

# Montana FCCLA In Three Days



**FCCLA Event Description:** Family, Career and Community Leaders of America (FCCLA) is a youth leadership organization with the family as its central focus. Members develop skills to prepare them to be strong leaders in their families, careers, and communities through a variety of projects, activities, meetings, and conferences at the chapter, district, state and national levels.

**Project Description:** This three-day lesson introduces FCCLA to students and helps them gain a better understanding of opportunities available to them, as well as programming the organization supports and the structure of the organization.

Classroom Integration			
FCS Courses	Grade Level	Average Time to Complete	FCCLA National Programs
Any with a leadership component, or use the full semester course	9-12	Three, 50 minute class periods	Any

Objectives, National Standards, Advance Preparation Required		
Lesson Plan Objectives	National FCS Standards	Advance Preparation Required
<p>Students will understand the basics about what FCCLA is, benefits of membership, and what opportunities are available for participating</p> <p>Students will practice teamwork and interpersonal skills</p> <p>Students will get to know one another better</p> <p>Students will understand how FCCLA membership could be beneficial in their personal lives</p>	<p>1.2.4 Demonstrate teamwork skills in school, community and workplace settings and with diverse populations.</p> <p>1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.</p> <p>1.2.7 Analyze factors that contribute to maintaining safe and healthy school, work and community environments.</p> <p>1.2.8 Demonstrate employability skills, work ethics, and professionalism.</p>	<p><b>Day 1:</b> 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 <a href="#">printed materials file</a>. 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.</p> <p><b>Day 2:</b> Organize students into groups of 2-4 students prior to class</p> <p><b>Day 3:</b> 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:</p> <ul style="list-style-type: none"> <li>● Spoon</li> <li>● Bowl</li> <li>● Napkin</li> <li>● Ice Cream Scoop #1</li> <li>● 1 Tablespoon Chocolate Syrup</li> <li>● Whipped Cream</li> <li>● Ice Cream Scoop #2</li> <li>● Sprinkles</li> <li>● 1 Tablespoon Caramel Syrup</li> <li>● Cherry</li> </ul>

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Prior Instruction	
Content Prerequisites	Anticipated Misconceptions
none	none

Materials	
Provided in the lesson plan	To be accessed separately
<p><a href="#">Presentation</a> <a href="#">National Program Information Sheets</a></p>	<p><b>All supplemental printed materials needed are found in <a href="#">this presentation</a>. Specific instructions are on slide 1.</b></p> <p><b>Day 1:</b> 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.</p> <p><b>Day 2:</b> 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</p> <p><b>Day 3:</b> One <a href="#">National Program</a> Info Sheet for each program, one Ice Cream Challenge sheet per student, whiteboard, projector, presentation computer, one of each of the following per student, along with appropriate serving utensils, as well as paper towels for cleanup:</p> <ul style="list-style-type: none"> <li>● Spoon</li> <li>● Bowl</li> <li>● Napkin</li> <li>● Ice Cream Scoop #1</li> <li>● 1 Tablespoon Chocolate Syrup</li> <li>● Whipped Cream</li> <li>● Ice Cream Scoop #2</li> <li>● Sprinkles</li> <li>● 1 Tablespoon Caramel Syrup</li> <li>● Cherry</li> </ul>

Lesson Facilitation	Teaching Tips
<p><b>Anticipatory Set:</b> Approximate time 5 minutes: Materials needed: Student Handout</p>	
<p>Ask the students how many of them have heard of FCCLA before? (wait for responses; briefly discuss)</p> <p>Explain that because they are enrolled in a Family and Consumer Sciences course, they are eligible to become a member. Explain that we will kick off our course with an introduction about what FCCLA is, how it works, and some of the opportunities available for members. Explain that while we will actually be learning about FCCLA for a</p>	

