!
5. Collect pictures of people in different poses and with different facial expressions. Decide what you think the pictures reveal about each person's self-esteem. What image does each portray? What is the person doing or wearing that creates that image? Create a list of expressions, actions, behaviors, and clothing choices that could build your positive personal image. Use the items on your positive image list when you want to feel good about yourself.
6. Choose one of your favorite snacks. Find out about its nutritional content. Is it a healthy choice for people your age? For younger people? For older people? Make changes to the snack to make it healthier for all ages. Then, share your snack with younger and older family members and/or friends.

7. Be part of a national substance abuse prevention event, such as Red Ribbon Week in October or the Great American Smoke-Out in November.

Appendix C

Planning Process Materials

Lesson Outline to Teach the *FCCLA Planning Process*

A. Preparation

- Duplicate *Planning Process Worksheet* to distribute.
- Prepare transparencies of *Planning Process Overview* and *Planning Process Worksheet*.
- Copy the session handout, *Step by Step with FCCLA*, one per student.

B. Session Outline

10 min. Symbol Significance

As students enter, give each a *Planning Process Worksheet*. Assign symbols to students. They should work in teams to think creatively to interpret its symbol. How does the shape relate to the included word? What kinds of activities do the symbol and word relate to? After three minutes of group work, have one person from each team share the team's interpretation.

C. Lesson Overview

Goal

To familiarize students with a five-step process for identifying concerns, setting goals, planning, acting and following up.

Participants will... Learning Activity Time Frame

- Interpret the *Planning Process* symbols - Symbol Significance. - 10 minutes
- Learn the *Planning Process* by using *FCCLA Planning Process Overview*. - 5 minutes
- Work through the *Planning Process* for a sample project Guided Practice. - 25 minutes
- Review lesson concepts. Wrap-Up and Challenge - 5 minutes

5 min. Overview of the FCCLA Planning Process

Explain that the symbols and words represent the five steps of the *FCCLA Planning Process*. This is a system for setting goals, planning and carrying out projects. It is used by individuals, small teams and large groups for making decisions and taking action.

Use the *Planning Process Overview* to explain the *Planning Process* steps.

Ask students to explain:

- Why is each of the five steps necessary?
- What is the benefit of planning a project before you begin?
- What happens if one of the steps is missed? What if the order is changed?
- In what ways could this process be used to address personal goals? family goals? goals at work? community goals?

25 min. Guided Practice

Guide students, as a class/chapter, through planning a sample project related to a family and consumer sciences topic being addressed in the course.

- **Identify Concerns**
Ask students to brainstorm concerns and interests related to the course topic. Have students vote on the top concern about which they might like to develop a project.
- **Set a Goal**
Students should narrow concerns to a goal of what they want to accomplish. Have students write the goal and determine how the results will be evaluated.
- **Form a Plan**
Review the “5 Ws” that are part of the “Plan” step. Challenge students to identify what needs to be done and why, who will be involved, where, when, and how.
- **Act**
Explain that this is an important step. All the planning in the world does not mean anything until action is taken! Have students review what actions would be taken to carry out their plan.
- **Follow Up**
Review the activities that are part of the “Follow Up” step. Ask students to explain why each is important.

5 min. Wrap-Up and Challenge

Distribute the handout, *Step by Step with FCCLA*. Review the session’s key points:

- It is easier to turn concerns into action when we first think through a plan
- The *FCCLA Planning Process* is a system for making decisions and taking action
- The five steps are Identify Concerns, Set a Goal, Form a Plan, Act and Follow Up.

Assign students to complete the handout by filling in the steps for “any” daily activity they wish, such as getting ready for school, preparing for a test, organizing their after-school schedule, or planning a party.

D. Follow-Up

- At the next class, review completed *Step by Step with FCCLA* assignments.
- Present subsequent lessons to prepare students to participate in the FCCLA chapter.
- **Require use of the *FCCLA Planning Process*** in class for all project development.

