

**Integration of Family, Career and Community Leaders Activities In the
Family and Consumer Sciences Program
Summer 2007**

Applied Technology Event

Background

Students will complete an Applied Technology Project centered on the physical aspects of wellness. Applied Technology is an individual or team event, which recognizes participants who develop a project using technology that addresses a concern related to Family and Consumer Sciences and /or related occupations and integrates and applies content from academic subjects. Participants must prepare a portfolio and an oral presentation. Students may work in groups of 1 to 3 students. Students should follow the guidelines in the FCCLA national STAR Events manual, located on pages 22-26 (available for purchase at www.fcclainc.org). The state competition follows the national guidelines, but for more information, you can contact the state FFCLA adviser at (502) 564-3775. The actual applications can be obtained by visiting the www.kyfccla.org .

Rationale

The foods and nutrition course is designed to assist students in making critical decisions about food, which contributes to health and well-being. It is essential in today's society that students can use a wide variety of technological devices effectively. By incorporating the applied technology event into the foods and nutrition course participants can develop a project using technology that addresses a nutritional and health concern which is related to Family and Consumer Sciences and they can integrate and apply content from other academic subjects and /or related occupations.

Teaching the Content

Unit	Foods and Nutrition – Nutrition
Lessons:	How Food Affects Life Nutritional Needs- Nutrients Nutritional Guidelines Healthful Food Choices Nutrition through the Life Cycle Food and Fitness
Academic Expectations	2.1, 2.16, 2.2, 2.29, 2.31, 2.36, 2.37, 2.8, 3.2, 4.1, 5.5
Building Interest	By incorporating technology it will make learning about nutrition more exciting to students and give them the opportunity to use their creative and critical thinking skills to develop a project that will inform others about the importance of nutritional choices. Their speech will serve as their writing portfolio technical piece. Their portfolio will be their written assessment for the unit. The teacher should use the official applied technology rating sheet when scoring the projects. The students who receive the highest score will represent the chapter at the regional level, if they so choose.

Connecting the Activity to the Content

At the beginning of the unit, students should be presented with the applied technology event rules. They should be given the opportunity to choose who they want to work with in this project (no more than 3 people in a group). The teacher should also give students a list of topics that will be covered during this unit. Throughout the unit students will be presented with resources from guest speakers, printed materials and the internet from which they may choose to use to make their project more effective. It will be imperative to take some time brainstorming with students: what area they would like to address, what types of technology they would like to address, and what classes are they taking that they can incorporate into the project. Throughout the unit students will need to be given some time to work on their project at the end of each lesson to ensure that they are incorporating as much of the core content into their project as possible.

Taking It to the Next Level

At the conclusion of the Nutrition unit, each group will present their project to the class. This will serve as the evaluation for the unit and give the instructor the opportunity to suggest to students that they may want to participate at the regional level. It should be explained to students that who ever decides to compete will need to arrange their information into the official FCCLA binder and will need to spend some outside hours perfecting their project and presentation. If more than one group is interested in competing, the group with the highest score will advance to the next level. Students' service involvement in relation to life, range of audiences, and creativity will be taken into consideration with the Applied Technology grading sheet serving as a rubric.

Students will gain a better understanding of FCCLA, and be able to share their nutritional message with a variety of audiences within the community (e.g. elementary, middle, high school students, teacher groups, adults, elderly, etc). They will be publicizing the local FCCLA chapter while engraining content as they share/teach others about their program/issue. Students' futures will be brighter as they will gain confidence, real-life skills, and knowledge to make various classroom/job assignments easier from this experience.

Benefits of the Activity

Students will be using higher level cognitive skills to learn about nutritional issues and will have the opportunity to increase their knowledge in the technology PL/VS area. The exposure to higher level thinking will prepare the students for higher level DOK multiple choice/essay questions on the CATS test. By participating in this project they will gain valuable public speaking, professional writing, communication and technological skills for transition into post- secondary education and future careers. Recognition may appear in the following forms: Grade/Assessment, Competitive 1st-3rd place certificates with awards attached, chapter recognition at end of the year banquet, presentation and recognition at school district board meeting, newspaper articles, possible STLP recognition, etc.

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Interpersonal Communications Event

Background

Students will complete an interpersonal communications project which displays how to apply communication techniques to strengthen communication in one of five categories: community, employment relationships, family, peer groups, or school groups. Participants must prepare a planning process summary page, works cited page and an oral presentation. Students may work in groups of 1 to 3 students. Students should follow the guidelines in the FCCLA national STAR Events manual, located on pages 77-80 (available for purchase at www.fcclainc.org). The state competition follows the national guidelines, but for more information, you can contact the state FFCLA adviser at (502) 564-3775. The actual applications can be obtained by visiting the www.kyfccla.org .

