

# South Dakota FCCLA Member Handbook



[www.sdfccla.org](http://www.sdfccla.org)

[www.fcclainc.org](http://www.fcclainc.org)

Updated  
Fall 2010

**2009-2010 Family, Career and Community Leaders of America  
State Executive Council**

State President.....	Brianna Bauer
Freeman High School	District 4
State First Vice President.....	Susan Wik
Faulkton High School	District 7
State Secretary.....	Joanna Nelson
Belle Fourche High School	District 9
Vice President of Community Service.....	Cadi Golay
West Central High School	District 3
Vice President of Recreation.....	Lexi Opheim
Selby High School	District 8
Vice President of Membership.....	Megan Krogman
Elkton High School	District 2
Vice President of Public Relations.....	Ashley Heupel
Clark High School	District 1
Vice President of Chapter Recognition.....	Emmy Smith
Mitchell High School	District 5
Jr. High Representative.....	Shelby Remund
Elkton Schools	

SD State Chapter Adviser- Ms. Connie Wolf  
Wall School District

**SD State FCCLA Adviser- Mrs. Shannon Schweitzer**  
2417 Whispering Shores Drive  
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## South Dakota Peer Education Teams

### Family Team

**Mrs. Kimberly Roth - Team Coordinator**

Douglas Geyer, DeSmet

Frankie Lux, Eureka Sr.

Josie Fairbanks, Gettysburg

Kalin Miller, Highmore

Joshua Pauley, Parker

Jordyn Jones, Sully Buttes

Kaylynn Noethlich, Doland

Dana Kaufman, Freeman

Courtney Keller, Highmore

Abby Schoenwald, Marion

Emma Slovek, Philip

Jessica Lentz, Sully Buttes

### Career Team

**Mrs. Anne Pankratz - Team Coordinator**

Linsey Elison, Baltic

Karen Bauer, Gettysburg

Josiah Fawcett, Highmore

Erica Roobar, Hitchcock-Tulare

Samantha Joy, Miller

Jena Kohn, Plankinton

Lynn Yenn, Brookings Sr.

Eric Chilson, Highmore

Kara Brock, Hitchcock-Tulare

Josie Schmidt, Marion

Stephanie Plucker, Parker

Sara Lauritsen, Winner

### Community Team

**Mrs. Tracy Kern - Team Coordinator**

Marissa Whipple, Baltic

April Erdman, Dell Rapids

Kyle Ortmeier, Faulkton

Jessica Galinanes, Harrisburg

Kirstyn Fiala, Miller

Gabrielle Gruenwald, Redfield

Miranda Ivers, Brookings Sr.

Shelby Thomas, Elkton

Katie Mikkelsen, Gettysburg

Chelsea Welbon, Madison

Erin Harms, Parker

Megan Sund, Winner

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### Peer Education Team Application Process

1. Complete the Peer Education Team Application found on [www.sdfccla.org](http://www.sdfccla.org)
2. Applications are due to the state adviser.
3. Students will take a knowledge test and have an interview at State Meeting.

## Introduction

This handbook has been designed to assist South Dakota FCCLA Members in becoming familiar with information related to our organization on the district, state and national level. It is our hope that each member will encourage the growth of our organization in schools, inform the public and work towards strengthening the organization.

## OPENING CEREMONY

President: *Gives a rap with the gavel, signaling the officers and members to stand and then begins the meeting by stating, "We are members of Family, Career and Community Leaders of America. Our mission is to promote personal growth and leadership development through Family and Consumer Sciences education."*

Officers: "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, and career preparation."

Members: "As we work toward the accomplishment of our goals, we learn cooperation, take responsibility, develop leadership and give service."

President: "This meeting of the \_\_\_\_\_ Chapter of Family, Career and Community Leaders of America is now in session. You may be seated." (Raps gavel.)

## CLOSING CEREMONY

President: "Members, please stand. FCCLA members, we are challenged to accept the responsibility of making decisions that affect our lives today and the world tomorrow. Let us repeat our Creed."

Member: (Repeat Creed)

President: "This meeting of the \_\_\_\_\_ Chapter of Family, Career and Community Leaders of America is now adjourned." (Raps gavel.)

