



Environmental Ambassador

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**.

This STAR Event was written in collaboration with and is endorsed by the Environmental Protection Agency.



EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

See page 30 for more information on event categories.

ELIGIBILITY

1. States may submit one entry in each category of this event.
2. Participation is open to any nationally 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 & TIME REQUIREMENTS

1. Each entry will submit a *portfolio* (*hardcopy or electronic*) to the event room consultant at the designated participation time.
2. Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.
3. Room consultants and evaluators will have 10 minutes to preview the *portfolio*. The participant must make the *electronic portfolio* accessible to evaluators.
4. The oral presentation **may be up to** 15 minutes in length. A one-minute warning will be given at 14 minutes. Participant(s) will be stopped at 15 minutes.
5. 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.
6. Following the presentation, evaluators will have 5 minutes to interview participant(s).
7. Evaluators will use the rubric to score and write comments for participants. Then, evaluators will meet with each other to discuss participants' strengths and suggestions for improvement.
8. The total time required for this event is approximately 35 minutes.

GENERAL INFORMATION

1. A table will be provided. Participant(s) must bring all other necessary supplies and/or equipment. Wall space may not be available.
2. Participant(s) may bring an easel(s).
3. Spectators may not observe any portion of this event.
4. *Manuals*, scrapbooks, and photo albums are not allowed in this event.
5. Internet connections will not be provided.
6. The five current environment issues will be posted on the STAR Events page of the FCCLA national website by September 1.
7. **Presentation Elements:**
Allowed: *Audio, Costumes/Uniforms, Easel(s), Flip Chart(s), Portfolios, Props/Pointers, Skits, Visual Equipment**, *Visuals*.
Not Allowed: *File Folders, Manuals*.

* Visual Equipment is allowed only for presentation of electronic portfolio.



ENVIRONMENTAL AMBASSADOR Specifications



Hardcopy Portfolio

The *portfolio* is a collection of materials used to document and illustrate the work of the project.

Materials must be contained in the official FCCLA STAR Events binder/notebook obtained from the national FCCLA emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *divider pages* and tabs, must fit within the cover. The binder/notebook 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 8 1/2" x 11". The *portfolio* will be turned in to the room consultant at the designated participation time.

Electronic Portfolio

An *electronic portfolio* may be either in PowerPoint format or an *electronic document* that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* may be no more than 45 pages or 55 slides, because slides have less content than document pages. 1 *Project Identification page*, 1 Table of Contents, and up to 35 *content pages* or 45 content slides including the documents listed below. *Divider* or section slides may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers. The *electronic portfolio* and the hardware (method) to view it (i.e. *equipment, files, projectors, screens, laptops*) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the technology used to show the evaluators the project. Once an *electronic portfolio* is turned in to the evaluators, participants may not switch to a *hardcopy portfolio*.

<i>Project Identification Page</i>	One slide or one 8 1/2" 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, FCCLA national region, and project title.
FCCLA <i>Planning Process</i> Summary Page	Two slides or one 8 1/2" 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.
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 of <i>Stewardship Project</i>	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 <i>Stewardship Project</i>	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 <i>Stewardship Project</i>	Evidence that participant(s) evaluated their <i>stewardship project</i> for effectiveness and ability to reach others.
Evidence of Online <i>Stewardship Project</i> 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.

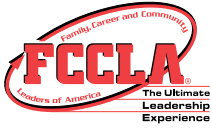
Environmental Ambassador Specifications (continued)

Scope of Educational Presentations	Describe the <i>audience(s)</i> 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 effective educational presentations. May be through <i>audience</i> 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 occupations.
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	<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** 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 <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.



STAR Events Point Summary Form ENVIRONMENTAL AMBASSADOR



ENVIRONMENTAL AMBASSADOR

Name of Participant(s) _____

State _____ Team # _____ Group # _____ Category _____

DIRECTIONS:

1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, please write "No Show" across the top and return with other forms. Do **NOT** change team or group numbers.
2. Before student presentation, the room consultants must check participants' *display* using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and paper clip all items related to the presentation together. Please do **NOT** staple.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration 0 or 5 points	0 Did not attend/incomplete team attendance	5 The individual or ALL participating members of the team attended	
Hardcopy Portfolio 0-1 points <i>OR</i> Electronic Portfolio 0-1 points	0 Binder is not the official FCCLA binder	1 Binder is the official FCCLA binder	
	0 Electronic Portfolio not in viewable format to the evaluators	1 Electronic Portfolio in viewable format to the evaluators	
Portfolio Pages 0-1 points	0 Portfolio exceeds the page limit/not all required pages are present or completed correctly	1 Portfolio contains no more than 45 single-sided pages or 55 slides including: • 1 project ID page or slide • 1 table of contents page or slide • 1 planning process summary page or 2 slides • Up to 7 divider pages or slides • Up to 35 content pages or 45 content slides	
Project Identification Page 0-2 points	0 Project ID page is missing	1 Project ID page is present but includes incorrect information	2 Project ID page is present and completed correctly
Punctuality 0-1 points	0 Participant was late for presentation	1 Participant was on time for presentation	

EVALUATORS' SCORES

Evaluator 1 _____ Initials _____

Evaluator 2 _____ Initials _____

Evaluator 3 _____ Initials _____

Total Score _____ divided by number of evaluators

_____ = **AVERAGE EVALUATOR SCORE**

ROOM CONSULTANT TOTAL

(10 points possible)

AVERAGE EVALUATOR SCORE

(90 points possible)

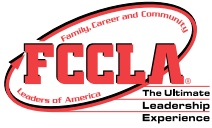
FINAL SCORE

(Average Evaluator Score plus Room Consultant Total)

RATING ACHIEVED (circle one) **Gold:** 90-100 **Silver:** 70-89.99 **Bronze:** 1-69.99

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Adult Room Consultant _____ Event Lead Consultant _____



ENVIRONMENTAL AMBASSADOR

Rubric



Name of Participant(s) _____

State _____ Team # _____ Group # _____ Category _____

PORTFOLIO							Points
FCCLA Planning Process Summary Page 0-5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Evidence of Research 0-5 points	0 Not explained	1 Some research done but incomplete information	2 Research is current but from unreliable sources and does not adequately cover the topic	3 Research is current, appropriate for topic, from reliable sources but does not adequately cover the topic	4 Research is current, appropriate for topic, from reliable sources, and adequately covers the topic	5 Research is current, from current, from reliable sources, documented correctly, and extensively covers the topic	
Knowledge of the Relationship of Environmental Concern to Participants' Home, School, and/or Community 0-6	0 No relationship described	1-2 Explanation of how the participants' environment(s) is affected is inadequate and/or potential solution(s) for the problem are not provided		3-4 Explanation of how the participants' environment(s) is affected is adequate, potential solution(s) for the problem provided		5-6 Explanation of how the participants' environment(s) is affected is extensive, multiple potential solutions for the problem provided and are both thorough and practical	
Creativity and Multiplication of Stewardship Project 0-10	0 No stewardship project completed	1-2 Stewardship project did not address concern	3-4 Stewardship project addressed the concern	5-6 Stewardship project effectively addressed concern and is easy for others to duplicate	7-8 Stewardship project creatively and effectively addressed the concern, reached a few other people, and is easy for others to duplicate	9-10 Stewardship project creatively and effectively addressed the concern, reached a large number of people and is easy for others to duplicate	
Overall Consciousness of Stewardship Project 0-3 points	0 No regard for environmental responsibility in stewardship project execution	1 Materials, resources, and activities used for the stewardship project were somewhat wasteful	2 Most materials, resources, and activities used for the stewardship project were chosen with respect to their environmental impact		3 Materials, resources, and activities used for the stewardship project were thought out and chosen and showed a thorough knowledge of environmental responsibility		
Evaluation of Stewardship Project 0-3 points	0 No evaluation conducted	1 Evaluation method was unsuccessful	2 Evaluation was appropriate		3 Evaluation was thorough and appropriate. Ideas for positive changes are suggested		
Evidence of Online Stewardship Project Summary Submission 0-1 points	0 Not provided			1 Proof of submission from the online form is included			
Evidence of Educational Presentations 0-2 points	0 Evidence of three educational presentations is not included		1 Evidence of three educational presentations is included		2 Evidence of three educational presentations is included with at least the date, location, and one proof of completion		
Scope of Educational Presentations 0-5 points	0 No descriptions provided	1 Description of only one presentation provided	2 Description of only two presentations provided	3 Limited descriptions of all three educational presentations are included	4 Adequate descriptions of each educational presentation are included with information on the audience, why they were targeted, and what benefit(s) this particular group took from the presentation	5 Extensive descriptions of each educational presentation are included with information on the audience, why they were targeted, and what benefit(s) this particular group took from the presentation	

