**EVENT 8 SAY YES TO FACS – Minnesota STAR Event**

**Say Yes to FACS** is an individual or team event allowing members the opportunity to demonstrate the knowledge and skills needed in planning, organizing, implementing and evaluating a marketing campaign related to Family and Consumer Sciences Education. The campaign will focus on what is involved in becoming an FCS Educator, where to get certified and career opportunities available to those that major in the field. Participants must prepare a portfolio, conduct an interview of a FACS teacher, prepare an oral presentation and a marketing tool.

**Individual and Team**

**Event Categories**

Senior: grades 10–12

Occupational: grades 10–12

**Eligibility**

The participants must be a dues-paying member from a state and nationally affiliated chapter, which is electronically submitted on or before November 1.

Participation is open to any state/nationally affiliated FCCLA chapter member (s). Chapters should select the category that corresponds with the type of course in which the participants are or have been enrolled and the category indicated in the affiliation system.

The chapter advisor must register competitive event entries through FCCLA online conference and competitive event registration system.

The chapter member competing must attend the regional or state leadership conference in order to officially enter the regional or state competition. Each participant must be registered for the regional or state conference. Note: Participants will need to pay for the conference registration fees and the competitive event entry fees.

A project entered in this event may not be entered in any other category of any competitive event. The project may be disqualified if this occurs.

The project must be developed and completed during a one-year span starting July 1 and ending June 30 of the current school year preceding the regional, state or national leadership conference.

**General Information**

1. A table will be provided. Wall space will not be available.

2. Access to an electrical outlet will not be provided.

3. Internet connections will not be provided.

4. Disqualification will occur if:

* Participant does not check in at the competitive event check-in (participants must register for meeting and for competitive events)
* Participant does not show up at the designated time for their competition
* Entry is not presented

5. The state winners do not advance to national competition.

**Procedures & Time Requirements**

1. Participants must attend the Say Yes to FCS competitive event check-in. The portfolio with required documents and marketing tool must be submitted to the lead consultant at competitive event check-in. Participants should use the hardcopy portfolio if developing a double-sided brochure or create an electronic portfolio if developing a power point, video or other electronic form of marketing tool.

2. Participant (s) will have 10 minutes to set up for the event. Other persons may not assist.

3. Lead consultants and evaluators will have 10 minutes to preview the portfolio before the presentation begins, during participant set-up time.

4. The oral presentation may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. Participant (s) will be stopped at 10 minutes.

5. If audio or audiovisual recordings are used, they are limited to 5 minutes playing time during the presentation. Visual equipment, without audio, may be used during the entire presentation.

6. Following the oral presentation, evaluators will have 5 minutes to interview the participant (s).

**Say Yes to FCS 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 divider pages and tabs, must fit within the cover, be one-sided, and may not exceed 36 pages, as described below. Once a hardcopy portfolio has been turned in to 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 lead consultants prior to the oral presentation. The electronic portfolio and the hardware (method) to view it (i.e., equipment, files, projectors, screens, and laptops) will be turned in to the lead consultant at the designated check-in 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 46 slides, as described below.

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| 1-8 ½” x 11” page or 1 slide | Project Identification Page | Plain paper or slide, with no graphics or decorations; must include participant’s name(s), chapter name, school, city, state, FCCLA national region, event name, and project title. |
| 1-8 ½” x 11” page or 1 slide | Table of Contents | List the parts of the portfolio in the order in which the parts appear. |
| 1-8 ½” x 11” page or 2 slides | FCCLA Planning Process | Summary Page Summarize how each step of the Planning Process was used to plan and implement the project; use of the Planning Process may also be described in the oral presentation. |
| 0–7 Divider Pages or Sections | Use up to 7 divider/section pages or slides. | Divider/section pages may be tabbed, may contain a title, a section name, graphic elements, thematic decorations, and/or page numbers. They must not include any other content. |