### **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- "Toward New Horizons"**

FCCLA seeks 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
- interpersonal communication;
- vocational preparation.
- creative and critical thinking;
- practical knowledge; and

### **PURPOSES**

1. To provide opportunities for personal development and preparation for adult life.
2. To strengthen the function of the family as the 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 education and related occupations.

### **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.

### **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.



### **EMBLEM AND MEANING**

The FCCLA emblem 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 swooping arch embodies an active organization that moves toward new arenas. The color of the emblem is one of the organizational colors - red.

### **TAG LINE**

FCCLA: The Ultimate Leadership Experience

### **FCCLA PIN**

The pin is a reproduction of the FCCLA emblem. Members, advisers, honorary members, Alumni & Associates members, and chapter parents may wear the pin. The FCCLA pin is to be worn over the heart. The guard should be placed level with the lower point of the pin.

### **Dues**

State dues - \$3.00

National dues - \$9.00

## SD FCCLA Districts

The South Dakota state association of Family, Career and Community Leaders of America is divided into 9 Districts. The following chapters were affiliated during the 2009-2010 school year

70 Chapters  
2,002 Members

**District I**

Clark  
Doland  
Groton  
Rosholt  
Sisseton  
Tiospa Zina  
Webster  
Wilmot

**District II**

Brookings Freshman  
Brookings Senior  
DeSmet  
Elkton  
Howard  
Lake Preston  
Sioux Valley

**District III**

Baltic  
Canistota  
Colman-Egan  
Dell Rapids  
Flandreau  
Madison  
West Central

**District IV**

Alcester-Hudson  
Beresford  
Canton  
Freeman  
Harrisburg  
Hurley  
Irene-Wakonda  
Marion  
Menno  
Parker  
Scotland  
Tea Area

**District V**

Corsica  
Emery Junior  
Emery Senior  
Ethan  
Hanson  
Mitchell  
Parkston  
Plankinton  
Wessington Spg Jr  
Wessington Spg Sr

**District VI**

Andes Central  
Bennett County  
Burke  
Chamberlain  
Gregory  
Kimball  
Todd County  
White River  
Winner

**District VII**

Faulkton  
Highmore  
Hitchcock-Tulare  
Miller  
Redfield  
Stanley County  
Sully Buttes

**District VIII**

Bowdle  
Edmunds Central  
Eureka Jr  
Eureka Sr  
Gettysburg  
Hoven  
McIntosh  
Selby Area

**District IX**

Belle Fourche  
Bison  
Philip  
Sturgis  
Wall

## HISTORY OF FAMILY, CAREER AND COMMUNITY LEADERS OF AMERICA

Family, Career and Community Leaders of America (then Future Homemakers of America) grew out of various state and local high school home economics clubs, which were known by different names and had no unified program. Visualizing what could be accomplished if all clubs combined efforts by working together, members of the American Home Economics Association (now American Association of Family and Consumer Sciences) and the Home Economics Education staff of the U.S. Office (now Department) of Education, together with student representatives of the various home economics clubs, took the lead in forming the national organization.

**February, 1917** -The signing of the first National Vocational Education Act by President Woodrow Wilson brought into being federally supported state-conducted programs of vocational education, which included home economics. Through home economics education, the foundation was laid for the development of the organization as an integral part of the program.

**June 11, 1945** -Future Homemakers of America was founded in Chicago as the national organization for home economics students in the secondary schools, both public and private. During 1945, New Homemakers of America was founded for black students in 16 states where schools were segregated by state law.

**December 1946** - South Dakota received the state association charter with the national Future Homemakers of America. State dues were \$0.15 and national dues were \$0.10 - 45 chapters with 1,679 members joined.

**1946-47** - South Dakota had its first national officer.

**1948** - The first state degrees were awarded to four members.

**July, 1948** - The first national convention was held in Kansas City, Missouri and was attended by 2,000 delegates. South Dakota had a delegation of 27 people in attendance.

**July, 1965** -Future Homemakers of America and New Homemakers of America merged into one organization, keeping the name of Future Homemakers of America.

**May, 1971** -HERO chapters were established as a part of Future Homemakers of America to meet the needs of students in home economics related occupation courses.

