



Colorado Family and Consumer Sciences Lesson Plan



FACS State Course Name: All FACS Classes	
Unit:	Lesson: Fall Colorado Comments Literacy
Competencies/Purpose: Students will practice their literacy skills through exploring the Fall 2015 Colorado Comments.	
Time Needed: 50 – 90 Minutes	Author: Robert Van Dyke
FACS Standards (Colorado and National):	
<ul style="list-style-type: none"> Evaluate reasoning for self and others Analyze practical reasoning components Implement practical reasoning for responsible action in families, workplaces and communities 	
Colorado Academic/Model Content Standards (CDE):	
<ul style="list-style-type: none"> RWC10-GR.10-S.1-GLE.2-EO.a Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively RWC10-GR.11-S.1-GLE.1-EO.e Identify, explain, and use content-specific vocabulary, terminology, dialect, or jargon unique to particular groups, perspectives, or contexts (such as social, professional, political, cultural, historical or geographical) 	
Objectives- Upon completion of this lesson, students will:	
<ul style="list-style-type: none"> Demonstrate and improve reading skills, including reading, comprehension, and meanings Discover the basics of the 2015-2016 Colorado FCCLA Program of Work 	

Instructional Strategies:

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| <input type="checkbox"/> Assigned Questions | <input checked="" type="checkbox"/> Discussion | <input checked="" type="checkbox"/> Peer Learning |
| <input type="checkbox"/> Brainstorming | <input type="checkbox"/> Drill & Practice | <input checked="" type="checkbox"/> Problem Solving |
| <input type="checkbox"/> Case Study | <input type="checkbox"/> Field Trip | <input checked="" type="checkbox"/> Reading for Meaning |
| <input type="checkbox"/> Computer Assisted Instruction | <input type="checkbox"/> Inquiry | <input type="checkbox"/> Research Projects |
| <input type="checkbox"/> Concept Attainment | <input type="checkbox"/> Interviewing | <input type="checkbox"/> Role Playing |
| <input type="checkbox"/> Concept Mapping | <input type="checkbox"/> Jigsaw | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Conducting Experiments | <input type="checkbox"/> Journal Writing | <input checked="" type="checkbox"/> Storytelling |
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Laboratory Groups | <input type="checkbox"/> Think, Pair, Share |
| <input checked="" type="checkbox"/> Debates | <input type="checkbox"/> Learning Centers | <input type="checkbox"/> Tutorial Groups |
| <input checked="" type="checkbox"/> Demonstration | <input type="checkbox"/> Lecture | <input checked="" type="checkbox"/> Writing to Inform |

Tools, Equipment & Supplies:

- Computers (access to computers, students in groups.)
- Construction Paper
- Markers, Scissors, etc.
- Paper
- Printer(s)
- Other Post it notes, note cards

Resources:

- Handouts
- Textbook pgs.
- Multimedia
- Overhead Masters
- Workbook pgs.
- Other

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Activities of Lesson

Introduction of Lesson:

One Word Statements

1. Divide students into groups of 5 students and give each student 5 note cards
2. Explain that each group is to create a statement to address the following prompt:
 - a. Teenagers are often underestimated because...
3. Group members are not allowed to talk during this activity and are only able to write 1 word on each note card
4. Each student is only allowed 5 note cards and are not allowed to give another student their cards
5. Have groups share their answers aloud when finished
 - a. Discussion is a great way to extend this activity
6. Explain that this activity demonstrates how one person and one word can make a difference in our world

Exploring the Content (Lesson):

Discover the Colorado Comments

1. Introduce Colorado Comments to students as the official newsletter of Colorado FCCLA written by your state officers to help guide members through The Difference is 1...
2. Provide students with the Fall 2015 Colorado Comments and Thermometer of FCCLA Worksheet
3. Re-iterate that today's lesson will use Colorado Comments to help them understand how they can start their FCCLA journey
4. Assign reading based on personal method of choice and have students complete the worksheet (***except the statement on the bottom***)

The following activities are extension activities after reading the Colorado Comments to spark interest in FCCLA. Pick and choose which activities you would like students to complete.

My Power of One

1. Hand out the My Power of One worksheet to each student
2. Students will first write their name in the center of the paper
3. Students will then write characteristics about each of the 4 categories surrounding the center
4. Student will finish with writing 1 goal for each of the 4 categories

Students may go on to complete 1 or more of the goals and gain state or national recognition with FCCLA. Learn more on the [Power of One webpage](#).

