

# FCCLA Planning Process Learning Activities



Before experiencing the benefits of the FCCLA planning process, many young people will question, “What do I have to do this for?” It helps if the facilitator explains the benefits of the planning process and uses creative techniques to introduce it to students. Here are some suggestions.

- Show students only the planning process symbols. Have them guess what each symbol might represent.
- Give students the name and symbol for each planning process step. Ask them to interpret why the symbol stands for that step. (See Using the FCCLA Planning Process for one explanation.)
- Talk generally about the need to plan in everyday life. Have students identify the advantages of thinking in advance about what they want and how they will achieve it. Introduce the planning process as a tool to access those advantages.
- Simulate using the planning process for a simple project. It might be an individual or group project, realistic or ridiculous...as long as it's fun!
- Guide students to develop a simple activity using the planning process steps, but don't label or explain the process. After completing the steps, give students an overview of the planning process. Ask them to identify which steps they were completing when.
- Explain that completing a Planning Process Worksheet parallels paperwork or computer forms that must be completed by managers in career and community settings. By learning how to write out a project plan now, they are getting a head start on having future projects approved and funded.

## Brainstorming Techniques

Brainstorming is one of the earliest phases of project planning, as individuals or the group try to “dream up” as many ideas, concerns or solutions as possible.

- Review the *Rules for Brainstorming* before each brainstorming session (next page).
- **Let it fly:** Use paper plates or paper airplanes to encourage creativity and participation. Students write ideas on the plate or plane, then send it off to be retrieved by someone else, who adds a related or opposite idea. Repeat for several rounds. Afterwards, members read the ideas on the last plate they have retrieved while one leader writes a comprehensive list.
- **Count off:** Have students circulate a roll of bathroom tissue or a bag of small candies, encouraging them to “take as many as you need, as long as there is some for everyone.” Next, members have to share an idea for each piece they took.
- **Your turn:** Have students randomly toss a balloon or bean bag among the group. Each student who catches it must share an idea. Make sure it's tossed to everyone.
- **Ideas avalanche:** Ask individual students to write two or three ideas, then pair with another student to compare ideas and add one or two more. Have pairs join into quads, compare ideas and add more. Continue this doubling process until the entire group is working together.



# Rules for Brainstorming

List every idea.

Don't discuss.

Don't judge.

Allow repetition.

Enjoy the silences.