FCCLA Planning Process
Summary Page Template

IDENTIFY CONCERNS: At a young age, many people struggle to handle conflict effectively, which can often let emotions take control of their reactions or they entirely avoid the issue. Since conflict is a lifelong reality, crossing physical, mental, and emotional challenges, it is quite essential to learn and understand how to manage conflict without making situations worse. This provides both adults and young people with ideas and examples for resolution, which prepares them for success in their families, society, and careers

Connection to FCCLA and FACS: Purposes for FCCLA- To promote personal growth and leadership development, foster a greater sense of understanding between youth and adults, and strengthen the family unit.

FACS Class- The effects of poor conflict resolution can be personally and professionally harmful to one's self, peers, and as a leader to others. FACS is a foundation that teaches life skills for independent living. Whether that is nutrition, cooking, or financial management. FACS aims to help manage home and work lives for individuals and families. Also, it provides information for students to receive knowledge and skills that will help them throughout their lives and careers

SET A GOAL: Plan 3 ways of finding research or information: **Use FCCLA Planning Process**

1. Research through credible, valuable, and accurate websites: college websites, scientific websites, research websites, etc…) to learn about confrontation and how it can be resolved.
2. Gather Information from local specialists about how confrontation can be solved: counselors, leaders (anyone who is put in a leadership position, for example a principal, or boss of an office, or place of business)
3. Researching though confrontational moments in history that worked out as a positive outcome and had a positive start, and how it has influenced ways of positive conflict resolution today and how it can be used.

Goal 1. Use the FCCLA Planning Process to organize the project.

Goal 2. Set up in person or email meetings with specialists to receive and learn information about the topic.

Goal 3. Involve FCCLA advisor in the Instructional Video Design information and process.

Goal 4. Connecting FACS Education

.Goal 5. Next Steps- Develop a safe, appropriate, educational video that teaches the ways to handle conflict for young adults and why it is important.

FORM A PLAN (WHO, WHAT, WHEN, WHERE, HOW, COST, RESOURCES, AND EVALUATION)

Who: Involve school leaders and day to day leaders through interviews for research and learning.

What: Step 1.) Email professional leaders for interviews, create times and dates and permission. Step 2.) Do more research through websites and credible sources. Step 3.) Start to create videos and add information.

When: By the end of the first semester, I plan to complete my research on confrontation. During Christmas break, I will draft my script for the documentary, putting my findings together into an educational lesson. In early January, I will record the audio and begin adding effects, transitions, and visuals. I will finalize my project paperwork and citations while meeting with my FCCLA advisor to help with what I can add or change with my final project.

Where: Centauri High school, FCCLA Chapter Meetings, and Leadership conferences I have attended before with Centauri High School Student Council locally in La Jara, Colorado.

How: Using leadership, communication, technology, and research skills to interview, research, report, and create an educational video on conflict resolution.

Resources: Capcut, Canva, Samsung Voice Recorder

Evaluation: Collect data and information within notes from interviews and research to create instructional video.

ACT

1.) Gather information through interviews and credible sources.
2.) With all information gathered, create a script with every piece of information I have learned for the audio for the instructional video to
3.) Start to create video on video maker CapCut with music, audio, and visuals.
4.) Finish project, review credibility, grammar, and make sure it follows standards and rubric.

FOLLOW UP: While creating this project on handling conflict, I have been able to learn and reflect on how I personally handle and see conflict. I have learned that conflict is one of the most significant things that people deal with in their lives. By doing this project, I have already used different tactics and different strategies of thinking when faced with conflict. I also have learned how to navigate the video creation process, altering images, music, and audio to best meet my needs. If I were to extend this project, I would conduct visual research into the everyday lives of people and dive deeper into how conflict can be either positive or negative. I would also conduct a study where, throughout the year, I use the strategies I learned from this project and compare my outcomes to how I would normally handle conflict. Conflict is an important subject that not only young adults should be aware of, but especially people in positions of leadership. When leaders use conflict strategies, we progress as people; however, if a leader is not effective when handling conflict, it can weaken our growth. To ensure that our professional lives, schools, and families move in the right direction, it is important to understand and learn about better choices when it comes to conflict.