



OHIO
STATE ASSOCIATION

OHIO FCCLA CHAPTER MANUAL



OHIO FCCLA ASSOCIATION

Family, Career and Community Leaders of America is a nonprofit Career Technical Student Organization for young men and women in Family and Consumer Sciences education, Hospitality and Tourism, and Education and Training career fields in grades 7 through 12. The Ohio FCCLA charter was granted on January 14, 1946, with the first annual conference held on April 13, 1946 at The Ohio State University campus. Ohio has over 7,800 affiliated middle school and high school students and is the 6th largest delegation in the nation. FCCLA is the only Career Technical Student Organization with career in its name.

Involvement in FCCLA offers members the opportunity to expand their leadership potential and develop skills for life that include goal setting, problem solving, decision making, and interpersonal communication which are necessary in the home and workplace. Individual and chapter projects include focus on career preparation and professional skills.

OUR MISSION

To promote personal growth and leadership development through Family and Consumer Sciences education. Focusing on the multiple roles of family member, wage earner and community leader, members develop skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation.

OUR PURPOSES

1. To provide opportunities for personal development and preparation for adult life.
2. To strengthen the function of the family as a basic unit of society.
3. To encourage democracy through cooperative action in the home and community.
4. To encourage individual and group involvement in helping achieve global cooperation and harmony.
5. To promote greater understanding between youth and adults.
6. To provide opportunities for making decisions and for assuming responsibilities.
7. To prepare for the multiple roles of men and women in today's society.
8. To promote Family and Consumer Sciences and related occupations.

OUR MOTTO

Toward New Horizon

CREED

We are the Family, Career and Community Leaders of America.

We face the future with warm courage and high hope.

For we have the clear consciousness of seeking old and precious values.

For we are the builders of homes,

Homes for America's future,

Homes where living will be the expression of everything that is good and fair,

Homes where truth and love and security and faith will be realities, not dreams.

We are the Family, Career and Community Leaders of America.

We face the future with warm courage and high hope.



BREAKING DOWN THE MOTTO

Leadership Opportunities	Service Learning Opportunities	Travel Opportunities
<ul style="list-style-type: none"> • Chapter Officer • Regional Executive Council • State Executive Council • Career Development Events • Chapter Degree • State Degree • Power of One 	<ul style="list-style-type: none"> • State Project • National Programs • Lead4Change • Leadership Academy: The FCCLA Covey Way 	<ul style="list-style-type: none"> • Chapter Officer Training – September through November • FCCLA Leadership Training – October • Regional Career Development Events Competitions – February through March • State Career Development Events Competitions – April • State Leadership Conference – April • National Leadership Conference – June through July

OFFICIAL DRESS

- Professional white shirt
- Neckwear options can include the neckwear from the official emblematic supplier; black bow tie; single strand of pearls; red, black, and/or white scarf; or no neckwear
- Black bottoms (slacks, skirt, sheath dress)
- Shoes (black preferred)
- FCCLA red blazer
- Jeans, t-shirt, athletic wear are NOT acceptable

SYMBOL of the JACKET

- On the hanger the blazer looks like a normal jacket, but all who have donned it know it is much more than that.
- The buttons represent the people we help through service to our communities.
- The pockets represent the wealth of knowledge we have gained through our FCCLA experience.
- The lining is the support of all of our fellow members and advisers holding our organization together.
- And the shell of the blazer represents the leaders that we have become.



GO FOR THE RED

In order to get students involved in FCCLA, they need to be recruited. Many chapters use different kinds of incentives or events to attract members. The key is trying something new and original to spark interest.

CHECK OUT THESE 10 WAYS TO RECRUIT MEMBERS



01

Come up with a catchy slogan, something like “Ride the Wave with FCCLA” or “Step up to the Plate with FCCLA” or “WANTED: Leaders with FCCLA.” Your events can then revolve around your slogan.

02

Focus on friendliness. People get involved in groups that make them feel welcomed and involved.

03

Sponsor a “bring a buddy” campaign. Have each member bring at least one friend to a chapter or district/regional meeting and then encourage that person to join.

04

Challenge each member to ask three other people to join. It never hurts to ask! Explain to students the Go For the Red membership campaign as an incentive.

05

Make membership a part of everything. Every meeting, project, and activity influences who joins.

06

Work with current members to develop a FCCLA elevator speech, something quick and easy to say when someone asks, “Why should I join FCCLA?”

07

Assign a group of current chapter members to oversee recruitment efforts.

08

Volunteer to help with new student orientation programs, including FCCLA as a potential activity for students.

09

Carry out at least one activity each year that targets each grade in the school system (from elementary up).

10

Sponsor a special event open to paid members only: party, lock-in, retreat, field trip, etc.

GO FOR THE RED

Retention is the process of keeping members. Once students become members, it's important that they have opportunities to get involved and to become a contributing member of your chapter.



CHECK OUT THESE 10 WAYS TO RETAIN MEMBERS



Ask local businesses to give special discounts to members who show their FCCLA membership card.



Emphasize chapter unity by wearing t-shirts or other pieces of attire featuring the FCCLA logo and colors.



Put a small gift in lockers of members each month of the year (like a mint with the message "You were MINT to be in FCCLA!").



Sponsor a fun event like a movie night, a game night, or a night featuring various career pathways.



Organize a community service event with your chapter, and then share about the event with local media.



Plan a FCCLA road trip. Have chapter leaders create an exciting presentation about the chapter's accomplishments, and then present at area organizations.



Organize a fun event with another local FCCLA chapter. This event could be a leadership workshop, a community service project, an event featuring various career pathways, and more.



