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ABSTRACT

Intended for vocational educators--new teachers, teachers returning to the profession, experienced classroom teachers, and cooperative work experience coordinators--this handbook is designed to show what the student can gain from the experience of membership in vocational youth organizations and give guidance to the teacher/advisor in chapter development and management. Six major sections are included: (1) Planning Chapter Activities to Be an Integral Part of the Curriculum (covers various information on organizing a student chapter, including the names and purposes of six national vocational student organizations and contacts for additional information about specific vocational youth organizations), (2) Being an Effective Advisor (includes information/guidelines on chapter classroom activities), (3) Promoting Membership, (4) Raising Funds for Chapter Activities, (5) Working with Public Relations, and (6) Using Community Resources Effectively. Fourteen charts are also included. (HD)

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ILLINOIS VOCATIONAL YOUTH ORGANIZATIONS

LOCAL ADVISOR'S HANDBOOK



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ILLINOIS COORDINATING COUNCIL FOR VOCATIONAL YOUTH ORGANIZATIONS

CONTENTS

Preface	iv
What This Book Is All About	vii
1 - PLANNING CHAPTER ACTIVITIES TO BE AN INTEGRAL PART OF THE CURRICULUM	1
Why Consider a Vocational Youth Organization?	1
Available Vocational Youth Organization	3
Contacts for Additional Information About Specific Vocational Youth Organizations	5
How a Teacher/Advisor Organizes a Chapter	8
How a Chapter is Formed Through Student Participation	9
How Chapters Can Be Organized	10
Guide for Getting Started	14
2 - BEING AN EFFECTIVE ADVISOR	15
Necessary Groundwork - Selling Chapterwork	16
Chapter Activities = Classroom Activities	17
Planned Beginning = More Involved and Aware Students	21
A Well Managed Student Chapter = Student Growth	24
3 - PROMOTING MEMBERSHIP	28
There Is Always Something Going On	28
Promoting Membership	28
Awards Program = Increased Interest	30
Promote Through Vocational Youth Organization Week	31
4 - RAISING FUNDS FOR CHAPTER ACTIVITIES	32
Making Money is Educational	32
Transfer Responsibility to Students	32
So Your School Says You Can't Raise Funds!	32
Select Fund Raising Activities That Have Meaning	32
What If Students Refuse to Pay Dues?	36
Keep Useful Records	36
5 - WORKING WITH PUBLIC RELATIONS	39
Public Relations Cannot Be Neglected	39
But There Is Not Time for PR!	39
Transfer Responsibility to Students	41
Helpful Hints to Students on "How-To-Do-It"	41
How Are News Services Used?	45
I Don't Know Where to Start: A Formula for a Beginning	46
6 - USING COMMUNITY RESOURCES EFFECTIVELY	48
The Community Is Part of the School	48
How Are Community Resources Used?	49
What Resources Do I Consider?	50
Serve and Recognize the Community If Their Support Is Wanted	51
Where to Go for Additional Help	51
REFERENCES	55

CHARTS

Number	Page
1 - Relationship of Classroom, Youth Organization, and Supervised Occupational Experience	1
2 - Chapter Activities Provide Experiences That Lead To Employable Skills and Attitudes	2
3 - National Vocational Student Organizations	3-4
4 - Multi-Chapter Organization Benefits	10
5 - Steps in Organizing a Chapter	11
6 - Multi-Chapter Example #1	11
7 - Multi-Chapter Example #2	12
8 - Selecting the Vocational Youth Organization	12-13
9 - Chapter/Classroom Suggestions for the Advisor	15
10-Selling the Concept of Chapter Activities	16
11-Basic Parliamentary Procedures	23
12-Awards Program Guidelines for the Advisor	31
13-Criteria for Fund Raising	34
14-Public Relations Resources	42

PREFACE

The Illinois Coordinating Council for Vocational Youth Organizations (ICCVYO) was organized in April, 1975, for the purposes of promoting and expanding vocational youth organizations as an integral part of the total educational curriculum. In August, 1975, the Council was officially recognized by the Illinois Office of Education, Department of Adult, Vocational and Technical Education (DAVTE).

Council activities have included providing support for youth organizations on the state level and developing practical materials for use at the local level. A contract with the Department of Adult, Vocational, and Technical Education was written and approved to 1) develop this handbook of

leadership materials for the continuing and beginning advisors of all Illinois vocational youth organizations and 2) organize a leadership training workshop on "Using Vocational Youth Organizations As An Instructional Aid" for selected representatives of all vocational youth organizations.

The Council membership consists of adult representatives from each of the six vocational youth organizations in Illinois (DECA, FBLA-PBL, FFA, FHA-HERO, IOEA, and VICA). In addition, the state youth organization advisors from the DAVTE are ex officio nonvoting members. Council members include:

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This handbook was developed by the Council under the direction of Harriett Lindstrom, assistant project

director. The following teacher/advisors provided additional input at a leadership training workshop.

Distributive Education Clubs of America

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Leona Digby
Edward French
Robert Krauss
Vince McGirr

Rockford West
Harlan High School
Crystal Lake High School
Alton High School
Joliet West

Rockford
Chicago
Crystal Lake
Alton
Joliet

Future Business Leaders of America

Tom Davenport
Willie Freeman, Jr.
Pauline Langer
Ron Larner
Wm. E. Merzlicker
Virginia McAfee
Darlene Shannon
Cleta Whitacre

Illini Bluffs High School
Richards High School
Carrollton High School
Liberty High School
Waukegan East High School
Decatur Vocational Center
Steeleville High School
Marion High School

Glasford
Chicago
Carrollton
Liberty
Waukegan
Decatur
Steeleville
Marion

Future Farmers of America

Phil Brown
Keith Clement
Al Dietz
Michael W. Donnan
Mike Duffy
Richard Dunn
Larry L. Fischer
Joe B. Hall
Tom Hammer
Larry Kraft
Gerald Mayberry
Allen Merriman
Ted Mottaz
Don Prather
Wm. Allen Ritter
Walt Swearingen
Mike Wachter
Miles Young

Harvard High School
Alwood High School
Malta High School
Ashland High School
Streator Twp. High School
Newark High School
East Pike High School
Putnam Co. High School
Erie High School
Columbia High School
Carlinville High School
Galena High School
Rova High School
Clinton High School
North Clay High School
Gibson City High School
Easton High School
Colchester High School

Harvard
Woodhull
Malta
Ashland
Streator
Newark
Milton
Granville
Erie
Columbia
Carlinville
Galena
Oneida
Clinton
Louisville
Gibson City
Easton
Colchester

Future Homemakers of America — Home Economics Related Occupations

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Carol Carter	Sycamore High school	Sycamore
Beth Fleshman	Athens High School	Athens
Margaret Fosse	Wauconda High School	Wauconda
Wilma Gehrke	Mazon High School	Mazon
Norma Gill	FHA-HERO Executive Secretary	Bloomington
Marilyn Jenkins	Stagg High School	Palos Hills
Geraldine Marrs	Homer High School	Homer
Faye Mize	Dongola High School	Dongola
Amy Paschedag	Civic Memorial High School	Bethalto
June Patchett	Shiloh High School	Hume
Mary Pearson	Southern High School	Stronghurst
Ruth Quisenberry	Heyworth High School	Heyworth
Jean Sachs	Chicago Board of Education	Chicago
Bonnie Wachter	Mt. Pulaski High School	Mt. Pulaski
Janis Walter	Rushville High School	Rushville
Judy Wilkinson	Waterloo High School	Waterloo

Illinois Office Education Association

Jack L. Adams	Chicago Board of Education	Chicago
Mary Jane Burke	Bogan High School	Chicago
Ronald W. Ciastko	Thornton Fractional High School	Calumet City
Mary Dziekan	Curie High School	Chicago
Kathy Gary	Libertyville High School	Libertyville
Edward Mitchell	Moline High School	Moline
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Phi Beta Lambda

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James E. Moore	Kennedy-King College	Chicago
Connie Smudrick	Kaskaskia College	Centralia
Dr. Ronald Vaughn	Western Illinois University	Macomb

