



**MINNESOTA**  
STATE ASSOCIATION

**Minnesota Family, Career &  
Community Leaders of America**

**Region Officer & JHC  
Handbook**

**2015-2016**

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# **Welcome**

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## Family, Career and Community Leaders of America

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To: Regional FCCLA Leaders  
From: Wendy Ambrose, Executive Director  
Re: Greetings and Congratulations

Hello and welcome to the Minnesota FCCLA Regional leadership team! I would like to congratulate you on being selected to lead your region forward. You have been chosen to provide guidance and energy to your new region for the school year. It will be an exciting year!

Your year as a Regional leader will be filled with many ups and downs and smiles and frowns as you learn to work together with youth and adults and perform many tasks together.

You may learn how to negotiate with meeting sites, represent your organization to community groups, become more skilled at public speaking, writing, organizing or talking to new people. Maybe you will learn how to be more patient, assertive, less shy or more tolerant of others. There is something for every person to gain from the experience of being a regional leader!

I hope your term in office is successful as you want it to be! I hope that one year from today, you will be able to look back and to say **“I gave it all I’ve got!”**

**Once again, congratulations and best of luck to you and your new regional officer team as you begin the journey together!**

# **FCCLA Overview**

As a member of the region leadership team there are several aspects of FCCLA you must understand and be familiar with. Some of these, you may already know and some may be relatively new to you. The following pages are meant to serve as a reference for these items. Please familiarize yourself with their content as it will help you as a Region Officer or JHC and a member of FCCLA.

## Mission

To promote personal growth and development through family and consumer sciences education, focusing on the multiple roles of family members, wage earners and community leaders. Members develop skills for life through:

- \* Character development
- \* Creative and critical thinking
- \* Interpersonal communication
- \* Practical knowledge
- \* Vocational preparation

## Case Statement

Minnesota FCCLA is a dynamic and effective student organization that helps young men and women become leaders and address important personal, family, work and societal issues through career and technical family and consumer sciences education.

## National 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 and 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.

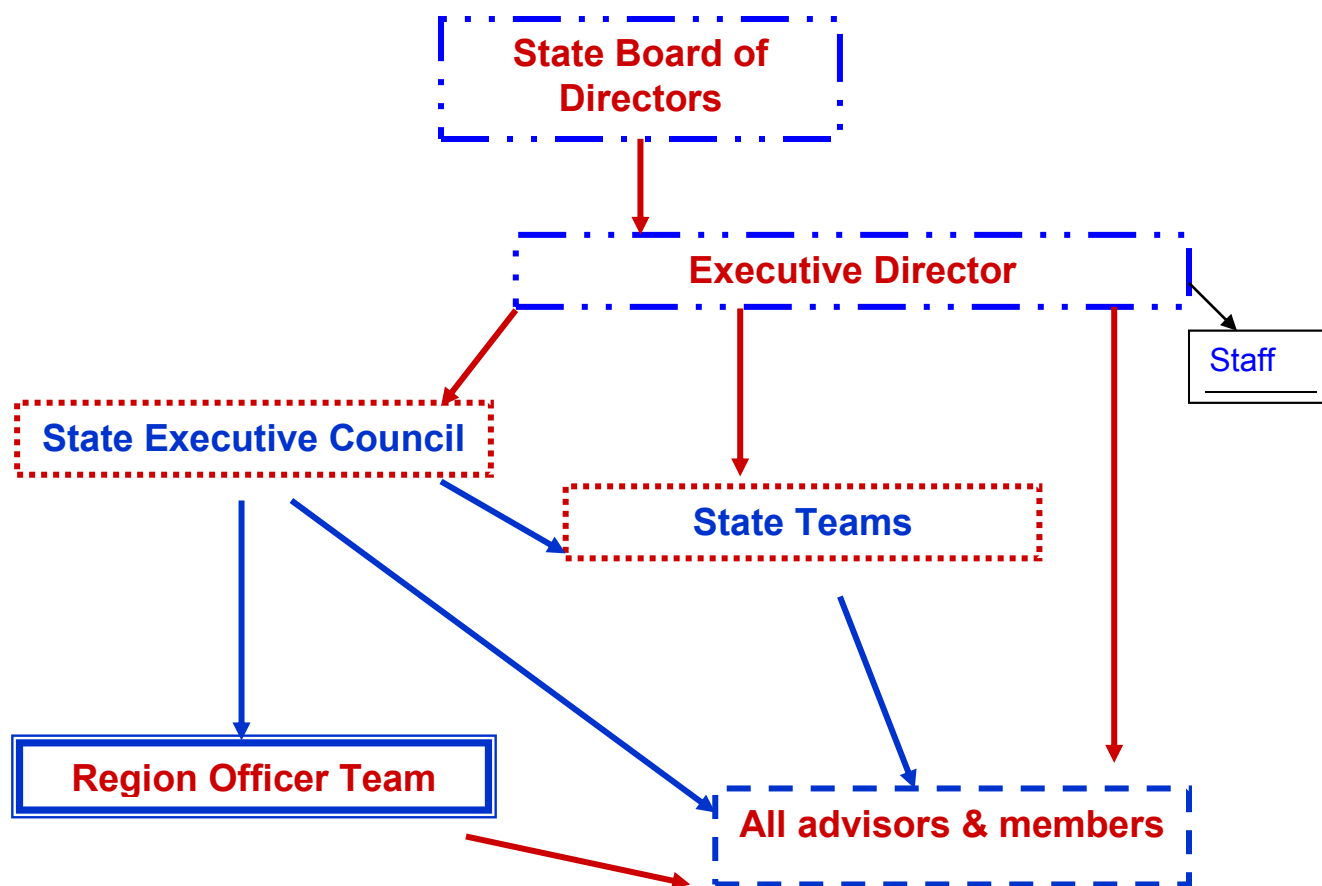
We are the Family, Career and Community Leaders of America.  
We face the future with warm courage and high hope.

## FCCLA 8 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 family
4. To encourage individual and group involvement in helping achieve global cooperation and harmony
5. To institute 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 develop interest in family and consumer sciences, family and consumer sciences careers and related occupations

## FCCLA Organizational Chart

The structure of FCCLA emphasizes teamwork between many different levels of the organization. As a Region Officer or JHC, you will work with members and adults at all levels. The chart below indicates how the structure supports teamwork as well as a flow of information from the State Board of Directors to the members of FCCLA.



# Region Officer & JHC Calendar 2015-2016

This chart indicates the schedule for your year as a Region Officer or JHC.

## FCCLA CALENDAR DATES

| Date              | Event  | Location                    |
|-------------------|--|-----------------------------|
| July 28-30        | <b>Dynamic I-Leadership Camp</b>   | Bethel College, Arden Hills |
| Sept-October      | <b>Fall Conferences</b>  | Regional locations          |
| Nov 2014          | <b><u>Cluster meetings</u></b><br><b>Nov 18-22 Dallas</b><br><b>Nov 18-22 Indianapolis</b> |                             |
| February          | <b>Mid winter meetings</b>   | All regions                 |
| February 2016     | <b>Shadow Day- depends on<br/>Legislative schedule</b>                                     | State Capitol               |
| April 14-16, 2016 | <b>MN FCCLA State Conference</b>   | Doubletree Hotel            |
| July 2016         | <b>Nat'l Conference-July 3-7</b>   | San Diego                   |



# Project Organization

FCCLA offers two tools to help members organize their projects. These tools are similar, however are not intended to replace one another. We can use either tool as a process for completing projects and educating peers.

## Five Stages of FCCLA Program Involvement

This concept is an organization tool to help you think about the types of activities to complete when implementing a program.

1. **Learn** about the program and related issues
2. **Investigate** specific needs, interests, and concerns in the local program, school and community
3. **Work with others** if possible
4. Plan and carry out **projects** that address the identified needs, interests and concerns
5. **Evaluate, share** and **report** results

## FCCLA Planning Process

This process is a step by step procedure to turn interests and concerns into actions.



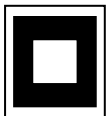
### Identify Concerns-

Brainstorm concerns, evaluate concerns, narrow to one workable idea



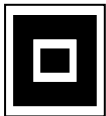
### Set a Goal-

Get a clear picture of what you want to accomplish, write it down, evaluate it



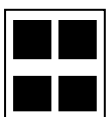
### Form a Plan-

Plan how to achieve your goal; decide who, what, where, when, why and how



### Act-

Carry out project



### Follow Up-

Evaluate project, recognize participants

## Five Stages of FCCLA Program Involvement

Use this worksheet to help you use the five stages as you implement projects.

1. **Learn** about the program and related issues

What program are you working with?

What issues do you need to learn about?

What sources will you use to research?

2. **Investigate** specific needs, interests, and concerns in the local program, school and community

What specific issues do you want to educate your peers on?

What are your goals for your peer education efforts?

3. **Work with others** if possible

Who will you work with?

4. Plan and carry out **projects** that address the identified needs, interests and concerns

When and where will you reach your peers?

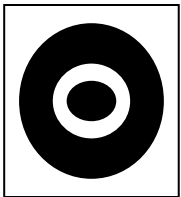
How will you reach them?

5. **Evaluate, share** and **report** results

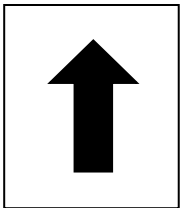
Did you meet your original goals?

What changes do you need to make to better reach your goals?

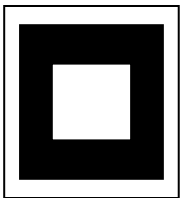
## FCCLA Planning Process



**Identify Concerns:**



**Set a Goal:**



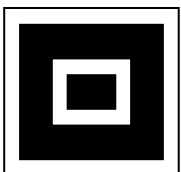
**Form a Plan:**

**Who:**

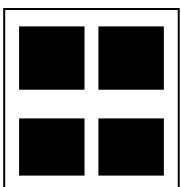
**What:**

**Where/When:**

**How:**



**Act:**



**Follow Up:**

# National Programs



## Career Connection

Learn how to explore career pathways and skills for success in families, careers and communities

- \* 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 experiences
- \* LINK UP to Jobs-Learn how to find and land a job
- \* ACCESS SKILLS for Career Success-Practice being productive and promotable
- \* INTEGRATE Work and Life-Manage interconnected roles in families, careers, and communities



## Leadership Service in Action

Take action in your community and discover the difference you can make

- \* helps young people build skills for family, career, and community roles;
- \* provides youth-centered learning experiences related to Family and Consumer Sciences Education;
- \* encourages young people to develop the positive character traits of trustworthiness, respect, responsibility, fairness, caring, and citizenship
- \*



## Families Acting for Community Traffic Safety

Through peer education help your friends arrive alive and lower the number one cause of death for youth in America

- \* Think SMART – promote attitudes and provide events that keep young people from driving when under the influence of alcohol and other drugs.
- \* Buckle UP – promote the benefits and safe use of seat belts, child safety seats, booster seats, and air bags
- \* Arrive Alive – promote the importance of safe driving habits, especially for less-experienced drivers
- \* Speak Up – Empower youth to become spokespersons for their personal safety.
- \* Bridge the Gap-Consider areas that need to be addressed with their parents and adults in the community.



## Families First

Discover how to strengthen family relationships through peer education

- \* Families Today – understand and celebrate families
- \* You-Me-Us – strengthen family relationships
- \* Meet the Challenge – overcome obstacles together
- \* Balancing Family and Career – manage multiple responsibilities
- \* Parent Practice – learn to nurture children



YFU is a Part of Families First.....

## Youth For Understanding-Japanese Exchange Program

Be selected for a scholarship to travel to Japan and share your FCCLA involvement

- \* Pre-departure orientation
- \* Round-trip airfare to and from Japan
- \* Domestic airfare
- \* Placement with a Japanese host family
- \* Room and board
- \* YFU USA staff and volunteer support in the U.S. and Japan
- \*



## Financial Fitness

Use this program to help you make, save, and spend money wisely

- \* 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



## Power of One

Make a positive change in your family, career and community one goal at a time

- \* 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



## Competitive Events

Build proficiency and achievement in leadership and job-related skills.

