

## SUSTAINABILITY CHALLENGE

2021-2022

## STAR EVENT

Sustainability Challenge, an *individual or team event*, recognizes participants who address environmental issues that adversely impact human health and well-being and who actively empower others to get involved. Participants will research one of the five 2021-2022 topics, investigate areas where they can make a difference, develop and carry out a *project* for their home, school, or *community*, and educate others in their school or *community* about the problems, effects, and solutions regarding the environmental concern. Participants must prepare a **portfolio** and an **oral presentation**.

### NEW JERSEY LEARNING STANDARDS

- |                  |  |
|------------------|--|
| SL.9-10.1        | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.  |
| SL.11-12.2       | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.  |
| SL.11-12.4       | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.  |
| WHST.11-12.6     | Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.  |
| W.11-12.2        | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  |
| W.11-12.8        | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| 9.3.12.AR-VIS.2  | Analyze how the application of visual arts elements and principles of design communicate and express ideas.  |
| 9.3.12. AR-VIS.3 | Analyze and create two and three-dimensional visual art forms using various media.   |
| 9.2.8.CAP.3      | Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.   |
| 9.2.12.CAP.6:    | Identify transferable skills in career choices and design alternative career plans based on those skills.  |
| 9.2.8.CAP.9      | Analyze how a variety of activities related to career preparation (volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impact post-secondary options.   |
| 9.2.8.CAP.12:    | Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.  |
| 9.2.8.CAP.16:    | Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.  |
| 9.4.8.CI.1       | Assess data gathered on varying perspectives on causes of climate change.  |
| 9.4.8.CI.2       | Repurpose an existing resource in an innovative way.   |
| 9.4.8.CI.3       | Examine challenges that may exist in the adoption of new ideas.  |
| 9.4.8.CI.4       | Explore the role of creativity and innovation in career pathways and industries.   |
| 9.4.12.CI.1      | Demonstrate the ability to reflect, analyze, and use creative skills and ideas.  |
| 9.4.12.CI.2      | Explain the potential benefits of collaborating to enhance critical thinking and problem-solving.  |
| 9.4.12.CI.3      | Investigate new challenges / opportunities for personal growth, advancement, and transition.   |
| 9.4.8.CT.1       | Evaluate diverse solutions proposed by a variety of individuals, organizations and /or agencies to a local or global problem, such as climate change and use critical thinking skills to predict which one(s) are likely to be effective.  |
| 9.4.8.CT.2       | Develop multiple solutions to a problem and evaluate short-and long-term effects to determine the most plausible option.   |

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- 9.4.8.CT.4 Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.12.CT.1 Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem-solving.
- 9.4.12.CT.3 Enlist input from a variety of stakeholders to design a service-learning project that addresses a local or global issue.
- 9.4.12.CT.4 Participate in online strategies and planning sessions for course-based, school-based, or another project and determined strategies that contribute to effective outcomes.
- 9.4.12.GCA.1 Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions may work better than others.
- 9.4.8.IML.7 Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
- 9.4.12.IML.8 Evaluate media sources for point of view, bias, and motivations.
- 9.4.8.IML.12 Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience
- 9.4.12.IML.5 Evaluate, synthesize, and apply information on climate change from various sources appropriately.
- 9.4.12.IML.6 Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to culture, gender, and age diversity.
- 9.4.12.IML.7 Develop an argument to support a claim regarding a current workplace or societal /ethical issue such as climate change.
- 9.4.8.IML.13 Identify the impact of the creator on the content production, and delivery of information.
- 9.4.8.IML.15 Explain ways that individuals may experience the same media message differently.
- 9.4.8.TL.5 Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

### **CAREER READY PRACTICES**

- ✓ Act as a responsible and contributing citizen and employee.
- ✓ Apply appropriate academic and technical skills
- ✓ Model integrity, ethical leadership and effective management.
- ✓ Communicate clearly and effectively with reason.
- ✓ Demonstrate creativity and innovation.
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them.
- ✓ Work productively in teams while using cultural global competencies.

