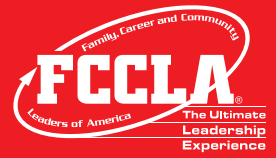




CHAPTER MANUAL



FCCLA CHAPTER MANUAL TABLE OF CONTENTS



This manual is intended to be an easy-to-use, quick reference guide that provides tools for you to use throughout the year. You'll find helpful tips and tricks included, as well as several printable and reproducible handouts you can start using right away.

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THANK YOU
for your service to FCCLA!



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 an 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 an 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 1 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 and board members, and community members.

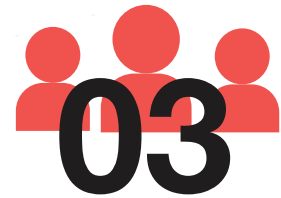


GO FOR THE RED MEMBERSHIP AWARDS

Go For the Red is an FCCLA membership campaign that provides incentives for members and chapters working to increase membership. Go For the Red empowers students to recruit, retain, and recognize members.

INDIVIDUAL AWARD WINNERS:

Individuals who recruit 3 or more members can apply for the individual award. All participants that meet the qualifications and deadline will be entered into a drawing for one of the three prize options listed below. Five awardees will be picked at random from those that qualify. All awardees will be provided with an electronic certificate of achievement.



Prize options: Air pods • \$150 Amazon gift card • JBL Flip 5 speaker

CHAPTER AWARD WINNERS:

Chapters that increase their members by 10, 15, or 20 members from the previous year can apply for the chapter award. All participants that meet the qualifications and deadline will be entered into a raffle for a chance to win one of three \$200 cash prize and will receive a coupon to the FCCLA store. All chapter awardees will also be provided with an electronic certificate of achievement.

BRONZE

increase membership by



members

*1 entry into the raffle
for the cash prize*

SILVER

increase membership by



members

*2 entries into the raffle
for the cash prize*

GOLD

increase membership by



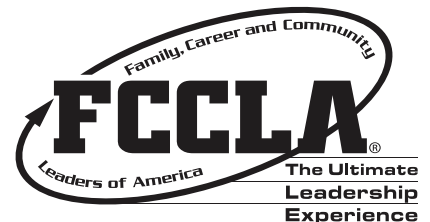
members

*3 entries into the raffle
for the cash prize*

All members who attend NLC will receive a special Go For the Red ribbon.

TO APPLY:

visit fcclainc.org/membership and click on the “Membership Campaign” tab.





MEMBERSHIP CALENDAR



Membership strength results from recruiting, retaining, and recognizing members all year long. It is important to have some events for all chapter members every month. Try the following ideas (or create your own) to include membership activities throughout the school year!

AUGUST

- Form a membership committee.
- Host a meeting with your membership committee and chapter leaders to plan your membership efforts for the year.
- Prepare a membership recruitment campaign and set a membership goal.



SEPTEMBER

- Conduct a membership recruitment campaign to sign up returning and new members.
- Hold first interest meeting(s) to build the chapter and to consider the year's program of work.
- Affiliate online at affiliation.registermychapter.com/fccla#.
- Review the *Competitive Events Guide* on the portal and download the information sheets from the National FCCLA website.
- Check the FCCLA website for the latest national program information, recognition opportunities, and deadlines.

OCTOBER

- Sponsor a special event, celebration, or trip for paid members.
- Conduct a hands-on chapter project, created and carried out by most members.
- Extend personal invitations to students who have not yet joined the chapter.
- Attend a district, regional or state leadership event.



NOVEMBER

- Submit additional member names and dues payments by November 1.
- Have your chapter leaders present about FCCLA in all Family and Consumer Sciences classes.
- Begin planning Dine in Day events.

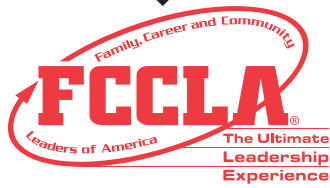
DECEMBER

- Celebrate your chapter with a service project and a social event. Invite potential members to attend.
- Celebrate Dine in Day on December 3.



JANUARY

- Conduct a New Year's membership campaign to sign up new members.
- Start the year right with an exciting chapter meeting and more hands-on chapter projects, created and carried out by most members.
- Check the FCCLA website for the latest national program information, recognition opportunities, available scholarships, and deadlines.
- Host a chapter meeting to plan FCCLA Week events.