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| Up to 26 8 ½” x 11” pages or 35 slides | Evidence of Research | Document background research and current data supporting project concern. Educational requirements to become a family and consumer sciences education major (where to get a degree, what colleges offer it, what department is the degree, contact information on teacher educators/recruiters with whom they visited to gather information should be included.) Cite all resources appropriately. |
|  | Marketing Tool | Use technology to develop a 2-3 minute video, info graph, power point, OR A double sided brochure on the reasons and benefits of majoring in Family and Consumer Sciences Education and to becoming an educator. Materials should raise awareness and educate high school students about the career. Examples of technology include, but are not limited to: computer applications, audio or video production, multimedia, CDs, slides, and photography. Hard copies/pictures must be included in the portfolio. |
|  | Promotion Plan | A planned, cohesive promotion and public relations campaign to promote individuals majoring in FCS and becoming an educator. Campaign with published goals and objectives for marketing and public relations efforts. Specify current year plans and a timetable for implementation. Explain how the marketing tool, directed at high school students, would be used. |
|  | Evidence of Marketing Campaign | Evidence the marketing tool was presented to at least one audience prior to the regional meeting. |
|  | Evidence of Public Awareness and Promotion | Evidence of a successful marketing tool to include: appealing to high school students; catchy, interesting, factual, and convincing. |
|  | Interview Questions/Answers | Show evidence and information from interview with educators on: Why did they become an FACS Educator? What are the benefits of being an FACS Educator? What are the rewards of being an FACS Educator? What would you tell others considering this degree path? |
|  | Works Cited | Use MLA or APA citation style to cite all references. Resources should be reliable and current. |
|  | Appearance | Portfolio must be neat, legible, and professional and use correct grammar and spelling. |

**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. The presentation may not be prerecorded. If audio or audiovisual equipment is used, it is limited to 5 minutes playing time during the presentation. Visual equipment, with no audio, may be used throughout the oral presentation. Participants may use any combination of props, materials, supplies, and/or equipment to demonstrate how to carry out the project.

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| Organization/Delivery | Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project. |
| Knowledge of Subject | Show evidence of current data and knowledge of trends in technology and its application to Family and Consumer Sciences-related concerns. |
| Use of Portfolio and Visuals | Use portfolio to describe all phases of the project. Use original, creative, and appealing visuals to enhance the presentation. |
| 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. |
| Grammar/ Word Usage/ Pronunciation | Use proper grammar, word usage and pronunciation. |
| Responses to Evaluator’s Questions | Provide clear and concise answers to evaluators’ questions regarding project. Questions are asked after the presentation. |

**Event 8 SAY YES TO FACS**

Rubric

Name of Participant(s)

