

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 current topics, investigate areas where they can make a difference, develop and carry out a *stewardship 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**

- 3.1 Understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.
- 3.3 Speak in clear and concise organized language that varies in content and form for different audiences and purposes.
- 3.4 Listen actively to information from a variety of sources in a variety of situations.
- 3.5 Access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.
- 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
- 8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.
- 8.1.12.A.4 Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.
- 8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.
- 9.1.12.A.1 Apply critical thinking and problem solving strategies during structured learning experiences
- 9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including course selections, assessments, and extra-curricular activities.
- 9.3.12.C.3 Develop personal interests and activities that will support declared career goals and plans.
- 9.1.12.F2 Demonstrate a positive work ethic in various settings, including the classroom and during structures learning experiences.
- 9.3.12.C.5 Identify transferable skills in career choices and design alternative career plans based upon those skills.
- 9.3.12.C.6 Develop job readiness skills by participating in structures learning experiences and employment seeking opportunities.
- 9.3.12.C.7 Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, apply for training grants, higher education grants and loans.)
- 9.3.12.C.11 Evaluate the responsibility of employers and employees for maintaining workplace safety and health rights related to a particular occupation/ career.
- 9.4.12.E.31 Evaluate educational perspectives, policies and procedures using critical thinking to intelligently develop solutions to educational issues.
- 9.4.12.E(2).19 Demonstrate knowledge of recordkeeping methods used to monitor and guide learner progress.

**EVENT CATEGORIES****Junior:** through grade 9**Senior:** grades 10-12**Occupational:** grades 10-12**ELIGIBILITY**

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

**PROCEDURES & REGULATIONS**

1. Each entry will submit a *portfolio* at the Competitive Events registration table at the State Leadership Conference.
2. Participant(s) will have 5 minutes to set up for the event. Other persons **may not** assist.
3. The oral presentation **may be up to** 10 minutes (NLC is 15 minutes) in length.
4. If audio or audiovisual recordings are used, they are limited to 5 minutes playing time during the presentation. Visual equipment, with no audio, may be used during the entire presentation.
5. Following the presentation, evaluators may interview the participant(s).
6. Evaluators will use the rating sheet to score and write comments for participant(s).
7. A table will be provided. Participant(s) must bring all other necessary supplies and/or equipment. Wall space may not be available.
8. Spectators may not observe any portion of this event.
9. One individual may be chosen from the each event category to represent New Jersey at the National Leadership Conference.
10. The five current environment issues will be posted on the STAR Events page of the FCCLA national website by September 1.

**Presentation Elements**

Allowed: *Audio, Costumes/Uniforms, Easel(s), Large Newsprint Charts, Portfolios, Props/Pointers, Skits, Visual Equipment, Visuals*

Not Allowed: *File Folders, Laser Pointers, Manuals, Photo Albums, Scrapbooks*

## 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 1½" in depth). A decorative and/or informative cover may be included. All materials, including the divider pages and tabs, must fit within the dimensions above. The binder must contain no more than 45 pages: 1 *project identification page*, 1 table of contents page, 1 *Planning Process* summary page, 0-7 *divider pages*, and up to 35 *content pages* including the documents listed below. *Divider pages* may be tabbed and may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers; they must not include any other *content*. All pages must be one-sided only. All pages except *divider pages* must be 8½" x 11". The *portfolio* will be turned in at Competitive Events registration.

Project Identification Page	One 8½" x 11" page on plain paper, with no graphics or decorations; must include participant's name(s), chapter name, school, city, state, FCCLA national region (North Atlantic Region) and project title.
FCCLA Planning Process 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 Research	Document background research and current data supporting project concern.
Knowledge of the Relationship of Environmental Concern to Participants' Home, School and/or Community	Document the current 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.
Creativity and Multiplication Stewardship Project	The <i>stewardship 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 Consciousness of Stewardship Project	The <i>stewardship 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 resources).
Evaluation of Stewardship Project	Evidence that participant(s) evaluated their <i>stewardship project</i> for effectiveness and ability to reach others.
Evidence of Online Stewardship Project Summary Submission	Participants should complete the online <i>stewardship project</i> summary form located on the STAR Events page of the FCCLA national website and include proof of submission in the portfolio.
Evidence of Educational Presentations	Document three 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 audience(s) reached through educational presentations, including the reason for targeting specific audiences and the benefits of educating them on the environmental concern.
Effectiveness of Educational Presentations	Document an evaluation of how effective educational presentations were. May be through audience members' change in activity, opinions, knowledge level, or other methods. Include evidence of successful recruitment of <i>EPA Climate Ambassadors</i> .
Connection to Family and Consumer Sciences	Describe relationship of project content to Family and Consumer Sciences and/or related careers.
Works Cited/ Bibliography	Use MLA or APA citation style to cite all references. <i>Resources</i> should be <i>reliable</i> and <i>current</i> .
Appearance	Portfolio must be neat, legible, and professional and use correct grammar and spelling with effective use of organization and information.

**Oral Presentation**

The oral presentation **may be up to** 10 minutes (NLC is 15 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 5 minutes playing time during the presentation. Visual 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 current data and knowledge of trends in the environmental concern topic area.
Use of Portfolio and Visuals	Use portfolio to describe all phases of the project. Use original, creative, and appealing visuals 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" columns. Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary. Total points.

Evaluation Criteria	Very					Score	Comments
	Poor	Fair	Good	Good	Excellent		
<b>PORTFOLIO</b>							
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 Multiplication of Stewardship Project	0-2	3-4	5-6	7-8	9-10		
Overall Consciousness of Stewardship Project	0-1	2	3	4	5		
Evaluation of Stewardship Project	0-1	2	3	4	5		
Evidence of Online Stewardship Project Summary Submission	0				1		
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		
<b>ORAL PRESENTATION</b>							
Oral Presentation / Delivery	0-2	3-4	5-6	7-8	9-10		
Knowledge of Environmental Concern	0-1	2	3-4	5	6-7		
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: 75-89

Bronze: 60-74