



STAR Events

Volunteer Handbook

Digital Stories for Change





Digital Stories for Change

Digital Stories for Change, an *individual or team event*, recognizes participants who demonstrate their knowledge, skills, and abilities to actively identify an issue concerning families, careers, or communities; research the topic; and develop a *digital story* to advocate for positive change. The topic for 2017–2018 is “Your Future –Chance or Choice?” and must relate to topics, units, or activities found in the Career Connection national FCCLA Program. **Level I:** Participants must prepare a **digital story and project components** to be submitted online. **Level II:** Fifteen (15) entries will be invited to present their *digital story*, plus an **oral presentation**, at the National Leadership Conference.

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

See page 85 for more information on event categories.

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS

- Arts, A/V Technology & Communications
- Education & Training
- Finance
- Government & Public Administration
- Hospitality & Tourism
- Human Services
- Information Technology
- Marketing
- Science, Technology, Engineering & Mathematics

ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 87 prior to event planning and preparation.
2. Any nationally affiliated FCCLA chapter may submit one entry in each category.

PROCEDURES: LEVEL I

1. Participants create a *digital story* about an issue concerning families, careers, or communities using the 2017–2018 national topic (see event description). It is not a demonstration or “how to” presentation, nor a photo/video slide show.

(continued next page)

| GENERAL INFORMATION | | | | | | | | |
|--------------------------|---|--------------------------------|-------------------|--------------------------------|---|---|---------------------------|------------------|
| Individual or Team Event | Prepare Ahead of Time | Equipment Provided | Electrical Access | Participant Set Up / Prep Time | Room Consultant & Evaluator Review Time | Maximum Oral Presentation Time | Evaluation Interview Time | Total Event Time |
| Individual or Team | Digital Story, Project Components, Oral Presentation (Level II) | Table, Laptop, Internet Access | Provided | 5 minutes | | 1-minute warning at 4 minutes; stopped at 5 minutes | 5 minutes | 25 minutes |

| PRESENTATION ELEMENTS ALLOWED | | | | | | | | | |
|-------------------------------|----------|----------|-------------|---------------|-----------|----------------|-------|------------------------|---------|
| Audio | Costumes | Easel(s) | File Folder | Flip Chart(s) | Portfolio | Props/Pointers | Skits | Presentation Equipment | Visuals |
| * | | | | | | | | * | * |

* As a backup, participants may bring their digital story files on a USB drive. No additional Audio, Presentation Equipment, or Visuals other than the presentation of the digital story are allowed.

2. The total running time of the *digital story* must be no longer than five (5) minutes in length, to include the title and credits.
3. Projects must be posted on the school/chapter website or wiki. Posted components include: *digital story* video with copyright notice, project storyboard, *project identification page*, project summary, and FCCLA *Planning Process* summary page. The video must be embedded on the website/wiki and a link provided to the original source (such as SchoolTube, YouTube, Vimeo, etc.). The other required project components must be able to be opened in Microsoft Word or in PDF format.
4. **The use of inappropriate music, graphics, or text will automatically disqualify the entry.** Inappropriate materials are those that are obscene, profane, or explicit.
5. **The use of copyrighted music, photographs, or graphics in the digital video will disqualify the entry.** Music, photographs, text, trademarks, or names that are used in the project must be properly cited and documented. **Only original items or items licensed for reuse are allowed.** Most popular/commercial music is copyrighted and its use strictly limited. Participants are encouraged to use music with the appropriate license for reuse and publication on the Internet. Copyright laws must be followed.
6. Participants must follow state or district rules/guidelines for student privacy and use of photographs or student work when published online.
7. Deadline for submission and project completion of Level I entries is February 1, no Level I entries may be changed after February 1.

ENTRY SUBMISSION AND REGISTRATION PROCESS

1. Level I entries will be submitted no later than February 1 using the Online STAR Events entry/registration form. A Level I entry fee will be required.
2. Level II entries will be submitted through the Online STAR Events Registration System through state advisers. The registration fee will be the same fee required of all National STAR Events participants, plus a team *technology* fee required for all online events. See page 91 for National STAR Events registration deadlines and information.

AWARDS AND RECOGNITION— LEVEL I

Each participant will receive a printable electronic STAR Events certificate along with their evaluation results. States may recognize these participants, if desired. The top 15 participants (no ranking 1–15 indicated) receiving a score of 70 or above, will receive an invitation by March 15 to compete at the National Leadership Conference.

PROCEDURES & TIME REQUIREMENTS

For National Star Events Participation Only: Level II (Invitation Only)

1. Participants will have 5 minutes to set up their presentation.
2. Participants will play their digital video for the evaluators. The total running time of the *digital story* video **may be up to** 5 minutes in length. Videos will be stopped at 5 minutes.
3. Participants must include an oral presentation which may be up to 5 minutes in length. A one-minute warning will be given at 4 minutes. The participants will be stopped at 5 minutes.
4. Following the presentation, evaluators will have 5 minutes to interview the participant and review the project website and/or video.
5. Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant.

GENERAL INFORMATION

National Leadership Conference Participants Only

1. A table and laptop computer with Internet connections will be provided. As a backup, participants may bring their *digital story* files on a USB drive. Participants are not allowed to bring in any additional equipment. Note cards may be used in the oral presentation.
2. To prepare for the Level II presentation, participants are encouraged to update their Level I presentation based upon evaluation feedback. Changes may be made after March 15.
3. Specifications for the computer hardware and software versions supplied by FCCLA for use at National Leadership Conference will be posted on the national FCCLA Website by June 1.

AWARDS AND RECOGNITION— LEVEL II



Participants will receive recognition items including achievement medals and a press release to be personalized for local newspapers. Recognition will be held during the STAR Events Recognition Session.



