



## Chapter Service Project Display

**Chapter Service Project Display**, a *team event*, recognizes chapters that develop and implement an *in-depth service project* that makes a worthwhile contribution to *families, schools, and communities*. Students must use Family and Consumer Sciences *content* and skills to address and take action on a *community need*. Participants must prepare a **display** and an **oral presentation**.

### EVENT CATEGORIES

**Junior:** through grade 9

**Senior:** grades 10–12

**Occupational:** grades 10–12

See page 85 for more information on event categories.

### STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

### CAREER CLUSTERS

- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services

### PROCEDURES & TIME REQUIREMENTS

1. At the designated participation time, participants will have 5 minutes to set up a *display*. Other persons may not assist.

2. The oral presentation **may be up to** 10 minutes in length. A one-minute warning will be given at 9 minutes. Participants will be stopped at 10 minutes.
3. If audio and/or visual recordings are used for the *display* event, they are limited to 1 minute playing time during the presentation.
4. Following the presentation, evaluators will have 5 minutes to interview participants.
5. Following the interview, evaluators will have 5 minutes to review the *display*.
6. Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.

### ELIGIBILITY & GENERAL INFORMATION

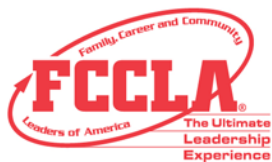
1. Review “Eligibility and General Rules for All Levels of Competition” on page 87 prior to event planning and preparation.
2. A table or freestanding space will be provided. Participant(s) must bring all necessary supplies and/or equipment. Wall space will not be available.
3. **Access to an electrical outlet will not be provided.** Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual presentation.
4. Items within the *display* may be used as in-hand *visuals* during the oral presentation, but must be returned within *display dimensions* when done.

### GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Team	Display, Oral Presentation	Table or freestanding space	Not provided	5 minutes	5 minutes following presentation	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	30 minutes

### PRESENTATION ELEMENTS ALLOWED

Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/Pointers	Skits	Presentation Equipment	Visuals
■	■					■	■	■	■



## CHAPTER SERVICE PROJECT DISPLAY Specifications


### Display

A *display* should be used to document and illustrate the work of one project, using clearly defined presentation surfaces. The *display* may be either freestanding or tabletop. Freestanding *displays* should not exceed a space 48" deep by 60" wide by 72" high, including *audiovisual equipment*. Tabletop *displays* should not exceed a space 30" deep by 48" wide by 48" high, including any *audiovisual equipment*. Information or *props* outside the *display* will be considered part of the *display* and subject to penalty (tablecloths, storage items, boxes below the table, etc.). Each *display* must include a *project identification* page and a *Planning Process* summary page.

### 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 and its outcomes. Participants presenting a *display* 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 oral presentation. The *display* may be used as a *visual* during the oral presentation.

### Evaluation Criteria

Project Identification Page	One 8 ½" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participants' names, chapter name, school, city, state, event name, and project title.
FCCLA Planning Process Summary Page	One 8 ½" x 11" summary page of how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> should be described more in depth in the oral presentation.
Evidence of Online Project Summary Submission 	Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include proof of submission on the display.
Display	<i>Display</i> should be neat, legible, <i>professional</i> , and creative and use correct grammar and spelling.
Identify Concerns: Address Specific Needs	Project addresses an urgent and significant need in the school, <i>community</i> , and world. Research methods such as surveys, interviews, reports, readings, observations were used for gathering data. <i>Technology</i> may have been used to gather data.
Identify Concerns: Target Audience	Research and consideration was given to develop an appropriate project for a specific <i>audience</i> .
Set a Goal: Goals/Mission	Project's goals and mission are clear and stated based on needs and research.
Set a Goal: Reflects FCCLA Purposes	Project is related to at least one of the organization's eight purposes, and may also relate to the mission of FCCLA or the organization's strategic plans.
Set a Goal: Relates to Family and Consumer Sciences Content and Skill	Project relates to Family and Consumer Sciences <i>content</i> , standards and the knowledge and skills members learned in Family and Consumer Sciences areas is utilized.
Form a Plan: Scope	Include evidence that the scope of the project is rigorous and thorough.
Form a Plan: Project Organization	Project was planned with alternative actions, consequences of various actions and barriers or challenges addressed.
Form a Plan: Partners	Include partnerships and cooperative actions taken.
Form a Plan: Work Plan	Work plans for members and volunteers are detailed and specific.
Form a Plan: Timeline	Project was planned for the time involved in implementing the project.
Form a Plan: Activities Tasks and Roles	Activities were planned for various roles, tasks of the members and volunteers.
Form a Plan: Budget	Project budget was developed to reflect the project goals and is detailed and thorough.
Form a Plan: Increase Awareness/ Public Relations	Project plans include media outreach, involvement of elected officials, and positive messages about FCCLA and Family and Consumer Sciences.

