

Repurpose and Redesign is an *individual or team event* that recognizes participants who apply recycling and redesign skills learned in Family and Consumer Sciences courses to create a *display* using a sample of their skills. Participants select a **used** fashion, home, or other postconsumer item to repurpose into a new product. Participants will create a brand new product, not simply embellish an old one. However, participants may use additional materials if needed to redesign and creatively embellish the new product. At the event site, participants set up their *displays* and present the results of their projects to evaluators.

NEW JERSEY LEARNING STANDARDS

- RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.
- SL.9-10.1 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.11-12.4 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.
- SLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.11-12.6 Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
- 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.
- 4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g; lb, oz.; l, ml; hr, min, sec.
- 7.G.A.2 Draw (with technology, with ruler and protractor as well as freehand) geometric shapes with given conditions.
- 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.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 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.
- 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements & principles of design communicate & express ideas.
- 9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

CAREER READY PRACTICES

- ✓ Apply appropriate academic and technical skills.
- ✓ Communicate clearly and effectively with reason.
- ✓ Demonstrate creativity and innovation.
- ✓ Model integrity, ethical leadership and effective management.
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them.
- ✓ Use technology to enhance productivity.

NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES

- 1.2.4 Demonstrate teamwork skills in school, community, and workplace settings.
- 2.2.3 Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.
- 16.2.2 Evaluate the performance characteristics of textile fibers and fabrics.
- 16.2.4 Analyze characteristics of textile components in the design, construction, care, use, and maintenance of disposal or recycling of products.
- 16.2.5 Demonstrate appropriate procedures for care disposal or recycling of textile products.

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- 16.3.2 Apply basic and complex color schemes and color theory to develop and enhance visual effects.
- 16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion and apparel.
- 16.4.1 Demonstrate professional skills in using traditional and technologically innovative equipment, tools and supplies in textiles, fashion, and apparel construction, alteration, repair and recycling.
- 16.4.5 Demonstrate basic skills for the production, alteration, repair and recycling of textiles, fashion and apparel.

EVENT LEVELS

Level 1: Participants in grades 6 – 8

Level 2: Participants in grades 9 – 10

Level 3: Participants in grades 11 – 12

ELIGIBILITY

1. A chapter may submit 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 Repurpose and Redesign 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 Repurpose and Redesign project must be planned and prepared by the participant only. Supporting resources are acceptable as long as the participant is 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. Each participant will submit a copy of his/her completed Repurpose and Redesign Skills Selection Chart with the display at the display set up time. Copies of the form will **not** be available. Do **not** submit the form at the time of presentation.
4. 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.
5. Items within the *display* may be used as in-hand *visuals* during the oral presentation, but must be returned within *display dimensions* when finished.
6. Spectators may not observe any portion of this event.
7. Two (2) individuals/teams may be chosen from each event level to represent New Jersey at the National Leadership Conference.

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| Each entry must submit Skills Selection Chart with their <i>display</i> . Copies of the chart will not be available. | |
| 5 minutes | At the designated time, each participant will have five (5) minutes to set up their <i>displays</i> . Only participants are allowed in the setup area. Other persons may not assist. <i>Displays</i> not set up at the designated time will not be allowed during the presentation. Only table top displays are allowed. |
| 5 minutes | The oral presentation should be four (4) to five (5) minutes in length. If audio or audiovisual recordings are used, they are limited to one (1) minute playing time during the presentation. <i>Presentation equipment</i> , with no audio, maybe used during the entire presentation. |
| Following the presentation, evaluators will have the opportunity to ask questions of the participant. | |
| 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) | Display, Oral Presentation, Skill Selection Chart | 5 minutes | 5 minutes | Table | Not provided |

| Presentation Elements Allowed | | | | | | | | | |
|-------------------------------|----------|----------|-------------|--------------------------|-----------|----------------|-------|------------------------|---------|
| Audio | Costumes | Easel(s) | File Folder | Large Newsprint Chart(s) | Portfolio | Props/Pointers | Skits | Presentation Equipment | Visuals |
| ■ | | | | | | ■ | | ■ | ■ |

