

Creating Connections with The Planning Process



FCCLA Event Description: The FCCLA Planning Process is an essential component of STAR Events and National Program applications. The activities in this lesson are designed to support chapter members as they familiarize themselves with the steps in the Planning Process and how to use it in their projects.

Project Description: This lesson plan can be used at any age level and helps FCCLA members understand the steps in the Planning Process and how to apply them in the context of an FCCLA National Program.

Classroom Integration			
FCS Courses	Grade Level	Average Time to Complete	FCCLA National Programs
Any	Any	35-60 minutes	All

Objectives, National Standards, Common Core	
Lesson Plan Objectives	National FCS Standards
<ul style="list-style-type: none"> Students will identify and explain the steps of The Planning Process Students will categorize examples and information related to each step of The Planning Process Students will cooperatively apply The Planning Process in the context of an FCCLA National Program 	<p>1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.</p> <p>2.5.1 Analyze the use of resources in making choices that satisfy needs and wants of individuals, families, and communities.</p>

Prior Instruction	
Content Prerequisites	Anticipated Misconceptions
None, although basic knowledge of FCCLA and National Programs may be helpful	none

Materials	
Provided in the lesson plan	To be accessed separately
<p>This lesson resources link provides all printed materials needed:</p> <ul style="list-style-type: none"> The Planning Process notetaking guide, one per student The Planning Process assessment sheet, one per student Creating Connections Cards, printed and cut apart, one set per class <p>Creating Connections with The Planning Process video</p>	<p>Lego (or other connecting) blocks in assorted colors, one per student, with 3-5 blocks of each color</p>

Anticipatory Set:

Approximate time: 8-10 minutes

Materials needed: Lego blocks

As students enter the room, give each of them one Lego block. Once everyone is settled, ask students to sort themselves into groups based on the color of the blocks.

Once the groups are settled, ask each group to cooperatively come up with a definition for the word “Plan”. Allow students a few minutes to discuss and debate, then ask for a volunteer from each group to share the definition.

As the groups share, support their participation with positive reinforcement, noting particular elements that are common for all definitions; discuss the similarities and differences with the class.

Ahead of time, determine the total number of students and secure one Lego block for each student. You will need the blocks to be in assorted colors, with 3-5 blocks per color. Place the blocks into a bag or bowl for students to grab as they enter the room.

Facilitation:

Approximate time: 25-50 minutes, depending on activities selected

Materials to prepare: print and cut activity cards, then hide around the classroom.

If students are familiar with FCCLA, they may already understand The Planning Process. If this is the case, ask for volunteers to share what they know about The Planning Process.

If this is not the case, explain to the students that a resource FCCLA has developed to help chapters and members as they plan and implement projects is called The Planning Process. It has several steps and can be applied in many different situations. In fact, it is a required element in many competitive events and is an important part of FCCLA’s National Programs. Explain to the students that they will be watching a quick video to explain a bit more about The Planning Process. Ask students to add their own notes to The Planning Process page.

At the conclusion of the video, ask if there are any questions.

Ask the students to stay in their teams, as we will now be completing a scavenger hunt to help them better understand TPP.

Explain that students will be hunting around the room for definitions of the steps in TPP, as well as descriptions of what activities might take place in each of the steps. As a team, they will look for the cards with the black blocks, then return to their groups to determine which blocks belong with each step of TPP. There are two goals: one is to find the most cards, and the second is to categorize the cards with the highest degree of accuracy. Ask if there are any questions? Ask the students to begin.

After the hunting is finished, ask students to finalize their sorting of the cards on their tables. Advance the presentation slides to share which cards are associated with each step, providing additional explanation and answering questions as needed.

Another option for this activity is to print, cut, and hide the Families First, FACTS, Career Connection, and National Program cards. After the students are familiar with the steps in TPP, offer a second round of scavenger hunt, with new description cards. Students will be challenged to find the most cards,

While these resources are utilized in a full class setting here, they are also valuable in supporting students as they prepare for STAR Events competitions. Using the video or the cards independently can be an excellent strategy for reinforcing understanding of The Planning Process.

The teacher may wish to prompt students who are experiencing difficulty in finding the cards. Another strategy that may be effective is to assign a set amount of time for the hunt.

Note: Some of the categories on the cards are very similar. You may prepare for a student to challenge the correct category. In that situation, it may be helpful to offer a formal process for challenging the answer key, or holding a class vote.