Hold a fundraiser late in the year and use profits to reduce the cost of dues the following year.



Design a system for members to earn points so that they can earn a discount on yearly dues. For example, attending a meeting may be worth one point, working on a project may be worth two points, etc.



Sponsor leadership and career development workshops for chapter members.

GO FOR THE RED

CHECK OUT THESE 10 WAYS TO RECOGNIZE MEMBERS

Recognition
methods and events
ensure all chapter members
know how important they are
and should be built into
every project
and activity



01

Make a short promotional video about your chapter. Post it online and play it on the in-school network (if available).

06

As a chapter, offer a scholarship to a graduating senior who has demonstrated a high level of commitment to FCCLA and your chapter.

02

Create a chapter website or share success on social media platforms.

07

Organize and promote a STAR Events showcase and open house. Invite students, teachers, parents, school board members, and community members.

03

Create a bulletin board right outside your classroom. Post the successes of your chapter.

08

Host an awards ceremony at the end of each year. Awards could include years of membership, recruitment, leadership, hospitality, and more.

04

Design a “member of the week” program. Highlight the member’s interests, hobbies, dreams, and accomplishments during the week.

09

Highlight a chapter success during each day of FCCLA Week, and ask members to share on social media platforms.

05

At each chapter meeting, give an Above and Beyond award, which recognizes a chapter member who has exceeded expectations.

10

Design a chapter newsletter that can be sent to all chapter members, their parents, school administrators, board members, and community members.



FCCLA PLANNING PROCESS

The five-step FCCLA Planning Process Worksheet is a tool, a step-by-step procedure to select and carry out projects, a resource to turn interests and concerns into action. It's a way students can organize their thoughts and make plans for action when becoming involved in a national program. It's also a way for them to participate in self-assessment and a method for them to make future plans.

The FCCLA Planning Process may be applied to individual, team, or total-chapter projects. It allows for variety in members' ability levels and learning styles. This decision-making tool supports the organization's overall philosophy about youth-centered leadership and personal growth. It can be used to determine group action in a chapter or class or to plan individual projects.

FCCLA Planning Process Worksheets can be found here: <http://fcclainc.org/programs/resources.php>.



IDENTIFY CONCERNS



SET A GOAL



FORM A PLAN

WHO
WHAT
WHERE
WHEN
WHY
HOW



ACT



FOLLOW UP

WHAT COULD HAVE GONE BETTER?
WHAT DID YOU LEARN?

HOW TO INTEGRATE A COMMUNITY SERVICE PROJECT INTO THE CLASSROOM

The FCCLA Community Service program guides students to develop, plan, carry out, and evaluate projects to improve the quality of life in their communities. FCCLA members learn about themselves, develop and apply leadership skills, and serve others. Engaging young people in service is more than a “feel good” activity. Service results in very real student learning in areas such as applied academics, career preparation, character development, and technical skills. When students learn through service, their heads, hearts, and hands are engaged, and they are likely to retain what they learn.

- Know the mission of your project. Be clear about what you want to accomplish before you start planning project details.
- Be hands-on. Try to develop a project that puts you in the middle of the community and creates concrete results.
- Meet real needs-don't only impose your own ideas. Create a project that fits real local needs as well as your interests.

Check out an easy-to-implement idea for your FCS curriculum!

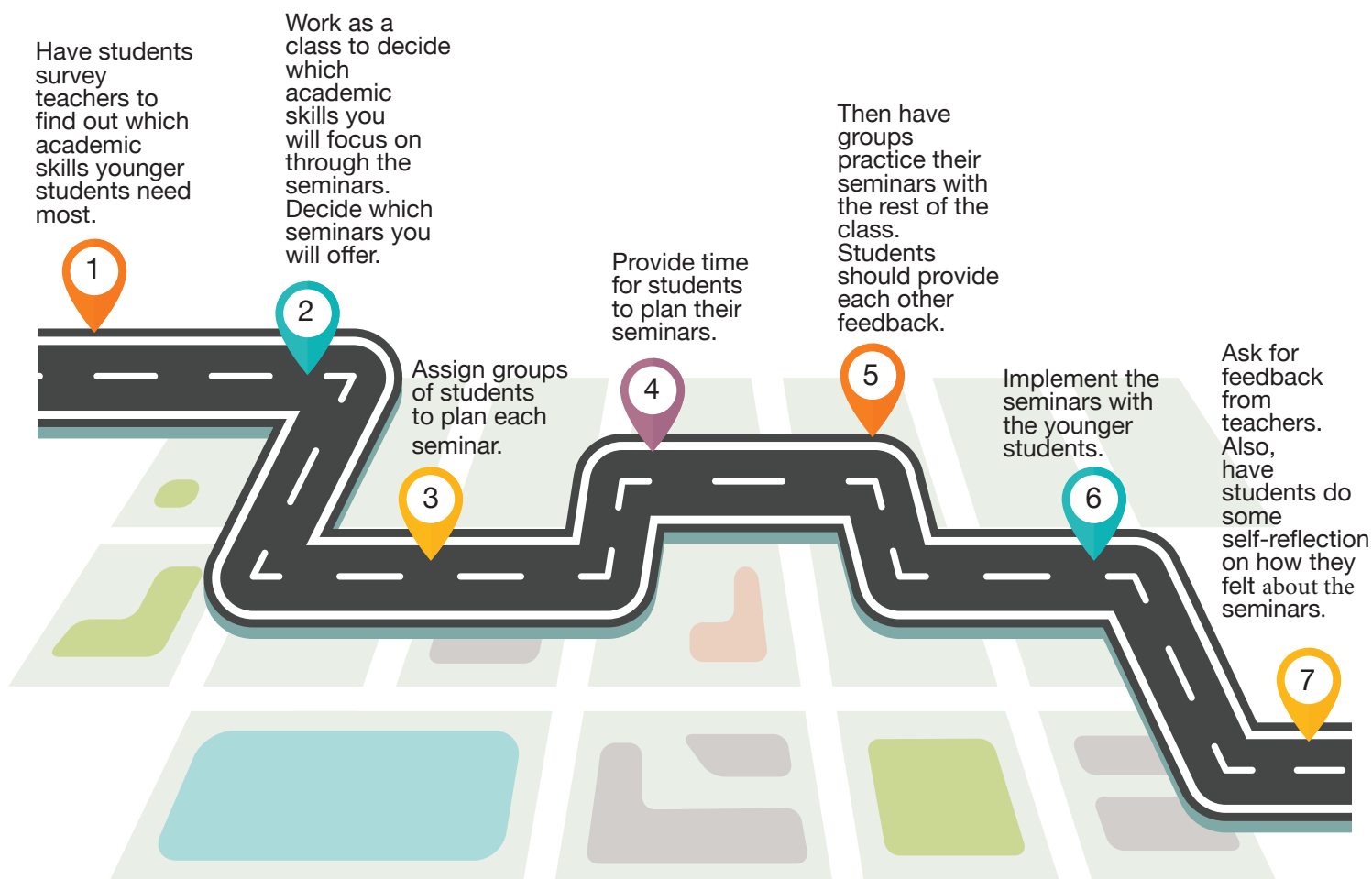
Keep these guidelines in mind when choosing a project idea:

- Be inclusive. Work *with* people rather than *for* people.
- Recognize what each person has to offer.
- When it comes to service, no person is better or more important than anyone else.

GOAL

Conduct weekly seminars for younger students to develop academic skills such as note-taking, how to study, test-taking tips, etc.

STEPS



NATIONAL PROGRAMS

FCCLA offers eight Peer-peer Education Programs to help students develop real-world skills for life within Family and Consumer Sciences (FCS) education. Each national program is designed to be integrated into the FCS classroom to help reinforce lessons with opportunities for hands-on practice.

FCCLA national program guides are filled with dozens of lesson plans, activities, and project ideas you can use in the classroom and are available for purchase online through the FCCLA e-store to help make classroom integration easy.

Once your members are familiar with FCCLA national programs, guide them in developing their real-world skills by conducting a program project. Encourage your members to use the FCCLA Planning Process to identify concerns in their community and to apply the knowledge built in their coursework to find a solution. When teens take an active role in the brainstorming and planning process, they will be more likely to put their energy behind the plans you make together! To help get your members even more motivated, FCCLA offers national recognition to chapters who complete program projects. Chapters can send a summary of their hard work and innovative projects in a National Program Award application; the top high school and middle school project in the nation, as well as a runner-up, are chosen for national recognition. This honor includes cash awards up to \$1,000 and special recognition at the National Leadership Conference, online, and in *Teen Times* magazine. Look through each of the national programs and see which can be integrated into your classroom.

01
CAREER CONNECTION



02
FACTS



03
FAMILIES FIRST



04
FINANCIAL FITNESS



05
COMMUNITY SERVICE



06
POWER OF ONE



07
STOP THE VIOLENCE



08
STUDENT BODY



NATIONAL PROGRAMS



Career Connection helps youth learn more about themselves, the workplace, and careers so that they can put themselves on the pathway to future success. The projects that members conduct around Career Connection units will give them the confidence to face the thousands of overwhelming options that come with future career decisions.



Financial Fitness engages youth in teaching one another how to earn, spend, save, and protect money wisely. Through FCCLA's Financial Fitness program, youth plan and carry out projects that help them and their peers learn to become wise financial managers and smart consumers. Youth leaders can build their peers' financial literacy and teach them skills for managing their finances.



The Student Body program helps youth learn to make informed, responsible choices for their physical and mental health while also providing opportunities to teach others. The teen years are an ideal time to establish healthy attitudes and habits to last a lifetime, which is why Student Body gives teens the facts and incentives they need to build a healthy body.



FACTS gives teens the information and incentives they need to build an understanding of what it means to drive safely, both today and in the future. Through their projects, teens work to educate adults and youth about traffic safety and to support enforcement of local rules and regulations. Youth leaders are given the tools to help families promote basic safety attitudes that can last a lifetime.



The Community Service program guides students to identify local concerns and carry out projects to improve the quality of life in their communities. Through their projects, members experience character development and improve their critical and creative thinking, interpersonal communication, practical knowledge, and career preparation. Youth leaders learn more about themselves, others, and the world so that they can make a difference now and in the future.



Through Families First, youth gain a better understanding of how families work and learn skills to become strong family members. Its goals are to help youth become strong family members and leaders for today and tomorrow and to strengthen the family as the basic unit of society.



Power of One helps students to find and use their personal power. Members set their own goals, work to achieve them, and enjoy the results. Each youth-created Power of One project relates to one of the following five units:

1. A Better You: Improve personal traits
2. Family Ties: Get along better with family members
3. Working on Working: Explore work options, prepare for a career, or sharpen skills useful in business
4. Take the Lead: Develop leadership qualities
5. Speak Out for FCCLA: Tell others about positive experiences in FCCLA



The Students Taking on Prevention (STOP) the Violence program empowers youth to recognize, report, and reduce youth violence. Through this national program, chapter members use peer-to-peer outreach to reach their peers with violence prevention education, recognize warning signs of potential youth violence, encourage young people to report troubling behavior, collaborate with school and community resources to address youth violence, and develop and implement local action projects to reduce the potential for violence in their school.

