

## **Student Organization Integration: Comparison of Two Models for Implementing FCCLA in Teacher Preparation**

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*Career and technical education is unique in that it provides opportunities for student leadership development, character education, community service, and hands-on career preparation via specific student organizations associated with the programs. These organizations are referred to collectively as career and technical student organizations. In family and consumer sciences, the student organization is Family, Career and Community Leaders of America (FCCLA). Many teacher candidates need an introduction to career and technical student organizations and can benefit from specific instruction to be effective advisors. This article presents two successful models to prepare family and consumer sciences teacher candidates to become successful FCCLA advisors: a specialized course or instruction integrated into existing pedagogy courses. Teacher candidates who have been members of FCCLA in high school can serve as peer teachers or as a resource for either model.*

The *National Standards for Teachers of Family and Consumer Sciences* (National Association of Teacher Educators for Family and Consumer Sciences [NATEFACS], 2004) provides a model for what beginning teachers should know and be able to do. Standard 10 is titled Student Organization Integration, and it states that beginning teachers should “integrate the Family, Career and Community Leaders of America student organization into the program to foster students’ academic growth, application of family and consumer sciences content, leadership, service learning, and career development” (NATEFACS).

Student organizations support and enhance classroom learning in many career and technical education programs (Brown, 2002). These organizations provide a wide array of opportunities for students including leadership development, service learning, character education, and career exploration. Family, Career and Community Leaders of America has been an integral part of family and consumer sciences education since 1945 (Reese, 2003).

The Smith-Hughes Act passed in 1917 laid the groundwork for the organization by providing funds for vocational education including the advising of student organizations (Association for Career and Technical Education [ACTE], 1999). By 1920, some high school home economics programs had formed student clubs. In 1943, a committee appointed by the American Home Economics Association (AHEA) in cooperation with the United States Department of Education and the Division of Vocational Education recommended that the clubs combine into a national organization (Blankenship & Moerchen, 1979).

The organization began as the Future Homemakers of America on June 11, 1945. By a vote of the members at the July 1999 national meeting, the organization changed its name to Family, Career and Community Leaders of America, Inc. (FCCLA), to designate more clearly

what FCCLA members represent and accomplish (Family, Career and Community Leaders of America [FCCLA], 2006).

FCCLA is the nonprofit national career and technical student organization for young men and women within family and consumer sciences education in public and private schools from grade 6 through grade 12 (Reese, 2003). The mission of FCCLA is:

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, inter-personal communication, practical knowledge, and vocational preparation. (FCCLA, 2006, n.p.)

The mission statement clearly identifies the link to family and consumer sciences education.

Today's youth are seeking opportunities that link classroom learning to the real world. In the *State of Our Nation's Youth Survey 2005-2006* (Horatio Alger Association of Distinguished Americans, Inc., 2005), 95% of the responding students indicated that one way to improve their high schools would be to provide opportunities for more real-world learning experiences through service learning projects, internships, and other types of opportunities to make classroom learning more relevant. The integration of FCCLA projects and programs in the family and consumer sciences curriculum provides a link between family and consumer sciences content and real-world learning experiences in the school and community.

The National Research Center for Career and Technical Education conducted a national longitudinal study to explore the added value that results from participation in career and technical student organizations (CTSOs) by students. Among CTSO students, participation in extracurricular activities was positively associated with student's self-reported grades and educational aspirations (Alfeld et al., 2007).

The national study also concluded that the extent to which CTSO teachers/advisors provided skills related to the Secretary's Commission on Achieving Necessary Skills (SCANS, 1991) in their classrooms was a significant predictor of students' career self-efficacy, motivation, academic skills, and self-reported grades. Participation in competitive events in the CTSO such as Students Taking Action with Recognition (STAR) events positively affected grades, academic engagement, academic/job skills, and career self-efficacy (Alfeld et al., 2007). The research indicated that greater participation in CTSOs is better for students in a wide spectrum of academic areas and personal attributes. In today's educational climate of increased accountability and emphasis on strengthening the academic preparation of high school students, involvement in CTSOs provides students with a competitive advantage.