This activity is very adaptable, as you might consider beginning with only one set of National Program example cards (yellow, blue or green), and consider adding more to the hunt for each round. These

<p>identify where they align with the steps of TPP, and identify which FCCLA National Program they belong to.</p>	<p>additional examples are designed to increase student understanding of how to apply TPP to a project.</p>
<p>Formative Assessment: Materials to prepare:none</p>	
<p>Utilize student participation and questioning to check for understanding, as well as the categorization of the cards after the scavenger hunt.</p>	
<p>Summative Assessment: Materials to prepare:Assessment document, one per team; one set of National Program cards</p>	
<p>Ask the students if they feel ready to develop their own Planning Process example? Distribute the assessment document. Ask teams to send one representative to draw a National Program card. Explain to students that they will be working collaboratively with their team to complete the steps of TPP for a project related to the National Program on the card they have drawn. Remind students that they may use their notes and the cards from the activities in order to support their group work. Remind students of the importance of all group members contributing to the final product. Ask for volunteers to share the final product; discuss as a group.</p>	<p>Note: Depending on your students, some may have more experience with National Programs than others. For those seeking inspiration, consider encouraging them to conduct an internet search to find some examples of past projects. This activity is more focused on the students' abilities to provide appropriate examples for each component of TPP than to develop an original project.</p> <p>You may also wish to assign a specific National Program, if that better aligns with your needs.</p>

Creating Connections Cards Answer Key

Use this table as a reference for the step of The Planning Process each card matches, as well as the National Program example.

Card Text	Graphic Color	Planning Process Step					National Program
		Identify Concerns	Set A Goal	Form A Plan	Act	Follow Up	
Gather data and information about your topic	Black	x					
Research the issue	Black	x					
Talk to people who are professionals on the topic	Black	x					
Brainstorm project ideas	Black	x					
This is the first step of the process	Black	x					
Explain why this is an important and relevant project.	Black	x					
Evaluate options and narrow the focus to one project idea	Black	x					
Consider including information from local news articles, and data from community reports	Black	x					
Conducting surveys can be helpful to learn more about your topic	Black	x					
S: Specific--tell exactly what you want to accomplish	Black		x				
M: Measurable--Tell how you can determine your success.	Black		x				
Identify an easy to measure outcome so you will clearly know you have achieved what you wanted to	Black		x				

State how many people will you reach, or how many cans of food will you collect.	Black		x				
Card Text	Graphic Color	Planning Process Step					National Program
		Identify Concerns	Set A Goal	Form A Plan	Act	Follow Up	
This is the second step of the process and will guide your other activities	Black		x				
A: Attainable--What are the smaller steps you will need to accomplish?	Black		x				
R: Realistic--explain how this goal is a reasonable one	Black		x				
Identify partners or resources that will help you accomplish the task.	Black		x				
T: Timebound--what is your deadline?	Black		x				
Setting a specific date will keep on track.	Black		x				
This is the third step of the process	Black			x			
Be sure to include the who, what, where, when, and how of your project.	Black			x			
This step includes the costs of the project, resources you used, and how you evaluated the project success.	Black			x			
This is when the project happens. Use the dates of the project here	Black				x		
This is the fourth step of the process	Black				x		
Relate back to the concerns identified in step one. What were the results of the project?	Black					x	

Describe the impact the project made. Use facts and data if you can.	Black					x	
Consider surveying participants or those served in the project for their feedback.	Black					x	
Card Text	Graphic Color	Planning Process Step					National Program
		Identify Concerns	Set A Goal	Form A Plan	Act	Follow Up	
Include the strengths of the project, and areas for improvement	Black					x	
Think about what went well, what you learned, and what you might change if you did it again.	Black					x	
This is the fifth step of the process	Black					x	
Thank your sponsors and partners, and submit a media release	Black					x	
The elementary school's annual testing shows children are reading at lower levels than the last five years	Yellow	x					Families First or Community Service
Local after school child care programs are understaffed and asking for volunteers	Yellow	x					Families First or Community Service
Our FCCLA Chapter will volunteer to tutor children in grades K-2 at the local after school child care program	Yellow		x				Families First or Community Service
Our members will volunteer a total of 100 hours between October and January at the child care	Yellow		x				Families First or Community Service
Our chapter was planning to conduct service projects this year, so our members have already scheduled time to volunteer	Yellow		x				Families First or Community Service
The after school child care program facility is within walking distance of our high school	Yellow		x				Families First or Community Service

