

# The Embedded FCCLA Chapter “How to” Booklet

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*Take AIM Conference, August 29-30, 2010*

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**Past history** has indicated a popular method of advising a chapter to include electing 3-8 officers (who represent the entire membership), conducting business at meetings held after school or during seminar periods, planning and carrying out activities around local issues and national programs. Some integration of FCCLA is included in the coursework, but the majority of it occurs outside the duty day. In addition, some advisors received supplemental contracts for this responsibility, some work on "extracurricular" hourly pay, some receive no compensation. But...

... what if the outside-of-duty-day time could be decreased?

...what if you're classroom planning/prep work could be decreased?

...what if someone said "assessments" are already developed for your courses so you don't have to create them?

#### **EMBRACE THE "EMBEDDED" CHAPTER**

An "embedded" chapter, in the truest sense involves the embedding of almost the entire FCCLA experience within the coursework. Officers, meetings and project planning/management are all placed within class time and are totally connected to the course content. National program materials are great resources for the classroom...many align with the Human Services pathway courses and have appropriate activities and references for each. The FCCLA planning process is an easy way to organize student planning and once the students know how to use it, they can use it in many applications.

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#### ***An example...***

***A Nutrition and Wellness class elects officers, identifies concerns related to Nutrition/Wellness to address in the course and utilizes the Student Body National Program resources to do so. Activities from the National Program are used as teaching resources to promote learning and lead project development. Projects are planned using the planning process and the STAR Events manual because the project parameters, planning documents and assessment rubrics are already in place. The "best" rated project would serve as the school contest winner and go to district competition (which is optional, but encourages rigor of projects) if so desired.***

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This concept would be repeated in every course with the advisor acting as the coordinator of these "mini-chapters. Each class "chair" would conduct business, oversee class project(s) planning, implementation and evaluation. The "chairs" (from all the courses) could form an "*executive council*" that would meet as necessary to make decisions when the entire membership needs to make decisions. These meetings could take place over the lunch hour, or before school or during a seminar time. THIS level could have a "president" (secretary, etc) to manage the executive council. All class chairs would report their chapter focus. This might include what projects they are working on, national programs or community events they are developing, issues of concern out there that needs to be addressed and etc.

Attendance at district, state and national events can still take place at the discretion of the local administration, member and/or advisor interest.

#### **WHAT DOES IT COST?**

National FCCLA requires a minimum membership of 9 members to be recognized as an affiliated chapter, but that membership can come across the entire department, not from each "mini-class chapter". See Charlotte Smith, Kansas FCCLA State Advisor for more information at [csmith@ksde.org](mailto:csmith@ksde.org).

#### **WHAT ABOUT THE MEMBER WHO ISN'T ENROLLED IN FACS?**

If you have students who want to be members of FCCLA, but are not enrolled in a course, they could attend the executive meetings OR you could form an "advisor's chapter". It would function as a "classroom" mini-chapter of it's own. As the advisor, you would need to make decisions about how this would work.

#### **OTHER THOUGHTS...**

Embedding FCCLA will require a bit of thought at the beginning of the course. A lesson on the planning process and how it is used might be good to start with, as well as reviewing the parliamentary procedure process for the election of the class chapter officers. The officers will need to know their responsibilities and the class will want to know what the FCCLA national programs are...the content, mission, activities they will take part in during the course. Refer to the 2010-2011 Membership Kit CD for resources and lesson plans for these issues.

If you are using the STAR Events guidelines for your class project(s), you'll need to also share the glossary of terms and the planning process (of course) as well as the rubrics which are found in the STAR Events manual, found at [www.fcclainc.org](http://www.fcclainc.org).

## **ADDITIONAL IDEAS FOR EMBEDDING...**

The **2010-2011 Membership Kit** from National FCCLA includes information on intergrating FCCLA into the classroom as well as using the National Program materials. Refer to "Handouts and Resources"

North Carolina's FCCLA State Advisor shared a couple of resources from their *"Learn, Live, Lead...Official Guide for NC FCCLA Chapters"* recently. NC calls this "co-curricular" chapters, but Kansas is referring to this concept as "embedded". Several pages from this guidebook are attached as pages 236-240, 373-374.

North Carolina also shared five pages of "ideas" of class projects which is also attached.

Lastly, Kansas advisors who attended the advisor session as part of the **2010 K-ACTE FCCLA Advisor Update** session identified ways FCCLA could be embedded in each of the Human Services courses in Kansas. These are attached for your reference.

*TRY IT and then let Charlotte know how it went...*





# Handouts & Resources

FCCLA offers new and returning advisers a variety of resources to simplify the integration of FCCLA into the classroom.

[Handouts](#)

[Downloads](#)

[FCCLA Resources](#)

[Other Resources](#)

[FCCLA Handouts](#)

[Reproducible Sheets:](#)

[Advantages for Administrators](#)

[Advantages for Administrators \(Spanish\)](#)

[Chapter Officer Duties](#)

[Creed](#)

[Letter to Parents](#)

[Letter to Parents \(Spanish\)](#)

[Member Guide](#)

[Membership Calendar](#)

[Membership Frequently Asked Questions](#)

[New Chapter Checklist](#)

[Program of Work](#)

[Purposes](#)

[Recruit](#)

[Retain](#)

[Recognize](#)

[Step One Activity](#)

[Step One Certificate](#)

[Why FCCLA?](#)

[Why FCCLA? \(Spanish\)](#)



Click [HERE](#) for a more handouts.

2010-2011 Membership Kit





# Handouts & Resources

*Handouts*

*Downloads*

*FCCLA Resources*

*Other Resources*

**Forms:**

[Middle Level Affiliation Form & Information](#) (for middle school chapters that exceed 50 students)

[Planning Process Worksheet](#) (Word Document)

[Planning Process Worksheet](#) (Typeable PDF)

**Lesson Plans & Activities:**

[Integrating FCCLA National Programs in Your Curriculum](#)

[Introduction to FCCLA](#)

[The FCCLA Planning Process](#)

[Top 10 Membership Recruitment Ideas](#)







# The Embedded FCCLA CHAPTER

## Group Participation Sheet for Introduction to Human Services

This is how each FCCLA National Program could be embedded within the course listed above.

National Program	Ideas on how to embed
Dynamic Leadership	Incorporate entire national program in this intro course; Use forms and activities to promote being a leader in your school to build self-esteem.
Career Connection	Use activities to explore careers related to providing human services (Career Pipeline, <a href="http://www.onet.gov">www.onet.gov</a> )
Leaders At Work	Workplace related activities and forms you can review...what employers look for/expect ; What it means to be a good employee;
Community Service	Community support projects for individuals and families as a way to promote citizenship; Builds resume experiences; Volunteerism connection to desirable employee.
FACTS—Families Acting for Community Traffic Safety	Activities and projects around transportation and what to think about when providing transportation either as the actual driver, or setting it up for someone else to drive clients.
Families First	Use activities to promote health and wellness issues in own family as a way to learn importance in working with others and meeting their needs; Solving conflicts information; How to building understanding for others needs.