DIGITAL STORIES FOR CHANGE Specifications

Website

Projects must be posted on the school/chapter website or wiki. Posted components include: *digital story* video with copyright notice, project storyboard, *project identification page*, *FCCLA Planning Process* summary page. The video should be embedded on the website/wiki. The other required project components must be able to be opened in Microsoft Word or in PDF format.

| | | |
|---|---|---|
| 1-8 ½" x 11" page | <i>Project Identification Page</i> | <i>Plain paper</i> , with no <i>graphics</i> or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title. Must be posted on the website in Microsoft Word or PDF format. |
| 1-8 ½" x 11" page | <i>FCCLA Planning Process Summary Page</i> | Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; Must be posted on the website in Microsoft Word or PDF format. For National Leadership Conference Phase II Participants Only: use of the <i>Planning Process</i> must also be described in the oral presentation. |
| 1  | Evidence of Online Project Summary Submission | Participants should complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include proof of submission on the website. |
| As Needed  | Storyboard Pages | Using the provided template, participants develop a detailed storyboard for the <i>digital story</i> project. The storyboard should be developed in sequential order to include scripting, narration, sounds/music, images, sketches or <i>graphics</i> , and technical aspects such as timing and design. Must be posted on the website in Microsoft Word or PDF format. |
| Up to 3 8 ½" x 11" pages | Project Summary Pages | Project summary pages to include the purpose of the project, relationship to areas of Family and Consumer Sciences and/or related careers, relevant research, background information that might help the <i>audience</i> understand the point of view of the project, and the change or awareness goal of the project. Must be posted on the website in Microsoft Word or PDF format. |

Digital Story/Video

Participants create a *digital story* about an issue concerning families, careers, or communities using the 2017–2018 national topic (see event description). The *digital story/video* may be produced using video creation tools of the participants' choice, but must be posted online to the website/wiki.

| | |
|-----------------------------------|--|
| Introduction | Create an introduction to the <i>digital story</i> that is original, catches interest, and relates to the purpose and focus of the <i>digital story</i> project. |
| Purpose and Focus | The participants should establish a clear purpose, focus, and point of view early in the <i>digital story</i> and maintain this purpose and focus throughout the video presentation. |
| Subject Knowledge | Subject knowledge of the family, career, or <i>community</i> issue is clearly evident. All information presented in the video is appropriate and accurate. |
| Creativity and Design | Color, design, effects and creativity support the theme of the video. Should not distract the viewer from the purpose and focus. |
| Technical Quality—Sound | Sound quality—volume levels are adequate and consistent, clear sound (no crackling). |
| Technical Quality—Images or Video | Images used are original or licensed for reuse. Image or video quality is high resolution and there is no size distortion. |
| Technical Quality—Editing | Editing and production provides minimal, smooth, and effective transitions. Use of effects supports the story and maintains purpose and focus. |
| Works Cited/ <i>Bibliography</i> | All work is original, or copyright permissions are included; only items licensed for reuse are used. Use MLA or APA citation style to cite all references. <i>Resources</i> should be <i>reliable</i> and <i>current</i> . |

Digital Stories for Change Specifications (continued)

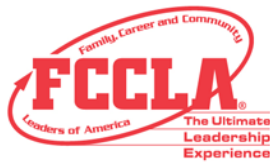
| | |
|-----------------------------------|---|
| Licensing | A copyright or licensing statement is included in the video. Creative Commons licensing may be used— www.creativecommons.com . |
| Communication— Graphics/Images | <i>Graphics</i> , images, or video creates emotion to match the storyline, and communicates symbolism or metaphors. Images are well coordinated with music, sound, or narrative. (Slide shows are not an acceptable format). Only original <i>graphics</i> or images or those licensed for reuse may be used. |
| Communication— Text | Word, text or <i>graphic</i> choices are powerful, vivid, and descriptive to <i>audience</i> , and support the purpose and focus. Spelling, word choice, and grammar are used correctly. |
| Communication— Music/Sound | Music or sounds used in the video should significantly enrich the project, create the appropriate mood or tone, and is coordinated with text or images. Only original music or music licensed for reuse may be used. |
| Narration | A narration of the <i>digital story</i> should follow an original script. Narration should include one or more of the participants, and others, as desired. The main narration should be in English; other languages may be used to enhance the <i>digital story</i> . Diction, fluency, and flow supports or enhances the project. |
| Ending | Ending should bring closure to the <i>digital story</i> and engage the <i>audience</i> in reflective thinking or action toward change. |

For National Leadership Conference Level II Participants ONLY

Oral Presentation

Following the viewing of the *digital story* presentation by evaluators, participants will deliver an oral presentation, which **may be up to** 5 minutes in length, to evaluators. The presentation should describe the research, planning, impact and personal learning of the participant as a result of the project. The presentation may not be prerecorded. No presentation elements are allowed during the oral presentation.

| | |
|--|--|
| Organization/Delivery | Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project. |
| Relationship to Family and Consumer Sciences Coursework and/or | Describe relationship of project <i>content</i> to Family and Consumer Sciences and related careers. |
| Knowledge of Subject | Demonstrate knowledge of subject matter, research, and impact of project on participant(s). |
| Voice | Speak clearly with appropriate pitch, tempo, and volume. |
| Body Language/ Clothing Choice | Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear appropriate clothing for nature of the presentation. |
| Grammar/Word Usage/ Pronunciation | Use proper grammar, word usage, and pronunciation. |
| Responses to Evaluators' Questions | Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation. |



