

Life Event Planning is an *individual* or *team event* that recognizes participants who apply skills learned in Family and Consumer Sciences courses to manage the financial costs of an upcoming event. An upcoming event is defined as a planned event that is taking place during the 2018, 2019 or 2020 calendar years. Wedding planning is not an appropriate event topic unless the student or family member is engaged with a wedding date in 2018, 2019 or 2020. "Dream events," with no timeline, are not allowed. Planning events for the FCCLA chapter, school, or other organization are not appropriate for this event. Participants select an upcoming event in their lives, determine the amount they can budget for the event, and prepare in advance an event *portfolio*. Participants present the *portfolio* to the evaluators.

### NEW JERSEY CORE CURRICULUM STANDARDS

- 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.
- 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.
- 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.11-12.1c 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.11-12.4 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.
- HSG-MG.A.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).
- 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.
- 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

**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**

- 2.1.1 Apply management and planning skills and processes to organize tasks and responsibilities.
- 2.1.2 Analyze how individuals and families make choices to satisfy needs and wants.
- 2.1.7 Apply consumer skills to decisions and recreation.
- 2.2.3 Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.
- 2.4.2 Analyze how media and technological advances affect family and consumer decisions.

**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.
5. Participant(s) must have completed a course or a unit in consumer management or financial education in a Family and Consumer Sciences program or must have completed a unit of the FCCLA Financial Fitness National Program.

**PROCEDURES & REGULATIONS**

1. The Life Event Planning project must be developed and completed within a one-year span beginning July 1 and ending June 30 of this school year before the National Leadership Conference.
2. The Life Event Planning 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. Participants will select an event that will be used as the basis for the Life Event Planning project. An event is defined here as any upcoming occasion that will bring changes and/or new experiences and accompanying financial challenges. Examples of events include, but are not limited to:
  - Preparing to move into a dormitory room
  - Hosting a party or celebration
  - Operating a vehicle for one month
  - Taking a school or personal trip
  - Hosting a *family* reunion
  - Paying initial costs of a new job
  - Managing personal costs of attending the prom
  - Paying school expenses for one grade level

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 10 minutes in length.
7. If audio or audiovisual recordings are used, they are limited to one (1) minute playing time during the presentation.
8. Following the presentation, evaluators will have the opportunity to ask questions of the participant.
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
■		■		■	■			■	■

**LIFE EVENT PLANNING 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 32 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 Summary Page</i>	One 8½” x 11” page summarizing 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	Complete the online project summary form located on the “Surveys” tab of the FCCLA Portal, and include proof of submission in the <i>portfolio</i> .
0-4	<i>Divider Pages</i> or Sections	Use up to 4 <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 24 8½" x 11" pages	Profile of Event	Up to three (3) pages containing a profile of the selected upcoming event; must include type of event (see examples in event description), date of event, a description of the role of needs and wants in the situation, a goal statement(s) for the project, a description of the role of values and/or priorities in the situation, and a summary of challenges involved in developing a workable financial plan.
	Comparison Shopping	Up to twelve (12) pages; must include evidence of comparison shopping for at least five (5) goods and/or services. Identify function and priority of each good/service as needed for successful completion of event. More than 5 may be identified. For each good and/or service, provide two (2) or more sources, costs, and features. Develop your own format; graphics may be used. Comparison shopping is defined here as an examination of the costs and features of two or more forms or sources of a specific product or service.
	Event Plan 	Up to five (5) pages using the chart format provided (see sample); must include sources and amount of income budgeted, a list of all products/services to be acquired, sources selected, key features considered, quantities, unit costs, and total costs. Graphics may be used.
	Resources Summary	Up to four (4) pages; must include list of at least six (6) resources, both human and nonhuman, used to complete the project, including sources of product/service information and sources of advice; use the template as provided.
	Appearance	<i>Portfolio</i> must be neat, legible, and <i>professional</i> and use correct grammar and spelling.