Financial Fitness	Explore financial concerns related to providing services when family members can't help.
Power of One	Promote skill development of goal setting, decision making, planning as personal goals are set and completed such as Working on Working; A Better You; and Family Ties.
STOP the Violence—Students Taking On Prevention	Integrate entire national program within this intro course; Explore issues such as verbal abuse; Conflict resolution activities; Harassment definition; When/how to intervene and report at the work place and etc; Appreciating differences in people; Respect and diversity.
Student Body	Use activities related to making sound nutritional and wellness decisions that impact others;

This is how each STAR Event could be used as a knowledge and performance assessment.

STAR Event*	Activity/Project Idea
<i>*ALL STAR Events promotes building skills in communication, resource management, planning processes, evaluation procedure, leadership, teamwork and speech.</i>	
Applied Technology	Use technology to address a concern such as monitoring a person through skype.
Career Investigation	Exploring careers relate to helping others.
Chapter Service Project or Display	Use planning documents to address an issue of concern involving meeting a need for those in the community.
Entrepreneurship	Use process to identify and market a service for meeting the needs of others such as yard clean up for senior citizens.
Environmental Ambassador	Use process to promote "helping the environment" to build self esteem and self confidence such as encouraging home owners to stop leaking faucets to conserve water.
Focus on Children	Use process to involve children in learning about an issue such as how to answer the phone if their parents aren't home.

Illustrated Talk	Build speaking skills while bringing an issue of concern to the notice of others such as promoting quality after-school care for children or how to work with the elderly.
Interpersonal Communications	Practice communication skills to encourage relationships with senior citizens.
Job Interview	Practice for the real thing.
Life Event Planning	Use process to plan for a life event that involves meeting special needs of those involved.
National Programs in Action	Meet local issue of concern (see other ideas on front using national programs); Class project, set and follow a budget for implementation.
Parliamentary Procedure	Practice for board room meetings
Promote and Publicize	Practice marketing skills
<b>STAR Events—Specific</b>	<b>Activity/Project Idea</b>
Culinary Arts	n/a
Early Childhood	n/a
Fashion Construction/Fashion Design	n/a
Food Innovations	n/a
Hospitality	n/a
Interior Design	n/a
Recycle and Redesign	n/a
Teach and Train	n/a





# The Embedded FCCLA CHAPTER

## Group Participation Sheet for Career and Life Planning

This is how each FCCLA National Program could be embedded within the course listed above.

National Program	Ideas on how to embed
Dynamic Leadership	Teamwork Activities; Promotes leadership development skills.
Career Connection	Incorporate entire national program within this course; Getting and Keeping employment; Researching salaries, job outlook, education/training needed (Career Pipeline, <a href="http://www.onet.gov">www.onet.gov</a> )
Leaders At Work	Workplace related activities and forms you can use; What is means to be a good employee;
Community Service	Community support projects for individuals and families; Build resume experiences; Volunteerism connection to desirable employee; Budgeting for a project
FACTS—Families Acting for Community Traffic Safety	Public transportation and mobility issues as it relates to employment...what if you don't have a automobile?; Costs of owning a car;
Families First	Family impact on career (balancing work and family activities) and personal goals.
Financial Fitness	Costs of education and training; budgeting; Locating resources if you don't have the money for college; Setting up an apartment; Needs vs Wants

Power of One	Working on Working; A Better You; Goal setting, decision making, planning...
STOP the Violence—Students Taking On Prevention	Issues that affect those who have money and those who don't which may cause the need for the following; Conflict resolution activities; Harassment definition; When/how to intervene and report at the work place and etc; Appreciating differences in people; Respect
Student Body	Insurance and health as it relates to work and employee responsibilities; Sick days cost employers; Costs of eating out vs. at home; Nutritional differences and link to being well enough to work.

This is how each STAR Event could be used as a knowledge and performance assessment.

STAR Event*	Activity/Project Idea
<i>*ALL STAR Events promotes building skills in communication, resource management, planning processes, evaluation procedure, leadership, teamwork and speech.</i>	
Applied Technology	Develop website where students can calculate loans information, etc; Budgeting software; Selling used items to classmates; Set up school "bank".
Career Investigation	Exploring careers relate income, benefits to education/training.
Chapter Service Project or Display	Do project and present to learn how to work within a budget; Plan something around raising money for a need.
Entrepreneurship	Set up small business selling stock and running it in the school.
Environmental Ambassador	The financial benefits of recycling.
Focus on Children	Costs of raising children; Planning for future costs (like saving for their education); Present basic economics to school children...saving, investing, spending wisely..."piggy bank" concept.

Illustrated Talk	Build speaking skills while bringing an issue of concern to the notice of others such as promoting quality after-school care for children or how to work with the elderly.
Interpersonal Communications	Practice communication skills to encourage relationships with senior citizens.
Job Interview	Practice for the real thing.
Life Event Planning	Use process to plan for a life event that involves meeting special needs of those involved.
National Programs in Action	Meet local issue of concern (see other ideas on front using national programs); Class project, set and follow a budget for implementation.
Parliamentary Procedure	Practice for board room meetings
Promote and Publicize	Practice marketing skills
<b>STAR Events—Specific</b>	<b>Activity/Project Idea</b>
Culinary Arts	n/a
Early Childhood	n/a
Fashion Construction/Fashion Design	n/a
Food Innovations	n/a
Hospitality	n/a
Interior Design	n/a
Recycle and Redesign	n/a
Teach and Train	n/a







# The Embedded FCCLA CHAPTER

## Group Participation Sheet for Human Growth and Development

This is how each FCCLA National Program could be embedded within the course listed above.

