SCHOOL NAME

CHOICE OF LOGO OR IMAGE

2013-2014 MEMBERSHIP HANDBOOK/PLANNER

SCHOOL ADDRESS

**This Handbook belongs to**

**Class Semester Schedule**

|  |  |  |
| --- | --- | --- |
|  | Fall Semester | Spring Semester |
| 1st Block |  |  |
| 2nd Block |  |  |
| 3rd Block |  |  |
| Lunch |  |  |
| 4th Block |  |  |
| 5th Block |  |  |
| 6th Block |  |  |

**FCCLA OFFICERS**

**2013-2014**

President:

First Vice President:

VP of Communications/Student Activities:

VP of Finance:

VP of Membership Programs/Public Relations:

VP of Fundraising:

VP of Community Service:

Dear Parents and Members,

On behalf of the school mascot at school name, I would like to thank you for joining the only in-school club with the family as its central focus. FCCLA offers a variety of enriching experiences including field trips, community service, personal development, family development, leadership and career awareness. There is something for everyone in FCCLA!

FCCLA is a partnership between the members, parents/guardians, advisors, community leaders and school name here. We believe that working together will allow us to develop members who will become leaders for the future. As a member of FCCLA, you are making a commitment to a program, which strives to excel, to achieve great things, and to set the highest precedent for those who will follow you. The success of the club depends on your dedication, perseverance, loyalty and cooperation.

Respectfully,

Teacher name, FCCLA Advisor

**MEMBERSHIP**

To be eligible for membership into FCCLA, members must have taken or are currently taking a Family and Consumer Science class. To participate in field trips, students must be passing all classes.

Members are encouraged to attend all meetings and personal development workshops. All dues must be paid in order to receive paraphernalia and participate in FCCLA activities.

Dues for the 2013-2014 are $ \_\_\_\_\_\_\_ which includes your club tee shirt.

**BEHAVIOR GUIDELINES**

FCCLA members are ambassadors for insert school name. Members must maintain a satisfactory or above conduct grade each nine weeks. Profanity, disrespect, lying, cheating, stealing and blatantly showing disrespect for the code of conduct will not be tolerated. Remember, if you can learn to respect yourself, respecting others will come naturally.

**ACADEMIC GUIDELINES**

Members are expected to maintain an overall 70 or above average in each class. Those having difficulty are to seek help and show effort of trying to improve.

**MEETING**

Monthly meetings are held the 4th Thursday of each month from 3:00-4:00. During this meeting, everything that takes place (field trips, workshops, activities, etc. ) is discussed. It is imperative that members participate in the meetings as not to miss valuable information presented.

**COMMUNITY SERVICE**

Each month school name will participate in a community service project. Community service not only helps the less fortunate, but it instills character traits such as caring, love, patience and showing compassion. These traits will definitely help our members become better people. Below is a list of community service projects that FCCLA will be participating in this year; however, these projects are not limited. If a need in the community arises, we will do our best to offer assistance.

* Check the [www.justfacs.com](http://www.justfacs.com) website for some service project ideas!

**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

• Career preparation.

**PURPOSE**

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.

**FCCLA 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.

**MOTTO**

**TOWARDS NEW HORIZONS**

**COLORS**

The colors are red and white. Red symbolizes strength, courage, and determination; personal qualities leading to happiness through a positive self-image. White symbolizes sincerity of purpose and integrity of action; qualities that help individuals build a better tomorrow.



**EMBLEM**

As the millennium turns, so does the version of the FCCLA logo. This futuristic logo, but it shows that FCCLA is a dynamic, active organization bound for the future. The dominant collegiate lettering articulates a focus on education and student leadership. The logo is red, the color of the rose as a sign of strength. The swooping arrow arch is a common motif in today’s designs and definitely embodies an active organization that moves towards new arenas. With its space-like feel, this logo is sure to last through the next 50 years, but will always be linked to the time when FHA at the turn of the century changed to FCCLA.

**FLOWER**

****

The red rose represents the organization because it gives joy through its beauty and fragrance. It symbolizes a desire for beauty in everyday living.

**FCCLA INCENTIVE PROGRAM**

Members will receive different incentives for regularly participating in activities. Students will have a chance to redeem their points monthly. Points not used may carry over to the next month for bigger incentives.