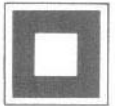
FCCLA PLANNING PROCESS WORKSHEET



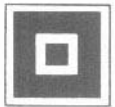
Identify Concerns



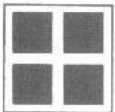
Set a Goal



Form a Plan



Act



Follow Up

FCCLA Planning Process Overview



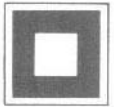
Identify Concerns

- Brainstorm concerns
- Evaluate listed concerns
- Narrow to one workable idea or concern



Set Your Goal

- Get a clear mental picture of what you want to accomplish
- Write it down
- Evaluate it



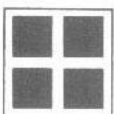
Form a Plan

- Plan how to achieve goal
- Decide what, why, who, where, when and how



Act

- Carry out project



Follow Up

- Evaluate project
- Thank people involved
- Recognize participants

Step by Step with FCCLA

The *FCCLA Planning Process* is a system for making decisions and taking action in your personal, family, career and community life. You can use it to be more effective and achieve your goals now and throughout your life. Choose a simple activity you do in everyday life; getting ready for school, preparing for a test, organizing your weekend schedule, exercising, etc. Use the blanks to describe your actions step by step with the *FCCLA Planning Process*.



Identify Concerns

My Concerns:

- Brainstorm concerns _____
- Evaluate listed concerns _____
- Narrow to one workable idea or concern _____



Set Your Goal

My Goal:

- Get a clear mental picture of what you want to accomplish _____
- I will address _____
- Write it down by _____
- Evaluate it by _____



Form a Plan

My Plan:

- Plan how to achieve goal _____
- Decide what, why, who, where, when and how
 - What _____
 - Why _____
 - Who _____
 - Where _____
 - When _____
 - How _____



Act

My Actions:

- Carry out project _____



Follow Up

How I Follow Up:

- Evaluate project _____
- Thank people involved _____

- Recognize participants _____

Appendix D

Public Relations Materials

FCCLA Chapter Projects

Should portray the chapter as being involved with:

- **Career awareness and preparation**
- **Community Service and citizenship**
- **Family related and environmental issues**
- **Leadership development**

All projects should use and apply Family and Consumer Sciences standards and academic and skill development!

D-#2

Sample FCCLA Press Release



Iowa Association
Family, Career and Community Leaders of America
P.O. Box 1084, Ankeny, IA 50021
Phone: 515-250-8661 www.iafccla.org

Our mission is to promote personal growth and leadership development through family and consumer sciences education.

Date
For Immediate Release

Contact: Your Name
Phone: Your Phone #

TITLE

LOCATION (City, State)- The (CHAPTER NAME) FCCLA Chapter from (YOUR SCHOOL'S NAME) in (YOUR CITY) attended the (EVENT) on (DATE).

(In this paragraph, describe the events that happened, and don't forget the 5 W's, Who, What, When, Where, Why, and also, How. This paragraph allows you to reach out to your community, so be sure to include dynamic examples of what happened!)

FCCLA (Family, Career, and Community Leaders of America), formerly FHA, teaches students financial literacy, health and nutrition, career preparation, and early childhood development skills through Family and Consumer Sciences education. FCCLA is a unique organization because its programs are planned and led by student members. It is the only career and technical student organization with the *family* as its central focus.

FCCLA has more than 220,000 members and nearly 7,000 chapters in fifty state associations, the District of Columbia, Puerto Rico, and the Virgin Islands. The organization has involved more than ten million youth since it was founded in 1945.