- \* cooperative – teams work to accomplish specific goals;
- \* individualized – an individual member works alone to accomplish specific goals; and
- \* competitive – individual or team performance measured by an established set of criteria

**STAR Events categories are Leadership Events, Foundational Events and Career-specific events.**



## STOP the Violence-Students Taking On Prevention

Empower youth with attitudes, skills and resources to recognize, report and reduce youth violence

- \* Empower students
- \* Engage young people in efforts
- \* Use peer education to increase
- \* youth awareness
- \* Reduce the potential for youth violence in schools



## Student Body

Eat right, be fit and make healthy choices

- \* Eat Right-Explore good nutrition, eating disorders, healthful snacks, supplements, 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.

## Dynamic Leadership -embedded into many National Programs



Try new leadership experiences and investigate exciting topics through interactive participation in various activities

- \* Model good character
- \* Solve problems
- \* Foster positive relationships
- \* Manage conflict
- \* Build teams
- \* Educate peers

# State Programs

## State STAR Events

Minnesota FCCLA develops State STAR events each year which are used in addition to the National FCCLA events. Consult the MN FCCLA STAR Event Handbook for current topic areas.

To enter STAR Events, members and advisors need to consult BOTH the State and the National STAR Event handbooks.

# FCCLA Leaders

## **Exemplary Leadership**

- 1) Model the way
- 2) Inspire a shared vision
- 3) Challenge the process
- 4) Enable others to act
- 5) Encourage the heart

*From Student Leadership Challenge  
by James Kouzes and Barry Posner*



# Balancing a busy schedule

Serving as a Region Officer is an added responsibility to your involvement in MN FCCLA. This can be a challenge as you most likely are involved in other activities in your school and community! However, your experience as an officer is meant to be nothing but a positive opportunity for you to grow, learn and develop as a leader and as a person. Below are some tips to help you juggle your newest responsibility successfully.

## Plan Ahead

Look at your schedule for the year as a FCCLA officer. Mark the dates on your calendar and make note of other events that occur during those times. Preparing yourself in advance for a busy time in your schedule will help it stay manageable in your mind. Make a to-do list to keep yourself on track and to ensure you are fully prepared. Notify your teachers of an upcoming absence at least a week in advance so they can help you make up any work prior to your absence. This way when you return to school you are already caught up!

## Budget Your Time

Set aside time regularly to work on your FCCLA efforts. This will help your work from building up and becoming overwhelming. Also, allowing yourself ample time to complete a project will ensure your work is of highest quality! Depending on your schedule and the size of your to-do list, you may schedule time to work on your officer duties after school a few days a week, for a few hours each weekend or every other week. Keep your advisor and your State Officer Coordinator updated on your progress.

## Organize Yourself

Find an organization system that works best for you then utilize it to keep your officer efforts moving forward. What may work for one person may not work for another so use a system you are most comfortable with and that you know you can maintain.

## Support Each Other

As a FCCLA officer you have access to a new network of FCCLA members and advisors across the state who have a goal common to your own. Become resources for each other by sharing your concerns or challenges and successes with the other Region Officer and JHC members

## Ask for Help

When the task at hand becomes overwhelming or you become “stuck” on a project, ask for help! Many people and resources are available for you to utilize to make your year as an officer successful. No one expects you to achieve your goals alone and asking for help is strength, not a weakness. Your advisor, teachers at your school, your officer team members, FCCLA chapter members, the State Officers and the State Office are all available to offer their assistance, however, you must first ask for help!

## Take Time for FUN!

A successful FCCLA officer project takes time and commitment on the part of the officer. However, it is critical you don't become overwhelmed by your project. Utilize the above tips to become a successful officer but also remember to have fun! When you feel yourself viewing your responsibility in a negative manner, step back and take a small break to do something fun. Also, add fun whenever possible to your project! It is important that your peers view your office in a positive light too so they will want to become more involved in FCCLA.

# Leadership Development

Information from this section is adapted from the National FCCLA program *Dynamic Leadership*.

From global leaders to classroom students, everyone needs leadership abilities. Leadership enables individuals and groups to make a difference in areas that matter to them. FCCLA helps members become leaders in their families, careers and communities.

- \* **Families** need people who can set goals, make decisions, manage resources and make choices that reflect their personal priorities.
- \* Success in **careers** requires integrity, persistence and teamwork.
- \* **Communities** need citizens and leaders who can express their concerns, make plans and take action to make a difference.

Through FCCLA involvement, students observe, learn, test, practice and refine leadership skills. FCCLA leadership development opportunities include:

- \* Learning and using the FCCLA Planning Process
- \* Participating in chapter meetings and group decision making
- \* Participating in FCCLA programs at the local, region, state and national levels
- \* Creating individual, team and chapter activities and projects
- \* Addressing issues through peer education
- \* Collaborating with others in the school and community

## What is “leadership”?

Many people have an idea of what leadership is and it can mean different things to different people:

“Leadership is the process of helping people do the worthwhile things they want to do”  
–Jan Kurtz

“True leadership is the art of changing a group from what it is into what it ought to be.”  
–Virginia Allan

“A leader is an individual who influences others and is willing to work and serve to make a difference.”  
–Craig Hillier

“Leadership is courage to adjust mistakes, vision to welcome change and confidence to stay out of step when everyone else is marching to the wrong tune.”  
–Patty Hendrickson

**My definition of leadership is:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## What is Your Leadership Style?

Read the following sentences and circle the response that reflects your first reaction.

### As a leader, I tend to..

|   | Always | Often | Sometimes | Never |
|---|--------|-------|-----------|-------|
| 1. make my own decisions                    | 4      | 3     | 2         | 1     |
| 2. tell members what to do                  | 4      | 3     | 2         | 1     |
| 3. suggest a decision to members            | 4      | 3     | 2         | 1     |
| 4. persuade others to do things my way      | 4      | 3     | 2         | 1     |
| 5. participate just like any other member   | 4      | 3     | 2         | 1     |
| 6. provide resources to members             | 4      | 3     | 2         | 1     |
| 7. gather members' feedback before deciding | 4      | 3     | 2         | 1     |
| 8. rely on my own judgment                  | 4      | 3     | 2         | 1     |
| 9. make sure the majority rules             | 4      | 3     | 2         | 1     |
| 10. turn decisions over to members          | 4      | 3     | 2         | 1     |
| 11. ask members to brainstorm choices       | 4      | 3     | 2         | 1     |
| 12. not share my own ideas                  | 4      | 3     | 2         | 1     |

### Find your leadership style

Total your points for each of the questions listed in A, B, & C below.

|              | A          | B           | C            |
|--------------|------------|-------------|--------------|
| Questions:   | 1, 2, 4, 8 | 3, 7, 9, 11 | 5, 6, 10, 12 |
| Point total: | _____      | _____       | _____        |

Transfer your highest score to the next page to see the leadership style most natural to you.

## What is Your Leadership Style?

| Highest Score       | A  | B  | C  |
|---------------------|--|--|--|
| Style               | Autocratic   | Participative  | Free Rein  |
| Summary             | <p>I rely on rules and directives.</p> <p>I tell people what to do.</p>              | <p>I rely on input from members.</p> <p>I invite people to work with me.</p>     | <p>I rely on members taking care of themselves.</p> <p>My role is to support people as they work.</p>  |
| Advantages          | <ul style="list-style-type: none"> <li>* Quick decisions</li> <li>* Order</li> </ul> | <ul style="list-style-type: none"> <li>* Group ownership of projects</li> </ul>  | <ul style="list-style-type: none"> <li>* Allows leaders to emerge from group</li> </ul>  |
| Disadvantages       | <ul style="list-style-type: none"> <li>▪ Low group commitment</li> </ul>             | <ul style="list-style-type: none"> <li>▪ Takes time to make decisions</li> </ul> | <ul style="list-style-type: none"> <li>▪ Can lead to confusion and disorganization</li> <li>▪ Takes a long time to make decisions</li> </ul> |
| Good to use when... | ...the group is facing a crisis.   | ...the group has time to create projects together.                               | ...the group is ready to lead itself.  |

My leadership style is: \_\_\_\_\_

I can balance my leadership style by incorporating these aspects of my lower scoring styles:

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## Qualities of a Strong Leader

Here is a list of qualities of strong leaders. For each characteristic, think of a leader who successfully displays that trait and write it in the blank.

- Responsible \_\_\_\_\_
- Sincere \_\_\_\_\_
- Punctual \_\_\_\_\_
- Energetic \_\_\_\_\_
- Enthusiastic \_\_\_\_\_
- Prepared \_\_\_\_\_
- Poised \_\_\_\_\_
- Understanding \_\_\_\_\_
- Flexible \_\_\_\_\_
- Cooperative \_\_\_\_\_
- Listener \_\_\_\_\_
- Humorous \_\_\_\_\_
- Outgoing \_\_\_\_\_
- Informative \_\_\_\_\_
- Knowledgeable \_\_\_\_\_
- Creative \_\_\_\_\_
- Helpful \_\_\_\_\_
- Humble \_\_\_\_\_
- Friendly \_\_\_\_\_
- Kind \_\_\_\_\_
- Courteous \_\_\_\_\_
- Practical \_\_\_\_\_
- Ambitious \_\_\_\_\_
- Confident \_\_\_\_\_

# Expectations for Region Officers & JHCs

As a Region Officer or JHC you will be expected to complete the following items throughout the year:

- \* Participate in all training events provided by MN FCCLA (see schedule on page 8)
- \* Remain eligible for the entire term of office
- \* Forgo all alcohol, drugs and tobacco and avoid places or activities which these items are present
- \* Behave in a manner that reflects positively on the organization and yourself
- \* Present at the Fall Region Conference
- \* Coordinate and facilitate the Mid-Winter Meeting

## Officer Responsibilities

### President

- \* Chairperson of the leadership team
- \* Calls meetings, organizes an agenda for the planning meetings
- \* Presides over the Regional voting delegate session at State Conference

### Vice President

- \* Take over when President unavailable
- \* Work with Regional STAR Event Coordinator
- \* Coordinate STAR Events student judges and awards

### Secretary

- \* Keep accurate minutes of the meetings of the officer team
- \* Send out newsletters and notices
- \* Coordinate mailings to chapters
- \* Coordinate Region Officer's peer education efforts

### Treasurer

- \* Keep financial records for the Region
- \* Keep budget and record of income for Regional Conferences
- \* Send Requests for checks and financial reports to the State Office
- \* Sends deposits to the state office for processing
- \* Submit Check Requests to State Office

### Junior High Council

- \* Coordinate programs for middle level members/chapters
- \* Correspond with middle level members
- \* Coordinate with state Junior High Council Coordinator

### All Officers

- \* Conduct Workshop at Fall Regional Conference
- \* Membership recruitment plan for the Region
- \* Participate in Shadow Day /Capitol Day
- \* Attend and participate in State Conference
- \* Participate in Global Youth Service Day

## A good officer...

- ...**is well prepared.** Leadership takes practice and work
- ...**is group minded.** Every member of the officer team is important.
- ...**likes people.** Be understanding and friendly.
- ...**is poised.** Don't let irritations bother you.
- ...**has humility.** Be confident and don't be afraid to say "I don't know."
- ...**is a hard worker.** Don't ask something of someone you wouldn't be willing to do yourself.
- ...**is responsible.** Live up to your word.
- ...**is cooperative.** Know how to work with others and have fun together!
- ...**is courteous.** Use the words "please" and "thank you" often.
- ...**thinks ahead.** Plan your work then work your plan.
- ...**sets goals.** Remind yourself of them each day and work hard to achieve them.
- ...**does their best!**

## Rewards of Being an Officer

- \* Develop self confidence and poise
- \* Become more mature
- \* Improve your knowledge of the organization
- \* Gain skills in assuming leadership roles
- \* Improve relationships with adults and your family
- \* Learn to organize your time and energy
- \* Participate in opportunities to improve your public speaking
- \* Meet new friends from all parts of the state and nation
- \* Learn independence in your thinking and actions
- \* Gain ideas to increase and improve your chapter efforts



# Policies

# Policies

## Removal from Office

In the event that an officer violates any of the responsibilities agreed to and signed on the Candidate Responsibility Contract of the Code of Conduct, the following procedure will be followed:

1. A written statement of officer's conduct may be submitted to the State Executive Council. This may be submitted by a local chapter, Region Officers, State Executive Council or the Board of Directors.
2. The State Executive Council, Regional Directors and/or the Board of Directors will review the statement.
3. If the offense is deemed worthy of attention, the officer would be notified in writing and given an opportunity to appear before the above committee and speak on his/her own behalf. The local advisor would accompany the officer.
4. If evidence is found of misconduct or violation of the above, the officer will be given an opportunity to resign within one week.
5. If the officer refuses to resign and 2/3 of the committee present voted for removal, the officer would be removed from office and the vacancy would be filled by the policy in the Minnesota State FCCLA By-Laws, Article III, Section A.

