

Dare to Dream: Charting Your Course to Success with Montana FCCLA



FCCLA Event Description: These lessons are based on the national program Power of One and lay a strong foundation for many STAR Events, including Leadership or Event Management, and help students develop skills in the areas of goal setting and planning.

Project Description: This interactive, four day lesson helps students understand the components of the Power of One module, which focuses on individual goals and a personalized plan to help students achieve them. Students will explore their personal dreams for the future, creating a Dream Board, then focusing on one of those dreams to develop into a SMART goal, a plan for their future, and their Power of One project.

This lesson utilizes a [presentation](#) created in Canva. If you would like to customize the presentation to better suit your situation, please make a copy of it and make any necessary edits.

Classroom Integration			
FCS Courses	Grade Level	Average Time to Complete	FCCLA National Programs
Any	9-12, although adaptations may be made for younger audiences	Four 45 minute class periods	Power of One The Planning Process

Objectives, National Standards and Additional Lesson Resources		
Lesson Plan Objectives	National FCS Standards	Additional Lesson Resources
Students will understand the role of goal setting and planning for one's future Students will describe examples of each Power of One module project Students will explain and apply the FCCLA Planning Process Students will describe the components of a SMART Goal and apply to a personal goal Students will develop a personalized plan for their own future in the areas of career, community/leadership and family	1.1.5 Determine goals for life-long learning and leisure opportunities for all family members. 1.1.6 Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals. 2.1.1 Analyze potential career choices to determine the knowledge, skills, attitudes, and opportunities associated with each career.	Many support materials and activities, as well as the full Power of One FCCLA National Program, can be found on the FCCLA website Other sources of additional resources include Teachers Pay Teachers and the Family and Consumer Sciences Teachers Facebook group

Prior Instruction	
Content Prerequisites	Anticipated Misconceptions
None required, however basic understanding of FCCLA would be helpful. Consider using the Three Days with Montana FCCLA prior to this lesson	One common misconception is that FCCLA activities occur only outside of the FCS classroom. Activities such as this one enhance and support existing curriculum and offer students with limited FCCLA experiences the opportunity to understand the importance of participation

Materials	
Provided in the lesson plan	To be accessed separately
Roll Out My Future sheets presentation Brutal Noodle Prompts Dare to Dream Board Planning Sheet Goal Quotes What's Missing Handout Dream Board Rubric Power of One Project Planning Sheet Power of One Project Rubric	Die per student or pair of students Playing cards; you will need one per student. Cards will be used to sort into teams, so you will need two suits (diamonds and spades, for example) in even amounts Two pool noodles Projector and screen Computer

Lesson Facilitation, Day 1	Teaching Tips
Anticipatory Set: Approximate time: 10 minutes Materials needed: One die per student or pair of students, Roll Out My Future sheet per student Presentation slides covered: 1-11	
<ol style="list-style-type: none"> Distribute the Roll Out My Future sheets to each student and one playing card. Ask them if they have even had someone ask what they plan to do in the future? Explain that today's activity will take care of some of those difficult decisions for them. Explain to students that there are several areas of life that will require some decision making, and today we will be using the roll of the die to help us in that area. To complete the activity, we will begin with one box and roll the die. We will strike through the number in the box that corresponds with the number rolled. We will continue until all numbers except for one have been crossed out in the box. Then, we will circle the remaining option and move on to the next box. We will repeat until all boxes have five options crossed out and one circled. Remind students to share the die if supplies are limited. During play, circulate around the room and engage with students, asking them about their results so far. When all students have completed, ask them to report results. One option for this is to quickly read through the options in each box and ask students to stand when their circled result is read. Ask the group if the future on their paper is the same kind of future they were hoping for? Ask them if they think these results are final, or if perhaps they can exercise some control over their actual futures? Of course, students can gain more control over their future, and one way to do that is to examine what opportunities are available, and what kind of future they might want, as well as setting goals and developing plans. This is exactly what we will be doing in this lesson. Show the Power of One and FCCLA emblem slides. Ask students if they know what either of these things are. Discuss responses. Explain that FCCLA is the co-curricular career and technical student organization (CTSO) that supports and enhances FCS courses, like the one in which they are currently enrolled. 	<p>Some of the results will be funny to students; this is a great opportunity to build relationships by engaging and allowing students to express their reactions to the results.</p>

9. Explain that the Power of One is an individualized program FCCLA offers to help students refine their own plans for life and achieve goals. Explain that we will be using Power of One during the next few days as we complete some planning for their futures.