<p>series of days, we will start with a quick introductory video about the organization (Play the video linked in the presentation)</p>	
<p><b>Facilitation:</b>          Approximate time 40 minutes:          Materials to prepare: none</p>	
<ol style="list-style-type: none"> <li>1. Ask the students if the video made them think of more questions about FCCLA? Explain that Some of you may have been members before, or maybe knew some one has been a member, and we will share some information about the organization next.Explain that the next activity is called Balloon Pop, and it might get a little loud today. Explain that this is how Balloon Pop works:</li> <li>2. We need to select one person to serve as the writer for class. (work with the group to determine who will be writer)</li> <li>3. Everyone will receive one balloon (or more, based on the number in your class)</li> <li>4. On the next slide are a series of questions. The answers to the questions are actually inside your balloons</li> <li>5. 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.</li> <li>6. What questions do you have?</li> <li>7. Are you ready to begin?</li> <li>8. (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)</li> <li>9. (Wait for all balloons to be popped and answers to be retrieved)</li> <li>10. Tell the students: 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.</li> <li>11. 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)</li> <li>12. Once all answers have been recorded, ask the students how they think they did? Ask them to raise their hands if they think their group got all answers correct. Ask students to raise their hands if they think they got most of the answers correct, but maybe missed a few. Explain that we wil now check our work (review the correct answers on slide 7)</li> <li>13. Thank the class for their good work, and explain that next up is some information about the opportunities FCCLA offers to its members. Although much of the information so far has been very general, the next segment will take a closer look at some of FCCLA's subgroups and opportunities offered at each level.</li> </ol>	

14. 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.
15. 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.
16. 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.
17. 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 work together to try to decide if each slip is an opportunity that happens at the chapter, district, state or national levels.
18. 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.
19. 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.
20. How many of you found some that were super easy? Great! Which ones were a little tougher?
21. Let's take a peek at the answers and see how you did.
22. 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)
23. As we wrap up, tell me:
  - a. What did you find out today about FCCLA that you did not already know?
  - b. What do you think might be some reasons why students join FCCLA?
  - c. What have you heard others say about their positive experiences with the organization?
  - d. What questions do you have about FCCLA and becoming a member?  
(expand on discussion and questions as necessary)
24. When you come back tomorrow, we will take a closer look at some of the opportunities for FCCLA members. Have a great day!

#### Day Two

1. 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.
2. 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.

Prior to the start of class, you will want to set up the stations. This is one recommendation:

Travel Itinerary Handout per participant (at each station as the class begins; less passing things out)

3. 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!
4. What questions do you have before we begin (address questions)?
5. 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)
6. (Suggestion: play songs that are about 5 minutes long for each round; let participants know when the song ends, time is up)
7. It looks like everyone had a chance to visit each station—did you complete the challenge at each station?
8. What challenges were easiest?
9. Which ones could you use a bit of help with (review responses; discuss; offer support as needed)
10. So, as we wrap up day two, who can tell me:
11. Something FCCLA offers that might be helpful in a future career(briefly discuss answer; have a reward for participants)?
12. How about something that sounds fun (again, briefly discuss)?
13. A lot of members initially join because they like to meet new people and to travel. Did you find any of those opportunities?
14. What else did you find that sounds like you might enjoy it?
15. Everybody have a great evening—we will pick up here again tomorrow!

Large numbers at each station timer

Station 1: FCCLA emblem on a sign or patch OR device with link open

Station 2: Device with video link open

Station 3: Device with game link open

Station 4: Device with link open OR a printout of the FCCLA National Programs

Station 5: none

Station 6: One set of FCCLA Trivia Cards printed and cut apart

### Day Three

1. 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! 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.
2. We briefly touched on them earlier, and today we will take a deeper look at them.
3. As you work today in your groups, your goals are to:
4. Review the information about the program
5. Create a mini-poster that shares three facts about the program
6. Be ready to share your poster and information with the rest of the group
7. 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.
8. What questions do you have? Are you ready?
9. (Groupwork time)
10. 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.
11. 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

Prior to the start of class, you will want One [National Program](#) Info Sheet for each program and one Ice Cream Challenge sheet per student

You will want one of each of the following per student, along with appropriate serving utensils, as well as paper towels for cleanup, organized by stations identified in the Ice Cream Challenge.

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

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)

12. 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.
13. (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.)
14. 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!
15. (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)

**Formative Assessment:**

Materials to prepare:

Check for student participation in discussions and activities

**Summative Assessment:**

Materials to prepare:

Travel Itinerary Assignment  
National Programs Mini-Poster  
Ice Cream Challenge