Our Chapter President will be contacting the child care program director to receive training materials and dates available for volunteering	Yellow			x			Families First or Community Service
Card Text	Graphic Color	Planning Process Step					National Program
		Identify Concerns	Set A Goal	Form A Plan	Act	Follow Up	
Chapter members may sign up at the chapter meeting for the dates they want to volunteer	Yellow			x			Families First or Community Service
At the September chapter meeting, the adviser and officers reviewed the facility's training materials with members	Yellow			x			Families First or Community Service
Chapter members completed a sign in/sign out log at each visit, totaling 125 hours between October and January	Yellow				x		Families First or Community Service
The Chapter Reporter took photos of members volunteering and wrote a media release for local media outlets and the school website	Yellow				x	x	Families First or Community Service
The Chapter Secretary wrote thank-you cards for the facility staff; all members signed the cards at the January chapter meeting	Yellow					x	Families First or Community Service
Before the members volunteered, they gave the elementary students a survey to measure their reading confidence levels.	Yellow			x			Families First or Community Service
At the end of January, the students were surveyed again, showing gains in their levels of reading confidence	Yellow				x	x	Families First or Community Service
There was no cost for the project; resources required for the project were mostly time and energy.	Yellow			x			Families First or Community Service

Chapter members loved that the project gave them an opportunity to work with children and make a positive difference	Yellow					x	Families First or Community Service
Card Text	Graphic Color	Planning Process Step					National Program
		Identify Concerns	Set A Goal	Form A Plan	Act	Follow Up	
Chapter members would like to continue the project through the end of the school year	Yellow					x	Families First or Community Service
Elementary teachers have reported improvement in student reading levels after the project	Yellow					x	Families First or Community Service
65% of the elementary students in the community visit the after school care center at least three days each week	Yellow	x					Families First or Community Service
Because of the project, members have a better understanding of children, which is helpful with younger relatives and babysitting jobs.	Yellow					x	Families First or Community Service
Faculty members have noticed most students arrive at school without wearing seatbelts	Green	x					FACTS
Over 1/3 of the students in the junior class have received a speeding ticket in the last three months	Green	x					FACTS
Your chapter will sponsor a traffic safety week with activities designed to increase awareness of traffic safety for five days	Green		x				FACTS
Each day for one week, your chapter sponsors a different activity designed to encourage	Green			x			FACTS

seatbelt use and following traffic laws							
Card Text	Graphic Color	Planning Process Step					National Program
		Identify Concerns	Set A Goal	Form A Plan	Act	Follow Up	
Before beginning the project, your chapter surveyed students in your high school to learn their perspectives about safe driving behaviors	Green	x					FACTS
Several local businesses donated gift cards and prizes to help encourage student participation	Green			x			FACTS
Committees of 3-5 chapter members met at the chapter meeting to plan different activities for each day of the wee	Green			x			FACTS
The project includes small, student-led activities designed to appeal to teenagers	Green		x				FACTS
The project is scheduled for the first week of December	Green		x				FACTS
The Chapter Reporter took photos of students participating and wrote a media release for local media outlets and the school website	Green				x	x	FACTS
The students were surveyed again after the events. Attitudes regarding traffic safety improved	Green				x	x	FACTS
The Chapter Secretary wrote thank-you cards for the	Green				x	x	FACTS

businesses donating items for prizes							
Resources required for the project were mostly time and energy, and a small amount came from the chapter budget	Green		x				FACTS
Card Text	Graphic Color	Planning Process Step					National Program
		Identify Concerns	Set A Goal	Form A Plan	Act	Follow Up	
Chapter members reported feeling overwhelmed with all the activities, but proud of their accomplishments	Green					x	FACTS
The school guidance counselor is frustrated that students are hesitant to commit to a career plan	Blue	x					Career Connection
Students report feeling overwhelmed about future career options	Blue	x					Career Connection
According to local statistics, about 30% of local graduates choose college, and another 40% find work after graduation. The other 30% are not reporting involvement in either option.	Blue	x					Career Connection
At the November chapter meeting, your members discuss the lack of career focus and decide to organize a career exploration fair.	Blue		x				Career Connection
Your chapter will host a career exploration fair in the gym the second week of January, inviting at least 25 local citizens to share information about their careers.	Blue		x				Career Connection
The school counselor has volunteered to help your	Blue			x			Career Connection

members find volunteers to contact							
One student committee developed a checklist of topics for guests to discuss about their careers, as well as a welcome letter and parking information	Blue			x			Career Connection
Card Text	Graphic Color	Planning Process Step					National Program
		Identify Concerns	Set A Goal	Form A Plan	Act	Follow Up	
Another committee developed a schedule and created flyers to hang around the school so that students know about the event	Blue			x			Career Connection
This activity is easy to implement, since there is no charge for the school facility and the administration is supporting all students attending.	Blue		x				Career Connection
The Career Exploration Fair was held the second week of January.	Blue				x		Career Connection
After attending, students completed a survey to determine their reaction to the event	Blue					x	Career Connection
Chapter members felt the event was a success because they exceeded the amount of speakers they originally planned for	Blue					x	Career Connection
The Chapter Secretary wrote thank-you cards to each speaker	Blue					x	Career Connection
The Chapter Reporter took photos of students participating and wrote a media release for local media outlets and the school website	Blue				x	x	Career Connection

