

Professional Presentation, an *individual or team event*, recognizes participants who make an oral presentation about issues concerning Family and Consumer Sciences and/or related occupations. Participants must prepare a *file folder*, an **oral presentation** and *visuals*.

**NEW JERSEY LEARNING STANDARDS**

- NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- NJSLSA.L6 Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
- NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- RI.11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.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 specific 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.
- 9.2.8.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.3 Identify transferable career skills and design alternate career plans
- 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.

**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**

- 1.1 Analyze strategies to manage multiple roles and responsibilities.
- 1.2.3 Apply communication skills in school, community and workplace settings.
- 1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings
- 1.3.1 Analyze goals that support individuals and family members in carrying out community and civic responsibilities.
- 1.3.2 Demonstrate skills that individuals and families can utilize to support civic engagement in community activities.
- 1.3.4 Analyze community resources and systems of formal and informal support available to individuals and families.
- 2.1.1 Apply time management, organizational, and process skills to prioritizing tasks and achieving goals.
- 3.2 Analyze factors that affect consumer advocacy
- 13.6.4 Demonstrate ethical behavior in family, workplace, and community settings.

**EVENT LEVELS**

**Level 1: Participants through grade 8**

**Level 2: Participants in grades 9 – 10**

**Level 3: Participants in grades 11 – 12**

**ELIGIBILITY**

- 1. A chapter may register one (1) entry in each event level.
- 2. An entry is defined as one (1) participant or one (1) team comprised of a maximum of three (3) members.
- 3. An event level is determined by a member’s grade in school and affiliation status.
- 4. Participation is open to any affiliated FCCLA member.

**PROCEDURES & REGULATIONS**

- 1. The Professional Presentation 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 Professional Presentation 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. 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.
- 4. Spectators may not observe any portion of this event.
- 5. Two (2) individuals/teams from each event level may be chosen to represent New Jersey at the National Leadership Conference.

Each entry must submit a file folder to the room location designated in the State Leadership Conference program during the specified registration time.	
5 minutes	Each entry will have 5 minutes to set up for the event. Other persons may not assist.
10 minutes	The oral presentation <b>may be up to ten (10) minutes</b> in length. If audio or audiovisual recordings are used, they are limited to one (1) minute playing time during the presentation.
Following the presentation, evaluators may interview the participant(s).	
Evaluators will use the rating sheet to score and write comments for each entry.	

**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 (1-3 participants)	File Folder, Visuals, 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
■		■	■	■		■	■	■	■

**PROFESSIONAL PRESENTATION SPECIFICATIONS**

**File Folder**

Participant(s) will submit one (1) letter-size *file folder* containing three identical sets, with each set stapled separately, of the items listed below to the designated location in the conference program. The *file folder* must be labeled (typed or handwritten) in the top left corner with participant’s name, school name, chapter name, event name (Professional Presentation), and event level.

<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 title of presentation.
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 present presentation. Each step is fully explained.
Evidence of Online Project Summary Submission 	Complete the online project summary form located on the “Surveys” tab on the FCCLA Portal, and include signed proof of submission in the <i>file folder</i> .
Outline of Presentation	One 8½” x 11” page on <i>plain paper</i> , with no <i>graphics</i> or decorations to outline the presentation.
Documentation of Two Prior Presentations of the Illustrated Talk to Different Audiences	Document the delivery of two (2) prior Professional Presentations, including date; location; and proof of prior presentation, such as photos, news clippings and/or thank-you notes.
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> .

**Oral Presentation**

The oral presentation **may be up to ten (10) minutes** in length and is delivered to evaluators. The presentation should deal with issues related to Family and Consumer Sciences and how these issues can be addressed by FCCLA members. **It is not** a factual lecture or “how-to” presentation.

Introduction	Use creative methods to capture <i>audience</i> attention.
Relationship to Family and Consumer Sciences or Related Careers	Reflect views and knowledge on issues of concern related to areas of Family and Consumer Sciences and/or related careers.
Knowledge of Subject Matter	Present <i>current</i> data and information to support viewpoints and issues of concern.
Methods or Techniques to Address the Issues of Concern	Describe suggested methods or techniques FCCLA members can use to address the issues of concern.
Summary	Summarize major points and/or issues of concern.
Length of Presentation	The presentation should be an appropriate length within the ten (10)-minute timeframe for the information presented.
Organization/Delivery	Deliver oral presentation in an organized, sequential manner as outlined.
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 <i>visuals</i> and notes or note cards if used. Wear appropriate business 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 subject matter. Questions are asked after the presentation.

**Visuals/Props**

*Visual/props* may include posters, charts, slides, presentation software, puppets, etc. Audio and audiovisual recordings are limited to one (1) minute playing time during the presentation.

Effectively Illustrate <i>Content</i>	Support, illustrate and/or complement <i>content</i> of presentation.
Creativity of <i>Visuals</i>	Use creative methods to illustrate presentation.
Use of <i>Visuals</i>	Presentation aids must be visible to <i>audience</i> ; neat, legible, and <i>professional</i> ; and use correct grammar and spelling.

**Professional Presentation Rating Sheet**

Name of Participant(s) \_\_\_\_\_

School \_\_\_\_\_ Event Level \_\_\_\_\_

**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>FILE FOLDER</b>							
FCCLA Planning Process Summary	0-1	2	3	4	5		
Outline of presentation	0	1		2	3		
Documentation of Two Prior Presentations	0	1		2	3		
Works Cited/Bibliography	0	1		2	3		
<b>ORAL PRESENTATION</b>							
Introduction	0-1	2	3	4	5		
Relationship to Family and Consumer Sciences	0-2	3-4	5-6	7-8	9-10		
Knowledge of Subject Matter	0-2	3-4	5-6	7-8	9-10		
Methods or Techniques to Address the Issues of Concern	0-2	3-4	5-6	7-8	9-10		
Summary	0-1	2	3	4	5		
Length of Presentation	0	1		2	3		
Organization/Delivery	0-2	3-4	5-6	7-8	9-10		
Voice and Body Language	0-1	2	3	4	5		
Grammar and Pronunciation	0-1	2	3	4	5		
Responses of Evaluators' Questions	0	1		2	3		
<b>VISUALS/PROPS</b>							
Effectively Illustrate Content	0-2	3-4	5-6	7-8	9-10		
Creativity of Visuals to Enhance Presentation	0-1	2	3	4	5		
Use of Visuals During Presentation	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