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**Unit 2**

**FCCLA: Leadership for Today and Tomorrow**

**Module 2: Program Components**

**Lesson 1: Building a Program of Work**

**Recommended Pacing Guide:**

Review opening instructions by:

Participated in optional Zoom conversation for Q and A on:

Complete Check for Understanding questions on:

Participate in optional Zoom conversation to close on:

Complete all work by**:**

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| **Module Title:** | **Program Components** |
| **Lesson Title:** | **Building a Program of Work** |
| **Objectives and Technical Skills** | **Students will work cooperatively to plan a program of work for FCCLA chapter activities and will acknowledge the role of chapter leadership in** |
| **Standard Aligned** | **Anchor Standard 9 – Leadership and Teamwork**  9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.  9.4 Explain how professional associations and organizations (such as FCCLA) and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.  9.5 Understand that the modern world is an international community and requires an expanded global view.  **Transferable and Employability Skills Standard 39 – Communication**  39.5 Assess and practice effective nonverbal, oral, and written communication skills appropriate for various relationships and situations. (ECDFS, FID, HTR – A2.0.5) |
| **Essential Question:** | **1. What activities does our chapter participate in?**  **2. Who plans the FCCLA activities at our school?** |
| **Attachments and Resources** | [**About FCCLA on the National Website**](https://fcclainc.org/about) **> Purposes**  <https://padlet.com/>  <https://fcclainc.org/engage>  [**Sample Chapter Program of Work**](https://www.ca-fccla.org/index.php/download_file/view/2220/320/)  **Resource 1 “CA FCCLA Program Components”**  [**Career Pathways Through FCCLA**](https://fcclainc.org/sites/default/files/Career%20Pathways%20Flyer.pdf) |
| **Tools for implementation** | **Internet, projector or screen share, board or whiteboard function, video player capabilities** |
| **Deliverables and due dates:** | **In-class work or padlet discussion posts** |

**Hook: Opening Activity and Instructions**

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| **Hook:**  **Estimated time: 5 minutes**  **Opening Instructions and Key Vocabulary:**  **1. Review the 8 Purposes with students and explain that activities are planned to meet those purposes.** |

**Optional class meeting day, time and link**\_\_\_\_\_\_\_\_\_\_\_

**Variability and Accessibility:** Students can read printed instructions and send a message or call teacher and/or peers with questions.

**Guided Practice: Main Activity and/or Project Instructions**

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| **Activity/Project:**  **Estimated time: 45-50 minutes**  **Instructions:**  **1. Prepare eight large sheets of paper or sections on a digital platform such as** <https://padlet.com/> **with one of the eight purposes of FCCLA at the top of the poster. Place them around the room or ensure that students are signed in.**  **2. Divide students into eight groups and ask them to brainstorm to identify project ideas or activities that relate to that purpose. Ideas should be based on what they learned or will learn in Family and Consumer Sciences (FCS) classes and will make a positive contribution to their school or community. Students could rotate with their groups to add activities to several posters and can use the member handbook, state and national website, or the following resources for ideas:** <https://fcclainc.org/engage>, [**Sample Chapter Program of Work**](https://www.ca-fccla.org/index.php/download_file/view/2220/320/)**.**  **3. Ask student groups to return to their original poster topic, then introduce the CA FCCLA Program Components, see Resource A “CA FCCLA Program Components.” Direct student groups to label the activities with one or more of the program components and give them time to add additional activities if they can.**  **4. Explain that the Chapter Program of Work will be developed later using these ideas and that these projects will develop skills that assist the in working cooperatively (teamwork), sharing responsibilities, accepting supervision, and assuming leadership roles. Explain that Chapter Officers are responsible for organizing and carrying out chapter activities and students have an opportunity to run for office which will be discussed in Module 3.** |

**Variability and Accessibility:** Students can read printed instructions and complete assigned activities in a notebook.

**Check for Understanding and Engagement**

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| **Key questions:**  **1. What activity idea do you have and what program component categories does it fit into?**  **2. Which FCCLA Purpose stands out as the most important and why?**  **3. What activity are you most looking forward to?** |

**Variability and Accessibility:** Students can record responses in a notebook, or a voice recording.

**Closing and Extension Activities (**FCCLA)

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| **Closing Activity:**  **Estimated time: 5 minutes**  **Instructions: Choose one.**  **1. Ask students to circle their favorite three activities or project ideas for each of the eight purposes and have them share with the class.**  **2. Facilitate a discussion about why organizations have purposes and explain that they summarize the goals and vision. Ask students to share a personal purpose they have for themselves.** |

**Optional class meeting day, time, and link**\_\_\_\_\_\_\_\_\_\_\_

**Variability and Accessibility:** Students can read printed instructions. Students are provided with printed extension activities and able record responses in a notebook.

**Additional Resources and Career Connections: (**FCCLA)

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| **1. Students can explore the** [**Career Pathways Through FCCLA**](https://fcclainc.org/sites/default/files/Career%20Pathways%20Flyer.pdf) **and add activities to other posters that fit into a variety of industry sectors.**  **2.** [**CA FCCLA Region Webinars**](https://www.ca-fccla.org/chapters-regions/region-webinars/) **– Students can watch their peers conduct trainings with plenty of project ideas for their own chapter.** |

**Variability and Accessibility:** Students can read relatable articles / worksheets that are printable.