###

Appendix E

Chapter Structure, Procedures, and Ceremonies

CLASSROOM STRUCTURES

PLAN A

CHAPTER OFFICERS	EXECUTIVE COUNCIL	CHAPTER ADVISERS
<p>Positions: President, Vice President, Secretary, Treasurer, Others</p>	<p>Positions: Chapter Officers, Classroom Representatives, Committee Members</p>	<p>Positions: If there is more than one teacher/adviser in the department each one has responsibility for integrating FCCLA into the classroom</p>
<p>Roles and Responsibilities:</p> <ul style="list-style-type: none"> ▪ Responsible for conducting chapter meetings (outside of class) ▪ Keep records of chapter finances and activities ▪ Provide leadership for the local organization ▪ Direct overall chapter plans and projects 	<p>Roles and Responsibilities:</p> <ul style="list-style-type: none"> ▪ Responsible for implementation of program of work objectives and goals and purposes of the organization in relation to curriculum ▪ Work with members to plan for overall chapter activities and projects ▪ Formulate ideas into workable plans 	<p>Roles and Responsibilities:</p> <ul style="list-style-type: none"> ▪ Liaison between chapter and administrator ▪ Provides orientation of FCCLA into the classes ▪ Sets the stage for relating FCCLA and class activities ▪ Serves in an advisory capacity ▪ Provides leadership as needed ▪ Assists students in planning for chapter activities ▪ Disseminates information and organizational materials received from state and national levels ▪ Provides for participation in regional and state activities

PLAN B

CHAPTER OFFICERS	EXECUTIVE COUNCIL	CHAPTER ADVISERS
<p>Positions: President, Vice President, Secretary, Treasurer, Others, Teacher/Adviser, and Class Members</p>	None	<p>Positions: If there is more than one teacher/adviser in the department each one has responsibility for integrating FCCLA into the classroom</p>
<p>Roles and Responsibilities:</p> <ul style="list-style-type: none"> ▪ Responsible for implementation of the purposes, goals, and objectives of the organization in relation to curriculum in family and consumer sciences ▪ Plan implementation of program of work objectives through curriculum ▪ Promote service and social activities in or out of class ▪ Conduct organization business ▪ Provide for keeping of records and finances 	None	<p>Roles and Responsibilities of one Lead Adviser:</p> <ul style="list-style-type: none"> ▪ Be responsible for processing affiliations to national organization ▪ Distribute state and national information and materials to class teachers/advisers ▪ Coordinate representation of members in regional and state activities ▪ Meet other responsibilities as needed in local situations

Family, Career and Community Leaders of America
Opening and Closing Ceremonies

Opening Ceremony

President: Gives two raps with the gavel and says "This meeting will now come to order." Gives a rap with the gavel signaling the officers and members to stand and says: "We are the Family, Career and Community Leaders of America. Our mission is to promote personal growth and leadership development through family and consumer sciences education focusing on the multiple roles of family members, wage earners and community leaders."

Officers: "Our activities focus on individual growth, preparation for family life, development of occupational skills and careers and participation of youth in today's society."

Members: "As we work toward the accomplishment of our goals, we learn cooperation, take responsibility, develop leadership and give service."

President: "The _____ of Family, Career and
(Name of District or Chapter)
Community Leaders of America is now in session. You may be seated."

Closing Ceremony

President: "Family, Career and Community Leaders of America, we are challenged to accept the responsibility of making decisions that affect our lives today and the world tomorrow. Members, please recite our creed with me."

Members: We are the Family, Career and Community Leaders of America.
We face the future with warm courage and high hope.
For we have the clear consciousness of seeking old and precious values.
For we are the builders of homes,
Homes for America's future,
Homes where living will be the expression of everything that is good and fair,
Homes where truth and love and security and faith will be realities, not dreams.
We are the Family, Career and Community Leaders of America.
We face the future with warm courage and high hope.

President: "The _____ of Family, Career and
(Name of District or Chapter)
Community Leaders of America is now adjourned." (President gives one gavel rap)

SUGGESTED ORDER OF BUSINESS

Every chapter should have an *established* order of business and follow it at regular meetings. Members then know what to expect and can participate more effectively. The following order is suggested for regular meetings. However, it can be changed to better fit the needs of a particular chapter situation. When an order of business is prepared, maximum participation will be secured if important items are not overlooked. Not all chapters abide by Parliamentary Procedure for all meetings; most chapters use Parliamentary Procedure especially for a planning meeting.

