

STAR Events

Volunteer Handbook

Say Yes to FCS Education





Say Yes to FCS Education

Say Yes to FCS Education, an *individual event*, recognizes participants who demonstrate the knowledge and skills needed to explore and experience the career of being a Family and Consumer Sciences educator. Participants must prepare a portfolio, conduct classroom observations, plan and execute a lesson, develop an FCCLA integration plan, and deliver an oral presentation.

EVENT CATEGORIES

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

- Education & Training

PROCEDURES & TIME REQUIREMENTS

1. Each entry will submit a portfolio (hardcopy or electronic) to the event room consultant at the designated participation time.
2. Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.

3. Room consultants and evaluators will have 10 minutes to preview the *portfolio* before the presentation begins, during participant set up time. The participant must make the electronic portfolio accessible to evaluators.
4. The presentation **may be up to** 10 minutes in length. A one-minute warning will be given at 9 minutes. The participant will be stopped at 10 minutes.
5. If audio or audiovisual recordings are used, they are limited to a 3-minute playing time during the presentation. Presentation equipment, with no audio, may be used during the entire presentation.
6. Following the presentation, evaluators will have 5 minutes to interview the participant.
7. Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant.

ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 87 prior to event planning and preparation.
2. A table will be provided. Participants must bring all other necessary supplies and/or equipment. Wall space will not be available.
3. **Access to an electrical outlet will not be provided.** Participant(s) are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual presentation, if desired.

(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 | Portfolio, Oral Presentation | Table | Not provided | 5 minutes | 10 minutes prior to presentation | 1-minute warning at 9 minutes; stopped at 10 minutes | 5 minutes | 30 minutes |

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








SAY YES TO FCS EDUCATION Specifications


Hardcopy Portfolio

The *portfolio* is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *content divider pages*, must fit within the cover, be one-sided, and may not exceed 26 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a *hardcopy portfolio* has been turned in to the evaluators, participants may not switch to an *electronic portfolio*.

Electronic Portfolio

An *electronic portfolio* may be either in PowerPoint, Prezi, or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* and the hardware (method) to view it (i.e., equipment, files, projectors, screens, laptops) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the *technology* used to show the evaluators the project. Once an *electronic portfolio* is turned in to the evaluators, participants may not switch to a *hardcopy portfolio*. *Portfolio* may not exceed 36 slides, as described below.

| | | |
|--|--|---|
| 1-8 ½" x 11" page or 1 slide | <i>Project Identification Page</i> | <i>Plain paper</i> or slide, with no <i>graphics</i> or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title. |
| 1-8 ½" x 11" page or 1 slide | Table of Contents | List the parts of the <i>portfolio</i> in the order in which the parts appear. |
| 1-8 ½" x 11" page or 2 slides | FCCLA <i>Planning Process</i> Summary Page | Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation. |
| 1  | Evidence of Online Project Summary Submission | Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include proof of submission in the <i>portfolio</i> . |
| 0-6 | <i>Content Divider Pages</i> or Sections | Use up to 6 <i>content divider/section</i> pages or slides. <i>Content divider/section</i> pages may be tabbed, may contain a title, a section name, <i>graphic</i> elements, thematic decorations, and/or page numbers. They must not include any other <i>content</i> . |
| Up to 16 8 ½" x 11" pages or 25 slides | FCS Education Research Summary  | Research three (3) postsecondary institutions that offer Family and Consumer Sciences Education programs. Complete the information as requested in the Family and Consumer Sciences Education Research Summary. The Family and Consumer Sciences Education Research Summary should not exceed two 8 ½" x 11" pages or three slides. |
| | FCS Educator Interview Summary  | Using the questions and template provided, interview two <i>current</i> Family and Consumer Sciences Educators, one who is not employed at the school of the participant. Interviews may be conducted in-person or electronically. The Family and Consumer Sciences Educator Interview Summary should not exceed four 8 ½" x 11" pages or six slides. |
| | Classroom Observation Summary  | Conduct a minimum of two (total) classroom observations - one (1) Family and Consumer Sciences classroom observation and one (1) classroom observation in another Career and Technical Education course (Business, Agriculture, etc.). Use the provided template to record observations, and include a summary of each observation as indicated. The Classroom Observation Summary should not exceed four 8 ½" x 11" pages or six slides. |
| | FCCLA Integration Plan  | Identify three national FCCLA Programs for integration into the Family and Consumer Sciences curriculum. Complete the information required in the provided template. Activities should include leadership development, service, and career preparation. The FCCLA Integration Plan should not exceed two 8 ½" x 11" pages or three slides. |

