



Montana FCCLA In Three Days

Session Title: Let's Experience the Ultimate Journey

Duration of Session: Three, 45-55 minute class sessions

Link to Presentation: [Presentation](#) is set to view only in Canva. Please make a copy, then edit to suit your use. This particular lesson was designed to be taught in three, 45-55 minute class sessions, but could easily be shortened or built upon to extend.

Supplies Needed: All supplemental printed materials needed are found in [this presentation](#). Specific instructions are on slide 1.

Day 1: 20 balloons (Please do not use if anyone in your room has latex allergies. An alternative activity could include using plastic eggs in place of balloons), balloon answers (printed, cut apart, and put into each balloon before inflating and tying), dry erase marker or tape, participation prizes for the class, whiteboard, projector, presentation computer, envelope sets.

Day 2: One Travel Itinerary per student, Large numbers at each station, timer, FCCLA emblem on a sign or patch OR device with link open, three devices for stations with internet access, one set of FCCLA Trivia Cards printed and cut apart, whiteboard, projector, presentation computer

Day 3: One [National Program](#) Info Sheet for each program, whiteboard, projector, presentation computer, one of each of the following per student, along with appropriate serving utensils, as well as paper towels for cleanup:

- Spoon
- Bowl
- Napkin
- Ice Cream Scoop #1
- 1 Tablespoon Chocolate Syrup
- Whipped Cream
- Ice Cream Scoop #2
- Sprinkles
- 1 Tablespoon Caramel Syrup
- Cherry



Advance Preparation Required: Day 1: Print Balloon Pop Answer Slips slide, cut apart, insert into balloons, inflate and tie balloons. For National Program envelopes, take 16 envelopes. Print two sets of NP logos from [printed materials file](#). Cut apart. Tape one NP logo on each envelope. In each set, one NP envelope will have the Opportunities Slips and the other will have the map quadrant inside. If you have more than 16 students, repeat the process and have duplicate groups or find other logos to use instead as needed.

Day 2: Organize students into groups of 2-4 students prior to class

Day 3: Divide students into eight groups; copy Ice Cream Challenge sheets for each student, set up the stations for the Ice Cream Challenge. Shopping list includes one of each of the following per student, along with appropriate serving utensils, as well as paper towels for cleanup:

- Spoon
- Bowl
- Napkin
- Ice Cream Scoop #1
- 1 Tablespoon Chocolate Syrup
- Whipped Cream
- Ice Cream Scoop #2
- Sprinkles
- 1 Tablespoon Caramel Syrup
- Cherry

Session Goals–Attendees will:

- Understand the basics about what FCCLA is, benefits of membership, and what opportunities are available for participating
- Practice teamwork and interpersonal skills
- Get to know one another better
- Understand how FCCLA membership could be beneficial in their personal lives



Session Schedule Day 1

Minutes needed	Script	Supplies Needed	Slide Number(s)
.5	How many of you have heard of FCCLA before? (wait for responses; briefly discuss) Because you are enrolled in a Family and Consumer Sciences course, you are eligible to become a member. We will kick off our course with an introduction about what FCCLA is, how it works, and some of the opportunities available for members. Are you ready to start? Great!	Presentation, projector, whiteboard or screen, internet access	1
.5	We will actually be learning about FCCLA for a series of days, as you can see on this slide. But before we get to the balloons, let's start with a quick introductory video about the organization		2
2.5	(play video) Did that video make you think of more questions about FCCLA? Some of you may have been members before, or maybe knew someone who has been a member.		3
2	I'd like to take a few minutes to share with you some information about FCCLA next. For this activity, we might have to work together, and we might even make a little bit of noise, so I hope you are awake and ready!		4
5	This activity is called "Balloon Pop". Here is how it works: We need to select one person to serve as the writer for class. (work with the group to determine who will be writer) Everyone will receive one balloon (or more, based on the number in your class) On the next slide are a series of questions. The answers to the questions are actually inside your balloons	Prepared balloons	5