Jana's Tug-A-War

1. Explain Colorado FACS and FCCLA are partnering with Jana's Campaign to educate Colorado teenagers on how to have successful relationships
2. Show [Jana's Story](#) video and explain the need for healthy relationship education
3. Give each student 1 post-it type note and have them write their name on it
4. Write the following sentences on the board-one on each side of the board
 - a. Relationships are influence primarily by family/ peers
 - b. Relationships are influence primarily by the media

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Activities of Lesson

5. Each student will have to choose a side and stick their post-it type note on the board
6. Group students based on their answers and challenge them to come up with 5 examples to support their stance on the topic
 - a. Groups are to choose 1-3 students to act as speakers for the group
7. Have the two groups debate using the examples but challenge each student that they can change their side any time during the debate based on the information shared
8. End by explaining that this is one of those no correct answer questions and thank the students for their willingness to participate

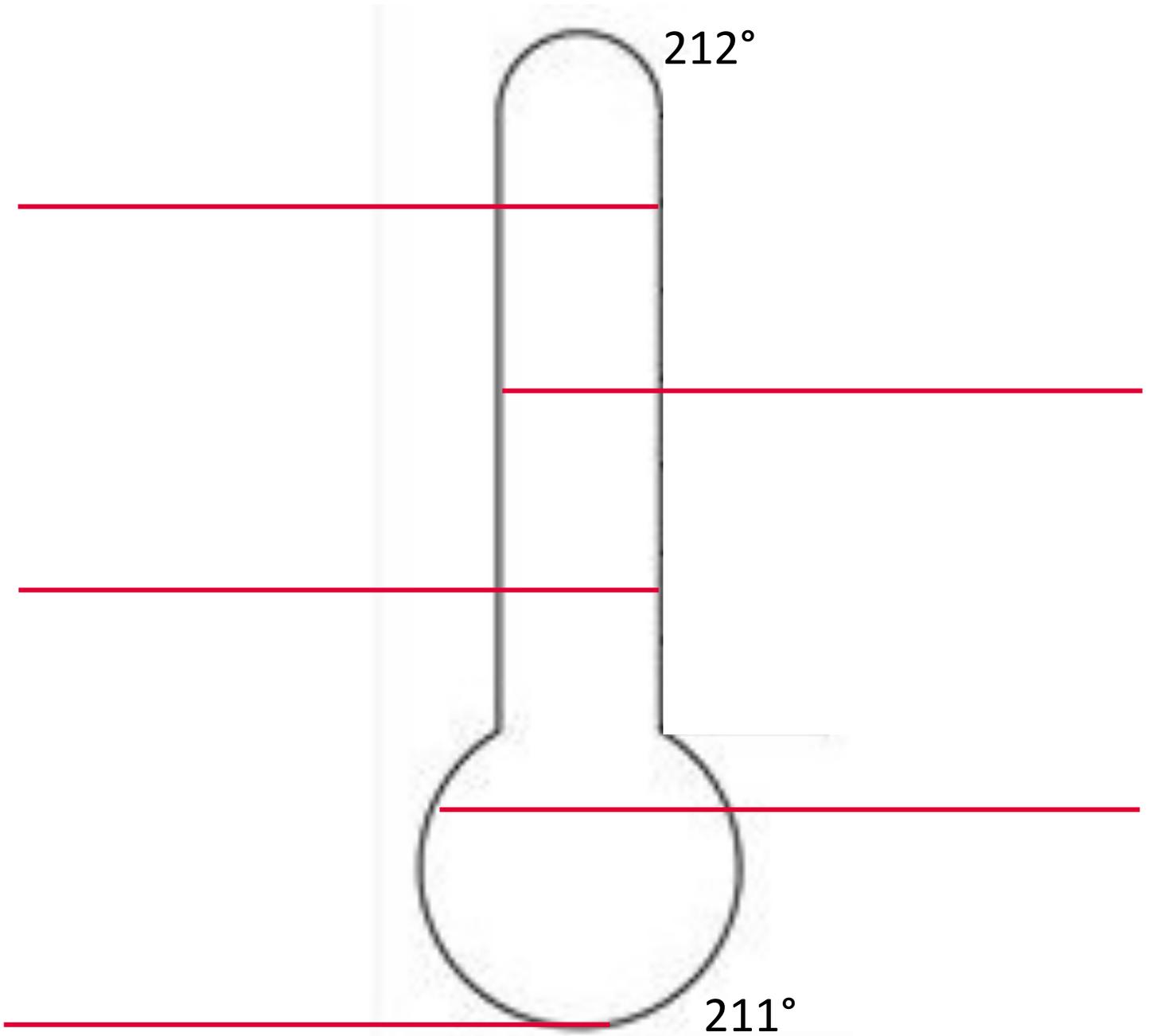
Closing of Lesson:

My Temperature

1. Summarize the goal of the days lesson was to discover how one person can make a difference with FCCLA
2. Students need to complete My Temperature statement on the bottom of the Thermometer of FCCLA Worksheet

Thermometer of FCCLA

Directions: Fill out 5 facts about FCCLA as you read the 2015 Colorado Comments to fill up the thermometer. You must use facts from at least 5 different articles from separate pages of the newsletter.



My Temperature

Directions: When your teacher tells you to, write down 1 small thing that you can do to make a difference in your personal life or family or community.

My Power of One

My Family

My Name

My Future Career

My Leadership

My Physical Body