## Incomplete Term

In the case of a resignation or removal from office of a Regional Officer the following options exist (depending on the timing of the resignation):

Following a consultation with the Executive Director, Board of Directors and advisors of the region officers:

1. Appointment of the runner-up
    - A. The first runner-up and so on down the line would be asked
  2. Appointment of another member (in consultation with Regional Officer Advisors and Executive Director) who has shown interest
  3. No replacement is appointed and the other officers assume the duties
- The appointed officer will retire from office at the same time as the other officers.

## Region Funds:

The regional money will be kept in an account at the same bank the association uses; First Star. Bank. This is a separate account for your region that is affiliated with the MN FCCLA accounts. The Board of Directors of FCCLA has determined that Regional Accounts give you \$150 scholarship to help to pay for the Regional officers and JHC to attend National meeting and camp. The national meeting funds will be paid AFTER your year is COMPLETED! Attendance to national conference is optional but a very good experience. Attendance for leadership training in the summer is MANDATORY. The Region is to have a budget for \$150 per National Conference attendees and 1/2 of the cost of the Leadership Camp costs. Attendance at Camp is mandatory for Regional Officers and JHC. Attendance at National Leadership Conference is optional.

## Uniforms

Organizational colors of red and black should be used for uniform colors.

Region plan for official uniform dress – The Board of Directors voted to establish a state wide set of red blazers for a regional trade-in annual policy.

Funding: This would be funded and maintained by designation 10% of each region's fund in August.

### Management:

Uniforms jackets have been purchased by the state association using the uniform funding, the uniform trade among regional officers would occur on Saturday of state conference.

Regional Officers MUST be established by the candidate deadline of March and selection at state conference. Size requests will be collected on the candidate applications. Each officer would be assessed a "jacket use" rental fee to cover the cost of dry cleaning, repair at the end of their term.

The maintenance of the uniform during their term would be their responsibility. The uniform should be dry cleaned at least 2 times during their term of office.

Each officer could trade their uniform should they grow out of it during the year, depending on the availability of a new size.

### **Definitions:**

#### **Official dress:**

Red jacket, Black skirt or pants, Black toed shoes (lower than a 2 inch heel) and appropriately colored hosiery and socks, ties or ascots, Nametags.

**FCCLA business casual:** Blank pants or Khaki pants, White, red or Black shirts, Toe-ed shoes and socks.

**FCCLA street casual:** T shirts with FCCLA emblems, Black or Khaki pants or Bermuda length shorts.

Polo or embroidered shirt from MN FCCLA can be purchased at the beginning of their term. This can be worn for official and business casual dress: Each officer will purchase black slacks or skirts, black shoes for the year. Officer's chapter would be responsible for the "jacket use" deposit.

State Association Fund Development– Because the fiscal health of our state organization is important to all Regions in our state, the state association will establish a set aside account for cash flow in low revenue months. This will be established by adding a \$2.00 fee to each event that the state association plans. Each region will be assessed 5% of their regional account to be added to the set aside account each August. If the Region officers have a question about this assessment, they can contact the state office prior to August. This state event fee will generate about \$2400 per year and the regional assessment will generate about \$1000 per year. The goal will be \$33,000 for this Rainy Day fund that will bin in an interest bearing account.

# Sexual Harassment

From the Minnesota FCCLA Board of Directors policy

## What is sexual harassment?

Sexual harassment is any type of unwelcome talk or actions that may happen to you just because of your sex. This includes, sexual touch, sexual words, the way things are said and forceful acts.

## Flirting vs. Harassment

There are similarities between flirting and sexual harassment, but they feel quite different. The following chart helps explain this.

| <b>Flirting/Good Teasing</b> | <b>Sexual Harassment</b>              |
|------------------------------|---------------------------------------|
| * Feels good                 | * Feels bad                           |
| * Makes me feel attractive   | * Is degrading                        |
| * Is a compliment            | * Makes me feel cheap                 |
| * Is two-way                 | * Is one-way                          |
| * Is positive                | * Is negative                         |
| * Is liked                   | * Makes me feel helpless or powerless |

## Board of Directors Policy

The MN FCCLA Association opposes sexual harassment of any kind. It is the policy of MN FCCLA to maintain a learning and working environment that is free from sexual harassment. Sexual harassment of students is a real and serious problem in education at all levels. It can affect any student regardless of sex, race, or age. Sexual harassment can threaten a student's physical or emotional well-being, influence how well a student does in school, and make it difficult for a student to achieve his or her career goals. Sexual harassment is illegal; Title IX of Education act 1972 prohibits sex discrimination, including sexual harassment.

Title IX protects students from unlawful sexual harassment in all school programs or activities, whether they take place in the facilities of the school, on a school bus, at a class or training program sponsored by the school or at another location, or elsewhere. Title IX protects both male and female students from sexual harassment, regardless of who the harasser is.

FCCLA activities are integral to local school instructional programs. Therefore the sexual harassment policies and procedures in effect in a students' school are the means by which sexual harassment issues at FCCLA events will be addressed.\*

If a student feels he/she has been sexually harassed while attending or participating in an FCCLA event of activity, he/she is strongly encouraged to report the incident immediately to his/her school, the local advisor, the state advisor, or the school principal. Harassment issues reported to the state advisor will be referred to the student's home school administrator.

Training sessions for FCCLA officers shall include information about sexual harassment policies. Officers shall discuss and contribute to practices that encourage delegates at conferences to refrain from sexual harassment behaviors in general sessions.

\* MN FCCLA always reserves the right to respond to any disciplinary situation independent of any action by a school as deemed appropriate.

# Financial Policies

## Mileage

Region Officers are encouraged to ride with their advisors to meetings and to training sessions. Guidelines of the local school district should be followed for transportation to school sponsored events and activities. This usually means that a student needs to be transported to a meeting by an advisor or parent.

Federally funded (perkins funds) reimbursed programs can submit to the school mileage of the advisor transporting a student to FCCLA meetings.

MN FCCLA pays no mileage for miles to and from Leadership Extravaganza or National Leadership Meeting. Also no mileage will be paid for STAR Events, Regional Conferences or State Conferences as the officer comes to these events with their chapter via school transportation.

## Invitations from another Chapter or School

Mileage for any workshop, training or presentation done for another chapter or school as a Region Officer must receive prior approval from the State Office.

## Reimbursable Expenses

**Seek in kind donations from your schools when you are able to do so.**

- \* Telephone calls placed from home phones should not exceed \$20.00 per team member for the year. Many phone calls can be made from school.
- \* Postage for all letters regarding Regional business should be itemized and sent in on an expense form to the Regional Treasurer.
- \* Film and supplies used in developing a workshop for other chapters need prior approval from the Regional Officer Advisors.
- \* Hotel bill required for business purposes must be pre approved by the Executive Director. If overnight stay is required for the Regional assignment, the cost of the hotel will be reimbursed. This does not include events officers are already expected to attend including Leadership Extravaganza and State Conference.

## Submitting an Expense Report

1. Fill out an expense report
2. Attach receipts and bills for items purchased if over \$3.00
3. Submit to the Regional Treasurer within 21 days after expense is incurred.

**\*See attached regional checking account policies.**

## **Attending FCCLA Events**

Reimbursement or reduced registration will apply to Region Officers as follows:

### **State Conference**

Outgoing Region Officers do not pay the State Conference registration fee.

### **National Conference-Optional Event**

At the end of your term of office, you may receive up to \$150.00 toward the cost of the National conference. This comes from region funds. This maximum applies no matter how many Regional Officers per region attend. If the Region does not have funds to cover the full \$150.00 for each officer, the amount will be lowered and pro-rated among officers attending. Attendance at the National Leadership Meeting is optional however if a Region Officer cannot attend for financial reasons, the Executive Director should be notified at State Conference.

THIS IS A CHANGE- The National Conference Scholarship will be paid at the END OF YOUR TERM.

### **Camp-Dynamic Leadership I-Leadership Extravaganza-July**

Region Officers will receive a reduced registration fee for Leadership Extravaganza. Region funds may be used to pay up to ½ of the cost of registration and housing.

### **Summit- (If scheduled ) Dynamic Leadership II-November Summit**

Region Officer may request ½ of the registration cost of November Summit from Region Funds. This region check for ½ of the costs should come with their registration.

### **Shadow Day/Capitol Day**

Region officers and JHC are encouraged to attend the Capitol Day and Shadow Day where you meet with legislators and explain FCCLA to them. These are exciting opportunities to be an advocate for your program.

Name: \_\_\_\_\_ Team: \_\_\_\_\_

Address: \_\_\_\_\_

---

| Date | Expense | Purpose | Payee | Amount |
|------|---------|---------|-------|--------|
|      |         |         |       |        |

I agree these expenses are correct and have NOT been reimbursed from other sources.

Signature of officer: \_\_\_\_\_

Signature of Advisor: \_\_\_\_\_

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## Region Treasurers

Policies amended or changed by the Board of Directors when needed

### MN FCCLA Regional Account Policies:

*Updated November 2011*

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#### **Regional Check Requests:**

**All check requests must be submitted to the State FCCLA office at least 10 days prior to the check due date.**

Please send, email or fax check request to:

Shelly Barrett      mnfcclashelly@gmail.com

MN FCCLA  
PO Box 131386  
Roseville, MN 55113

Region Treasurer's and their advisors should be subtracting their check request amounts out of the Region Meeting Account register.

#### **Check Request Forms:**

No checks will be issued without a regional check request form submitted to the State FCCLA Office.

#### **No Blank Checks:**

MN FCCLA will not issue "blank checks" Undesignated vendor or amounts to regions. All check requests must have an amount before a check is issued.

#### **Region meeting reimbursements checks:**

All check requests made out to regional officers or regional advisors for region meeting supplies must have receipts attached to the check request. Checks requests sent for meeting reimbursements without receipts attached will be sent back to the region treasurer without payment.

.....

### **Regional Deposits:**

#### **Meeting Registration Checks:**

All region checks collected for region meeting registrations must be submitted to the state FCCLA office one week before your region meeting. Any checks collected at a region meeting must be submitted to the state officer no later than one week after the region meeting. Checks collected over a week after a region meeting must be submitted to the state office within two days after the check was received by the treasurer. Collect checks early. Send checks into the State Office right away.

***Do not hold your checks. They need to be deposited right away!***

.....

## **Regional Bank Statements:**

Copies of your Regional Bank Statement will be sent to the Regional Treasurer's Advisor school address monthly. Copies of the statements should on or around the 15<sup>th</sup> of every month.