DIGITAL STORIES FOR CHANGE—Level I Rubric

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Category _____

| WEBSITE CONTENT – DOCUMENTATION | | | | | | | Points |
|--|---|--|---|--|---|--|--------|
| Project Identification Page 0 or 4 points | 0 Project Identification Page is missing, is not completed, or includes incorrect information | | | 4 Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, and project title | | | |
| FCCLA Planning Process Summary Page 0–5 points | 0 Planning Process summary not provided | 1 Inadequate steps in the Planning Process are presented | 2 All Planning Process steps are presented but not summarized | 3 All Planning Process steps are summarized | 4 Evidence that the Planning Process was utilized to plan project | 5 The Planning Process is used to plan the project. Each step is fully explained | |
| Evidence of Online Project Summary Submission 0 or 1 point | 0 Not provided | | | 1 Proof of submission from the online form is included | | | |
| Storyboard 0-5 points | 0 Not included | 1 Very limited and disorganized | 2 Does not include required elements | 3 Includes most of the required elements and is generally followed | 4 Includes all required elements and is followed | 5 Is sequential, includes scripting, narration, sounds/music, image sketches or graphics, and technical aspects. Storyboard is followed | |
| Project Summary 0-15 points | 0 Not provided | 1-2-3 Purpose, FACS relationship, research, background information, and goal of the project is minimally explained and presented | 4-5-6 Purpose, FACS relationship, research, background information, and goal of the project is inconsistently explained and presented | 7-8-9 Purpose, FACS relationship, research, background information, and goal of the project is explained but lacking detail or is disorganized | 10-11-12 Purpose, FACS relationship, research, background information, and goal of the project is explained and presented | 13-14-15 Purpose of project, relationship to FACS areas and/or related careers, research, background information, and goal of the project is well explained and presented in an organized format | |
| DIGITAL STORY/VIDEO | | | | | | | |
| Introduction 0-5 points | 0 No obvious introduction | 1 Introduction not relevant or appropriate for the presentation | 2 Introduction not effective in capturing attention | 3 Somewhat creative/attention getting | 4 Creative introduction | 5 Introduction captured attention immediately | |
| Purpose and Focus 0-5 points | 0 Not included | 1 Purpose, focus, and point of view is difficult to figure out | 2 Purpose, focus, and point of view is inconsistent | 3 Purpose, focus, and point of view is established but is not maintained throughout the presentation | 4 Purpose, focus, and point of view is mostly clear and maintained throughout the presentation | 5 Purpose, focus and point of view is clear and maintained throughout the presentation | |
| Subject Knowledge 0-5 points | 0 Did not mention | 1 Minimal evidence of knowledge | 2 Some evidence of knowledge | 3 Evidence of knowledge, but not used effectively in the presentation | 4 Evidence of knowledge. Presentation is enhanced by participant's knowledge | 5 Evidence of thorough knowledge. Effective presentation of current data and information to support viewpoints and issues of concern | |
| Creativity and Design 0-5 points | 0 Color, design and/or effects are over used or so minimal they distract from the purpose and focus | 1-2 Color, design, and/or effects are inconsistent with purpose and focus and are not used effectively | 3 Color, design, and/or effects neither enhance nor detract from the presentation | 4 Good use of color, design and/or effects to support the presentation | 5 Excellent and appropriate use of color, design, effects, and original ideas to support the presentation | | |
| Technical Quality Sound 0-5 points | 0 No sound or music was used in the project | 1 Sound quality is poor (crackling, volume issues) | 2 Sound quality is inconsistent | 3 Sound quality is consistent throughout the project, neither enhances nor detracts | 4 Sound quality is good throughout | 5 Sound quality is excellent throughout | |

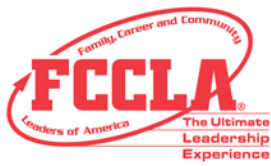
Digital Stories for Change (continued)

Points

| | | | | | | | |
|--|---|--|--|---|--|--|--|
| Technical Quality Images or Video 0–5 points | 0 Images or video was used without appropriate copyright permission | 1 Images/video quality is poor (low resolution, size distortion) no use of copyrighted images or video | 2 Images/video quality is inconsistent (low resolution, size distortion) no use of copyrighted images or video | 3 Images/video quality is inconsistent—no use of copyrighted images or video | 4 Images/video quality is good throughout—no use of copyrighted images or video | 5 Images/video quality is excellent—high resolution, no distortion, no use of copyrighted images or video | |
| Technical Quality Editing 0–5 points | 0 Not evident | 1 Editing produces a product difficult to watch or follow | 2 Inconsistent editing with under/over use of transitions and effects | 3 Editing generally supports the presentation, neither enhances nor detracts from the presentation | 4 Good editing and overall production to support the presentation | 5 Excellent editing and production with smooth and effective transitions. Use of effects supports the presentation | |
| Documentation 0–5 points | 0 Sources are cited but no permissions for using copyrighted work is included | 1 Copyright is questionable and source list is incomplete | 2 Copyright is questionable and sources are in inconsistent format | 3 Copyright statements and permissions are included for most sources but in inconsistent format | 4 Copyright statements and permissions are included for all sources. Complete list in a consistent format | 5 Work is original, copyright statements with permissions granted are included for all sources. Complete alphabetical list of sources, in a consistent format | |
| Licensing 0 or 5 points | 0 The video was not licensed by the participant | | | 5 A Creative Commons license or copyright statement is included in the video | | | |
| Communication— Graphics/Images 0–5 points | 0 No images or graphics were used | 1 Images are not relevant to the project | 2 Graphics, images, or video used do not match the storyline or enrich the project. Images not coordinated with music, sound, or narrative | 3 Graphics, images, or video is inconsistently used and is not clearly matched with the storyline. Images not coordinated with music, sound, or narrative | 4 Graphics, images, or video match most of the storyline, and communicate symbolisms or metaphors. Images mostly coordinated with music, sound, or narrative | 5 Graphics, images, or video creates emotion to match storyline, and communicate symbolism or metaphors. Images well-coordinated with music, sound, or narrative | |
| Communication— Text 0–5 points | 0 No text was used | 1 There are so many errors in word or text that it detracts from the project | 2 Word or text does not enhance the project and contains errors | 3 Word or text choices are appropriate but contain errors | 4 Word or text choices are good and support the project idea | 5 Word or text choices are powerful, vivid, and descriptive to audience | |
| Communication— Music/Sound 0–5 points | 0 No music or sound | 1 Music or sound is not relevant to the project, or is distracting | 2 Music/sound is relevant but not coordinated with images | 3 Music/sound neither enhances nor detracts from the project | 4 Enriches the project, creates interest, and is mostly coordinated with images | 5 Significantly enriches the project, creates appropriate mood/tone, and coordinated with images | |
| Narration 0–5 points | 0 Not included | 1 Is not relevant, does not match the storyline | 2 Scripting is not original, does not match storyline. Voice quality, diction, fluency, and flow is not used effectively | 3 Scripting relies on too many facts, quotes, or other non-original elements. Voice quality, diction, fluency and flow and flow is average | 4 Follows an original script, includes participant(s). Voice quality, diction, fluency, and flow is good | 5 Follows an original script, includes participant(s). Voice quality, diction, fluency, and flow is excellent | |
| Ending 0–5 points | 0 Ending is abrupt, weak, or video simply stops | 1-2 Ending is somewhat developed but does not provide closure | | 3-4 Ending brings closure, but does not engage the audience in reflective thinking or action toward change | | 5 Ending brings closure and engages the audience in reflective thinking or action toward change | |