**July, 1977** - The FHA/HERO emblem design was developed and approved.

**1979** - South Dakota's first FHA/HERO Leadership Training Camp was held at Camp Lakodia, Madison, SD.

**1981** - Action Activity Events were initiated.

**1982** - Peer education was introduced in South Dakota with the March of Dimes Healthy Babies: Chance or Choice Project. This team later came to be referred to as the PEP Squad.

**July, 1983** - FHA/HERO's national headquarters and leadership center was dedicated and is located in Reston, Virginia.

**1984** - The Student Body Bod Squad was organized by two students following a special training at the National meeting.

**1985** - The Student Body Bod Squad peer education project received a National Award of Merit from the National Dairy Board and the American Vocational Association.

**1986** - The nine South Dakota regions were renamed districts.

**1988** - The first Financial Fitness peer education team was selected and organized in South Dakota. The statewide team was partially funded through a grant from the South Dakota Council on Economic Education.

**1991** - Earthwise Teens was adopted as a statewide peer education team.

**July, 1995** -National Leadership Meeting voting delegates approved a bylaws amendment to change all references to "home economics" in the bylaws to "family and consumer sciences."

**July 7, 1999** - National Leadership Meeting voting delegates approve the name change from Future Homemakers of America to Family, Career and Community Leaders of America. Member types were referred to as comprehensive and occupational.

**September 2003** - "The Ultimate Leadership Experience" - the tagline chosen by members - was used on all national materials.

## WHAT IS FCCLA?

Family, Career and Community Leaders of America (FCCLA) is a national organization of students who have taken or are taking a course in comprehensive or occupational family and consumer sciences classes through grade 12. It is open to students of all races and religious beliefs.

FCCLA is one of the nations largest Career and Technical Student Organization (CTSO). It involves more than 220,000 students through nearly 7,500 local chapters in all 50 states plus the District of Columbia, Puerto Rico, and the Virgin Islands. In 2009-2010 South Dakota FCCLA had 2,002 members within 70 Chapters.

## LOCAL CHAPTER COMPONENTS

There are five basic components of an FCCLA chapter: membership, adviser, leadership, meetings, and projects.

**Membership** - To become a member, a student must be taking (or have taken) a family and consumer sciences education course, and pay membership dues. Membership dues include national and state. Students not paying national and state dues are not official FCCLA members.

**Adviser** - The family and consumer sciences teacher serves as the chapter adviser.

**Leadership** - Members select one set of officers and/or each class has its own set of leaders and/or leaders from each class serve on a school wide FCCLA executive council.

**Meetings** - Chapter meetings, programs, and work sessions may occur during class time or at other arranged times during or after school.

**Projects** - Projects are planned and carried out by members as individuals, as small groups, or as a chapter. Projects should relate to the family and consumer sciences classes and topics. Projects may involve school and community action during class time, on weekends, before and after school, or during activity periods.

## SOUTH DAKOTA STATE ASSOCIATION

**Student Leadership** - Each year, voting delegates on the districts and state levels select students to serve on the South Dakota FCCLA State Executive Council. These students provide leadership and direction for the association and promote FCCLA activities and membership throughout the year. A directory of the State Executive Council members is found in the front of this member handbook.

**State Activities** - Each year, the State Executive Council approves a budget to fund the activities of the state association. South Dakota membership dues support the following state activities:

- South Dakota FCCLA Scholarships
- South Dakota Peer Education Teams
- State Executive Council Activities
- Student Leadership Training
- Adviser Leadership Training

## NATIONAL FCCLA ORGANIZATION

Family, Career and Community Leaders of America, Inc. (FCCLA) is headquartered in Reston, Virginia. Led by the national board of directors, a national executive director, national staff, and the student national officers, the organization provides a menu of programs with ready-to-use materials to guide students through creating and carrying out projects. Some of the benefits provided to members through the national organization are:

- National member magazine, *Teen Times*;
- Newsletter for adult leaders, *The Adviser*;
- Informative chapter mailings and promotional materials;
- National program development (such as Families First and STAR Events);
- Program workbooks and chapter resources;
- Training for adult and student leaders;
- National promotion of the organization; and
- Conferences such as Cluster Meetings and National Leadership Conference.

## PROMOTING FCCLA

Each FCCLA member has a responsibility to promote the organization and to continue the positive legacy of those members that have been part of the organization over the past 65 years. It is important that members can communicate their knowledge and enthusiasm about the organization to other teenagers, parents, school administrators, community members, legislators, and members of the media.