- I. **Opening Ceremony** (two taps of gavel to bring meeting to order, one tap of gavel to start opening ceremony)
- II. **Call to Order**
 - A. Roll call
 1. The secretary states if a quorum is present
 - B. Approval of Minutes
- III. **Reports of Officers**
 - A. Treasurer's report
 - B. Correspondence
 - C. Other officers
- IV. **Standing Committee Reports**
- V. **Special Committee Reports**
- VI. **General Orders**
Important business previously designated for consideration at this meeting
- VII. **Unfinished Business**
- VIII. **New Business**
- IX. **Program**
 - A. Speakers
 - B. Educational activities
 - C. Granting of honors and awards
- X. **Ceremonies (For installation of new officers only)**

- A. Initiation of new members
- B. Installation of officers

XI. **Adjournment** (one tap of gavel)

SUGGESTED INSTALLATION AND INITIATION

An installation person will be designated to conduct the installation. Some suggestions might be past president, a counselor or a business person. The installer will announce to the group: "*The following officers have been selected to serve the (name of school) FCCLA chapter for the (period of time as previously designated by the group.)*"

List of Officers

List of Student Names

INSTALLATION PERSON (Facing officers-elect):

"You, the officers-elect, should realize that the highest honors of the chapter have been placed upon you. The other members of the chapter have faith and confidence in your ability to lead the chapter forward. The pledge of the office signifies acceptance of this obligation. Please stand and repeat after me:

I will...
to the best of my ability...
faithfully perform all of the duties...
of the office to which I have been elected."

(To the chapter members):

"You have heard the pledge which your officers have made. It is important that you support them in the performance of their duties.

Will the president-elect please come forward?" (To the president-elect):

"The office of president is a great responsibility because the success of the organization depends to a great extent upon your attitudes and skills as a leader. As president, your duties will be to preside over meetings, to represent the chapter at various other meetings and functions, and to serve as ex-officio member of each committee.

PRESIDENT: "As chapter officers are you willing to devote some of your time and effort to our purposes?"

OFFICERS: "I am."

PRESIDENT: "Let the pin which you are entitled to wear serve as a reminder of your responsibilities as a member of this FCCLA chapter." (←The previous sentence is OPTIONAL)

"Let us repeat our creed."

Appendix F

Evaluation, Assessment, and Recognition Materials

Evaluate BEFORE, DURING and AFTER the Project

Plan for evaluation and reporting right from the start of your project! Evaluation is not just an end-of-the-project activity. It needs to be part of your thinking and planning right from the start. As soon as you set your project goal, ask:

- How will we know how close we get to our goal?
- Think of information you can collect and actions you can observe that will indicate progress.
- You may want to collect the same types of information before and after your project.
- For example, some of these indicators might be
 - more people agreeing, on a survey, with the key messages your project promotes
 - more young people participating in positive activities related to the topic
 - more young people choosing positive behaviors
 - more people who know the information taught through your project
 - fewer students who indicate they support negative or risky choices
 - fewer examples of negative behaviors by young people
 - increased use of resources highlighted through your project
 - increased participation in FCCLA
- Collect information that shows what things are like BEFORE you begin your project.
- The second stage of program involvement is to INVESTIGATE specific needs, interests, and concerns in your program, school, and community. This information gives you a broad picture of what things are like before the project begins.
- Collect information that relates to the project's specific goal. This information gives a base for later comparison.
- Use your evaluation process as an FCS **assessment tool** for your classroom! Some advisers use major FCCLA projects as their semester final...if it incorporates all the required course competencies!
- Check out the state website: www.iafccla.org for the FCCLA Integration tool that demonstrates how each FCCLA national program integrates with each of the National Family and Consumer Sciences Standards and Benchmarks and reinforces the national and model indicators/competencies in FCS for Iowa.



STUDENT BODY



Student Body Evaluation and Reflection Questions

Evaluation

Involves collecting and analyzing information about what happened and the project's concrete results.