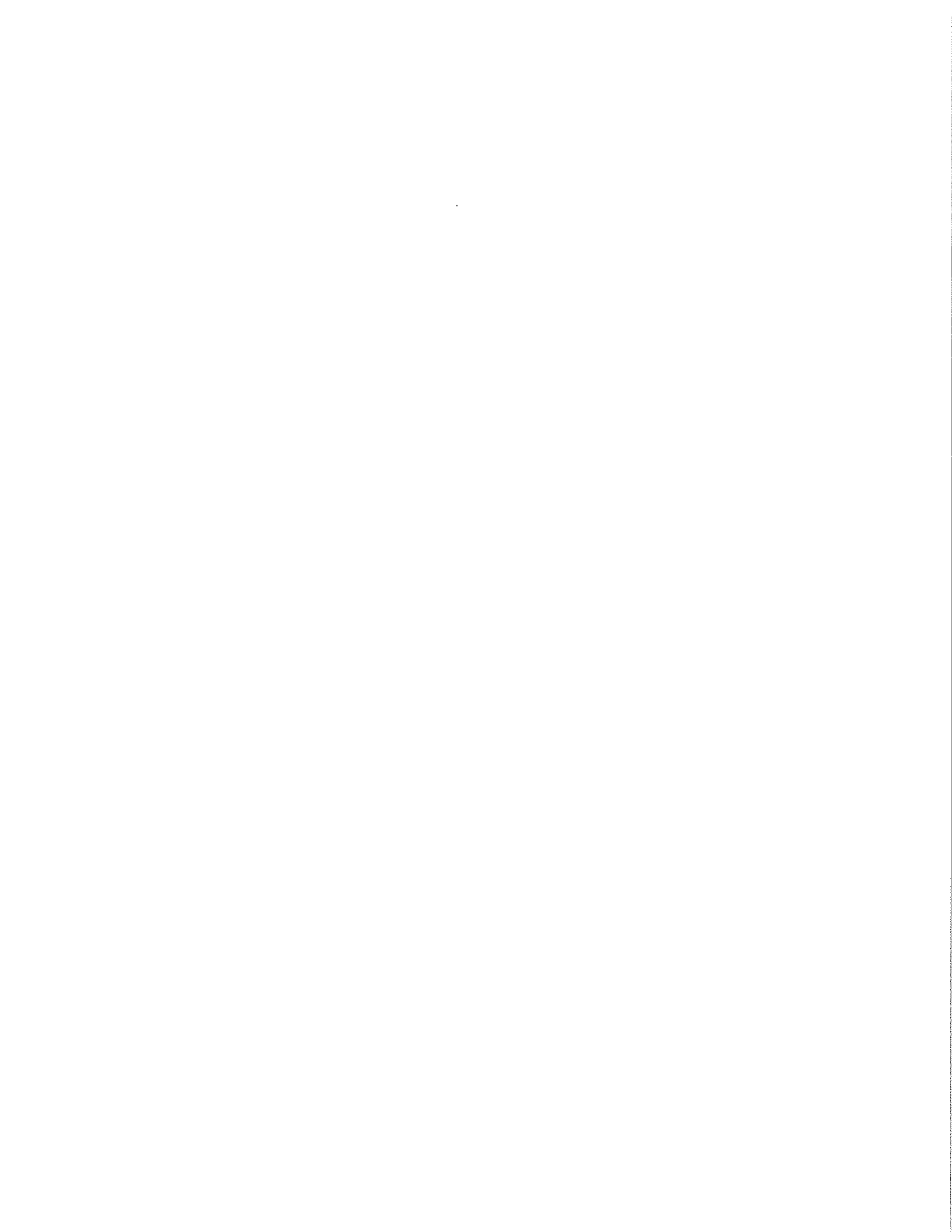
National Program	Ideas on how to embed
Dynamic Leadership	Use forms and activities to promote helping others such as planning project for special needs students or preschool.
Career Connection	Use activities to explore careers related to helping others through their lifespan (Career Pipeline, <a href="http://www.onet.gov">www.onet.gov</a> )
Leaders At Work	N/A
Community Service	Community support projects for individuals and families; Build resume experiences; Volunteerism connection to desirable employee.
FACTS—Families Acting for Community Traffic Safety	Activities and projects around transportation safety...related to age, such as car seats, seat belts, bicycle safety.
Families First	Activities to promote healthy relationships across all ages such as improving sibling rivalry.
Financial Fitness	Explore financial concerns of each age group using activities and budgeting forms.
Power of One	Promote skill development of goal setting, decision making, planning as personal goals are set and completed such as Working on Working; A Better You; and Family Ties.

STOP the Violence—Students Taking On Prevention	Explore issues that affect all age groups from child abuse to senior care; Conflict resolution activities; Harassment definition; When/how to intervene and report at the work place and etc; Appreciating differences in people; Respect
Student Body	Activities related to making sound nutritional and wellness decisions across the lifespan.

This is how each STAR Event could be used as a knowledge and performance assessment.

STAR Event*	Activity/Project Idea
<i>*ALL STAR Events promotes building skills in communication, resource management, planning processes, evaluation procedure, leadership, teamwork and speech.</i>	
Applied Technology	Use technology to address a concern for a particular group of people or individual such as safety on the internet.
Career Investigation	Exploring careers relate to helping others, comparing it to being able to help own family.
Chapter Service Project or Display	Use planning documents to address an issue of concern involving meeting a need for those in the community.
Entrepreneurship	--
Environmental Ambassador	---
Focus on Children	Use planning process to teach children how to have empathy for others.
Illustrated Talk	Build speaking skills while bringing an issue of concern to the notice of others such as elder abuse or latch-key children.
Interpersonal Communications	Practice communication skills while addressing care or abuse issues.
Job Interview	Practice for the real thing.
Life Event Planning	Use process to plan for a life event such as moving out on your own, or planning a 90 <sup>th</sup> birthday party for a grandparent.

National Programs in Action	Meet local issue of concern (see other ideas on front using national programs); Class project, set and follow a budget for implementation.
Parliamentary Procedure	Practice for board room meetings
Promote and Publicize	Practice marketing skills
<b>STAR Events—Specific</b>	<b>Activity/Project Idea</b>
Culinary Arts	n/a
Early Childhood	n/a
Fashion Construction/Fashion Design	n/a
Food Innovations	n/a
Hospitality	n/a
Interior Design	n/a
Recycle and Redesign	n/a
Teach and Train	n/a





# The Embedded FCCLA CHAPTER

## Group Participation Sheet for Family Studies

This is how each FCCLA National Program could be embedded within the course listed above.

National Program	Ideas on how to embed
Dynamic Leadership	Use forms and activities to promote being a leader in your own family.
Career Connection	Use activities to explore careers related to helping families (Career Pipeline, <a href="http://www.onet.gov">www.onet.gov</a> )
Leaders At Work	N/A
Community Service	Community support projects for individuals and families such as sending care packages to community members in the military; Build resume experiences; Volunteerism connection to desirable employee.
FACTS—Families Acting for Community Traffic Safety	Activities and projects around transportation safety as it relates to being in a career providing care for others and as a parent providing care for family... such as car seats, seat belts, bicycle safety.
Families First	Incorporate entire national program into coursework as it all relates (Examples: Activities to promote healthy relationships between all family members; Solving conflicts; Building understanding.)

Financial Fitness	Explore financial concerns of a family using activities and budgeting forms; Involving all family members in budget process.
Power of One	Promote skill development of goal setting, decision making, planning as personal goals are set and completed such as Working on Working; A Better You; and Family Ties.
STOP the Violence—Students Taking On Prevention	Explore issues such as domestic violence; Conflict resolution activities; Harassment definition; When/how to intervene and report at the work place and etc; Appreciating differences in people; Respect
Student Body	Activities related to making sound nutritional and wellness decisions that impact others.

This is how each STAR Event could be used as a knowledge and performance assessment.