Evaluator’s Comments:

LEVEL I TOTAL
(100 points possible)



DIGITAL STORIES FOR CHANGE

Level II Only

Rubric

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Category _____

| WEBSITE CONTENT – DOCUMENTATION | | | | | | | Points |
|--|---|--|--|--|---|--|--------|
| Project Identification Page 0 or 4 points | 0 Project Identification Page is missing, is not completed, or includes incorrect information | | 4 Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, and project title | | | | |
| FCCLA Planning Process Summary Page 0-5 points | 0 Planning Process summary not provided | 1 Inadequate steps in the Planning Process are presented | 2 All Planning Process steps are presented but not summarized | 3 All Planning Process steps are summarized | 4 Evidence that the Planning Process was utilized to plan project | 5 The Planning Process is used to plan the project. Each step is fully explained | |
| Evidence of Online Project Summary Submission 0 or 1 point | 0 Not provided | | | 1 Proof of submission from the online form is included | | | |
| Storyboard 0-5 points | 0 Not included | 1 Very limited and disorganized | 2 Does not include required elements | 3 Includes most of the required elements and is generally followed | 4 Includes all required elements and is followed | 5 Is sequential, includes scripting, narration, sounds/music, image sketches or graphics, and technical aspects. Storyboard is followed | |
| Project Summary 0-5 points | 0 Not provided | 1-2-3 Purpose, FACS relationship, research, background information, and goal of the project is minimally explained and presented | 4-5-6 Purpose, FACS relationship, research, background information, and goal of the project is inconsistently explained and presented | 7-8-9 Purpose, FACS relationship, research, background information, and goal of the project is explained but lacking detail or is disorganized | 10-11-12 Purpose, FACS relationship, research, background information, and goal of the project is explained and presented | 13-14-15 Purpose of project, relationship to FACS areas and/or related careers, research, background information, and goal of the project is well explained and presented in an organized format | |
| DIGITAL STORY/VIDEO | | | | | | | Points |
| Introduction 0-5 points | 0 No obvious introduction | 1 Introduction not relevant or appropriate for the presentation | 2 Introduction not effective in capturing attention | 3 Somewhat creative/attention getting | 4 Creative introduction | 5 Introduction captured attention immediately | |
| Purpose and Focus 0-5 points | 0 Not included | 1 Purpose, focus, and point of view is difficult to figure out | 2 Purpose, focus, and point of view is inconsistent | 3 Purpose, focus, and point of view is established but is not maintained throughout the presentation | 4 Purpose, focus, and point of view is mostly clear and maintained throughout the presentation | 5 Purpose, focus and point of view is clear and maintained throughout the presentation | |
| Subject Knowledge 0-5 points | 0 Did not mention | 1 Minimal evidence of knowledge | 2 Some evidence of knowledge | 3 Evidence of knowledge, but not used effectively in the presentation | 4 Evidence of knowledge. Presentation is enhanced by participant's knowledge | 5 Evidence of thorough knowledge. Effective presentation of current data and information to support viewpoints and issues of concern | |
| Creativity and Design 0-5 points | 0 Color, design and/or effects are over used or so minimal they distract from the purpose and focus | 1-2 Color, design, and/or effects are inconsistent with purpose and focus and are not used effectively | 3 Color, design, and/or effects neither enhance nor detract from the presentation | 4 Good use of color, design and/or effects to support the presentation | 5 Excellent and appropriate use of color, design, effects, and original ideas to support the presentation | | |
| Technical Quality Sound 0-5 points | 0 No sound or music was used in the project | 1 Sound quality is poor (crackling, volume issues) | 2 Sound quality is inconsistent | 3 Sound quality is consistent throughout the project, neither enhances nor detracts | 4 Sound quality is good throughout | 5 Sound quality is excellent throughout | |

Digital Stories for Change (continued)