100 points-

250 points-

500 points-

750 points-

1,000 points-

|  |  |
| --- | --- |
| Event | Points |
| Monthly Meetings |  |
| Community Service Projects |  |
| Personal Development Workshops |  |
| Fundraisers |  |
| Special Projects (As assigned by officers) |  |
| Star Events Participation |  |
| Star Event Workshops |  |
| Bake Sales |  |
|  |  |

**August 2013**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sun | Mon | Tues | Wed | Thur | Fri | Sat |
|  |  |  |  | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

**TO DO LIST**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**NOTES/IDEAS**

**September 2013**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sun | Mon | Tues | Wed | Thur | Fri | Sat |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 |  |  |  |  |  |

**TO DO LIST**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**NOTES/IDEAS**

**October 2013**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sun | Mon | Tues | Wed | Thur | Fri | Sat |
|  |  | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 |  |  |

**TO DO LIST**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**NOTES/IDEAS**

**November 2013**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sun | Mon | Tues | Wed | Thur | Fri | Sat |
|  |  |  |  |  | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

**TO DO LIST**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**NOTES/IDEAS**

**December 2013**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sun | Mon | Tues | Wed | Thur | Fri | Sat |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 |  |  |  |  |

**TO DO LIST**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**NOTES/IDEAS**

**January 2014**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sun | Mon | Tues | Wed | Thur | Fri | Sat |
|  |  |  | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 |  |

**TO DO LIST**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**NOTES/IDEAS**

**February 2014**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sun | Mon | Tues | Wed | Thur | Fri | Sat |
|  |  |  |  |  |  | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 |  |

**TO DO LIST**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**NOTES/IDEAS**

**March 2014**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sun | Mon | Tues | Wed | Thur | Fri | Sat |
|  |  |  |  |  |  | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23  30 | 24  31 | 25 | 26 | 27 | 28 | 29 |

**TO DO LIST**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**NOTES/IDEAS**

**April 2014**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sun | Mon | Tues | Wed | Thur | Fri | Sat |
|  |  | 1 | 2 | 3 | 4 | 6 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 |  |  |  |

**TO DO LIST**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**NOTES/IDEAS**

**May 2014**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sun | Mon | Tues | Wed | Thur | Fri | Sat |
|  |  |  |  | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

**TO DO LIST**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**NOTES/IDEAS**

**June 2014**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sun | Mon | Tues | Wed | Thur | Fri | Sat |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 |  |  |  |  |  |

**TO DO LIST**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**NOTES/IDEAS**

**July 2014**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sun | Mon | Tues | Wed | Thur | Fri | Sat |
|  |  | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 |  |  |

**TO DO LIST**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**NOTES/IDEAS**

**STATE PROJECTS**



|  |
| --- |
| red horizontal barPower 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 and family, in their future at college, and on the job. |

Have you ever thought about a special goal? Maybe you would like to develop better study habits, cope with a physical challenge, get along with a sibling, improve job skills, become a leader – or any other personal goal. Power of One is for You! You select the goals most important to you, then create a plan of action to meet them.

**Power of One Units:**

Power of One gives youth the POWER to fulfill their dreams by creating self-directed projects that focus on:

* **A Better You —** Improve personal traits
* **Family Ties —** Get along better with family members
* **Working on Working —** Explore work options, prepare for a career, or sharpen

skills useful in business

* **Take the Lead —** Develop leadership qualities
* **Speak Out for FCCLA —** Tell others about positive experiences in FCCLA.



red horizontal barThe FCCLA Career Connection program guides youth to link their options and skills for success in families, careers, and communities. Through individual, cooperative, and competitive activities, members— discover their strengths, target career goals, and initiate a plan for achieving the lifestyle they desire.

**Career Connection Units:**

Career Connection guides students to develop, plan, carry out, and evaluate projects. The projects improve the quality of life in six (6) units. Students focus activities on different aspects of career development. Students can choose a unit, then plan and carry out related projects that strengthen their awareness of skills needed for careers.

