



# Promote and Publicize FCCLA!

**Promote and Publicize FCCLA!** is an *individual or team event* that recognizes participants who develop an FCCLA promotion and publicity campaign to raise awareness and educate the school, parents, and members of the community about the importance of FCCLA and Family and Consumer Sciences education. The goal of this event is to provide FCCLA members with communications experience to make a difference by increasing membership, developing partnerships, gaining Alumni & Associate involvement, promoting FACS education, gathering school and community support for their chapter, and contributing to the longevity of the organization and the relevance of its opportunities for members. Additionally, this event will increase member awareness of careers in communications and public relations.

## CAREER CLUSTER/CAREER PATHWAY

### Arts, A/V Technology, and Communications— Journalism and Broadcasting, Marketing Communications and Promotion Pathways

News analysts, reporters and correspondents gather information, prepare stories and make broadcasts that inform us about local, state, national and international events: present points of view on current issues; and report on the actions of public officials, corporate executives, special interest groups and others who exercise power. Marketing communications and promotion employees plan, coordinate and implement marketing strategies, advertising, promotion and public relations activities.

### Connection to National Standards for Family and Consumer Sciences

#### 1.0 Career, Community and Life Connections

Comprehensive Standard: Integrate multiple life roles and responsibilities in family, work, and community settings.

#### 13.0 Interpersonal Relationships

Comprehensive Standard: Demonstrate respectful and caring relationships in the family workplace, and community.

## Content Standards/Competencies

- 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.
- 13.3** Demonstrate communication skills that contribute to positive relationships.
- 13.5.2** Demonstrate strategies to motivate, encourage, and build trust in group members.

## EVENT CATEGORIES

**Junior:** through grade 9

**Senior:** grades 10–12

**Occupational:** grades 10–12

See page 30 for more information on event categories.

## ELIGIBILITY

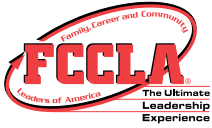
1. States may submit one entry in each category of this event.
2. Participation is open to any nationally affiliated FCCLA chapter member.
3. The promotion and publicity campaign must be developed and completed within a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference.
4. The Promote and Publicize FCCLA! 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 10 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* before the presentation begins.
4. The oral presentation **may be up to** 10 minutes in length. A one-minute warning will be given at 9 minutes. Participant(s) will be stopped at 10 minutes.
5. If audio or audiovisual recordings are used, they are limited to 5 minutes playing time during the presentation. *Visual equipment*, without audio, may be used during the entire presentation.
6. Following the presentation, evaluators will have 5 minutes to interview participant(s).
7. Participants will then be given 10 minutes to complete the writing sample portion of the event.
8. Evaluators will have 5 minutes to use the rubric to score and write comments for participants, review the writing sample, and meet with each other to discuss participants' strengths and suggestions for improvement.
9. The total time required for this event is approximately 40 minutes.

## GENERAL INFORMATION

1. A table will be provided. Participant(s) must bring all other necessary supplies and/or equipment. Wall space will not be available.
2. Extension cords and power strips are not provided.
3. Spectators may not observe any portion of this event.
4. Internet connections will **not** be provided.
5. **Presentation Elements:**  
 Allowed: *Audio, Costumes/Uniforms, Easel(s), Flip Chart(s), Portfolios, Props/Pointers, Visual Equipment, Visuals.*  
 Not Allowed: *File Folders, Manuals, Skits.*



# PROMOTE AND PUBLICIZE FCCLA!

## Specifications



PROMOTE AND PUBLICIZE FCCLA!