Facilitation:

Approximate time: 20 minutes

Materials to prepare: none

1. Ask students to flip over their paper, and imagine themselves in ten years. Next, list 4-5 descriptions of how they see that future. These should be brief, bulleted statements rather than elaborate sentences.
2. Show slide 6. Ask students how many of their descriptions fit into one of these categories?
3. Show the Power of One modules slide. Explain that Power of One has five different modules, designed to help students develop plans and achieve goals in each of the areas we just discussed.
4. Briefly discuss each of the five modules, including the example projects related to each module.
5. Explain to students that we will now be checking to see what they remember with an activity called the Brutal Noodle. Ask students to look at the playing card they received when they entered the room, and sort into two teams based on the type of card (diamonds or spades). Instruct each team to go to a different side of the room and line up, single file, by height, with the shortest person first and the tallest person last.
6. Show the Brutal Noodle Slide. Explain that you will read a prompt to the group, and when you have finished reading, the first person in line for each team will quickly move to the screen and tap their pool noodle on the response that they feel best matches the prompt. The team may help coach their representative at the board during the game. Consider establishing a starting line for each representative to stand behind until the prompt has been read.
7. Read through each prompt, moving the student at the front of the line to the back once they have participated.
8. When all prompts have been read, ask the group for any questions they have so far. Ask them to repeat back the five modules to you, and verbally review the module match for any prompts that seemed challenging for the group.
9. Ask students to return to their seats and distribute the Dare to Dream board activity planning sheet.

Due to the active nature of this game, it is common for students to get excited and loud. You will want to encourage respectful, positive behavior frequently.

For some groups, a good motivator will be to keep score during the play

Another option for this activity is to print the prompts onto cardstock and ask students to sort the cards into categories representing each of the five Power of One modules.

Formative Assessment:

Approximate time: 20 minutes

Materials to prepare: Dare to Dream Board Activity Planning Sheet

1. Explain to students that since we have explored the five Power of One modules, we will now examine what goals each of them might have in those five areas.
2. Ask students to brainstorm 2-4 dreams they may have for their own futures in each of the five Power of One modules
3. After brainstorming, ask students to complete the reflection questions regarding their Dare to Dream planning ideas.

Lesson Facilitation, Day 2

Teaching Tips

Anticipatory Set:

Approximate time: 20 minutes

Materials needed: computers, magazines, newspapers, scissors

Presentation slides covered: 12-27

1. Ask students to reflect on the Dare to Dream Board planning document they completed previously. Encourage them to think about photos, images, sketches, or quotes that could represent some of the dreams they added to the sheet.
2. Explain that for the next fifteen minutes we will be collecting these images, quotes, and photos to create a mini-collage dream board to represent the items that are important for their futures. Show examples of collages on the slides.

Consider local resources and encourage students to design digitally if that fits your environment better. For some classrooms, a better fit might be magazines and students will create a physical collage. For those who want to draw, encourage students to design their own images. This activity is an excellent option to differentiate.

Facilitation:

Approximate time: 25 minutes

Materials to prepare: Goal quotes, printed on cardstock and posted around the room, copies of What's Missing handout, one per team of students, pink, blue, orange, yellow and green highlighters per pair of students.

1. Prior to the start of class, print the Goal Quotes on cardstock and post around the room (Goal Quotes are found at the end of the presentation slides)
2. Ask students to read the quotes, then go stand next to the quote that they find to be most meaningful. Ask the students who stand near each quote to be ready to share why they chose the quote that they did. Discuss responses.
3. Point out the connection between the encouragement to plan in so many of the quotes. Explain that today's session will focus a great deal on the planning component of goals.
4. Ask the students to read the two examples of goals, then consider which one offers more structure; which one is easier to determine when you have actually reached it; which one clearly outlines the expectations—that is the SMART goal.
5. Show the SMART Goals slide with the components listed. Briefly discuss each component.
6. For each of the "What's Missing" slides, ask students to work together with a partner to identify each component of the SMART Goal; discuss which part is missing and work together to re-write the goal to make it a SMART goal.
7. Ask students to refer back to their Dream Board Planning sheet and determine which 1-2 dreams are most important to them and also which ones could easily be communicated using a SMART Goal.

For some students, the addition of the What's Missing handout can help them more grasp the concept. Consider providing different color markers and having students work with a partner to categorize the SMART goal components, then use the slides to check their responses.