### **Models for Implementation and Assessment of the Standard**

In discussions following the development of the *National Standards for Teachers of Family and Consumer Sciences* (NATEFACS, 2004), teacher educators had opportunities to share best practices and models for including the concept of FCCLA in teacher preparation programs. Two models emerged as the most common practices. This article presents these two approaches for preparing family and consumer sciences (FCS) teacher candidates to become effective advisors of FCCLA. The first model describes integrating FCCLA instruction into existing pedagogy courses in FCS. The second model describes offering a specialized course focused on developing FCS teacher candidates' experiences and understanding of FCCLA.

***Model One: Integration of FCCLA into Existing Coursework***

One model used successfully at South Dakota State University that teacher educators can follow to implement this Standard is the integration of FCCLA into existing university coursework. Since FCCLA is a co-curricular student organization, the national organization encourages and promotes the integration of FCCLA into the family and consumer sciences (FCS) curriculum at the middle and high school levels. This model provides a similar strategy for use in the preparation of FCS teacher candidates and future FCCLA advisors. The national FCCLA organization provides accountability matrices linking national content standards for FCS to national FCCLA programs and student experiences for the integration process. These matrices are available from the national organization in the resource *Essential Guide to FCCLA in the Classroom* described later in this article. Teacher educators can use these matrices to assist teacher candidates in connecting FCS content with the FCCLA programs.

Integrating FCCLA into the coursework of teacher preparation programs then serves as a model for CTSO integration into family and consumer sciences (FCS) classes taught at the middle and high school levels. This integration can be accomplished with a variety of strategies in existing university courses, as well as the opportunity to become involved with FCCLA Alumni and Associates at the collegiate level. FCS teacher candidates should be informed about FCCLA and the role of the FCCLA advisor as soon as possible in the FCS education program. Therefore, integration of FCCLA should be a part of early experience or practicum courses, as well as other pedagogy courses including the methods course and the student teaching experience.

There are several strategies that may be used within the integration model:

1. The state advisor and/or executive director as well as local chapter advisors could serve as guest lecturers or speakers in family and consumer sciences education pedagogy courses. As guest speakers, they can be asked to address the mission and purposes of FCCLA, the history of the organization, the structure and governance of FCCLA, and the role of the chapter advisor. They can also provide an overview of national, state, and local programs; the contributions of CTSOs to adolescent development; the development of leadership skills; and strategies used to integrate FCCLA into the family and consumer sciences curriculum.
2. Teacher candidates could be assigned to prepare an illustrated talk on one of the national FCCLA programs. The candidates would present their talks to their classmates, who evaluate the presentations using the FCCLA score sheet for the Illustrated Talk STAR event. The presentation should include links to appropriate family and consumer sciences content for each of the national programs. The *Teacher Educator's Guide to FCCLA* includes an assignment summary of this strategy on pages 35 and 36 (FCCLA, 2003).
3. Family and consumer sciences teacher candidates can also be assigned to attend and participate in local, district, and state FCCLA events. For example, they may attend a local FCCLA meeting or event and report on this as part of a practicum or methods course in family and consumer sciences. A sample of a report form that could be used or modified for use appears in Appendix A.
4. Teacher candidates in family and consumer sciences could evaluate FCCLA competitive events at all levels. They could help select chapter officers or state officer candidates, provide feedback to students on STAR events, or judge STAR events.

5. The national organization provides opportunities for new FCCLA advisors and university students to attend regional and national meetings with reduced registration fees and offers targeted professional development workshops to this audience. Teacher educators should promote these opportunities to teacher candidates and facilitate attendance arrangements.

In this model, teacher candidates are required to include strategies for integrating FCCLA programs into curriculum plans. This may include planning service learning activities or events linked to state and/or national FCCLA programs and to family and consumer sciences content. For example, curriculum plans in a parenting class that include developing posters on cyber safety could be linked to the national FCCLA STOP the Violence program (FCCLA, n.d.). The *Essential Guide to FCCLA in the Classroom* CD (FCCLA, 2005), available from the national organization, provides a Student Curriculum Planning Form to assist with this process. This resource also contains numerous other examples that teacher candidates could use as references in the curriculum development process.

Another effective integration opportunity is to link FCCLA with instruction in public relations. Today's family and consumer sciences teachers must be prepared to promote their programs at local, state, and national levels. One strategy is to ask teacher candidates to develop a plan to promote a national week or month that relates to the family and consumer sciences curriculum such as National Family Week or National Nutrition Month. A sample of this type of project appears in Appendix B. FCCLA public relations materials from the national organization are available as a resource.