### **NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES**

- 1.1 Analyze strategies to manage multiple roles and responsibilities.
- 1.2.3 Apply communication skills in school, community and workplace settings.
- 1.2.6 Demonstrate leadership skills abilities in school, workplace and community setting.
- 1.2.7 Analyze factors that contribute to maintaining safe and healthy school, work and community environments.
- 1.3.3 Analyze personal and family assets and skills that provide service to the community.
- 2.2.2 Summarize environmental trends and issues affecting families and future generations.
- 2.2.3 Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.
- 3.3.1 Explain the effects of the economy on personal income, individual & family security, & consumer decisions.
- 3.4.3 Explore strategies and practices to conserve energy and reduce waste.

### **EVENT LEVELS**

**Level 1:** Participants through grade 8

**Level 2:** Participants in grades 9 – 10

**Level 3:** Participants in grades 11 – 12

**Level 4:** Post- Secondary

**\*\*2021-2022 COMPETITION TOPICS\*\***



All Sustainability Challenge projects must be based on one of the following topics. Participants are encouraged to conduct projects to improve children's health in school settings. Resources for each of these topics are available through the Environmental Protection Agency's Office of Children's Health Protection - <https://www.epa.gov/children>

1. INDOOR AIR QUALITY - <https://www.epa.gov/indoor-air-quality-iaq>
2. EMERGENCY PREPAREDNESS - <https://www.epa.gov/natural-disasters>
3. GREENER TRANSPORTATION - <https://www.epa.gov/transportation-air-pollution-and-climate-change>
4. OZONE DEPLETION - <https://www.epa.gov/ozone-layer-protection>
5. SUSTAINABLE COMMUNITIES - <https://www.epa.gov/sustainability>

**ELIGIBILITY**

1. A chapter may register two (2) entries in each event level.
2. An entry is defined as one (1) participant, or one (1) team comprised of a maximum of three (3) members.
3. An event level is determined by a member's grade in school and affiliation status.
4. Participation is open to any affiliated FCCLA chapter member.

**PROCEDURES & REGULATIONS**

1. The Sustainability Challenge project must be developed and completed within a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference.
2. The Sustainability Challenge project must be planned and prepared by the participant(s) only. Supporting resources are acceptable as long as participants are coordinating their use and resources are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non-participant work.
3. Chapters with multiple entries in this event must submit different projects for each entry.
4. A table will be provided. Participants must bring all other necessary supplies and/or equipment. Wall space electrical outlets/equipment, and wireless Internet connection will not be available.
5. Spectators may not observe any portion of this event.
6. Two (2) individuals/teams may be chosen from each event category to represent New Jersey at the National Leadership Conference.

Each participant <u>must</u> submit a digital <i>portfolio</i> by the identified due date and a hard copy <i>portfolio</i> to the room location designated in the State Leadership Conference program during the specified registration time.	
5 minutes	Each entry will have 5 minutes to set up for the event. Other persons may not assist.
10 minutes	The oral presentation <b>may be up to ten (10) minutes</b> in length. If audio or audiovisual recordings are used, they are limited to three (3) minutes playing time during the presentation. <i>Presentation equipment</i> , with no audio, maybe used during the entire presentation.
Following the presentation, evaluators will have the opportunity to ask questions of the participant.	
Evaluators will use the rating sheet to score and write comments for each entry.	

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General Information					
Individual or Team Event	Prepare Ahead of Time	Participant Set Up/ Prep Time	Maximum Oral Presentation Time	Equipment Provided	Electrical Access
Individual or Team (1-3 participants)	Portfolio, Oral Presentation	5 minutes	10 minutes	Table	Not provided

Presentation Elements Allowed									
Audio	Costumes	Easel(s)	File Folder	Large Newsprint Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
■	■	■		■	■	■	■	■	■

## SUSTAINABILITY CHALLENGE SPECIFICATIONS

### Portfolio


The *portfolio* is a collection of materials used to document and illustrate the work of the project. Students will submit a digital version and a hard copy version of the portfolio.

#### Digital Portfolio

Upon competitive event registration, an assigned digital folder via Google Drive will be provided to the adviser to submit the digital portfolio. The digital portfolio should be one digital PDF document containing all the specifications listed below in the same order as the “hard copy” portfolio. The digital portfolio is a digital replica of the “hard copy” portfolio. All digital materials must be submitted by **March 15, 2022** and privacy settings must be viewable to anyone with the link.

#### Hard Copy Portfolio

The hard copy *portfolio* is a collection of materials used to document and illustrate the work of the project. Materials must be contained in a standard binder (no larger than 12” high, 11” wide, and 2” in depth). 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 48 pages as described below. The *hard copy portfolio* must be submitted to the room location designated in the State Leadership Conference program during the specified registration time.

		LEVEL 1	LEVEL 2	LEVEL 3
1- 8½” 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), school, chapter name, city, state, event name, event level and project title.		
1- 8½” x 11” page	Table of Contents	List the parts of the <i>portfolio</i> in the order in which the parts appear.		
1- 8½” x 11” page	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. Each step is fully explained.		
1 	Evidence of Online Project Summary Submission	Participants should complete the online <i>project</i> summary form located on the “Surveys” tab on the FCCLA Portal, and include signed proof of submission in the <i>portfolio</i> .		
0-10	<i>Divider Pages</i> or Sections	Use up to 10 <i>divider/section</i> pages. <i>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 34 8½” x 11” pages	Evidence of Research	Document use of 3 sources of background research and current data supporting project concern.	Document use of 4 sources of background research and current data supporting project concern.	Document use of 5 sources of background research and current data supporting project concern.

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Up to 34 8½" x 11" pages (Continued)	Knowledge of the Relationship of Environmental Concern to Participants' Home, School and/or Community	Identify the competition topic project chosen. Document the <i>current</i> and potential effects the environmental problem has on participants' homes, schools, and/or communities and ways individuals and groups of people can work to stop, counteract, or reverse said problems.		
	Creativity and Duplication of <i>Project</i>	Design project to creatively combat the environmental concern and engage people at school.	Design project to creatively combat the environmental concern and engage groups of people in the community and school.	Design project to creatively combat the environmental concern and engage groups of people in the community and school and is able to be duplicated by other schools or communities.
	Overall Environmental Responsibility of <i>Project</i>	The <i>project</i> should address the chosen environmental concern without causing additional harm to the environment (i.e. if your project focus is on energy consumption it should specifically address energy consumption, but it should also not waste or misuse other <i>resources</i> ).		
	Evaluation of <i>Project</i>	Participants evaluated project for effectiveness and ability to reach others.	Participants evaluated project for effectiveness and ability to reach others. Participants created a list of adjustments for future projects to impact a larger audience.	
	Evidence of Educational Presentations	Document one (1) educational presentations which have taken place prior to competition; including date, location, and proof of presentation, such as photos, news clippings, and/or thank-you notes.	Document two (2) educational presentations which have taken place prior to competition; including date, location, and proof of presentation, such as photos, news clippings, and/or thank-you notes.	Document three (3) educational presentations which have taken place prior to competition; including date, location, and proof of presentation, such as photos, news clippings, and/or thank-you notes.
	Scope of Educational Presentations	Describe the school <i>audience(s)</i> reached through educational presentation, including the reason for targeting specific <i>audiences</i> and the benefits of educating them on the environmental concern.	Describe the school and community <i>audience(s)</i> reached through educational presentations, including the reason for targeting specific <i>audiences</i> and the benefits of educating them on the environmental concern.	
	Effectiveness of Educational Presentations	Document an evaluation of effective educational presentations.	Document an evaluation of effective educational presentations, which may include <i>audience</i> members' change in activity, opinions, knowledge level, or other methods.	Document an evaluation of effective educational presentations, which may include <i>audience</i> members' change in activity, opinions, knowledge level, or other methods, and how adjustments made to subsequent