***Chapter Image*** - Actions speak louder than words - use chapter projects to build a positive image in the mind of students and adults in the community! Use the FCCLA planning process to develop chapter and individual projects that address important, real-life concerns. Utilize FCCLA national programs to make a positive impact. Make sure that information and visuals present a positive, up-to-date image of FCCLA and family and consumer sciences.

***Guide to Promoting FCCLA*** - Members and advisers may download the *Guide to Promoting FCCLA* kit to use as a resource for promoting the local FCCLA chapter. The purpose of this is to:

- Enhance the image, awareness, and understanding of FCCLA.
- To position FCCLA as the only student led organization with family as its central focus.
- To position FCCLA and FACS education as the link for learning "soft skills" needed for youth to succeed in life. Examples of these skills would be: decision making, creative and critical thinking, teamwork, intra- and interpersonal communication skills.
- To create a public perception that FCCLA has changed with the times and its programs and activities address the needs of the 21st century.

## PROGRAMS

FCCLA programs encourage members to enhance their personal growth and build leadership skills. Follow these steps to get involved in state and national FCCLA programs!

1. Learn about FCCLA programs by reading this handbook and other FCCLA resources, such as those available on [www.fcclainc.org](http://www.fcclainc.org). Utilize the specific program handbook (if available) from national FCCLA headquarters. Learn more about the program - talk to other members or advisers about their projects. Read about projects in *Teen Times*.
2. Select a program that fits member interests and complement the family and consumer sciences class work. Use the FCCLA planning process to help brainstorm and select a project idea.
3. Start small with short-term projects or a single activity.
4. Encourage members to participate and to be responsible for their part of the project. Keep track of progress toward the project goal. Have some fun!
5. Seek recognition in the school and community and from state and national FCCLA. Fill out the awards application for the program (if applicable) and submit by the required deadline. Award forms are found at [www.fcclainc.org](http://www.fcclainc.org).

## FCCLA National Programs



### Competitive Events

FACS Knowledge Bowl

Star Events - Students Taking Action with Recognition

National competitive events in which members are recognized for proficiency and achievement in chapter and individual projects, leadership skills, and career preparation.

Opportunities are available for student members to compete in the following STAR Events -

#### Events include:

Advocacy	Hospitality, Tourism, and Recreation
Applied Technology	Illustrated Talk
Career Investigation	Interior Design
Chapter Service Project	Interpersonal Communication
Chapter Showcase	Job Interview
Culinary Arts	Life Event Planning
Early Childhood	National Programs in Action
Entrepreneurship	Nutrition and Wellness
Environmental Ambassador	Parliamentary Procedure
Fashion Construction	Promote and Publicize FCCLA!
Fashion Design	Recycle and Redesign
Focus on Children	Teach and Train
Food Innovations	



### Career Connection

A national program that guides young people to link their options and skills for success in careers, families and communities

#### Program Units:

1. Plug In to Careers
2. Link Up to Jobs
3. Sign On to the Career Connection
4. Access Skills for Career Success
5. Program Career Steps
6. Integrate Work and Life



### **Leaders at Work**

Provides recognition in the following six Family and Consumer Sciences related career areas:

- 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.



### **Community Service Award**

A national program that guides students to develop, plan, carry out, and evaluate projects that improve the quality of life in their communities.



### **Dynamic Leadership**

A national program that helps young people learn about leadership; recognize the lifelong benefits of leadership skills; practice leadership skills through FCCLA involvement; and become strong leaders for families, careers, and communities.

Dynamic leaders master six essentials of leadership:

1. Model good character
2. Manage Conflict
3. Solve problems
4. Build teams
5. Foster positive relationships
6. Educate peers



### **FACTS (Families Acting for Community Traffic Safety)**

A national peer education program through which young people strive to save lives through sober driving, seat belt use, and safe driving habits.

Program Units:

1. Think Smart
2. Buckle Up
3. Arrive Alive
4. Speak Up
5. Bridge the Gap



**Families First**

A national peer education program through which young people gain a better understanding of how families work and learn skills to become strong family members.

The five units of Family First are:

1. Families Today
2. You-Me-Us
3. Meet the Challenge
4. Balancing Family and Career
5. Parent Practice



**Japanese Exchange Program**

Experience another culture and develop independence while living with a Japanese host family.