| | |
|--|--|
| <p>FCS Marketing Lesson Plan, Implementation and Documentation</p>  | <p>Prepare, implement, and document one Family and Consumer Sciences lesson plan marketing Family and Consumer Sciences Education to middle or high school students. The lesson should promote Family and Consumer Sciences Education as a career using information the participant has obtained through the FCS Education Research, Interviews, and Observations. Document the implementation of the lesson by use of follow up data and/or photographs.</p> <p>Planning: Indicate the topic, grade level, timeframe, FCCLA National Program and Competitive Events integration, learning objectives, national Family and Consumer Sciences standards and Career Readiness Practices selection.</p> <p>Organization: List all materials needed and describe the instructional strategies used to implement the lesson.</p> <p>Activities: Choose up to three activities to implement the lesson. Describe each activity; include activity timeframe, and materials needed.</p> <p>Assessment: Determine the assessment method(s) to evaluate the lesson and include ways to improve <i>content</i> and/or <i>delivery</i>.</p> <p>Other Resources: Develop resources needed to implement the lesson (handouts, etc.) and include them in portfolio as applicable.</p> <p>Sources and Notes: Include specific citations for materials used in lesson and any additional notes, as needed.</p> <p>The lesson plan should not exceed three 8 ½" x 11" pages or 6 slides.</p> |
| <p>Works Cited/<i>Bibliography</i></p> | <p>Use MLA or APA citation style to cite all references. <i>Resources</i> should be <i>reliable</i> and <i>current</i>.</p> |
| <p>Appearance</p> | <p>Portfolio must be neat, legible, and professional and use correct grammar and spelling.</p> |

Oral Presentation

The oral presentation **may be up to** 10 minutes in length and is delivered to evaluators. The presentation should explain the specifics of the project and describe all project research and implementation. The presentation may not be prerecorded. If audio or *audiovisual equipment* is used, it is limited to 3 minutes playing time during the presentation. The portfolio will be used by the participant during the oral presentation.

| | |
|--|---|
| <p>Organization/Delivery</p> | <p>Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.</p> |
| <p>Knowledge of Subject Matter</p> | <p>Present <i>current</i> data and show evidence of knowledge of trends in Family and Consumer Sciences Education.</p> |
| <p>Relationship of Family and Consumer Sciences Coursework</p> | <p>Describe the relationship of Family and Consumer Sciences coursework to selected career, Career Cluster, and Pathway.</p> |
| <p>Use of <i>Portfolio and Visuals</i></p> | <p>Use portfolio to describe all phases of the project. Use original, creative, and appealing visuals to enhance the presentation.</p> |
| <p>Voice</p> | <p>Speak clearly with appropriate pitch, tempo, and volume.</p> |
| <p>Body Language/ Clothing Choice</p> | <p>Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear appropriate clothing for the nature of the presentation.</p> |
| <p>Grammar/Word Usage/ Pronunciation</p> | <p>Use proper grammar, word usage, and pronunciation.</p> |
| <p>Responses to Evaluator's Questions</p> | <p>Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.</p> |



STAR Events Point Summary Form SAY YES TO FCS EDUCATION

Name of Participant _____

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

DIRECTIONS:

1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, please write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
2. Before student presentation, the room consultants must check participants' *portfolio* using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

| ROOM CONSULTANT CHECK | | | Points | | | | | | |
|--|--|---|----------|----------|----------|-------------------------|----------------|------------------|--|
| Registration Packet 0 or 3 points | Picked up by adviser or designated adult during scheduled time No 0 Yes 3 | | | | | | | | |
| Online Event Orientation Documentation 0 or 2 points | 0 Official documentation not provided at presentation time or signed by adviser | 2 Official documentation provided at presentation time and signed by adviser | | | | | | | |
| Hardcopy Portfolio 0-1 point or Electronic Portfolio 0-1 point | 0 Binder is not the official FCCLA binder | 1 Binder is the official FCCLA binder | | | | | | | |
| Portfolio Pages 0-3 points | 0 Portfolio exceeds the page limit | <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: center;">2 or more errors</td> <td style="text-align: center;">1 error</td> <td style="text-align: center;">no errors</td> </tr> </table> Portfolio contains no more than 26 single-sided pages or 36 slides completed correctly, including: <ul style="list-style-type: none"> 1 project ID page or slide 1 table of contents page or slide 1 Planning Process summary page or 2 slides Project Summary Submission Proof 0 to 6 content divider pages or slides Up to 16 content pages or 25 content slides | 1 | 2 | 3 | 2 or more errors | 1 error | no errors | |
| 1 | 2 | 3 | | | | | | | |
| 2 or more errors | 1 error | no errors | | | | | | | |
| Punctuality 0-1 point | 0 Participant was late for presentation | 1 Participant was on time for presentation | | | | | | | |