### 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 FCCLA national 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 35 pages: 1 *project identification page*, 1 table of contents page, 1 *Planning Process* summary page, 0–7 *divider pages*, and up to 25 *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 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 35 pages: or 45 slides, because slides have less content than document pages. 1 *Project Identification page*, 1 Table of Contents, and up to 25 *content pages* or 35 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 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, FCCLA national region, and project title.
FCCLA <i>Planning Process</i> Summary Page	Two slides or one 8½" x 11" summary page of how each step of the <i>Planning Process</i> was used to plan and Summary Page 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. Examples of research include chapter history, school/student trends, community knowledge of FCCLA or Family and Consumer Sciences, etc. Cite all <i>resources</i> appropriately.
Promotion Plan Description	A planned, cohesive promotion and publicity campaign with published goals and objectives for marketing and public relations efforts. Specify current year plans and a timetable for implementation. Examples of promotion efforts include a new member packet, website, bulletins, online and paper brochures, letters to chapter members, school officials, and community members, handouts for FCCLA chapter events, and public relations aimed at other professional organizations. Ideally, the results should be measurable, such as an increase in membership, increase in awareness of FCCLA, or greater motivation of its target audience.
Evidence of Campaign	Publicity about chapter events and individual chapter achievers that appears in appropriate promotional material, i.e. news articles.
Evidence of <i>Technology</i> Used	Use technology to develop promotional materials that raise awareness and educate the school, parents, and members of the community about the importance of FCCLA, chapter activities, and Family and Consumer Sciences education. Examples of technology include, but are not limited to: computer applications, audio or video production, multimedia, CDs, slides, and photography. Hard copies/pictures must be included in <i>portfolio</i> .
Evidence of Public Awareness and Promotion	Evidence of a successful promotion plan could include an appropriate increase in chapter membership, increase in chapter event participation, an increase in interest about FCCLA and what it is all about, an increase in support from the school and/or community, or development of partnerships with community resources.
Relationship to Family and Consumer Sciences	Describe relationship of project content to Family and Consumer Sciences and/or related occupations.
Works Cited/ <i>Bibliography</i>	Use MLA or APA citation style to cite all references. <i>Resources</i> should be reliable and current.
Appearance	<i>Portfolio</i> must be neat, legible, and <i>professional</i> and use correct grammar and spelling.

Promote and Publicize FCCLA! Specifications (continued)

**Oral Presentation**

The oral presentation **may be up to** 10 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 in addition to the speaking time. *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 Subject Matter	Show evidence of current data and knowledge of trends in <i>technology</i> and its application to Family and Consumer Sciences-related concerns.
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.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation..
Responses to Evaluator's Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.

**Writing Sample**

The participant(s) will be given 15 minutes to develop the assigned writing sample to demonstrate their knowledge of skills needed in the communications field. The same writing sample and corresponding information will be assigned to all participants within the same category and will be evaluated for the inclusion of correct parts, professionalism, as well as creativity in writing. Writing samples may include, but are not limited to press releases, ad copy, letters to the editor, public service announcements (PSA), scripting for a radio advertisement, an in-school or community flyer, and preparing a photograph for publication.



## STAR Events Point Summary Form

### PROMOTE AND PUBLICIZE FCCLA!



**PROMOTE AND PUBLICIZE FCCLA!**

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' *portfolio* 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
<b>Registration</b> 0 or 5 points	<b>0</b> Did not attend/incomplete team attendance	<b>5</b> The individual or ALL participating members of the team attended	
<b>Hardcopy Portfolio</b> 0–1 points <i>OR</i> <b>Electronic Portfolio</b> 0–1 points	<b>0</b> Binder is not the official FCCLA binder	<b>1</b> Binder is the official FCCLA binder	
	<b>0</b> Electronic Portfolio not in viewable format to the evaluators	<b>1</b> Electronic Portfolio in viewable format to the evaluators	
<b>Portfolio Pages</b> 0–1 points	<b>0</b> Portfolio exceeds the page limit/not all required pages are present or completed correctly	<b>1</b> Portfolio contains no more than 35 pages including: • 1 project ID page • 1 table of contents page • 1 Planning Process summary page • Up to 7 divider pages • Up to 25 content pages	
<b>Project Identification Page</b> 0–2 points	<b>0</b> Project ID page is missing	<b>1</b> Project ID page is present but includes incorrect information	<b>2</b> Project ID page is present and completed correctly
<b>Punctuality</b> 0–1 points	<b>0</b> Participant was late for presentation	<b>1</b> 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 \_\_\_\_\_



# PROMOTE AND PUBLICIZE FCCLA!

## Rubric



PROMOTE AND PUBLICIZE FCCLA!