**Financial Fitness**

The national program educates your peers to earn, save and spend money wisely with projects related to banking basics, cash control, money making, consumer clout, and financing your future.



**Power of One**

Give yourself the power to make a positive change in your families, careers, and communities, one goal at a time. When a member completes all five units of Power of One, they may apply for recognition at the state and national levels.

- \*A Better You
- \*Family Ties
- \*Working on Working
- \*Take the Lead
- \*Speak out for FCCLA



**Student Body**

A national peer education program that helps young people learn to eat right, be fit, and make healthily choices.



**STOP the Violence- Students Taking on Prevention**

A national peer education program that empowers youth with attitudes, skills, and resources to recognize, report, and reduce youth violence.

## Parliamentary Procedure

Parliamentary Procedure is a set of rules for conduct at meetings that allows everyone to be heard and to make decisions without confusion.

**The Four Basic Principles of parliamentary law are:**

- Courtesy and justice for all
- One item of business at a time
- The minority must be heard
- The majority must prevail

**A motion** is an idea brought before the group for discussion and decision. There are several classifications of motions and a variety of procedures related to them. The four basic types of motions are:

- Main Motion
- Subsidiary Motion
- Privileged Motion
- Incidental Motion

The main motion is used to get group approval for a new project or some other course of action. Use the following procedure: The member rises and addresses the chair.

- When recognized, the member begins the motion with these words: " I move that...." Or " I move to..." Never, under any circumstance, say- " I make a motion..."

Following the motion, a second is needed to make sure that at least one more member is interested. Members should say, " I second the motion" or "Second". If no one responds, the motion dies for a lack of a second.

**Voting on a Motion-** the method of voting on any motion depends on the situation and the by-laws of policy of your organization. There are five methods used to vote by most organizations. They are:

- By voice
- By Roll Call
- By General Consent
- By Division
- By Ballot

**Business Meetings should follow this suggested Order of Business-**

Call the Meeting to order  
Secretary's Report  
Treasurer's Report  
Standing Committee Reports  
Special Committee Reports  
Unfinished Business  
New Business  
Adjournment

**STAR Events Offered in South Dakota**

The STAR Events offered in South Dakota in 2010-2011 -

**Applied Technology-** 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 and integrates and applies content from academic subjects.

**Career Investigation-** 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-** 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 skills to address and take action on a community need.

**Chapter Showcase Project-** 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.

**Entrepreneurship-** 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. Participants are evaluated on the business plan and an oral presentation and are not required to have implemented the plan. The business

must relate to an area of Family and Consumer Sciences education or related occupations.

**Environmental Ambassador-**an individual or team event, recognizes participants who address environmental issues that adversely impact human health and well-being and who actively empower others to get involved. Participants will research one of the five current topics, investigate areas where they can make a difference, develop and carry out a stewardship project for their home, school, or community, and educate others in their school or community about the problems, effects, and the solutions regarding the environmental concern.

**Fashion Design** – an individual event, recognizes participants who apply fashion design skills learned in Family and Consumer Sciences courses to design and market clothing styles. Participants will develop a clothing label, research the intended audience, and design the label's first 6-piece collection. Students will exhibit knowledge of all the aspects that surround design, including design basics, fabric choice, and pricing.

**Focus on Children-** 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-** an individual or team event, recognizes participants who create, test and develop a marketing strategy for an original prototype formula which fits into the annual food product scenario as identified by national FCCLA. Participants will demonstrate their knowledge of food science, nutrition, food preparation safety, and product marketing.

**Illustrated Talk-** an individual or team event, recognizes participants who make an oral presentation about issues concerning Family and Consumer Sciences and/or related occupations. Participants

**Interior Design-** 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-** an individual or team event, recognizes participants who use Family and Consumer Sciences and/or related occupation skills and apply communication techniques to develop a project designed to strengthen communication in a chosen category: community, employment, relationships, family, peer groups, or school groups.

**Job Interview-** an individual event, recognizes participants who use Family and Consumer Sciences and/or related occupation's skills to develop a portfolio, participate in an interview, and communicate personal understanding of job requirements.