| | | | | | | | Points |
|--|---|--|--|--|--|--|--------|
| Technical Quality Images or Video 0–5 points | 0 Images or video was used without appropriate copyright permission | 1 Images/video quality is poor (low resolution, size distortion) no use of copyrighted images or video | 2 Images/video quality is inconsistent (low resolution, size distortion) no use of copyrighted images or video | 3 Images/video quality is inconsistent—no use of copyrighted images or video | 4 Images/video quality is good throughout—no use of copyrighted images or video | 5 Images/video quality is excellent—high resolution, no distortion, no use of copyrighted images or video | |
| Technical Quality Editing 0–5 points | 0 Not evident | 1 Editing produces a product difficult to watch or follow | 2 Inconsistent editing with under/over use of transitions and effects | 3 Editing generally supports the presentation, neither enhances nor detracts from the presentation | 4 Good editing and overall production to support the presentation | 5 Excellent editing and production with smooth and effective transitions. Use of effects supports the presentation | |
| Documentation 0–5 points | 0 Sources are cited but no permissions for using copyrighted work is included | 1 Copyright is questionable and source list is incomplete | 2 Copyright is questionable and sources are in inconsistent format | 3 Copyright statements and permissions are included for most sources but in inconsistent format | 4 Copyright statements and permissions are included for all sources. Complete list in a consistent format | 5 Work is original, copyright statements with permissions granted are included for all sources. Complete alphabetical list of sources, in a consistent format | |
| Licensing 0 or 5 points | 0 The video was not licensed by the participant | | | 5 A Creative Commons license or copyright statement is included in the video | | | |
| Communication—Graphics/Images 0–5 points | 0 No images or graphics were used | 1 Images are not relevant to the project | 2 Graphics, images, or video used do not match the storyline or enrich the project. Images not coordinated with music, sound, or narrative | 3 Graphics, images, or video is inconsistently used and ins not clearly matched with the storyline. Images not coordinated with music, sound, or narrative | 4 Graphics, images, or video match most of the storyline, and communicate symbolisms or metaphors. Images mostly coordinated with music, sound, or narrative | 5 Graphics, images, or video creates emotion to match storyline, and communicate symbolism or metaphors. Images well-coordinated with music, sound, or narrative | |
| Communication—Text 0–5 points | 0 No text was used | 1 There are so many errors in word or text that it detracts from the project | 2 Word or text does not enhance the project and contains errors | 3 Word or text choices are appropriate but contain errors | 4 Word or text choices are good and support the project idea | 5 Word or text choices are powerful, vivid, and descriptive to audience | |
| Communication—Music/Sound 0–5 points | 0 No music or sound | 1 Music or sound is not relevant to the project, or is distracting | 2 Music/sound is relevant but not coordinated with images | 3 Music/sound neither enhances nor detracts from the project | 4 Enriches the project, creates interest, and is mostly coordinated with images | 5 Significantly enriches the project, creates appropriate mood/tone, and coordinated with images | |
| Narration 0–5 points | 0 Not included | 1 Is not relevant, does not match the storyline | 2 Scripting is not original, does not match storyline. Voice quality, diction, fluency, and flow is not used effectively | 3 Scripting relies on too many facts, quotes, or other non-original elements. Voice quality, diction, fluency and flow is average | 4 Follows an original script, includes participant(s). Voice quality, diction, fluency, and flow is good | 5 Follows an original script, includes participant(s). Voice quality, diction, fluency, and flow is excellent | |
| Ending 0–5 points | 0 Ending is abrupt, weak, or video simply stops | 1-2 Ending is somewhat developed but does not provide closure | | 3-4 Ending brings closure, but does not engage the audience in reflective thinking or action toward change | | 5 Ending brings closure and engages the audience in reflective thinking or action toward change | |

Digital Stories for Change (continued)

| ORAL PRESENTATION | | | | | | | Points |
|--|---|---|--|---|--|--|--------|
| Organization/ Delivery 0 – 10 points | 0 Presentation is not done or speaks briefly and does not cover components of the project | 1-2 Presentation covers some topic elements | 3-4 Presentation covers all topic elements but with minimal information | 5-6 Presentation gives complete information but does not explain the project well | 7-8 Presentation covers information completely but does not flow well | 9-10 Presentation covers all relevant information with a seamless and logical delivery | |
| Knowledge of Subject Matter 0-5 points | 0 Little or no evidence of knowledge | 1 Minimal evidence of knowledge | 2 Some evidence of knowledge | 3 Knowledge of subject matter is evident but not effectively used in presentation | 4 Knowledge of subject matter is evident and shared at times in the presentation | 5 Knowledge of subject matter is evident and incorporated throughout the presentation | |
| Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points | 0 Not included | 1 Minimal evidence FACS coursework relationship | 2 Some knowledge of relationship to FACS coursework | 3 Knowledge of FACS coursework but not shared | 4 Knowledge of relationship to FACS is evident and shared | 5 Knowledge of FACS relationship is evident and explained well | |
| Voice – pitch, tempo, volume 0-3 points | 0 Voice qualities not used effectively | 1 Voice quality is adequate | 2 Voice quality is good, but could improve | 3 Voice quality is outstanding and pleasing | | | |
| Body Language/ Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 Gestures, posture, mannerisms and eye contact is inconsistent/clothing is appropriate | 2 Gestures, posture, mannerisms, eye contact, and clothing are appropriate | 3 Gestures, posture, mannerisms, eye contact, and clothing enhance presentation | | | |
| Grammar/Word Usage/ Pronunciation 0-3 points | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 Some (3-5) grammatical and pronunciation errors | 2 Few (1-2) grammatical and pronunciation errors | 3 Presentation has no grammatical or pronunciation errors | | | |
| Responses to Evaluators' Questions 0-5 points | 0 Did not answer evaluators' questions | 1 Unable to answer some questions | 2 Responded to all questions but without ease or accuracy | 3 Responded adequately to all questions | 4 Gave appropriate responses to evaluators' questions | 5 Responses to questions were appropriate and given without hesitation | |

Evaluator's Comments:

LEVEL II TOTAL
(134 points possible)

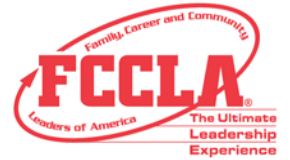
Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____

DIGITAL STORIES FOR CHANGE

Storyboard Template



Participant Name _____ Chapter ID # _____ State _____

Category _____ Title of Project _____

| TITLE SLIDE/SCENE # | TIME: | SLIDE/SCENE # | TIME: | SLIDE/SCENE # | TIME: |
|---|---|---------------|---|---------------|-------|
| <p>IMAGE</p> <p style="text-align: center;">Sketch, graphic or photo here</p> | <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> Use this box to indicate transitions, if any are used </div> | | <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> Use this box to indicate transitions, if any are used </div> | | |
| <p>SCRIPT/NARRATION</p> <p style="text-align: center;">Write your script or narrative here</p> | | | | | |
| <p>MEDIA/DESIGN</p> <p style="text-align: center;">List specific media used—music, sound, voice recordings, video clips, photos, graphics, color themes, etc.</p> | | | | | |

Download blank template at <http://fcclainc.org/programs/resources.php> Page _____ of _____

Prior to the event

- Read all information provided through the mail and online from FCCLA national headquarters for room consultants in your event thoroughly.
- Bring a calculator to the National Leadership Conference for totaling points. A phone with a calculator feature/app is acceptable, but please be prepared to place your phone in “airplane mode” during the competition times.

