



# Tips for Advisers

## Introduction

Many FCCLA advisers find **Power of One** is a great way to--

- Introduce members to FCCLA
- Teach the FCCLA planning process
- Help students apply Family and Consumer Sciences lessons to their lives
- Extend Family and Consumer Sciences lessons into the home, school, workplace, and community
- Motivate students
- Provide recognition
- Offer students a chance to work at their own pace on their own interests
- Offer special needs students a chance to earn FCCLA recognition
- Offer advanced FCCLA members a chance to shine with individual in-depth projects
- Build supportive personal relationships with students
- Involve other adult evaluation team members in supportive personal relationships with students.

In short, **Power of One** is an excellent way to reinforce Family and Consumer Sciences lessons. Many FCCLA advisers incorporate **Power of One** into the curriculum, with students working on their projects both during class and on their own time.

## How-to Steps

Follow these steps to use **Power of One** with your members.

1. Ensure your chapter affiliation is submitted to national FCCLA headquarters **by March 1**. This is required for state and national recognition of those who complete all five units.
2. Recruit FCCLA chapter leaders to coordinate Power of One. A committee can promote member involvement, track participation records, and plan recognition.
3. Introduce **Power of One** to members. There is an **Introduction Workshop** available for download.
4. Encourage participation in each of the units as you cover related topics in class.
5. Set up a system for students to report progress. For ideas, see Management Tips.
6. Review and approve--or suggest revisions to--student projects as they are completed.
7. Ensure participants are recognized. Order **Power of One** ribbons, pins, or charms from the national emblematic supply service. (The company's address can be found in the *FCCLA Store* at [www.fcclainc.org](http://www.fcclainc.org).) For ideas, see the **Recognition Section**.
8. Have members who have completed all five units fill out the **Five Unit Recognition Application**. Include as much detail as possible. Send one copy of the completed application and one copy of your chapter's affiliation form to your state adviser. Inquire about your state's Power of One deadline, which usually is prior to your state meeting. State advisers must send



these forms to national headquarters postmarked by April 1 for students to be recognized at the national level.

9. Suggest students extend involvement in their interest area through another national FCCLA program. National programs are described in the **Power of One Basics** section or the **Power of One Basics PowerPoint presentation**. Each **Power of One** unit suggests ties between the unit and other national FCCLA programs.

## Sample Projects

**Power of One** units allow you to tailor the projects to each student's ability and interests. The following sample projects illustrate varying levels of projects:

### Sample Projects

#### A Better You

- Keep a daily food diary for a week
- Create a healthy eating plan and stick to it for a month
- Set up a homework center at home
- Improve study habits and raise grades for a grading period
- Open a savings account
- Open a checking account and manage your paycheck to save \$150 in three months

#### Family Ties

- Clean/organize room
- Negotiate and fulfill ongoing household responsibilities
- Babysit younger siblings
- Create five age-appropriate activities and complete with younger siblings
- Interview grandparent about his or her adolescence
- Spend an hour a week with a grandparent or other older relative

#### Working on Working

- Identify local jobs open to teens
- Obtain and fill out applications for part-time jobs
- Participate in a mock job interview in class
- Complete the Job Interview STAR Event
- Complete a career-related interests/skills computer program
- Select a career of interest and research it via computer programs, print materials, interviews, volunteering, etc.



## Take the Lead

- Speak up more in class; make a chart that shows increased participation
- Prepare and give a presentation to the FCCLA chapter
- Practice saying "no" to friends' suggestions of negative behaviors
- Teach a group of elementary students to resist negative peer pressure
- Shadow a chapter officer and list officer responsibilities
- Serve as a chapter officer with responsibilities for specific activities

## Speak Out

- Create a poster promoting a chapter project
- Coordinate publicity for your chapter's National FCCLA Week activities
- Tell your own parents about FCCLA
- Create and present a display and answer questions at a school open house
- Talk to five friends about joining FCCLA
- Coordinate a chapter membership drive, including an "each one reach one" component
- Write a press advisory to inform the local media of an upcoming chapter project or your chapter's National FCCLA Week activities
- Research and find the names and contact information of the media representatives in your local media outlets. Create a directory of these contacts for future chapter use.
- Write a story or editorial about the benefits of FCCLA or how it has changed your life for the better. Submit it to local media outlets.

## Management Tips

Although **Power of One** is a student-directed project, members will need guidance from the adviser. As an adviser, you will likely—

- Encourage participation
- Coordinate selection and participation of evaluation teams, if used (evaluation teams are optional)
- Approve students' plans
- Provide reminders and occasional incentives
- Receive and review student progress reports when they finish their projects
- Approve projects or suggest revisions
- Oversee recognition and obtain recognition items.

When many students are involved in **Power of One**, you may find it useful to **Chart Student Progress** on a form similar to the sample provided here.



## Addressing Students' Diverse Needs

As you know, students have a wide range of ability levels, learning styles, and interests. To address this, each **Power of One** unit is adaptable to a wide selection of possible projects. This allows beginning or middle level FCCLA members, special needs students, students of limited English proficiency, students with little time for FCCLA involvement, and students with little prior experience in FCCLA or other leadership organizations to complete a project that is of shorter duration and focuses more on hand-on activities. These projects may call on lessons learned in class and will probably require little independent research. Students will often create a concrete end product.