STAR Event*	Activity/Project Idea
<i>*ALL STAR Events promotes building skills in communication, resource management, planning processes, evaluation procedure, leadership, teamwork and speech.</i>	
Applied Technology	Use technology to address a concern for a particular group of people or individual such as obesity in family members and life care issues.
Career Investigation	Exploring careers relate to helping others, comparing it to being able to help own family.
Chapter Service Project or Display	Use planning documents to address an issue of concern involving meeting a need for those in the community that impact families such as seatbelt safety or safe neighborhoods.
Entrepreneurship	--
Environmental Ambassador	---
Focus on Children	Use process to involve children in learning about an issue such as encouraging literacy.

Illustrated Talk	Financial related topic; Power point on math/costs of something.
Interpersonal Communications	Need for communication about financial goals and spending habits between parent/child; husband/wife; employee and employer (time is money concept).
Job Interview	Practice for the real thing.
Life Event Planning	Planning for college; planning for moving out on your own; Goal Setting; First purchases, Insurance; Planning a vacation; Prom; Graduation Party; Arrival of a Baby
National Programs in Action	Meet local issue of concern (see other ideas on front using national programs); Class project, set and follow a budget for implementation.
Parliamentary Procedure	Practice for board room meetings
Promote and Publicize	Practice marketing skills
<b>STAR Events—Specific</b>	<b>Activity/Project Idea</b>
Culinary Arts	n/a
Early Childhood	n/a
Fashion Construction/Fashion Design	n/a
Food Innovations	n/a
Hospitality	n/a
Interior Design	n/a
Recycle and Redesign	n/a
Teach and Train	n/a







# The Embedded FCCLA CHAPTER

## Group Participation Sheet for Consumer Education

This is how each FCCLA National Program could be embedded within the course listed above.

National Program	Ideas on how to embed
Dynamic Leadership	Teamwork Activities;
Career Connection	Getting and keeping employment tips; Documents to research salaries, job outlook, education/training needed (Career Pipeline, <a href="http://www.onet.gov">www.onet.gov</a> )
Leaders At Work	N/A
Community Service	How to plan community support projects for individuals and families which will build resume experiences and how volunteerism is desirable in employees; How to develop a budget for a project
FACTS—Families Acting for Community Traffic Safety	Analyze public transportation and mobility issues as it relates to employment...what if you don't have a automobile?; Costs of owning a car;
Families First	Balancing work and family activities around personal goals.
Financial Fitness	Incorporate entire national program within this course; Basic budgeting; Locating resources if you don't have the money; Needs vs. wants discussion

Power of One	How to set personal goals that affect your life such as Working on Working; A Better You; Promoting skill development in goal setting, decision making, planning to name three.
STOP the Violence—Students Taking On Prevention	Conflict resolution activities; Harassment definition; When/how to intervene and report at the work place and etc; Appreciating differences in people; Respect building activities
Student Body	Use activities to address nutrition and wellness as it links to being healthy enough for employment and handling daily life.

This is how each STAR Event could be used as a knowledge and performance assessment.

STAR Event*	Description:
<i>*ALL STAR Events promotes building skills in communication, resource management, planning processes, evaluation procedure, leadership, teamwork and speech.</i>	
Applied Technology	Use technology to address financial issue related to consumer education, such as to develop a website where students can calculate loans information, etc; Budgeting software; Selling used items to classmates; Set up a school "bank".
Career Investigation	Assign students to exploring careers relate income and benefits to education/training requirements.
Chapter Service Project or Display	Do project and present to learn how to work within a budget; Raising money for a need.
Entrepreneurship	Set up a small business selling stock and running it in the school.
Environmental Ambassador	Explore the financial benefits of recycling.
Focus on Children	Use this STAR Event to present financial consideration to children such as presenting basic economics to school children...saving, investing, spending wisely..."piggy bank" concept.

Illustrated Talk	Promote speaking skills by selecting a financial related topic, developing a speech and presenting it a minimum of 3 times to different audiences.
Interpersonal Communications	Encourages the application of communication to address a concern, such as discussing financial goals and spending habits between parent/child; husband/wife; employee and employer (time is money concept).
Job Interview	Practice for the real thing.
Life Event Planning	Follow a set plan of action for planning an event in life such as planning for college; planning for moving out on your own; Promote personal skills in goal setting; Making First purchases.
National Programs in Action	Meet local issue of concern (see other ideas on front using national programs); Class project, set and follow a budget for implementation.
Parliamentary Procedure	Practice for board room meetings
Promote and Publicize	Practice marketing skills
<b>STAR Events—Specific</b>	<b>Activity/Project Idea</b>
Culinary Arts	n/a
Early Childhood	n/a
Fashion Construction/Fashion Design	n/a
Food Innovations	n/a
Hospitality	n/a
Interior Design	n/a
Recycle and Redesign	n/a
Teach and Train	n/a





# The Embedded FCCLA CHAPTER

## Group Participation Sheet for Nutrition and Wellness

This is how each FCCLA National Program could be embedded within the course listed above.

National Program	Ideas on how to embed
Dynamic Leadership	Use forms and activities to promote being a leader in your school to build self-esteem.
Career Connection	Use activities to explore careers related to nutrition or wellness (Career Pipeline, <a href="http://www.onet.gov">www.onet.gov</a> )
Leaders At Work	N/A
Community Service	Community support projects for individuals and families such as the building of a walking trail; Build resume experiences; Volunteerism connection to desirable employee.
FACTS—Families Acting for Community Traffic Safety	Activities and projects around transportation safety as it relates to being physically active such as bicycle safety, crossing the street safely or avoiding driving while tired.
Families First	Use activities to promote health and wellness issues that affect family members; Solving conflicts; Building understanding.
Financial Fitness	Explore financial concerns related to budgeting for the food dollar (costs of fresh or more nutritious foods) or physical fitness activities/equipment (bikes, shoes...).

Power of One	Promote skill development of goal setting, decision making, planning as personal goals are set and completed such as Working on Working; A Better You; and Family Ties.
STOP the Violence—Students Taking On Prevention	Explore issues such as verbal abuse; Conflict resolution activities; Harassment definition; When/how to intervene and report at the work place and etc; Appreciating differences in people; Respect
Student Body	Incorporate the entire national program; Use activities related to making sound nutritional and wellness decisions that impact others; Encourage leading by example by offering smoothies on Tuesday as an afterschool snack or give awards for eating healthy at school.

This is how each STAR Event could be used as a knowledge and performance assessment.

<b>STAR Event*</b>	<b>Activity/Project Idea</b>
<i>*ALL STAR Events promotes building skills in communication, resource management, planning processes, evaluation procedure, leadership, teamwork and speech.</i>	
Applied Technology	Use technology to address a concern such as obesity epidemic or involve a GPS in a walking scavenger hunt.
Career Investigation	Exploring careers relate to nutrition or wellness.
Chapter Service Project or Display	Use planning documents to address an issue of concern involving meeting a need for those in the community that impact families such as encouraging community-wide events (1K walk/run).
Entrepreneurship	Use process to identify and market a product (nutritious food) or service (water aerobics in the city pool).