| | |
|----------------------------------|--|
| EVALUATORS' SCORES | ROOM CONSULTANT TOTAL |
| Evaluator 1 _____ Initials _____ | (10 points possible) |
| Evaluator 2 _____ Initials _____ | AVERAGE EVALUATOR SCORE |
| Evaluator 3 _____ Initials _____ | (90 points possible) |
| Total Score _____ | FINAL SCORE |
| _____ | (Average Evaluator Score plus Room Consultant Total) |

= **AVERAGE EVALUATOR SCORE**
Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)

RATING ACHIEVED (circle one) **Gold:** 90-100 **Silver:** 70-89.99 **Bronze:** 1-69.99
VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Adult Room Consultant _____ Event Lead Consultant _____



SAY YES TO FCS EDUCATION

Rubric

Name of Participant _____

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

| PORTFOLIO | | | | | | | Points |
|--|---|--|---|--|--|---|--------|
| 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 | |
| FCS Education Research Summary 0-5 points | 0 Not included | 1 Research for 1-3 institutions or state data is provided, but not both | 2 Research is provided for 2-3 institutions and some state data is provided | 3 Research is provided for 3 institutions and state data, but is limited or not complete | 4 Research is provided for 3 institutions and includes state educational data | 5 Research is complete for 3 institutions and includes detailed state educational data | |
| FCS Educator Interview Summary 0-5 points | 0 Not included | 1 Interviewed 1 or 2 FCS educators but provided limited responses or did not provide responses for each question | 2 Interviewed 1-2 FCS educators and provided limited responses for 8-10 questions | 3 Interviewed 2 FCS educators and provided responses for 8-10 questions for each interview | 4 Interviewed 2 FCS Educators per guidelines. Provided responses for all 10 questions for each interview | 5 Conducted 2 FCS Educator interviews per guidelines. Provided detailed responses for all 10 questions for each interview | |
| Classroom Observation Summary 0-10 points | 0 Not included | 1 Conducted 1 observation and provided required information | 2 Conducted 2 observations but not per guidelines, or provided very limited information and summary | 3 Conducted 2 observations per guidelines. Provided some descriptions/comments and limited summary of strengths, improvement, and takeaway | 4 Conducted 2 observations per guidelines. Provided descriptions/comments, and good summary of strengths, improvement, and takeaway | 5 Conducted 2 observations per guidelines. Provided detailed descriptions/comments, and thorough summary of strengths, improvement, and takeaway | |
| FCCLA Integration Plan 0-7 points | 0 Not included | 1 Plan is very limited and missing required components | 2 Plan includes 1-2 national programs, descriptions, courses and standards, grade levels, recognition and activities, but is missing some required components | 3 Plan includes 2-3 national programs, descriptions, courses and standards, grade levels, recognition and activities, but is missing some required components | 4 Plan represents good use of 3 national programs, descriptions, courses and standards, grade levels, and recognition. Activities are appropriate, include leadership, service, and career development | 5 Plan represents outstanding use of 3 national programs, descriptions, courses and standards, grade levels, and recognition. Activities are appropriate, include leadership, service, and career development | |
| FCS Marketing Lesson Plan: Planning 0-3 points | 0 Shows no evidence of planning | 1 Very limited information provided or missing required components | 2 Planning is evident and includes all required components, but may not be appropriately identified | 3 Topic, grade level, timeframe, FCCLA National Program and Competitive Events integration, learning objectives, national Family and Consumer Sciences standards and Career Readiness Practices selection are appropriate and clearly identified | | | |
| FCS Marketing Lesson Plan: Organization 0-3 points | 0 Shows no organization | 1 Materials list and description of instructional strategies is incomplete to support lesson objectives | 2 Materials are listed, instructional strategies do not clearly support lesson objectives | 3 All materials are listed, instructional strategies are clear and appropriate to meet lesson objectives | | | |
| FCS Marketing Lesson Plan: Activities 0-3 points | 0 No activity included | 1 1-3 activities are identified but are missing required components, or do not support lesson objectives | 2 1-3 activities chosen to implement the lesson include basic description, timeframe, and materials needed to support lesson objectives | 3 1-3 activities chosen to implement the lesson, each includes complete description, timeframe, and materials needed to support lesson objectives | | | |
| FCS Marketing Lesson Plan: Assessment 0-3 points | 0 No follow up was done | 1 Assessment methods are identified but do not adequately evaluate the lesson objective | 2 Assessment method(s) chosen evaluate the lesson but do not include ways to improve content and/or delivery | 3 Assessment method(s) chosen appropriately evaluate the lesson and include ways to improve content and/or delivery | | | |

| | | | | |
|---|--|---|--|---|
| <i>FCS Marketing Lesson Plan: Other Resources</i> 0-3 points | 0 Not included | 1 Resources developed are incomplete to support lesson implementation | 2 Resources developed are not required for lesson implementation | 3 Resources developed appropriately support lesson implementation |
| <i>FCS Marketing Lesson Plan: Sources, Notes, and Documentation</i> 0-3 points | 0 Not included | 1 Citations are provided but lesson implementation documentation is not included | 2 Citations for most materials used and lesson implementation documentation included | 3 Citations for all materials used and lesson implementation documentation included |
| Works Cited/Bibliography 0-3 points | 0 No resources listed | 1 Resources are incomplete, not current, or not reliable for project | 2 Reliable resources but incorrect style (<i>see style sheet</i>) | 3 Complete list of current and reliable resources, in MLA or APA style (<i>see style sheet</i>) |
| Appearance 0-3 points | 0 Portfolio is illegible and unorganized | 1 Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly | 2 Portfolio is neat, legible, and professional, with correct grammar and spelling | 3 Neat, legible, professional, correct grammar and spelling used with effective organization of information |

ORAL PRESENTATION

| | | | | | | | | | | | |
|---|---|---|--|---|--|---|----------|----------|----------|----------|-----------|
| Organization/Delivery 0 – 10 points | 0 Presentation is not done or presented briefly and does not cover components of the project | 1 Presentation covers some topic elements | 2 Presentation covers all topic elements but with minimal information | 3 Presentation gives complete information but does not explain the project well | 4 Presentation covers information completely but does not flow well | 5 Presentation covers all relevant information with a seamless and logical delivery | 6 | 7 | 8 | 9 | 10 |
| 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 shared in presentation | 4 Knowledge of subject matter is evident and shared at times in presentation | 5 Knowledge of subject matter is evident and incorporated throughout the presentation | | | | | |
| Use of Portfolio and Visuals during Presentation 0-5 points | 0 Portfolio and visuals not used during presentation | 1 Portfolio and visuals used to limit amount of speaking time | 2 Portfolio and visuals used minimally during presentation | 3 Portfolio and visuals incorporated throughout presentation | 4 Portfolio and visuals used effectively throughout presentation | 5 Presentation moves seamlessly between oral presentation, portfolio and visuals | | | | | |
| 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:

Evaluator # _____
Evaluator Initial _____

TOTAL
(90 points possible)

Room Consultant Initial _____



SAY YES TO FCS EDUCATION

Research Summary Instructions

Instructions: Research three (3) postsecondary institutions in or outside of your state that offer Family and Consumer Sciences Education programs, and complete the table below. Provide your state’s educational data by answering the questions below the table. Include this completed summary in the hardcopy or electronic portfolio.

| | Institution #1 | Institution #2 | Institution #3 |
|--|----------------|----------------|----------------|
| Name | | | |
| Location (City and State) | | | |
| FCS Teacher Educator Contact Information | | | |
| College/ Department offering FCS Education Degree | | | |
| Average Yearly Cost (In-State and Out-State) | | | |
| Minimum Program Entry Requirements | | | |
| Minimum Graduation Requirement (Hours) | | | |

STATE EDUCATION DATA: _____
(name of state)

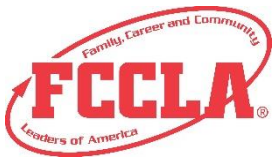
Number of Family and Consumer Sciences programs in your state (Elementary, Middle, or High School):

What is the job outlook for Family and Consumer Sciences Educators in your state?

What is the beginning teacher’s salary in your state?

What is the average teacher’s salary in your state? What impacts salaries for teachers in your state?

What continuing education or professional development is required to maintain certification in order to teach in your state?



SAY YES TO FCS EDUCATION

FCS Educator Interview Instructions

Interview two (2) currently employed Family and Consumer Sciences Educators using the following questions, one who is not employed within the same school as the participant. Interviews may be conducted in-person or electronically. Provide a summary of their responses, to not exceed four (4) pages (total) in length.

Name of Family and Consumer Sciences Educator Interviewed: _____

Name of Employer: _____

Elementary FCS Ed Middle School FCS Ed High School FCS Ed Postsecondary or Other FCS Ed

1. What is your undergraduate degree? If you have an advanced degree, what is it?
2. Why did you become a Family and Consumer Sciences Educator?
3. What parts of being a Family and Consumer Sciences Educator do you find most enjoyable?
4. What parts of being a Family and Consumer Sciences Educator do you find most challenging?
5. Do you integrate FCCLA into your courses and if so, how?
6. Why do teachers stay or leave this field?
7. What other career options are available to someone with your degree?
8. What professional content/technical skills would you consider essential to be a successful Family and Consumer Sciences Educator?
9. What personal/employability skills would you consider essential to be a successful Family and Consumer Sciences Educator?
10. What leadership, internship, work, or volunteer experiences would you recommend for students considering this career path?



SAY YES TO FCS EDUCATION

Classroom Observation Instructions

Instructions: Conduct a minimum of two (total) classroom observations – one in a Family and Consumer Sciences Education classroom and one classroom observation in another Career and Technical Education area. Use the template below to record your observations and include a summary as each observation as indicated on this form. Include this in the electronic or hardcopy portfolio.

Educator Observed: _____ Subject: _____ School: _____
 Grade Level: _____ Date and Time: _____

| CRITERIA | DESCRIPTION/COMMENTS |
|---|----------------------|
| 1. Subject Matter Content - <i>knowledge of subject matter is evident and thorough</i> | |
| 2. Organization - <i>organized, written lesson plan with clear objectives; class starts on time; regularly monitors online instruction</i> | |
| 3. CTSO Integration – <i>instructor integrates FCCLA into the FCS classroom (appropriate CTSO for other CTE observation) through activities and/or assessment</i> | |
| 4. Rapport - <i>instructor is respectful, fair, and impartial; provides feedback, encourages participation; positively interacts with students; shows enthusiasm</i> | |
| 5. Teaching Methods - <i>relevant and variety of teaching methods, materials, techniques and technology; includes group involvement; focuses on and meets stated objectives</i> | |
| 6. Presentation - <i>establishes online or classroom environment conducive to learning; maintains eye contact; clear voice and appropriate projection, enunciation, and standard English (or other language as appropriate)</i> | |

| | |
|--|--|
| 7. Management - <i>uses time wisely, demonstrates leadership, maintains discipline; maintains appropriate online platform management</i> | |
| 8. Sensitivity - <i>exhibits respect to students' personal culture, gender differences, or disabilities</i> | |
| 9. Student assistance - <i>assists students with instructional/academic problems</i> | |
| 10. Personal - <i>exhibits self-control, professional behavior and appearance</i> | |
| 11. Physical Environment - <i>number of students; layout of room; distractions if present (temperature, noise, etc.)</i> | |

Strengths Observed:

Potential Areas of Improvement:

Most meaningful "takeaway" from this observation:



SAY YES TO FCS EDUCATION

FCCLA Chapter Integration Plan

Instructions: Using the provided template, identify three (3) national FCCLA Programs and complete the FCCLA Chapter Integration Plan. This plan should not exceed 2 pages or 3 slides in length.