At the National Leadership Conference

- Attend room consultants meeting to review specific responsibilities.
- Prior to the event, check your room setup and materials. Review room consultant information and organize evaluator materials.
- Serve as doorkeeper for the event and enforce the no spectator policy. (Exception: Media and Business & Industry partners may be escorted into events with prior approval and arrangements made through national headquarters and Competitive Events Advisory Team.)
- When calling participants into the room to compete, use the name of event, category, chapter name, and state.
- Check off participant names on time schedule when they present.
- Record points on the corresponding point summary form, and confer with the event lead consultant if there are any questions.
- Following the participants’ presentations, encourage evaluators to make constructive and thorough comments on the rubrics or provided comment sheets.
- Keep evaluators on schedule and check for blank areas on rubrics.
- Total points on rubrics and point summary form, and indicate final rating. Show evaluators final ratings for each participant and have evaluator initial their rubric next to the Total Points box and in the space provided on the point summary form. If ratings are not consistent, remind evaluators that we ask evaluation teams to be within a 10-point range.
- Collect and return rubrics and point summary forms to the Assistant Lead Consultant in team number order.
- Collect and return supplies to the Assistant Lead Consultant.
- Assist with Recognition Sessions as needed.
- Do not discuss ratings with anyone prior to Recognition Sessions.

Prior to the event

- Read all information provided through the mail and online from FCCLA national headquarters for room consultants in your event thoroughly.
- Bring a stopwatch to National Leadership Conference for timing events. A wristwatch is not acceptable. A phone with a stopwatch feature/app is acceptable, but please be prepared to place your phone in “airplane mode” during the competition times.

At the National Leadership Conference

- Attend room consultants meeting to review specific responsibilities.
- Assist adult room consultants as needed.
- Serve as timekeeper for the event.
 - allow participants 5 minutes to setup; other persons may not assist
 - begin timing the digital story when it begins playing; allow up to 5 minutes. Stop the video if it exceeds 5 minutes in length.
 - begin timing when participants begin their up to 5 minute oral presentation
 - hold up warning card at 4 minutes (one minute warning)
 - stop participants at 5 minutes
 - allow 5 minutes for questioning by evaluators
- Direct the participant outside of the event room after the interview so evaluators may complete their rubrics.
- Thank the participant for their work and participation.
- Allow evaluators a few minutes to write comments and discuss the entry among themselves before bringing in the next portfolio.
- Collect rubrics and point summary form at the end of each presentation, and give to adult room consultant.
- At the end of the day complete the volunteer evaluation form and collect completed evaluations from the evaluators and adult room consultant. Return evaluations to the Assistant Lead Consultant with the other competition materials.
- Thank evaluators at the end of the event.
- Assist with Recognition Sessions as needed.
- Do not discuss ratings with anyone prior to Recognition Sessions.

General Information:

- Become familiar with the rules, point summary forms, and the rubric criteria. Question any criteria not understood. Remember that individual state event rules often differ from national event rules, and that national rules must be followed for the national competition.
- Do not request that participants hand you items – instead, please stand up for a closer look.
- When completing the rubric, circle the chosen score. Write the appropriate rating in the points column and write comments on the bottom or back of the rubric. All scores should be whole numbers (i.e. do not give individual rating categories 2.5 out of 5 points.) Specific and constructive written comments serve as a valuable source of feedback for the individuals and teams. Record Total Points. Verify point total and initial by the total point box.
- Remember that students are to follow the rubric and guidelines – please evaluate them according to this criteria and not to what you think they “should” have done (if not required/addressed in the event guidelines).
- Compare ratings with other evaluators and discuss the scores given to each student. The adult room consultant will then total scores and determine the average rating. Together, the evaluators will review the score and come to a consensus on the rating. **Although evaluator scores will vary, we recommend that all three evaluator ratings be within a 10-point range.** If the scores are outside a 10-point range, discuss the criteria and make sure there is a consensus between evaluators to standardize the participants score. Total scores should NOT be rounded.
- Rubrics and point summary forms are to be turned in to the room consultant at the end of the presentation, NOT held by evaluators until the end of the day to be adjusted.
- The decisions of the evaluators are final.
- Please discuss any suggestions for improvement on your event with the event lead consultant. Your comments are welcomed and appreciated.

Specific Event Information:

Participants will play their digital video for up to 5 minutes, and must include an oral presentation, also up to 5 minutes in length. Following the oral presentation, evaluators will have 5 minutes to question participant and determine their knowledge of the subject or to ask for clarification.

Score the entry and discuss in private with the other evaluators on your team.

Spend a few minutes reviewing strengths and areas for improvement of the presentation. Make written remarks on the rubric or the provided comment sheets.

Complete the rubric and initial your rubric next to the “Total Score” box at the bottom of the second page.

Submit your final rubric and any additional comment sheets to the adult room consultant for review.

Once the adult room consultant has finished reviewing and totaling the participant’s score, double check for accuracy and initial the Point Summary Form where directed.

At the end of the day complete the volunteer evaluation form and submit to the youth room consultant.

Thank the room consultants for their assistance and work throughout the day.

DO NOT INFORM PARTICIPANTS OF THEIR SCORE OR RATING!

CAREER EXPLORATION THROUGH FCCLA

FCCLA made a concentrated effort to illustrate the connection of FCCLA and Family and Consumer Sciences (FACS) to career pathways and hosted a focus group to assist us in this process. A survey of business and industry stakeholders found that FCCLA most directly supports career pathways in the hospitality and tourism, visual arts and design, education and training, and human services careers.