Environmental Ambassador	Use process to promote “helping the environment” to build self esteem and self confidence such as starting a community garden or promoting non-plastic water bottle usage.
Focus on Children	Use process to involve children in learning about an issue such as making healthy choices.
Illustrated Talk	Build speaking skills while bringing an issue of concern to the notice of others such as promoting how to eat healthy or what’s in energy drinks (additives).
Interpersonal Communications	Practice communication skills to encourage nutrition, health and wellness.
Job Interview	Practice for the real thing.
Life Event Planning	Use process to plan for a life event that involves nutrition, such as planning a back to school event with healthy options in mind.
National Programs in Action	Meet local issue of concern (see other ideas on front using national programs); Class project, set and follow a budget for implementation.
Parliamentary Procedure	Practice for board room meetings
Promote and Publicize	Practice marketing skills
<b>STAR Events—Specific</b>	<b>Activity/Project Idea</b>
Culinary Arts	n/a
Early Childhood	n/a
Fashion Construction/Fashion Design	n/a
Food Innovations	Design a new healthy food product (this may not be possible without a strong food science connection within the course content).
Hospitality	n/a
Interior Design	n/a
Recycle and Redesign	n/a
Teach and Train	n/a







# The Embedded FCCLA CHAPTER

## Group Participation Sheet for Career and Community Connections

This is how each FCCLA National Program could be embedded within the course listed above.

National Program	Ideas on how to embed
Dynamic Leadership	Teamwork Activities; How to be a leader and make things happen.
Career Connection	Job Interview information/practice examples; How to know if you have a skill; Action verbs list; Researching careers directions/forms
Leaders At Work	Incorporate entire national program within this course; Workplace related activities and forms you can use; What is means to be a good employee; Conflict resolution at the workplace.
Community Service	How to build community support projects for individuals and families; How to tie social problems to social resources/services
FACTS—Families Acting for Community Traffic Safety	How to address safety and transportation and mobility issues as it relates to employment
Families First	Family impact on career (balancing work and family activities); How to teach children to be service minded
Financial Fitness	Activities to build skills in budgeting and living on a budget.
Power of One	Units that students can complete Take the lead; Working on Working; A Better You

STOP the Violence—Students Taking On Prevention	Conflict resolution activities; Harassment definition; When/how to intervene and report at the work place and etc; Violence continuum
Student Body	How to address issues that related to health and job performance; How to address body image;

This is how each STAR Event could be used as a knowledge and performance assessment.

STAR Event*	Assessment concept
<i>*ALL STAR Events promotes building skills in communication, resource management, planning processes, evaluation procedure, leadership, teamwork and speech.</i>	
Applied Technology	Web related search sites applied in a new way to meet a local issue of concern
Career Investigation	Allows for the in-depth study of a career (meeting individual needs)
Chapter Service Project or Display	Meet local issue of concern (see other ideas on front using national programs)
Entrepreneurship	
Environmental Ambassador	
Focus on Children	Plan and implement a project for children (Ideas: Career on Wheels; Career Day for Kids; Guest speakers on various careers based upon community needs, not popular careers only.)
Illustrated Talk	Build research and oral communication skills (Ideas: Career-related topic...the connection between accepting the diversity of others and job success.)
Interpersonal Communications	Build communication between groups (i.e. Need for communication between work and family; communication between workers.)
Job Interview	Practice for the real thing to a set of standards (look at case-based interviews more linked to human service areas)
Life Event Planning	Provide a framework to practice event planning (i.e. Planning for college; planning for moving out on your own)
National Programs in Action	Build presentation skills as they meet local issue of concern (see other ideas on front using national programs)

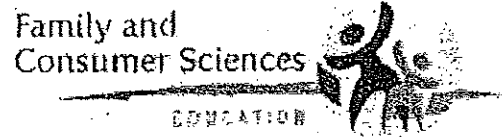
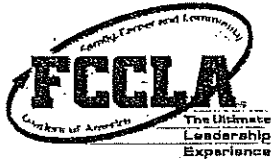
Parliamentary Procedure	Offers practice for board room meetings
Promote and Publicize	
<b>STAR Events—Specific</b>	<b>Activity/Project Idea (* may fit depending upon professional learning experience identified.)</b>
Culinary Arts	*see above
Early Childhood	*see above
Fashion Construction/Fashion Design	*see above
Food Innovations	*see above
Hospitality	*see above
Interior Design	*see above
Recycle and Redesign	*see above
Teach and Train	*see above



# NASAFACS 2010 Spring Meeting

## Co-curricular FACS/FCCLA

North Carolina



Learn, Live, Lead ...  
Official Guidebook of  
NC FCCLA Chapters

presenter

Janet Johnson  
NC FCCLA State Adviser

State Chapter Handbook  
Available on-line

Go Co . . .

Co-curricular, That Is . . .

What is co-curricular teaching? *Co-curricular* means making FCCLA an integral part of your family and consumer sciences classroom on a daily basis. It is really easy to do. As you plan your curriculum, look at opportunities that lend themselves to FCCLA. Here are some examples.

1. Use the **FCCLA Planning Process**. Use the FCCLA planning process to help students develop their ideas for topics covered in class. The Planning Process is great for research projects, classroom events, or anything you do that helps students learn the process of planning, an essential skill for life.

2. Elect **class officers**. Have class elections for each period. Give the officers of the class the opportunity to take the lead in activities related to the class. Have students plan for FCCLA Days, guest speakers, field trips, and any special activities that get them actively involved in the class. If students are involved in planning an activity, they are more likely to participate and learn. Their motivation and enthusiasm make your job a lot easier.

3. Provide **student ownership**. Contrary to popular belief, the teacher does not always have to direct every class activity. Give students the opportunity to show their knowledge by allowing them to plan and implement class projects using the STAR Events or one of the other national programs. Students not only get the experience of speaking in front of groups, but they also develop self-confidence in their abilities. An added bonus is that they can take their projects to STAR Events competition and be recognized for their work beyond the classroom and school level.

. . . and open up a  
whole new world of teaching!



# Benefits of FCCLA in the Classroom

## **1. Students want to take action.**

They do more than learn the material, they are actually participating in making the material come alive. They are excited about the class and school in general.

## **2. Students want to become involved.**

In every classroom there are students who want to take part but are not sure how to do it. FCCLA is the avenue you use; there are individual projects and group projects, both large and small. The sky is the limit for the students, if you'll give them wings to fly.

## **3. Students learn leadership skills.**

FCCLA is the only student-run organization in Family and Consumer Sciences. Your students learn how to take the lead, become involved, and make a difference in their world.

