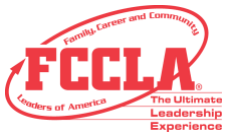


Lesson Plan – Incredible Goal Getters

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| LESSON TITLE |
| Incredible Goal Getters |
| INTENDED GRADE LEVEL |
| 6-12 |
| TIMEFRAME |
| <i>How much time will it take to complete this lesson? (video, handouts, activity)</i> |
| 210 – 300 minutes |
| FCCLA® NATIONAL PROGRAM(S) INTEGRATION |
| <i>What National Program(s) does your lesson align with and how did you integrate them?</i> |
| Power of One Career Connection Families First |
| LEARNING OBJECTIVES |
| <i>Learning objectives should be brief, clear, specific statements of what learners will be able to do at the end of a lesson as a result of the activities, teaching and learning that has taken place. (student-centered, thinking-centered, performance-based)</i> |
| Learners will be able to: |
| <ul style="list-style-type: none"> Using the Power of One National Program, create 5 goals for each unit – A Better You, Family Ties, Working on Working, Take the Lead, Speak Out for FCCLA®. Analyze and summarize their results from a Leadership Competencies Inventory. Create a plan to serve a meal to their families for the FCCLA® @the Table program. Analyze and summarize their results from a Career Pathways quiz. Compare competitive event opportunities available for members of FCCLA®. Create promotional items that highlight the benefits of being a member of FCCLA®. |
| NATIONAL FCS STANDARDS |
| <i>Please list the FCS National Standards that your lesson aligns with. To view the FCS national standards click here.</i> |
| 2.1.1 Apply time management, organizational, and process skills to prioritize tasks and achieve goals. |
| ACTIVITY #1 |
| Activity Title: A Better You |
| Timeframe: 50-60 minutes |
| Materials Needed: |
| Power of One Resource Guide Leadership Competencies Inventory (Self) worksheet Leadership Development Plan worksheet Power of One Planning Sheet |
| Directions: |
| <ol style="list-style-type: none"> Introduce the “A Better You” Power of One Unit with your students. Students will complete the FCCLA® Leadership Competencies Inventory (Self) worksheet. They will read each statement carefully, then rate themselves in terms of how frequently they utilize the actions described. They will then transfer their responses using the chart at the end of the worksheet. Using the scores for each competency area, they will complete the Leadership Development Plan. Students will summarize their activity in this unit on the Power of One Planning Sheet. <ol style="list-style-type: none"> Students will summarize using the first three sections of the Planning Process – Identify a Concern (highlighting the areas for improvement), Set a Goal (summarizing the goals they set), and Form a Plan (summarizing the plan they will take to reach the goals they set). Enhancement Opportunity – have students follow the plan they created. They will complete the Act and Follow-Up sections. <i>(The FCCLA® Leadership Competencies Inventory and Leadership Development Plan were pulled, and modified, from the Leadership STAR Event.)</i> |
| ACTIVITY #2 |



Lesson Plan – *Incredible Goal Getters*

Activity Title: Family Ties

Timeframe: 30-40 minutes

Materials Needed:

[Power of One Resource Guide](#)

[Family Meal Project worksheet](#)

Recipe Books

[Power of One Planning Sheet](#)

Directions:

1. Introduce the “Family Ties” Power of One Unit with your students.
2. Review with students the FCCLA® @the Table Program - <https://fcclainc.org/engage/fcclathetable>
3. Students will use the Family Meal Project worksheet to plan a home-cooked meal for their families.
 1. This worksheet guides students through planning a meal and summarizing the preparation process of the meal.
 2. You may opt to only provide time for students to plan the meal, using the ‘Identify a Concern’, ‘Set a Goal’, and ‘Form a Plan’ sections of the worksheet as an introductory activity; allowing them to prepare and summarize the meal in the ‘Act’ and ‘Follow-Up’ sections for extra-credit or enhancement opportunity.
4. Students will summarize their activity in this unit on the Power of One Planning Sheet.
 1. Students will summarize using the first three sections of the Planning Process – Identify a Concern (highlighting the reason(s) family meals are important), Set a Goal (summarizing the goal they set), and Form a Plan (summarizing the plan they created).
 2. Enhancement Opportunity – have students follow the plan they created. They will complete the Act and Follow-Up sections.