* **PLUG IN** to Careers — Understand work and the Career Connection Program
* **SIGN ON** to the Career Connection — Link personal interests, skills, and goals to career clusters
* **PROGRAM** Career Steps — Prepare with education, leadership, and work experience
* **LINK UP** to Jobs — Learn to find and land a job
* **ACCESS SKILLS** for Career Success— Practice being productive on the job and promotable
* **INTEGRATE** Work and Life — Manage interconnected roles in families, careers, and communities.



|  |  |
| --- | --- |
| |  | | --- | | Leaders at Work recognize FCCLA members who create projects to strengthen leadership skills on the job. These skills contribute to success across a broad range of career fields. In conjunction with the Career Connection national program, Leaders at Work motivates students to prepare for career success. |   red horizontal bar |

Youth learn leadership skills in specific career units and create Leaders at Work projects to accomplish personal goals in one (1) of six (6) career units related to Family and Consumer Sciences education:

* Early Childhood, Education, and Services
* Food Production and Services
* Hospitality, Tourism, and Recreation
* Housing, Interiors, and Furnishings
* Textiles and Apparel
* Family and Consumer Sciences Education



The FCCLA Community Service program guides students to develop, plan, carry out, and evaluate projects that improve the quality of life in their communities. Community Service helps young people build skills for family, career, and community roles; provides youth-centered learning experiences related to Family and Consumer Sciences education; and encourages young people to develop the positive character traits of trustworthiness, respect, responsibility, fairness, caring, and citizenship.

red horizontal bar

Community Service projects can be a great “first step” for less-experienced advisers, chapters, or members. They involve fun, hands-on activities that motivate and involve students while offering a sense of accomplishment and camaraderie. Projects range from simple, one-time efforts to multi-faceted, ongoing programs. Here’s an example of the range of projects that might grow out of a single concern – to clean up the community.

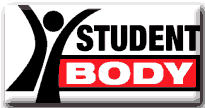
|  |
| --- |
| Financial Fitness Logo    red horizontal barThe FCCLA Financial Fitness national peer education program involves youth teaching one another how to make, save, and spend money wisely. Through FCCLA’s Financial Fitness program, youth plan and carry out projects that help them and their peers learn to become wise financial managers and smart consumers. |

 The goal of Financial Fitness is to inform and inspire teens to sharpen their skills in money management, consumerism, and financial planning. Although the income of your typical teen is limited, they tend to spend a tremendous amount of money. This program will help students learn to manage their money wisely. Teens who learn to handle their finances will become adults who know how to manage their money in order to build better lives for themselves and their families and to strengthen the economy.

**Financial Fitness Units:**

Each youth-created Financial Fitness project relates to one of the following five units:

* **Banking Basics** - Conquer bank accounts, credit, and investments
* **Cash Control** - Track and plan personal spending
* **Making Money** - Sharpen on-the-job financial fitness
* **Consumer Clout** - Become a savvy spender
* **Financing Your Future** - Apply financial skills to real life



|  |
| --- |
| The FCCLA Student Body national peer education program helps young people learn to eat right, be fit, and make healthy choices. Its goals are to: help young people make informed, responsible decisions about their health, provide youth opportunities to teach others, and develop healthy lifestyles, as well as communication and leadership skills. |

red horizontal bar

The teen years are an ideal time to establish healthy attitudes and habits to last a lifetime. Unfortunately, many of our youth are not physically fit, have poor eating habits, and are often bothered by a lack of self-esteem.  Student Body gives teens the facts and incentives they need to build a healthy body, both today and in the future.

**Student Body Units:**

To help members focus their projects, Student Body addresses three units. Members may complete projects in one or several units:

* **Eat Right** — Explore good nutrition, eating disorders, healthy snacks, supplements, vegetarianism, and more
* **Be Fit** — Take action related to lifelong exercise habits, obesity, sports training, and other topics
* **Make Healthy Choices**— Choose a positive lifestyle by avoiding drugs, alcohol, and tobacco; managing stress; building self esteem; and practicing good character.



The FCCLA Students’ Taking On Prevention (STOP) the Violence program empowers youth with attitudes, skills, and resources in order to recognize, report, and reduce youth violence.

red horizontal bar

Violence in today's schools is too often a headline in the national news. Whether it is fighting, making threats, or bullying, violence has forced school officials to take drastic steps to address this concern. Millions of dollars have been spent on metal detectors, hidden cameras in the classrooms and hallways, and security guards. Dollars spent on security measures such as these are not spent on additional teachers, salaries, advanced technology, and facilities. But what can the students themselves do to STOP the Violence?

**FCCLA members use peer education 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
* develop and implement local action projects to reduce the potential for violence in their school.