**Life Event Planning-** in individual or team event that recognizes participants who apply skills learned in Family and Consumer Sciences courses to manage the costs of an event.

**National Programs in Action-** an individual or team event, recognizes participants who explain how the planning process was used to plan and implement a national program project.

**Nutrition and Wellness-** 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-** a team event, recognizes chapters that develop a working knowledge of parliamentary law and the availability to conduct an FCCLA business plan.

**Promote and Publicize FCCLA!**- an individual or team event, recognizes participants who use communication skills and techniques to educate their schools and communities about FCCLA with the intention of growing chapters and strengthening FCS and FCCLA programs.

**Recycle and Redesign-** an individual event, recognizes participants who select a used fashion or home apparel item to recycle into a new product.

**Teach and Train-** an individual event, recognizes participants for their exploration of the education and training fields through research and hands-on experience.

## FCCLA Planning Process

The *planning process* is a decision-making tool that supports the organization's overall philosophy about youth centered leadership and personal growth. It can be used to determine group action in a chapter or class or to plan individual projects.



### Identify Concerns

The Circle represents a continuous flow of ideas and has no beginning or end. As a target, it symbolizes zeroing in on the one idea around which you would like to build a project.

- Brainstorm to generate ideas, or state the activity or problem you want to address if already determined.
- Evaluate your list and narrow it down to a workable idea or project that interests and concerns the majority or all of your members.



### Set A Goal

The arrow stands for deciding which direction you will take. It points toward the goal or end result.

- Get a clear mental picture of what you want to accomplish, and write your ideas down as your goal.
- Make sure your goal is one that can be achieved and evaluated.
- Consider resources available to you.



### Form A Plan

The square represents the coming together of ideas—the who, what, where, when, and how of your plan.

- Decide what needs to be done to reach your goal.
- Figure out the who, what, where, when, and how.
- List the abilities, skills, and knowledge required on your part.
- List other available resources, such as people, places, publications, and funds.
- Make a workable timetable to keep track of your progress.
- List possible barriers you might face, and develop plans if necessary.
- Decide ways to recognize your accomplishments along the way.



### Act

The different squares in this symbol represent the activities to be carried out to

meet your goal. It represents acting on the plan.

- Carry out your group or individual plan.
- Use *family* and *community* members, advisers, committees, task forces, and advisory groups when needed.



### Follow Up

The broken squares suggest examining the project piece by piece. This symbol also represents a "window" through which to review and evaluate the plan.

- Determine if your goal was met.
- List ways you would improve your project or plan for future reference.
- Share and publicize your efforts with others, including the media if appropriate.
- Recognize members and thank people involved with your project.

### **Dress Code for South Dakota FCCLA Events**

Members and advisers of Family, Career and Community Leaders of America are representing an outstanding student organization and should project the image of a leader. Part of the FCCLA mission is to focus on the multiple roles of family member, wage earner, and community leaders. One of the eight purposes of FCCLA is as follows: "To prepare for the multiple roles of men and women in today's society." Therefore, an important part of the educational experiences provided by FCCLA includes developing an understanding of appropriate behavior and dress for business meetings and functions. Demonstrating a professional image, extending courtesies, and acting in a professional manner will lead to a pleasant and rewarding meeting experience. Members, advisers, and guests should remember the guidelines listed below when preparing for FCCLA events.

#### **Appropriate Attire**

The following is considered appropriate dress for general sessions, STAR Events and other activities:

- Official blazer
- Red polo shirts
- Blouses, collared shirts, sweaters, jackets, skirts
- Slacks, dresses and suits
- Dress trousers or dress denims may be worn although they should not be faded, frayed, ripped/torn or patched.

#### **Inappropriate Attire**

The following should NOT be worn to FCCLA activities, including in the hotel hallways and lobby:

- Spaghetti straps
- Midriff or bare backs showing
- Clothing (skirts/shorts/dresses) shorter than fingertip length
- Blue jeans
- Night wear (pajamas) should not be worn outside of hotel rooms.
- Shoes should be worn at all times.

**Advisers** - please help your students realize that clothing appropriate for the school setting may not always be appropriate for FCCLA leadership events.

*Remember, the FCCLA image depends on the behavior and appearance of its members.*

## FCCLA Dress Code Examples

### Professional Attire:



### Business Casual:



### Casual:

