See What We've Done

# **Event 4 See What We’ve Done**

See What We’ve Done, an *individual or team* event of up to three participants, is for participants to create a display telling a viewer about an activity (not an in-depth project) that a chapter, class or a group from the class has done this year. Participants must prepare a display showing evidence of completing a project related to Family and Consumer Science. The display should show how the planning process was used to plan and complete the project. The project should be a one-time project or a project that took a shorter time. **This is not a national event.**

**Event Categories**

Junior: through grade 9

Senior: grades 10-12

Occupational

**Eligibility**

1. Participation is open to any state and nationally

affiliated FCCLA chapter member.

2. The See What We've Done project must be

 developed and completed during a one-year span

 beginning July 1 and ending April14 of the school

year before the State Leadership Conference.

3. The See What We've Done project and supporting materials submitted must be planned, conducted and prepared by chapter members only.

4. Chapters and classrooms having multiple displays must select different service projects for each display. There is no limit on the number of entries.

5. Global Youth Service Day events may be

included. See website www.ysa.org.

**Components of this Event:**

1. Display

2. Oral Presentation

3. Questions and Answer with evaluations.

4. Project Report Form is needed for this

event. Turn this form into the room consultant.

**Procedures & Time Requirements**

1. Participants will set up the display at the designated time.

2. The display area is to have participants to be available for questioning from spectators and evaluators during the designated viewing time.

3. Participants will give a oral presentation up to 5 minutes about project and display to the evaluators.

4. Participants may use audio and/or visual recordings, but they are limited to 1 minute playing time.

5. Following the presentation, evaluators will have 5 minutes to interview participants.

6. Evaluators will use the rating sheet to score and write comment for participants. Then evaluators will meet with participants to discuss strengths and suggestions for improvement.

7. The total time that is required for this event is approximately 30 minutes.

8. When possible, displays will be left up until a designated time for audiences to view.

**Participants-BRING 3 copies of the Evaluation rubric to the Area Mid winter competition and I copy of the rules for evaluators**.

**General Information**

1. Participants must bring all needed supplies and/or equipment. Wall space will not be provided.

2. Electrical outlets, extension cords and power steps are not provided.

3. Examples of acceptable methods to share information are banners, posters, mobiles, handouts, letters, newspaper clippings, pictures, slides, PowerPoint and other.

4. Possible topics for displays are fundraisers, awareness display on an issue, promotion of a Family and Consumer Science program, service project and other one-time projects a classroom or chapter has completed.

**See What We've Done Specifications**

**Display**--The display may be either freestanding or tabletop. Freestanding displays should notexceed a space 48" deep by 60" wide by 72" high. Tabletop displays should not exceed a space 30" deep by 48" wide by 48" high, including audiovisual equipment. Information or props outside the display will be considered part of the display and subject to penalty (tablecloths, storing items below table, etc). Each display must include a project identification page and a planning process summary page.

|  |  |
| --- | --- |
| Project Identification Page | Include 8 1/2" x 11" project identification page containing participants names, project title, school, city, and state on plain paper. No other information or graphics should be placed on the project identification page. This is limited to one sheet of paper. |
| FCCLA Planning ProcessSummary Page | Summarize how each step of the planning process was used to plan and implement the project. It should not exceed one 8 1/2" x 11" page. Use of the planning process may also be described in the presentation. |
| Project Information | Project and display content shows how it connects with families, schools, communities and/or Family and Consumer Sciences. The information on the display is self-explanatory for viewers and describes the project. |
| Organization | Indicate goal of the project, what was accomplished, and target audience of project. |
| Increases Awareness | Increase public awareness of FCCLA, Family and Consumer Sciences and/or related occupations. |
| Appearance | Display should be neat, legible, creative and use correct grammar and spelling. |
| Documentation of Exhibiting the Display to Different Audiences | Documentation of one prior exhibit of the display, including date, location and proof, such as photos, news clippings and /or thank you notes. |

**Oral Presentation**

The oral presentation may be up to 5 minutes in length and is delivered to evaluators. The presentation should explain the specifics of the project and its outcomes. Participants may use audio and/or visual recordings, but they are limited to 1 minute playing time. Participants may not carry in additional visuals or props for the presentation. The display may be used as a visual during the oral presentation.

|  |  |
| --- | --- |
| Organization | Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project activities and accomplishment. |
| Reflects FCCLA | Explain how project reflects FCCLA and Family and Consumer Sciences and/or related occupations. |
| Project Impact | Explain what impact the project had on chapter members and what participants learned from the project. |
| Voice | Speak clearly with appropriate pitch, tempo and volume. |
| Body Language | Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes and display or manual. |
| Grammar and Pronunciation | Use proper grammar and pronunciation. |
| Responses to Evaluators' Questions | Provide clear and concise answers to evaluators' questions regarding projects. Questions are asked after presentation. |

# **Event 4 See What We’ve Done Evaluation**

Name of participant:

Chapter:

\_\_\_Junior \_\_\_Senior \_\_\_Occupational

**Instructions:** Check the appropriate box for rating. Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Evaluation Criteria** | **Poor** | **Fair** | **Good** | **Very****Good** | **Excellent** | **Comments** |
| **Manual or Display (55 %)** |
| Project Identification Page is complete | 0,1 | 2 | 3, | 4, | 5 |  |
| FCCLA Planning Process Summary shows an understanding of planning | 0,1 | 2 | 3, | 4, | 5 |  |
| Project Information shows information about the project | 0,1,2 | 3,4 | 5,6 | 7,8, | 9,10 |  |
| Organization –neat, orderly | 0,1 | 2 | 3 | 4 | 5 |  |
| Shows evidence of quality project | 0,1 | 2 | 3 | 4 | 5 |  |
| There was an increased awareness of FCCLA through the project | 0,1,2 | 3,4 | 5,6 | 7,8, | 9,10 |  |
| AppearanceColor scheme, choice of lettering, visuals, graphics | 0,10,1 | 22 | 33 | 44 | 55 |  |
| Documentation of exhibiting the display to different audiences | 0,1 | 2 | 3 | 4 | 5 |  |
| **ORAL PRESENTATION (45%)** |
| Organization of key points. Project sequence is explained | 0,10,1 | 22 | 33 | 44 | 55 |  |
| Reflects FCCLA and the purposes of FCCLA | 0,1 | 2 | 3 | 4 | 5 |  |
| Project Impact is evident on school. Community and learnersQuantity of numbers impacted | 0,1 0,1 | 2 2 | 3 3 | 4 4 | 5 5 |  |
| Voice appropriate volume and choice of words | 0,1 | 2 | 3 | 4 | 5 |  |
| Body Language eye contact, relaxed, focused attention | 0,1 | 2 | 3 | 4 | 5 |  |
| Grammar and Pronunciation | 0,1 | 2 | 3 | 4 | 5 |  |
| Response to QuestionsKnowledgeable about project | 0,1 | 2 | 3 | 4 | 5 |  |

Total points:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Average of the Judges:\_\_\_\_\_\_\_\_\_\_\_\_\_

**State Rating**

\_\_\_\_\_85-100 Gold

\_\_\_\_\_84.99-70 Silver

\_\_\_\_\_0-69.99 Bronze

**Area level:**

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

Merit award: Less than 50 points