

Virtual Leadership Experience – Lesson Plan

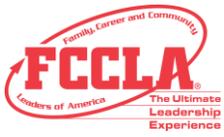
Developed By: FCCLA

Company/Title: _____

State: _____

Email: _____

LESSON TITLE
Introduction to Power of One
INTENDED GRADE LEVEL
Grades 6-10
TIMEFRAME <i>How much time will it take to complete this lesson? (video, handouts, activity)</i>
45 minutes
FCCLA NATIONAL PROGRAM(S) INTEGRATION <i>What National Program(s) does your lesson align with and how did you integrate them?</i>
Power of One, but information can be used in any National Program by incorporating the Planning Process.
FCCLA CAREER PATHWAY INTEGRATION <i>What Career Pathway(s) does your lesson align with and how did you integrate them?</i>
REQUIRED PRIOR KNOWLEDGE <i>What prior knowledge or classes are required for this lesson?</i>
None
LEARNING OBJECTIVES <i>Learning objectives should be brief, clear, specific statements of what learners will be able to do at the end of a lesson as a result of the activities, teaching and learning that has taken place. (student-centered, thinking-centered, performance-based)</i>
The member will be able to understand the relation between Power of One and growth mindset.
NATIONAL FCS STANDARDS <i>Please list the FCS National Standards that your lesson aligns with. To view the FCS national standards click here.</i>
13.5.5 Demonstrate ways to organize and delegate responsibilities. 13.5.7 Demonstrate processes for cooperating, compromising, and collaborating.



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MATERIALS NEEDED

Please list all of the materials the students will need in order to complete the lesson.

Power of One Introduction PowerPoint – Modified for Virtual Format

Power of One Introduction Notetaking Guide

The Planning Process Description Sheets

Power of One Assessment

Instructional Strategies

Instructional strategies encompass any type of learning technique a teacher uses to help students learn or gain a better understanding of the course material. They allow teachers to make the learning experience more fun and practical and can also encourage students to take more of an active role in their education. For more information, click [here](#).

The member will be able to describe the Power of One national program in his or her own words.
The member will be able to correctly identify and apply the five steps of the FCCLA Planning Process.
The member will be able to understand the relation between Power of One and growth mindset.

ACTIVITY #1

Activity 1: Introduction: What's So? So What?

Activity 1 Timeframe: 0-10 minutes

Activity 1 Materials Needed: Introduction Notetaking Guide

Directions:

Instruct students to access the Power of One assessment attached to the lesson, pause the video, and complete the pre-test before viewing the lesson. Inform students that they will be asked to complete the post-test at the end of the lesson.

Pass out the notetaking guide to members and instruct them to follow along. Explain the objectives (“Where We’re Going”) and the agenda (“How We’ll Get There”) to members. Describe the meaning of “What’s So? So What?”. “What’s So?” focuses on stating the information to be learned and “So What?” states why this information is pertinent or how it will impact an individual’s life. Utilize the presentation slides to explain the “What’s So?” and “So What?” of Power of One and its five units. State that each unit will be explored in-depth in the following lessons.

ACTIVITY #2

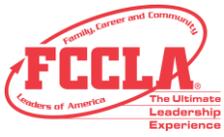
Activity 2: The FCCLA Planning Process: What It Is and What It Is Not

Activity 2 Timeframe: 10-20 minutes

Activity 2 Materials Needed: Planning Process Description Sheets

Directions:

Inform students that this next part of the lesson will be about the FCCLA Planning Process. Explain that the FCCLA Planning Process is a powerful decision-making tool that can be used not just for Power of One, but any STAR event or national program project.



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Inform students that they should now access the Planning Process Description Sheets attached to the lesson. Explain that they should pause the video and copy the notes from the description sheet(s) on the “The FCCLA Planning Process IS...” side of the table on their notetaking guide. Encourage members to summarize the notes in their own words. After students have had a chance to read and copy each of the description sheets, they should continue the video.

Next, discuss what the FCCLA Planning Process is NOT. Encourage members to follow along on their notetaking guide. Through this direct instruction, emphasize members should never include anything in their Planning Process about completing the project as an assignment; rather, the Planning Process should be used to plan the project itself.

ACTIVITY #3

Activity 3: Growth Mindset and Wrap Up

Activity 3 Timeframe: 20-30 minutes

Activity 3 Materials Needed:

Directions:

Utilize the presentation slides to explain the concept of growth mindset. Include in your discussion that growth mindset is known across the world and is a powerful tool for healthy cognitive functioning. Guide members to understand that Power of One encourages members to recognize their unique skill levels, set goals that matter to them, and ultimately work to improve themselves in multiple areas. By changing their mindset, members will begin to see and believe in their personal power.

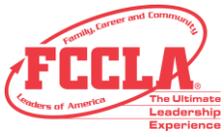
Next, utilize the presentation slides to summarize.

Finally, direct members to once again access the Power of One Assessment attached to the lesson. As they complete the post-test, direct members to write in goals they might want to complete for each Power of One unit.

FORMATIVE/SUMMATIVE ASSESSMENT

What activity will teachers use to assess each student's attainment of the objective. Will this be done through oral, aural, written or applied performance assessments?

Provide a written Pre and Post Test.



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CLOSURE AND REFLECTION

Provide questions or an activity that can be used for student to reflect on what they learned and assess their own progress towards achieving the instructional objective.

Utilize the Power of One Assessment as a Pre and Post Test.

LIFE SKILL APPLICATION

How will this skill taught or knowledge gained apply to their lives outside of class?

This lesson can be transferred to all activities where you are making decisions and planning for activities.

RESOURCES

Please describe the resources provided for this lesson. (ex. graphic organizer, handouts, PowerPoint presentation, etc.)

Power of One Introduction PowerPoint – Modified for Virtual Format

Power of One Introduction Notetaking Guide

The Planning Process Description Sheets

Power of One Assessment

SOURCES

If applicable, please cite any published or copyrighted materials used in this lesson plan.

Power of One National Program Guide

ADDITIONAL NOTES