

The *Say Yes to FCS* Competitive Event is a **chapter/team event** that promotes and advocates for Family and Consumer Sciences (FCS) education through a coordinated public relations campaign directed at increasing understanding and creating awareness of Family and Consumer Sciences and related FCS occupations. Participants in this event must research Family and Consumer Sciences education, create a PowerPoint presentation, meet with a public figure (in person or virtually), create a “poster” to use in the classroom or through social media to promote FCS education to peers and school community to share the impact FCS has on students.

NEW JERSEY CORE CURRICULUM STANDARDS

- RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- 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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
- 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.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- 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.
- 9.1.12.CDM.4 Identify issues associated with student loan debt, requirements for repayment and consequences of failure to repay student debt.
- 9.2.8.CAP.2 Develop a plan that includes information about career areas of interest.
- 9.2.8.CAP.3 Explain how career choices, educational choices, skills, economic conditions, and personal behavior affects income.
- 9.2.8.CAP.5 Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest goals and an educational plan.
- 9.2.8.CAP.9 Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options.
- 9.2.8.CAP.11 Analyze potential career opportunities by considering different types of resources, including occupational databases, and state and national labor marker statistics.
- 9.2.8.CAP.12 Assess personal strengths, talents, values, and interests to appropriate jobs and careers maximize career potential.
- 9.2.8.CAP.15 Present how the demand for certain skills, the job market, and credentials can determine an individual’s earning power.
- 9.2.8.CAP.19 Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.

- 9.2.12.CAP.3 Investigate how continuing education contributes to one's career and personal growth.
- 9.2.12.CAP.2 Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment program.
- 9.2.12.Cap.3 Investigate how continuing education contributes to one's career and personal growth.
- 9.4.8.IML.3 Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping.
- 9.4.8.IML.7 Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
- 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.3 Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.12.IML.8 Evaluate media sources for point of view, bias, and motivations

CAREER READY PRACTICES

- ✓ Apply appropriate academic and technical skills.
- ✓ Communicate clearly and effectively with reason.
- ✓ Consider the environmental, social, and economic impacts of decisions.
- ✓ Demonstrate creativity and innovation.
- ✓ Employ valid and reliable research strategies.
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them.
- ✓ Model integrity, ethical leadership and effective management.
- ✓ Plan education and career paths aligned to personal goals.
- ✓ Use technology to enhance productivity.
- ✓ Work productively in teams while using global competence.

NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES EDUCATION .

- 1.1.4 Analyze the potential effect of various career path decisions on balancing work and family.
- 1.1.5 Determine goals for life-long learning for all family members.
- 1.2.1 Analyze the potential career choices to determine the knowledge, skills, and attitudes associated with each career.
- 1.2.2 Demonstrate job keeping skills and job keeping skills.
- 1.2.4 Demonstrate teamwork skills in school, community and workplace setting.
- 1.2.6 Demonstrate leadership abilities in school, workplace, and community settings.
- 1.2.8 Demonstrate employability skills, work ethic, and professionalism.

EVENT CATEGORIES

Junior: Participants in grades 6 – 8

Senior: Participants in a comprehensive in grades 9 – 12

Occupational: Participants in an occupational program in grades 9 – 12

ELIGIBILITY

1. Participation is open to any affiliated FCCLA school. Affiliation must be submitted by **November 1, 2022.**
2. Each affiliated school may submit one (1) entry in this event.
3. An event category is determined by the participant's grade in school and type of Family and Consumer Sciences program.

PROCEDURES & REGULATIONS

****PLEASE NOTE** To be eligible for this event, the submission deadlines and instructions must be followed exactly. Failure to do so, may result in points deducted and/or disqualification.**

1. Each entry will have an assigned folder to submit their project materials via Google Drive. A link to submit materials will be provided to the adviser upon competitive event registration. All entries must be submitted by **November 9, 2022**, and privacy settings must be viewable to anyone with the link.
2. The following materials must be included and labeled in the assigned folder:
 - **PowerPoint Presentation**
 - Digital version of **Poster**
 - Evidence of promotion on social media or in classroom through **pictures**.
 - An **Evidence of Completion Form**
 - A **Summary Statements Form**
3. The Say Yes to FCS Event requires three components completed by the chapter members to increase awareness, understanding and promotion Family and Consumer Sciences education and related careers. Participants must create:
 - a **PowerPoint presentation** to support and present to a public figure such as administrators, counselors or Board of Education members, etc. to convey the importance of FCS and related careers
 - a **poster** to be promote FCS education and related career opportunities
 - pictures of the **peer public relations component** using a social media platform or posted in the classroom.
4. Participants must promote and advocate for Family and Consumer Sciences education by presenting (using PowerPoint) to a public figure, such as the school/district administration, school counselors, local Board of Education, a local/state legislator, town council or mayor. The presentation must include research about Family & Consumer Sciences, FCS education and related career opportunities. Suggested topics to include: Career Ready Practices learned in FCS classes, applied academics in FCS, FCCLA experiences and FCS career opportunities. **The presentation may be in person or a live virtual platform (i.e. Zoom meeting, Google Meet, etc.). Evidence shall be submitted of this meeting (i.e. photos, screenshots, etc.)**
5. The poster piece must be developed and used for the peer social media posts and/or posted in the classroom. It should include valuable information to highlight the impact Family and Consumer Sciences has on students. This takeaway should be visually appealing, incorporate the use of color and text to represent Family and Consumer Sciences. An electronic copy must be submitted in the digital folder.
6. Photos illustrating the use of the poster must be submitted in the digital folder.
7. The goal of the peer social media component is to inform chapter members and other peers by promoting the positive impact of Family and Consumer Sciences through, at minimum, three (3) social media posts such as Facebook, Instagram and Twitter. Participants should include information about the valuable skills gained from participating in FCS education and FCS career opportunities. The success of these posts will be measured by the content of the social media post, the comments and the number of likes. Evidence of the social media campaign must be documented on the Evidence of Completion Form and a screen shot of at least 3 different social media posts must be included in the digital file.
8. The Summary Statements Form must be completed and uploaded to the participant's digital folder. This form can be no longer than two (2) pages.
9. The Evidence of Completion Form must be completed and uploaded to the participant's digital folder. This form can be no longer than one (1) page.
10. Participant(s) must be registered and attend the current year's NJ FCCLA Fall Leadership Connection to participate in this event.