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

State \_\_\_\_\_ Team # \_\_\_\_\_ Group # \_\_\_\_\_ Category \_\_\_\_\_

PORTFOLIO							Points
<b>FCCLA Planning Process Summary Page</b> 0–5 points	<b>0</b> Portfolio is missing Planning Process page	<b>1</b> Few steps in the Planning Process are presented	<b>2</b> Most steps in the Planning Process are addressed	<b>3</b> Planning Process is present and addresses steps	<b>4</b> Planning Process is utilized to plan the project. Most steps are explained	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained	
<b>Evidence of Research</b> 0–4 points	<b>0</b> Not explained	<b>1</b> Some research done but incomplete information	<b>2</b> Research is current but from unreliable sources	<b>3</b> Research is current, appropriate for topic; from reliable sources	<b>4</b> Research is current, documented correctly, and appropriate for topic		
<b>Promotion Plan Description</b> 0–8 points	<b>0</b> Not evident	<b>1</b> The promotion plan has ideas for a few projects and events	<b>2–3</b> The promotion plan includes ideas for several projects and events	<b>4–5</b> Promotion plan includes goals, objectives, and ideas for various projects and events throughout the year	<b>6–7</b> Promotion plan has goals, objectives, and ideas for various projects and events throughout the year. The plan includes detailed descriptions and is professional in grammar and organization	<b>8</b> Promotion plan is very detailed, creative, rigorous, encompasses several media, and challenges participants to learn and make contacts in and out of their classrooms and schools	
<b>Evidence of Campaign</b> 0–10 points	<b>0</b> No evidence provided	<b>1–2</b> Portfolio contains a very limited sample of the materials produced for the publicity campaign	<b>3–4</b> Portfolio contains some of the materials produced for the campaign	<b>5–6</b> Portfolio contains most of the materials produced for the campaign	<b>7–8</b> Portfolio contains samples of all materials produced for the publicity campaign	<b>9–10</b> There is an appropriate number of campaign materials and all are creative, innovative, professional, and of high quality	
<b>Evidence of Technology Used</b> 0–3 points	<b>0</b> No technology used in project	<b>1</b> Technology used to develop project but not explained	<b>2</b> Technology and techniques used to develop project are explained	<b>3</b> Technology used to develop project and materials were developed to document project			
<b>Evidence of Public Awareness and Promotion</b> 0–5 points	<b>0</b> Evidence is missing	<b>1</b> The portfolio shows limited information regarding public awareness and promotion	<b>2</b> The portfolio adequately addresses the area of public awareness and promotion	<b>3</b> The portfolio extensively shows areas of public awareness and promotion	<b>4</b> The portfolio shows areas of public awareness and promotion potential and the increase that occurred throughout the campaign	<b>5</b> The portfolio shows areas of public awareness and promotion potential and the increase that occurred throughout the campaign, and opportunities or ideas for improvement	
<b>Relationship to Family and Consumer Sciences and/or Related Occupations</b> 0–5 points	<b>0</b> Not included	<b>1</b> Vaguely referred to	<b>2</b> Explained, but done so poorly	<b>3</b> Explained fully	<b>4</b> Explained fully with evidence of some understanding of content area	<b>5</b> Explained fully with evidence of mastery of the content area	
<b>Works Cited/Bibliography</b> 0–3 points	<b>0</b> No resources listed	<b>1</b> Incomplete list of resources/resources listed are not current or appropriate for project	<b>2</b> Complete list of resources but incorrect style	<b>3</b> Complete list of appropriate resources, in a consistent MLA or APA style			
<b>Appearance</b> 0–3 points	<b>0</b> Portfolio is illegible and unorganized	<b>1</b> Portfolio is neat, but contains grammatical or spelling errors and is organized poorly	<b>2</b> Portfolio is neat, legible, and professional, with correct grammar and spelling	<b>3</b> Neat and professional, correct grammar and spelling used; effective organization			

# Promote and Publicize FCCLA! Rubric (continued)

PROMOTE AND PUBLICIZE FCCLA!