OVERVIEW & IMPACT OF

Family, Career and Community Leaders of America



Family, Career and Community Leaders of America (FCCLA) is a national nonprofit student organization that helps youth develop leadership and workplace skills to prepare for both college and careers through peer-to-peer education, community engagement, and the application of skills learned in the Family and Consumer Sciences (FCS) classroom.

FCCLA ENGAGES:

- Students through career exploration and leadership development
- Teachers to support FCS education
- Business and industry leaders to enhance opportunities for members

FCCLA EMPOWERS STUDENTS TO:

- Balance career and family responsibilities
- Develop leadership skills
- Practice STEM skills
- Build technical skills in Family and Consumer Sciences related careers

FCCLA MEMBERS LEARN EMPLOYABILITY SKILLS BY:

- Developing teamwork, creativity, leadership, responsibility, and time management skills
- Practicing and demonstrating technical skills for FCS-related careers
- Learning directly from industry professionals
- Exploring opportunities to practice and develop these skills

KEY DATA

- ▶ **160,000+**
members annually
- ▶ **6,600+**
Family and Consumer Sciences advisers
- ▶ **5,300+**
chapters across the nation
- ▶ **10,900+**
attendees and 4,500+ Competitive Event participants at national events annually
- ▶ **15,000,000+**
U.S. citizens on average are reached annually through community service and youth-led projects
- ▶ **\$1.3 Million+**
in scholarships and awards provided annually

IMPACT FACTS

- ▶ **86%**
of FCCLA members have a 3.0 or higher GPA
- ▶ **55%**
of FCCLA members take advanced courses
- ▶ **65%**
of FCS teachers believe FCCLA has made teaching more meaningful and engaging to students



Citation: My College Options®/FCCLA research study (2017). National sample includes 34,746 high school FCS students and 908 FCS educators.

DEGREES and AWARDS

Power of One

Power of One helps students find and use their personal power. Members set their own goals, work to achieve them, and enjoy the results. The skills members learn in Power of One help them now and in the future in school, with friends, family, college, and on the job. This degree can be earned once at the middle school grades and once in high school. Students earning Power of One will be recognized at the State Leadership Conference as well as National Leadership Conference.

Chapter Degree

The Chapter Degree is designed to promote individual growth for any affiliated high school member. Members must complete one semester of high school Family and Consumer Sciences course or a related career field course. It is awarded at the local level and focuses growth on individual and family, involvement in FCCLA chapter, Career Development Event, school and community, and promotes career technical and Family and Consumer Sciences education.

State Degree

The State Degree is the highest honor a member can earn. The following qualification must be met by the candidate:

- Chapter Degree (Completed Degree- Signed by FCCLA Adviser and School Principal or Director) or Power of One (Must have the completed Five Unit Recognition Application)
- Must be an affiliated Junior or Senior
- Completed three courses or currently enrolled in the third course of Family and Consumer Sciences or related career field.
- Candidates must have 3.0 grade point average in content courses.
- Candidate must have a 2.0 cumulative GPA.

All activities are to show a high-level plan for each goal utilizing the FCCLA Planning Process and be detailed enough to show reviewers that the project meets the requirements. The interview process will allow the candidate to defend all activities. This degree shows in-depth growth in FCCLA leadership and knowledge, growth as an individual, involvement in school and chapter activities, career preparation, home and community activities.

OUTSTANDING CHAPTER

Chapters who plans and conducts a well-balanced Program of Work that supports strategic alignment with state and national Family, Career and Community Leaders of America (FCCLA).



FCCLA Program of Work

Goals for our chapter are:

(Include goals for student growth and local chapter, district, state, and national participation. Include fundraising projects and how the money will be used. Identify intracurricular activities.)

Plans for achieving chapter goals:

(Include details on who will be responsible, timeline to follow, etc.)

Evaluation:

(Include details on how accomplishments will be measured.)

Adviser's Signature

Date

President's Signature

Date



FCCLA Program of Work

July	August
	Affiliation opens
September	October
September 18 - Chapter Officer/Adviser Update September 25 - Chapter Officer/Adviser Update	October 2 - Chapter Officer Training/Adviser Update October 14-15 - FCCLA Leadership Training
November	December
November 1 - Chapters must pay affiliation to compete November 6 - Chapter Officer Training/Adviser Update November 13 - Chapter Officer Training/Adviser Update November 15 - Career Development Events Registration opens	December 15 - Career Development Events Registration closes

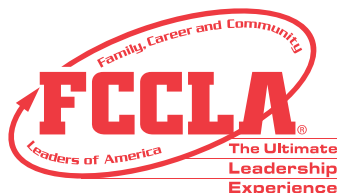


FCCLA Program of Work



January	February
	<p>February 11-15 - FCCLA Week</p> <p>February 22 - Region 3 Culinary CDE's</p> <p>February 22 - Region 4 Culinary CDE's</p> <p>February 29 - Region 1 CDE's</p> <p>February 29 - Region 2 Culinary CDE's</p> <p>February 29 - Region 4 CDE's</p>
March	April
<p>March 1 - Power of Ones due</p> <p>March 1 - Ohio FCCLA Endowment Scholarships due</p> <p>March 1 - State and National Program Awards due</p> <p>March 7 - Region 1 Culinary CDE's</p> <p>March 7 - Region 2 CDE's</p> <p>March 14 - Region 3 CDE's</p> <p>March 15 - State Service Learning Portal closes</p> <p>March 30 - Executive Council Candidate Applications due in office</p>	<p>April 4 - Interviews: Executive Council Candidate State Degree, Outstanding Chapter, Ohio FCCLA Endowment Scholarships</p> <p>April 18 - State Culinary Career Development Events</p> <p>April 23 - State Career Development Events</p> <p>April 23-24 - State Leadership Conference</p>
May	June

FCCLA WEEK 2019



FCCLA Week is an exciting way to get the word out about FCCLA, show your spirit, and inspire those in your school and communities.