Student Body Evaluation Questions

- What happened during our Student Body project?
- How did the project help participants learn to eat right, be fit, and make healthy choices?
- What progress was made toward the project's goal?
- How did you use your family and consumer sciences skills and knowledge?
- How does the situation now compare to the situation before the project started? What evidence or measurement shows the differences?
- Can the value of this project be estimated in terms of dollars? If so, what would be the dollar value? If not, what are other ways to express the value?
- Who participated in the project? How did they react to it?
- Who benefitted directly from the project? How did they react?
- How did others react to the project?
- Is the school and community more aware of youth eating, fitness, and healthy lifestyle habits now? How do you know?
- How many people learned more about FCCLA and family and consumer sciences because of the project? Who were they?

Reflection

Involves thinking about how things happened and what leaders and participants learned. Both are important for FCCLA projects.

Student Body Reflection Questions

- What are some adjectives that describe your experience with Student Body?
- What were your feelings?
- What was most rewarding?
- What was most difficult?
- How will the information and skills you've learned help you as a family member? as a leader? as an employee? in other ways?
- How was the experience different from what you expected?
- Why was it important to work on this Student Body project?
- What eating, fitness, and healthy choices issues did this experience make you think about? What are the challenges that face us in these issues?
- How has this project changed your attitudes about eating, fitness, and healthy choices?
- Would you like to participate in another Student Body project? Why or why not?
- What will you notice now about eating, fitness, and healthy choices that you didn't notice before?
- What can we do individually and as a group to help more young people learn to eat right, be fit, and make healthy choices?
- What is one thing you can do next week that will make a difference?



Project Evaluation Grid

Project Name _____

Project Goal _____

Rate how true each statement is for your project.

	Not at all	A little	Some-what	Quite a bit	Very true
Youth thought up the project and decided to do it.					
Youth planned the project.					
Youth carried out the project.					
Youth are evaluating the project.					
The project related to members' needs, concerns, or interests for peers, families, careers, and communities.					
The project promoted good character among members and the people with whom they worked.					
The project helped members understand themselves better.					
We used the FCCLA planning process.					
We collected information about the need, concern, or interest and used to create our project.					
We set a specific, realistic measurable goal.					
We researched information about related issues and made sure it was accurate and unbiased.					
We worked with one or more partner organizations.					
We involved other young people in the project.					
We used skills and knowledge from family and consumer sciences classes and FCCLA.					
We collected information about the results of our project.					
We learned new skills and information.					
We thanked and recognized everyone who helped.					
We publicized the project in the school and community.					
We shared the project with other FCCLA chapters through the state association and by submitting a report to <i>Teen Times</i> magazine.					
We applied for recognition from national FCCLA.					



Sample Teamwork Rubric

Name: _____ Date: _____

Name of Project: _____

	1 Beginning	2 Developing	3 Accomplished	4 Exemplary	Points x weighting = Score
Helping	Seldom provides help to teammates.	Sometimes provides help to teammates.	Often provides help to teammates.	Consistently provides help to teammates.	____ × 1 =
Listening	Always talking; never allows anyone else to speak.	Usually doing most of the talking; rarely allows others to speak.	Listens, but sometimes talks too much.	Practices an appropriate balance of listening and speaking.	____ × 1 =
Participating	Seldom contributes to discussions and project work.	Sometimes contributes to discussions and project work.	Often contributes to discussions and project work.	Usually leads discussions and project work.	____ × 2 =
Persuading	Seldom shares or defends own ideas.	Sometimes shares and defends ideas.	Often shares and defends ideas; helps team rethink ideas.	Makes exceptional efforts to share and defend ideas; leads team in rethinking ideas.	____ × 1 =
Respecting	Seldom encourages and supports teammates.	Sometimes encourages and supports teammates.	Often encourages and supports teammates.	Makes exceptional efforts to encourage and support teammates.	____ × 2 =
Sharing	Relays almost no information and ideas to teammates.	Relays some information and a few ideas to teammates.	Relays information and ideas to teammates; most of sharing relates to project.	Relays a great deal of information and ideas to teammates; sharing relates to project.	____ × 1 =
TOTAL SCORE (32 points possible)					



STUDENT BODY



The
Name of Your Chapter
Chapter of
Family, Career and Community Leaders of America
recognizes

Award Recipient

for leadership in the national FCCLA program

Student Body

Congratulations, and thanks for your good work!