SAY YES TO FCS SPECIFICATIONS

Digital File

Participant(s) will submit their materials in an assigned folder via Google Drive. A link to submit materials will be provided to the adviser upon competitive event registration. All entries must be submitted by **November 9, 2022**, and privacy settings must be viewable to anyone with the link.

Digital Folder	Contents of the folder must be labeled and viewable.
PowerPoint Presentation	PowerPoint must be informational including data from your research. The presentation must be neat, colorful, creative, and include appropriate illustrations. The presentation must have a minimum of 10 slides and a maximum of 15 slides. Check for spelling or grammatical errors. PowerPoint presentation must be attached to the email. (Please note, if using Google Slides to create presentation, it is required that the presentation is downloaded as a PowerPoint or PDF and uploaded as a downloadable file, not as a shared link.)
Digital Poster	Participants must create an informative and attractive color poster that is electronically generated. It must focus on the value of Family and Consumer Sciences education and have a balance of text and images. The handout should be attractive, eye catching and free of errors. The leave-behind/handout must be uploaded to the digital folder as a downloadable file (not a shared link to file)
Meeting with Public Figure	Participants must meet with a public figure, such as the local Board of Education, a local/state legislator, town council, mayor, school administration and/or guidance counselor in person or a live virtual platform . The date of the meeting, name and title of the public figure, and signature of the public figure must be provided on the Evidence of Completion Form. Color photographs with the public figure must be attached to the email. (Screenshots of virtual meetings will be accepted.)
Peer Promotion through Social Media	The social media component should inform chapter members and other peers by promoting the positive impact of Family and Consumer Sciences through, at minimum, three (3) social media posts such as Facebook, Instagram and Twitter. Participants should include information about the valuable skills gained from participating in FCS education and FCS career opportunities. Material posted should be appropriate, informational and should draw comments and/or likes. The success of these posts will be measured by the content of the social media post, the comments, and the number of likes. Evidence of the social media campaign must be documented on the Evidence of Completion Form. Upload screen shots of at least three (3) posts including comments to the participant's digital folder.
Summary Statements	Summarize the plan, actions, and accomplishments of each specific component of the public relations campaign. Identify what was learned by the members participating and the impact it had on the participants. Answers must be detailed and give an accurate account of the entire campaign. The Summary Statement may not exceed two (2) pages. The Summary Statement must be uploaded to participant's digital folder.
Evidence of Completion Form	Upload the Evidence of Completion Form, which documents the actions taken during the public relations campaign. All information should be checked for spelling and grammar and must be legible. Evidence of Completion Form must be uploaded to participant's digital folder.

Summary Statements

1. State the overall **goal** of the FCS campaign.

2. Summarize the **process** used to plan and implement the five components of the project.
Provide specific details for each component.

a. Power Point Presentation

b. Poster

c. Meeting with Public Figure

d. Social Media Campaign

3. Summarize the **accomplishments** of each of the five components of the project and how they contributed to the overall goal.

a. Power Point Presentation

b. Poster

c. Meeting with Public Figure

d. Social Media Campaign

4. Identify and explain lessons that were learned by promoting Family and Consumer Sciences.

Evidence of Completion: Say Yes to FCS

Upload this form to digital folder.

Power Point Presentation

Include actions taken during the public relations campaign with the Power Point presentation.

Poster

Include pictures of the poster on social media or in the classroom.

Meeting with Public Figure

Include color pictures from the meeting.

Name and Title of Public Figure _____

Signature of Public Figure: _____

Date of Meeting: _____

Peer Social Media Campaign

Name of platform: _____

Handle on platform: _____

Number of posts: _____

Number of comments/likes: _____

Include at least three (3) screen shots of the social media posts including comments.

Say Yes to FCS RATING SHEET

Name: _____ **School:** _____

Check One Event Category: _____ **Junior** _____ **Senior** _____ **Occupational**

Write the appropriate rating under the "SCORE" column. Points given may range between 0 and maximum number indicated. Where information is missing, assign a score of 0. Total the points and enter under "TOTAL SCORE."

Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Score	Comments
DIGITAL FILE							
Uses correct grammar and spelling throughout all documents	0-1	2	3	4	5		
PROJECT COMPONENTS							
PowerPoint Presentation Research is thorough and slides are creatively designed	0-2	3-4	5-6	7-8	9-10		
Digital Poster	0-2	3-4	5-6	7-8	9-10		
Meeting with Public Figure	0-2	3-4	5-6	7-8	9-10		
Social Media Campaign	0-2	3-4	5-6	7-8	9-10		
SUMMARY STATEMENTS FORM							
Goal of Project	0-1	2	3-4	5-6	7-8		
PowerPoint Presentation	0-1	2	3-4	5-6	7-8		
Digital Poster	0-1	2	3-4	5-6	7-8		
Meeting with Public Figure	0-1	2	3-4	5-6	7-8		
Social Media Campaign	0-1	2	3-4	5-6	7-8		
Lessons learned by participating	0-1	2	3-4	5-6	7-8		
EVIDENCE OF COMPLETION FORM							
Form Complete	0-2	3	4	5	6-7		

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