Region Treasurer's and their advisors should be reviewing bank statements with the Region Meeting Account register. Be sure to subtract any account service fees that were assessed on the monthly bank statement.

## **Regional FCCLA Accounts**

1. You have a Region account that is a separate account. It will be kept at the US Bank year after year. If a large fund balance accumulates for any region, the Minnesota FCCLA Board of Directors will designate possible uses for the large balance.

The Board of Directors has established that these items are to come from Regional Funds:

1) State Association Fund Development– Because the fiscal health of our state organization is important to all Regions in our state, the state association will establish a set aside account for cash flow in low revenue months. This will be established by adding a \$2.00 fee to each event that the state association plans. Each region will be assessed 5% of their regional account to be added to the set aside account each August. If the Region officers have a question about this assessment, they can contact the state office prior to August. This state event fee will generate about \$2400 per year and the regional assessment will generate about \$1000 per year. The goal will be \$33,000 for this Rainy Day fund that will bin in an interest bearing account.

### 2) Uniform Jacket fund:

Region plan for official uniform dress – The Board of Directors voted to establish a state wide set of red blazers for a regional trade-in or rental annual policy.

Funding: This would be funded and maintained by designation 10% of each region's fund in August of 2010 and again in August of 2011 (and in continuing years) . This 10% surcharge to the regions would generate about \$2000 each year. The goal would be to have 45 uniforms purchased by May 2012 for the "Uniform Closet".

### Management:

Uniforms jackets will be purchased by the state association using the uniform funding, the uniforms are turned in on Friday or Saturday of State Conference.

Regional Officers MUST be established by the candidate deadline of March and selection at state conference. Size requests will be collected on the candidate applications.

Each officer would be assessed a "jacket use" rental fee to their chapters to cover the cost of dry cleaning, repair at the end of their term.

The maintenance of the uniform during their term would be their responsibility. The uniform should be dry cleaned at least 2 times during their term of office.

Each officer could trade their uniform should they grow out of it during the year, depending on the availability of a new size.

## **MN FCCLA Regional Check Request Form:**

Check requests must be submitted to the State FCCLA office at least 10 days prior to the check due date. Please fax this form to Shelly Barrett at 651-330-2855 or send it to: MN FCCLA, PO Box 131386, Roseville, MN 55113-0012

### **Region Information**

Region \_\_\_\_\_

Date Check Requested: \_\_\_\_\_  
Needed: \_\_\_\_\_

Date Check \_\_\_\_\_

.....

### **Method of handling the check:**

#### **Choose one:**

- \_\_\_\_\_ Send check to the Regional Treasurer to send or hand to vendor.  
\_\_\_\_\_ Send check to the vendor directly.  
\_\_\_\_\_ Amount was paid by a person or chapter and is reimbursed to them.

Name of Person to send check to: \_\_\_\_\_

Address to send check: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

.....

### **Check writing information:**

Pay to the order of: \_\_\_\_\_  
Check Amount: \_\_\_\_\_  
Reason for Check: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

.....

### **Approval from region for payment:**

Regional Treasurer's Signature: \_\_\_\_\_

Regional Treasurer's Advisor's Signature: \_\_\_\_\_

Send to:  
MN FCCLA

Regional Account Balance: \_\_\_\_\_

Check Request Amount: \_\_\_\_\_

Attn: Shelly Barrett  
PO Box 131386  
Roseville, MN 55113- 0012

New Balance: \_\_\_\_\_

## **Treasurer's Yearly Checklist STEPS**

### **Dynamic Leadership Training—SUMMER**

- \_\_\_\_\_ **Step 1:** Decide who the adult will be for the check request signature
- \_\_\_\_\_ **Step 2:** Write check requests for regional officers attending National Dynamic Leadership Conference- July camp.
- \_\_\_\_\_ **Step 3:** Set a budget with the Regional Officer team for the year. Set a fee for the Regional Fall conference registration. Tell chapters to write the checks to "Region #\_\_\_ FCCLA."
- \_\_\_\_\_ **Step 4** In August, your regional fee for the Jacket collection will be taken from your account.  
In August, the regional fee of 5% of your funds will be taken to place it in a set aside account as determined by the Board of Directors. This will be automatic, you do not need to file papers for this process.

### **During the School Year**

- \_\_\_\_\_ **Step 5:** Send in check requests –to pay the bills for the regional convention with checks from your account. Keep an accurate account balance. Review the monthly balance information from the bank.
- \_\_\_\_\_ **Step 6:** At Fall Region Meeting, Report on your region fund balance in the script for the Fall Region Meeting.
- \_\_\_\_\_ **Step 7:** As a regional officer team, determine the budget for the Mid-Winter conference.
- \_\_\_\_\_ **Step 8:** Set a fee for the Regional Mid-winter conference registration. Tell chapters to write the checks to "Region #\_\_\_ FCCLA."
- \_\_\_\_\_ **Step 9:** Send in checks for deposit. Send in check requests to pay the bills for the Mid-winter conference with checks from your account. Keep an account balance. Check the monthly balance information from the bank.

### **State Conference at the End of the Next Year**

- \_\_\_\_\_ **Step 10:** Finish the account balance pages of the Regional Officer Handbook (see section VIII of the Regional Officer Handbook). Correspond with the state treasurer. The old and new Region Treasurers will meet at State Conference to review the account and to receive training.



COMPLETE AND RETURN TO:

Shelly Hopkins

MN FCCLA

PO 131386

Roseville, MN 55113-4266

Send with this form a copy of expenses and income sheet to the State Office.

YEAR: \_\_\_\_\_

REGION: \_\_\_\_\_

TOTAL NO. CHAPTER ATTENDING \_\_\_\_\_

TOTAL NO. DELEGATES ATTENDING \_\_\_\_\_

### BALANCE SHEET

| INCOME            |       |         |         | EXPENSE  |       |
|-------------------|-------|---------|---------|--|-------|
| Reg.              | No.   | Fee     | Total   |  |       |
| Chapter fee       | _____ | X _____ | = _____ | LUNCH (food & labor)                                   | _____ |
| Late chapter fee  | _____ | X _____ | = _____ | Other food break                                       | _____ |
| Delegate fee      | _____ | X _____ | = _____ | Program Printing                                       | _____ |
| Late Delegate fee | _____ | X _____ | = _____ | Speakers & Workshops                                   | _____ |
|                   |       |         |         | List is honorarium, gift,<br>mileage or fee            |       |
|                   |       |         |         | Miscellaneous expenses                                 | _____ |
|                   |       |         |         | Janitors   | _____ |
|                   |       |         |         | List each as bus driver<br>lunch, food sold, donations |       |
|                   |       |         |         | Postage  | _____ |
|                   |       |         |         | Flowers  | _____ |
|                   |       |         |         | Decorations,<br>backdrop, etc.                         | _____ |
|                   |       |         |         | Supplies (pens<br>markers, candles                     | _____ |
|                   |       |         |         | Miscellaneous<br>itemize                               | _____ |
| TOTAL INCOME      |       |         |         |  |       |
| -----             |       |         |         |  |       |
| TOTAL INCOME      |       |         |         | _____  |       |
| TOTAL EXPENSE     |       |         |         | _____  |       |
| -----             |       |         |         |  |       |
| PROFIT            |       |         |         | =====  |       |
| _____             |       |         |         | _____  |       |

TOTAL EXPENSES

Attach the total expense and income sheets, keep the receipts and canceled checks in the region treasurer file.

Please return one copy of this within one month of the Region Conference.

**FCCLA**  
**OFFICIAL RECORD OF EXPENSE**

[illegible]

## MID-WINTER CONFERENCE REPORT

RETURN TO:

Shelly Hopkins  
MN FCCLA  
PO 131386  
Roseville MN 55113

YEAR: \_\_\_\_\_

REGION: \_\_\_\_\_

TOTAL # CHAPTER ATTENDING \_\_\_\_\_

TOTAL # DELEGATES ATTENDING \_\_\_\_\_

### INCOME

|          |   |                     |         |
|----------|---|---------------------|---------|
| # People |   | Fee<br>For<br>Lunch |         |
| _____    | x | _____               | = _____ |

|          |   |              |         |
|----------|---|--------------|---------|
| # People |   | Registration |         |
| _____    | x | _____        | = _____ |

TOTAL INCOME \_\_\_\_\_

### SUMMARY

Total Income \$ \_\_\_\_\_

Total Expenses \$ \_\_\_\_\_

Profit \$ \_\_\_\_\_

### **IMMEDIATELY!**

Send to the State Office. PO 131386, Roseville, MN 55113

\*\*RETURN COPY OF THIS SHEET ONE MONTH AFTER CONFERENCE

\*\*RETURN ANOTHER COPY WITH BALANCE SHEET BY FEBRUARY



**OFFICIAL RECORD  
INCOME**

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# **Training Others**

# Presentation Skills

As a Region Officer you will be called upon to present information to your peers. To ensure your message is expressed clearly and that your peers get the most out of your project or training you must have polished presentation skills. The next few pages cover tips and guidelines to follow when making presentations, public speaking, making displays and posters and creating workshops. You will be able to draw on these skills as you provide training/workshops for delegates of the New Fall Delegate Assembly that will be held in conjunction with the November Conference. This statewide conference in the fall will bring all the regions together for a dynamic and effective fall conference which will excite members and prepare them for a successful year in their chapters! This conference will also allow Region and State Officers to work together in a new capacity as you plan, coordinate and present general sessions, workshops and trainings together.



## Pre-Presentation Details

### Know Your Audience

Before a presentation always first think about your audience. Some details of the audience may affect how you plan to present your information. Some aspects to consider:

- \* Age
- \* Sex
- \* Educational Level
- \* Religion
- \* Racial/Ethnic background
- \* Economic status
- \* Political views
- \* Occupation
- \* Cultural influences

Think in terms of the audience's values, attitudes and beliefs then adapt your presentation to best meet their needs and get your information to them.

### Location

Find out where you will be giving your presentation and the expectations for your presentation. Will you be speaking to a group in a classroom, in an auditorium? Will you be standing next to a display speaking with individuals?

Ask about the following items prior to the presentation day:

- \* Sound system
- \* Podium, lectern or none
- \* Audiovisual equipment
- \* Lighting
- \* Seating arrangements of audience

Know how to get to the presentation and allow extra time in case you have difficulties finding the location.

## Appearance

People form their first impression based on how you look and present yourself. When presenting as an FCCLA peer educator you must remember that you represent FCCLA. You should wear your peer educator uniform or appropriate semi-professional clothing. The goal of your presentation is to educate others not make a fashion statement. Make sure your appearance is neat and clean.

## Work on Your Confidence

Present yourself in a confident manner and people will respect you and what you are saying to them.

### Feel Confident

There are several things you can do to help feel more confident prior to giving a presentation. Practice your presentation several times. The more familiar you are with it the better you will feel about it. Try giving your presentation to a smaller audience such as family members or chapter members. Ask them for feedback. Also view the presentation in a positive manner. If you think you will do well, you will! Finally, remember that you are a highly trained peer educator! You are very qualified to give successful presentations!

### Look Confident

Posture-People can tell from your posture how you feel and how you feel about yourself.

Eye contact-Look directly into people's eyes when you speak to them or when they are speaking to you. But, keep in mind there are many cultural differences regarding eye contact so you may need to research this prior to your presentation.

Voice- Speak with enthusiasm and energy in your voice to set the tone of your presentation.

Facial expression-Show your interest in your face and people will feel good about you as a presenter.

Stance-People who are confident stand 16-19 inches from someone's face. Less confident people stand too far away or too close. Face the person you are speaking with and stand up straight.

# Making Presentations

## Basic Format for Presentations

First: (Introduction) Tell them what you are going to tell them  
Second: (Body) Tell them-Keep your body to 3-5 main points  
Third: (Conclusion) Tell them what you told them

## Know the Facts

Remember, you are the expert so you must know the facts. You don't want an audience to leave with the wrong information on your program or issue.

## Have a Goal

Identify what you want to achieve during the presentation then develop your presentation plans around the goal. In most cases, set one goal for each presentation, any more and your audience will have trouble keeping the information straight.

## Be Organized

Define the major points you want to cover then present them in a logical manner covering all details before moving onto the next point. Limit your presentation to three to five main points. Make sure your visuals follow your speaking outline.

## Use Visual Aids When Appropriate

PowerPoint presentations, posters, overhead transparencies, photographs, slides, charts and videos can help clarify and add to your message. When giving statistics verbally, always try to show them visually too so your audience will be more likely to comprehend and retain them.

## Speak From an Outline

Using an outline to speak from will help you sound more conversational and less as though you are reading a speech to your audience. Speaking from an outline does require practice prior to giving the presentation but remember practice will help you feel more confident about your presentation! If you still feel uncomfortable about speaking from an outline keep in mind that you can add details or word cues to your outline to help you make all your points.

## Give the Audience Information to Take With Them

Either provide a handout with the points you want the audience to remember or allow them some time at the end to write down one or two ideas from your presentation and what they will do to carry out those ideas.

## Developing workshops

Workshops teach the audience through hands on involvement and activities.

## Organizing the Workshop

Workshops are organized much like a speech or presentation. A dynamic workshop will have the following parts:

- \* Introduction  
Introduce yourself and the workshop to the audience including your credentials for leading the workshop. You may want to include a mixer or activity to get the audience involved and interacting from the start.
- \* Body  
Present the information utilizing hands on activities and involvement from the audience to keep them interested and engaged in the learning process.
- \* Summary & Conclusion  
Wrap up the workshop by reviewing your main points. Allow audience members to ask questions and ask them to fill out an evaluation.

## Workshop Title & Theme

Make your workshop fun and appealing by incorporating a fun theme and a catchy title. This will help create interest for your workshop and can be a way to tie all parts of the workshop together.

### Choosing a Catchy Title

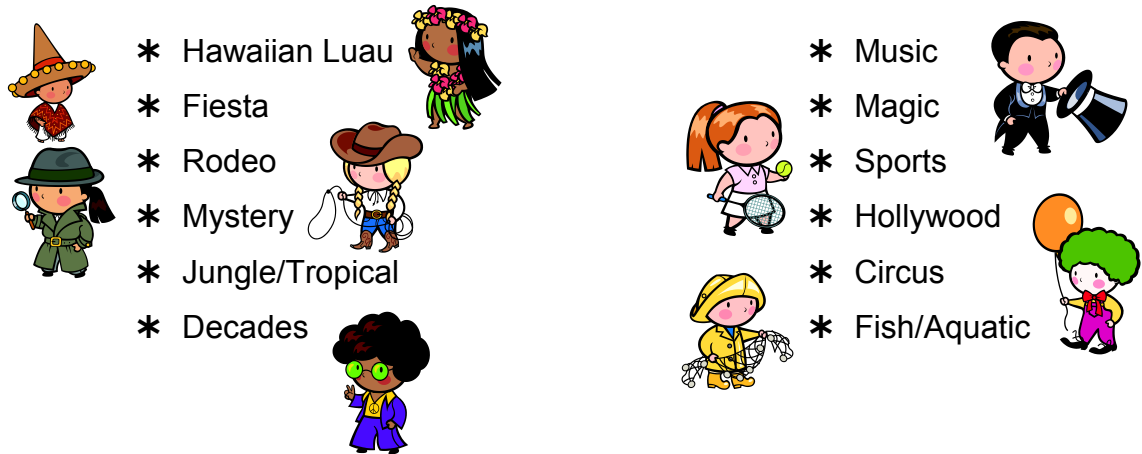
Choose a powerful title that uses imagination, humor and appeals to your potential audience. Here are some ideas:

- \* Use an exciting verb  
“Astounding your Members”
- \* Adapt a song title  
“Head, Shoulders, Knees and Toes- Student Body 101”
- \* Adapt a book title  
“Oh The Places You’ll Go with FCCLA”
- \* Adapt a movie title  
“Head ‘Back to the Future’ with FCCLA”
- \* Ask a question  
“Do you Dream in Color? -Involving Members in Start Something”
- \* Be surprising  
“Talk to Strangers! –Key Aspects of Networking”
- \* Adapt a well known concept  
“Two Heads are Better than One-Making Teamwork Work For You”
- \* Use a number  
“Three Steps to Increased Membership”

## Creating a Theme

A well thought out theme will help you add fun to your workshop and tie all your points and activities together. Use themes that are familiar to most people and be sensitive to cultural differences when choosing a theme for your workshop. Keep in mind the age of your audience. Also choose a theme that will be easy to connect throughout your workshop to activities and handouts.

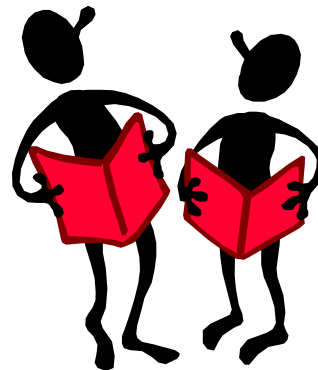
Some theme ideas are:



## Workshop Activity Resources

To keep your workshop audience interested and involved you will want to incorporate learning activities into the body of the workshop. Many resources are available to you with activity examples you can utilize in your workshop.

- \* FCCLA Program Handbooks
  - Available from your advisor or National FCCLA supply service
  - Dynamic Leadership
  - Power of One
  - Families First
  - Student Body
  - STOP the Violence
  - Financial Fitness
- \* MN FCCLA Resources
  - Start Something Curriculum
  - Nutrition Buddies
- \* Activities That Teach
  - By Tom Jackson
- \* More Activities That Teach
  - By Tom Jackson
- \* Still More Activities That Teach
  - By Tom Jackson
- \* Activities That Teach Family Values
  - By Tom Jackson



- \* Life Skills: 225 Ready To Use Health Activities for Success and Well Being (Grades 6-12)  
By Sandra McTavish
- \* Energizers and Icebreakers for All Ages and Stages  
By Elizabeth Foster
- \* Team-Building Activities for Every Group  
By Alanna Jones

Do not feel you need to limit yourself to these resources. Your advisor may have other books or resources to help you out. Also you may have completed an activity in a class or through another organization that you can incorporate into your workshop.

### Mixers & Icebreakers

- \* **Animal Sounds** Put names of different animals on cards. As people enter the room they each take a card. Tell them to get into groups by making the sound that the animals make. Example: Cow (moo)
- \* **Transportation Mixer** Same principle as animal mixer only use things like plane, train, boat, car motorcycle.
- \* **Human Knot** Get group into circle. Have each person grab the hands of 2 different people, not next to them. Tell them to untangle themselves without releasing hands.
- \* **Mingle, Mingle** Everyone goes around the room saying, Mingle, Mingle, Mingle, until the leader says, "stop". The participants are to introduce themselves to the person next to them, then mingling continues.
- \* **That's Me** The leader says a personal quality or activity and if it applies to them, they stand up and yell "That's me".
- \* **Circle Game** All the participants are seated in a circle of chairs. The leader calls out directions and participants move accordingly. For example, "Move three chairs to the left if you have brown hair." The participants will end up sitting on each others' laps.
- \* **Me Tags** Have participants write their names vertically on a piece of paper. For each letter, have them write a word describing them.
- \* **Rumdiddles** Give each participant a few pipe cleaners. Ask them to make sculptures describing themselves, activities, etc.



- \* **Find Someone Who...** Put this on the top of a page and then list certain qualities. Everyone goes around getting the signatures of the people who fit the sentence. (Sheets are pre-designed and then distributed so that participants only need to sign their names on sheets.)
- \* **Body Puzzles** Give participants a piece of paper and ask them to draw a body. For each part ask them to write a leadership quality. (Option: cut-out pieces beforehand and have them put them together before writing leadership qualities.)
- \* **Backwards Dancing** Play music and have participants link arms with one another and dance back to back. The leader yells "switch" and participants switch partners, introduce themselves and begin dancing backwards. The leader can also yell "link-up" so that there are 2 groups (4 people) dancing together and repeat so that there are groups of eight and use this mixer as a way of grouping people for projects.
- \* **The Boss Game** Divide participants into groups of four. Have them decide, within their groups, who is going to be the Head Honcho, Big Chief, Top Banana, and Top Dog. After they have decided, instruct them that, for example, Top Bananas will go first. They can boss the others in their group to do anything. Rotate turns so that everyone in the group gets the chance to boss the other three.
- \* **Running Game** The leader divides participants into teams. The leader says, "Bring me someone who... (example: can recite the creed). The team that get someone to the leader first gets a point. The team with the most points wins.
- \* **Fruit Basket Upset** Everyone sits in a circle of chairs except for one person so that you are one chair short. Number them off 1-4. Give each number the name of a fruit. When you call that name, that group runs for an open chair. The person left standing calls out the name of a fruit. When "fruit basket upset" is called, everyone runs for an open chair.
- \* **Zip, Zap, Zowie** Everyone sits in a circle. They ask the names of the people next to them. The person to their right is zip and their left is zap. If the person in the middle say zip to you, you have to holler out the name of the person on your right, and so on until someone messes up and then that person is in the middle. If the middle person cannot get someone to mess up, they yell zowie and everyone changes chairs and play resumes.
- \* **"Who's the Hottest Leader?"** Divide them into groups. Give each group an ice cube. They pass it from person to person and the group that melts their ice cube first wins.

## Dividing Groups

As they enter, have them take one of these things and group them accordingly:

1. Candy bars
2. Stickers
3. Balloons
4. Puzzle Pieces
5. Deck of cards

Or, divide them by:

1. Birthdays
2. The color of their shirt
3. Shoe size
4. Favorite sport or activity
5. Movie preferences
6. Music choices

## Visual Aids

Visual aids help a speaker effectively make a point to the audience. When presenting, utilize the visual aids that will add to your presentation and that you feel comfortable with. Visual aids should enhance your presentation, not distract from what you are saying. You can produce visual aids electronically such as a PowerPoint or video or manually such as a display or poster.

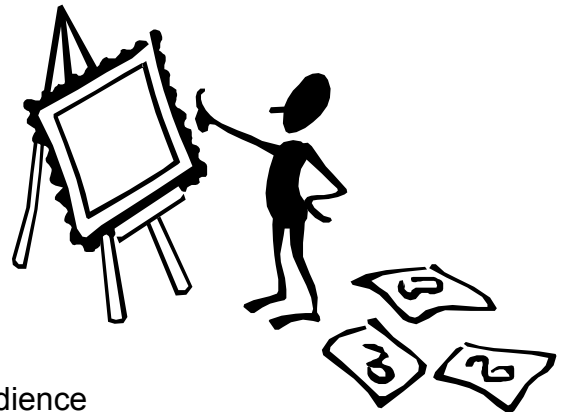
## Pros & Cons of Visual Aids

### Pros:

- \* Help the audience focus
- \* Help the audience grasp facts
- \* Clarify a complicated message
- \* Show comparisons
- \* Emphasize key points
- \* Serve as a guide for the presentation
- \* Adopt a brief theme or single idea

### Cons:

- \* Distract audience
- \* Talk to the visual aid instead of the audience
- \* Equipment worries or malfunctions



## Making Use of Visual Aids

There are many options available to you when choosing a visual aid to utilize during a presentation. Here are some options and some tips for using them successfully.

### Slides/PowerPoint

PowerPoint and similar programs allow you to create professional looking presentation aids that you can alter and adapt depending on your audience and presentation details. However, many people make some common mistakes which cause PowerPoint to actually deter from their presentation, not emphasize it. Follow these tips when using PowerPoint for a presentation.