Vocational Industrial Clubs of America

A. Dale Adams
Dick Ballance
Don Bauc
Mario Capecci
Lou DeRango
John Griffith
Wayne P. Johnson
Barb Moffat
John A. Moffat
Dean Oehler
Thomas L. Oestriecher
Ted Price
Lynn P. Shumacher
Ralph B. Thompson
Donald Wolf

Glenbard West High School
Beardstown High School
Thornridge High School
Glenbard East High School
Auburn High School
Wheeling High School
Pekin Area Vocational Center

Bloom Twp. High School
E. Alton-Wood River High School
Sycamore High School
Eisenhower High School
Rich South High School
John Marshall High School
Paxton High School

Glen Ellyn
Beardstown
Dolton
Lombard
Rockford
Wheeling
Pekin
Chicago Heights
Chicago Heights
Wood River
Sycamore
Blue Island
Richton Park
Chicago
Paxton

WHAT THIS BOOK IS ALL ABOUT

This handbook is for vocational educators — new teachers, teachers returning to the profession, experienced classroom teachers, and cooperative work experience coordinators. Assuming that chapter activities are to be an integral part of the total curriculum, the purposes of this handbook are to: 1) show what the student can gain from the experience of membership and 2) give guidance to the teacher/advisor in chapter development and management. With the use of this handbook a teacher/advisor should expect to be able to:

1. use more effectively the chapter as a significant teaching tool in the classroom.
2. supervise a process of chapter oriented planning and integration into the total program.
3. recognize the benefits and educational value of a class/chapter.
4. find guidance and support in establishing a chapter.
5. coordinate chapter-oriented units with existing curriculum.
6. identify the common elements and differences of a class and chapter and use this information when planning programs.
7. obtain guidance in managing a chapter along with other teaching responsibilities.
8. reach potential members through a written organized approach.
9. plan for effective student/teacher use of community resources in chapter activities.
10. plan classroom techniques to increase the amount of chapter participation in class.

PLANNING CHAPTER ACTIVITIES TO BE AN INTEGRAL PART OF THE CURRICULUM

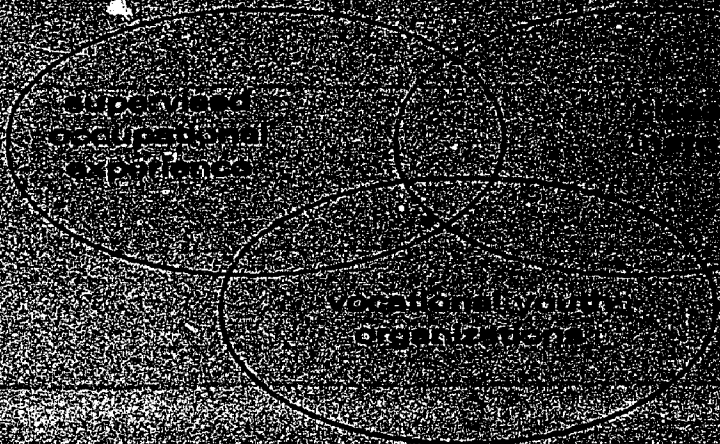
WHY CONSIDER A VOCATIONAL YOUTH ORGANIZATION?

The statement "vocational youth organizations are an integral part of vocational education" is frequently heard. What does it mean? How can a vocational youth organization be developed in the vocational classroom? Why is this important?

Being an integral part means vocational youth organizations are not an add-on to the curriculum, but are an integral part of the curriculum. In the American context, the vocational youth organization is an integral part of the curriculum.

CHART 1

RELATIONSHIP OF CURRICULAR ACTIVITIES AND SUPERVISED OCCUPATIONAL EXPERIENCES



Classroom instruction involves the organized presentation and application of knowledge, skills and attitudes. Supervised occupational experiences require the individual student to apply in an actual work setting the knowledge, skills, and attitudes acquired through classroom instruction. Vocational youth organization activities are part of classroom instruction and supervised occupational experiences. Integrated chapter activities improve and fit together the existing curriculum.

Vocational youth organizations are not specifically for cooperative work experience students only. The activities of a chapter can be part of the learning experience planned for any vocational class. Vocational education classes such as welding, food, typing and marketing can utilize vocational youth organizations as teaching tools. Also, any student who is interested in vocational education and who meets membership requirements can be a member of a vocational youth organization.

Job skills and procedures are often well defined and structured in the vocational classroom. For example, an individual vocational course such as skills or horticulture can be completed in a short period of time. In contrast, the activities of a vocational youth organization are often more complex and require a longer period of time to complete. For example, a student who is interested in vocational education and who meets membership requirements can be a member of a vocational youth organization. The activities of a chapter can be part of the learning experience planned for any vocational class. Vocational education classes such as welding, food, typing and marketing can utilize vocational youth organizations as teaching tools. Also, any student who is interested in vocational education and who meets membership requirements can be a member of a vocational youth organization.

CHART 2:

CHAPTER ACTIVITIES PROVIDE EXPERIENCES ESSENTIAL TO EMPLOYABLE SKILLS AND ATTITUDES

1. getting along with co-workers
2. respecting authority
3. accepting criticism
4. respecting the rights and dignity of others
5. meeting deadlines
6. working with supervisors
7. taking directions
8. communicating clearly
9. taking initiative
10. being punctual
11. assuming responsibility
12. _____
13. _____
14. _____

Vocational youth organizations make vocational learning more effective by providing for invaluable experiences in group dynamics that enable a student to accept himself within the total group situation. Chapter activities can also provide for the development of leadership, development of self-reliance, promotion of standards of excellence, encouragement of broader educational experiences, and encouragement of cooperative efforts. In addition, vocational youth organizations provide motivation toward the development of technical skills through use of techniques such as

contests, recognition events, and awards programs.

Keep in mind that vocational youth organizations should be an integral part of the total vocational program and should be coordinated with the legislation and any regulations by the state or industry. Illinois vocational youth organizations provide leadership and technical development opportunities through programs, contests, and awards to complement and integrate vocational education programs.

VOCATIONAL YOUTH ORGANIZATIONS AVAILABLE

There is a vocational youth organization structure that can be utilized as a teaching tool within the five areas of vocational instruction in the State of Illinois. For applied biological and agricultural occupations, there is the Future Farmers of America (FFA); for business, marketing, and management occupations, there are the Distributive Education Clubs of America (DECA), Illinois Office Education Association (IOEA), and Future Business Leaders of America - Phi Beta Kappa

(IOEA). For students who are interested in industrial occupations, there is the Industrial Education Society of America (IESA). For students who are interested in health occupations, there is the Health Occupations Student Society (HOSS). For students who are interested in the service occupations, there is the Service Education Clubs of America (SECA). For students who are interested in the transportation occupations, there is the Transportation Education Clubs of America (TECA). For students who are interested in the construction occupations, there is the Construction Education Clubs of America (CECA). For students who are interested in the arts and crafts occupations, there is the Arts and Crafts Education Clubs of America (ACECA). For students who are interested in the home economics occupations, there is the Home Economics Education Clubs of America (HEECA). For students who are interested in the cosmetology occupations, there is the Cosmetology Education Clubs of America (CECA). For students who are interested in the dental occupations, there is the Dental Education Clubs of America (DECA). For students who are interested in the medical occupations, there is the Medical Education Clubs of America (MECA). For students who are interested in the nursing occupations, there is the Nursing Education Clubs of America (NECA). For students who are interested in the pharmacy occupations, there is the Pharmacy Education Clubs of America (PECA). For students who are interested in the veterinary occupations, there is the Veterinary Education Clubs of America (VECA). For students who are interested in the welding occupations, there is the Welding Education Clubs of America (WECA). For students who are interested in the electrical occupations, there is the Electrical Education Clubs of America (EECA). For students who are interested in the mechanical occupations, there is the Mechanical Education Clubs of America (MECA). For students who are interested in the plumbing occupations, there is the Plumbing Education Clubs of America (PECA). For students who are interested in the carpentry occupations, there is the Carpentry Education Clubs of America (CECA). For students who are interested in the masonry occupations, there is the Masonry Education Clubs of America (MECA). For students who are interested in the bricklaying occupations, there is the Bricklaying Education Clubs of America (BECA). For students who are interested in the stone masonry occupations, there is the Stone Masonry Education Clubs of America (SECA). For students who are interested in the concrete masonry occupations, there is the Concrete Masonry Education Clubs of America (CECA). For students who are interested in the block masonry occupations, there is the Block Masonry Education Clubs of America (BECA). For students who are interested in the brick masonry occupations, there is the Brick Masonry Education Clubs of America (BECA). For students who are interested in the stone masonry occupations, there is the Stone Masonry Education Clubs of America (SECA). For students who are interested in the concrete masonry occupations, there is the Concrete Masonry Education Clubs of America (CECA). For students who are interested in the block masonry occupations, there is the Block Masonry Education Clubs of America (BECA). For students who are interested in the brick masonry occupations, there is the Brick Masonry Education Clubs of America (BECA).