FCCLA National Programs and Competitive Events support CTE students' development of knowledge and skills, enhancing the classroom experience and career pathway initiatives. FCCLA is integrated into FACS and is intracurricular, exposing students to work-based learning, business and industry networks, and industry-recognized certifications. FCCLA members explore career opportunities and build their real world skills by developing projects, engaging and participating in events, and competing regionally and nationally for scholarships and awards.



HOSPITALITY AND TOURISM

The management, marketing, and operations of restaurants and other food services, lodging, attractions, recreation events, and travel-related services.

Possible careers include:

- Restaurant, food service, lounge, casino, coffee shop, or catering owner, operator, or manager
- Hotel, motel, resort, or bed and breakfast owner, operator, or manager
- Tour company owner, operator, or manager
- Meeting and convention planner
- Interpreter or translator
- Tourism and travel services marketing manager

VISUAL ARTS AND DESIGN

Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

Possible careers include:

- Stage designer
- Fashion/apparel designer or illustrator
- Interior designer
- Home furnishing coordinator
- Textile designer or chemist
- Costume designer

EDUCATION AND TRAINING

Planning, managing, and providing education and training services and related learning support services.

Possible careers include:

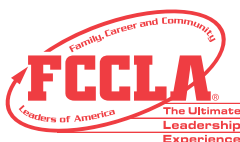
- Superintendent, principal, or administrator
- Teacher or instructor
- Preschool or kindergarten teacher
- Clinical, developmental, or social psychologist
- Social worker
- Counselor
- Teacher assistant
- Parent educator
- Child care worker
- Coach
- Recreation worker
- Sign language interpreter

HUMAN SERVICES

Preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.


Possible careers include:

- Child care worker
- Child, family, or school social worker
- Director of childcare facility
- Preschool teacher
- Parent educator
- School counselor
- Sociologist
- Social services worker
- Personal or home care aide
- Leisure activities counselor
- Recreation worker
- Consumer credit counselor
- Personal financial advisor
- Consumer goods or services retailing representative or buyer
- Cosmetologist, hairdresser, or hairstylist



The FCCLA Planning Process for Individual and Team Action

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

 Go to <http://fcclainc.org/programs/resources.php> to download a blank FCCLA Planning Process template. This template may be modified, but all headings must be used, in the correct order. The FCCLA logo, STAR Events logo, and Planning Process graphics are encouraged but not required.



IDENTIFY CONCERNS

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

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



SET A GOAL

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

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



FORM A PLAN

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

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



ACT

The different squares in this symbol represent the activities to be carried out to meet your goal. It represents acting on the plan.

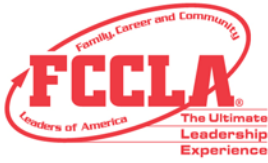
- Carry out your group or individual plan.
- Use *family* and *community* members, advisers, committees, task forces, and advisory groups when needed.



FOLLOW UP

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

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



Competitive Events Glossary

The Competitive Events glossary was developed to help clarify questions about terms. Be sure you understand the rules for your event. Make certain you are following the national rules if they are different from your state rules.

Audience—A group of listeners, or readers of a work, program, or performance.

Audio equipment—Equipment used for the broadcasting of sound.

Audiovisual equipment—Equipment that uses both sight and sound to present information.

Best Practices Educator—An educator who models *professional* qualities, continued *professional* development and the use of current instructional approaches and strategies for teaching and learning. A best practices educator is committed to incorporating various teaching methods and seeks to utilize relevant *content* to create a classroom that is student focused. The educator should be recognized by *peers* for excellence and be fully certified in his/her field.

Bibliography—An alphabetical list of sources of information in an organized, consistent format (i.e. APA, MLA) on a given subject, period, etc.; a list of books, articles, software, etc., used or referred to by an author.

Campaign—Activities to achieve a specific objective.

Career-Related Education—Knowledge obtained through school curriculum and *community* service projects/activities that enhances a student's ability to work in a specific occupation.

Classroom Situation—a situation in which there are multiple ages, learning styles, education levels, and/or special needs represented in students who are gathered in one space for an individual lesson.

Community—A group of people living in the same locality and under the same governance; the region in which one lives (i.e., *family*, school, *peers*, town, city, *employment*, etc.).

Comprehensive Student—Students enrolled in general courses in a Family and Consumer Sciences program.

Content—The subject or ideas contained in something written, said, or represented.

Content divider pages—Pages of a *portfolio* that separate content sections and do not contain *content* but may include *graphic* elements, titles, logos, theme

decorations, page numbers, and/or a table of contents for a content section.

Content pages—Pages of a *portfolio*, business plan, or *portfolio* that contain information about the project; one side of page only.

Costume—Clothing worn by someone who is trying to look like or portray a different person or thing, often related to a specific presentation or project theme.

Creative thinking—The ability to generate new ideas.

Critical thinking—The ability to use communication and problem-solving skills effectively to direct, monitor, and evaluate.

Current—Current information may vary by *content* field. Current research should be up-to-date based on research and study in the field.

Digital Story—A mixture of computer-based images, text, recorded audio narration, video clips, and/or music that focuses on a specific topic, and contains a personal or particular point of view.

Dimensions—The stated or required size of a *display*, *portfolio*, or container (i.e., measurements, number of pages, etc.). The measured *dimensions* include all items that are a part of the *display*, *portfolio*, or container (tablecloths, audiovisuals, *props*, equipment, moving parts, etc.). Examples include but are not limited to: tablecloths placed under a *display*, a *display* with one or more panels when the panel(s) are extended, and storage of items under or around the *display* table.

Display—An arrangement of material that includes but is not limited to: photos, project samples, etc., and is contained within a specified area that includes all materials, *visuals*, and *audiovisual equipment* to be used for the presentation.

Easel—A stand or frame that may range in size used to hold materials upright, usually during a presentation or *display*.