| National FCCLA Program | National FCCLA Program (or Program Unit) Description | Possible Classroom Connection (Course Names) | National Family and Consumer Sciences Standards Alignment | Type of Recognition | Grade Levels | Description of Class Instructional Activity (project, assignment, etc.) |
|---|--|--|--|--|--------------|---|
| <i>FACTS – Families Acting for Community Traffic Safety</i> | <i>Unit: People – to understand and promote your role as a driver or passenger and keep yourself and others safe</i> | <i>Child Development</i> | <i>4.4.3 Implement strategies to teach health, safety, and sanitation habits. 15.3.1 Analyze community resources and services available to families.</i> | <ul style="list-style-type: none"> • <i>State and national FACTS program recognition</i> • <i>National Programs in Action STAR Event</i> | <i>9-12</i> | <i>Guest speaker from the local hospital will present child safety seat information to the child development class. Students will create a safety tip card for possible placement in the hospital waiting room. Assessment by rubric.</i> |
| National FCCLA Program #1 | | | | | | |
| | | | | | | |
| National FCCLA Program #2 | | | | | | |
| | | | | | | |
| National FCCLA Program #3 | | | | | | |
| | | | | | | |



SAY YES TO FCS EDUCATION

Lesson Plan Template

Use this template, in the order given, when preparing lesson plan. Plan may not exceed 3 pages or 4 slides in length.

| |
|--|
| Topic: |
| Grade Level: |
| Timeframe: |
| FCCLA National Program(s) Integration: |
| FCCLA Competitive Event (STAR Event, Skill Demonstration Event, FCCLA/LifeSmarts Knowledge Bowl, Knowledge Matters) Integration: |
| Learning Objectives: |
| National Family and Consumer Sciences Standards: |
| Career Readiness Practices (Select all that apply): <ul style="list-style-type: none"><input type="checkbox"/> Act as a responsible and contributing citizen and employee<input type="checkbox"/> Apply appropriate academic and technical skills<input type="checkbox"/> Attend to personal health and financial well-being<input type="checkbox"/> Communicate clearly and effectively and with reason<input type="checkbox"/> Consider the environmental, social and economic impacts of decisions<input type="checkbox"/> Demonstrate creativity and innovation<input type="checkbox"/> Employ valid and reliable research strategies |

Materials Needed:

Instructional Strategies:

Activity 1:
Activity 1 Timeframe:
Activity 1 Materials Needed:

Activity 2:
Activity 2 Timeframe:
Activity 2 Materials:

Activity 3:
Activity 3 Timeframe:
Activity 3 Materials Needed:

Assessment (ex. journal, rubric, test, portfolio, observation, formative, summative, pre/post test, etc):

Other Resources (ex. graphic organizer, handouts, PowerPoint presentation, etc.):

Source (If Applicable : cite any published or copyrighted materials used in this lesson plan):

Additional Notes:

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.
- Collect and review participants’ portfolio while they are setting up. Record points on the corresponding point summary form, and confer with the event lead consultant if there are any questions. Then give the portfolios to evaluators and encourage them to score the “Portfolio” section of the rubric.
- 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.
- At the end of the day complete the volunteer evaluation form and submit to the youth room consultant.
- 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.
- Introduce each participant or team to the evaluators.
- Serve as timekeeper for the event.
 - allow up to 5 minutes for participant setup. Other persons may not assist.
 - allow up to 5 minutes for consultants and evaluators to preview the file folder and display
 - begin timing as participants begin their up to 10 minute oral presentation
 - hold up warning card at 9 minutes (one minute warning)
 - stop participants at 10 minutes
 - ensure that audio or audiovisual recordings are limited to 3 minutes playing time
 - allow 5 minutes for questioning by evaluators
- Direct participants outside of the event room after the 5 minutes of questions so evaluators may complete rubrics.
- Thank the participants for their work and presentation.
- Allow evaluators a few minutes to write comments and discuss the entry among themselves before bringing in the next participant.
- Collect rubrics and point summary form at the end of each presentation, and give to adult room consultant.
- Give evaluators the next file folder to review once they have finished scoring.
- 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:

- Evaluators and consultants will have up to 5 minutes to review the participant portfolio prior to the presentation.
- Participants may give up to a 10 minute oral presentation of their project to the evaluators. Following the presentation, evaluators will have 5 minutes to question participants and determine their knowledge of the subject or 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.
- 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:

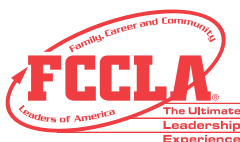
- Superintendent, principal, or administrator
- Teacher or instructor
- Preschool or kindergarten teacher
- Clinical, developmental, or social psychologist
- Social worker
- Counselor
- Teacher assistant
- Parent educator
- Child care worker
- Coach
- Recreation worker
- Sign language interpreter

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*. No live animals or people may be used as props or visuals. 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*.