Rationale

The relationships course is designed to assist students in developing a self-understanding, understanding others better, improving interpersonal skills both within and outside the family, becoming more considerate of other person's needs and property, and maintaining mental and emotional wellness. By incorporating the interpersonal communications competitive event students will be given the opportunity to actually develop a plan that will improve communication in an area personally related to their individual needs.

Teaching the Content

Unit	Developing Effective Communication Skills
Lessons	The communication process Verbal and nonverbal communication Effective speaking and listening skills Factors affecting communication Conflict resolution
Academic Expectations	2.16, 2.17, 2.29, 2.32, 2.36, 3.5, 4.5, 5.1
Building Interest	The rules for the interpersonal communications competitive event will be presented on the first day of the communications unit. By participating in this project they will be able to address the core content at a DOK 4. The planning process summary page, works cited page and the written response to the case study will serve as the summative assessment for this unit. The speech will serve as a writing portfolio technical piece. The teacher should use the official interpersonal communications rating sheet when scoring the projects. The students who receive the highest score will represent the chapter at the regional level, if they so choose.

Connecting the Activity to the Content

At the beginning of the unit, students should be presented with the interpersonal communication event rules. They should be given the opportunity to choose who they want to work with in this project (no more than 3 people in a group). Throughout the unit students will be presented with resources which they may choose to use to make their project more effective. It will be imperative to take some time brainstorming with students: what is an area of communication that needs to be improved that would have an impact on them personally, at school, at home or in the community. Throughout the unit as different communication techniques are addressed students will need to be given some time to work on their project to ensure that they are incorporating as many of these techniques into their project as possible.

Taking It to the Next Level

At the conclusion of the communication unit, each group will present their project to the class. This will serve as the evaluation for the unit and give the instructor the opportunity to suggest to students that they may want to participate at the regional level. It should be explained to students that whoever decides to compete will need to arrange their information into a file folder, orally present a response to a case study on the day of regional competition and will need to spend some outside hours perfecting their project and presentation. If more than one group is interested in competing, the group with the highest score will advance to the next level. Students' knowledge of communication and the impact it has on interpersonal communications will be taken into consideration with the Interpersonal Communications grading sheet serving as a rubric.

Students will gain a better understanding of FCCLA, and be able to share their nutritional message with a variety of audiences within the community (e.g. elementary, middle, high school students, teacher groups, adults, elderly, etc). They will be publicizing the local FCCLA chapter while engraining content as they share/teach others about their program/issue. Students' futures will be brighter as they will gain confidence, real-life skills, and knowledge to make various classroom/job assignments easier from this experience.

Benefits of the Activity

Students will be using higher level cognitive skills to learn about communication skills and will have the opportunity to improve their social interaction skills. The exposure to higher level thinking will prepare the students for higher level DOK multiple choice/essay questions on the CATS test. By participating in this project they will gain valuable public speaking, professional writing, communication and technological skills for transition into post-secondary education and future careers. Recognition may appear in the following forms: Grade/Assessment, Competitive 1st-3rd place certificates with awards attached, chapter recognition at end of the year banquet, presentation and recognition at school district board meeting, newspaper articles, etc.

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Career Investigation Event

Background

Students enrolled in a FACS/Life Skills class will complete a career investigations project in collaboration with their Individual Learning Plan (ILP). Career Investigations is an individual event which recognizes participants for their ability to perform self-assessments, research and explore a career, set career goals, create a plan for achieving goals, and describe the relationship of Family and Consumer Sciences coursework to the selected career. Students must prepare a portfolio and an oral presentation. Students should follow the guidelines in the FCCLA national STAR Events manual, located on pages 27-30 (available for purchase at www.fcclainc.org). The state competition follows the national guidelines, but for more information, you can contact the state FFCLA adviser at (502) 564-3775. The actual applications can be obtained by visiting the www.kyfccla.org.

Rationale

Life Skills is a comprehensive course which provides students with an opportunity for acquiring basic life skills and allows them to select specific areas for concentrated study. Leadership development, goal setting, decision making and personal development are an integral part of this course. It is imperative that students begin making preparations for their future as early as possible. This project would allow students the opportunity to complete various self-assessment instruments, career research and plan their academic coursework around their future aspirations. The state mandates that the Individual Learning Plan (ILP) needs to be updated each year. Depending upon how your course is taught, this could be addressed during the decision making, goal setting, personal development, career planning or a combination of several units. It would be an ideal time to access the ILP via the internet with the students' personal ID number.