Nationally, we've given each day a theme, but it's up to you and your members to get involved. Make sure to check out Fast Facts for ideas you can implement in your chapter.



Monday, February 11:

BE SPIRITED

Kick off FCCLA Week by encouraging your classmates to Go For the Red! Show your FCCLA spirit and promote FCCLA in your community.
#FCCLAspirit



Tuesday, February 12:

BE CONFIDENT

Be confident in your abilities to succeed. Share how FCCLA has prepared you for a successful future and how it has encouraged you to believe in yourself.
#FCCLAIisConfident



Wednesday, February 13:

BE PREPARED

Show others how FCCLA career pathways have prepared you for your future! Take part in Family and Consumer Sciences (FCS) Educator Day and recognize the achievements of FCS educators and programs.
#FCCLAcareers



Thursday, February 14:

BE A FRIEND

Take the time to show your appreciation for those who have supported you throughout your FCCLA journey and have encouraged you to believe in yourself. Be a friend and encourage others to do the same.
#FCCLAfriends



Friday, February 15:

BE YOU IN RED

Believe in the power of red as we unite to show our FCCLA pride! Share what FCCLA red means to you and how it has given you the confidence to be you.
#FCCLAunites

CAREER DEVELOPMENT EVENTS



Ohio Family, Career and Community Leaders of America, Career Development Events (CDEs) are educational activities that are organized and conducted by the Ohio Department of Education, Office of Career-Technical Education, Family and Consumer Sciences (FCS). CDEs are designed to assess student competence and technical skills as detailed in the Family and Consumer Sciences, Hospitality and Tourism, and Education and Training Career Field Content Standards. They are the motivating force that stimulates career interests and personal development of middle school and high school students enrolled in Family and Consumer Sciences course(s) or related career field program/course(s).

Participation in CDEs is an exciting, challenging, and engaging experience. It provides opportunities for leadership development, professional growth and recognition. CDEs strengthen Family and Consumer Sciences and related career field programs by increasing student motivation, providing a framework for authentic learning experiences that enhance documented performance assessments.

CDE's are divided into four content areas: Professional Skills, Career Preparation, Ohio, and Online. The Ohio events do not advance to Nationals.

PROFESSIONAL SKILLS: Events which build basic leadership skills for members who want to improve themselves		
Chapter in Review Display	Chapter in Review Portfolio	Chapter Service Project Display
Chapter Service Project Portfolio	Leadership	National Programs in Action
Parliamentary Procedure	Promote and Publicize FCCLA	

CAREER PREPARATION: Events focusing on a specific career skill *National qualifier(s) will be identified from Ohio events		
<i>*Baking and Pastry</i>	Career Investigation	<i>*Culinary Arts</i>
Culinary Math Management	Early Childhood Education	Entrepreneurship
Event Management	Fashion Construction	Fashion Design
Focus on Children	Food Innovation	Hospitality, Tourism & Recreation
Interior Design	Interpersonal Communication	Job Interview
Nutrition and Wellness	Professional Presentation	Repurpose and Redesign
Sports Nutrition	Sustainability Challenge	Teach and Train

Ohio: Events which focus on specific career techniques		
Culinary Team	Curriculum Unit Development	Decorated Cake
Garde Manger	Language and Literacy	Lesson Preparation Team
Pastry Tray	Product Development	Observation and Assessment

Online: Events which focus on integration of Family and Consumer Sciences education content through a digital delivery		
Digital Stories for Change	FCCLA Chapter Website	Instructional Video Design

CAREER PATHWAYS THROUGH FCCLA



VISUAL ARTS AND DESIGN

Designing, producing, exhibiting, performing, writing, publishing multimedia content including visual and performing arts, design, journalism, and entertainment services.

- Stage designer
- Fashion/apparel designer or illustrator
- Interior designer
- Home furnishing coordinator
- Textile designer or chemist
- Costume designer

HUMAN SERVICES

Preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.

Possible careers include:

- Child, family, or school social worker
- Director of childcare facility
- School counselor
- Sociologist
- Social services worker
- Personal or home care aide

- Leisure activities counselor
- Recreation worker
- Consumer credit counselor
- Personal financial advisor
- Consumer goods or services retailing representative or buyer
- Cosmetologist, hairdresser, or hairstylist

HOSPITALITY AND TOURISM

The management, marketing, and operations of restaurants and other food services, lodging, attractions, recreation events, and travel-related services.

Possible careers include:

- Restaurant, food service, lounge, casino, coffee shop, or catering owner, operator, or manager
- Hotel, motel, resort, or bed and breakfast owner, operator, or manager

- Tour company owner, operator, or manager
- Meeting and convention planner
- Interpreter or translator
- Tourism and travel services marketing manager

EDUCATION AND TRAINING

Planning, managing, and providing education and training services and related learning support services.