**Oral Presentation**

The oral presentation **should be five (5) to ten (10)** minutes in length and is delivered to evaluators. The presentation is to describe research and planning efforts in detail. The *portfolio* will be used by the participant(s) during the oral presentation. Participant(s) may use *visuals* including posters, charts, slides, presentation software, and audiovisual equipment. If audio or audiovisual recordings are used, they are limited to 1 minute playing time during the presentation.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Subject Matter	Demonstrate knowledge of planning, budgeting and managing costs of an event.
Explanation of Financial Situation	Clearly and thoroughly explain the role of needs, wants, goals, values, priorities, and challenges in the financial situation.
Explanation of Decisions Involved in Financial Plan	Explain a minimum of three decisions that were involved in the financial plan.
Summary	Summarize ways in which planning a financial situation was helpful.
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, volume, and tempo.
Body Language / Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of visuals 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. Questions are asked after the presentation.

**Sample Excerpt: Event Plan**

Name of Member Iwanna B. Prepared Date Juvenber 32, 20XX

Title of Project "Happy Birthday, Sis"

Goal To host a surprise birthday party for my sister and pay all costs myself

INCOME		EXPENTITURES						
Source	Amount of Income	Product	Service	Source	Key Features	Quantity	Cost	Total Cost
Income, part-time job	\$225	NA	Rent clubhouse	Local civic-clubhouse	Low cost, safe neighborhood, space to dance	1 day and night	\$75-25 (deposit returned)	\$50
Savings	\$200	Vegetable Tray/Dip	NA	Neighborhood Deli	Low cost, tasty, healthy	1 to feed 50 people	\$35	\$35

**Life Event Planning  
Event Plan**

Name(s) of Member(s) \_\_\_\_\_ Date \_\_\_\_\_

Title of Project \_\_\_\_\_ Goal \_\_\_\_\_

INCOME				EXPENTITURES				
Source	Amount of Income	Product	Service	Source	Key Features	Quantity	Unit Cost	Total Cost

**Total Amount Budgeted** \_\_\_\_\_

**Total to be Spent** \_\_\_\_\_

*Note:* Use up to five (5) Event Plan pages to include all elements needed for the selected project. Enter the total amount budgeted and the total to be spent only on the last page of the Event Plan.



**Life Event Planning Rating Sheet**

Name(s) 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		
<b>PORTFOLIO</b>							
FCCLA Planning Process Summary	0-1	2	3	4	5		
Profile of Event: <i>Role of Needs/Wants, Goal Statement(s), Role of Values and/or Priorities, Description of Financial Challenges</i>	0-2	3-6	7-9	10-12	13-15		
Comparison Shopping: <i>Format, Goods and Services Identified, Sources, Costs and Features, Quantities of Goods and Services</i>	0-2	3-4	5-6	7-8	9-10		
Event Plan: <i>List of Products/Services, Quantities and Costs</i>	0-2	3-6	7-9	10-12	13-15		
Resources Summary: <i>Variety of Resources, Format Used, Summary of Learning</i>	0-2	3-4	5-6	7-8	9-10		
Appearance	0-1	2	3	4	5		
<b>ORAL PRESENTATION</b>							
Organization / Delivery	0-2	3-4	5-6	7-8	9-10		
Knowledge of Subject Matter	0-1	2	3	4	5		
Explained Financial Situation: <i>Needs and Wants, Goals, Values and Priorities, Financial Challenges</i>	0	1	2	3	4		
Explained Decisions Involved in Developing Financial Plan for Event	0-1	2	3	4	5		
Summary of Ways in which Financial Planning was Helpful	0	1		2	3		
Use of Portfolio & Visuals	0-1	2	3	4	5		
Voice, Body Language, Clothing, Grammar and Pronunciation	0	1	2	3	4		
Responses to Evaluators' Questions	0	1	2	3	4		

**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