
FCCLA: Facts and National Programs

Unit. Introduction to FCCLA

Problem Area. The Basics of Membership

Lesson. FCCLA: Facts and National Programs

- **Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

- 1 Identify various facts about the FCCLA organization.**
- 2 Describe the different national FCCLA programs.**

- **List of Resources.** The following resources may be useful in teaching this lesson

Leadership Grab Bag (see attached sheet for details)

Step1 National publication (one for each student)

National Program Puzzle Pieces (see attached sheets)

- **List of Equipment, Tools, Supplies, and Facilities**

- ✓ Writing surface
- ✓ Leadership Grab Bag items (see attached sheet for details)
- ✓ National Program Puzzle Pieces
- ✓ Computers with CD-Rom and Internet access



■ **Terms.** The following terms are presented in this lesson (shown in bold italics):

- ▶ FACTS
- ▶ FCCLA
- ▶ Leadership
- ▶ STAR Events
- ▶ STOP

■ **Interest Approach.** Use an interest approach that will prepare students for the lesson. Teachers often develop approaches for their unique class and student situations. A possible approach is included here.

Review yesterday's lesson briefly, spending time to discuss the term "leadership". Pass the leadership grab bag around the room and have each student take a zip-lock bag from the grab bag. Now, instruct the students to find the person who has the item that matches theirs. When they find their partner, they should brainstorm ideas on how their item relates to leadership.

Give them about 2 minutes to formulate their answers. Go around the room and have each pair share their item and how it relates to leadership with the class.

SUMMARY OF CONTENT AND TEACHING STRATEGIES.

Objective 1: Identify various facts about the FCCLA organization.

Anticipated Problem: Define the term FCCLA. When was the organization founded? When was the name changed? What are some of the well-known programs?

- I. **FCCLA** is an acronym for Family, Career, and Community Leaders of America.
 - A. FCCLA is the national career and technical student organization associated with Family and Consumer Sciences education.
 - B. Membership is open to young men and women in grades 6 – 12 in both private and public schools that are enrolled in or have had a Family and Consumer Sciences class.
 - C. FCCLA is a youth organization that focuses on issues that affect families, schools, careers and communities.
 - D. The organization emphasizes **leadership** by providing students the opportunity to plan and carry out projects and activities.

- E. The organization was founded in 1945 in Chicago, IL and was called the Future Homemakers of America.
- F. In 1999, the name of the organization was changed to Family, Career and Community Leaders of America.
 - 1. Since 1945, 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.
- G. Three of the most well known national FCCLA programs are FACTS, STOP and STAR Events.
 - 1. **FACTS** is an acronym for Families Acting for Community Traffic Safety.
 - a. This program allows students to plan and carry out projects that advocate sober driving, seatbelt use and safe driving habits.
 - b. Through this program students learn the realities of traffic safety.
 - 2. **STOP** is an acronym for Students Taking On Prevention.
 - a. This program empowers students to recognize report and reduce the potential for youth violence.
 - b. Students are encouraged to reach their peers through violence prevention education.
 - 3. STAR Events are competitive events in which members are recognized for proficiency and achievement in chapter and individual projects, leadership skills, and occupational preparation.
 - a. STAR Events offer individual skill development.
 - b. STAR Events help students apply what they are learning to real life projects.

To help students master this objective, have students write a paragraph describing what FCCLA is. Students can use LS–A to further demonstrate their understanding of the objective.

Objective 2: Describe the different national FCCLA programs.

Anticipated Problem: How many national programs are there? What are the names of the programs and their focus?

- II. FCCLA offers a variety of programs that allow students to make a difference in their families, careers and communities. These programs give members the satisfaction of knowing they have made a positive impact and can provide them with recognition for their accomplishments.
 - A. Career Connection
 - B. Community Service
 - C. FACTS—Families Acting for Community Traffic Safety
 - D. Families First

- E. Financial Fitness
- F. Japanese Exchange
- G. Leaders at Work
- H. Power of One
- I. STAR Events—Students Taking Action with Recognition
- J. STOP the Violence—Student Taking On Prevention
- K. Student Body
- L. Dynamic Leadership

Use VM–A through VM–L to help students master this objective. Divide the students into groups and assign each group one of the national programs. Have the groups put together a brief power point presentation to share with the class. The power point should include the program logo, objectives of the program, and an example of an activity within the program.