MEMBERSHIP CALENDAR



FEBRUARY

- Submit additional member names and dues payment.
- Participate in FCCLA Week and CTE Month.
- Celebrate FCS Educator Day, always on the Wednesday of FCCLA Week.
- Continue to involve members in projects that build the chapter's image in the school and community.
- Check the FCCLA website for deadlines and prepare award applications for recognition in FCCLA national programs.

MARCH

- Submit FCCLA national program award applications for recognition electronically by March 1.
- Submit additional member names and dues payments.

APRIL

- Participate in your state meeting (March-May).
- Apply for various scholarships by April 1; check the FCCLA website for current information.
- Apply for Go For the Red Membership Awards by April 1



MAY

- Host a chapter recognition event and invite parents, administrators, supporters, and potential members.
- Evaluate the year's accomplishments and record suggestions for future chapter success.
- Make plans to carry the chapter through the summer and into next year.
- Make sure dues for all members trying to participate in national STAR Events competitions are sent no later than May 1.
- Submit final member names and dues payments no later than May 31.

JUNE-JULY

- Chapter leaders attending NLC should pursue leadership training by enrolling in the FCCLA Leadership Academy.
- Participate in local events to publicize and promote FCCLA.
- Celebrate with other leaders at the National Leadership Conference.
- Sign up recent graduates for Alumni & Associates.





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



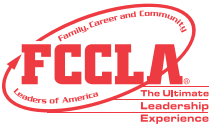
FCCLA Program of Work

August	September
October	November
December	January



FCCLA Program of Work

February	March
April	May
June	July



FCCLA CHAPTER BUDGET TEMPLATE

Anticipated Budget, as Approved by Chapter July 1, 20____ to June 30, 20____

CHAPTER NAME: _____

INCOME (Itemize all sources of anticipated income, including membership dues, fundraisers, contributions, etc.)	Anticipated	Actual
Cash on hand from June 30 of previous year:		\$
Dues: _____ members @ \$ _____ each	\$	\$
Fundraiser(s):		
•	\$	\$
•	\$	\$
Contribution(s):		
•	\$	\$
•	\$	\$
Additional Sources of Income:		
•	\$	\$
•	\$	\$
TOTAL	\$	\$

EXPENDITURES (Itemize anticipated expenditures, including dues, supplies, meeting and Competitive Event registrations, travel expenses, uniform costs, expenses for FCCLA Outreach Project, etc.)	Anticipated	Actual
Dues:		
• Regional/District: _____ members @ \$ _____ each	\$	\$
• State: _____ members @ \$ _____ each	\$	\$
• National: _____ members @ \$ _____ each	\$	\$
Chapter/Project Supplies:		
•	\$	\$
•	\$	\$
Meeting Registrations:		
• Regional/District	\$	\$
• State	\$	\$
• National Fall Conference	\$	\$
• National Leadership Conference	\$	\$
Competitive Event Registrations: (FCS Knowledge Bowl, STAR Events, Skill Demonstration Events, etc.)		
• Regional/District	\$	\$
• State	\$	\$
• National Fall Conference	\$	\$
• National Leadership Conference	\$	\$
Other Expenses:		
•	\$	\$
•	\$	\$
TOTAL	\$	\$
ENDING BALANCE (Cash on hand for coming fiscal year)	\$	\$



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: <https://fclclainc.org/lead/advisers/lesson-plans-resources>



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?

TEN FUNDRAISING IDEAS

Every chapter works on fundraising, but fundraising that simply makes money is not a good investment of chapter time and talents. Make sure your fundraising provides an opportunity to develop teamwork skills, practice FCS skills, learn money management, expand communication skills, meet a need, and develop relationships with the community. Check out these 10 fundraising ideas!



Offer a catering service for a special event. Tie this activity into learning through the Hospitality career pathway.



Hold a silent auction. Display donated items and attach bid sheets at school or online.



Ask a local business to provide matching funds raised by a chapter fundraiser.



Paint faces at home athletic events.



Offer a locker decorating service for special events like birthdays, homecoming, etc. Tie this activity into learning through the Design career pathway.



Hold a community yard decorating contest during Halloween or the holidays. Collect entry fees, and give out donated gift cards as prizes.



Sell and deliver special greetings, balloons, treats, etc. for special events and holidays.



Serve concessions during athletic/school/community events.



Offer a childcare service during the weekends before the holidays. Hold it at your local library, and plan age-appropriate activities. Tie this activity into learning through the Education career pathway.



Host a “help day.” Arrange to perform an hour of odd jobs (cleaning, yard work, etc.) at peoples’ homes in exchange for donations.



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

Have students survey teachers to find out which academic skills younger students need most.

Work as a class to decide which academic skills you will focus on through the seminars. Decide which seminars you will offer.

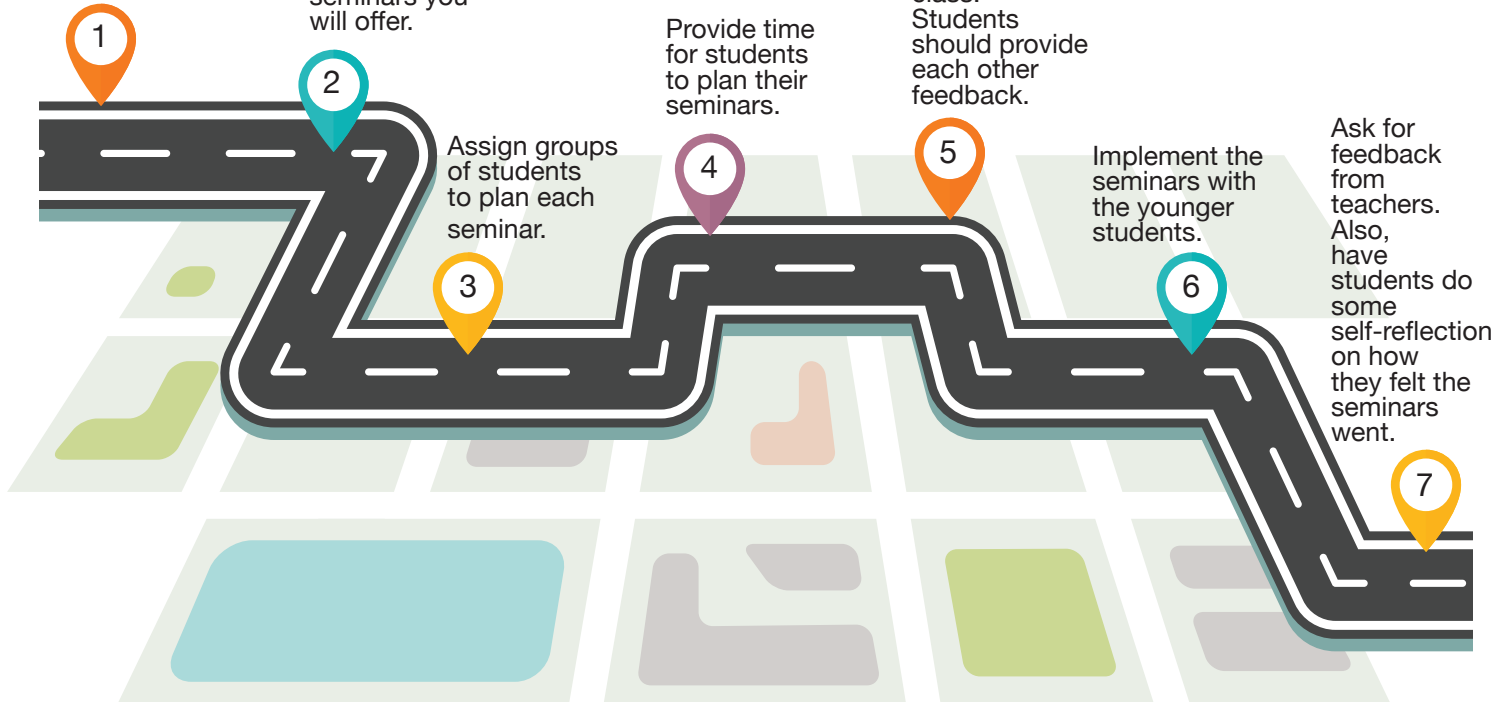
Then have groups practice their seminars with the rest of the class. Students should provide each other feedback.

Provide time for students to plan their seminars.

Assign groups of students to plan each seminar.

Implement the seminars with the younger students.

Ask for feedback from teachers. Also, have students do some self-reflection on how they felt the seminars went.



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.



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



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.



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...."



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



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



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



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



Provide a word puzzle related to the lesson.



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 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.



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.



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



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.



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



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



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.



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



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.

