



Introduction to FCCLA

Grade Level: High School **Lesson Plan** 6-7 Class
Timeframe: periods **Program Topic:** Introduction to FCCLA concepts **State:** MO

Prepared By: Tracey Newman **Chapter/School:** Ste. Genevieve High School

<p>Overview & Purpose</p> <ul style="list-style-type: none"> • Students will identify the purposes, mission, and creed for FCCLA • Students will describe benefits of FCCLA membership to students, as well as the benefit of chapters to the schools and community • Students will describe FCCLA National Programs 	<p>FCCLA National Program(s) Fits all programs</p>
--	---

<p>Lesson Plan Goals & Objectives (Specify skills/information that will be learned.)</p>	<p>Students will identify the purposes, mission, and creed for FCCLA Students will describe benefits of FCCLA membership to students, as well as the benefit of chapters to the schools and community Students will describe FCCLA National Programs</p>
<p>Materials Needed</p>	<ul style="list-style-type: none"> • <i>Be Part of It!</i> Power Point • 1 Human Scavenger Hunt card per student • 1 set of Spoons cards per 5-6 students • 1 Spoons answer key per 5-6 students • 1 spoon per student • FCCLA website access • FCCLA Human Scavenger Hunt (1 copy per student) • Introduction to FCCLA Note taking Guide (1 copy per student) • <i>Introduction to FCCLA Test</i> (1 copy per student)

Activity 1

(Describe the independent activity to reinforce this lesson)

- 1) Ask students to make a list of ten words that would be good to have someone use to describe them. Encourage students to limit their list to no more than two words that describe external qualities (tall, thin, cute, etc.)
- 2) Ask for volunteers to share some of their adjectives. Have a student record the words on a chalkboard or presentation software. Ask students to discuss with a partner what adjectives are most important from the list. Ask each student to list four of the adjectives that they feel are most important for them.
- 3) Ask for input about what types of things a person could do to develop such qualities and also why the qualities are beneficial ones for adults as well as teenagers to have (encourage discussion related to family dynamics, careers, and general leadership and character traits)
- 4) Introduce the first slide from Be Part of It ppt. Explain to the class that they have an opportunity to improve many of the qualities they just listed and today they will be introduced to Family, Career, and Community Leaders of America, Inc., or FCCLA. (slide 1)
Distribute note taking guide and ask students to complete the information during the power point presentation.
(slide 2) Ask students if anyone knows what a "mission" is; discuss that the mission for FCCLA is why the organization exists or what is most important to the organization's members. Ask a student to volunteer to read the mission to the class.
(slide 3) Share that the purposes of the organization are simply the goals that the organization would like for its members to achieve. After reviewing the purposes, ask the students to review the four qualities they considered most important and note which one(s) might be addressed through the FCCLA mission and purposes.
(slide 4) Share the creed with the students. Explain that the FCCLA creed is used at each meeting's closing ceremonies to help remind members of the focus of the organization.
(slide 5) This slide addresses eligibility for membership. Ask students to each list four people that they know who would be eligible for FCCLA membership.
(slide 6 & 7) Describe benefits of FCCLA membership to students
(slide 8) FCCLA's National Programs are the "umbrella" structure that chapters and members use as a framework for creating projects
(slides 9-20) Each national program is described.
(slide 21) Describe FCCLA's national cluster meetings and NLM
(slide 22)
- 5) Ask students to spend 2 minutes checking their responses on the note taking guide with the person next to them; ask for any questions about the information on the note taking guide.
- 6) Distribute to students the Human Scavenger Hunt cards, one per person.
- 7) Ask students to turn over the note taking guide and explain the next activity will be the Human Scavenger Hunt. In order to complete the scavenger hunt, students will move around the room and ask other students for information from their cards. The students should then write the correct answer in each box of the Human Scavenger Hunt paper, returning to their seats when finished.
- 8) review the information in the Human Scavenger Hunt. Ask for any questions.

End of day 1—most classes were ready to begin spoons

Activity 2
(Describe the independent activity to reinforce this lesson)

Students will play the Spoons game. Instructions are as follows:

Supplies Needed:

- 1 set of Spoons activity cards per group of 5-6 participants
- 1 Spoons Activity Answer Key per group of 5-6 participants
- 1 spoon per participant

Object of the activity:

- 1. The object of the activity is for participants to match any two cards
 - 2. The second object of the activity is to ensure you are not the player who ends up without a spoon.
- When a player finds a match, they grab a spoon from the center of the table.

Playing the activity:

- 1. Provide groups of 5-6 participants with the following:
 - a. 1 spoon per participant
 - b. 1 set of Spoons activity cards
 - c. 1 Spoons Activity Answer Key
- 2. Each group should designate a participant as the "spoonmaster." This participant is in charge of checking the answers as needed.
- 3. The spoons should be arranged in the center of the table, an equal distance from all players. There should be one less spoon available than players.
- 4. The dealer deals three cards to each player and keeps the remaining cards in a stack.
- 5. The dealer quickly takes a card from the deck and can either keep the card and pass one card from his/her hand to the player on his/her left OR the dealer may simply pass the card selected to the player to the left.
- 6. Players continue quickly passing the one card from the dealer or a different card from their hand to the player on his or her left, attempting to make a pair in their hand.
- 7. Once a player has what they think is a correct pair, they take a spoon from the middle of the table.
- 8. Once a spoon has been taken, remaining players should quickly grab the remaining spoons.
- 9. The spoonmaster must then verify that the match of the player first taking a spoon was correct. If it was, the player who did not get a spoon is out of that round. If it was not a correct match, the player who took the first spoon is out.
- 11. For the next round, the player who was eliminated automatically becomes the spoonmaster, and one spoon is taken off of the table.
- 12. Play continues until there are only two players remaining and one spoon. The winner is the participant who gets that spoon with a correct match.

In an effort to be sure students are familiar with the matches, before the game begins they should work together as a team to try to find the correct matches, then verify using the answer key.

Activity 3
(Describe the independent activity to reinforce this lesson)

Classes have finished the spoons game (2 rounds) then we worked on the Webquest assignment from the FCCLA website.

Activity 4 (Describe the independent activity to reinforce this lesson)	Day 3—students began work on the FCCLA poster using the internet
Activity 5 (Describe the independent activity to reinforce this lesson)	Day 4—guest speaker & FCCLA quiz
Activity 6 (Describe the independent activity to reinforce this lesson)	Day 5—finish up poster work. Poster due at start of class day 6
Summary/Evaluation (Assign Homework, or Reflect on the Outcomes)	<i>Introduction to FCCLA Test</i>

By submitting this lesson plan you are giving FCCLA permission to publish your work on the FCCLA website, www.fcclainc.org.