



# SEE WHAT WE'VE DONE!

## North Dakota Event Only

*(Participants do not advance to nationals)*

See What We've Done, an *individual or team* event of up to three participants, is for participants to create a display telling a viewer about an activity (not an in-depth project) that a chapter, class, or a group from the class has done this year. Participants must prepare a display showing evidence of completing a project related to Family and Consumer Science. The project display should show how the planning process was used to plan and complete the project. The project should be a one-time project or a project that took a shorter time.

### Event Categories

Level 1: Grades 5-8

Level II: Grades 9-10

Level III: Grades 11-12

### Eligibility

1. Participation is open to any state and nationally-affiliated FCCLA chapter member.
2. The See What We've Done project must be developed and completed during one year, beginning July 1 and ending April 5 of the current school year.
3. The See What We've Done project and supporting materials submitted must be planned, prepared, and conducted by chapter members only.
4. Each chapter may have two entries. The projects must be two separate and unique projects completed during the current school year.
5. Global Youth Service Day events may be included. See website [www.ysa.org](http://www.ysa.org).

### Components of this Event:

1. Display
2. Oral Presentation
3. Questions and Answers with evaluations.
4. Project Report Form is needed for this event. Turn this form into the room consultant.

### Procedures & Time Requirements

1. Participants will set up the display at the designated time.
2. The display area is to have participants to be available for questions from spectators and evaluators during the designated viewing time.
3. Participants will give an oral presentation up to 5 minutes about the project and display to the evaluators.
4. Participants may use audio and/or visual recordings but are limited to 1 minute playing time.
5. Following the presentation, evaluators will have 5 minutes to interview participants.
6. Evaluators will use the rating sheet to score and write comments for participants. Then, evaluators will meet with participants to discuss strengths and suggestions for improvement.
7. The total time required for this event is approximately 30 minutes.
8. When possible, displays will be left until a designated time for audiences to view them.

### General Information

1. Participants must bring all needed supplies and/or equipment. Wall space will not be provided.
2. Electrical outlets, extension cords, and power strips are not provided.
3. Examples of acceptable methods to share information are banners, posters, mobiles, handouts, letters, newspaper clippings, pictures, slides, PowerPoint, and others.
4. Possible display topics are fundraisers, awareness displays on an issue, promotion of a Family and Consumer Science program, service project, and other one-time projects a classroom or chapter has completed.

## See What We've Done Specifications

### Display

The display may be either freestanding or tabletop. Freestanding displays should not exceed a space 48" deep by 60" wide by 72" high. Tabletop displays should not exceed a space 30" deep by 48" wide by 48" high, including audiovisual equipment. Information or props outside the display will be considered part of the display and subject to penalty (tablecloths, storing items below the table, etc.). Each display must include a project identification and planning process summary pages.

Project Identification Page	Include an 8 1/2" x 11" project identification page containing participants names, project title, school, city, and state on plain paper. No other information or graphics should be placed on the project identification page. This is limited to one sheet of paper.
FCCLA Planning Process Summary Page	Summarize how each step of the planning process was used to plan and implement the project. It should not exceed one 8 1/2" x 11" page. Use of the planning process may also be described in the presentation.
Project Information	Project and display content shows how it connects with families, schools, communities and/or Family and Consumer Sciences. The information on the display is self-explanatory for viewers and describes the project.
Organization	Indicate the project's goal, what was accomplished, and the project's target audience.
Increases Awareness	Increase public awareness of FCCLA, Family and Consumer Sciences and/or related occupations.
Appearance	Display should be neat, legible, creative, and use correct grammar and spelling.
Documentation of Exhibiting the Display to Different Audiences	Documentation of one prior exhibit of the display, including date, location, and proof, such as photos, news clippings, and /or thank you notes.