## Chapter Service Project Display Specifications (continued)

<i>Act: Project Impact</i>	Include evidence that the intended impact of the project was reached or reasons why it was not.
<i>Act: Youth Involved and Volunteer Recruitment</i>	Project is youth-led and involves volunteers. Nontraditional volunteers (culturally inclusive, special needs, older people, etc.) are sought for their involvement.
<i>Act: Uniqueness</i>	Project should be uniquely designed by youth to meet the needs and <i>audience</i> intended. Project that is an annual project, a previous project or not unique will not receive as many points on the rubric.
<i>Follow Up: Evaluation and Follow-up</i>	Utilize methods for evaluation such as pre- and post-surveys, interviews, reports, observations, formal evaluations.
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Use of <i>Display</i>	Design original, appealing <i>display</i> . Use the <i>display</i> to support, illustrate, and complement the project description during the presentation.
Voice	Speak clearly with appropriate pitch, tempo and volume.
Body Language/ Clothing Choice	Use appropriate body language including posture, mannerisms, eye contact and appropriate handling of <i>display</i> and 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.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Adjust communication to the evaluators' questions. All team members involved in responding to questions.





## CHAPTER SERVICE PROJECT DISPLAY Rubric

Name of Participant \_\_\_\_\_

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

DISPLAY						
<b>FCCLA Planning Process Summary Page</b> 0-5 points	<b>0</b> Planning Process summary not provided	<b>1</b> Inadequate steps in the Planning Process are presented	<b>2</b> All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained
<b>Display Appearance</b> 0-5 points	<b>0</b> Not used during presentation	<b>1</b> Many errors and is not aesthetically pleasing	<b>2</b> Has minimal appeal	<b>3</b> Needs some improvement in content and design	<b>4</b> Good word, color, and design choice	<b>5</b> Creative, appropriate and of high quality
<b>Addressed a Specific Need</b> <i>Identify Concerns</i> 0-4 points	<b>0</b> No evidence shown	<b>1</b> Limited needs identified	<b>2</b> Project needs are addressed but somewhat unclear or vague	<b>3</b> Project addresses a need for family, school, community or Family and Consumer Sciences	<b>4</b> Research methods were used to identify an urgent and significant need for school, community, global or for Family and Consumer Sciences, gather data and are described in detail	
<b>Target Audience</b> <i>Identify Concerns</i> 0-3 points	<b>0</b> No mention of the intended audience	<b>1</b> Little consideration for intended audience	<b>2</b> It is evident that the project was designed for the intended audience		<b>3</b> Project is appropriate for the specific attributes of the intended audience	
<b>Goals/Mission</b> <i>Set a Goal</i> 0-3 points	<b>0</b> Goals are missing	<b>1</b> Goals are limited in scope	<b>2</b> Goals and mission are explained		<b>3</b> Goals/mission relate to needs and rationale for the project is evident	
<b>Reflects FCCLA Purposes</b> <i>Set a Goal</i> 0-2 points	<b>0</b> Did not refer to a purpose		<b>1</b> FCCLA Purposes are briefly mentioned		<b>2</b> The link to FCCLA Purposes is explained in detail	
<b>Family and Consumer Sciences Content and Skills</b> <i>Set a Goal</i> 0-3 points	<b>0</b> FACS not mentioned	<b>1</b> Relationship of project to Family and Consumer Sciences is not mentioned or vague	<b>2</b> The project relates to Family and Consumer Sciences knowledge and skills		<b>3</b> Project is related to the national FACS standards. Participant members use many different FACS skills in plans and action	
<b>Project Scope</b> <i>Form a Plan</i> 0-3 points	<b>0</b> No evidence	<b>1</b> Project is limited in scope	<b>2</b> Project may be similar to other efforts or an annual event. Challenges and barriers are evaluated		<b>3</b> Project involved multiple partners, planning meetings, task descriptions and efforts, has a wide scope, uses technology, and is unique. Barriers are considered and resolved	
<b>Project's Organization</b> <i>Form a Plan</i> 0-4 points	<b>0</b> Little organization is evident	<b>1</b> Organization is difficult to follow, not concise, not thorough	<b>2</b> The plan is thorough, but could be organized more efficiently to make communication with volunteers effective	<b>3</b> The plan is thorough and is organized in sequence		<b>4</b> The project members identified standards, examined alternative actions, considered consequences of various alternative, and selected acceptable alternatives
<b>Cooperative Efforts/Partners</b> <i>Form a Plan</i> 0-3 points	<b>0</b> No evidence shown		<b>1</b> Cooperative effort is limited	<b>2</b> Partners are limited in scope		<b>3</b> Extensive effort to involve partners. Participant(s) were creative and thoughtful in recruiting cooperative partners
<b>Work Plan</b> <i>Form a Plan</i> 0-3 points	<b>0</b> No work plan	<b>1</b> The project work plan of assigned tasks has limited details	<b>2</b> Work plan has some details and evidence of planning		<b>3</b> Work plan is explained in detail and is extensive	
<b>Timeline</b> <i>Form a Plan</i> 0-3 points	<b>0</b> No timeline	<b>1</b> A limited timeline is explained	<b>2</b> Timeline explained with some detail. A work plan of assigned tasks has limited details		<b>3</b> Timeline has many steps and processes, tasks are explained	
<b>Activities/Tasks and Roles</b> <i>Form a Plan</i> 0-3 points	<b>0</b> None indicated	<b>1</b> Project's activities are limited and involve limited members	<b>2</b> Project involves most members and plan includes detailed activities/roles/tasks		<b>3</b> Project extends beyond the membership to include community, school or additional volunteers	