Teaching the Content

Unit	Personal Development/Career Planning
Lessons	Growth and Development Influences on Behavior Strategies for Personal Development Leadership Career Planning
Academic Expectations	2.1, 2.36, 2.37, 2.8, 4.1
Building Interest	The Career Investigation event will be presented to students on the first day of the unit with the understanding that the completion of this project will serve as their summative evaluation for this unit. The portfolio will serve as the summative assessment for this unit. The speech will serve as a writing portfolio technical piece. The teacher should use the official Career Investigation rating sheet when scoring the projects. The students who receive the highest score will represent the chapter at the regional level, if they so choose.

Connecting the Activity to the Content

At the beginning of the unit, students should be presented with the Career Investigation event rules. The teacher will need to provide students with the opportunity to access the internet and review their ILP. It is also critical to review each student's ILP prior to planning this unit, so that you can contact speakers that address the various career interests in your classroom. If you have a Family Youth Services Resource Center in your school district, they would be a great resource to help locate appropriate speakers. Throughout the unit they will be creating a variety of documents that may be used in their final portfolio such as aptitude tests, career research, interviews and class work related to their career. You may want to invite the guidance counselor to come speak about career planning and the school librarian to review how to complete a works cited page.

Taking It to the Next Level

At the conclusion of the unit, each group will present their project to the class. This will serve as the evaluation for the unit and give the instructor the opportunity to suggest to students that they may want to participate at the regional level. It should be explained to students that whoever decides to compete will need to arrange their information into an official FCCLA portfolio and will need to spend some outside hours perfecting their project and presentation. If more than one student is interested in competing, the individual with the highest score will advance to the next level. Students' knowledge of their selected career and the how they are using this to direct their future plans will be taken into consideration with the career investigations rating sheet serving as a rubric. Students will learn the importance of planning and organization. This project will give them the opportunity to practice their public speaking skills and improve their self concept.

Benefits of the Activity

Students will have the opportunity to conduct self-assessment, and career research which can help make an informed decision regarding their future careers. By participating in this project they will gain valuable public speaking, professional writing, communication and technological skills for transition into post-secondary education and future careers. Recognition may appear the following forms: Grade/Assessment, Competitive 1st-3rd place certificates with awards attached, chapter recognition at end of the year banquet, presentation and recognition at school district board meeting, newspaper articles, possible etc.

This activity will help prepare students for the PL/VS portion of the CATS assessment and may serve as the culminating project for the Career Major certificate.

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Chapter Service Project Manual/Display Event

Background

The Chapter Service Project (display or manual) is a team event, which recognizes students that develop and implement an in-depth service project that makes a worthwhile contribution to families, schools, and communities. Students must use Family and Consumer Sciences content and skills to address and take action on a community need. Students must prepare either a display or a manual and an oral presentation. Students may work in groups of 1 to 3 students. Students should follow the guidelines in the FCCLA national STAR Events manual, located on pages 31-38 (available for purchase at www.fcclainc.org). The state competition follows the national guidelines, but for more information, you can contact the state FFCLA adviser at (502) 564-3775. The actual applications can be obtained by visiting the www.kyfcla.org .

Rationale

The leadership dynamics course is designed to assist students with developing skills needed to be successful leaders and responsible members of society. Students will develop personal attributes and social skills. Emphasis is placed on interpersonal skills, team building, communication, personal development and leadership. One of the main objectives of the course is to include opportunities for students to apply their knowledge, which can definitely be met when completing a chapter service project.

Teaching the Content

Unit	Reaching Your Potential
Lessons	Goal Setting Decision Making Team Work Time Management Leadership Styles Communication Skills Conflict Resolution
Academic Expectations	2.14, 2.17, 2.26, 2.31, 2.32, 2.36, 2.37, 2.38, 3.0, 4.0, 5.4, 6.3
Building Interest	At the beginning of the course, students will be presented with the concept of hands on assessment. They will be completing an in-depth project in place of a written formal assessment. Their speech will serve as their writing portfolio technical piece. Their manual/display will be their written assessment for the unit. The teacher should use the official chapter project manual or display rating sheet when scoring the projects. The students who receive the highest score will represent the chapter at the regional level, if they so choose.