Possible careers include:

- Superintendent, principal, or administrator
- Teacher or instructor
- Preschool or kindergarten teacher
- Clinical, developmental, or social psychologist
- Social worker

- Counselor
- Teacher assistant
- Parent educator
- Child care worker
- Coach
- Recreation worker
- Sign language interpreter

REAL WORLD SKILLS

Individuals require many skills to be college and career ready, including academic knowledge, technical expertise, and a set of general, cross-cutting abilities called “employability skills.”

Applied Academic Skills:

- Communications, Math,
- Science, Basic Literacy

Critical Thinking Skills:

- Problem Solving,
- Organization & Planning

Resource Management:

- Time, Money, Materials &
- Personnel

Information Use

Communication Skills

Interpersonal Skills:

- Leadership, Teamwork & Negotiation

Personal Qualities

Systems Thinking:

- Teamwork & Project
- Management

Technology Use

OHIO FCCLA ENDOWMENT SCHOLARSHIPS



Adel Riegel Scholarship – \$500

Adel was the FHA and FHA/HERO state supervisor for many years demonstrating tremendous leadership guidance. The scholarship is to be granted to a member majoring in Family and Consumer Sciences Education or a member exhibiting outstanding leadership qualities.

Jay Hershey Memorial Scholarship - \$500

Jay was involved with FCCLA for over 25 years and was a founding member of Endowment. Awarding scholarships to deserving members was Jay's passion along with actively contributing to his community. Selection criteria: a FCCLA member who exemplifies well-rounded involvement with family, school, and community.

Clifford "Poppy" Collins Scholarship - \$500

Clifford Collins known as "Poppy" was a constant presence at local, state and national FCCLA meetings for many years. He bestowed upon members his fatherly and grandfatherly wisdom through jokes, encouraging stories, and prodded the members to do the very best with their lives. Criteria for selection are based upon the member who can exemplify their personal growth through FCCLA.

Lindsey Platfoot Memorial Scholarship - \$500

This scholarship is underwritten by Clifford Collins. Lindsey, a past state and national officer, realized the importance of scholarships for young people. Wishing the organization to forever blossom, she became an alumni member, continued to contribute and support student leaders, the way she was supported as an officer and member. Any extra cash would be donated to the Endowment fund. Criteria for selection are based upon the members who demonstrates an exuberance for life and support of FCCLA.

Paulette Farago Scholarship - \$500

Paulette is a founding member of the Endowment, a retired Family and Consumer Sciences teachers and past state adviser to FCCLA. Her tireless efforts and dedication to Ohio FCCLA and her dedication for the students have been profound. Selection criteria are a student who exhibits leadership and dedication to FCCLA.

Ohio FCCLA State Degree Scholarship - \$500

The Ohio FCCLA State Degree Scholarship is awarded to an Ohio FCCLA member that has achieved the Ohio FCCLA Degree and applies for the scholarship. The scholarship is based on academics, FCCLA involvement, leadership, career goals, school and community involvement.

Ohio FCCLA Endowment Scholarship - \$500

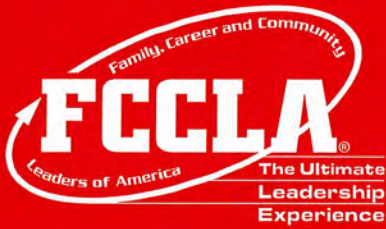
Three scholarships are awarded annually to FCCLA members who are graduating seniors. The scholarship is based in academics, FCCLA involvement, leadership, career goals, school and community involvement.

Ohio Alumni and Associates Scholarship - \$500

Having supported the endeavors of Ohio FCCLA chapter members, executive council and overall programming. The A&A scholarship is awarded to eligible recipients selected from the past two years awardees who apply, grades, and state how they have remained active with FCCLA.

For application and more details visit www.ohiofccla.org/ohio-fccla-endowment





The Ultimate Leadership Experience for the 21st Century Workforce

Family, Career and Community Leaders of America (FCCLA) has more than 160,000 youth enrolled in Family and Consumer Sciences courses providing employability skills and rich experiences that are critical for success. As the only Career and Technical Student Organization with careers that support families as its central focus, FCCLA develops skills that last a lifetime, from creative and critical thinking to practical knowledge and career preparation.

Diversity



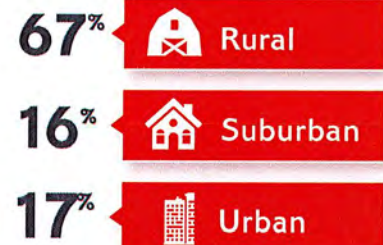
FCCLA Reach and Demographics

2017-2018 Total Membership over 160,000

Gender

78% Female
22% Male

Community



Grade Point Average

GPA 3.0 to 4.0
86%

Academic Achievement of FCCLA Members

55% of FCCLA Members Take Advanced Courses

The DNA of FCCLA

-
1. Employability Skills
 2. Leadership Training
 3. Career Preparation
 4. Conferences and Special Training
 5. Competitive Events
 6. Lifeskills
 7. Advocacy
 8. Scholarship and Recognition

FCCLA Prepares Students for College and Career Through:

Teaching 21st Century Employability Skills

The top 6 employability skills FCCLA members gain in FCS classes are:

64%	Working with others successfully
68%	Teamwork
61%	Leadership
58%	Creativity
47%	Responsibility and time management
45%	Decision making or problem solving

Encouraging Post-Secondary Education

FCCLA members are planning to pursue post-secondary educations.

85%	27%
State College/ University	Private College/ University
21%	8%
Community College	Vocational/ Technical School

Fostering Interest in FCS Major and Career Options

Many FCCLA members are interested in FCS majors and careers.