## Chapter Service Project Display Rubric (continued)

						<b>Points</b>	
<b>Budget</b> <i>Form a Plan</i> 0-3 points	<b>0</b> No budget provided	<b>1</b> Budget is evident	<b>2</b> Budget reflects the project's goals	<b>3</b> Budget is detailed and thoughtful with additional resources were sought and described. Many partners are evident to assist with the resources of the project			
<b>Increase Awareness Public Relations</b> <i>Form a Plan</i> 0-3 points	<b>0</b> No activities shown	<b>1</b> Efforts are evident the project increases awareness of FCCLA and Family and Consumer Sciences	<b>2</b> Multiple strategies for media, outreach and publicity are evident	<b>3</b> Project positively increased awareness of FCCLA and FACS with many of these audiences: peers, community, public, elected officials, school administrators, and school board			
<b>Project Impact</b> <i>Act</i> 0-3 points	<b>0</b> Impact missing	<b>1</b> Impact on community or chapter members is explained in a limited way	<b>2</b> Impact of project is shown and evident in a variety of methods and data, statistics, surveys and information	<b>3</b> Impact is significant with data, statistics, surveys and information			
<b>Youth Involved and Volunteer Recruitment</b> <i>Act</i> 0-2 points	<b>0</b> Project is not youth led. Volunteers were not recruited	<b>1</b> Project is youth led and members volunteered	<b>2</b> Project is youth-led. Volunteers were recruited beyond chapter membership with people not usually invited to participate (older persons, cultural diversity, persons with special needs)				
<b>Uniqueness</b> <i>Act</i> 0-2 points	<b>0</b> Project is not unique	<b>1</b> Project has been done previously or is a project designed to a similar effort	<b>2</b> Project is unique in its approach to solve a problem or meet a need				
<b>Evaluation</b> <i>Follow Up</i> 0-4 points	<b>0</b> No evidence of follow up	<b>1</b> Limited evidence of follow up and evaluation	<b>2</b> Evaluation is evident. Some strategies are used for follow up	<b>3</b> Evaluation involves multiple strategies, interviews, surveys, pre and post tests, reports. Follow up includes plans for replication, and appreciation and recognition	<b>4</b> Evaluation involves multiple strategies, interviews, surveys, pre and post tests, reports and used technology. Follow up includes replication plans, future efforts, lessons learned, and appreciation/recognition		
<b>ORAL PRESENTATION</b>							
<b>Organization/Delivery</b> 0 – 10 points	<b>0</b> Presentation is not done or presented briefly and does not cover components of the project	<b>1-2</b> Presentation covers some topic elements	<b>3-4</b> Presentation covers all topic elements but with minimal information	<b>5-6</b> Presentation gives complete information but does not explain the project well	<b>7-8</b> Presentation covers information completely but does not flow well	<b>9-10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Use of Display during Presentation</b> 0-5 points	<b>0</b> Display not used during presentation	<b>1</b> Display used to limit amount of speaking time	<b>2</b> Display used minimally during presentation	<b>3</b> Display incorporated throughout presentation	<b>4</b> Display used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and display	
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing			
<b>Body Language/ Clothing Choice</b> 0-3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	<b>2</b> Gestures, posture, mannerisms, eye contact, and clothing are appropriate	<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing enhance presentation			
<b>Grammar/Word Usage/ Pronunciation</b> 0-3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3-5) grammatical and pronunciation errors	<b>2</b> Few (1-2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors			
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation	

**Evaluator's Comments:**

**TOTAL**  
(90 points possible)

Evaluator # \_\_\_\_\_

Evaluator Initial \_\_\_\_\_

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