	<p>When I tell you to begin, you will pop your balloon, retrieve the answer inside, and work together as a group to try to decide which question your answer belongs with.</p> <p>What questions do you have?</p> <p>Are you ready to begin?</p> <p>(Once the class is ready, ask them to pop their balloons. Note: You may wish to let neighboring classes and administrators know you will be making loud balloon popping noises for a few minutes before you begin)</p>		
10	<p>(Wait for all balloons to be popped and answers to be retrieved)</p> <p>Okay, now it's time to work together. Take a minute to see if you can determine which question belongs with your answer. When you think you have it, raise your hand and wait for the writer to call on you.</p> <p>During this activity, there will be some answers that you don't know the question for, and that's okay! I bet for lots of you, this is the first time seeing this material, so don't be afraid to ask for help, or even use the internet if needed. Let's work together and help the whole group get all of the answers in the right place. Do you have questions? (If you have a whiteboard, ask the writer to simply add the answer to each corresponding balloon, if not, you may ask the writer to tape each answer to the correct space)</p>	Dry erase marker or tape	6
.5	<p>(once all answers have been recorded) How do you think you did? Raise your hand if you think your group got all answers in the right place! Who thinks you got most of them, but maybe missed a couple? Let's see how you did (review the correct answers on slide 7)</p>		7
.25	<p>I saw some great teamwork today! Thanks, everyone, for doing your part and helping each other to find the answers. I hope you got a little bit of background information about what FCCLA is and some of its traditions.</p>		8



.25	I'd like to spend a bit of time now sharing some of the opportunities FCCLA offers to its members. As we talked some about FCCLA in the last activity, it was very general, and specific to the larger organization as a whole. Next, we will take a look at some of the sub-groups of FCCLA and the opportunities available for members at each of these levels.		9
.25	If we start with the national level, you'll see there are 47 state associations, as well as American Samoa and the Virgin Islands. There are four national regions, which group these state associations into sections.		10
.25	Montana offers specific opportunities at the state level, and there are also districts. You can see Montana's districts on this map. Since it was created, Districts 3 and 9 have merged, leaving us with 9 districts for the state.		11
2	For this next activity, you will need a partner. So, if you noticed, you have an emblem from one of the FCCLA National Programs on your envelope. At this time, move around the room until you find the person who has the same emblem on their envelope. Then have a seat close to each other; you will be working together for the next activity (once everyone has found their seats and partners). Okay, it looks like everyone found their partners, so we are ready for the next section.	Envelope with one NP emblem on it Opportunities slips cut apart and put into one envelope for each NP emblem; slide #14 in one envelope for each NP emblem.	12
11	In your envelopes, one of you has a full sheet marked into four quadrants, one for the chapter (or school), one for the district, one for the state and one for the national levels of FCCLA. The other member has several slips of paper in it. The two of you will	Internet Devices for students Timer	13



	<p>work together to try to decide if each slip is an opportunity that happens at the chapter, district, state or national levels.</p> <p>Some of the opportunities might have a clue in the name, others might be a little trickier. If you get stuck on some of them, it's okay to use the two websites listed on the screen to help you find more information.</p> <p>What questions do you have before we begin? Okay! Let's start. I will be around to help you a bit if needed. Let's put 9 minutes on the timer and I will check back with you to see how you are doing at that point.</p>		
4	<p>How many of you found some that were super easy? Great! Which ones were a little tougher?</p> <p>Let's take a peek at the answers and see how you did.</p> <p>Let's talk about these for a minute (expand on activities planned at each level; encourage students to share what they found on the internet about each one)</p>		14
5	<p>As we wrap up, tell me:</p> <p>What did you find out today about FCCLA that you did not already know?</p> <p>What do you think might be some reasons why students join FCCLA?</p> <p>What have you heard others say about their positive experiences with the organization?</p> <p>What questions do you have about FCCLA and becoming a member? (expand on discussion and questions as necessary)</p> <p>Well, when you come back tomorrow, we will take a closer look at some of the opportunities for FCCLA members. Have a great day!</p>		15



Session Schedule Day 2:

Minutes needed	Script	Supplies Needed	Slide Number(s)
.5	<p>If you remember yesterday, you remember that we learned a little bit about FCCLA. Today we will build on that a bit more with some activities you can see around the room, already set up in stations for you.</p>		16
.5	<p>Today you will travel in groups to each station, where you will find a different challenge related to FCCLA. You can see the numbers at each of the stations.</p> <p>Each group will have only five minutes at each station. When you hear the timer, it is time to move on to the next stop! Work together to help others at your stations as needed!</p>	<p>Travel Itinerary Handout per participant (you may want these at each station as the class begins; less passing things out)</p> <p>Large numbers at each station</p> <p>timer</p> <p>Station 1: FCCLA emblem on a sign or patch OR device with link open</p> <p>Station 2: Device with video link open</p> <p>Station 3: Device with game link open</p> <p>Station 4: Device with link open OR a printout of the FCCLA National Programs</p> <p>Station 5: none</p> <p>Station 6: One set of FCCLA Trivia Cards printed and cut apart</p>	17