CHART 3:

NATIONAL VOCATIONAL STUDENT ORGANIZATIONS

DECA — Distributive Education Clubs of America



- for students who are interested in marketing and distribution occupations
- has a program of instruction which teaches marketing, management and related subjects

Public Buildings and Public Works

for the year ending 31st March 1964

The Public Buildings and Public Works

The Public Buildings and Public Works

The Public Buildings and Public Works

The Public Buildings and Public Works

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The Public Buildings and Public Works

Send the following card to the appropriate state advisor, page iv, or state executive director, secretary, or chairperson, page 5, for additional affiliation information.

I am interested in being a/an _____ advisor.

Please send informational materials as well as the name of an advisor in my area that I could contact for additional information.

Name _____

School Address _____

Phone Number _____

Return Address

Stamp

HOW A TEACHER / ADVISOR ORGANIZES PARENTS

Step 1

Decide which kind of organization you want to set up for the program and school. See page 22 for more.

Step 2

Formulate the organization's goals, objectives, and mission statement. See page 23 for more.

Step 3

Choose the name of the organization.

Step 4

Develop a governing body. This body will be responsible for the organization's overall direction and for the day-to-day management of the organization. See page 24 for more.

Step 5

Develop a budget. This budget will be used to determine the organization's financial needs and to set priorities for the organization's activities. See page 25 for more.

Step 6

Determine the organization's membership. This will include parents, teachers, and other staff members who are interested in the organization's goals and objectives. See page 26 for more.

Step 7

Contact and recruit members from organizations and representatives of the community, including individual educators. See page 27 for more.

HOW A CHAPTER IS FORMED THROUGH THE YEARS

STEP 1

Call on the individuals who have been successful in forming a chapter in their area. They should be familiar with the process and the requirements of the organization. They should be able to provide information on the organization's history, its goals, and its needs. They should also be able to provide information on the local market and the potential for a chapter in their area.

STEP 2

1. Form a Committee of Inquiry. This committee should be made up of individuals who are familiar with the organization and its goals. They should be able to provide information on the organization's history, its goals, and its needs. They should also be able to provide information on the local market and the potential for a chapter in their area.

2. Develop a plan with both objectives and promotional materials for the organization.

3. Obtain necessary information and materials for the organization's promotional campaign.

4. Write a proposal of fact and opinion.

5. Hold an organizational meeting with potential members.

6. Plan the conduct of the first meeting.

STEP 3

1. Hold an organizational meeting. This meeting should be held with the organizational committee and potential members. The meeting should be held in a convenient location and should be held at a convenient time. The meeting should be held in a room that is large enough to accommodate all potential members. The meeting should be held in a room that is comfortable and well-lit. The meeting should be held in a room that is accessible to all potential members. The meeting should be held in a room that is convenient to all potential members. The meeting should be held in a room that is convenient to all potential members.

2. Give a clear presentation of the organization's history, its goals, and its needs. This presentation should be given by the individuals who are familiar with the organization and its goals. They should be able to provide information on the organization's history, its goals, and its needs. They should also be able to provide information on the local market and the potential for a chapter in their area.

3. Invite members from established chapters. This should be done by the individuals who are familiar with the organization and its goals. They should be able to provide information on the organization's history, its goals, and its needs. They should also be able to provide information on the local market and the potential for a chapter in their area.

4. Discuss the organization's goals.

5. Make a group decision to organize a chapter and develop a committee to lead the organization's promotional campaign.

6. Obtain committee ratification.

7. Close the meeting by affirming the organization's goals and objectives.

HOW CHAPTERS CAN BE ORGANIZED

Generally, there are single chapters and multi-chapter organizations. In a single chapter, one school and only one adviser are responsible for the entire chapter. In a multi-chapter organization, several schools and advisers are responsible for the entire organization. In a multi-chapter organization, each school and adviser is responsible for only one chapter. An increasingly popular possibility for organization of the multi-chapter organization is to have one adviser in each school and one adviser in each chapter. An example of a multi-chapter would be when all

advisers are responsible for all chapters in a school. In a multi-chapter organization, each school and adviser is responsible for only one chapter. An increasingly popular possibility for organization of the multi-chapter organization is to have one adviser in each school and one adviser in each chapter. An example of a multi-chapter would be when all

CHAPTER 4

MULTI-CHAPTER ORGANIZATION

1. More students involved
2. Younger students help
3. Students work similar activities
4. Classes in school can help
5. Teachers work with similar groups
6. Voluntary work on campus
7. More responsibility for the school and youth organizations
8. _____
9. _____
10. _____

The local advisor must consult the state executive director to determine the qualifications for state and national organizations for chapters. See page 10. Then it is the advisor's responsibility to consult with school administrators and students to determine the organizational structure

and membership of the organization. The advisor and students should determine the organization's leadership potential and the role of students should be the same as in the state organization. The state organization



Being An Effective Advisor

2

The effective advisor believes in student directed learning, is organized, and is flexible in planning. The effective advisor works to become a respected person in the community, thereby building support for youth organization activities. The effective advisor blends the classroom world with the "working" world, and associates and involves students with business, professional, and com-

munity leaders. The effective advisor promotes enthusiasm. For these efforts, the effective advisor receives a lifetime of psychic income.

Chart 9 suggests some chapter/classroom activities from the teacher/advisor viewpoint that would make being an advisor easier.

CHART 9:

CHAPTER/CLASSROOM SUGGESTIONS FOR THE ADVISOR

1. Advise and guide, do not dictate.
2. Positively assume that chapter activities are going to succeed. Know that chapter activities are strong teaching tools. Show enthusiasm.
3. Establish basic groundrules that help students to lead themselves. Hold meetings regularly and conduct meetings in a businesslike manner.
4. Organize activities. Set up chapter files and a library of chapter related materials.
5. Remember that chapter activities are individual and group student activities and **NOT** teacher activities.
6. Use students as class leaders.
7. Develop professional slide presentations about chapterwork in classes.
8. Develop an informational packet to use with the community and other school personnel. Include such things as curriculum outlines, training plans, national headquarter promotions, calendars of work, etc.
9. _____
10. _____
11. _____

23

NECESSARY GROUNDWORK—SELLING CHAPTERWORK

Selling chapter activities to the department chairman, school administrators and the community is an important first step in the organization of a chapter. You may be told that there can be no CLUBS in the classroom and that few students join CLUBS anymore. Keep in mind that vocational youth organizations are not clubs in the traditional sense.

With ingenuity a chapter can work in any situation in spite of rigid rules. Stress that they are integral to the total program and should be considered a very important teaching tool in and out of the classroom. Some suggestions on how to sell chapterwork are included in Chart 10.