INSTRUCTIONS

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.

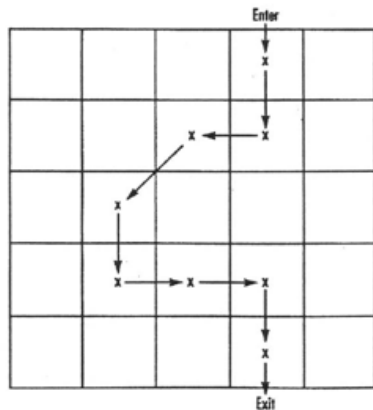
Before the Lesson: Set up a life-sized grid resembling a checkerboard on your floor. You can use masking tape to create the grid. Read through the lesson steps for more information.

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



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?

ONE

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.

TWO

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.

THREE

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.

FOUR

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.

FIVE

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

SIX

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

SEVEN

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.

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

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

Joining FCCLA will broaden your creative thinking, allow you to experience leadership, help you to 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.

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 are the name of the two conferences held only for advisers?
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. Chapter Adviser Summit and Adviser Industry Intensive
10. Capitol Leadership
11. Career Connection, FACTS (Families Acting for Community Traffic Safety), Families First, Financial Fitness, Community Service, Power of One, Stand Up, 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

CAREER PATHWAYS THROUGH FCCLA



VISUAL ARTS AND DESIGN

Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and 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



COMPETITIVE/STAR EVENTS

Competitive Events promote the FCCLA mission of focusing on the multiple roles of family member, wage earner, and community leader. Each event and activity is designed to help members develop specific skills in character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation. Competitive Events provide additional opportunities to showcase college- and career-ready knowledge, skills, and abilities; to promote the FCCLA chapter as an integral part of the Family and Consumer Sciences education program; and to connect with peers and the community.

STAR EVENTS

(Students Taking Action with Recognition) recognize members for proficiency and achievement in chapter and individual projects, leadership skills, and career preparation. STAR Events offer individual skill development and application of learning through cooperative, individualized, and competitive activities.

- Baking and Pastry
- Career Investigation
- Chapter in Review (Display or Portfolio)
- Chapter Service Project (Display or Portfolio)
- Culinary Arts
- Culinary Math Management
- Early Childhood Education
- Entrepreneurship
- Event Management
- Fashion Construction
- Fashion Design
- Focus on Children
- Food Innovations
- Hospitality, Tourism, and Recreation
- Interior Design
- Interpersonal Communications
- Job Interview
- Leadership
- National Programs in Action
- Nutrition and Wellness
- Parliamentary Procedure
- Professional Presentation
- Promote and Publicize FCCLA!
- Public Policy Advocate
- Repurpose Redesign
- Say Yes to FCS Education
- Sports Nutrition
- Sustainability Challenge
- Teach and Train

COMPETITIVE/STAR EVENTS

SKILL DEMONSTRATION EVENTS

provide opportunities for members to demonstrate college- and career-ready skills in Family and Consumer Sciences and related occupations. Challenge events take place online, while other events take place at National Cluster Meetings. Events are offered on a scheduled rotation.

SKILL DEMONSTRATION EVENTS

- Consumer Math Challenge
- Culinary Food Art
- Culinary Knife Skills
- Culinary Math Challenge
- Early Childhood Challenge
- FCCLA Creed Speaking & Interpretation
- FCCLA Knowledge Challenge
- Fashion Construction and Design Challenge
- Fashion Sketch Hospitality, Tourism, and Recreation Challenge
- Impromptu Speaking
- Interior Design Challenge
- Interior Design Sketch
- Interviewing Skills
- Nutrition Challenge
- Pastry Arts Technical Decorating Skills
- Science in FCS Challenge
- Speak Out for FCCLA
- #TeachFCS
- Technology in Teaching
- Toys that Teach



Knowledge Matters

Virtual Experience Learning

The FCCLA/ Knowledge Matters Virtual Business Challenge –

Personal Finance contest encourages members to test their skills in personal finance, using a competition version of the Virtual Business – Personal Finance classroom software.

The FCCLA/LifeSmarts Knowledge Bowl is a three-level, team competition that challenges students' knowledge in six content areas:

1. Personal Finance
2. Consumer Rights and Responsibilities (to include Family, Career, and Community Studies)
3. Technology (to include Fashion and Housing Design)
4. Health and Safety (to include Food Science and Nutrition, as well as Early Childhood and Human Development)
5. Environment (to include Hospitality, Tourism, and Recreation)
6. FCCLA Knowledge

CAREER PATHWAY QUIZ



WHAT INTERESTS YOU?