- \* Avoid distracting or “busy” backgrounds and remember the rules of color contrast
- \* Keep text in short, concise phrases-never write complete sentences or paragraphs!
- \* Use the guidelines for font and choose a size large enough to be easily read
- \* Avoid using distracting animation -keep it simple
- \* Don't use sound effects
- \* Check for spelling errors
- \* Allow enough time prior to the presentation for set up and equipment troubleshooting

### Overhead Projectors

Overhead transparencies allow you to emphasize main points through text and produced properly can be clearly seen from a distance. These tips will help you utilize overhead projectors successfully.

- \* Follow the font guidelines on the following pages
- \* Use transparencies mainly for text, pictures tend not to be clear
- \* Practice so you don't fumble with the transparencies

### Flipcharts

Flipcharts-large pieces of paper on an easel are effective only for audiences of less than 50 people. Flipcharts work best for capturing main points of discussions during a presentation or workshop. When using a flipchart remember:

- \* Write large enough so the audience can read the flipchart
- \* Use black or another dark color ink
- \* Use the entire sheet
- \* It may be helpful to utilize a helper to write while you facilitate the discussion

## Handouts

Handouts allow you to highlight points in your presentation and give audience members a reference of your points they can take with them. Also, utilizing handouts ensures members of your audience will be able to see and read your points. (They have a copy right in front of them!) When using handouts:

- \* Reproduce on good quality paper
- \* Keep them simple and not too busy so information is simple to locate on the handout
- \* Include your contact information
- \* Add clip art to keep the handout interesting and fun!
- \* Distribute them when appropriate-while discussing the points on the handout or at the conclusion as a summary of your presentation

## Displays

The best situation for using a display as a visual aid is when you are presenting in an exhibit or fair type situation. Also a well designed and executed display can educate an audience on its own without a presenter.

When creating a display follow these tips:

- \* Use a catchy theme to decorate the display that will draw attention
- \* Use large stencils or a computer generated title
- \* Main points should also be typed
- \* Just as important as the information on the display is the appearance-if a display does not appear neat or appealing people may not approach it
- \* Keep text brief and highlight main points
- \* Supplement the display information with a handout that contains more details
- \* Create your display as if you were being judged on its appearance and content

## Design Principles

When developing visual aids, remember that if an audience member has difficulty seeing or reading it they will be distracted from your presentation. To prevent this follow these guidelines.

### Contrast

Some color combinations are less likely to be seen at a distance. To ensure your visual aids are easily read, use two colors with high contrast (one is light and the other is dark).

Good color combinations with high contrast:

- \* Black & white
- \* Black & yellow
- \* Black & red
- \* Red & white
- \* Darker blue & white

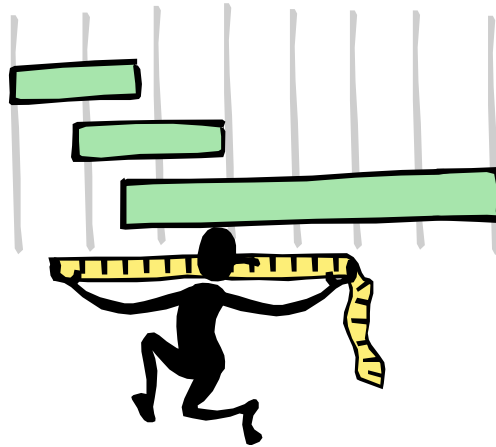
Poor color combinations with low contrast:

- \* Black & dark blue or dark purple
- \* Yellow & violet
- \* Blue & green
- \* Red & orange
- \* Yellow & white

## Font

Although word processing programs have many fun and interesting fonts available, some of these fonts may actually be difficult to read and distract from your presentation. Simpler, heavier fonts tend to be easier to read compared to thinner and fancier fonts.

- \* A good rule of thumb is to use no more than two different fonts on a visual aid.



# Communication

# Communication

As a FCCLA peer educator you will communicate with many individuals and groups through a variety of means. We have already discussed guidelines for communicating your message through presentations. This section will provide you with information for professional written and electronic communication.

## Guidelines for Correspondence

Regardless of the type of correspondence keep these guidelines in mind:

- \* Always proofread your correspondence before sending it out
- \* Type letters on a word processor or computer
- \* Utilize computer spell check and grammar check tools
- \* Have your advisor read all correspondence before sending it out
- \* Submit a copy of your correspondence to your Special Teams Coordinator
- \* Reply to correspondence in a timely fashion

## Correspondence via Mail

You should correspond through the mail when making requests to present, replying to a request to present (unless directed to make contact via E-mail or telephone), informing a group or individual on your program or requesting participation in your program from an individual or group.

When corresponding through a letter follow this format:

Your name  
Your address

Date

Name of letter recipient  
Address

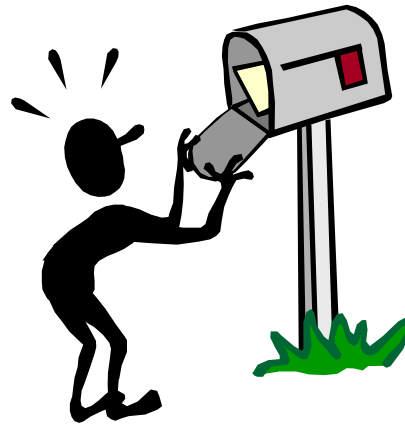
Dear Mr./Mrs. \_\_\_\_:

Body of letter

Sincerely,

*(Signature)*

Your name  
Your title



## Correspondence via E-mail

Because of the increased ability for people to access E-mail and its convenience, you will most likely correspond with people via E-mail. Treat an E-mail in the same professional manner as you would a letter. Use correct grammar, punctuation and capitalization and format the E-mail similar to the letter example above excluding your address, the date and the address of the recipient. Include your contact information (address, phone and E-mail address) either in the body of the E-mail or after your signature. Another aspect to consider is your E-mail address itself. You should have a professional sounding E-mail address and you may want to set up an account just for your FCCLA peer education involvement.

Here are some examples of inappropriate E-mail addresses:

- \* Hottie2007@yahoo.com
- \* dumbblondegirl@hotmail.com
- \* party4ever@msn.com
- \* boycrazy\_69@yahoo.com

Some appropriate options include:

- \* Using your name or initials  
Ex) JaneD34@hotmail.com
- \* Using an E-mail address provided by your school  
Ex) John.Doe@school.k12.mn.us
- \* Using a combination of FCCLA, your name and/or numbers  
Ex) Bob\_FCCLA@yahoo.com

## Correspondence via Telephone

When making telephone calls as a FCCLA peer educator, follow this format:

1. Introduce yourself
2. State your position in FCCLA
3. State the purpose of your call
4. Give your contact information





# **Regional Meeting Planning**

# PLANNING SHEET FOR CONFERENCES

Purpose / Conference Title \_\_\_\_\_

Type of Conference \_\_\_\_\_ Date \_\_\_\_\_ # People \_\_\_\_\_

Conference Location \_\_\_\_\_

| Timing | Activity | Methods | Who |
|--------|----------|---------|-----|
|        |          |         |     |

## REGIONAL CONFERENCE CHECKLIST

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

Alternate Date: \_\_\_\_\_

### Region Conferences

| What  | Who | When | Done | Notes |
|---|-----|------|------|-------|
| Find Location- With accommodations for: <ul style="list-style-type: none"> <li>• Registration</li> <li>• Large group</li> <li>• Workshops</li> <li>• Advisor meeting</li> <li>• Meal</li> </ul> |     |      |      |       |
| Send out and collect registration forms   |     |      |      |       |
| Program:<br>Create & copy-should include: <ul style="list-style-type: none"> <li>• Floor plan/map</li> <li>• Agenda</li> </ul>  |     |      |      |       |
| Signs: <ul style="list-style-type: none"> <li>• Welcome</li> <li>• Registration</li> <li>• Parking</li> <li>• Lunch</li> <li>• Workshops</li> <li>• Restroom</li> </ul>                         |     |      |      |       |
| Supplies & equipment <ul style="list-style-type: none"> <li>• Registration Table</li> <li>• Pencils/paper</li> <li>• Name tags</li> <li>• Registration packet</li> <li>• Other</li> </ul>       |     |      |      |       |
| Contact & confirm speaker   |     |      |      |       |
| Workshop topics: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>   |     |      |      |       |

|  |  |  |  |  |
|--|--|--|--|--|
| Stage set-up <ul style="list-style-type: none"> <li>• Podium</li> <li>• Theme presentation props</li> <li>• Gavel</li> <li>• Decorations</li> </ul>                            |  |  |  |  |
| Assign duties to chapters  |  |  |  |  |
| Meal   |  |  |  |  |
| Pack chapter packets <ul style="list-style-type: none"> <li>• Programs</li> <li>• Name tags</li> <li>• Map</li> <li>• Tickets for workshops</li> <li>• Meal tickets</li> </ul> |  |  |  |  |
| Income & Expense forms<br>Pay bills<br>Send forms to State Office  |  |  |  |  |
| Publicity: <ul style="list-style-type: none"> <li>• News release</li> <li>• Pictures</li> </ul>  |  |  |  |  |
| Evaluation<br>Create & copy  |  |  |  |  |
| Tabulate evaluations   |  |  |  |  |
| Thank You Letters <ul style="list-style-type: none"> <li>• Speakers</li> <li>• Guests</li> <li>• Helpers</li> </ul>  |  |  |  |  |

# **ARRANGEMENTS**

## **PRELIMINARY ARRANGEMENTS**

1. Contact administration and get conference date on calendar early.
2. Find costs involved in use of school.
3. Obtain floor plan of school to make room assignments for workshops.  
Consider the following:
  - a. seating capacity
  - b. blackboards and screens available
  - c. AV equipment in school

## **PRE-REGISTRATION MATERIALS**

1. Send registration materials to schools at least 5-6 weeks in advance.
2. Include in packet:
  - a. Registration form
  - b. Tentative agenda
  - c. Chapter responsibilities
3. Determine a deadline for all registration materials to be in. If not returned by deadline date, call the school to get the number of those attending.

## **DAY OF REGISTRATION**

1. Have one packet per chapter stuffed with necessary information for the day of the meeting. This includes:
  - a. lunch tickets
  - b. programs
  - c. name tags
  - d. maps in program
  - e. list of workshops with description and room numbers
  - f. tickets for workshops
2. Have a table set up to handle registration. Supplies needed are as follows:
  - a. packets described in item one
  - b. extra programs
  - c. extra lunch tickets for guests, speakers, workshop people
  - d. change for late registration
  - e. mileage checks and honorariums ready in labeled envelopes in advance or the addresses to send them to.
3. Provide hosts to greet guests and speakers and usher them to the room they will be using.

## **PROGRAM**

(Decisions concerning program should be made by all officers and their advisors.)

1. Tentative program:
  - a. What is to be included –Opening session, workshops (in own rooms), service project, Closing session with speaker.
  - b. How will the day be organized?
  - c. Tentative time schedule
  - d. Who to obtain - speakers, workshop leaders, etc.
  - e. Responsibilities of each officer in carrying out the program
  - f. Special assignments to chapters of the region
  - g. Program booklet design and layout
  - h. Special programming for junior high delegates
2. After program is set make sure that:
  - a. Speakers know their time allotment
  - b. You obtain a list of equipment and AV supplies needed for each workshop and speaker
  - c. You have a written agreement as to the cost of each workshop and speaker. Follow up with a check and thank you note from the officer responsible for obtaining the person.

## **LUNCH**

1. Possible ways of serving lunch:
  - a. School lunch cooks
  - b. A local church
  - c. Commercial restaurant or caterer
  - d. Members' parents
  - e. Box lunches prepared ahead of time.
2. Get a definite menu with a cost.
3. Determine number to be served at one time and set up shifts so all can be served in an efficient manner.
4. Make arrangements for speakers and guests to be served quickly.