CHART 10:

SELLING THE CONCEPT OF CHAPTER ACTIVITIES

1. Discuss ideas. Don't spring the idea of an integrated chapter on people whose support will be needed.
2. Inform people about the state and national organization by handing out and discussing promotional materials.
3. Make starting a vocational youth organization part of the agenda of the vocational advisory council's meeting. Present your proposals to this group. Let the council work with students to plan a program of activities.
4. Survey students on their interests in chapter activities. Compile and distribute results.
5. Check course outlines to see how chapter activities can fit in. Add these activities to lesson plans.
6. Relate the school philosophy to the national youth organization's goals, purposes, and program of activities.
7. Project the number of resource persons that students would contact from the community who would be up-to-date experts in certain areas.
8. Identify the chapter as an important public relations tool.
9. Show how chapter activities are important motivational devices that promote student-directed learning.
10. If necessary, relate the benefits of chapter activities to the relatively low cost per student.
11. Confer regularly with those in charge, i.e., department chairman, officers and school administrators.
12. _____
13. _____
14. _____

CHAPTER ACTIVITIES = CLASSROOM ACTIVITIES

ning activities can be chapter activities in an integrated situation if the chapter program is prehensive enough to include all activities. The tive teacher can ultimately relate all activities for students to the chapter program of activities. n students think of the class as the chapter, tever the class title is, then chapter activities : become integrated.

the teacher/advisor new to the idea of chapter ities being integral to the class, first plan in s of the following four general areas of chapter ities: 1) professional, 2) civic/service, 3) social, 4) financial. In planning course activities, yze the units of instruction and student ctives. Then determine meaningful chapter ities that would facilitate reaching the objec- .

n aid in planning, the following are suggestions activities that could relate to class/student ctives. The activities are categorized according he four areas of activity planning mentioned riously.

ROFESSIONAL

rganizational
duct membership drives
l formal induction ceremonies
t officers
anize committees
1 goals, budget, and program of activities
n parliamentary procedure and use when
ducting meetings
plete accurate reports
duct productive chapter meetings

ccupational Classroom Experiences

icipate in:
ss production experiences
ppter loan program
mall business
mpetitive activities that promote skill develop-
ent

educational exhibits
field trips - training stations, labor union halls,
other chapters
study to increase knowledge in occupational areas

3) Leadership and Followership

appoint all members to committees
plan retreats and/or camp-outs for recreational and
self-improvement purposes
organize seminars on leadership training, officer
responsibilities, and parliamentary procedures
learn to write and present speeches

4) Career Information

plan a career day
plan assemblies
conduct follow-up of former members
organize chapter resource area in library
establish occupational library
visit post-secondary institutions
conduct seminars on public speaking, getting a job,
grooming, and personal hygiene

5) Scholarship

recognize outstanding student by sending letters,
awarding privileges, and sponsoring special
events
recognize student who has shown most progress in
attitude, improvement, and participation
conduct a tutoring program

6) Recognition

plan an appreciation banquet for those who have
helped the chapter.
present honorary memberships to recognize
outstanding community leaders
present certificates or cards to each student
completing course or one year of chapter activities
recognize outstanding students

7) Public Relations

See pages 39-47



2. CIVIC/SERVICE

(These activities relate to sharing through money, gifts, and labor and cooperating with and serving the school and community.)

- collect food for needy
- adopt a grandparent
- give gifts for needy children
- visit elderly shut-ins
- collect toys for "Toys for Tots" program
- tutor special needs children
- give swimming lessons to underprivileged
- participate in meals on wheels project
- set up a children's barnyard
- repair and paint furniture for day care center
- assist other school groups in activities
- visit another school or another organization in school to exchange ideas
- plant flowers, trees, and shrubs
- plan a community farm safety week
- build recreational equipment and donate to schools or parks
- organize a drug use seminar
- plan a "get out the vote" campaign
- solicit for such causes as March of Dimes
- demonstrate skills learned in class to interested community groups
- develop a morning breakfast program
- take part in a community clean-up
- be guest speakers at service clubs and community organization meetings
- help sponsor community festivals
- prepare lunch for community groups
- mend uniforms for band or athletic departments
- develop a home electrical safety campaign
- organize an anti-litter campaign
- provide a work force of members to groups who are involved with community projects
- organize dog clinic for vaccinations
- organize immunization campaign for pre-schoolers
- sponsor safety course for community



3. SOCIAL

- organize employer-employee-parent banquet
- build float for Homecoming
- sponsor a get acquainted party
- sponsor an intramural team at school
- plan weekend retreats and campouts
- hold a costume party
- sponsor a roller skating party
- sponsor a swimming party
- hold a hay ride
- organize dinner parties
- organize theater parties
- sponsor a Christmas Dance
- conduct a fishing derby
- hold a return to nature dinner
- participate in end of semester dance
- sponsor picnics
- organize and hold a carnival
- plan potluck dinners
- sponsor a pizza smorgasbord
- attend professional sports event as a group
- conduct a golf, chess, checker, etc. tournament



4. FINANCIAL

- establish goals
- develop budget
- plan fund raising projects - see page
- set up a model business for the chapter/class to operate
- operate a chapter cooperative
- purchase materials for chapter/class activities
- purchase equipment, loan to members

To illustrate more clearly how to plan chapter activities that relate to student objectives, consider the following example.

Objectives	Possible Ways to Achieve Objectives Through Chapter Activities
<p>1. Identify in writing the basic work simplification techniques which can be observed.</p> <p>2. Use job titles to describe orally the activities which are participated in on the mass production line.</p> <p>3. Write job descriptions for each task which is accomplished on the line.</p> <p>4. Assemble _____ for use at _____.</p> <p>Suggested Activities</p> <p>Student/Teacher - Discussion questions</p> <ol style="list-style-type: none"> 1. What is mass production? 2. Why is it used? 3. When do we see it being used? <p>Take a work situation and make a job analysis. Refer to the Dictionary of Occupational Titles to complete the list. Define personal characteristics necessary.</p> <p>Students - Complete a mass produced product with student manager.</p> <p>Coordinator/Teacher - Observe work simplification being used on-the-job.</p>	<p>PROFESSIONAL</p> <ol style="list-style-type: none"> 1. Make covers for the Employer Banquet program. 2. Allow each chapter member to gain experience as a manager/leader. <p>CIVIC/SERVICE</p> <ol style="list-style-type: none"> 1. Give a work simplification demonstration to a civic group or adult education class. 2. Apply work simplification techniques to community service anti-litter project. 3. Make gifts such as trays favors, stuffed toys or flower arrangements for senior citizens or children in a day care center. <p>SOCIAL</p> <p>FINANCIAL</p> <ol style="list-style-type: none"> 1. Solicit simple tasks to be completed for money for chapter treasury. 2. Make items to be sold by chapter members or in a school store or boutique. 3. Expand such concepts as time management, profit margin, cost control.

Now, create a personal example based on your curriculum.

Unit of Instruction: _____

Objectives

Suggested Activities

Possible Ways to Achieve Objectives
Through Chapter Activities

PROFESSIONAL

CIVIC/SERVICE

SOCIAL

FINANCIAL

The example above is closely associated with the cooperative work experience related classes. Con-

sider the following examples of planning from regular sequential vocational courses.

Student Objective	Possible Ways to Achieve Objective Through Chapter Activities	Area of the Activity
1. Given a set of plastic teeth, the student will demonstrate cleaning techniques which meet specifications established by the textbook.	Give demonstrations as teams on cleaning teeth to nursery school class or children in a day care center.	Professional Civic/Service
2. Given a dented fender and the proper body and fender tools, the learner will pound out, fill, and sand the dented area so that no ripple can be viewed at an oblique angle under good light conditions.	Repair a dented fender for community members and charge a minimal fee. Money would be added to chapter treasury.	Financial
3. After reviewing land and equipment requirements, the student will be able to list the minimum space requirements per child for indoor and outdoor activity areas as specified in state standards.	Write an article for the newspaper and prepare a speech on "Guides to Look for When Selecting Child Care Centers." Give speech to a young mother's group.	Professional Civic/Service
4. Given three average length letters in dictation at speeds of 70-100 WPM, the student will be able to produce three mailable letters in 30 minutes.	Complete the correspondence for the secretaries of selected civic groups.	Civic/Service

PLANNED BEGINNING = MORE INVOLVED AND AWARE STUDENTS

Students are not automatically active chapter members. Teacher/advisors must keep in mind that students in vocational youth organizations may not have had organizational experiences previously.