Formative Assessment:

Materials to prepare: Gimkit electronic review game

<p>1. Launch the Gimkit game at this link; ask students to play the game, independently or with a classmate as a team, to review material covered so far.</p>	<p>If Gimkit is not a good option, consider reviewing the questions in the game ahead of time and playing the review game of your choice with the material.</p>
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Lesson Facilitation, Day 3	Teaching Tips
<p>Facilitation: Approximate time: 45 minutes Materials needed: glue, scissors, posterboard or large pieces of paper OR choose the digital option and create in Canva or another platform; Dream Board rubric; completed Dream Board Planning Sheets Presentation slides covered: 28</p>	
<ol style="list-style-type: none"> 1. Ask students to secure their Dream Board Planning sheet as well as the Dream Board Collage. Ask them to take a moment to look over their work so far. 2. Review that the Power of One program as well as SMART Goals have all been included in our course so far. Explain that today we will create our Dream Board collages, representing items noted in the Dream Board Planning Sheet. Ultimately, we will focus on one personal goal to develop into a plan for our Power of One project, so be thinking about the dream that is important to you but also is a good fit for a SMART Goal. 3. Ask students to assemble their Dream Board Collages, using the guidelines from the Dream Board rubric. 4. Remind students to complete the Dream Board Reflection upon completion of the Board. Consider posting the completed Dream Boards around the classroom. 	<p>You may consider launching the Gimkit from Lesson 2 in order to warm up students as they enter</p> <p>You may consider a “gallery walk” or “speed dating” activity to allow students to review each other’s Playbook projects. One option during this activity is to have each student leave a sticky-note at their station/project. As students rotate to review each other’s work, ask them to leave a note regarding one thing they liked about the project and one area for improvement.</p>
<p>Summative Assessment: Materials to prepare: Dream Board Rubric for each student</p>	
<p>Utilize the Dream Board Rubric to score each of the student projects.</p>	

Lesson Facilitation, Day 4	Teaching Tips
<p>Anticipatory Set: Approximate time: 5 minutes Materials needed: Presentation slides covered: 29-44</p>	
<ol style="list-style-type: none"> 1. Ask students to secure their Dream Board Planning sheet and consider their Dream Board Collage. Ask them to take a moment to look over their work so far. 2. Review that the Power of One program as well as SMART Goals have all been included in our course so far. Explain that today we will focus on one personal goal and item from the Dream Board to develop into a plan for our Power of One project. 	<p>You may consider launching the Gimkit from Lesson 2 in order to warm up students as they enter</p>
<p>Facilitation: Approximate time: 25 minutes Materials to prepare: 3 sheets of paper per student, One copy of the Power of One Project Sheet per student, stapler, markers</p>	

1. Ask students to secure 3 sheets of paper, then fold into a foldable following the instructions on the screen. Assist students in labeling each of the sections on the flap:
 - a. (student name)'s Planbook
 - b. Identify Concerns
 - c. Set a Goal
 - d. Form a Plan
 - e. Act
 - f. Follow Up
2. Explain to students that as we discuss the steps of the Planning Process, they are to add descriptions of each step on the corresponding sheet on the left hand side. For now, they will want to leave the right side blank. Encourage students to add descriptions to their planbook, in their own words, as well as adding drawings and examples that could help them remember key points.
3. Show the Planning Process slide. Explain to the group that having a plan is just as important as having a strong, clear goal. Explain the FCCLA Planning Process is designed to help students clarify their goals and develop a plan for success. Explain that we will first look at the components of the Planning Process, then develop our own individual plans for growth.
4. The first Planning Process slide lists all steps in the Planning Process. Explain to students that we will be reviewing each step and they are to complete the planbook during instruction. Stop frequently to remind students where they should be and to ensure any questions are answered as needed.
5. Step one of the Planning Process is to Identify Concerns. This is where a person works to narrow the field of options for a project, and where the research begins. Starting with a topic of concern is a great beginning, and as you research to learn more about it, you will find data and statistics that will often guide your project or generate questions that will help push you to learn more. This is where we also consider potential goals and directions.
6. Step two is called Set a Goal. This is where we develop a SMART Goal and clarify our direction from ideas generated when we were identifying concerns.
7. Step three is called Form a Plan. This is where we determine all the details not yet addressed by goal setting. We think about who can help us, where we will complete the project, how we will complete the project, why this project is important and when we will complete it. It's a great idea to refer back to the SMART goal for any details that you have already determined.
8. Step four is to act. This is where you put your plan into action. It's important to keep records and data from your project, noting what you did and results you noticed, as well as taking photos to document your progress and efforts.
9. The final step is called Follow Up. This is where we reflect on the project and consider what was successful, as well as what we might change. Other components of follow up include thanking those who

If the foldable approach becomes too complicated, consider simply folding the sheets of paper in half to create a booklet.