33%	Chef/Baking Specialist
23%	Preschool Teacher
22%	Early Childhood Center Director
20%	Social Worker
19%	Fashion Designer
18%	Interior Designer
17%	Family/Marriage Counselor

High Interest Areas of FCCLA Members

FCCLA members' interests in the following college majors and careers **exceed the national average by more than 10%**:

Culinary/Chef	Interior Design
Child Care/Development	Nursing/Health Care
Christian Services/ Missionary	Physical Therapy
Dental Health	Social Work/ Human Services
Equine Studies	Teaching/Education
Fashion	Travel/Hospitality



BELL RINGERS

Want to get the most out of your time with students? Consider using bell ringers! Bell ringers are tasks that students complete at the beginning of a class period (for around five minutes), and they help students focus and get thinking about the topic of the day or review the previous day's learning.



Have students define and illustrate terms either from the day's lesson or the previous day's lesson. Use the illustrations to create a word wall.



Turn your learning objectives into questions and have students write their answers to the questions.



Write a word or lesson topic on the board and have students complete a graphic organizer.



Provide a brief article related to the day's topic and include comprehension questions students must answer.



Assign roles to your class officers, such as having the class president open the class with a bell ringer or inspirational thoughts, having the secretary take attendance, and more.



Post a riddle related to the lesson and ask students to try to solve it.



Have students pick up newspapers as they enter and find articles related to Family and Consumer Sciences and summarize them. Then, throughout the class, you can call on a student to update the class on their event by saying "[student's name], This Just In..."



Provide a word puzzle related to the lesson.



Write a topic on the board and allow students to write questions related to what they would like to know about the topic.



Post a journal topic and instruct students to write to the prompt.



Display a picture that relates to the day's lesson. Provide time for students to discuss the picture and share how they think it relates to what they will learn.



Play a brief video related to the topic. As students watch the video, they should write three things they learn.



Play a song that relates to the day's lesson. Provide students with the lyrics to the song and ask them to share how they think the song relates to what they will learn.



Post a quote related to the day's topic. Have students journal their response to the quote.



Pass out a quiz that covers the material to be learned. Then provide time for students to take and grade the quiz. At the end of the lesson, provide time for students to correct the questions they got wrong.



Have students write what they learned in class yesterday. Then students share what they wrote with a partner and compare answers. Challenge students to combine their answers and add more information.



Pass out a paragraph related to the day's topic and instruct students to write the main idea in four to eight words.



Challenge students to summarize the previous day's lesson in exactly 10 words. Provide time for students to share their summaries.



Post the topic for the day. Then instruct students to draw a picture that shows what they already know about the topic. Provide time for students to share what they drew.



Assign students to create a bell ringer for the next day's learning as homework the night before. Then pick a student to lead the class through the bell ringer activity.

LESSON PLAN: THE MAP OF LIFE

Use this lesson plan with any of your FCS courses at the middle and high school level!

Time: 30-40 minutes

Topics: leadership, communication, teamwork, problem-solving

Objectives: Students will be able to:

1. Practice and strengthen their communication skills.
2. Contribute positively as a member of a team.
3. Reflect on their leadership and problem-solving skills.

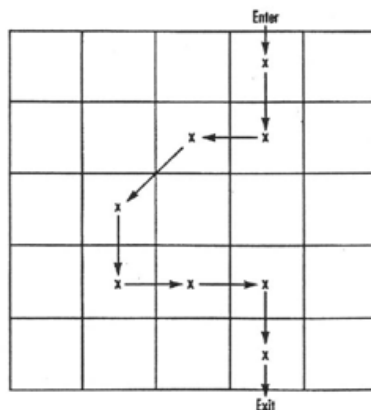
Before the Lesson: Set up a life-sized grid resembling a checkerboard on your floor. You can use masking tape to create the grid. Read through the lesson steps for more information.

FCS National Standards:

- 1.2.3 Apply communication skills in school, community, and workplace settings.
- 1.2.4 Demonstrate teamwork skills in school, community, and workplace settings.
- 1.2.6 Demonstrate leadership skills and abilities in school, workplace, and community settings.
- 13.3.4 Analyze strategies to overcome communication barriers in family, community, and work settings.

Materials:

Tape for the floor grid map of safe and unsafe squares



INSTRUCTIONS

Conduct a class discussion using the following questions:

1. What are some important parts of life?
2. What decisions do you have to make in life?
3. How do you plan to make those decisions?
4. How can we help each other make decisions?

Show the grid to the students and explain to them that the grid symbolizes the map of life. Explain to students that there are some squares in the grid that are safe and some squares in the grid that are unsafe, just like there are good and bad decisions in life. Only you know which grid squares are designated safe and which are not, which symbolizes that we need to be adaptable in life and use our resources to solve problems. Refer to the diagram for the "safe squares" information, or create your own.

Arrange students into two teams. Then explain that each team must communicate to a selected team member the path to travel from the board's starting point to the finish line.

Provide teams 10 minutes to plan how they will get through the Map of Life. They must first decide how they will communicate with one another, since there is no talking, touching, or using of recognized body language after this first 10 minutes.

After 10 minutes of planning, one team member enters the grid and tries to reach the other side, stepping square by square. If the team member steps on an unsafe square, the instructor sounds a bell or buzzer, and that person must backtrack out of the board using only predetermined safe squares. Teammates help the player determine and remember safe squares using their chosen communication method.

The other team then takes turns sending one designated member through the safe squares, but starting from the other side.

This process continues until one team has sent a member safely to the other side.