Competitive Events Glossary (continued)

Educational Enhancement Opportunity—Knowledge obtained through job shadowing, informational interviews, or career research projects that enhances a specific *occupational area*.

Electronic Portfolio—An *electronic portfolio*, also known as an **e-portfolio** or **digital portfolio**, is a collection of electronic evidence assembled and managed by a user, usually on the Web (also called Web folio). Such electronic evidence may include inputted text, electronic files such as Microsoft Word and Adobe® PDF files, images, multimedia, blog entries, and hyperlinks. E-portfolios are both demonstrations of the user's abilities and platforms for self-expression, and, if they are online, they can be maintained dynamically over time. Some e-portfolio applications permit varying degrees of *audience* access, so the same *portfolio* might be used for multiple purposes.

Employment—The work in which one is engaged; an activity to which one devotes time; may or may not include wages.

Fabric Care—Method(s) of cleaning and making suitable for wear.

Fabric Characteristics—Information about a fabric including, ease of use, special requirements of constructing garments with this fabric, limitations/advantages of using the fabric, and typical uses.

Family—Two or more persons, sometimes living under one roof, who nurture and support one another physically and emotionally, share *resources*, share responsibility for decisions, share values and goals, and have commitment to one another; environment created by caring people—regardless of blood, legal ties, adoption, or marriage—where individuals learn to be productive members of society; a context for discovery where one can comfortably accept challenges, make mistakes, have successes, be self-expressive, and grow as an individual.

Fiber Content—The types and amounts of different fibers in a fabric or garment.

File folder—A letter-size folder 8 ½" x 11" with one fold on lower horizontal edge and open on the other 3 sides; may have a tab at the top or may be straight cut. Within the *file folder*, each set of materials should be stapled separately. *File folder* may be any color. Required labeling for STAR Events competition does not have to be printed on an adhesive label.

Flip chart—A chart consisting of sheets hinged on one side that can be flipped over to present information sequentially.

Focus Group—A small group of individuals, not participating in the event, who test and/or evaluate an idea, event, or product with the intent of suggesting revisions for improvement.

Graphic—A picture, border, map, graphic font, or graph used for illustration or demonstration.

Hardcopy—Readable printed copy of the output of a machine, such as a computer.

In-depth service project—A detailed project that addresses one specific interest, concern, or need.

Individual event—An event completed by one person.

Lesson plan—A set of plans for teaching a concept that includes objective(s), plan of action, time schedule, *resources*, supplies, equipment, and evaluation process.

Mannequin—A full or partial human form that is or is close to actual body size which is used to display a garment or ensemble.

Model—A 3-D object which represents, in detail, the intent of a final version of a product.

National programs—Frameworks for FCCLA action that encourage members to enhance their personal growth and build leadership skills.

Occupational student—An *occupational student* is one who has completed or is currently taking a concentrated program that prepares individuals for paid *employment*.

Peer—A person who is equal to another in a particular category such as ability, age, rank, and/or qualifications.

Peer education—To provide with information, teach, or instruct a person or group equal in ability, age, rank, and/or qualifications (e.g., teens teaching teens).

Photo Album—A collection of photographs, either presented in a digital or printed format.

Plain paper—8 ½" x 11" paper with no *graphics* or design. Paper may be any solid color. Watermark is not allowed.

Planning Process—A five-step method (identify concerns, set a goal, form a plan, act, and follow up) to help FCCLA chapter members and advisers plan individual, group, or chapter activities.

Pointer—See *prop*. Laser *pointers* are not allowed.

Competitive Events Glossary (continued)

Portfolio—A record/collection of a person’s work organized in a format that best suits the project and meets the requirements of the event. *Portfolios* may be either *hardcopy* or *electronic*. See event specifications for allowable format.

Postconsumer Item—Any item which has been discarded by an end consumer. Examples include, but are not limited to, textiles, housewares, paper goods, sporting goods, etc.

Presentation equipment – Equipment using sight and/or sound to present information. See also audiovisual equipment.

Problem solving—The ability to recognize problems and devise and implement plans of action to solve the problems.

Professional—Worthy of the high standards of a profession.

Project identification page—A page at the front of a document or *display* containing headings specifically called for by event rules.

Prop—An object used to enhance a theme or presentation (e.g., book, puppet, *pointer*, etc.) that does not include *visuals*, audiovisuals, or *costumes/uniforms*. Live objects are not allowed. Props do not include *content*.

Prototype Formula—The ingredients, their quantities, and the process directions used to produce a food item.

Public Policy – The governing policy within a *community* as embodied in its legislative and judicial enactments which serve as a basis for determining what acts are to be regarded as contrary to the public good.

Reliable—Sources should be respected in the field and information found in the source should be able to be backed up by other sources or legitimate research.

Resources—Any source of information or assistance in carrying out a project. May be any medium (e.g. book, internet, chapter member, speaker, etc.) but must be cited appropriately when used.

School relationships—Relationships within an educational institution (e.g., student to student, student to educator, student to organization, etc.).

Seating and Traffic Standards—Standards for the amount of space needed for and around seating areas with various levels of traffic produced by the National Kitchen and Bath Association (Kitchen Planning Guidelines 8 & 9). NKBA Planning Guidelines can be found online at: <http://www.nkba.com/guidelines/kitchen.aspx>.

Skit—A short, rehearsed, theatrical sketch that could include interaction with others (also called role play).

Sound business practices—Practices that are *comprehensive*, ethical, realistic, and profitable.

Team—A *team* may be composed of one, two, or three participants from the same chapter and/or school with the following exception: the Parliamentary Procedure *team* may have four to eight participants from the same chapter and/or school.

Team event—An event that can be completed by an entire chapter but may be presented by a *team* of one, two, or three members.

Technology—A method, system, or process for handling a specific, technical problem.

Presentation equipment—Equipment used for visual projection without sound (e.g., projector, laptop, electronic tablet).

Visuals—Posters, charts, slides, presentation software, etc., which include *content*.