### Oral Presentation

The oral presentation may be up to 5 minutes in length and is delivered to evaluators. The presentation should explain the specifics of the project and its outcomes. Participants may use audio and/or visual recordings but are limited to 1 minute playing time. Participants may not carry in additional visuals or props for the presentation. The display may be used as a visual during the oral presentation.

Organization	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project activities and accomplishments.
Reflects FCCLA	Explain how the project reflects FCCLA, Family and Consumer Sciences, and/or related occupations.
Project Impact	Explain the project's impact on chapter members and what participants learned from the project.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language	Use appropriate body language, including gestures, posture, mannerisms, eye contact, and appropriate handling of notes and display or manual.
Grammar and Pronunciation	Use proper grammar and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding projects. Questions are asked after the presentation.

## See What We've Done Evaluation

Name of participant: \_\_\_\_\_

Chapter: \_\_\_\_\_

\_\_\_\_\_ Level I    \_\_\_\_\_ Level II    \_\_\_\_\_ Level III

**Instructions:** Check the appropriate box for rating. Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary.

Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Comments
<b>Manual or Display (55%)</b>						
Project Identification Page is complete	0-1	2	3	4	5	
FCCLA Planning Process Summary shows an understanding of planning	0-1-2	3-4	5-6	7-8	9-10	
Project Information shows information about the project	0-1-2	3-4	5-6	7-8	9-10	
Organization –neat, orderly	0-1	2	3	4	5	
Shows evidence of quality project	0-1	2	3	4	5	
There was an increased awareness of FCCLA through the project	0-1-2	3-4	5-6	7-8	9-10	
Appearance Color scheme, choice of lettering, visuals, graphics	0-1	2	3	4	5	
Documentation of exhibiting the display to different audiences	0-1	2	3	4	5	
<b>ORAL PRESENTATION (45%)</b>						
Organization of key points. Project sequence is explained	0-1	2	3	4	5	
Reflects FCCLA and the purposes of FCCLA	0-1	2	3	4	5	
Project Impact is evident on school.	0-1	2	3	4	5	
Community and learners/Quantity of numbers impacted	0-1	2	3	4	5	
Voice-appropriate volume and choice of words	0-1	2	3	4	5	
Body Language eye contact, relaxed, focused attention	0-1	2	3	4	5	
Grammar and Pronunciation	0-1	2	3	4	5	
Response to Questions Knowledgeable about project	0-1	2	3	4	5	

**State Rating**

\_\_\_\_\_ 100-90 Gold

\_\_\_\_\_ 89.99-70 Silver

\_\_\_\_\_ 69.99-0 Bronze

**Total points:** \_\_\_\_\_

**Average of the Judges:** \_\_\_\_\_



## See What We've Done Point Summary Sheet

***Vital Information! PLEASE complete all sections accurately!***

Participant's Name: \_\_\_\_\_

Chapter Name: \_\_\_\_\_

District #: \_\_\_\_\_

### **Room Consultant:**

Following the participant's presentation, the room consultant should place this form in front of the completed rating sheets for this participant and have the evaluators sign below beside their scores. Please check the addition of each rating sheet and ensure that all scores match—the written numbers to the actual marked scores. Calculate average scores.

#### *Evaluator's Scores*

Evaluator 1 \_\_\_\_\_ Initials \_\_\_\_\_

Room Consultant Initials \_\_\_\_\_

Evaluator 2 \_\_\_\_\_ Initials \_\_\_\_\_

Evaluator 3 \_\_\_\_\_ Initials \_\_\_\_\_

Total Score: \_\_\_\_\_

Divided by Number of Evaluators = Average Score: \_\_\_\_\_

Medal Earned (circle one):

**Gold:** 90-100

**Silver:** 70-89

**Bronze:** 1-69

### **Lead Consultant:**

Please verify scores on the individual rating sheets, making sure they are the same in the columns and written on the rating sheet, as well as the calculated average on this sheet. Staple this sheet to the front of the rating sheets of the participant. Initial your verification of the scoring results.

Lead Consultant Initials \_\_\_\_\_