ORAL PRESENTATION							Points
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not done or speaks briefly and does not cover components of the project	<b>1–2</b> Presentation covers some topic elements	<b>3–4</b> Presentation covers all topic elements but with minimal information	<b>5–6</b> Presentation gives complete information but does not explain the project well	<b>7–8</b> Presentation covers information completely but does not flow well	<b>9–10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Subject Matter</b> 0–5 points	<b>0</b> Little or no evidence of knowledge	<b>1</b> Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	<b>3</b> Knowledge of subject matter is evident but not shared in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation	
<b>Use of Portfolio and Visuals during Presentation</b> 0–5 points	<b>0</b> Portfolio and visuals are not used during presentation	<b>1</b> Portfolio and visuals are used to limit amount of speaking time	<b>2</b> Portfolio and visuals are used minimally during presentation	<b>3</b> Portfolio and visuals are incorporated throughout presentation	<b>4</b> Portfolio and visuals are used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation, portfolio, and visuals	
<b>Voice—pitch, tempo, volume</b> 0–3 points	<b>0</b> No voice qualities are used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing to listen to			
<b>Body Language/Clothing Choice</b> 0–3 points	<b>0</b> Body language shows nervousness and unease/inappropriate clothing	<b>1</b> Body language shows minimal amount of nervousness/clothing is appropriate	<b>2</b> Body language is good and clothing is professional	<b>3</b> Body language and clothing choice both enhance the presentation			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors			
<b>Responses to Evaluators' Questions</b> 0–5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions, but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation	
WRITING SAMPLE							Points
<b>Knowledge of Public Relations</b> 0–4 points	<b>0</b> Writing Sample not done	<b>1</b> Demonstrates an attempt at sample but not real knowledge	<b>2</b> Demonstrates some knowledge of required sample, but not superbly executed	<b>3</b> Demonstrates high level of skills and knowledge of required sample	<b>4</b> Demonstrates advanced skills and knowledge. Evidence that participant(s) are comfortable with the required sample and have used it in the past		
<b>Creativity</b> 0–4 points	<b>0</b> Writing Sample not done	<b>1</b> Participant(s) shows limited creativity	<b>2</b> Demonstrates some creativity	<b>3</b> Demonstrates a high level of creativity and innovation	<b>4</b> Demonstrates high level of creativity and innovation, extensive vocabulary, and knowledge of appropriate word and design choice for specific required sample		
<b>Professionalism</b> 0–2 points	<b>0</b> Writing Sample not done	<b>1</b> Writing Sample is unorganized and has grammatical errors	<b>2</b> Writing Sample is professional, neat, and organized without any grammatical errors; sample is ready to submit to appropriate media				

**Evaluator's Comments:**

**TOTAL**  
(90 points possible)

**Evaluator Initial** \_\_\_\_\_

**Room Consultant Initial** \_\_\_\_\_

## Promote and Publicize FCCLA! Teaching Tips for Advisers

The **Promote and Publicize FCCLA!** event is a great opportunity to engage students in all your classrooms. Incorporating a Promote and Publicize FCCLA! project into your classroom will allow you to tie FCCLA, school and community relations, and communications together in a way that is advantageous for your program because it is a great reason to get students to talk to administration, school board members, and community leaders about the importance of your FACS and FCCLA. Use it as an ongoing project in your classroom or with your FCCLA officer team and it can become a bookend for the semester or school year. Students should learn networking, public speaking, leadership, and communications skills. In addition, this project provides writing projects for students which are creative, fun, and rewarding. This event will appeal most to students interested in journalism, public relations, media, marketing, and advertising and is an excellent way to help students explore and gain experience in these and related careers.

### RESOURCES

- *The Guide to Promoting FCCLA*
- *FCCLA Tagline and Logo Usage Guide*
- *FCCLA's Be Part of It!*
- FCCLA national website, [www.fcclainc.org](http://www.fcclainc.org)