By including FCCLA as an integrated component of the teacher education coursework, teacher candidates observe a model for integrating FCCLA in the family and consumer sciences curriculum in addition to developing knowledge and skills needed to serve as effective FCCLA advisors. This model guides students in the process of integration and strengthens their understanding of FCCLA as a co-curricular activity rather than an extracurricular activity.

### ***Model Two: A Specialized Course***

A model that has been highly successful at the University of Idaho to prepare teacher candidates to become FCCLA advisors is that of a specialized course. There is opportunity via the FCCLA course to see FCCLA in action, and candidates can become prepared to incorporate FCCLA into their planning processes when they are completing the family and consumer sciences pedagogy courses. A valued outcome from taking the specialized FCCLA course is that candidates acquire a thorough understanding of how the organization operates and are less intimidated by the prospect of implementing FCCLA. They also have the educational benefits of repeated exposure over time to the FCCLA concepts and have multiple opportunities to review and use the information provided in the stand-alone course.

Upon completing the FCCLA course, teacher candidates have the confidence and knowledge to incorporate FCCLA related learning experiences while doing their classroom internships, also referred to as student teaching experiences. Some have even introduced FCCLA into the family and consumer sciences program during their teaching internship, thus helping to establish a new chapter by sharing with the mentor teacher the current program resources that can be used to incorporate FCCLA into the program. Although best practice would have teacher interns mentored by teachers with successful FCCLA chapters, a sparse population base, student preferences, proximity, and limited placement sites may mean that some internship placements are not the ideal, but can still result in a high quality first-year teacher.

The FCCLA course can be delivered within a shortened time frame, clustered in the middle of a semester, or taught in a quarter. The timing could depend on when there are more opportunities to combine academic service learning with didactic instruction about FCCLA. Including attendance and participation at district and/or state meetings as course requirements provides the teacher candidates a direct experience and opportunities for academic service learning. The focus of the didactic FCCLA instruction may include the following:

1. The introduction provides an overview of the course, including the number of tests, assignments and grading policy, bibliography of reading materials, and introduction to the FCCLA Web site.
2. The basics of FCCLA are taught including the relationship of CTSOs and career and technical education (CTE), the history of CTE and FCCLA, leadership development, community service, and employability skills. This is essential knowledge for CTE teachers, especially when licensure does not require a CTE principles and philosophy course.
3. An important component is instruction for the advisor's role, including how to develop students' leadership skills, provide guidance, and facilitate students' communications with the school administration and other authorities.
4. The FCCLA programs and projects, including the national and state-only programs and projects, are taught by example. The teacher candidates have a first-hand opportunity to develop a chapter Program of Work as a cooperative learning assignment.
5. As the teacher candidates complete their assignments for the specialized course, they use the FCCLA resources including online, electronic, and print resources. They also understand making classroom management decisions about providing resource access to family and consumer sciences students for projects and competitions.
6. The teacher candidates develop their own leadership skills including using parliamentary procedure, and they experience both leadership and participation roles.
7. By attending district and state meetings and learning about the events at the national meeting, including competitive events, the candidates have a frame of reference for why students need direct instruction for dress, behavior, and etiquette guidelines. The candidates can also experience preparing student behavior contracts and can begin to understand the importance of securing parental permission and parental support for behavior guidelines among the student attendees.
8. Since most chapters must raise funds for operating expenses, the teacher candidates can acquire knowledge of record keeping and ideas for in class projects for fund raising and development of entrepreneurial skills.
9. Candidates also acquire important skills for chapter communication and business and public relations communication, both written and oral, by preparing press releases, developing chapter scrapbooks, and planning related communication activities.

### **Comparison of Models**

Both models provide opportunities for students to become involved in local, district, and state FCCLA events. In both models, assignments would include preparing for a selected STAR event, presenting it to the class, and using the scoring rubric from the national STAR events manual. This activity precedes participation at the district and state meetings. Another assignment in the specialized course could be development of a lesson plan in which high school

students are informed about the behavior, professional appearance, and parental permission requirements for their out-of-town travel to district, state, regional, or national meetings.