Encourage creativity, color coding, and allowing students a great deal

helped us (thank you cards are great!) and sharing what we learned through media releases and social media activity.

10. Using the Dare to Dream Board Planning sheet review what they wrote for the areas of growth. elect one of their areas to use for their Power of One project.
11. Explain to the students that we have Power of One, which helps individuals set a goal for personal growth in a variety of areas, and we have SMART goals, which help us set clear goals and begin a strong plan, and finally there is the Planning Process, which helps us cover all of the details of a really great project. Moving forward, we will use all of these components to help you as you Dare to Dream for your success.
12. Show the Power of One modules slide, and ask students to choose one module they will start working on project
13. Have students go back to their Planbook Apply each step of the Planning Process to their chosen concern by writing their responses for that step on the right side of the planbook. It is suggested that the teacher works through slides 34-38 a second time, asking students to personalize the content to fit their self selected Power of One module. Encourage students to share ideas about their own projects on each step. For this step, the teacher is encouraged to circulate and ask guiding questions to the students as they work.
14. Once students have completed all pages in their planbook, ask them to complete the Power of One plan, which requires the adviser to review and sign off on the plans (page 3 of the document). This is where the adviser can suggest revisions to the plan. Ask the students to update any changes on their Dream Planbook if there are changes to the Power of One plan.
15. Encourage students to refer back to their Set a Goal section and review the timeline portion, adding this to their personal schedules, whether that is a phone calendar app, laptop app, or paper organizer. Ask students to also refer to the Form a Plan section, adding each of the components of their plan to their own schedule as well.
16. Determine a timeline for Power of One project check in (weekly, bi-weekly, monthly, etc.) and let the students know that while this is an independent project, you will be reviewing the progress according to the timeline (adjust this timeline as needed)
17. Ask students to reflect on their projects and the goals they have set for themselves, writing a letter to their future selves. In the letter, they should outline what they want to achieve, and include encouragement, should their motivation fade during the project. Provide envelopes for the students to save their own letters to themselves; store with the Dream Planbook and Power of One plan for students to open if they become unmotivated, or at the end of the project.
18. If time permits, ask students to share their projects with each other, if they are comfortable. Encourage students to support one another as they work to grow and accomplish their goals.
19. Reinforce the great work the students have done and how excited you are to see them already growing and improving. Ask if they have any

of freedom while working on their Planbooks.

Encourage students to consider a project that is meaningful to them, but also lends itself to success when writing a SMART Goal. For example, financial goals or goals involving time can be easily documented when attempting to measure success.

Consider devoting a tray or file folder to the Dream Planbook and Power of One plan to your classroom so that students may access it often, but are not responsible for keeping up with these documents.

other questions about FCCLA membership and activities, and encourage them to join to enjoy more personal growth opportunities.

Summative Assessment:

Materials to prepare: Power of One rubric per student

Utilize the Power of One Rubric to score the finished projects

Roll Out My Future

Directions: Begin with the Housing box. Roll the die. Cross out the option that corresponds to the number you rolled. Continue rolling and crossing until you have one option left. Circle that option. Repeat for each of the remaining boxes. if you roll a number that has already been rolled, simply re-roll.

