



SUSTAINABILITY CHALLENGE VIRTUAL



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 2020-2021 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*. Participants must prepare an **electronic portfolio**, and a **video presentation**.

**** 2020 – 2021 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.

1. [Efforts to reduce food waste](#)
2. [Efforts to reduce childhood exposure to lead](#)
3. [Efforts to protect drinking water](#)
4. [Efforts to reduce household hazardous waste](#)
5. [Efforts to promote appropriate use of pesticides](#)

EVENT LEVEL:

Level One (through grade 8)

Level Two (grades 9-10)

Level Three (grades 11-12)

CONTENT STANDARDS ALIGNMENT

See OhioFCCLA.org (Adviser Tab) for detailed event alignment information to course content standards, national educational initiatives, and standards.

CAREER CLUSTERS

- Education and Training
- Hospitality and Tourism
- Human Service
- Information Technology

ELIGIBILITY & PROCEDURES

1. Review “Eligibility and General Rules for All Levels of Competition” in national STAR event manual prior to event planning and preparation.
2. Each entry must post all required documents (as specified below) to their online folder.
3. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year and must be the work of the participants.



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4. Chapters must verify accessibility of documents to the public, as Ohio FCCLA will not be able to assist with this verification. Each entry must have the following items posted to their project folder:
 - Electronic Portfolio
 - i. Participants must submit one (1) file with all slides, in order for viewing. It must be submitted as a PDF file, and not a downloadable PPT file (multiple scanned images files are not allowed) (Not all evaluators may have access to PowerPoint.)
 - One (1) oral presentation video needs to be available for public view and the URL should be included in the PDF file. Options include:
 - i. Embedded video
 - ii. Video link provided to direct source such as YouTube, Vimeo, or Google Drive
 - iii. Video files which require the reviewer to download are NOT allowed due to their potential size

TECHNOLOGY TIPS

1. Documents must be available and publicly accessible (check settings to ensure they can be viewed outside of the school district network)
2. All files must be clearly labeled using a descriptive file name, e.g. “Leadership – Level 2 – Gonzales.”
3. Be sure to publish all content. Have someone outside of your network check for access. Any document requiring additional access (such as Google doc) will not be able to be reviewed. Only documents that can be opened and viewed by the evaluation team can be scored!

GENERAL INFORMATION

Submission of Project	There will be a specific timeline to upload documents/videos into the competition folder If the deadline is missed the project will not be evaluated Folder Name will be Chapter Name & Number_ Event Name _Level
Scoring Breakdown	Each team member will take the test – scores will be averaged Electronic Portfolio – team score Presentation Video – team score

Number of Participants per Entry	Prepare Ahead of Time	Competition Dress Code	Maximum Number of Slides, optional	Maximum Oral Presentation Time
1 - 3	Electronic Portfolio Presentation Video	Official FCCLA jacket preferred	59	10 minutes

ELECTRONIC PORTFOLIO SPECIFICATIONS		
1 slide	<i>Project Identification Page</i>	Plain slide – no graphics or decorations Information must include: Participants name – chapter name – school – city- event name and project title, and name of the national program on which the project focuses.
1 slide	<i>Evidence of Online Project Summary Sheet</i>	Complete the online project summary form located on the “Surveys” tab of the FCCLA Portal and include proof of submission in the portfolio.



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2 slides	<i>FCCLA Planning Process Summary Page</i>	Include how each step of the <i>Planning Process</i> was used to plan and implement the project.
1 slide	<i>Table of Contents</i>	List the parts of the <i>portfolio</i> in the order in which the parts appear.
Up to 10 slides	<i>Content Divider Pages</i>	Content divider/section may contain a title, a section name, graphic elements, and thematic decorations They must not include any other content.
	<i>Evidence of Research</i>	Document background research and <i>current</i> data supporting project concern.
	<i>Knowledge of the Relationship of Environmental Concern to Participants' Home, School, and/or Community</i>	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 stop, counteract, or reverse said problems.
	<i>Creativity and Duplication of Project</i>	The <i>project</i> should creatively combat the environmental concern as well as lend itself to active engagement with more people and/or duplication by others.
Up to 44 slides	<i>Overall Environmental Responsibility of 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> .)
	<i>Evaluation of Project</i>	Evidence that participant(s) evaluated their <i>project</i> for effectiveness and ability to reach others.
	<i>Evidence of Educational Presentations</i>	Document three 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.
	<i>Scope of Educational Presentations</i>	Describe the <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.
	<i>Effectiveness of Educational Presentations</i>	Document an evaluation of effective educational presentations. May be through <i>audience</i> members' change in activity, opinions, knowledge level, or other methods.
	<i>Connection to Family and Consumer Sciences/Career Field</i>	Describe relationship of project <i>content</i> to Family and Consumer Sciences/Career Fields.
	<i>Works Cited/Bibliography</i>	Use MLA or APA citation style to cite all references. <i>Resources</i> should be <i>reliable</i> and <i>current</i> .
	<i>Appearance</i>	Slides must be neat, legible, professional Use correct grammar and spelling



