



Integrating National Programs and the FCCLA Planning Process

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OBJECTIVES:

- Students will understand the FCCLA Planning Process steps.
- Students will identify a community need/issue.
- Students will be able to identify and state the purpose of several national programs.
- Students will use the FCCLA Planning Process and national programs to address a community need and develop a service learning project.

Part I: (Teacher prep/resources: laminate the steps of the FCCLA Planning Process poster, and markers.)

- Introduce the FCCLA Planning Process by having each student pick up a Planning Process symbol as they come in the classroom.
- Students are then grouped according to the five symbols.
- Give students a few minutes to create a short presentation about their Planning Process step.
- Name of the FCCLA Planning Process step, what the symbol means, and what to do in that step.
- Hang the steps in the classroom or on a bulletin board.

Part II: (Teacher prep/resources: laminate national program names on poster board and cut poster into several pieces forming puzzles computers, internet, markers, and poster board.)

- Have each student choose a puzzle piece and have him/her find their partners to solve the puzzle.
- Using the national website, have students find the information about their national program. (national program logo, purpose, goals, partners etc.)
- Have them create a poster with this information to hang in the room.

Part III: (Teacher prep/resources: newspapers, scissors, glue or tape)

- Develop a class discussion about community issues.
- Have each group find a newspaper article about a community issue they are interested in.
- Have students read the article and then place the article on the national program poster (from Part II) that best fits their issue.
- Students should share their issue with the class and discuss how their issue/concern fits that national program.

Part IV: (Teacher prep/resources: FCCLA Planning Process worksheet)

- The group should then choose one of the issues shared and use the FCCLA Planning Process and national program information to develop a service learning project.

Using the FCCLA Planning Process



Identify Concerns:

Identify a community need. Survey your students to find out their interest and what they care about. Invite your town mayor or town council members to generate ideas.

Require your students to research the topic and incorporate recent statistics to support their concern by having them use reliable resources, such as newspaper or internet articles, and record those resources. Have them identify core academics that can be implemented into their project to encourage further learning.

Build the projects around their concerns and see how they can fit into your curriculum. Use the FCCLA national programs as an easy guide to address your students' concerns. The national programs already have goals set up and resources to get students started.



Set A Goal:

Set specific goals and identify how those goals will be measured. All goals should be measurable so that the follow-up process is valid. The goals should be challenging but achievable. They should be realistic, specific, and measurable. Require or encourage your students to incorporate FACS standards, core academics, technology, FCCLA national programs, and community organizations/partnerships into their goals or into their Form A Plan.



Form A Plan:

Decide who, what, where, when, and how. The "how" should include a timeline as to what will be accomplished, when, and by whom. Identify resources and form a budget for your project. Consider looking for community partners and network with others to gain support, as well as identifying possible barriers and how to overcome those barriers. Require your students to show how they will address implementing FACS standards, core academics, the FCCLA purposes, and national program goals into their plan.



Act:

Complete your service-learning project. Change the plan of action when necessary and have students apply problem-solving skills to improve the plan. Have students complete a service learning log sheet to track their time and feelings about the experience.



Follow-Up:

Have your students evaluate the project by developing an evaluation tool. Students should also identify specific learning outcomes from FACS, Core Academics, and FCCLA. Have them identify how their project impacted others in their community, what they would do differently, and how they grew as an individual through this project. Have them identify career opportunities through their service work and how they gained networking opportunities. Publicize the project and recognize the people who helped. Apply for our FCCLA Integration of Core Academics Award and National Program Recognition or other grants made available through your community.

FCCLA Planning Process Teacher Assessment Tool

Teacher Assessment: Identify Concerns

1. Identified a specific community need.
2. Identified a relevant and current community need.
3. Included supporting statistics and factual information of community need.
4. Included a variety of reliable resources to support community need.
5. Included an evaluation tool that is relevant to the community need (survey, pre-test etc.)

Teacher Assessment: Set A Goal

1. Identified at least three specific goals for community need.
2. Goals identified are measurable and relevant to the need.
3. Goals identified incorporated at least one other core academic course and one FACS Standard.
4. Goals identified incorporated at least one FCCLA national program and two purposes of the organization.

Teacher Assessment: Form A Plan

1. Identified who, what, where, and when in Form A Plan.
2. Identified the how in Form A Plan, including Core Academics and FACS Standards.
3. Identified the how in Form A Plan, including FCCLA national programs and purposes.
4. Included technology in Form A Plan.
5. Identified at least one community group/partnership in Form A Plan and how to work with this group.
6. Provided a detailed timeline of events and who is responsible for these events.
7. Provided a detailed potential budget, which included possible donations and a list of resources and materials needed.
8. Identified possible barriers to project, as well as possible ways to overcome those barriers.

Teacher Assessment: Act

1. Provided a brief description about the entire service learning project that highlighted the main events.
2. Used correct grammar and spelling in description.
3. Identified problem-solving skills when necessary.
4. Followed plan of action or adapted when necessary.
5. All students involved participated cooperatively and equally throughout the project.
6. Students worked cooperatively and professionally with community organization.

Teacher Assessment: Follow-Up

1. Students shared project by publicizing service learning project in their family, school, and community.
2. Students sent thank you notes to all person(s) and organizations involved.
3. Students evaluated project using a specific evaluation tool and illustrated results.
4. Students completed an actual budget outlining specific expenses.
5. Students applied for recognition (FCCLA national recognition or other community grants) available through your community.