- **Review/Summary.** Use the student learning objectives as the basis for review and summary. Have students explain the content associated with each objective. Use their responses in determining which objectives and concepts need to be re-taught.
- **Application.** Use LS–B to apply the information presented in this lesson.
- **Evaluation.** Evaluation should be based on student comprehension of the learning objectives. This can occur during instruction, review, or later as students apply the information. The attached sample written test can also be used.

■ **Answers to Sample Test:**

Part One: Matching

1. d
2. a
3. b
4. c

Part Two: Completion

1. The Ultimate Leadership Experience
2. 1945
3. STOP the Violence
4. Teen Times

Part Three: Short Answer

1. The three R's stand for:
 - a. recruit
 - b. retain
 - c. recognize
2. It is the only student organization with the family as its central focus.

FCCLA: Facts and National Programs

► Part One: Matching

Instructions: Match the term with the correct definition.

- | | |
|----------|-------------------|
| a. FACTS | c. Student Body |
| b. STAR | d. Families First |

- ____ 1. This program gives students the opportunity to understand how families work and learn skills to become strong family members.
- ____ 2. Arrive Alive is one of the program areas within this national program.
- ____ 3. Students Taking Action with Recognition
- ____ 4. Making Healthy Choices is one of the program areas of this national program.

► Part Two: Completion

Instructions: Complete the following statements.

1. _____ is the tagline for FCCLA.
2. FCCLA was founded in the year _____.
3. _____ is the national FCCLA program that helps students to action against youth violence.



CAREER CONNECTION

Career Connection is a national FCCLA program that guides young people to link their options and skills for success in families, careers, and communities. Through individual, cooperative, and competitive activities, members:

- ◆ discover their strengths;
- ◆ target career goals;
- ◆ initiate a plan for achieving the lifestyle they desire

Career Connection Topic Areas: Six units focus students' activities on different aspects of career development. Students can choose a unit, then plan and carry out related projects that strengthen their awareness of skills needed for careers.

◆ PLUG IN to Careers

- Understand work and the Career Connection Program.



◆ SIGN ON to the Career Connection

- Link personal interests, skills, and goals to career clusters.

◆ PROGRAM Career Steps

- Prepare with education, leadership, and work experiences.

◆ LINK UP to Jobs

- Learn how to find and obtain a job.

◆ ACCESS SKILLS for Career Success

- Practice being productive and promotable.

◆ INTEGRATE Work and Life

- Manage interconnected roles in families, careers, and communities.

COMMUNITY SERVICE

The FCCLA Community Service Program guides students to develop, plan, carry out, and evaluate projects that improve the quality of life in their communities. Through their projects, members experience character development and improve their critical and creative thinking, interpersonal communication, practical knowledge, and career preparation.



FAMILIES ACTING FOR COMMUNITY TRAFFIC SAFETY

Youth leaders can help families promote basic safety attitudes that last a lifetime. **FACTS—Families Acting for Community Traffic Safety**, is a national FCCLA peer education program through which young people strive to save lives advocating sober driving, seat belt use, and safe driving habits.

FACTS Units and Topics:

- ◆ Through FCCLA’s FACTS program, young people learn the realities of traffic safety. They discover that safety is a family matter. Through FACTS projects, they reach their peers, children, and adults with traffic safety messages and activities.



Youth-created FACTS projects relate to the following three topic areas.

- ◆ Think Smart—promote attitudes and provide events that keep young people from driving when under the influence of alcohol and other drugs.
- ◆ Buckle Up—promote the benefits and safe use of seat belts, child safety seats, booster seats, and air bags.
- ◆ Arrive Alive—promote the importance of safe driving habits, especially for less-experienced drivers.

FAMILIES FIRST

Families First is a national FCCLA peer education program through which young people gain a better understanding of how families work and learn skills to become strong family members. Its goals are to:

- ◆ Help young people become strong family members and leaders for today and tomorrow.
- ◆ Strengthen the family as the basic unit of society.