In both models, the teacher candidates observe and participate in a district meeting as part of their course requirement. They experience directly how a meeting operates when they serve as room hosts or STAR event evaluators. The opportunity to see the range of projects developed by the secondary FCCLA chapter members provides an understanding of secondary students' abilities and often motivates the college students to acquire a greater understanding of the organization. Through doing FCCLA programs and project assignments, candidates can immediately see how the high school students are using and applying the information. Another advantage for having the teacher candidates interact with the middle and high school students is to socialize them regarding the audience that will be in their classes. This is a valuable learning experience, especially when universities do not have many early field experience options.

As a part of the student teaching internship requirements in both models, candidates are assigned to participate in the state FCCLA convention. As student teachers, these individuals assume roles as family and consumer sciences teachers, including becoming room hosts or judges for STAR event competition and serving on leadership teams that interview FCCLA officer candidates. Where there are events that provide competition only at the state meetings, the teacher candidates might be assigned to prepare and facilitate the state-only competitions. An added benefit of attendance at the state convention is the opportunity for the teacher candidates to become acquainted with secondary teachers via facilitated networking with the FCCLA advisors. These advisors are excellent role models for teacher candidates. This networking also provides the college students an opportunity to identify possible teaching internship sites and mentor teachers. When the candidates are familiar with the secondary teachers and become somewhat conversant about the programs at the specific school sites, they are more knowledgeable about specific schools and teachers to consider when identifying their preferences for the internship placement. This may help facilitate their success as interns since the mentoring relationships occur between individuals who were previously acquainted, reducing the likelihood of personality conflicts that may occur during an internship (Brown, Kirpal, & Rauner, 2007). After attending the state meeting, the candidates have opportunities to reflect on their experiences and dialogue with the teacher educator and other class members.

The final exam for students in the specialized course is the standard FCCLA test for state FCCLA officer candidates. The course has equipped these candidates with background knowledge of the organization, procedural skills, enhanced experiences with STAR events, observations of how secondary students benefit from their FCCLA experiences, opportunities to observe middle and secondary students' involvement in district, state, and national programs, and the opportunity to view STAR events and chapter projects while serving as room hosts.

By participating in a specialized FCCLA course, rather than having FCCLA instruction incorporated into an already full methods or curriculum course, the teacher candidates acquire a working knowledge of FCCLA, rather than a more superficial understanding. In both models, however, the candidates use FCCLA curriculum resources and can provide guidance to secondary students preparing for STAR Event competition.

When the teacher candidates attend district and state meetings, they develop more confidence in their ability to provide the important learning experiences that FCCLA provides to family and consumer sciences students. The opportunity to meet FCCLA advisors who can later mentor them with their own chapter responsibilities is very helpful. The candidates have more confidence to be an FCCLA advisor because they have a greater depth of knowledge about

FCCLA. When FCCLA instruction is part of a course, rather than the course focus, the level of retained learning is often more shallow, especially if the knowledge from the integrated course is an initial exposure to FCCLA.

The primary advantages of having the specialized course are a greater depth and breadth of understanding of the organization, experiences using the resources to develop a co-curricular program, and increased self-confidence to be an FCCLA advisor. Another advantage of the specialized course is that college students who were active in FCCLA can become peer teachers or guest lecturers, even if they are not family and consumer sciences education majors. When candidates do have prior FCCLA knowledge and experience, they have the option to “test out” of a course at many colleges and universities. However, the authors’ experience has been that all of the former FCCLA members who are family and consumer sciences majors choose to participate in the class. They are highly motivated to help their classmates understand the opportunities that membership in FCCLA provided for them and relish being able to share their leadership skills and experiences with the class members. Their enthusiasm becomes contagious and motivating to their classmates who might not otherwise embrace FCCLA as relevant to being a family and consumer sciences teacher.

