

Environmental Ambassador, 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 2018-2019 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 CORE CURRICULUM STANDARDS

- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
- W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- 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.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
- W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

CAREER READY PRACTICES

- ✓ Act as a responsible and contributing citizen and employee.
- ✓ Apply appropriate academic and technical skills
- ✓ Communicate clearly and effectively with reason
- ✓ Consider the environmental, social and economic impacts of a decision.
- ✓ 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.
- ✓ Use technology to enhance productivity.
- ✓ Work productively in teams while using cultural global competencies.

NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES

- 2.1 Classify different types of concerns (e.g. theoretic, technical, practical) and possible methods for addressing them.
- 4.8 Evaluate potential short and long term consequences of possible actions on self, others and culture/society and global environment.
- 2.2.1 Analyze individual and family responsibilities in relation to the environmental trends and issues.
- 2.2.3 Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.

EVENT CATEGORIES

Junior: Participants in grades 6 – 9

Senior: Participants in a comprehensive program in grades 10 – 12

Occupational: Participants in an occupational program in grades 10 – 12

ELIGIBILITY

1. A chapter may register one (1) entry in each event category.
2. An entry is defined as one (1) participant or one (1) team comprised of a maximum of three (3) members.
3. An event category 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 Environmental Ambassador 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 Environmental Ambassador 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. All Environmental Ambassador projects must be based on one (1) of the following topics:
 - A. Efforts to Reduce, Reuse or Recycle (<https://www.epa.gov/recycle>)
 - B. Promote efficient use of water resources (<https://www.epa.gov/watersense>)
 - C. Efforts to promote chemical safety for families and communities (<https://www.epa.gov/environmental-topics/chemicals-and-toxics-topics>)
 - D. Efforts to increase energy efficiency and decrease environmental impact (<https://www.epa.gov/energy/learn-about-energy-and-its-impact-environment>)
 - E. Efforts to reduce food waste (<https://www.epa.gov/sustainable-management-food>)
4. Each entry must submit a *portfolio* to the room location designated in the State Leadership Conference program during the specified registration time.
5. Each entry will have 5 minutes to set up for the event. Other persons may not assist.
6. The oral presentation **may be up to ten (10) minutes** in length.
7. If audio or audiovisual recordings are used, they are limited to three (3) minutes playing time during the presentation. *Presentation equipment*, with no audio, may be used during the entire presentation.

8. Following the presentation, evaluators may interview the participant(s).
9. Evaluators will use the rating sheet to score and write comments for each entry.
10. 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.
11. Spectators may not observe any portion of this event.
12. Two (2) individuals/teams may be chosen from each event category to represent New Jersey at the National Leadership Conference.


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	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
■	■	■		■	■	■	■	■	■

ENVIRONMENTAL AMBASSADOR SPECIFICATIONS

Portfolio

The *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 *portfolio* must be submitted to the room location designated in the State Leadership Conference program during the specified registration time.

1- 8½” x 11” page	<i>Project Identification Page</i>	One 8½” x 11” page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant’s name(s), chapter name, school, city, state, event name and project title.
1- 8½” x 11” page	Table of Contents	One 8½” x 11” page. 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	One 8½” 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> 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 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 background research and <i>current</i> data supporting project concern.
	Knowledge of the Relationship of Environmental Concern to Participants’ Home, School and/or <i>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 to stop, counteract, or reverse said problems.

Up to 34 8½” x 11” pages (Continued)	Creativity and Duplication of <i>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.
	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>	Evidence that participant(s) evaluated their <i>project</i> for effectiveness and ability to reach others.
	Evidence of Educational Presentations	Document two 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 <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. May be through <i>audience</i> members’ change in activity, opinions, knowledge level, or other methods.
	Connection to Family and Consumer Sciences	Describe relationship of project <i>content</i> to Family and Consumer Sciences and/or related occupations.
	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.

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 <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 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.

Environmental Ambassador Rating Sheet

Name of Participant(s) _____ School _____

Category: _____ Junior _____ Senior _____ Occupational

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.

Evaluation Criteria	Very					Score	Comments
	Poor	Fair	Good	Good	Excellent		
PORTFOLIO							
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		
Connection to FCS	0-1	2	3	4	5		
Works Cited / Bibliography	0	1		2	3		
Appearance	0-2	3-4	5-6	7-8	9-10		
ORAL PRESENTATION							
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		
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