Read each statement. If you agree with the statement, fill in the circle. If the row has multiple circles, be sure to fill all of them in the row. When you are finished, add up the number of filled-in circles in each colored column (green, blue, purple, and orange). Use the chart on the following page to find the corresponding career pathway for the color you score the highest.

I LIKE TO:

Travel	<input type="checkbox"/>			
Instruct others			<input type="checkbox"/>	
Organize and make plans	<input type="checkbox"/>		<input type="checkbox"/>	
Give speeches			<input type="checkbox"/>	
Provide advice				<input type="checkbox"/>
Create, market, and promote products or ideas	<input type="checkbox"/>	<input type="checkbox"/>		
Meet new people	<input type="checkbox"/>			<input type="checkbox"/>
Resolve conflicts	<input type="checkbox"/>			
Decorate		<input type="checkbox"/>		
Solve problems in my community or school				<input type="checkbox"/>
Create, design, or redesign products		<input type="checkbox"/>		
Create new recipes	<input type="checkbox"/>			
Sew		<input type="checkbox"/>		
Influence or persuade people		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn about new fashion trends		<input type="checkbox"/>		
Work with families				<input type="checkbox"/>
Learn new technology		<input type="checkbox"/>		
Create visual graphics		<input type="checkbox"/>		
Coach			<input type="checkbox"/>	
Facilitate conversations			<input type="checkbox"/>	
Work with money, numbers, and/or charts	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Plan parties/events	<input type="checkbox"/>			
Think on my toes			<input type="checkbox"/>	
Cook/prepare food	<input type="checkbox"/>			
Train others			<input type="checkbox"/>	
Style hair and makeup				<input type="checkbox"/>
Sell things				<input type="checkbox"/>
Create videos or take photos		<input type="checkbox"/>		

Listen to others				○
Heal people				○
Manage others	○			
Make floor plans		○		
Help others	○		○	○
Work outdoors	○		○	
Follow a structured day			○	
Teach			○	○
Work with children			○	○
Lead	○		○	
Write creatively		○		
Look at and/or create art		○		
Perform		○		
Work independently		○		
	GREEN	BLUE	PURPLE	ORANGE
TOTAL				

THE THREE COLORS WITH THE HIGHEST SCORES:

1st

2nd

3rd



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 the 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 on page 13 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.



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 FCCLA Stand Up national peer education program guides members to develop, plan, carry out, and evaluate advocacy activities to improve the quality of life in their communities. Members develop their voice to make a positive impact. Through their projects, members experience character development and improve their critical and creative thinking, interpersonal communication, leadership, practical knowledge, and career preparation. Members learn more about how to assess current needs, how to educate others regarding concerns, and how to advocate so that they can make a difference now and in the future.



CONFERENCES AVAILABLE THROUGHOUT THE YEAR

FCCLA NATIONAL MEETINGS AND CONFERENCES

CAPITOL LEADERSHIP (CL)



Capitol Leadership is a national-level conference that occurs in Washington, D.C. All members of different ages and experiences are welcome to attend. During Capitol Leadership, members and advisers have the opportunity to participate in service-learning activities and develop skills in advocacy. Attendees also have the opportunity to advocate for Family and Consumer Sciences and Career and Technical Education on Capitol Hill by meeting with their state’s senators and representatives.

NATIONAL FALL CONFERENCE (NFC)

The National Fall Conference is the place to explore all that FCCLA has to offer, including keynote speakers, leadership workshops, special workshops for middle-level students, Competitive Events, and opportunities to demonstrate college and career-readiness. At this meeting, members and advisers come together for an experience full of fun, inspiration, and networking.

CHAPTER ADVISER SUMMIT (CAS)



The FCCLA Chapter Adviser Summit is held annually in January/February at the same location as the National Leadership Conference (NLC). The Summit is an opportunity for advisers to gain valuable professional development and is also a chance to explore a host city before traveling with students to NLC.

NATIONAL LEADERSHIP CONFERENCE (NLC)

The FCCLA National Leadership Conference takes place every June/July. FCCLA members from across the country gather and network with fellow members; attend FCCLA program, leadership, and career exploration sessions; and compete in STAR Events or the FCCLA/LifeSmarts Knowledge Bowl. Professional development sessions and networking opportunities are available to advisers throughout the conference. Visit the Meetings page of the FCCLA website to locate the Attendance Justification Toolkit.