Environmental Ambassador Rubric (continued)

							Points
Effectiveness of Educational Presentations 0–5 points	0 No evidence of presentation effectiveness provided	1 Limited evidence of presentation effectiveness provided	2 Detailed evidence of presentation effectiveness provided	3 Detailed evidence of presentation effectiveness provided. Ideas of how to improve effectiveness shared	4 Detailed evidence of presentation effectiveness provided. Ideas of how to improve effectiveness shared. Successful recruitment of at least one EPA Climate Ambassador	5 Detailed evidence of presentation effectiveness provided. Ideas of how to improve effectiveness shared. Successful recruitment of multiple EPA Climate Ambassadors	
Connection to Family Consumer Sciences 0–5 points	0 Not included	1 Vaguely referred to	2 Explained, but done so poorly	3 Explained fully	4 Explained fully with evidence of some understanding of content area	5 Explained fully with evidence of mastery of the content area	
Works Cited/Bibliography 0–3 points	0 No resources listed	1 Incomplete list of resources/resources listed are not current or appropriate for project	2 Complete list of resources but incorrect style	3 Complete list of appropriate resources, in MLA or APA style			
Appearance 0–3 points	0 Portfolio is illegible and unorganized	1 Portfolio is neat, but contains grammatical or spelling errors and is organized poorly	2 Portfolio is neat, legible, and professional, with correct grammar and spelling	3 Neat and professional, correct grammar and spelling used; effective organization			
ORAL PRESENTATION							
Organization/Delivery 0–10 points	0 Presentation is not done or speaks briefly and does not cover components of the project	1–2 Presentation covers some topic elements	3–4 Presentation covers all topic elements but with minimal information	5–6 Presentation gives complete information but does not explain the project well	7–8 Presentation covers information completely but does not flow well	9–10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Environmental Concern 0–5 points	0 Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	3 Knowledge of subject matter is evident but not shared in the presentation	4 Knowledge of subject matter is evident and shared at times in the presentation	5 Knowledge of subject matter is evident and incorporated throughout the presentation	
Use of Portfolio and Visuals During Presentation 0–5 points	0 Portfolio and visuals are not used during presentation	1 Portfolio and visuals are used during to limit amount of speaking time	2 Portfolio and visuals are used minimally during presentation	3 Portfolio and visuals are incorporated throughout presentation	4 Portfolio and visuals are used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation portfolio and visuals	
Voice—pitch tempo, volume 0–3 points	0 No voice qualities are used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing to listen to			
Body Language/Clothing Choice 0–3 points	0 Body language shows nervousness and unease/ inappropriate clothing	1 Body language shows minimal amount of nervousness/ clothing is appropriate	2 Body language is good and and clothing is professional	3 Body language and clothing choice both enhance the presentation			
Grammar/Word Usage/Pronunciation 0–3 points	0 Extensive (more than 5) grammatical and pronunciation errors	1 Some (3–5) grammatical and pronunciation errors	2 Few (1–2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors			
Responses to Evaluators' Questions 0–5 points	0 Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions, but without ease or accuracy	3 Responded adequately to all questions	4 Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation	

ENVIRONMENTAL AMBASSADOR

Evaluator's Comments:

TOTAL
(90 points possible)

Evaluator Initial _____

Room Consultant Initial _____