## **PRINTING**

1. Programs:
  - a. Use graphic arts department, if available, for printing.
  - b. Assign one school to duplicate and assemble.
2. Lunch tickets
3. Workshop information and tickets.
4. Evaluation sheet
5. A news release to be sent home

## **GENERAL**

1. Make assignments for chapter responsibilities and make sure they do it.
2. Seating for special guests.
3. Seating for chapter delegates (HINT: The closer and more directly in front of the podium the delegates are seated, the less easy it is for them to move about during sessions when they should remain seated. Seating to the sides and the back make audience control difficult.
4. Podium placement.
5. Placement of backdrop, if one is used.
6. Flag placement for flag ceremony.
7. Special lighting.
8. Audio-visual equipment, if needed for officers' report or speakers.
9. Microphone and P.A. system (test it before the meeting begins).
10. Piano or other special equipment.
11. Flowers:
  - a. Corsages for officers, advisors
  - b. Roses for installation to be give to new officers
12. Contact local newspaper for coverage.
13. Provide room for bus drivers and make arrangements for their lunch.
14. Contests, such as poster or nametags, help to give recognition to more chapters.
15. Favors for each chapter given out at the beginning of the day, if they can be obtained free or for little cost.

NOTE: Encourage students not to wear blue jeans. It will affect behavior in a positive way if students "dress-up".

## **GENERAL CONVENTION RULES**

Delegates are to attend all sessions.

No smoking is allowed.

No alcoholic beverages are allowed.

We ask that you remain in the building until the convention is over.

FCCLA'ers are known for their good appearance. Remember the dress code –

**NO BLUE JEANS!!**

## SAMPLE LETTER

WE, THE REGION \_\_\_\_ OFFICERS SHARE OUR ENTHUSIASM WITH YOU. WE WILL CHALLENGE YOU TO EXPLORE YOUR POTENTIAL, REACH FOR NEW LEADERSHIP OPPORTUNITIES AND LET YOUR ENERGY SHINE!!!! GET INTO THE ACTION AT \_\_\_\_\_ (time) ON \_\_\_\_\_ (date). REGION \_\_\_\_ CONFERENCE STARTS WITH REGISTRATION AT \_\_\_\_\_ (time) ON \_\_\_\_\_ (date) AT \_\_\_\_\_ (location). THE FIRST DYNAMIC SESSION WILL BEGIN AT \_\_\_\_\_ (time).

ENTHUSIASM WILL FLY IN ALL DIRECTIONS!!!! SOME ENERGIZERS WILL LAND AT THE RESOURCE FAIR, THE SNACK BAR, WORKSHOPS, AND AT DYNAMIC SPEAKER SESSIONS. OUR ENERGY WILL END AT \_\_\_\_\_ (time).

HOPE TO SEE YOU THERE,

*ENIE, MEANIE, MIGHTY AND MOE*

P.S. IF YOUR CHAPTER WOULD LIKE A PACKET FULL OF IDEAS BEFORE THE REGION CONFERENCE, JUST SEND A NOTE TO MOE AND HE/SHE WILL MAKE ARRANGEMENTS FOR A REGION OFFICER TO VISIT YOU!!!

*(INSERT YOUR TENTATIVE AGENDA)*



# **SAMPLE LETTER**

## **INFORMATION CONCERNING THE REGION \_\_\_\_\_ CONFERENCE**

**PLACE:** West High School

**DATE:** Tuesday, September 10

**TIME:** 12:30 - 5:00 p.m. (approximately)

**SCHEDULE:** 12:30 - 1:00 Registration and arrival  
1:00 - 1:15 Energize - Round 1 - General Session  
1:30 - 2:15 Speaker:  
2:15 - 3:45 Snack - Resource Fair  
Workshop - Film Fair  
Voting Delegate and Candidate Session  
3:45 - 5:00 Energize - Round 2 - General Session

A more complete schedule of workshops, films, etc. will be mailed to each chapter prior to the Region \_\_\_\_\_ Conference.

### **REMINDER OF CHAPTER ASSIGNMENTS**

- Each chapter must contribute a booth for the Resource Fair (see enclosed flyer)
- Supplies for the service project (or donation for service project)
- Chapter flag for role call Parade of Chapters

# SAMPLE

## REGISTRATION FORM

### REGION CONFERENCE

| <u>QUANTITY</u> | <u>REGISTRATION</u>                 | <u>PRICE*</u>         | <u>TOTAL</u> |
|-----------------|-------------------------------------|-----------------------|--------------|
| _____           | Chapter Registration Fee            | \$5.00<br>per chapter | _____        |
| _____           | Individual Registration Fee         | \$3.00<br>per person  | _____        |
|                 | _____ # of advisors attending       |                       |              |
|                 | _____ # of members attending        |                       |              |
|                 | _____ # of chapter mother attending |                       |              |
| _____           | Late Registration Fee               | \$ .50                | _____        |
| TOTAL RECEIVED  |                                     |                       | _____        |

\* Budgets may change your amounts.

SEND REGISTRATION TO:

Registrations should be postmarked and returned no later than \_\_\_\_\_, without late registration fee penalty.

Enclosed is a check for \$\_\_\_\_\_

## BUDGETING FOR REGION EXPENSES

Region expenses vary. Thus, many decisions will be based on individual situations and resources available. Uses of region funds are as follows:

Planning and presenting Region Conference

Dynamic Leadership I July Camp- The region may pay  $\frac{1}{2}$  of the registration costs if there is adequate funding. It is mandatory for officer to attend.

Dynamic Leadership II November Summit- The region may pay  $\frac{1}{2}$  of the registration costs if there is adequate funding. It is mandatory for officer to attend.

National Conference - \$150 each for officer - (up to \$750.00) -Paid at the end of the term. National Conference is optional

Workshops within the region to bring ideas to local chapters (none)

Region Officer supplies, postage, phone calls

Region STAR Event Coordinator \$200 fee – ( $\frac{1}{2}$  paid by region,  $\frac{1}{2}$  paid by state)

All Region Officers and Advisors should start by planning a budget for Region Conference before deciding on fee needed to charge.

The following chart is a sample representing the average expenses of a Region Conference in fall.

Profit totally \$\_\_\_\_\_ is needed to fill financial obligation of each Region is all Region Officers attend National. You should feel obligated to contribute that amount to reimburse the treasury for next year's officers.

### EXAMPLE:

|         |                           |                   |
|---------|---------------------------|-------------------|
| Income: | 20 chapters x \$5.00 =    | \$100.00          |
|         | 350 people x \$4.00 =     | <u>\$1,400.00</u> |
|         |                           | \$1,500.00        |
|         |                           |                   |
|         | Meal @ \$2.25 per plate = | \$790.00          |
|         | Guests meals (10) =       | 22.50             |
|         | Speaker =                 | 200.00            |
|         | Band =                    | 100.00            |
|         | Flowers =                 | 60.00             |
|         | Workshop expenses =       | 100.00            |
|         | Decoration - supplies =   | 60.00             |
|         | Program/printing =        | <u>35.00</u>      |
|         |                           | \$1,367.50        |

TOTAL PROFIT = \$132.50

This will not support your Region this year - what and where can you cut? Or are you raising registration, or are you getting more people to come?

You will find that budget for your Region is very limited, so try to get by as cheaply as possible. Try to cut corners by using the "free" resources around. If schools within your region wish to assume some of the expenses it will be most helpful. You might be able to use their supplies and equipment.

Keep cost of meals and/or lodging reasonable and car pool whenever possible to meetings.

## ***Suggested Region Conference Budget***

| <b>Item</b>  | <b>Average Cost Per Conference:</b>  | <b>Comments:</b>  |
|--|--|---|
| Registration   | Chapter \$5.00<br>Individual \$2.00  | This should not exceed about \$2.00 per person, unless it included the cost of a meal.  |
| Meal Tickets   | Cost of food   | Find an inexpensive way (State Officers, presenters and SO Advisors should be guests for meals)   |
| Honorariums  | Films, workshops, mileage, \$200.00  | Costs of films are pro-rated per all regions and then available for all to borrow.  |
| Decorations  | \$35.00<br>(flowers, candles, backdrop)  | Backdrop should not cost over \$20. Flowers for the officers are OK, but advisor corsages should be purchased by the officers as gifts. |
| Program Printing   | Free, if possible  |   |
| Janitor Costs  | Free, if possible  |   |
| Miscellaneous  | \$40.00<br>Postage, phone calls, supplies/paper, dittos, poster board, art supplies. | All postage should be itemized and paid from region conference.   |
| Average Attendance   | 300 - 500  |   |
| Average Profit   | \$500.00   |   |
| Donations for State conference Speakers/ Entertainment etc<br>DONATIONS TO STATE ASSOCIATION |  |   |

### **Other Expenses Incurred for Region Conference and Officers**

Reg. Officer & Jr. High Council Outfits.....Personal expenses of officer  
 Bus to Region Conference.....Each chapter pays own  
 Name tags.....Have each chapter make them  
 Brunch or Reception.....Each chapter bring treats  
 Duplicating.....Local school - cheapest way that's possible  
 National Conference (Cost of scholarship -\$150).....Officer, their school, communities help with dollars  
 Spending money at meetings.....Paid by officers  
 Optional: Gift to new officer.....Paid by officer, if desired.  
 Donations for State conference Speakers/ Entertainment etc

# OPENING CEREMONY

## MINNESOTA FCCLA

**PRESIDENT:** *(Give rap with the gavel with signals the officers and members to stand)* We are the Minnesota Family, Career and Community Leaders of America. Our objective is to help individuals improve personal, family and community living.

**OFFICERS:** Our objectives focus on individual growth, preparation for family life, careers, leadership and action toward a better world.

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

**PRESIDENT:** The Region \_\_\_\_\_ conference of the Minnesota FCCLA is now in session. Let us repeat our creed.

### 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 and 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

**PRESIDENT:** You may be seated.

# CLOSING CEREMONY MINNESOTA FCCLA

**PRESIDENT:** Gives rap with the gavel as a signal for all to stand.

We are challenged to accept the responsibility of  
making today's decisions that affect tomorrow's world.  
Let us repeat our creed.....

## 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 and 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.

**PRESIDENT:** This meeting is now adjourned.

# **Regional Elections**

## **Minnesota FCCLA Opportunities for Elected Office Positions**

### **State Officer - EIGHT POSITIONS**

(must be younger than a senior to run for this position)

Elected at State Conference by interview, test & voting delegates

### **Region Office - FOUR POSITIONS IN EACH OF THE REGIONS**

(must be younger than a senior to run)

Elected at State Conference by test & voting delegates

### **Junior High Council Member - ONE POSITION PER REGION**

(must be in grades 6, 7, 8, 9 when serving this term)

Elected at State Conference by test & voting delegates

### **State Peer Education Team**

(must be younger than a senior to run for these positions)

Selected at State Conference through interview

## **Running for Office**

Who can run for office?

- \* Any student in grades 5-11 who has taken a course in Family and Consumer Sciences

## **Qualifications & Standards**

- Dependable and responsible; meets all obligations and duties.
- Mature and able to communicate and get along well with other people.
  - Have an interest in the knowledge and ideals of the FCCLA organization.
  - Make FCCLA a priority for the year.
  - Promote the image youth as leaders.
- Family, principal, and advisor understand FCCLA and the responsibilities the candidate would have as officer.
- Be willing to follow code of conduct.
- Supported and recommended for candidacy by the chapter, advisor, school and administrator



## **Policy of the Board of Directors**

### **What a region must do to be in good standing:**

1. Elect Officers from at least 3 chapters.  
(Exception- Region 7 due to geographic challenges)
2. All Officers and All Advisors must attend Summer Leadership training.
3. All Officers and All Advisors must attend the State Fall Delegate Assembly and host regional mid winter meetings.
4. The Regional Officers must work with the State Officer coordinating their set of officers. The region is encouraged to donate to FCCLA
5. All Officers and All Advisors must participate in State Conference- Elections, Regional tasks, meeting of Officers.