Other career and technical education (CTE) teacher preparation programs (e.g., agricultural education, business education, marketing education, technology education) often require college course work in CTSO leadership and supervision. Because of the amount of information about the CTSO that may be completely new to a teacher candidate, the focused course is highly appropriate and greatly enhances confidence and skills. A candidate who graduated from the program in Idaho communicated the following:

There are so many facets to FCCLA, which can be overwhelming to a teacher who has no prior experience with the program. I can't imagine even entertaining the idea of instituting FCCLA "cold turkey." The FCCLA introductory course was very helpful in giving me insight to the different aspects of FCCLA, such as: mission, purpose, STAR events, state-only events, parliamentary procedure, and how to get a chapter started including all of the legal and formal procedures that must be adhered to. Going to the state convention solidified what we learned (book knowledge) and gave me the opportunity to see FCCLA in action. It also allowed me to network with other FCCLA advisors/family and consumer sciences teachers, which was invaluable. I must admit, the first year I went as a STAR events judge, I was quite intimidated. However, it certainly gave me a rich understanding of the "inner workings" of STAR events. Going to state convention the second year reinforced learning and made me even more comfortable with the FCCLA program. I am in the process of starting a chapter at my first job site (B. Toevs, first-year teacher, personal communication, August 13, 2007).

Another University of Idaho family and consumer sciences graduate summed up her experiences by saying even though she was involved with FCCLA in high school, she felt that the course was valuable in that the course textbook (the FCCLA handbook) provided her with much needed materials, which she used to start FCCLA at her first job. It also gave her the opportunity to network with other advisors and become acquainted with the state FCCLA Program Manager (E. Black, personal communication, April 13, 2007).

### **Distance Education Options**

The model for a specialized course in FCCLA has also been implemented as a distance education option. This distance education course, delivered via the WebCT course management

software, also requires attendance at the district and state meetings (University of Idaho, 2007). To facilitate the successful delivery of the online course, FCCLA gave permission for copyrighted program materials to be available online, when access is password protected and limited to the duration of the course. As distance education options continue to become a preferred method for acquiring teacher credentialing, other institutions may also make the decision to provide the CTSO course online.

Results of research in other education courses indicate that there is no significant difference in cost of instructional delivery, faculty time, or student achievement when face-to-face and online courses are compared (Johnson, Birkeland, & Peske, 2005; Milam, 2000; Peterson & Bond, 2004). In fact, faculty indicate that online students make a greater effort, have higher grades, and rank the quality of instruction for the distance delivered course higher than do students enrolled in the course taught via face-to-face delivery (Katz & Yablon, 2003). Researchers from Harvard University reviewed alternative certification outcomes and reported that students in online courses received at least equal if not higher scores than students in face-to-face delivered courses (Johnson, Aragon, Shaik, & Palma-Rivas, 2000; Johnson, Birkeland, & Peske).

### Resources

FCCLA is structured with support for local advisors at both the state and national level. The national organization has numerous resources available to assist teacher educators in the implementation of this standard. The national office also sends a mailing of helpful information to all teacher educators in the fall semester of each academic year. Resources that are valuable to teacher educators are described below and all are available from the national organization on their Web site: <http://www.fcclainc.org> (FCCLA, 2008).

1. *Essential Guide to FCCLA in the Classroom (2005)*: This comprehensive guide details how to explore, set up, plan, introduce, and evaluate co-curricular FCCLA. The CD contains worksheets, lesson plans, resources, and hyperlinks that can be personalized to meet the needs of an in-class chapter.
2. *Teacher Educator's Guide to FCCLA (2003)*: This guide is designed to provide teacher educators with the information they need to prepare family and consumer sciences teacher candidates to serve as FCCLA advisors. It provides background information, ready-to-use lesson plans, a list of available resources, and strategies for effective chapter management.
3. *Guide for Middle Level FCCLA Chapters*: This guide is a quick and easy approach to integrating co-curricular FCCLA activities at the middle school level. Project ideas are designed for teachers of grades 4 through 8 by showing FCCLA's connections to educational goals and concepts, national programs, and other subject areas.
4. *FCCLA Chapter Handbook (2006)*: This is a comprehensive guide to establishing and managing an FCCLA chapter.
5. *The Guide to Promoting FCCLA Brand...Promote...Fundraise (2007)*: This resource is designed to enhance the image, awareness, and understanding of FCCLA. It includes an overview of the organization and national programs, strategies for working with the media to promote FCCLA, and suggestions for fundraising.