REPURPOSE AND REDESIGN EVENT SPECIFICATIONS

Display

A *display* should be used to document and illustrate the work of one (1) project, using clearly defined presentation surfaces. The *display* must be tabletop. Tabletop *displays* should not exceed a space 30” deep by 48” wide by 48” high, including any *audiovisual equipment*. Participants using a tabletop *display* are allowed a standing *mannequin* in addition to their table space; however, all other 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.). Scrapbooks, *large newsprint charts*, *portfolios*, and *photo albums* are not allowed. Each *display* must include a *Project Identification Page* and a *Planning Process* summary page.

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| <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, chapter name, school, city, state, event name and project title. |
| 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. |
| Evidence of Online Project Summary Submission |  Complete the online project summary form located on the “Surveys” tab of the FCCLA Portal, and include signed proof of submission on the display |
| Contents of <i>Display</i> | <p>The <i>display</i> must contain the project product, material profile, cost itemization, time log, and photo storyboard.</p> <p>Project Product: The project product must be included in the <i>display</i>.</p> <p>Material Profile: A material profile should be prepared front side only on paper not larger than 11” x 17” and displayed. The material profile will contain a sample of each material used to make the project and all available information about material <i>content</i> and type – construction, finishes, properties, performance and care. Identify repurposed materials and new materials. For items not able to provide a sample, a short explanation of why (size, unable to deconstruct, etc.) must be provided, along with a clear, close up photo.</p> <p>Cost Itemization: A detailed cost itemization should be prepared front side only on 8½” x 11” paper and displayed. The cost itemization will show a list of all supplies used to make the product with quantities, unit costs, and total costs.</p> <p>Time Log: A log of time invested in designing and making the product(s) should be prepared front side only on 8½” x 11” paper and displayed. Total hours should be shown.</p> <p>Photo Storyboard: A storyboard of photos telling the story of the project should be prepared front side only on paper not larger than 11” x 17” and displayed.</p> <p>Other: The <i>display</i> may not contain a live model. The participant may not model the product (garment, accessory, etc., if applicable) during the presentation. If needed, a mannequin may be used, but is neither required nor provided.</p> <p>Marketing Plan (Optional): The participant may choose to demonstrate the marketability of their product by developing a brief marketing plan. The plan should include, but is not limited to basic marketing elements such as target market information, a product description, pricing options, promotional ideas, and possible places of sale. Information should be presented in the way the participant best sees fit.</p> <p><i>Please note: Lingerie and swimsuits are not allowed. Clothing that does not meet acceptable standards of modesty/appropriateness for a school function or setting is prohibited.</i></p> |

Oral Presentation

The oral presentation **should be four (4) to five (5)** minutes in length and is delivered to evaluators. The presentation is to describe efforts in detail. 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 project. |
| Knowledge of Recycling and Environmental Sustainability | Demonstrate knowledge of concepts related to the selected skill areas. |
| Use of <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 gestures, posture, mannerisms, eye contact, and appropriate handling of 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 project. Questions are asked after the presentation. |

Repurpose and Redesign Skills

Participants are to select a project that showcases their repurposing and redesign skills.

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|-------------------------------|--|
| Design | The design should exhibit effective form and function, and provide opportunities for practical use and reuse, as applicable. |
| Materials | Materials should be appropriate and effective for the use of the product created. (i.e. garments made from paper cannot be laundered; therefore this material is not effective for the product). |
| Degree of Difficulty | The degree of difficulty should reflect the experience, skills, and talents of the participant, with calculated risk. The participant should create a product that is challenging at his/her individual skill level. |
| Workmanship | The product should exhibit high quality workmanship and should be marketable. |
| Creativity | The design and product should reflect creativity, imagination, and innovation. |
| Repurpose and Redesign Skills | Products will be evaluated on the 8 repurposing and redesign skills selected by the participant. See Repurpose and Redesign Skills Selection Chart. |

Please note: Lingerie and swimsuits are not allowed. Clothing that does not meet acceptable standards of modesty/appropriateness for a school function or setting is prohibited.