<p>Housing</p> <ul style="list-style-type: none"> 1-Living with parents 2-Share an apartment with a roommate 3-Homeless 4-Rent a condominium 5-Own a small home 6-Own a mansion 	<p>Romantic Relationship</p> <ul style="list-style-type: none"> 1-Single 2-Married 3-Divorced 4-Dating 5-Engaged 6-Setting up the online dating profile later today!
<p>Career</p> <ul style="list-style-type: none"> 1-Just started a new job 2-Same position for five years 3-Supervise five co-workers 4-Business Owner 5-Driving for Uber and Door Dash 6-Unemployed 	<p>Community and Lifestyle</p> <ul style="list-style-type: none"> 1-Never leave your home 2-Play on local sports teams for fun 3-Volunteer regularly 4-Serve on a local board or council 5-Lots of friends and social activities 6-Neighborhood Watch leader
<p>Education</p> <ul style="list-style-type: none"> 1-Still working on the GED 2-High school graduate 3-Some college; not graduated yet 4-Bachelor's degree 5-Master's degree 6-Professional degree 	<p>Transportation</p> <ul style="list-style-type: none"> 1-Public buses and trains 2-Riding a bicycle 3-Riding a motorcycle 4-Parents drive you 5-Own a small, inexpensive vehicle 6-Own your dream vehicle
<p>GPA</p> <ul style="list-style-type: none"> 1-2.0 2-2.5 3-3.0 4-3.5 5-4.0 6-less than 2.0 	<p>Children</p> <ul style="list-style-type: none"> 1-none 2-one 3-two 4-three 5-four 6-five

Brutal Noodle Prompts

Prompt/project example	Power of One Module
Researching family history/genealogy	Family Ties
Develop a personal plan to save money	A Better You
Research potential career training programs that might be a good fit for you; develop a plan to complete the training after you complete high school	Working on Working
Complete the requirements to serve as a chapter or district officer for FCCLA	Take the Lead
Create a short video describing the benefits of FCCLA membership and share on social media	Speak Out for FCCLA
Developing a plan to eat more fruits and vegetables and less junk food	A Better You
Creating a schedule which builds in dedicated time for family activities weekly	Family Ties
Kickstart a digital campaign to help a nonprofit in your community	Take the Lead
Create a bulletin board promoting your FCCLA chapter	Speak Out for FCCLA
Researching available jobs and how to successfully apply for them	Working on Working
Developing and delivering a presentation to younger students about the benefits of joining FCCLA	Speak Out for FCCLA
Researching potential volunteer opportunities in the community and choosing one to volunteer with	Take the Lead
Develop a new member recruitment campaign for FCCLA	Take the Lead
Research potential careers of interest to you. Find someone locally working in one of those careers and arrange for a job shadowing experience	Working on Working
Create an instructional video that teaches someone else a specific skill that you have mastered	Take the Lead
Research stress management techniques and develop a plan to implement 2-3 of them in your life	A Better You
Develop a plan to manage your leisure time to include less social media/screen time and more time for homework and other commitments	A Better You
Research components of a successful resume; create your own	Working on Working
Research available school and community activities and determine which one or two might be best for you to join based on interest and opportunities	A Better You
Attend Rotunda Day at the State Capitol to promote CTSOs and FCCLA to elected officials	Speak Out for FCCLA

Develop a regular schedule to increase your physical activity and fitness	A Better You
Develop activities and a plan to improve a relationship with one relative	Family Ties
Update your social media presence to make yourself more attractive to future employers and colleges	Working on Working
Commit to preparing one meal every week for your family, including each person's favorites in the meal rotation	Family Ties
Speak to local organizations about partnering with your FCCLA chapter on a project	Speak Out for FCCLA
Examine your weekly schedule and make adjustments to dedicate one hour per week to chores that will help improve your environment	Family Ties

Dare to Dream Board Planning

	Total Points Earned
14	Total Points Possible
	Percentage

Name _____

Date _____

Class _____

Directions:

During class today, we explored many areas that an individual might have goals for growth. Complete the table below with your own ideas for personal growth in each of the Power of One modules (2 points per row; 1 point per response).

Power of One Module	Two potential areas for my growth
A Better You	
Family Ties	
Working on Working	
Take the Lead	
Speak Out for FCCLA	

Reflection Questions (2 points per question):

Which one of the Power of One modules do you consider to be most impactful on a person's life? Explain your response.

Of all the potential areas of growth you listed, which two might be most important in your life? Why?

What's Missing SMART Goal Handout

Directions: Work with your partner to color code each part of the SMART Goal

Specific: Pink

Measurable: Orange

Attainable: Blue

Realistic: Green

Timebound: Yellow

1. I will exercise every day for 30 minutes

Which component is missing?

How could you rewrite this goal to make it a SMART Goal?

2. I will increase water intake to six glasses each day by adding two glasses at every meal for one month

Which component is missing?

How could you rewrite this goal to make it a SMART Goal?

3. I will get more sleep, for 8 hours each night by turning off my cell phone when I go to bed instead of texting after I pretend to go to bed.

Which component is missing?

How could you rewrite this goal to make it a SMART Goal?