Chapter President

Date

Chapter Advisor

Example of an 8th Grade Family and Consumer Sciences class integrating FCCLA
Bold indicates FCCLA Programs

Get Connected with Family & Consumer Sciences and FCCLA Programs

Unit 1: FCCLA (4 class periods) - Use *Step1... Webquest* on the national website: www.fcclainc.org to become familiar with FCCLA. Reward with a "Build your own sundae" at end of week. Can also be used as the *Speak Out For FCCLA* segment of **Power of One**. Develop an individualized project using the five steps in the *FCCLA Planning Process*. Use this to get students started on a **STAR Event** if you have students during 1st semester, or it can be used individually or in small or large groups to plan any of the national programs.

Unit 2: Personal Development (6-8 class periods) - This is a great place to use **Power of One**, especially the *A Better You* module. This unit includes goal setting and the decision making process, so could also be used to plan any of the National Programs, especially **Families First**, **Financial Fitness** or **Student Body**.

Unit 3: Family Relationships (5 class periods) - **Families First** is an obvious choice, also good subject matter for an *Illustrated Talk* in **STAR Events**. *Family Ties* module of **Power of One** is also a good project in this unit.

Unit 4: Relationships (7-8 class periods) - Another good place for a **Power of One** project, *A Better You* or *Family Ties*. Good material for *Illustrated Talk* in **STAR Events**. Might also be used to do a **STOP the Violence** program with elementary school students, using peer education to teach the younger children about good communication skills and qualities of being or making a friend.

Unit 5: Home Environment (5 class periods) - Students use cleaning and/or reorganizing their rooms as **Power of One** projects, either *A Better You* or *Family Ties*. Also could be used to develop an *Applied Technology* project for **STAR Events** with use of technology in the home.

Unit 6: Foods & Nutrition (10-12 class periods) – Great for **Student Body**, **Power of One**, *A Better You*, and could be used for other National Programs, such as **Families First** or **STAR Events** (might do a *Focus on Children* event using peer education to teach elementary children about good food choices).

Unit 7: Wellness (6-7 class periods) – Great for **Student Body**, **Power of One**, *A Better You*. Also, **STAR Events** *Illustrated Talk* on many of the topics covered here (drug abuse, eating disorders, stress management, etc.)

Unit 8: Resource Management (6-7 class periods) – **Financial Fitness** is a natural here, along with **Power of One** modules. **Dynamic Leadership** has good lesson materials for this unit. Develop a plan for computer use for home management might be a good starting point for an *Applied Technology* **STAR Event**.

Unit 9: Responsible Child Care (10 class periods) – **Families First, FACTS** (seat belt and car seat use), **STAR Events Focus on Children** or a *Chapter Service Project* using any of the above. Could be a **Power of One** project, especially if students are involved in care of younger siblings.

Unit 10: Clothing and Appearance (3 class periods) – *Illustrated Talk* for **STAR Events. Financial Fitness** for budgeting clothing expenses.

Unit 11: Career Preparation (2 class periods) – **Power of One**, or **STAR Event Career Investigation** project or **Career Connection** national program.

General Tips:

Students this age enjoy working on projects. They do not always have to complete the projects in class, but the adviser can use class time to get them started and to answer questions and give guidance along the way. Students who do not join FCCLA can still do many of the projects for individual class assignments. Many who do not join will also enjoy helping with group projects anyway.

Do not consider these as “added” things to get done in class. Look instead at the frameworks and see how they actually teach many of the skills listed in the units. Then supplement them with other class work that completes the unit.

FCCLA...The best place to build future leaders!