**STAR EVENTS:**

[**Advocacy**](http://www.fcclainc.org/assets/files/Advocacy%202012.pdf)     An individual or team event, recognizes participants who demonstrate their knowledge, skills, and ability to actively identify a local, state, national, or global concern, research the topic, identify a target audience and potential partnerships, form an action plan, and advocate for the issue in an effort to positively affect a policy or law.

[**Applied Technology**](http://www.fcclainc.org/assets/files/Applied%20Technology%202012.pdf)      An individual or team event - recognizes participants who develop a project using technology that addresses a concern related to Family and Consumer Sciences and/or related occupations. The project integrates and applies content from academic subjects.

[**Career Investigation**](http://www.fcclainc.org/assets/files/Career%20Investigation%202012.pdf)      An individual event - 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.

**Chapter Service Project (**[**Display**](http://www.fcclainc.org/assets/files/CSPD%202012.pdf) **and** [**Manual**](http://www.fcclainc.org/assets/files/CSPM%202012.pdf) **)**      A team event - recognizes chapters 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.

**Chapter Showcase (**[**Display**](http://www.fcclainc.org/assets/files/CSD%202012.pdf) **and** [**Manual**](http://www.fcclainc.org/assets/files/CSM%202012.pdf) **)**      A team event - recognizes chapters that develop and implement a well-balanced program of work and promote FCCLA and Family and Consumer Sciences and/or related occupations and skills to the community.

[**Culinary Arts**](http://www.fcclainc.org/assets/files/Culinary%20Arts%202012.pdf)        A team event - recognizes participants enrolled in occupational culinary arts/food service training programs for their ability to work as members of a team to produce a quality meal using industrial culinary arts/food service techniques and equipment.

[**Early Childhood**](http://www.fcclainc.org/assets/files/Early%20Childhood%202012.pdf)       An individual event - recognizes participants who demonstrate their ability to use knowledge and skills gained from their enrollment in an occupational early childhood program.

[**Entrepreneurship**](http://www.fcclainc.org/assets/files/Entrepreneurship%202012.pdf)      An individual or team event - recognizes participants who develop a plan for a small business using Family and Consumer Sciences skills and sound business practices. The business must relate to an area of Family and Consumer Sciences education or related occupations.   
  
[**Environmental Ambassador**](http://www.fcclainc.org/assets/files/Envrionmental%20Ambassador%202012.pdf)       An individual or team event - recognizes participants that address environmental issues that adversely impact human health and well-being and who actively empower others to get involved.

[**Fashion Construction**](http://www.fcclainc.org/assets/files/Fashion%20Construction.pdf)      An individual event- recognizes participants who apply fashion construction skills learned in Family and Consumer Sciences courses to create a display using samples of their skills.    
  
[**Fashion Design**](http://www.fcclainc.org/assets/files/Fashion%20Design%202012.pdf) An individual event - recognizes participants who apply fashion design skills learned in Family and Consumer Sciences courses to design and market clothing styles.

[**Focus on Children**](http://www.fcclainc.org/assets/files/focus_on_children_for_web_upload.pdf)      An individual or team event - recognizes participants 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.   
  
[**Food Innovations**](http://www.fcclainc.org/assets/files/Food%20Innovations%202012.pdf)      An individual or team event - recognizes participants who demonstrate knowledge of the basic concepts of food product development by creating an original prototype formula, testing the product through focus groups, and developing a marketing strategy.

[**Hospitality, Tourism, and Recreation**](http://www.fcclainc.org/assets/files/HTR%202012.pdf)     An individual or team event, recognizes participants who demonstrate their knowledge of the hospitality, tourism, and recreation industries and ability to translate their knowledge into a hypothetical or real business. Project must relate to culinary, lodging, recreation, tourism, or event coordination.

[**Illustrated Talk**](http://www.fcclainc.org/assets/files/Illustrated%20Talk%202012.pdf)      An individual or team event - recognizes participants who make an oral presentation about issues concerning Family and Consumer Sciences and/or related occupations. Participants use visuals to illustrate content of the presentation.

[**Interior Design**](http://www.fcclainc.org/assets/files/interior_design_for_web_upload.pdf)      An individual or team event - recognizes participants who apply interior design skills learned in Family and Consumer Sciences courses to design interiors that meet the living space needs of clients.   
  