Families First Units and Topics:

- ◆ To help members focus their projects, Families First offers five units. Members may complete projects in one or several units. There is no particular order to them, although, “Families Today” might be a good place to start. It covers topics that provide a general overview of families and related issues.
- ◆ Families Today—understand and celebrate families
- ◆ You-Me-Us—strengthen family relationships
- ◆ Meet the Challenge—overcome obstacles together
- ◆ Balancing Family and Career—manage multiple responsibilities
- ◆ Parent Practice—learn to nurture children

FINANCIAL FITNESS

Financial Fitness is a national FCCLA's peer education program that involves youth teaching other young people how to make, save, and spend money wisely.

Through FCCLA's Financial Fitness program, young people plan and carry out projects that help them and their peers learn to become wise financial managers and smart consumers.

Financial Fitness Units and Topics:

- ◆ Youth-created Financial Fitness projects relate to one of the following five units.
 - Banking Basics—Conquer bank accounts, credit, and investments
 - Cash Control—Track and plan personal spending
 - Making Money—Sharpen on-the-job financial fitness
 - Consumer Clout—Become a savvy spender
 - Financing Your Future—Apply financial skills to real life



JAPANESE EXCHANGE

The FCCLA Japan Exchange Program is administered by Youth For Understanding USA (YFU USA), a non-profit international exchange organization. Based on the premise that international understanding can be achieved through individuals, its programs stress family living as the core of the overseas learning experience. The opportunity to experience the day-to-day life of another country and its people enhances students' awareness of international issues.

Here's an opportunity to live in Japan next summer with a Japanese host family. You can be one of 14 FCCLA members selected to experience a Japanese tea ceremony, traditional Japanese foods, or climb up Mount Fuji with a Japanese brother or sister. This is a summer you will never forget!



LEADERS AT WORK

Leaders at Work is a national FCCLA program that recognizes FCCLA members who create projects to strengthen leadership skills on the job. These skills contribute to success across a broad range of career fields. Leaders at Work motivates students to prepare for career success.

Leaders at Work Units and Topic Areas:

Youth learn leadership skills in specific career areas and create Leaders at Work projects to fit personal goals in one of six career areas related to Family and Consumer Sciences.

- ◆ Early Childhood, Education, and Services
- ◆ Food Production and Services
- ◆ Hospitality, Tourism, and Recreation
- ◆ Housing, Interiors, and Furnishings
- ◆ Textiles and Apparel
- ◆ Family and Consumer Sciences Education

POWER OF ONE

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, in their future at college, and on the job.

Power of One Topic Areas:

- ◆ 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



STAR EVENTS

STAR Events (**S**tudents **T**aking **A**ction with **R**ecognition) are competitive events in which members are recognized for proficiency and achievement in chapter and individual projects, leadership skills, and occupational preparation. STAR Events offer individual skill development and application of learning through the following activities:

- ◆ Cooperative—teams work to accomplish specific goals
- ◆ Individualized—an individual member works alone to accomplish specific goals
- ◆ Competitive—individual or team performance measured by an established set of criteria



◆ **Applied Technology**

- Develop a project using technology that addresses a concern related to Family and Consumer Sciences and/or related occupations. The project integrates and applies content from academic subjects.

◆ **Career Investigation**

- Perform self-assessments, research and explore a career, set career goals, create a plan for achieving goals, and describe the relationship of Family and Consumer Sciences coursework to the selected career.

◆ **Chapter Service Project (Display and Manual)**

- Develop and implement an in-depth service project that makes a worthwhile contribution to families, schools, and communities. Students must use Family and Consumer Sciences content and skills to address and take action on a community need.

◆ **Chapter Showcase (Display and Manual)**

- Develop and implement a well-balanced program of work and promote FCCLA and Family and Consumer Sciences and/or related occupations and skills to the community.

◆ **Culinary Arts**

- Develop the ability to work as members of a team to produce a quality meal using industrial culinary arts/food service techniques and equipment.

◆ **Early Childhood**

- Demonstrate the ability to use knowledge and skills gained from their enrollment in an occupational early childhood program.