Chapter Chapter Team # Category

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| **PORTFOLIO Points** | | | | | | | | | | | | |
| **FCCLA Planning Process Summary Page**  0-5 points | **0**  Portfolio is missing Planning Process page | | **1**  Few steps in the Planning Process are presented | 2  Most steps in the Planning Process are addressed | | **3**  Planning Process is present and addresses steps | | 4  Planning Process is utilized to plan the project. Most steps are explained | | | 5  The Planning Process is used to plan the project. Each step is fully explained. |  |
| **Evidence of Research**  0 – 4 points | **0**  Not explained | | **1**  Some research done but incomplete information | **2**  Research is current but from unreliable sources | | **3**  Research is current, appropriate for topic; from reliable sources | | **4**  Research is current, documented correctly, and appropriate for topic | | | |  |
| **Marketing Tool**  0 – 10 points | **0**  Not provided | | **1 – 2**  The marketing tool contains limited information | **3 – 4**  The marketing tool contains some information | | **5 – 6**  The marketing tool includes most of the information | | **7 – 8**  The marketing tool contains all information | | **9 – 10**  The marketing tool contains all information and is creative, innovative, professional, and of high quality | |  |
| **Promotion Plan Description**  0 – 10 points | **0**  Not evident | | **1 - 2**  The promotion plan has ideas for a few projects and events | **3 – 4**  The promotion plan includes ideas for several projects and events | | **5 – 6**  Promotion plan includes goals, objectives, and ideas for various projects and events | | **7 – 8**  Promotion plan has goals, objectives, and ideas for various projects and events. The plan includes detailed descriptions and is professional in grammar and organization | | **9 – 10**  Promotion plan is very detailed, creative, rigorous, encompasses several media, and challenges participants to learn and make contacts | |  |
| **Evidence of Marketing Campaign**  0 – 10 points | **0**  No evidence provided | | **1 – 2**  Portfolio contains a very limited sample of audiences reached | **3 – 4**  Portfolio contains some evidence of audiences reached | | **5 – 6**  Portfolio contains most of the evidence of audiences reached | | **7 – 8**  Portfolio contains evidence of all audiences reached | | **9 – 10**  There is evidence that multiple audiences were reached and all presentations were creative, innovative, professional, and of high quality | |  |
| **Evidence of Public Awareness and Promotion**  0 – 5 points | **0**  No evidence provided | | **1**  The portfolio shows limited information regarding public awareness and promotion | **2**  The portfolio adequately addresses the area of public awareness and promotio**n** | | **3**  The portfolio extensively shows areas of public awareness and promotion | | **4**  The portfolio shows areas of public awareness and promotion potential and the increase that occurred throughout the campaign | | **5**  The portfolio shows areas of public awareness and promotion potential and the increase that occurred throughout the campaign, and opportunities or ideas for improvement | |  |
| **Evidence of Interview Questions/Answers**  0 – 10 points | **0**  No evidence provided | | **1 – 2**  Portfolio contains very limited evidence of interview | **3 – 4**  Portfolio contains some evidence of interview | | **5 – 6**  Portfolio contains most of the evidence of the interview | | **7 – 8**  Portfolio contains evidence of the interview | | **9 – 10**  Portfolio contains evidence of the interview addressing all questions and answers | |  |
| **Works Cited/Bibliography**  0 – 3 points | **0**  No resources liste**d** | | **1**  Incomplete list of resources/resources listed are not current or appropriate for project | | | **2**  Complete list of resources but incorrect style | | **3**  Complete list of appropriate resources, in a consistent MLA or APA style | | | |  |
| **Appearance**  0 – 3 points | **0**  Portfolio is illegible and unorganized | | **1**  Portfolio is neat, but contains grammatical or spelling errors and is organized poorly | | | **2**  Portfolio is neat, legible, and professional, with correct grammar and spelling | | **3**  Neat and professional, correct grammar and spelling used; effective organization | | | |  |
| **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 shared 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 | | |  |
| **Use of Portfolio and Visuals During Presentation**  0-5 points | **0**  Portfolio and visuals are not used during presentation | | **1**  Portfolio and visuals are used to limit amount of speaking time | **2**  Portfolio and visuals are used minimally during presentation | | **3**  Portfolio and visuals are incorporated throughout presentation | **4**  Portfolio and visuals are used effectively throughout presentation | | **5**  Presentation moves seamlessly between oral presentation, portfolio, and visuals | | |  |
| **Voice – pitch, tempo, volume**  0 – 5 points | **0**  No voice qualities are used effectively | | | **1 - 2**  Voice quality is adequate | | | **3 - 4**  Voice quality is good, but could improve | | **5**  Voice quality is outstanding and pleasing to listen to | | |  |
| **Body Language/**  **Clothing Choice**  0 – 5 points | **0**  Body language shows nervousness and unease/inappropriate clothing | | | **1 - 2**  Body language shows minimal amount of nervousness/clothing is appropriate | | | **3 - 4**  Body language is good and clothing is professional | | **5**  Body language and clothing choice both enhance the presentation | | |  |
| **Grammar/Word Usage/**  **Pronunciation**  0 – 5 points | **0**  Extensive (more than 5) grammatical and pronunciation errors | | | **1 - 2**  Some (3-5) grammatical and pronunciation errors | | | **3 - 4**  Few (1-2) grammatical and pronunciation errors | | **5**  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 | | |  |

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| Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **TOTAL**  (100 points possible) |

**State rating**:

\_\_\_\_\_ 85-100 Gold

\_\_\_\_\_ 84.99-70 Silver

\_\_\_\_\_ 0-69.99 Bronze

\_\_\_\_\_ 84.99-70 Silver

\_\_\_\_\_ 0-69.99 Bronze

**Area level:**

State Advancer: \_\_\_\_Yes \_\_\_\_\_No 50 points or higher

Merit award: \_\_\_\_ Less than 50 points

**Comments:**