If a region is not in good standing, they will be notified that they are not in good standing and need to respond to these options.

- 1) Disperse the chapters into a nearby region.
- 2) Seek to elect officers from 3 chapters by one month from the state conference.
- 3) Correct their omissions by one month's time.
- 4) If not, the state Board for Directors will determine the best path for the region.

### **Candidates for Regional Officer Policy.**

Candidate policy: By March 1<sup>st</sup> deadline, any region without enough candidates for a full team will be notified. A one-week extension will be granted.

By March 30, the region not having 4 or more candidates will be contacted and told that their region is being merged into the adjoin region. A chapter may choose which region they will be joining.

The chapters will meet with the new region at state conference. The previous region will no longer exist and will not meet as a region.

Current regional officers will attend and participate in conducting the Region meeting they are joining.

The regional funds will be dispersed to the region by a formula of the chapter's intent to go to a new region.

For example: If 1/3 of the chapters are going to Region A and 2/3 of the chapters are going to Region B, the funds will be dispersed in that manner. This is following any other pending fund responsibilities have been met.

This is a new policy that will need to be communicated to the regions and chapters and talked about at Fall Regional meetings.

## **PRELIMINARIES OF ELECTIONS**

1. Send application blanks for region officer to all chapters. Send Junior High council blanks to all junior/middle school chapters plus combined junior/senior high chapters.
2. Applications are checked to see if the chapter is eligible to submit a candidate to run for that office; i.e. - 9th grader or above cannot run for junior high council.  
Application blanks are checked to see that they have all the required signatures.
3. A deadline is set for accepting applications or some will come in the morning of the conference and expect to run.
4. Upon receiving nomination blanks for Region Office and Junior High Council, each candidate is sent further specific information. This information could include:
  - a schedule of events on election day for the candidate.
  - questions which might be asked of the candidate.
  - topic for a short prepared speech to be presented in front of the entire delegate assembly or voting delegates.
  - responsibilities of Region Officer and Junior High Council Member.
5. At the State Conference officer candidates will be expected to appear at the region meetings. They will either present a pre-assigned "speech", creative ad, etc. or they will answer questions. The questions are sent to each region by the Executive Director.
6. Each candidate will take a written organization fact test. This is developed at the state level; the same test is given to each region officer & JHC candidate.
7. Each election will include a formal voting delegate session. The candidates will be asked to do one or more of the following:
  - deliver a short prepared speech
  - answer several questions "on the spot" in front of the delegate assembly.
  - allow candidates to be questioned in a large group, making sure all candidates are asked at least one question.
8. Each chapter will choose a voting delegate to the Region Officer voting delegate assembly. In addition to this, each chapter that has members in 8th grade or below will appoint an additional voting delegate for the Junior High Council.

# REGION OFFICER ELECTION PROCEDURE

1. Applications will be sent out by the State Office before state conference.
2. Each chapter may run one candidate for a Region Officer unless candidate numbers are determined too low to make a complete officer team, then more than one candidate per chapter will be allowed
3. When filling out an application the candidate will be asked to list in order of preference for the Regional Offices. The officer receiving the most votes will receive the first preference; the officer receiving the second most votes will receive their first available preference, and so on.
4. Send in completed application to the state office by a set deadline..
5. Information will be sent shortly after the applications deadline telling specific instructions for preparations.
6. Candidates will have to prepare some type of stage presentation, take a test on FCCLA facts and be prepared for the formal voting delegate session.
7. Region Officers will be announced and installed at State Conference.

## CHECKLIST FOR PREPARING A STUDENT TO RUN FOR OFFICE

- \_\_\_\_\_ 1.Candidate confers with advisor about responsibilities and expectation of the office.
- \_\_\_\_\_ 2.Candidate completes candidate application form (including school administration approval) and understands code of conduct.
- \_\_\_\_\_ 3.Candidate/Advisor mails form to the state office by designated deadline.
- \_\_\_\_\_ 4.Candidate prepares self with knowledge of FCCLA organization and ideas for carrying out responsibilities of office for which he/she is running.
- \_\_\_\_\_ 5.Candidate prepares appropriate requirements for election procedure (such as: stage presentations, test, interview process, voting delegate session.)
- \_\_\_\_\_ 6.Candidate/advisor/chapter constructively critique candidate's preparations.
- \_\_\_\_\_ 7.Advisor arranges for attendance at state meeting.
- \_\_\_\_\_ 8. Candidate/advisor hold a post-election evaluation meeting.

# ELECTION RULES

1. Each region sets up a House of Delegates for the purpose of electing new Region Officers and State Junior High Council members.
2. All chapters attending the meeting should appoint a voting delegate for the House of Delegates that elects Region Officers
3. Each junior high/middle school and combined junior/senior high chapter should appoint an additional voting delegate in grade 9 or below to serve as the delegate to that House of Delegates that elect State Junior High Council.  
i.e. Each Overshoe Senior Chapter grades 10-12 has 1 voting delegate, only, that goes to Region Office House of Delegates.  
West Lowbridge High grades 7-12 appoints 1 member to attend Regional Office House of Delegates. One 9th grader or under member to attend Junior High Council House of Delegates.
4. Each delegate should receive a Xeroxed copy of the portion of the candidates' application question 1-8 and 2 questions they answered. This sheet should contain only first name, appointed number and no mention of hometown and chapter.
5. Each delegate should have a question sheet and know the answers for fact questioning. An officer running the session will go through the correct answers. The thought questions have no "right" answer.
6. A fact test is given to each candidate. Results should be posted in voting delegate session.
7. Each voting delegate for Region Office will vote for three candidates. The candidate has indicated his/her choice of office on the nomination blank. The highest vote winner will get his/her first choice. The second highest vote winner, etc. his/her first choice if it has not already been selected. The third place winner gets the remaining office. Each voting delegate of Junior High Council House of Delegates will vote for one candidate.
8. Announcement and installation of new officers will be made sometime during the Mid-Winter Conference.
9. The Regional Officers elections and JHC elections should be done with written ballots. Candidates should be listed by first name and number.

## What to do in the event of a tie

The candidate with the higher test score will become the new Region Officer

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# INSTALLATION CEREMONY

Occurs during State Conference- This may be altered depending on the State Conference schedule.

## Arrangements:

1. Installing officers may form a semi-circle behind a table in the order of the president, vice-president, secretary, treasurer, and JHC. The incoming officers stand behind the corresponding installing officers.
2. The installing officers are the outgoing officers.
3. Eight white candles are on the table - these represent the eight purposes of the organization. One red candle is behind these, representing the flame of family and consumer sciences.
4. The flower, emblem and colors of the organization are used in decorating the room.
5. Soft music may be played during the ceremony, if desired. Officers and officers-elect may go to their places while the soft music is being played.
6. The room should be dark except for the lighted candle representing the flame of family and consumer sciences.

## INSTALLATION CEREMONY

**President:** Region \_\_\_\_\_ of the Family, Career and Community Leaders of America is in regular session to install our officers. As the present leaders, we will relinquish our officers to the officers-elect. You, as members, will witness their promise to lead our organization onward.

We have before us the light of Family and Consumer Sciences—a light that radiates throughout the world. This is the light of our ideals and our purposes, which enables us to make our homes, communities, nation, and world a happier place in which to live.

**Speaker I:** (*Light first candle from red candle*) This candle is a symbol of one of our purposes to provide opportunities for self-development and preparation for family and community living and for employment.

**Speaker II:** (*Light candle*) This symbolizes our second purpose - to strengthen the function of the family as a basic unit of society.

**Speaker III:** (*Light candle*) This candle symbolizes our third purpose - to encourage democracy through cooperative action in the home and community.

**Speaker IV:** (*Light candle*) This candle symbolizes our fourth purpose - to encourage individual and group involvement in helping achieve worldwide brotherhood.

**Speaker V:** (*Light candle*) This candle symbolizes our fifth purpose - to institute programs promoting greater understanding between youth and adults.

**Speaker VI:** *(Light candle)* This candle symbolizes our sixth purpose - to provide opportunities for decision-making and for assuming responsibility.

**Speaker VII:** *(Light candle)* This candle symbolizes our seventh purpose - to become aware of the multiple roles of men and women in today's society.

**Speaker VIII:** *(Light candle)* This candle symbolizes our eighth purpose - to develop interest in family and consumer sciences, family and consumer sciences careers and related occupations.

**President:** The following officers have been elected as Region #\_\_\_ officers of Family, Career and Community Leaders of America for the year \_\_\_\_\_. *(President reads officer and officer-elect names in the following order: President, Vice President, Secretary, Treasurer and Junior High Council.)*

During the past year we, as officers of the Family, Career and Community Leaders of America, have fulfilled our responsibilities to the best of our ability.

The officers-elect must realize that a great honor is being bestowed upon you. The pledge of your office signifies your willingness to lead our organization onward.

*(Each officer will step forward with his/her officer-elect in this order: Junior High Council, Treasurer, Secretary, Vice-President, and President.)*

**President:** Will the new officers please come forward?

**Officer:** The new officers are \_\_\_\_\_.  
Do you accept the office and promise to faithfully perform all the duties belonging to this office?

**Officers-Elect:** Yes, we solemnly promise to the best of our abilities, faithfully perform all the duties belonging to this office for which we have been elected.

**President:** You have heard the pledge that the officers have made. It is important that each member assists these officers in the performance of their duties. As members, we believe you are capable of carrying out these duties and have faith and confidence in your ability to lead the organization onward. As members of the Family, Career and Community Leaders of America do you accept these newly elected officers? If so, repeat after me:

**Members:** Yes, as member we have faith that these officers can lead our organization onward.

**President:** Will the President-Elect please come forward?  
The office of President is one of great responsibility. You will want to be pleasant, firm, impartial, considerate, and a real friend to every member of the organization. As incoming President of Region \_\_\_\_\_ of Family, Career, Community Leaders of America, do you accept the office of President and promise to perform all the duties belonging to the office for which you have been elected?

**President-Elect:** Yes, as President, I solemnly promise I will, to the best of my ability, faithfully perform all the duties belonging to the office for which I have been elected.

**President:** By giving you this gavel, I relinquish to you the position of President of the Region \_\_\_\_\_ of Family, Career and Community Leaders of America. We are confident that the organization will continue to make progress under the leadership that you and the other officers will provide.

# Resources



## **FCCLA State Office**

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

MN FCCLA  
P.O. Box 131386  
Roseville MN 55113

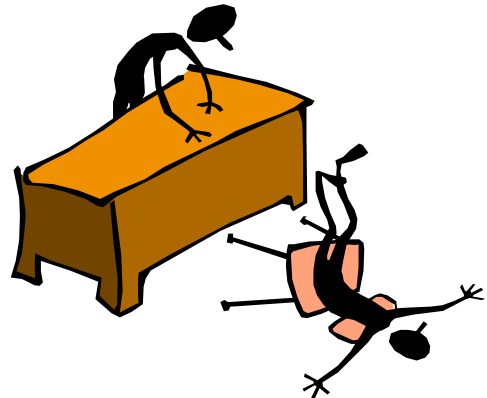
[www.mnfccla.org](http://www.mnfccla.org)

Wendy Ambrose-Executive Director  
651-330-2950

[Wendy.Ambrose@state.mn.us](mailto:Wendy.Ambrose@state.mn.us)

Shelly Barrett-Membership Services Coordinator  
651-330-2855

[Shelly.Barrett@state.mn.us](mailto:Shelly.Barrett@state.mn.us)



## **National FCCLA**

Family, Career & Community Leaders of America, Inc.  
1910 Association Drive  
Reston VA 20191

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

703-476-4900

## **Minnesota FCCLA Supply Service**

Becky Lieser  
13440 Zumbrota Street  
Ham Lake MN 55304

612-755-8789