ACTIVITY #3

Activity Title: Working on Working

Timeframe: 40-55 minutes

Materials Needed:

[Power of One Resource Guide](#)

[Career Pathways Through FCCLA](#)

[FCCLA Career Pathway Worksheet](#)

[Power of One Planning Sheet](#)

Directions:

1. Introduce the “Working on Working” Power of One Unit with your students.
2. Review with students the FCCLA® Career Pathways using the *Career Pathways Through FCCLA®* resource.
3. Students will complete the FCCLA® Career Pathway Quiz. They will read each statement. If they agree with the statement, they will fill in the circle. If you agree with a statement that has more than one circle, fill in all circles of that row for that statement. They will count the number of a circle filled for each column and write their totals in the space provided at the end of the chart. They will record the three colors with the highest scores at the end of the worksheet.
4. Students will complete the FCCLA® Career Pathway worksheet using the results and information about the FCCLA® Career Pathways on the FCCLA® website.
5. Students will summarize their activity in this unit on the Power of One Planning Sheet.

Lesson Plan – *Incredible Goal Getters*

1. Students will summarize using the first three sections of the Planning Process – Identify a Concern (summarizing their results and top career selected), Set a Goal (creating a SMART goal to complete the Career Investigation or Job Interview STAR Event), and Form a Plan (summarizing the plan they will take to reach the goal they set).
2. Enhancement Opportunity – have students follow the plan they created to create a presentation to be used in the Career Investigation or Job Interview STAR Events. These presentations could be used for competition or a class project to present in front of their peers or guest evaluators. They will complete the Act and Follow-Up sections.

ACTIVITY #4

Activity Title: Take the Lead

Timeframe: 30-50 minutes

Materials Needed:

[Power of One Resource Guide](#)

[STAR Events Quiz](#)

STAR Events Guidebook (found in the FCCLA® Portal under the ‘Resources’ tab and ‘Competitive Events’ accordion.)

[Power of One Planning Sheet](#)

Directions:

1. Introduce the “Take the Lead” Power of One Unit with your students.
 1. Highlighting that one opportunity to grow their leadership skills is through competitive events.
2. Review competitive event opportunities available with FCCLA®.
3. Students will complete the STAR Events Quiz – Which STAR Event is for You?
4. Students will complete the STAR Events Planning worksheet.
 1. Students may need assistance accessing the STAR Events Guidelines. Students will utilize the STAR Event Guidelines to compare their top choices and to select one that they may want to use for competition this year.
5. Students will summarize their activity in this unit on the Power of One Planning Sheet.
 1. Students will summarize using the first three sections of the Planning Process – Identify a Concern (highlighting their results from the quiz and the event they selected), Set a Goal (summarizing the goal they set based on the event they selected), and Form a Plan (summarizing the plan they will take to reach the goal set and complete a STAR event project).
 2. Enhancement Opportunity – have students follow the plan they created. They will complete the Act and Follow-Up sections.

ACTIVITY #5

Activity Title: Speak Out for FCCLA®

Timeframe: 60-95 minutes

Materials Needed:

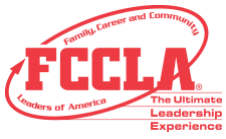
[Power of One Resource Guide](#)

[StepOne Webquest](#)

StepOne Webquest Answer Key (found in the FCCLA® Portal under the ‘Resources’ tab and ‘Lesson Plans’ accordion.)

[Speak Out for FCCLA® Worksheet](#)

[Power of One Planning Sheet](#)



Lesson Plan – *Incredible Goal Getters*

Directions:

1. Introduce the “Speak Out for FCCLA®” Power of One Unit with your students.
2. Students will complete the StepOne Webquest activity to learn more about FCCLA. Review the answers with students.
3. Students will complete the Speak Out for FCCLA® worksheet to create a promotional resource for FCCLA® in your school and/or community.
4. Students will summarize their activity in this unit on the Power of One Planning Sheet.
 1. Students will summarize using the first three sections of the Planning Process – Identify a Concern (highlighting the options for a promotional resource to create and stating which promotional resource they will create), Set a Goal (summarizing the goal they set), and Form a Plan (summarizing the plan they will take to reach the goal they set).
 2. Enhancement Opportunity – have students follow the plan they created. They will complete the Act and Follow-Up sections.

ADDITIONAL NOTES

If students implement their plans for all 5 units of the Power of One National Program, they can earn national recognition for their achievement. To receive the recognition, they must complete and submit the Power of One Recognition Application by March 1. Follow submission guidelines as stated on the FCCLA® website.

The [Power of One Recognition Application](#) can be used as an informal assessment following this lesson, if students were required to act on the plans they created in each unit.