Item for Repurpose and Redesign Project:

New Jersey requires participants to repurpose two (2) items:

- **Two (2) Flannel Shirts**
- **An item of the participant's choice**

REPURPOSE AND REDESIGN Skills Selection Chart

Name of Participant(s) _____

School _____ Event Level _____

Instructions: Each participant's project must represent at least eight (8) of the skills listed below. At the designated display set-up time, each participant will turn in one (1) copy of this page with the 8 skills represented in the project checked. In the event that more than eight (8) skills are represented in a project, participants should check the eight that best reflect the quality and difficulty of work accomplished. If the participant checks more than eight (8) skills, the first eight (8) on the list only will be evaluated. If this form is not completed and turned in at the designated presentation time, evaluators will be unable to complete the Skill Area Rubric, resulting in "0" points awarded.

RECYCLED DESIGN

Include in your design a minimum of 8 repurposing and promotional skills from those listed below:

- Good choice of item for recycling
- More than one repurposed item in one product
- Innovative use of repurposed item
- Conservation theme or slogan
- Design of an energy-saving product
- Design of a product that promotes environmentalism
- Sketch of accessory design
- Shaped seams, edges, and/or corners
- Pocket(s)
- Gathers and/or ruffles
- Strap, tie, or band
- Lining, facing, and/or interfacing
- Application of trims
- Use of embellishments
- Embroidery, hand or machine (created by participant, not purchased)
- Napped fabric or one-way print
- Basic Marketing Plan
- Sanding, Painting or Staining
- Gluing, stapling, sawing
- Application or use of decorative hardware
- Application or use of construction hardware
- Wiring or fastening with various mediums

Recycle and Redesign 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 | | |
| DISPLAY | | | | | | | |
| FCCLA Planning Process Summary | 0-1 | 2 | 3 | 4 | 5 | | |
| Material Profile | 0 | 1 | 2 | 3 | 4 | | |
| Cost Itemization | 0 | 1 | 2 | 3 | 4 | | |
| Time Log | 0 | | 1 | | 2 | | |
| Photo Storyboard | 0 | 1 | 2 | 3 | 4 | | |
| Display | 0-1 | 2 | 3 | 4 | 5 | | |
| ORAL PRESENTATION | | | | | | | |
| Organization/Delivery | 0-2 | 3-4 | 5-6 | 7-8 | 9-10 | | |
| Knowledge of Recycling and Environmental Sustainability | 0-1 | 2 | 3 | 4 | 5 | | |
| Use of Display During Presentation | 0-1 | 2 | 3 | 4 | 5 | | |
| Voice, Body Language, Grammar and Pronunciation | 0-1 | 2 | 3 | 4 | 5 | | |
| Response to Evaluators' Questions | 0-1 | 2 | 3 | 4 | 5 | | |
| RECYCLING AND DESIGN SKILLS | | | | | | | |
| Effectiveness of Product Design | 0 | 1 | | 2 | 3 | | |
| Appropriate/Functional Use of Materials | 0-1 | 2-3 | 4 | 5-6 | 7-8 | | |
| Degree of Difficulty | 0 | 1 | | 2 | 3 | | |
| Overall Quality of Workmanship | 0-1 | 2 | 3 | 4 | 5 | | |
| Creativity, Imagination, and Innovation | 0 | 1 | | 2 | 3 | | |
| Selected Skill Area | (up to 24 points) | | | | | | |

Total Score _____

Verification of Total Score (please initial)

Evaluator _____

Room Consultant _____

Lead Consultant _____

Circle Rating Achieved:

Gold: 100- 90

Silver: 89-79

Bronze: 78 - 70

REPURPOSE AND REDESIGN
Skills Area Rubric

Name of Participant(s) _____

School _____ Event Level _____

INSTRUCTIONS: Circle the appropriate rating for each of the eight selected skills and enter each rating in the “Score” column on the right. Provide comments on the page to help participants understand their ratings in terms of strengths and areas for improvement. Verify points, total, and enter in the Selected Skill Area “Score” column on the Recycle and Redesign Rubric.