FCCLA EXHIBITS EXPO AND COLLEGE FAIR

Exhibitors provide students and advisers attending national meetings and conferences with information about career options, educational resources, fundraisers, and training opportunities. FCCLA’s College Fair allows students to interact with admission representatives from a wide range of post-secondary institutions to discuss course offerings, admission and financial aid requirements, college life in general, and other information pertinent to the college selection process.

FCCLA WEEK 2021



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 8:

Fire up FCCLA week by sharing with your classmates why and how FCCLA has helped you grow beyond measure.

#GrowBeyondMeasure



TUESDAY, FEBRUARY 9:

As a part of FCCLA, you influence others beyond measure through community service, leadership skills, and your attitude. Share who your influences are and how you've influenced others.

#InfluenceBeyondMeasure



WEDNESDAY, FEBRUARY 10:

Take part in Family and Consumer Sciences (FCS) Educator Day by thanking the educators in your life and sharing how they are beyond measure.

#EducateBeyondMeasure



THURSDAY, FEBRUARY 11:

Share with others how FCCLA has allowed you to advocate beyond measure for your future careers as well as your independent adult life. How have you learned how to "adult"?

#AdvocateBeyondMeasure



FRIDAY, FEBRUARY 12:

Lead beyond measure by showing your FCCLA spirit. Red out and decorate your day with red clothing, signs, food and decorations.

#LeadBeyondMeasure

SHOP IN RED!



ORDERING FCCLA PRODUCTS AND APPAREL

Visit the FCCLA Store to browse branded merchandise and apparel. The store offers everything from unique FCCLA gifts for your members to chapter supplies. Whatever your promotional needs are, we've got you covered!



**CAN'T FIND WHAT YOU NEED?
OUR OFFICIAL VENDOR, E GROUP, CAN HELP!**

VISIT [FCCLA.MYBRIGHTSITES.COM](https://www.fccla.org/mybrightsites.com) FOR MORE DETAILS.

RESOURCES AVAILABLE FOR FCCLA ADVISERS

FAST FACTS BIWEEKLY NEWSLETTER

One of the many perks of advising FCCLA, this biweekly update shares resources, information, and highlights about FCCLA.

LESSON PLANS ON FCCLAINC.ORG

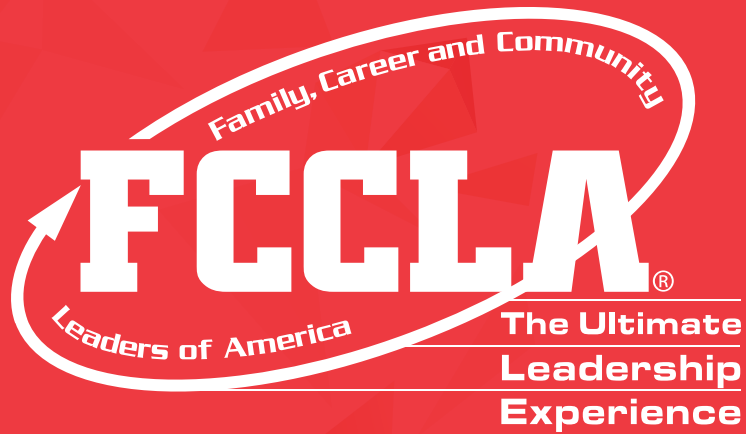
In the Advisers section of the national website, you can find lesson plans related to the FCCLA career pathways – human services, hospitality and tourism, education and training, and visual arts and design. Additional lesson plans are available in the Resources tab of the Portal to affiliated chapter advisers.

CHAPTER ADVISER PORTAL

- Advocacy Resources
- Public Policy Resources
- Lesson Plans
- STAR Event Results
- Issues of *Teen Times* and *Teaching with Teen Times*
- And much more to help manage your FCCLA chapter!

THE FAMILY, CAREER AND COMMUNITY LEADERS OF AMERICA (FCCLA) ADVISERS' FACEBOOK PAGE AND GOOGLE SITE

Network, share, and communicate with FCCLA advisers across the nation. This Google Site is where advisers have shared resources: <https://sites.google.com/fcclainc.org/fcclaadviserresources/home>



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