## **4. Students develop a positive self-concept.**

In the world today, we are seeing less and less confidence in our students. Opportunities afforded them in FCCLA help them to gain skills needed to become self-sufficient and reliable employees when entering the workforce.

## **5. Students see a different side of you.**

They see not just the teacher in the classroom, but the adviser who wants to help them succeed. If they know you care, they will begin to care a lot more. Friendships nurtured and developed during the time of FCCLA activities helps students see that there are teachers who really care. For some, this is the only positive influence they have in their lives.

## **6. Students see activity in your FACS classroom.**

They want to become involved. FCCLA can actually increase your class sizes. In order to be a member of FCCLA, you must be enrolled, or have been enrolled, in a FACS course.

## **7. FCCLA achievements lead to positive PR for your program.**

Through news articles and other marketing strategies, parents, staff, and others in the school and community see the achievements of your FCCLA members. This is a good reflection on your FACS program. It also reinforces a positive image of the value of family and consumer sciences education in students' lives.

# How to Get Started

1. Take a chance! Get rid of the notion that it takes away time from teaching your curriculum. FCCLA actually enhances your program and makes your job easier.
2. Look for opportunities to incorporate FCCLA into the classroom. Students are eager to make a difference, if only you'll give them the chance to become useful.
3. Develop a belief that FCCLA is important because it is. Students have been known to stay in school and complete their education because there were activities that kept them interested and involved. Students want to finish school. They want to be successful. Give them the motivation they need to follow through.
4. Dispel the belief that students don't care. Students care a lot more than most teachers realize. They long for opportunities to be helpful, just like we as teachers do.
5. Read a copy of the STAR Events manual and the State Level Events. Apply them to your particular class. Use the information. You don't have to take every student who completes a project to competition. Start small. Don't try to do everything at once.
6. Be a competitive events evaluator or room consultant at the regional level; then move on to the State level. This will give you a firsthand opportunity to see STAR Events in action. Becoming involved is the best way to learn what FCCLA is all about.
7. STAR Events, which is one of the bigger activities for student involvement, is not the only activity in FCCLA. There are community service projects, Power of One projects, and many more programs. Students can work on individual projects, small group projects, or chapter projects. Students can do those things that need to be done on the local level, the things that no one "has time to do," for meaningful projects.
8. Give students the opportunity to explore their community to see what the needs are. We need to teach our students to be responsible citizens in the local community, as well as on the state, national, and global levels.
9. Most of all, have fun with FCCLA. This can be an exciting time for you as well. The friendships developed, the professional contacts made, and the excitement of seeing your students succeed make the time spent so very worthwhile for advisers.



# Model for a Co-curricular Chapter

In order to have a co-curricular chapter, you need an organizational structure. The description and diagram that follow illustrate one suggested model for a co-curricular chapter where there are several teachers in the FACS Department.

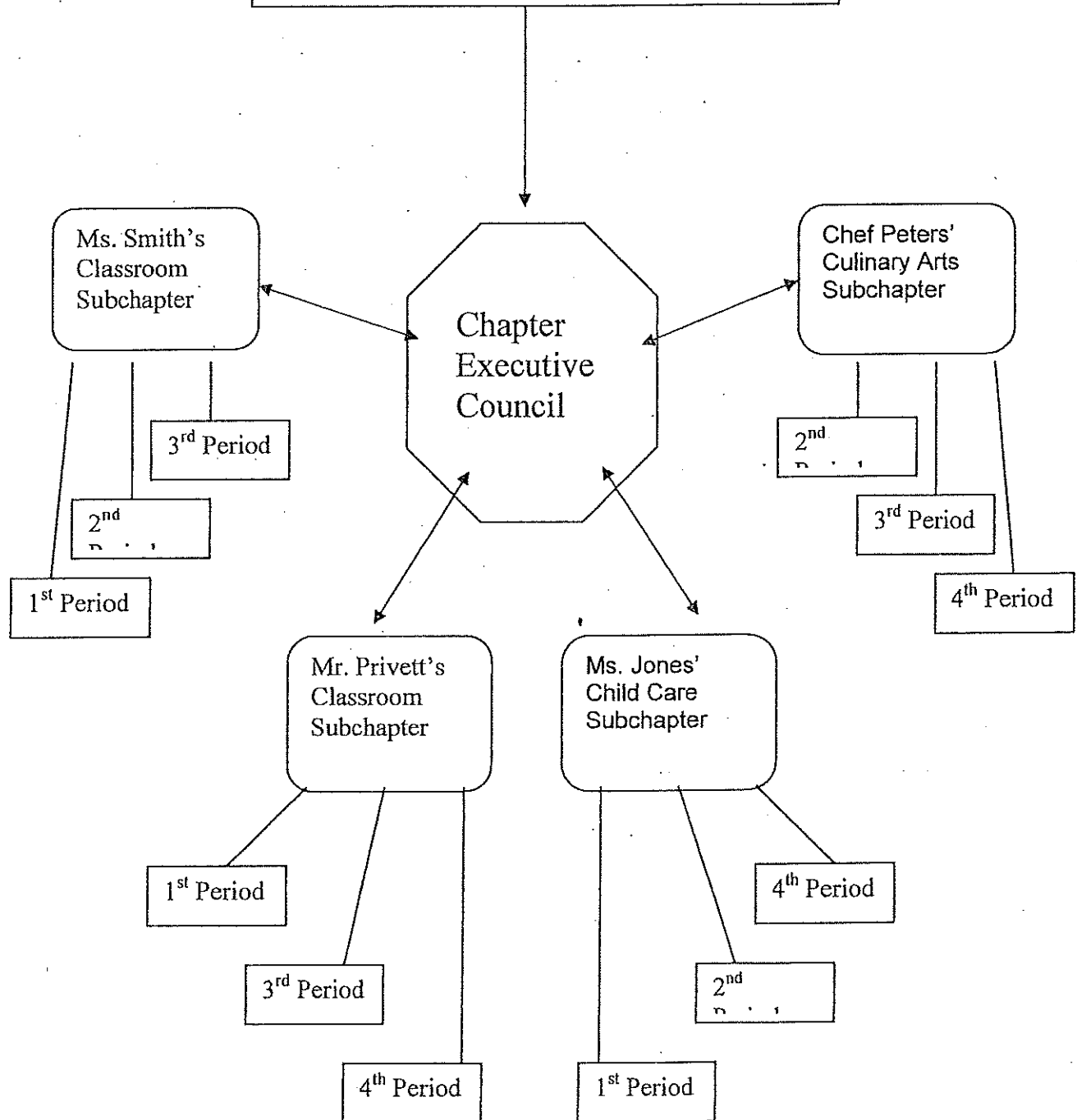
The work of the chapter goes on at two levels — the chapter and the subchapter levels. Each teacher's classroom is a subchapter. Each class period in each classroom functions as an in-class section of the subchapter for the duration of the class, whether quarter, semester, or year. Within each class, leaders are elected and projects carried out. In general, the work of each class is independent of other classes. Classes may focus on different concerns and implement separate projects. Occasionally, classes may opt to team up for larger efforts. They may also work on chapter in-depth projects by dividing areas of responsibility among the classes participating.