### Summary

There is a clear link between the mission of FCCLA and the intent of family and consumer sciences education. FCCLA offers opportunities for family and consumer sciences (FCS) teachers to provide real-world experiences for middle and high school students through service learning, character education, leadership development, interpersonal violence prevention, and other national FCCLA programs. The real-world experiences provided by FCCLA extends learning beyond the classroom and assist students in recognizing the connection between classroom learning and application of the knowledge and skills gained through FCS education classes. If teacher candidates are to be prepared to serve as FCCLA advisors, FCCLA needs to be included in their university coursework. This article presented two models for including FCCLA in FCS teacher preparation programs. Based on their experiences, the authors compared the characteristics and benefits of these models.

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**Appendix A**  
FCCLA Assignment  
Participation in an FCCLA Event

Name \_\_\_\_\_

Total Points: 50 points

Name and location of FCCLA event attended: \_\_\_\_\_

After attending and participating in an FCCLA event, complete the following questions:

1. Describe the kinds of activities that students were involved in at the event. Discuss the benefits of each activity to the student. (10 points)
  
2. What role(s) did you observe the FCCLA advisor(s) playing at the event? What did you observe about the interaction between the students and their advisor? Give specific examples. (10 points)
  
3. Give evidence of students involved in leadership roles. What employability skills are students developing through these leadership roles? (5 points)
  
4. There are 3 types of activities involved in FCCLA. Give specific examples of the types you were able to observe at this event. (10 points)
  - a. individual activities –
  - b. cooperative activities –
  - c. competitive activities –
  
5. What did you learn about FCCLA from attendance at this event? (10 points)
  
6. Other comments: (5 points)

Signature of FCCLA advisor at the event: \_\_\_\_\_

Developed by Debra DeBates

**Appendix B**  
Public Relations Project

**Concept:** Public Relations

**Task/Competency:** Develop public relations strategies.

**Relationship to Teacher Education Goals:** Goal # 10 – The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

**Performance Objective/Description of the Project:** Using the resources identified below and following the guidelines presented in class, develop a public relations strategy for promoting National Family Week that meets the standards/criteria established for this assignment.

**References and Resources:**

- National Family Week Web site: <http://www.nationalfamilyweek.org>
- The Family Legacy Project Web site: <http://www.legacyproject.org/>
- American Association of Family and Consumer Sciences (AAFCS) Web site (for the PR/Media toolkit): <http://www.aafcs.org>
- Alliance for Children and Families Web site: <http://www.alliance1.org>
- Chamberlain, V., & Cummings, M. (2003). *Creative instructional methods for family and consumer sciences and nutrition and wellness*. Peoria, IL: Glencoe-McGraw Hill.
- *FCCLA Public Relations Manual* - CD
- *Public Relations Guide* by Proctor and Gamble
- Handouts provided in class and National Family Week file of resources

**Procedures:**

1. Using the resources listed above and others, develop ideas for **10** different public relations strategies for promoting National Family Week. At least **5** of the strategies must be completed in final form (as they would be used by your class or FCCLA chapter. At least **1** of the activities planned must involve an intergenerational component.
2. Complete the public relations chart provided with this assignment sheet for each strategy. Follow the example provided. Use additional pages if necessary.
3. As you plan your activities, be sure that all of your classes as well as the FCCLA chapter are involved. Your class schedule for the semester is:
  - Child Development
  - Parenting
  - Healthy Lifestyles (a nutrition and wellness class)
  - Personal Finance
4. When you have completed all of your plans, write a press release about National Family Week including some or all of the activities in your plan.
5. Submit all items in a paper folder. Project is due \_\_\_\_\_.