If the chapter situation is to benefit students, there are basic facts, actions, and attitudes that all members need to know and understand for successful group unity and operation. Depending on the background of the students, these introductory sessions could vary in length from a brief discussion

to several days of lessons. Also depending on the situation, the setting or environment could be varied. Special sessions with titles such as In-Depth Conference, Lab Session, Seminar, Action Lab, Clinic, Retreat or Forum have appeal to many students. In addition, experienced teacher/advisors have found teaching these introductory sessions out of the formal classroom setting to be desirable.

A guideline for the student introduction sessions to chapter activities is as follows.

Activities	Goals	Ways and Means
1. Make chapter activities part of the class.	1. Learn symbols, objectives, requirements, and publications. 2. Discuss purposes, relationship of chapter to class, responsibilities of members, relationship of chapter to a job, opportunities for leaders, and possible activities.	1. Show interest slides of chapter/class activities from previous years. 2. Require reading and studying an informational handout. 3. Conduct a question-answer game where students find answers from publications and other materials from the organization. 4.

Activities	Goals	Ways and Means
2. Communicate to get to know chapter members.	1. Talk informally with other chapter members.	1. Learn members' names and two personal experiences about each member. 2. Practice introducing chapter members to each other. 3. _____
3. Plan and conduct a chapter meeting.	1. Work toward becoming a part of a team. 2. Plan a meeting agenda. 3. Conduct a meeting. 4. Set up a situation for a meeting.	1. Research offices and list duties and responsibilities. 2. Simulate a situation where leaders lead small groups to carry out goals by first brainstorming concerns, narrowing concerns and planning for action. 3. Have small groups work on problem situations related to chapterwork: paying dues, electing officers, planning a meeting time, developing activities, etc. 4. _____
4. Participate in class/chapter as a leader and follower.	1. Work with others toward group goals. 2. Learn to motivate and activate other students toward group goals. 3. Recognize officer duties and responsibilities.	1. Play games that lead to a discussion of why groups function as they do. 2. Read about conducting a meeting. Discuss why a meeting should be planned in advance. 3. Divide the class into groups to role play officers. Let each group plan a meeting with a specific purpose and then simulate carrying out the meeting. 4. _____
5. Participate in parliamentary procedure activities.	1. Conduct a meeting as a presiding officer. 2. Take part in a meeting. 3. Learn to protect the rights of members of the groups so that all are treated fairly.	1. Read to understand the basics of parliamentary procedure. 2. In groups, students practice parliamentary procedures. 3. In groups, practice problem situations about parliamentary procedure. 4. See Chart 11 for basic parliamentary procedure information. 5. _____

BASIC PARLIAMENTARY PROCEDURES

Order of Business for Meetings

call to order
roll call
reading and approval of minutes
treasurer's report
reports of other officers, committees, and special committees
unfinished business
new business
announcements
program
adjournment

Members' Plan for Action

address the president or chairperson, await recognition, and make motion by saying: "I move that _____".
another person seconds the motion with "I second," or "I second the motion."
chairperson or president states the motion, calls for discussion if motion is debatable, takes the vote, and states the results.

Content of Minutes

kind of meeting (regular, special, called, etc.)
name or organization
date, time, and place of meeting
who called meeting to order, who read minutes, whether number present allows business to be conducted
minutes read and statement of amendment and/or approval
all main motions, people making motions, and disposition of motions
time of adjournment
signature of secretary

The special session idea could be expanded to become a learning experience on a monthly basis. Other topics for consideration could include Communications, Inter-Personal Relationships, Personal Development and Career Planning.

Meeting with individuals other than class/chapter members can be successful if time permits. For example, plan a conference with other vocational youth groups in the school, schedule a special meeting through the section, area, or regional structure of the respective youth organization, or plan an event with a neighboring school. Planning for larger groups can become time-consuming and care for detail must be exercised, but the results usually are positive in terms of student interest,

motivation, and growth. This is particularly true if there has been student involvement in planning and carrying out ideas for the sessions.

In planning special sessions consider:

1. The Environment or Setting
2. Planning - Use students in planning but give strong direction as an advisor. Do not expect students to know how at first.
3. Objectives - State specifically.
4. Activities - Plan activities that require students to be actively involved.
5. Agenda - Use to promote efficiency of time and to give adequate direction to the session.
6. Recognitions - Give class credit or special certificates.

A WELL-MANAGED STUDENT CHAPTER = STUDENT GROWTH

Being involved as a chapter advisor is hard work, time consuming, and requires organization. With involved members there are seemingly unlimited demands on the time and energy of the advisor. The total situation must be realistically viewed and decisions made as to what it takes to get maximum student educational benefits and growth at all levels. There will be extra work. Yet many activities can be completed as part of the regular class periods in time allocated in course outlines for leadership development, communication skills, social skills and management of financial resources. Every activity is, or should be, a natural outgrowth of what is being taught.

To assist advisors in managing student and personal resources better, assume the concept of "classroom management through student personal growth" is important. Most purposes of the national organizations are student growth oriented. In studying the purposes, these are several that are specifically related to classroom/chapter management.

1. provide opportunities for decision making and for assuming responsibility (FHA-HERO).
2. provide opportunities for self-development and preparation for family and community living and for employment. (FHA-HERO).
3. develop the ability of students to plan together, organize and carry out worthy activities and projects through use of the democratic process. (VICA, IOEA).
4. develop leadership abilities through participation in educational, vocational, civic, recreational and social activities. (VICA, IOEA).
5. promote understanding and appreciation for the responsibilities of citizenship in our free, competitive enterprise system. (DECA).
6. strengthen the confidence of members in their individual worth (FFA).
7. make wise use of human and natural resources and financial resources. (FFA).
8. participate in cooperative effort (FBLA).

Not all vocational classes devote time to these areas. In this case, the suggestions for chapter management apply more specifically to the capstone course: the cooperative work experience classes.

Yet, earlier sequential vocational courses such as printing, child development lab, data processing or livestock management can be organized as chapters and promote student growth and management skills. Suggested activities can be adapted to strengthen the existing curriculum.

When considering the concept of classroom management through student personal growth, there are three areas in which students could be more professionally involved in chapter activities. These are communication skills, parliamentary procedures, and management of financial resources. As a teacher/advisor, a topical outline of helpful learning activities might include:

A. Communication with the Public

1. letter writing
2. telephone use
3. report writing
4. giving a speech to a group
5. giving instructions
6. making a request/contacting community for assistance
7. discussing a topic
8. making introductions
9. writing news releases

B. Parliamentary Procedures

1. selecting leaders
2. making an agenda
3. recording discussion
4. leading a meeting
5. making a motion
6. dividing responsibilities
7. evaluating actions

C. Management of Financial Resources

1. preparing a personal budget
2. preparing a chapter budget
3. developing fund raising activities

The following is a guide for planning classroom activities that relate to the concept of classroom management through student personal growth, and was adapted primarily from THE NEW FFA: STUDENT PERFORMANCE OBJECTIVES.

ACTIVITIES	GOALS	WAYS AND MEANS
1. Participate in deliberation of a business meeting of the organization.	1. Learn to apply the principles of parliamentary procedure. 2. Express ideas in written and verbal form as required in a business meeting.	1. Study and practice parliamentary procedure. 2. Prepare for and participate in parliamentary procedure demonstrations. 3. Participate in chapter meetings. 4. Observe or participate in organizational meeting in addition to chapter meetings, (School, church, and community organizations.) 5. _____
2. Communicate with others personally.	1. Communicate verbally in a one to one situation. 2. Communicate verbally in a group discussion on a given subject.	1. Start a conversation with peers and adults. 2. Listen to and respond to conversation. 3. Give instructions. 4. Make a request. 5. _____ 1. Organize facts and thoughts for presentation to a group. 2. Listen and respond during a discussion. 3. Demonstrate desirable method of presentation of awards. 4. _____
3. Present information to a group.	3. Conduct a telephone conversation.	1. Learn to initiate a telephone conversation 2. Learn to answer the telephone in a businesslike manner. 3. Learn to listen to a telephone conversation and formulate a response. 4. Learn to terminate a telephone conversation courteously. 5. Learn to take a telephone message and deliver it to intended receiver. 6. _____
	1. Gather, organize and present information and ideas.	1. Make a presentation to a class. 2. Participate in chapter public speaking contest. 3. Participate in a radio or television media presentation.