More advanced members—high school students and those with prior FCCLA experience, for example—may choose to undertake projects that involve intermediate- or long-term effort and some independent information gathering about the topic of concern. Advanced students may create concrete end products, but will also realize longer-term accomplishments and personal insights.

Students will look to you for guidance in deciding what would be an appropriate challenge for them. Here are some tips for tailoring **Power of One** to meet their diverse needs.

- Direct students to project ideas that focus on their interests and abilities.
- Use visual material.
- Accept audio recordings or verbal reports of project work.
- Work with students one-on-one.
- Encourage students to evaluate their progress and make adjustments as they work toward their goals.
- Meet with students frequently and briefly to keep up interest and encourage progress.
- Make sure each student receives special recognition on completion of each unit.

## Evaluation Teams (optional)

A student may have a one- or two-person evaluation team to guide him or her through a **Power of One** project. Teams can help students select appropriate projects, put them in touch with useful resources, and evaluate how well they achieve their goals. Students are not required to have an evaluation team.

An evaluation team may simply be the adviser, or the adviser and another resource person. Team members may be other FCCLA members or adults. They should be people with whom the student feels comfortable and to whom the student will turn for guidance and support. Possible team members might be—

- An FCCLA member (perhaps someone who has completed some **Power of One** units)
- An adviser or other Family and Consumer Sciences teacher
- A parent or adult friend
- A school administrator, a counselor, or another teacher



- A local business person or employer
- An advisory council member or FCCLA alumni member. Students may use a different evaluation team for each unit or the same team for all. They may occasionally choose to change team members in the middle of a project due to incompatibility or a team member's needs. As the adviser, you may set up one team to evaluate several members' projects, evaluate all members working on the same unit, or evaluate all projects in the chapter.

Students may wish to meet with their evaluation team only twice, at the beginning and end of their project. Each unit's **Project Sheet** provides check-off evaluation guidelines for these meetings. Additional consultations between students and team members are also encouraged.

Advise team members to listen to students' ideas, provide encouragement, and speak up if they foresee any insurmountable problems with the student's plan. They may also provide information and introductions to others who can help. Have members orient their evaluation teams to **Power of One** by sharing this CD-ROM or discussing the program with them. If a team member is not familiar with FCCLA, provide an information sheet and introduce them to the organization.

## Power of One Addresses Educational Priorities

**Power of One** gives FCCLA advisers opportunities to address educational priorities through the Family and Consumer Sciences program. Here are some examples you may wish to share with school administrators, counselors and other policy makers.

### *Educational Goals*

Many schools' educational standards and curriculum competencies can be achieved through **Power of One**. Here are some sample competencies that are especially suited to Power of One fulfillment.

- Demonstrate decision-making skills.
- Demonstrate creative- and critical-thinking skills.
- Identify and use available resources and support systems.
- Improve personal and family relationships.
- Adapt to changing conditions and circumstances.
- Identify and solve practical problems.
- Improve communication skills.
- Build self-esteem.
- Develop leadership skills.
- Develop skills that promote optimal nutrition, health, and wellness.>
- Develop skills and ethical behavior needed for successful employment.
- Make and implement plans based on personal values and goals.
- Learn to balance school, home, and work responsibilities.



## *School-to-Careers Ties*

Power of One involvement helps students develop a range of skills needed to successfully move from school to careers. By setting and reaching personal goals, they practice interpersonal communication, initiative, leadership, and responsibility.

In addition, the Working on Working unit focuses on the school-to-careers transition. Students might--

- Explore career-related skills and interests
- Investigate specific careers
- Develop academic and career plans
- Create portfolios
- Experiment through job shadowing, volunteer experiences, and other hands-on activities
- Analyze options for postsecondary education
- Improve performance at their current jobs
- Achieve a better balance between school, work, and family responsibilities
- And more!

By pursuing an area that is meaningful to them--rather than one "pushed" by others--students can discover significant insights and incentives for further exploration of school-to-careers ties.

## *At the Middle Level*

Power of One appeals to middle level students' desire to make decisions and do something. It also directly addresses many of their developmental and educational needs, including needs for--

- A sense of self and personal worth
- Advanced cognitive skills and application of academic concepts
- Positive interaction with peers and adults (through project action and evaluation teams, if used)
- Independence and responsibility
- A sense of competence
- Meaningful participation in the larger society.

Use of Power of One evaluation teams also provides a prime opportunity to connect students with caring adults--a key priority at the middle level.

## *SCANS Skills and Competencies*

Students practice all of the SCANS foundation skills and develop most SCANS competencies in the process of conceptualizing, planning, implementing, analyzing, and reporting on their Power of One projects.



## *SCANS Foundation Skills*

- Basic Skills: reading, writing, speaking, listening, mathematics
- Thinking Skills: thinking creatively, making decisions, solving problems, visualizing, knowing how to learn, reasoning
- Personal Qualities: individual responsibility, self-esteem, sociability, self-management, honesty/integrity

**Accountability Matrix: SCANS Competencies and Power of One**