**Assessment:** See attached scoring rubric.

## National Family Week/Month Project Rubric

Name \_\_\_\_\_

Due Date: \_\_\_\_\_

| Criteria   | 4 – Public Relations Pro   | 3 – Public Relations Upstart   | 2 – Public Relations Apprentice  | 1 – Public Relations Problems   |
|--|--|--|--|---|
| <b>Theme</b><br>x 1.5 = 6 pts.                             | Theme chosen is easily identifiable and relates to families/family life; theme is brief and grabs the attention of the audience  | Theme chosen is easy to identify but not clearly related to families/family life; theme is brief and/or grabs the attention of the audience  | Theme chosen is easy to identify but not clearly related to families/family life; theme is lengthy, but attention getting  | No theme or theme lacks a connection to families/family life; theme is lengthy/cumbersome and fails to grab attention of audience   |
| <b>Strategies</b><br>x 17.5 = 70 pts.                      | <b>Ten</b> different strategies are described that promote National Family Week/Month; chart is complete and provides a detailed description of each strategy; <b>five</b> strategies are provided in final format; work is professional in appearance, neat, attractive, and creative | <b>Ten</b> different strategies are described that promote National Family Week/Month; chart is complete but fails to provide a detailed description of each strategy; <b>four</b> strategies are provided in final format; work is professional in appearance, neat, and attractive, but lacks creativity | <b>Ten</b> different strategies are described that promote National Family Week/Month; chart is complete but fails to provide a detailed description of each strategy; <b>three</b> strategies are provided in final format; work lacks a professional appearance, is not neat or attractive, and lacks creativity |   |
| <b>Involvement of Students /Classes</b><br>x 2.5 = 10 pts. | All FCS classes are identified in the assignment as well as the FCCLA chapter are involved in some way; the FCS program and/or FCCLA chapter is credited as the sponsor  | All FCS classes are identified in the assignment as well as the FCCLA chapter are involved in some way; the FCS program and/or FCCLA chapter is NOT credited as the sponsor  | Not all of FCS classes are identified in the assignment and/or the FCCLA chapter are involved in some way; the FCS program and/or FCCLA chapter is credited as the sponsor   | Not all FCS classes are identified in the assignment and/or the FCCLA chapter are involved in some way; the FCS program and/or FCCLA chapter is NOT credited as the sponsor |

|   |   |   |   |   |
|---|---|---|---|---|
| <p><b>Presentation/Format</b><br/>x 2.5 = 10 pts.</p> | <p>Professionally presented in folder or portfolio; no spelling or grammatical errors; references are cited, when appropriate, using APA format</p>                 | <p>Professionally presented in folder or portfolio; two to three spelling or grammatical errors; references are cited, when appropriate, using APA format</p> | <p>Professionally presented in folder or portfolio; two to three spelling or grammatical errors; references are cited, when appropriate, but do not use APA format</p>    | <p>Professionally presented in folder or portfolio; four or more spelling or grammatical errors; references are NOT cited when appropriate</p>                            |
| <p><b>Time Line</b><br/>x 1 = 4 pts.</p>              | <p>Time for completing strategies is realistic – strategies could be completed in time allowed; time for starting projects is specific and is included on chart</p> | <p>Time for completing strategies is realistic – strategies could be completed in time allowed; time for starting projects is not included on chart</p>       | <p>Time for completing some of the strategies is unrealistic – strategies could be not completed in time allowed; time for starting projects is not included on chart</p> | <p>Time for completing most of the strategies is unrealistic – strategies could be not completed in time allowed; time for starting projects is not included on chart</p> |

**TOTAL = 100 points**

Celebrate Family and Consumer Sciences – Promote Your Program! Debra A. DeBates, South Dakota State University, Revised 2004; [debra.debates@sdstate.edu](mailto:debra.debates@sdstate.edu)

**Public Relations/Promotion for National Family Week/Month**

| <b>AUDIENCE</b><br>(Audiences will vary.<br>It's up to you to choose<br>the most important<br>group to reach for<br>each activity.) | <b>MESSAGE</b><br>(What is it that you want<br>people to know and remember<br>about your program/project?)   | <b>METHOD</b><br>(How will you inform or<br>influence your audience?<br>List the communication/<br>public relations techniques) | <b>INVOLVEMENT</b><br>(How can/will you involve<br>your students/classes?) | <b>WHEN</b><br>(List time-line,<br>place, date, and<br>projected costs,<br>if any)                                       |
|---|--|---|--|--|
| School Board  | Importance of communication skills in families: husband/wife, parent/child, siblings, etc. Strong family communication skills can both prevent and solve family problems | Skits--(topics and outline attached)<br>Mugs promoting National Family Week presented to School Board                           | Members of Family Relations class will write and present the skits         | *Plan/prepare skits in class during Sept.<br><br>*Order mugs at the end of Sept. at cost of \$5 each<br>12 mugs@\$5=\$60 |

**Authors**

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