| EVALUATION CRITERIA | | | | | Points |
|---|--------------|-----------------------|------------------|-----------------------|---------------|
| Possible Points: 0-24 | | | | | |
| <input type="checkbox"/> Good choice of item for repurposing | 0 = Not Done | 1 = Choose Better | 2 = Good Choice | 3 = Excellent Choice | |
| <input type="checkbox"/> More than one repurposed item in one product | 0 = Not Done | 1 = Only One Item | 2 = Two Items | 3 = Two+ Items | |
| <input type="checkbox"/> Innovative use of repurposed item | 0 = Not Done | 1 = Could Use Better | 2 = Good Use | 3 = Excellent Use | |
| <input type="checkbox"/> Conservation theme or slogan | 0 = Not Done | 1 = Improve Theme | 2 = Good Theme | 3 = Excellent Theme | |
| <input type="checkbox"/> Design of an energy-saving product | 0 = Not Done | 1 = Improve Design | 2 = Good Design | 3 = Excellent Design | |
| <input type="checkbox"/> Design of a product that promotes environmentalism | 0 = Not Done | 1 = Improve Design | 2 = Good Design | 3 = Excellent Design | |
| <input type="checkbox"/> Sketch of accessory design | 0 = Not Done | 1 = Inaccurate Sketch | 2 = Good Sketch | 3 = Excellent Sketch | |
| <input type="checkbox"/> Shaped seams, edges, and/or corners | 0 = Not Done | 1 = Improve Quality | 2 = Good Quality | 3 = Excellent Quality | |
| <input type="checkbox"/> Pocket(s) | 0 = Not Done | 1 = Improve Quality | 2 = Good Quality | 3 = Excellent Quality | |
| <input type="checkbox"/> Gathers and/or ruffles | 0 = Not Done | 1 = Improve Quality | 2 = Good Quality | 3 = Excellent Quality | |
| <input type="checkbox"/> Strap, tie, or band | 0 = Not Done | 1 = Improve Quality | 2 = Good Quality | 3 = Excellent Quality | |
| <input type="checkbox"/> Lining, facing, and/or interfacing | 0 = Not Done | 1 = Improve Quality | 2 = Good Quality | 3 = Excellent Quality | |
| <input type="checkbox"/> Application of trims | 0 = Not Done | 1 = Improve Quality | 2 = Good Quality | 3 = Excellent Quality | |
| <input type="checkbox"/> Use of embellishments | 0 = Not Done | 1 = Improve Quality | 2 = Good Quality | 3 = Excellent Quality | |
| <input type="checkbox"/> Embroidery, hand or machine | 0 = Not Done | 1 = Improve Quality | 2 = Good Quality | 3 = Excellent Quality | |
| <input type="checkbox"/> Napped fabric or one-way print | 0 = Not Done | 1 = Improve Quality | 2 = Good Quality | 3 = Excellent Quality | |
| <input type="checkbox"/> Basic Marketing Plan | 0 = Not Done | 1 = Improve Quality | 2 = Good Quality | 3 = Excellent Quality | |
| <input type="checkbox"/> Sanding, Painting or Staining | 0 = Not Done | 1 = Improve Quality | 2 = Good Quality | 3 = Excellent Quality | |
| <input type="checkbox"/> Gluing, stapling, sawing | 0 = Not Done | 1 = Improve Quality | 2 = Good Quality | 3 = Excellent Quality | |
| <input type="checkbox"/> Application or use of decorative hardware | 0 = Not Done | 1 = Improve Quality | 2 = Good Quality | 3 = Excellent Quality | |
| <input type="checkbox"/> Application or use of construction hardware | 0 = Not Done | 1 = Improve Quality | 2 = Good Quality | 3 = Excellent Quality | |
| <input type="checkbox"/> Wiring or fastening with various mediums | 0 = Not Done | 1 = Improve Quality | 2 = Good Quality | 3 = Excellent Quality | |

Evaluator’s Comments:

Total Score for Skill Area: _____