[**Interpersonal Communications**](http://www.fcclainc.org/assets/files/Interpersonal%20Communications%202012.pdf)       An individual or team event - recognizes participants who use Family and Consumer Sciences and/or related occupations skills and apply communication techniques to develop a project designed to strengthen communication.

[**Job Interview**](http://www.fcclainc.org/assets/files/Job%20Interview%202012.pdf)     An individual event - recognizes participants who use Family and Consumer Sciences and/or related occupations skills to develop a portfolio, participate in an interview, and communicate a personal understanding of job requirements.

[**Leadership**](http://www.fcclainc.org/assets/files/Leadership%202012.pdf) An individual event, recognizes participants who actively evaluate and grow in their leadership potential.  Participants use the Student Leadership Challenge and supporting materials, to investigate their leadership ability and develop a mentorship relationship to further their leadership development.

[**Life Event Planning**](http://www.fcclainc.org/assets/files/Life%20Event%20Planning%202012.pdf)      An individual or team event - recognizes participants who apply skills learned in Family and Consumer Sciences courses to manage the costs of an event.

[**National Programs in Action**](http://www.fcclainc.org/assets/files/NPA%202012.pdf)      An individual or team event - recognizes participants who explain how the FCCLA Planning Process was used to implement a national program project.

[**Nutrition and Wellness**](http://www.fcclainc.org/assets/files/Nutrition%20and%20Wellness%202012.pdf)An individual event, recognizes participants who track food intake and physical activity for themselves, their family, or a community group and determine goals and strategies for improving their overall health.

[**Parliamentary Procedure**](http://www.fcclainc.org/assets/files/Parliamentary%20Procedure%202012.pdf)       A team event - recognizes chapters that develop a working knowledge of parliamentary law and the ability to conduct an FCCLA business meeting.

[**Promote and Publicize FCCLA!**](http://www.fcclainc.org/assets/files/Promote%20and%20Publicize%20FCCLA%202012.pdf)      An individual or team event - recognizes participants who use communications skills and techniques to educate their schools and communities about FCCLA with the intention of growing chapters and strengthening FACS and FCCLA programs.

[**Recycle and Redesign**](http://www.fcclainc.org/assets/files/Recycle%20and%20Redesign%202012.pdf)       An individual event - recognizes participants who select a used fashion or home apparel item to recycle into a new product.

[**Teach and Train**](http://www.fcclainc.org/assets/files/Teach%20and%20Train%202012.pdf)       An individual event - recognizes participants for their exploration of the education and training fields through research and hands-on experience.

**ONLINE STAR EVENTS:**

[**Digital Stories for Change**](http://www.fcclainc.org/assets/files/DSFC%202012.pdf)  An individual or team event, recognizes participants who demonstrate their knowledge, skills, and abilities to actively identify an issue concerning families, careers, or communities; research the topic; and develop a digital story to advocate for positive change.

[**No Kid Hungry National Outreach Project**](http://www.fcclainc.org/assets/files/No%20Kid%20Hungry%202012.pdf)     A team event, recognizes chapters that participate in the “No Kid Hungry” Share our Strength National Outreach Project. Participants will use Family and Consumer Sciences content and skills to address ending childhood hunger through service learning, education/awareness, and fundraising.

[**Virtual Poster**](http://www.fcclainc.org/assets/files/Virtual%20Poster%202012.pdf)     An individual event, recognizes participants who demonstrate their knowledge, skills, and ability to publish a virtual, interactive digital poster using Glogster EDU (edu.glogster.com) or other interactive poster site. The virtual poster will address an issue related to one of the three Student Body units: Eat Right, Be Fit, and Make Healthy Choices.

**MONTHLY MEETINGS**

|  |  |
| --- | --- |
| **AGENDA/TOPICS COVERED** | **FREE NOTES/SKETCHES** |
|  |
|  |
|  |
|  |
|  |
|  |

**PROJECT PLANNING**

|  |  |
| --- | --- |
| **STATE THE PROBLEM OR IDEA:** | |
| **SET A GOAL:** | |
| **ACTION PLAN:** | **MATERIALS/RESOURCES:** |
| **NOTES:** | |

C:\Users\Takeebie\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\QC1FL08P\MC900446228[1].wmf

**NOTES**