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VIDEO PRESENTATION SPECIFICATIONS	
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.
Use of Slides During Presentation	Use of slides to support, illustrate, or complement presentation. Can NOT use a voice over with the slides.
Voice	Speaks clearly with appropriate pitch, tempo, and volume.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, mannerism, eye contact, and appropriate handling of notes or note cards if used. Wear appropriate clothing for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.



CAREER DEVELOPMENT EVENTS POINT SUMMARY FORM SUSTAINABILITY CHALLENGE



Name of Member(s) _____

Chapter Name _____ Chapter Number _____ State _____

Team # _____ Station # _____ Level _____

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, write "No Show" across the top and return with other forms. Do **NOT** change team or station number.
2. At the conclusion of evaluation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in folder with the completed rubrics.
3. At the end of the evaluation, double check all scores, names, and team numbers to ensure accuracy. Be sure there is **NOT** a 15-point discrepancy.
4. Make sure comments have been added.
5. Check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Event Online Orientation Documentation	0 Official documentation not provided at presentation time	2 Official documentation provided at presentation time with adviser signature	
Folder	8 points Labeled correctly Documents/Video labeled correctly Public accessible All documents uploaded by designated date		
TOTAT SCORE ABOVE			
Test Scores	Participant _____ Participant _____ Participant _____ Total Team Score _____	Total Team Score _____ Divided by # of participants on team _____ -Average Team Score _____ (20 points possible)	
Evaluators' Scores	Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____		Average
Final Points	100 points <i>Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)</i>		

RATED ACHIEVED (*mark one*)

_____ Gold 90 – 100

_____ Silver 70 – 89.99

_____ Bronze 1 – 69.99

Room Consultant Signature (*electronic*) _____



SUSTAINABILITY CHALLENGE RUBRIC



Participants Name _____

Chapter # _____ State ____ Team # ____ Station # ____ Level ____

SLIDES	Possible Points 5 /Comments	Points
Viewable format for evaluators Contains no more than 59 slides Table of Content and Divider pages meet requirements listed Appearance of slides, neat, legible Slides is creative and high quality		
FCCLA PLANNING PROCESS	Possible Points 5 /Comments	
Used to plan the project Steps explain in detail Articulated with clear steps Evaluation methods stated Analyzed the impact of the project		
RESEARCH OF ENVIRONMENTAL CONCERN	Possible Points 10 /Comments	
Research and data are current and reliable, documented Includes multiple potential solutions for the problem Explains the concern in relationship to Family and Consumer Sciences/Career Field content Complete list of current and reliable resources, formatted correctly		
PROJECT	Possible Points 20 /Comments	
Project creatively combats the environmental concern Project reaches a large number of people Project could easily be duplicated Materials, resources, and activities are listed and detailed Evaluation was thorough and appropriate, positive changes suggested		
EDUCATIONAL PRESENTATIONS	Possible Points 15 /Comments	
Extensive description of each educational presentation Evidence of presentation #1 Evidence of presentation #2 Evidence of presentation #3 Detailed evidence of presentation effectiveness		



SUSTAINABILITY CHALLENGE RUBRIC



PRESENTATION	Possible Points 5 /Comments	
Clothing Choice Voice- pitch, tempo, volume Body Language Grammar – Word usage -pronunciation Meets presentation time requirement		
PRESENTATION CONTENT	Possible Points 10 /Comments	
Knowledge of Subject Matter Identified relationship of Family and Consumer Sciences/Career Field Coursework Use of slides during presentation Organization, seamless and relevant Delivery, eye contact, holds audience interests		