ACTIVITIES	GOALS	WAYS AND MEANS
4. Communicate clearly in written form.	2. Present ideas in a question and answer situation. 1. Organize thoughts in logical sequence. 2. Present thoughts in a written form. 3. Learn to handle correspondence.	4. Speak on the program for a community service organization. 5. _____ 1. Initiate questions or statements. 2. Listen to and formulate responses to a question or statement. 3. _____ 1. Write invitations. 2. Write a business letter to sell a chapter product. 3. Write a thank you note. 4. Write accurate minutes for a chapter meeting. 5. Present a committee report in written form. 6. Write a news article on a chapter activity. 7. Prepare a radio script on a chapter activity. 8. Participate in writing the chapter program of activities. 9. Write a letter of application. 10. _____
5. Make introductions.	1. Introduce yourself to another person. 2. Introduce an older person to a younger person. 3. Introduce a person of higher position to another person. 4. Introduce a lady to a gentleman. 5. Introduce a person or speaker to a group. 6. Introduce one person to another of equal status. 7. Introduce a group to a group.	1. Use role playing. 2. Develop and practice in a simulated situation. 3. Introduce people at meetings, banquets, and other situations. 4. _____
6. Prepare a personal budget.	1. Identify expenses and receipts. 2. Analyze business trends. 3. Establish priorities.	1. Prepare cash flow chart (expenses and receipts.) 2. _____

ACTIVITIES	GOALS	WAYS AND MEANS
7. Prepare a chapter budget.	<ol style="list-style-type: none"> 1. Identify chapter expenses and receipts. 2. Establish priorities for expenditures. 3. Analyze fund raising possibilities. 4. Earn sufficient money to finance activities. 	<ol style="list-style-type: none"> 1. Discuss and collect dues. 2. Look at past records for expected income and expenditures. 3. Prepare budget. 4. _____
8. Appraise fund raising possibilities.	<ol style="list-style-type: none"> 1. Identify margins of profit. 2. Analyze activities as to type. 3. Analyze activities in terms of profit obtained for effort expended. 	<ol style="list-style-type: none"> 1. Look at past records. 2. Categorize activities according to: <ol style="list-style-type: none"> a. commissions selling projects b. production selling projects c. cooperative selling projects d. selling a service to others 3. Complete a mock fund-raising event to have as basis for analysis. 4. _____

Raising Funds For Chapter Activities 4

RAISING MONEY IS EDUCATIONAL

Setting chapter goals, establishing a budget, determining fund raising possibilities and fund raising itself are considered by effective chapter advisors educational experiences that are realistic and meaningful for students. Officers and members are often new to chapter activities and need guidance at the beginning of the year to know how to establish programs of work and budgets. When working with students, use scrapbooks, secretary and treasurer records, slide presentations, and last year's officers to help explain "how to do it." A new advisor may

have to borrow these items from a neighboring school.

Idealistically maximum growth comes when: 1) program goals are first planned, 2) the budget is established, and 3) fund raising activities are determined. For efficiency and teacher planning, this is done at the beginning of the year. But often for maximum student growth, especially when chapter activities are new to the students involved, this must be an on-going process during the entire year.

TRANSFER RESPONSIBILITY TO STUDENTS

Each chapter needs to have formally or informally a

- 1) treasurer,
- 2) finance or budgeting committee,
- 3) fund raising chairman (one for every activity) and
- 4) auditing committee. The student growth benefits from fund raising activities include gaining skills in:

purchasing
sales promotion
budgeting - money management
cost analysis

management of resources
public relations
decision making
carrying out a long range activity
working with people - peers and adults
responsibility in terms of setting goals, handling money, carrying through, etc.

Use the above list in any discussion for fund raising activities with parents, administrators, other teachers, and students.

SO YOUR SCHOOL SAYS YOU CAN'T RAISE FUNDS

1. Present your case to the administration repeatedly emphasizing the relationships between chapter objectives and over-all educational objectives. Be professional in approach and go through channels. *This pays off in the long run.*
2. Collect dues to affiliate with the state and national organizations and then plan projects that require no money such as community speakers and "no cost" service projects.
3. With school administrative approval, call on local business, service, industrial and labor groups to

support member participation at area, district, section, regional, state, and national meetings. In return for their support, perform a service oriented project with or for them. For example, serve as ushers at one of their important events, sell tickets for a major fund-raising service project, or be in a parade supported by the local businessmen.

4. Show the administration examples of fund raising activities that grow out of the classroom learning experiences such as corn plots, typing services, catering companies, and alteration services.

SELECT FUNDRAISING ACTIVITIES THAT HAVE MEANING

As a teacher/advisor, identify the desirable constant activities that are held each year and need

funding; however, it is necessary to involve students in the decision making process.

The following is an example of suggested activities for a proposed budget.

PROPOSED BUDGET	
<u>Activities</u>	<u>Approximate Costs</u>
1. service projects - materials	_____
2. field trips - transportation	_____
3. banquets - awards, decorations, tickets, program covers, entertainment	_____
4. Area-section meetings - registration, fees, transportation.	_____
5. state and national conferences - registration, meals, room, transportation	_____
6. area-state contests - materials, fees	_____
7. state-national affiliation - # members x amount of dues = _____	_____
8. _____	_____
_____	_____

Also identify constant sources of income such as:

<u>Income</u>	<u>Amount</u>
1. Dues	_____
2. Banquet Tickets	_____
3. Fees for meetings other than local ones	_____
4. _____	_____
5. _____	_____

Chart 13 includes criteria to be used in selecting fund raising activities:

CHART 13:

CRITERIA FOR FUND RAISING

	Yes	No
1. Is the activity educational? Will career oriented skills be developed? Needed income can result from projects that are part of the chapter's plan of activities or that are an outgrowth of the instructional program (corn plot, planning a sales campaign, catering company).		
2. Is the activity related to the type of chapter — business, industrial, agricultural, or home economics)?		
3. Is the activity one that will be approved by the school and community? Will it have positive public relations value?		
4. Is the activity a service-oriented one and will some value be received by participants? (No fund raising activity should ask for a handout or favor.)		
5. Is the activity going to provide a fair financial return to the chapter?		
6. Will the activity involve every member? Will it provide for self-development?		
7. Will the project be concise or will it drag out?		
8. Has approval been obtained from the school administration?		
9. Does the activity conflict with fund raising activities of any other group in the school?		
10. _____		
11. _____		

Suggestions are always needed. Consider the following when planning for fund raising:

1. Consider fund raising planning like going into business.
2. Ask - What is the money being raised for? How much money is needed?
3. How much money will be raised in routine ways (dues and the like) from membership?
4. How much money will be raised in other ways?
5. How many workers can be counted on to give their time and talent if a large event is staged? Or would a number of small projects carried through the year be better?
6. Look for projects the "public" will enjoy. Let the tastes and spending habits of the people in the area guide fund raising selection.
7. Keep in mind all of the costs involved. Will the people in the community support the project at the price charged in order to make a reasonable profit? Does the chapter have the manpower to do the job well?
8. Before presenting ideas to the officers or membership, have a reasonably accurate cost and profit estimate for the project. Check out possible dates in advance so the timing of the event can be part of the presentation. A conflict with another big event or a duplication of the project itself can spell failure for both.
9. Select a general chairman who decides what committees are needed and appoint a chairman for each.
10. Look at the total community fund raising projects and fit chapter activities into the total picture to avoid duplication.
11. Make projects that involve the total youth group in the sales effort.
12. Make sure students pay for the products sold.
13. _____
14. _____
15. _____

Some actual fund raising suggestions include:

➤ **Operating Services**

- selling nutritional snacks
 - car wash and wax
 - annual inventory for local businessmen
 - package wrapping at Christmas
 - alterations shop
 - catering service
 - country store selling handmade items
 - boutique
 - second time around boutique
 - cafe for a day
 - odd jobs - a "Work Day"
 - hair-a-thons or mani-cure-a-thon
 - babysitting for shoppers
 - ads for yearly calendars
-
-
-

➤ **Having Social Events**

- dance
 - talent show
 - booth at carnival
 - fashion show
 - ice cream party
 - movies
 - queen contest
 - faculty-student sports event
 - musical show or play
 - box supper
-
-
-

➤ **Selling Items**

- greeting cards
- school supplies
- light bulbs
- magazines
- balloons
- pennants and badges
- T-shirts and sweatshirts
- school and personal stationery
- yearbook covers
- school pins with guards
- cookbooks

citrus fruit
watermelons
flowers
plants
candy
concessions
calendars
raffle tickets

State and national affiliation may mean the chapter will receive certain fund raising company mailings. Some of the national organizations have attempted to identify reputable companies who offer an acceptable margin of profit as well as items that will have maximum acceptance by the buying public. When this is done, the fund-raising company is allowed to include an insignia of approval in their advertising. Small royalties are received by the organizations as a result of the approval given. The approval by any one organization may guide other chapters in the selection of fund-raising projects.