◆ **Entrepreneurship**

- Develop a plan for a small business using Family and Consumer Sciences skills and sound business practices. The business must relate to an area of Family and Consumer Sciences Education or related occupations.

◆ **Focus on Children**

- Use Family and Consumer Sciences skills to plan and conduct a child development project that has a positive impact on children and the community.

◆ **Hospitality**

- Demonstrate their ability to use knowledge and skills gained from their enrollment in a hospitality program.

◆ **Illustrated Talk**

- Develop oral presentation skills about issues concerning Family and Consumer Sciences and/or related occupations. Participants use visuals to illustrate content of the presentation.

◆ **Interpersonal Communications**

- Use Family and Consumer Sciences and/or related occupations skills and apply communication techniques to develop a project designed to strengthen communication.

◆ **Job Interview**

- Use Family and Consumer Sciences and/or related occupations skills to develop a portfolio, participate in an interview, and communicate a personal understanding of job requirements.

◆ **National Programs in Action**

- Explain how the FCCLA planning process was used to implement a national program project.

◆ **Parliamentary Procedure**

- Develop a working knowledge of parliamentary law and the ability to conduct an FCCLA business meeting.

STOP THE VIOLENCE

STOP the Violence-Students

Taking on Prevention is a peer-to-peer outreach initiative that empowers young people to recognize, report, and reduce the potential for youth violence.

GOALS:

- ◆ Empower students
- ◆ Engage young people in efforts
- ◆ Use peer education to increase youth awareness
- ◆ Reduce the potential for youth violence in schools



STUDENT BODY

Student Body is a national FCCLA peer education program that helps young people learn to eat right, be fit, and make healthy choices. Its goals are to:

- ◆ Help young people make informed, responsible decisions about their health
- ◆ Provide youth opportunities to teach others and develop healthy lifestyles, as well as communication and leadership skills



Student Body Topic Areas:

- ◆ To help members focus their projects, Student Body addresses three topic areas. Members may complete projects in one or several areas:
 - Eat Right
 - Explore good nutrition, eating disorders, healthful snacks, supplements, and more.
 - Be Fit
 - Take action related to lifelong exercise habits, obesity, sports training, and other topics.
 - Make Healthy Choices
 - Choose a positive lifestyle by avoiding drugs, alcohol, and tobacco; managing stress; building self esteem; and practicing good character.

DYNAMIC LEADERSHIP

Dynamic Leadership is a national FCCLA program that helps young people build leadership skills. It provides information, activities, and project ideas to help young people:

- ◆ Learn about leadership
- ◆ Recognize the lifelong benefits of leadership skills
- ◆ Practice leadership skills through FCCLA involvement
- ◆ Become strong leaders for families, careers, and communities

Dynamic Leadership Topic Areas:

Dynamic leaders master six essentials of leadership.

- ◆ Model good character
- ◆ Solve problems
- ◆ Foster positive relationships
- ◆ Manage conflict
- ◆ Build teams
- ◆ Educate peers

Leadership Grab Bag Activity

Preparation:

Prepare two or three identical zip-lock bags (depending on how many you want in a group) for each item listed below. Place the zip-lock bags with the single items in a large grocery bag.

Examples of items to use:

Paper clips, post-it notes, rubber bands, chewing gum, computer disks, Kleenex tissues, pennies or nickels, pencils with erasers, white out, matches, lifesavers candy, index cards, highlighters, etc.

Directions:

1. Pass the bag around the group and have each student pull one of the items out.
2. Have students find the person(s) that have the same item as they have.
3. Once paired up, the students should brainstorm how their item relates to leadership.

Example: Rubber bands relate to leadership because as leaders we are often forced to stretch ourselves or rubber bands can help bring things together like leaders bring people together to accomplish a task.

4. Have each group share their item and how it relates to leadership with the large group.
5. Emphasize that leadership skills can be gained through participating in FCCLA.



STEP One

Using the FCCLA Chapter Handbook CD-Rom, the FCCLA At-A-Glance poster and the FCCLA websites, have your students complete the STEP One national publication that offers 16 questions about the organization.

Check the answers together as a class.