4. I plan to save \$2,500 by automatically depositing \$105 from my paycheck into a savings account each month for 2 years.

Which component is missing?

How could you rewrite this goal to make it a SMART Goal?

Dream Board Project

To summarize the concepts covered in your management unit, you will be creating a Dream Board sharing your personal dreams and goals related to each of the five Power of One areas:

- A Better You
- Family Ties
- Working on Working
- Take the Lead
- Speak Out for FCCLA

Your Dream Board needs to include at least one dream related to each of the Power of One areas listed above, as well as a total of 10 dreams represented on your planning sheet. Be sure to include your name on the front of the Dream Board.

To communicate each of your dreams, you may choose to include drawings, graphics, photos, quotes—anything to help the audience understand your dreams.

After creating your Dream Board, you will write a brief essay to describe your project. Be sure to:

Include all of the ten dreams in your essay

Describe the dream; help the reader understand why that is important to you

Proofread your work! Correct any grammar, spelling, or punctuation errors

Once your Dream Board is complete, attach your essay to the back.

Dream Board Rubric

Category	4 Awesome!	3 Pretty Good	2 Okay	1 Keep Improving
<p>Required Elements</p> <ul style="list-style-type: none"> • Ten Dreams Total <p>At least one from each of the Power of One areas:</p> <ul style="list-style-type: none"> • A Better You • Family Ties • Working on Working • Take the Lead • Speak Out for FCCLA 	Project includes all required elements as well as additional information	All required elements are included	All but 1 of the required elements are found	Multiple required elements are missing
Content Reflects Understanding	Project content (examples, artwork, descriptions) shows complete and full understanding of the concepts included	Project content reflects a good understanding of the concepts included	Project content reflects a basic understanding of the concepts included	Content shows little understanding of the concepts included
Labels/ Terminology/ Text	The project contains appropriate terms, clear and accurate labeling, and definitions where required. No grammatical or mechanical mistakes were found	Almost all terms are clearly and accurately labeled. Some key terms and definitions are included. 1-2 grammatical/mechanical mistakes	A few labels are lacking or inaccurate and/or missing. 3-4 grammatical/mechanical mistakes	Labels are difficult to read; several terms are not included; more than 4 grammatical/mechanical mistakes
Graphics-- relevance	All graphics used make it easier to understand. All borrowed graphics have a source citation. Graphics are clear, crisp, and well organized	Graphics are used appropriately most of the time and generally enhance the topic. They are placed logically and are of good quality generally. Most borrowed graphics have a source citation.	More than one graphic on the foldable lacks relatedness to the topic. Graphics do not add much to the topic OR source citations are missing.	Graphics overall are either used inappropriately or overused. Most borrowed graphics are missing citations. Graphics are difficult to read.
Design	Project is exceptionally attractive and well thought out in terms of design, layout, and neatness. Has a clean, high visual appeal with design elements that aid comprehension.	Generally attractive in terms of placement, layout and neatness. Design is fairly clean.	Acceptable. Some portions are a bit messy or cluttered. Design choices add little in terms of visual appeal or clarity.	Does not appear to be well thought out in terms of design. Low in visual appeal.
Written Description	The reflection includes a full description of each item included on the board, making it easy for the reader to understand the dreams of the creator. No grammatical, spelling, or punctuation errors could be found.	The reflection includes a description of most of the items on the board. The description helps the reader understand some of the choices. One or two grammatical, spelling, or punctuation errors could be found.	The reflection does not include a description of each item on the board; it is difficult for the reader to understand the items selected. Three to four grammatical, spelling, or punctuation errors could be found.	Reflection is brief and incomplete; more than four errors are found in grammar, spelling, or punctuation.

total points= ___/24

Power of One Project Sheet

Name: _____

Unit: _____

Date: _____

Identify a Concern:

Unit topics that interest me:

Unit projects based on these topics that interest me:

Ask yourself—

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

My top concern is:

Set a Goal

Here's what I hope to accomplish:

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

My SMART goal:

Form a Plan

Outline the specifics of your plan:

Who:

What:

When:

Where:

How:

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

Project Checklist

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

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

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

Revisions suggested:

Adviser Signature _____ Date _____

Act

Here's what I accomplished:

Follow Up

Here's what I learned:

What were the most successful parts of your project?

What would you change if you repeated the project?

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

Did the student—

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

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

Adviser Signature _____ Date _____

Power of One Unit Project Rubric

Member's Name: _____

Unit: _____

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

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

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