WHAT IF STUDENTS REFUSE TO PAY DUES?

The requirements for dues vary with the organizations. In no case can a student be required to join a chapter and to pay dues because this would be an infringement on the rights of the individual student. But the attitude of the advisor toward membership does make an impact on whether a student joins or not. To not promote total membership or to allow students to do their own thing while others are in chapter meetings communicates to all students that chapter membership is a nice thing to do but is not necessary.

Rarely does one method of dues payment work.

Alternatives to strictly paying the dues outright include:

1. Use the installment plan.
2. Have a money making activity for raising dues for all who participate in the activity.
3. Have a special occasion such as a social event for only dues paying members.
4. Discount the dues for all paying before a specific date.
5. Let the students establish the rules for collecting the dues. Peer pressure works where money is involved.

KEEP USEFUL RECORDS

A good treasurer contributes much toward the efficiency of the chapter. He/she keeps various temporary and permanent financial records and receives and pays out chapter funds. The treasurer will be working with the school's financial office in receiving and paying out money. A treasurer should be good with figures, interested in finances, accurate, prompt and resourceful. Keep in mind that all advisors are ultimately responsible for the funds of

the youth organizations.

The following pages are designed for keeping a complete record of all monies which belong with the chapter as a whole. It can serve as a model if no financial record forms are available. The forms lend themselves to securing a balance at any time for reporting purposes and provides for auditing of the records at the end of the year.

CHAPTER FINANCIAL SUMMARY

Chapter _____

High School. For the Period _____ to _____

Chapter Receipts: Member Dues & Fees \$ _____
 Chapter Projects _____
 Other Fund Raising Activities _____
 Contributions _____
 Other Income: _____

TOTAL \$ _____

Disbursements: _____ \$ _____

TOTAL \$ _____

Total Receipts \$ _____

Total Disbursements \$ _____ Approved: _____

Treasurer

Balance on Hand \$ _____

Advisor

CHAPTER ACCOUNTS

For Period _____ to _____

Treasurer _____ Address _____

Assistant Treasurer _____ Address _____

FINANCE COMMITTEE

Chairman: _____

AUDITING COMMITTEE

Chairman: _____

REPORT OF AUDITING COMMITTEE

We the members of the Auditing Committee certify that we have this _____ day of _____, 19____, audited the accounts of the _____ Chapter and find them complete, well kept and accurate.

Chairman



Slides/Tapes/Films

use when on radio, television or when giving speeches

Brochures

develop original ones for distribution use and national brochures

Fund Raising

explain chapter and program in salespitch

I DON'T KNOW WHERE TO START - A FORMULA FOR A BEGINNING

1. Set a personal goal that is realistic. "I will give attention to one specific public relations activity per month."

2. Set a program goal. "This year the principal (school and community) will know that program and chapter exist."

SAMPLE PLAN

Month	Possible PR	Contact Tool	Probable Time	Cost	Student Involvement
September	office election organization meeting	photograph newspaper			
October	section of area meeting	radio announcement			
November	Open House	display			
December	Christmas Service project	newspaper feature			
January	Employer/sup- porter contact Job interview contest	display newspaper feature			
February	Vocational Education Week	displays with slide/tape for school and businesses			
March	Promotion speeches high school junior high	student speeches classes classes			
April	State Conference	newspaper, television			
May	Employer Ap- preciation Banquet	slide/tape presentation plaques			
June	Scholarship Winner	newspaper news release			

SAMPLE PLAN

Month	Possible PR	Contact Tool	Probable Time	Costs	Staff Involved
September					
October					
November					
December					
January					
February					
March					
April					
May					
June					
July					
August					

Using Community Resources Effectively

THE COMMUNITY IS PART OF THE SCHOOL

Every teacher should be part of the community by joining and getting involved in community activities. An active, outstanding chapter effectively uses community resources in all phases of its work. A teacher/advisor must believe the community wants to be involved and then must actively promote student use of the community resources. In doing this, students have greater exposure to realistic experiences and chapter activities are promoted more widely. Awareness of a strong chapter's program through use of community resources can promote greater understanding of how chapter activities are an integral part of the instructional program.

When the community becomes the school, students benefit. In working with community resources, students:

1. Obtain experiences in professional phone contacts, letter writing, introductions, and maintaining files.
2. Have the opportunity to carry out ideas through utilization of resources.
3. Have contact with positive decisionmakers.
4. Develop future contacts for jobs.
5. Develop occupational pride.
6. Get parents involved so they can see first-hand positive actions and growth.
7. Establish desirable relationships between students and adults.
8. Have increased opportunity for practicing what is learned in the classroom.
9. Benefit through the contact with the "world of work."

11. _____

12. _____

As a teacher/advisor of a strong chapter, keep in mind these hints when working with the community:

1. Be professional, work *through channels*, do your homework, and be persistent.
2. Confirm and re-confirm all dates and times.
3. Supply informative brochures explaining chapter work. Explain how chapter activities are part of the curriculum.
4. Assist in obtaining release time.
5. Send appreciation notes.
6. Think of the little things such as being on time when meeting with them, plan where they are to park, and give them useful information about the students.
7. Prepare the students for their contacts with the resources. Also, prepare the resource people for contacts with students.

8. _____

9. _____

10. _____

HOW ARE COMMUNITY RESOURCES USED?

When planning chapter/class activities, consider ways when the use of community resources would provide for educational experiences that would be effective, efficient, informative, and recognized. Suggestions follow as to how to use resources people.

1. Classroom

- * speak to members at the beginning of the year (informational, discuss expectations in the job world, discuss what the chapter or organizational work has meant)
 - * give up-to-date factual information through talks, demonstrations and panel discussions
 - * be interviewed about jobs and career planning
 - * obtain pamphlets, visuals and safety materials
 - *
-
-

2. Chapter

- * take part in clinics or workshops — leadership, current events, social problems
 - * help with career days and other events, especially in getting involvement of industry, labor, and business leaders
 - * assist in suggesting and arranging field trip places, tours, and special programs
 - *
-
-

3. Program

- * serve on program advisory committees
 - * evaluate chapter, instructional, and work experience program
 - * provide facilities and jobs for occupational experiences
 - *
-
-

4. Skills Shops - Competitive Events - Classroom Exercises

- * assist in selecting award winners
- * provide financial support
- * assist in collecting materials and equipment

- * give advice on improving and conducting events
 - * provide facilities for the events
 - * help coach members in event participation
 - *
-
-

5. Public Relations

- * help introduce chapter work to schools without chapters and to businesses unfamiliar with the program
 - * assist in public relations efforts
 - * hand out leaflets and brochures about program to others in the community
 - *
-
-

6. Sponsorship

- * provide recognitions
 - * help establish scholarship and award funds
 - * provide financial help to leadership conferences and to other state and national meetings
 - *
-
-

7. Additional Involvement

- * be chaperones and drivers
 - * be clients for fund raising efforts
 - * provide places for displays, fund raising activities, social events, conferences, extended laboratory instruction, etc.
 - * for additional ideas, see Chapter 5
 - *
-
-

8. Projects

- * be idea people for service projects
 - * be recipients of service project activities
 - *
-
-

WHAT RESOURCES DO I CONSIDER?