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				presentations based on the data collected were made.
	Works Cited/ <i>Bibliography</i>	Use MLA or APA citation style to cite all references. <i>Resources</i> should be <i>reliable</i> and <i>current</i> .		
	Appearance	<i>Portfolio</i> must be neat, legible, and <i>professional</i> and use correct grammar and spelling.		

## Oral Presentation

The oral presentation **may be up to** ten (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 three (3) minutes playing time during the presentation. *Presentation 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.

	LEVEL 1	LEVEL 2	LEVEL 3
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.		
Knowledge of Environmental Concern	Show evidence of <i>current</i> data and knowledge of trends in the environmental concern topic area.		
Relationship of Family and consumer Sciences Coursework/ Standards	Describe the relationship of Family and Consumer Sciences coursework to project.	Describe the relationship of Family and Consumer Sciences coursework to project. Explain which national FCCLA program could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework to project. Explain which national FCCLA program could be used during project implementation. Identify FCS career pathway connections.
Use of <i>Portfolio</i> and <i>Visuals</i>	Use <i>portfolio</i> to describe all phases of the project. Use original, creative, and appealing <i>visuals</i> 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. Wear appropriate business clothing for the 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.		

**Sustainability Challenge Rating Sheet**

**Name of Participant(s)** \_\_\_\_\_

**School** \_\_\_\_\_ **Event Level** \_\_\_\_\_

**INSTRUCTIONS:**

1. Before student presentation, evaluators must check the participants' portfolio using the criteria and standards in the guidelines. If there is a discrepancy over or under the required number of items, please complete the Point Deduction sheet as necessary.

2. Write the appropriate rating in the "Score" column. Points given may range between 0 and the maximum number indicated. Total the points and enter under "TOTAL SCORE". Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary.

Identify their strengths and areas for improvement. Use the back of the sheet if necessary.							
Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Score	Comments
<b>PORTFOLIO</b>							
FCCLA Planning Process Summary	0-1	2	3	4	5		
Evidence of Research	0-1	2	3	4	5		
Knowledge of the Relationship of Environmental Concern to Participants' Home, School, and/or Community	0-1	2	3	4	5-6		
Creativity and Duplication of Project	0-2	3-4	5-6	7-8	9-10		
Overall Environmental Responsibility of Project	0-1	2	3	4	5		
Evaluation of Project	0-1	2	3	4	5		
Evidence of Educational Presentations	0		1		2		
Scope of Educational Presentations	0-1	2	3	4	5		
Effectiveness of Educational Presentations	0-1	2	3	4	5		
Works Cited / Bibliography	0	1		2	3		
Appearance	0-2	3-4	5-6	7-8	9-10		
<b>ORAL PRESENTATION</b>							
Oral Presentation / Delivery	0-2	3-4	5-6	7-8	9-10		
Knowledge of Environmental Concern	0-1	2	3-5	6	7-8		
Relationship of Family and Consumer Sciences	0-1	2	3	4	5		
Use of Portfolio and Visuals During Presentation	0-1	2	3	4	5		
Voice, Body Language, Clothing Choice	0	1		2	3		
Grammar/Word Usage/Pronunciation	0	1		2	3		
Responses to Evaluators' Questions	0-1	2	3	4	5		

**Total Score** \_\_\_\_\_

**Verification of Total Score** (please initial)

Evaluator \_\_\_\_\_

Room Consultant \_\_\_\_\_

Lead Consultant \_\_\_\_\_

**Circle Rating Achieved:**

Gold: 90-100

Silver: 79-89

Bronze: 70-78