Connecting the Activity to the Content

At the beginning of the unit, students should be presented with the chapter service project manual and display event rules. They should be given the opportunity to choose who they want to work with in this project (no more than 3 people in a group). It will be imperative to take some time brainstorming with students to address what are some needs in their school and community. Throughout the course students will need to be given some time to work on their project at the end of each lesson to ensure that they are incorporating as much of the core content into their project as possible. This can be considered a culminating project.

Taking It to the Next Level

At the conclusion of the course, each group will present their project to the class. This will serve in place of the final exam for the course and give the instructor the opportunity to suggest to students that they may want to participate at the regional level. It should be explained to students that whoever decides to compete will need to arrange their information into an official FCCLA portfolio and will need to spend some outside hours perfecting their project and presentation. If more than one student/group is interested in competing, the individual/group with the highest score will advance to the next level. Students will learn the importance of planning and organization. This project will give them the opportunity to practice public speaking skills and improve their self concept.

Benefits of the Activity

Students will be using higher level cognitive skills to address critical needs in their schools and community. The exposure to higher level thinking will prepare the students for higher level DOK multiple choice/essay questions on the CATS test. By participating in this project they will gain valuable public speaking, professional writing, communication and technological skills for transition into post- secondary education and future careers. Recognition may appear in the following forms: Grade/Assessment, Competitive 1st-3rd place certificates with awards attached, chapter recognition at end of the year banquet, presentation and recognition at school district board meeting, newspaper articles, etc.

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Focus on Children Event

Background

Focus on Children, is an individual or team event, which recognizes students who use Family and Consumer Sciences skills to plan and conduct a child development project that has a positive impact on children and the community. Students must prepare a display and an oral presentation. Students may work in groups of 1 to 3 students. Students should follow the guidelines in the FCCLA national STAR Events manual, located on pages 64-67 (available for purchase at www.fcclainc.org). The state competition follows the national guidelines, but for more information, you can contact the state FCCLA adviser at (502) 564-3775. The actual applications can be obtained by visiting the www.kyfcla.org .

Rationale

The child development and advanced child/human development courses address the practical problems related to understanding the types and stages of human growth and development, recognizing effects of heredity and environment on the life stages, meeting the needs of exceptional children, promoting optimum growth and development in the infancy, toddler, preschool, middle childhood, adolescent, and adulthood stages. By completing this project students will receive hands on experience with children of all ages.

Teaching the Content

Unit	Throughout the course
Lessons	The Baby's First Year The Child from One to Three The Child from Four to Six The Child from Seven to Twelve Exceptional Children The Adolescent The Adult
Building Interest	The Focus on Children event will be presented to students at the beginning of the course or courses (depending on how your school offers these). This will be an ongoing project in which lessons and activities will need to be planned after studying each of the major age groups. Their speech will serve as their writing portfolio technical piece. Their portfolio will be their written assessment for the course. The teacher should use the official focus on children rating sheet when scoring the projects. The students who receive the highest score will represent the chapter at the regional level, if they so choose.

Connecting the Activity to the Content

At the beginning of the course, students should be presented with the focus on children event rules. They should be given the opportunity to choose who they want to work with in this project (no more than 3 people in a group). It will be imperative to take some time brainstorming with students to address what are some projects that would have a positive impact on children in their community. Throughout the course students will need to be given some time to work on their project to write lesson plans and present or conduct their activity to the appropriate age group. The teacher will want to ensure that the students are incorporating as much of the core content into their project as possible. This can be considered as a culminating event.

Taking It to the Next Level

At the conclusion of the course, each group will present their project to the class. This will serve in place of the final exam for the course and give the instructor the opportunity to suggest to students that they may want to participate at the regional level. It should be explained to students that whoever decides to compete will need to spend some outside hours perfecting their project, display and presentation. If more than one individual/group is interested in competing, the individual/group with the highest score will advance to the next level. Students will learn the importance of planning and organization. This project will give them the opportunity to practice their public speaking skills and improve their self concept.

Benefits of the Activity

Students will be using higher level cognitive skills to address critical needs in their schools and community. The exposure to higher level thinking will prepare the students for higher level DOK multiple choice/essay questions on the CATS test. By participating in this project they will gain valuable public speaking, professional writing, communication and technological skills for transition into post- secondary education and future careers. Recognition may appear in the following forms: Grade/Assessment, Competitive 1st-3rd place certificates with awards attached, chapter recognition at end of the year banquet, presentation and recognition at school district board meeting, newspaper articles, etc.