Three concrete ways to mobilize community resources and to get support would be through organizing an alumni group, an advisory committee, and a parent booster club. Keep in mind that one resource person may wear many resource hats; for example be a parent, be an organization member, and be associated with a career area important to the chapter. When contacting organizations, ask if they have an educational committee. If so, find out who the chairman is.

The following are some examples of resources to consider:

1. former students and members
2. school personnel
 - School Board
 - administrators
 - guidance counselors
 - teachers
 - food service workers
 - secretaries
 - custodians
3. parents
4. advisory committee members
5. local businessmen, businesswomen and organizations
 - Chamber of Commerce
 - YMCA and YWCA
 - Salvation Army
 - United Fund
 - March of Dimes
 - Heart Foundation
 - Kiwanis
 - Rotary
 - Lions' Club
 - Jaycees
 - Labor Unions
 - Real Estate Board
 - Professional Roundtables
 - Business & Professional Women
 - American Association of University Women
 - League of Women Voters
 - Junior Women's Club
 - Junior League
 - Garden Club
 - Toastmasters and Toastmistresses

Better Business Bureau
Consumer Organizations

6. state and federal government agencies
 - office of education
 - employment office
 - civil service commission
 - social security office
 - children and family services department
 - conservation department
 - environmental protection agency
 - mental health board
 - legal assistance agencies
 - park district
-
-
-

7. community resources
 - hospitals
 - nursing homes
 - community library
 - colleges
 - churches
-
-
-

8. professional organizations
 - American Vocational Association
 - Illinois Vocational Association
-
-
-

9. vocational advisors from other schools

10. _____

11. _____

12. _____

SERVE AND RECOGNIZE THE COMMUNITY IF THEIR SUPPORT IS WANTED

- ➔
1. Involve students in civic activities
needy family project
"get out the vote" project
ushers at civic events
community fund drive solicitors
provide donations
-
-

school/community shoplifting prevention program
beautification program
exhibits, posters

- ➔
2. Promote organizational activities within the community
appreciation day
clean-up and/or paint-up projects
demonstrations and speeches on topics developed in class
baby sitting services
safety campaigns

- ➔
3. Recognize community participation
publicize activities with pictures
give certificates of appreciation
have an honorary member program
select outstanding contributors
support them in their projects
express appreciation through phone calls, notes or personal contact
-
-

WHERE TO GO FOR ADDITIONAL HELP

Chapter/advisors benefit by "pooling resources" with advisors from other schools and members of employer organizations. Also, the Illinois Office of Education, Department of Adult, Vocational, and Technical Education has four publications dealing with the effective use of resources. The titles are:
1) *Utilization of Resource People in the Classroom,*

2) *A Guide for Planning, Organizing, and Utilizing Advisory Councils,* 3) *Advisory Council Members,* and 4) *CRU System: A Manual for Community Resources Utilization.* Included in the last bulletin are many forms for better utilization of community resources. Following are three of the forms that are appropriate for chapter use.

SAMPLE CARD FOR FILING RESOURCE DATA

USE: Data from the community resource questionnaires can be recorded on cards for quick retrieval.

(front)

Resource Persons

Subject _____ **Age/Grade Level** _____

Name & title of person to contact _____

Address (home) _____ **Phone** _____

Address (business) _____ **Phone** _____

Best time to contact _____

How far ahead _____

Days available _____ **Hrs. available** _____

Occupation _____

Educational Background _____

(back)

Previous experience presenting subject to:

Children _____ **Youth** _____ **Adults** _____

Evaluation by other teachers:

	School	Grade	Date	Comments
1.				
2.				
3.				
4.				

SAMPLE CARD FOR RECORDING FIELD TRIP DATA

USE: Data from the community resource questionnaires can be recorded on cards for quick retrieval.

file heading
Industry

(front)

Name of agency	Date of contact
Address	
Telephone	
Name of contact person	
Trip suitable for age group	
Number of persons	
Instructional materials available	
Time—day/year	
Time required for tour	
Special instructions	
Is first-aid service available	

(back)

Evaluation by Other Teachers		
Name of		Guide
Teacher		Service
School		Satisfactory
Date		Yes No
Age		
Unit		
Remarks		

SAMPLE FIELD TRIP INFORMATION SURVEY FORM

USE: To collect necessary information for planning a field trip.

1. Name of institution _____ Address _____
2. Person to contact _____ Position _____
3. Maximum number of students allowed _____
4. Best time to come _____ Time needed for tour _____
5. Cost of tour (if any) _____ Meal facilities _____
6. Best route of travel to institution _____

7. Guide service available _____
8. List of facilities, equipment, production processes, finished products, services to observe:

9. Exhibits, films, slides, printed materials _____
10. List of people (salesmen, tradesmen, managers, workers) in the business who may aid in demonstrating or instructing:

11. Objectives of the trip: _____

12. Safety precautions _____
13. Detailed plan of trip _____

REFERENCES

DISTRIBUTIVE EDUCATIONAL CLUBS OF AMERICA (DECA)

National Publications

1. *Chapter Management Aids Handbook*, 1975
2. *The DECA Handbook*, 1975 Revised Edition.
3. *High School Competitive Events*.

State Publications

4. *Handbook of Distributive Education Clubs of Illinois*, 1971.

FUTURE BUSINESS LEADERS OF AMERICA - PHI BETA LAMBDA (FBLA-PBL)

National Publications

1. *FBLA-PBL Handbook*
6. *Information Packet - FBLA*

State Publications

7. *Illinois PBL State Handbook*
8. *Illinois FBLA Contest Handbook*

FUTURE FARMERS OF AMERICA (FFA)

National Publications

9. *Advisors Teaching Guide of FFA*.
10. *FFA Advisor's Handbook*, 1975.
11. *The New FFA: Chapter Champions, Ideas for Chapter Action*.
12. *The New FFA: Student Performance Objectives*.

State Publications

13. *Chapter Officer Handbook*.

FUTURE HOMEMAKERS OF AMERICA: FHA Chapters & HERO Chapters (FHA-HERO)

National Publications

14. *Chapter Guides, Bylaws*.
15. *Encounter: Personal Growth Through FHA*.
16. *FHA Chapter: Basics of Organizing*.
17. *HERO Chapters: Basics of Organizing*.
18. *HERO PAK Impact: Helps for Job-Oriented Youth Using Program Action Impact*.
19. *Making the HERO Chapter a Part of Home Economics Education*.
20. *Report of the National Committee Members' Program Action Impact Projects, 1973-74*.
21. *Up Membership Workbook*, 1975.

OFFICE EDUCATION ASSOCIATION

National Publications

22. *Official Guide*.
23. *Local Chapter Handbook*.
22. *OEA Secondary Competitive Events Guidelines*.
25. *Club Officers Handbook*.

State Publications

16. *IOEA Officers Handbook*.

VOCATIONAL INDUSTRIAL CLUBS OF AMERICA (VICA)

National Publications

27. *Achievement Program Guide*.
28. *Directions: A Guide for VICA Club Advisors*.
29. *Leadership Handbook*.
30. *Your VICA Year: Month-by-Month Suggestions for VICA Club Activities*.
31. *Skill Olympics Handbook*.

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32. *Illinois VICA: Officer's Handbook*.

ILLINOIS OFFICE OF EDUCATION: DEPARTMENT OF ADULT, VOCATIONAL & TECHNICAL EDUCATION

33. *Advisory Council Members*.
34. *CRU System: A Manual for Community Resource Utilization*.
35. *A Guide for Planning, Organizing and Utilizing Advisory Councils*.
36. *P.O.P. Kit 7.3: Integrating Youth Organization Activities Into the Instructional Program*.
37. *Utilization of Resource People in the Classroom*.
38. *Vocational Youth Organizations*.