Work at the chapter level is coordinated by an executive council made up of chapter officers. The officers are elected from the entire chapter. They meet in executive session with representatives from the current classes. Each class elects one representative to serve as liaison to the executive council. Executive council meetings are held at designated times during the school day, during lunch period, after school, or in the evening. Representatives report back to their respective classes to keep them informed of all-important chapter-level information.

If an FCCLA member does not have a FACS class at any given time, but has taken a FACS course in the past, he/she may link up by joining a teacher's subchapter. A communication system is put into place that allows the student to have access to all announcements and keeps him/her informed of upcoming opportunities. This can be accomplished through a variety of channels — newsletters, memo boards, E-mail, flyers, and the buddy system. The student is also eligible to serve as a member of the executive council.

This model also includes the option of holding regular chapter meetings. In schools where there is a regularly scheduled activity period, whole chapter meetings offer a great time for program-type meetings. In schools where this type of meeting would be difficult, chapter meetings are not essential because the actual work of the organization is taking place in the class sessions and in the executive council meetings.

# A Co-curricular Chapter



# Ways to Integrate Competitive Events

## 1. Whole-class Competition

Set up a competitive event for all members of a class. For example, in a unit on job skills, include class-level competition in "Job Interview." Use the event as a basis for teaching and re-teaching concepts such as letter writing, job applications, portfolios, appropriate attire, and interviewing skills. Arrange a team of three interviewers for event day. Provide a receptionist, a waiting room, an office for interviews, and "all the trimmings" to make it feel real. Use the event rating sheets. Let the winner go on to the next level of competition.

## 2. Whole-class Project

Organize a class project to be entered in one of the project-type events. Follow the event guidelines in planning, executing, and evaluating the project. Relate the project to the subject under study. Have students keep track of individual efforts through the project. Use these logs to help determine the event team who will present the project in competition. Or, divide into groups to write project summaries. Then have each group present their summaries so that the class can select the best group to go to competition.

## 3. Competition among Classes

Set up competition among classes by arranging to have event winners from each class period compete for the honor of going on to the next level of competition. If possible, arrange to have a team of evaluators who can be on hand during all class periods to observe, hear presentations, and evaluate work products. This will eliminate the need for major schedule adjustments.

### **3. Parallel Projects**

Involve students in helping plan projects for every student during a given period of weeks. Some projects will be individual; others will be done in groups. Some projects will be based on competitive events; others will be based on subject concepts or related interest areas. All students will be responsible for written plans, documentation of work each day, and evaluation of outcomes.

### **3. Parallel Projects with Support Teams**

Plan projects for every student during a given period of weeks. Some projects will be individual, others done in groups. All projects will be based on competitive events; students will work in one of two roles. Some will be event participants, while others will be support team members. Support team members will be assigned a specific event. All students will be responsible for written plans, daily documentation of work, and evaluation of outcomes.

### **3. Project Days**

Project Days are held one day each week, or every two weeks, over a period of weeks, a quarter, or a semester. These may be organized with or without support teams. The amount of time used depends on the nature of projects to be done, discipline of students, and teacher's creativity in management. One productive approach is to integrate one "extra" competency into each project day. Examples of concepts that may be integrated are: personal qualities for success, time management, interpersonal communication skills, planning, decision-making, interviewing skills, and appropriate attire. Use a mini-lesson approach to focus students on the integrated concept at the beginning of class. Have them apply the concept as they continue to work on their projects.

# Co-curricular Connections

## 1. Title of Activity: Let's Play!

**Concept:** Age-appropriate play activities      **FACS Content Area:** Child Development

**SCANS Skills:** Working on teams, creative thinking, reasoning, evaluating, reading, writing

**National Standard 4.2:** Analyze developmentally appropriate practices to plan for early childhood education and services.

**Description:** Create three teams of students and ask each team to create a child's game that will fit into a folder, shoebox, or drawstring bag. Allow each team to develop their game on a course topic that is of interest to them. Ask them to plan the game to be developmentally appropriate for a specific age and to use their creativity to create a theme, title, rules, and playing space. When teams are finished, exchange games, play, and critique others' games. Return games and make improvements. Then prepare to take the games to a higher level by asking students to consider how their games could be the basis for an FCCLA STAR Events project — e.g., they could make a classroom set to present to a target site or make enough to distribute to a target grade level throughout the school system. Use local judges or make a rubric to determine which team will develop their game into a project for STAR Events competition.

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## 2. Title of Activity: Portfolio Power

**Concept:** Portfolio preparation

**FACS Content Area:** All FACS areas

**SCANS Skills:** Working on teams, reading, writing, listening, speaking, using technology

**National Standard 1.2:** Demonstrate transferable and employability skills in community and workplace settings.

**Description:** Discuss the meaning of *portfolio* — a collection of work samples that shows a person's progress over a period of time. A portfolio may include items chosen by the student and by the teacher. Have students identify an FCCLA competitive event that requires a portfolio of student work and make a list of items required by the event to be included in the portfolio. Continue discussion using the following questions: 1. Have you ever compiled a portfolio in any of your classes? 2. What kinds of things did you include? 3. Did it change throughout the year? 4. Did you work on it regularly? 5. What are some ways you could show evidence of progress in a project you have done in this class? 6. What would you include in a personal evaluation essay? Have each student work with a partner to discuss responses. Then work with interested students on FCCLA STAR Events that requires portfolios. Make a plan of items to include. Have students continually evaluate their work and what their selection of items says about what they are learning. Use the event rating sheet to guide decision making as the portfolio grows.



## Co-curricular Connections

### 3. Title of Activity: It's My Business

**Concept:** Entrepreneurship

**FACS Content Area:** All FACS areas

**SCANS Skills:** Working on teams, writing, planning, management, technical and production skills

**National Standard 1.2:** Demonstrate transferable and employability skills in community and workplace settings.

**Description:** Set up a group of small class businesses using skills learned in class. Have students work alone as sole proprietors or in groups of two or three as business partners to write a business plan for their concept. Set up businesses, make products, publicize, and have a grand opening. Invite parents, school staff, and community. Select the best business concept for presentation at regional competitive events.

### 4. Title of Activity: More to Choose From

**Concept:** National FCCLA programs

**FACS Content Area:** All FACS areas

**SCANS Skills:** Working on teams, writing, taking responsibility, planning

**National Standard 1.2:** Demonstrate transferable and employability skills in community and workplace settings.

**Description:** Introduce your class to other areas of FCCLA competition outside of STAR Events through other national programs. Focus students' attention primarily on programs that relate to your area of study. Brainstorm possible projects that could utilize class-related skills and information and address the components of your FACS program. Work with teams of students to complete projects and submit applications. Choose a coordinator for each team to be responsible for keeping track of evidences needed on the applications — e.g., timelines of events, evidences of group involvement, and publicity samples.