<p>40 minutes</p>	<p>What questions do you have before we begin (address questions)?</p> <p>Okay, let's get started (set time for 5 minutes, offer a reminder of when 30 seconds are left in each round, help participants move on to the next station when time is up; repeat)</p> <p>(Suggestion: play songs that are about 5 minutes long for each round; let participants know when the song ends, time is up)</p>		<p>18</p>
<p>3-4</p>	<p>It looks like everyone had a chance to visit each station—did you complete the challenge at each station?</p> <p>What challenges were easiest?</p> <p>Which ones could you use a bit of help with (review responses; discuss; offer support as needed)</p>		<p>19</p>
<p>1-2</p>	<p>So, as we wrap up day two, who can tell me:</p> <p>Something FCCLA offers that might be helpful in a future career(briefly discuss answer; have a reward for participants)?</p> <p>How about something that sounds fun (again, briefly discuss)?</p> <p>A lot of members initially join because they like to meet new people and to travel. Did you find any of those opportunities?</p> <p>What else did you find that sounds like you might enjoy it?</p> <p>Everybody have a great evening—we will pick up here again tomorrow!</p>		



Session Schedule Day 3:

Minutes needed	Script	Supplies Needed	Slide Number(s)
.5	<p>Welcome back! We have spent the last two days learning about FCCLA, its history and the opportunities it offers for students. Today will be our last day on this topic, but when you become a member, you are eligible to participate in all these things!</p>		20
2	<p>To kick things off today, we will work in small groups to research one of FCCLA's National Programs. These programs offer guidance for chapters as they organize local projects.</p> <p>We briefly touched on them earlier, and today we will take a deeper look at them.</p> <p>As you work today in your groups, your goals are to:</p> <ul style="list-style-type: none"> ● Review the information about the program ● Create a mini-poster that shares three facts about the program ● Be ready to share your poster and information with the rest of the group <p>We will have 10 minutes for your group to review and create, then each group will have 30 seconds to share what they learned about the national program.</p> <p>What questions do you have? Are you ready?</p>	<p>One National Program Info Sheet for each of these programs:</p> <ul style="list-style-type: none"> Career Connection Community Service FACTS Families First Financial Fitness Power of One Stand Up Student Body 	21-23



<p>10</p>	<p>(Groupwork time)</p>		
<p>7-8</p>	<p>Time is up! As our groups are sharing, I would like to remind you that a really great audience member will be watching the presentation, listening, and paying attention, so we won't have discussions going on, and the time to prepare has passed.</p> <p>It is also a really great audience member behavior to offer applause once someone has finished speaking, so I encourage you to do that as well. Let's begin with (call one group; ask them to share, coach along as needed, answering questions as needed and recapping main points until all groups have finished)</p>		
<p>1</p>	<p>Excellent work everyone! Thank you for your participation today. As we get ready for the next activity, I need everyone to return to your seats, and begin work on the Ice Cream Challenge to review what we have learned these past few days. Please focus on what you do remember more than what you do not, and do your best.</p>	<p>One Ice Cream Challenge per student</p>	<p>24</p>
<p>20</p>	<p>(Note: you may consider offering additional support for the students struggling with questions 1 and 2; also, be mindful of any food allergies and make appropriate substitutions. This activity can also be modified to work with nachos or other snacks by changing the ingredients.)</p>	<p>One Ice Cream Challenge answer sheet per station.</p> <p>Stations set up around the room with the following items to correspond with the items on the question sheet. You will also need</p>	



	<p>As we wrap up time for the questions, you will receive the item listed before each question at each of today's stations. It is important to remind you that questions 1 and 2 are required to proceed on to other stations! When you have progressed through all of the stations, please be sure to turn in your finished assignment, with your name on it, and enjoy your snack!</p>	<p>an assistant at each station to help check answers.</p> <p>Spoon Bowl Napkin Ice Cream Scoop #1 1 Tablespoon Chocolate Syrup Whipped Cream Ice Cream Scoop #2 Sprinkles 1 Tablespoon Caramel Syrup Cherry</p>	
	<p>(As the class works through the stations and enjoys the snacks, circulate the room and reinforce the opportunities offered through FCCLA; encouraging students to join and offering information about how to join the local chapter, when meetings occur, and dues requirements)</p>		25