FCCLA Planning Process
for Curriculum Integration

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Identify Concerns

Concerned that my students have time to work on projects that related to their FACS studies as well as their interests.

Concerned that my students need to be exposed to FCCLA programs.

Concerned that my students become more involved in FCCLA projects.

Set a Goal

To work as many FCCLA programs into each class offering as possible, which will provide students with meaningful choices for classroom projects while relating to families, careers, and communities.

Form a Plan

WHO: Reach teens in FACS classes who could in turn reach other teens with the messages learned from FCCLA projects.

WHAT: Provide a list of project selections from FCCLA programs that supply program information to students.

WHEN: During each FACS class taught, plus during FCCLA meetings throughout the year.

WHERE: At school or FCCLA events.

WHY: To allow students—1) freedom of project choices; 2) time to investigate and problem solve; 3) the ability to use, plan, and present meaningful information to others.

HOW: By supplying information that would enable students to use their creative and investigative talents to develop and present a project and presentation in their area of study.

Act

At the beginning of the semester, the students are given a syllabus and list of related national programs. We then discuss the programs and expectations of each project. They are given due dates, and points are assigned for each project completed. All students complete the projects for points, and if they are STAR Events projects they are graded when they present according to the STAR Events rules. If they are not STAR Events projects, points are assigned. If class members are FCCLA members, they have the option to present their project as a STAR Event. (In some cases we have to have a local competition to see who will represent our chapter at district level.)

Follow Up

Not only are students allowed the freedom of project choice, but they also tend to learn more and achieve better grades because they are developing their own projects. Consequently, since they are knowledgeable and interested in their project, they are not afraid to share information with their peers. Ultimately the student(s) develop stronger presentation skills and self-esteem, so it is a win-win situation.