### 5. Title of Activity: Skills for Life

**Concept:** Clothing-related skills

**FACS Content Area:** Clothing

**SCANS Skills:** Technical skills, writing, planning, managing resources

**National Standard 16.4:** Demonstrate skills needed to produce, alter, or repair textile products and apparel.

**Description:** Sponsor a showcase of clothing-related demonstrations. Have students work individually or with a partner to prepare demonstrations that involve application of useful skills from their clothing course. Publicize the event. Invite FACS classes, the student body, or the community. Consider using your showcase as part of a larger community-wide affair. Ideas for demonstrations include pillow making, repairs, alterations, laundry challenges, high-tech construction equipment, and napkin folding. Encourage students to consider activities that may be suitable for competitive events.

## Co-curricular Connections

### 6. Title of Activity: Here's the Plan

**Concept:** Planning a project

**FACS Content Area:** All FACS areas.

**SCANS Skills:** Teamwork, visualization, creative thinking, planning, using resources, reading, writing, acquiring and evaluating data, community involvement

**National Standard 1.3:** Analyze the reciprocal impact of individual and family participation in community activities.

**Description:** Focus on the planning phase of STAR Events participation. Review the 5-step FCCLA Planning Process. Give teams of three students each a copy of guidelines for a STAR Event in which they would be eligible to compete. Have them search through the rules to find references to the Planning Process and to note how the Planning Process is used. Have them check to see if points on the rating sheet are allotted for planning. Next, point out to students the importance of the brainstorming step in planning. Have students brainstorm current issues in the school and community. Narrow down the lists to those that relate to family and consumer sciences or the subject area of your course. Ask students to consider which concerns are based on the most pressing needs, which can lead to team or individual projects, and who could be helpful resources in taking action. Have each team select the need that interests them most and select a competitive event where this type of project seems most relevant. Guide students in aligning their project ideas with event guidelines as they follow the steps in the Planning Process. Make sure the written plan includes division of tasks, persons responsible, resources, a timeline, and an ongoing plan for self-evaluation. Start early and work toward short-term goals for best success.

### 7. Title of Activity: Hi-Tech FACS

**Concept:** Using technology

**FACS Content Area:** Family

**SCANS Skills:** Acquiring and organizing data, reading, creative thinking, planning, using technology

**National Standard 2.4:** Evaluate the impact of technology on individual and family resources.

**Description:** Have students make a list of all the technologies they use in a typical day. Discuss the following questions: What technologies do you envision using in the next decade? How do you expect them to change your life? About what available technologies would you like to learn more? What have you heard about ongoing research or products being developed for the future? Work in class teams and make lists of units of study in your course. Discuss how technology has made an impact on these areas. Browse the FCCLA STAR Events to find a competitive event that allows one to combine technologies with other FACS skills and academic skills. Read the rules and discuss ways to put the event into action.

## ==□==== Co-curricular ==□= Connections

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### 1. Title of Activity: Uniforms — One for All

**Concept:** Dress codes

**FACS Content Area:** Clothing

**SCANS Skills:** Examining rules, reading, speaking, listening, creative thinking, decision-making, visualization, reasoning

**National Standard 16.3:** Demonstrate apparel and textile design skills.

**Description:** Begin with a review of school dress codes that apply to your students. Discuss the need for dress codes. Show pictures of a variety of uniforms — e.g., military, band, pilot's, and nurse's uniforms. Discuss the similarities and differences. Lead students to create a list of reasons why various groups wear uniforms. Assign students, either in groups or in pairs, the task of creating a design for a uniform for members of your FCCLA chapter. Have groups present their designs and reasons for specific design features. Finally, have students assume the roles of owners of businesses related to family and consumer sciences. Permit each team to identify its own type of business and ask each team to design a uniform for its employees and prepare to present the design to the class, along with reasons for their chosen design features. (Alternative: Have students design patches to be applied to employee or FCCLA uniforms.)

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### 2. Title of Activity: The Democratic Kitchen

**Concept:** Rules in the workplace

**FACS Content Area:** Foods

**SCANS Skills:** Planning, interpersonal communication, examining rules, speaking, problem solving

**National Standard 8.6:** Demonstrate implementation of food service management functions.

**Description:** Begin with a foods lab where students are asked to elect a "President," "Vice-President," etc. for each lab group instead of assigning the usual "cook" and "assistant cook" roles. Ask students to complete the lab assignment working as democratically as they can. After the lab is over, have students evaluate the differences in a "democratic" lab and their usual system. Pose the problem to your students of creating a restaurant or other foods-related business where employees are actively involved in the regulation, operation, and decision-making of the business. Consider the pros and cons of running this business more like a democratic organization than the typical owner-directs-employees type of arrangement. What offices would you create? How would these offices be filled? What would be the duties of each office? What should be included in the bylaws? Lead the class in creating offices and then have small groups outline specific responsibilities for each office. After considering this type of work arrangement, have students visualize the type of work environment that would be created and name advantages and disadvantages that could result within this environment.

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Co-curricular Connections

3. Title of Activity: Family Bylaws

Concept: Family rules and relationships FACS Content Area: Family

SCANS Skills: Planning, using information, interpersonal communication, examining rules, writing, speaking, listening, transacting business, creative thinking, reasoning, working in teams

National Standard 13.6: Demonstrate standards that guide behavior in interpersonal relationships.

Description: Have students consider how the democratic process of an organization could apply to the organization of a family. Have students create a slate of family bylaws. Begin the process in class and then have students seek opinions and input from one or more family members as a homework assignment. Have students finalize the projects in small groups and present their family bylaws to the class. Identify similarities and differences found among the presentations. Apply their family bylaws to the study of family functions. Assign groups of students to represent families in the various stages — e.g., beginning families, launching families, etc. Ask them to consider what family bylaws could be employed to insure that the needs of all family members are met in each stage? What family bylaws are needed by families in all stages? What family bylaws need to be adapted as family members move into new stages? Finally, have students write a summary of family bylaws that they would like to see practiced in their present families and in their families of the future.

4. Title of Activity: From FCCLA to a Career

Concept: Work qualifications FACS Content Area: Careers

SCANS Skills: Planning, using information, examining rules, reading, speaking, listening, writing, reasoning

National Standard 1.2: Demonstrate transferable and employability skills in community and workplace settings.

Description: Study the qualifications of an FCCLA state/national officer. Analyze why each qualification is important for one to serve as a state or national officer. Relate the role of being a state officer to that of being an employee who is hired to perform specific tasks in the world of work. Review want ads to find examples of job qualifications. Discuss why each qualification could be significant in the day-to-day operation of the business. Have students write want ads for state and national FCCLA officers. Discuss why each qualification is important in the day-to-day implementation of responsibilities as a state or national officer.