Conduct a follow-up discussion that includes an evaluation of interaction among team members, team roles, communication skills, decision-making, problem-solving skills, and how watching the other team did or did not help, given the difference in perspective. Apply the experience to the realities of life. You could also assign students to journal about their experience.

ONE

TWO

THREE

FOUR

FIVE

SIX

SEVEN

EIGHT

LESSON PLAN: INTRODUCTION TO FCCLA

Grade Level: 5-12
Time Frame: 20 -30 Minutes

Objective: Engage your students in all that is FCCLA. This lesson is a quick introduction to the organization that will get students excited and ready to plan for the school year.

Family and Consumer Sciences Standards:
Career, Community, and Family Connections: 1.1, 1.2, and 1.3

Materials Needed:
FCCLA Introductory PowerPoint Presentation

Additional Activities (Optional):
-Step One WebQuest
-Create program of work for the year

Follow Up Questions:

- What can teenagers gain from joining FCCLA? Consider options besides something to add to a job application or resume.
- Which career skills does being a part of a student leadership organization develop?
- How can you get other students excited and interested in joining FCCLA?

INSTRUCTIONS

Download the FCCLA Introductory PowerPoint Presentation from the Resources tab of the FCCLA Portal. Make edits to meet your classroom and chapter requirements on slides 10 and 11.

ONE

Start by discussing some common issues your students see on a local level such as in school, communities, and families.

TWO

Make a list of these so everyone can see.

THREE

Next, extend your list with common issues students see in their state, country, and globally.

FOUR

Look up current events for examples.

FIVE

Present the FCCLA Introductory PowerPoint Presentation.

SIX

After, ask your students how they think FCCLA can help them create solutions to some of the issues they discussed.

SEVEN



Name _____ Date _____

WEBQUEST

STEP ONE

Joining FCCLA will broaden your creative thinking, allow you to experience leadership, help you build essential life skills, and provide you with opportunities to create new friendships. Step One will give you the opportunity to search for the answers to your questions about FCCLA. You can find the answers at the FCCLA national website, www.fcclainc.org.

Once you reach the end, compare your answers with your adviser's and see how you did on the FCCLA WebQuest!

1. What do the letters FCCLA stand for?
2. FCCLA is a national organization for young men and women in _____ education.
3. When was FCCLA founded?
4. What is the FCCLA motto?
5. How many purposes does FCCLA have?
6. What is the official magazine of FCCLA?
7. What is the name of the FCCLA membership campaign?
8. Where is the National Leadership Conference being held this year?
9. What is the name of the regional meetings that FCCLA holds each year?
10. During _____, students will receive training focusing on networking, professionalism, strategic planning, and advocacy around key teen-centered current issues. They will also advocate for Family and Consumer Sciences education.

11. List the eight national programs.

15. Which Skill Demonstration Event allows participants to solve common culinary arts problems using math skills?

12. Which national program focuses on the healthy, fit, real, and resilient you?

16. Which Skill Demonstration Event recognizes members for their ability to select and critically evaluate an application (app) for use as part of a class offered in the Family and Consumer Sciences program?

13. Which national program helps you explore career pathways and skills for success in families, careers, and communities?

17. Complete the table below. Pick three STAR Events to explain.

14. Which national program helps you save, earn, spend, and protect your money wisely?

STAR EVENT	EXPLANATION IN 1-2 SENTENCES

18. Each year, FCCLA establishes a National Outreach Project with a partner organization to reach the community and to help work towards a cause. What is the National Outreach Project for this year?

19. The FCCLA _____ develops leadership, employability, and 21st century skills and gives members the opportunity to be recognized for their personal growth efforts.

20. Who is the FCCLA National President?

21. How many National Executive Council members (national officers) are there?

22. Name one of the FCCLA scholarships available and describe it in one sentence.

23. What are the five steps of The FCCLA Planning Process?

24. When is National FCCLA Week?

25. How many people are currently members of FCCLA?

ULTIMATE LEADER

19-25
ANSWERS
CORRECT

You've mastered the FCCLA WebQuest and are ready for The Ultimate Leadership Experience!

LEADER TO WATCH

11-18
ANSWERS
CORRECT

You're on your way to The Ultimate Leadership Experience.

LEADER IN TRAINING

0-10
ANSWERS
CORRECT

Don't miss out on leadership opportunities! Visit the FCCLA national website and read through the FCCLA resources available to upgrade your FCCLA WebQuest skills!

WEBQUEST

STEP ONE

ANSWERS

1. Family, Career and Community Leaders of America
2. Family and Consumer Sciences
3. 1945
4. Toward New Horizons
5. 8
6. *Teen Times*
7. Go For the Red
8. Answer depends on the year
9. National Cluster Meetings
10. Capitol Leadership
11. Career Connection, FACTS (Families Acting for Community Traffic Safety), Families First, Financial Fitness, Community Service, Power of One, STOP the Violence (Students Taking on Prevention), Student Body
12. Student Body
13. Career Connection
14. Financial Fitness
15. Culinary Math Challenge
16. Technology in Teaching
17. Answers vary
18. Answer depends on the year
19. Leadership Academy
20. Answer depends on the year
21. 10
22. Answer depends on the year
23. Identify concerns, set a goal, form a plan, act, follow up
24. The second full week in February
25. Answer depends on the year

RESOURCES AVAILABLE FOR FCCLA ADVISERS

OHIOFCCLA.ORG

**OHIO FAMILY AND
CONSUMER
SCIENCES
NEWSLETTER**

**OHIO FCCLA
25 S. FRONT STREET
COLUMBUS, OHIO
43215**

614-466-5718

**LESSON PLANS ON
FCCLAINC.ORG**