

The Long Island FACS Sustainability Challenge 2020



Sustainability refers to the rate of use of resources so that consumption can continue for future generations without damaging the environment.

The NYS CTE Sustainability theme modules introduce students to ways in which the environment is impacted by humans and their activities. The LIFACS Sustainability Challenge 2020 will require students to design a project in a CTE content module using a sustainability theme. This is an open ended challenge that can be represented in many ways.

Competition is Open to Middle School and High School FACS Students

Prizes are awarded in Both Categories as follows:

1st place \$150, 2nd place \$100, 3rd place \$50

***The challenge is open to single entrants and teams of up to 4 students.**

***Deadline for project submission is February 12, 2020**

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Students will demonstrate knowledge of the principles of sustainability by creating a project in one of the new NYS CTE Family and Consumer Sciences Content Modules.

- ★ **Individual Growth and Life Readiness:** What knowledge and skills are necessary to demonstrate introductory understanding of self, interests, aptitudes, and abilities as they relate to personal development, employability, and financial readiness?
- ★ **Human Development and Relationships:** How do positive individual and family relationships across the lifespan help human beings develop and thrive? What impact does the family have on the well-being of individuals and society?
- ★ **Apparel and Textile Production and Design:** What knowledge and skills are necessary for selecting, purchasing, creating, and maintaining apparel and textiles for a variety of activities and settings?
- ★ **Environmental Design and Management:** What knowledge and skills are necessary for designing and managing living spaces to ensure safety, conserve natural resources, and achieve personal expression?
- ★ **Nutrition and Wellness:** What knowledge and skills are necessary to demonstrate introductory skills for planning, selecting, purchasing, preparing, serving, and storing nutritious foods?
- ★ **Food Systems and Production:** What knowledge and skills are necessary to demonstrate introductory understanding of choices, availability, sustainability, purchasing, preparation, and production of food?

***A Completed Entry will contain the following:**

1. Completed Student Application form/ Cover Sheet
2. A written essay describing the sustainable project. The essay will include:
 - The name and detailed description of your project.
 - The content module your project falls under.
 - The sustainable components of your project: What problems are you solving?
 - A reflection on sustainability and why it's important to you.
3. A Pictorial Representation that will include:
 - 5 pictures documenting important steps to the completed project.
 - A brief but detailed description of the procedure for each picture.
 - 1 picture of the completed project.
4. A completed rubric
5. A completed Teacher application form

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Examples of Projects

Students can:

- design a living space or furniture using sustainable materials.
- design an item of clothing or household item that is made of recyclable, upcycled materials.
- design a school garden including directions for a compost bin.
- design and prepare a meal that will have minimal impact on the environment, including waste.
- create a food item with locally sourced ingredients.
- decorate a cake with a sustainability theme.
- calculate their carbon footprint and come up with solutions for lowering it.
- initiate a zero-waste school event.
- create a line of organic, locally sourced baby items.
- trace the origins of a cafeteria lunch.
- create a healthy meal out of food they have on hand in the fridge and pantry to cut down on food waste in landfills.
- Create an infographic outlining substitutes for disposable items.

Be Creative, INNOVATE,
Solve Problems,
& Have FUN!



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Project Rubric

Criteria	4	3	2	1
Project Description and Reflection	Project is fully described and ideas are clearly expressed. The essay is well written.	Project is fully described. Most ideas are clearly expressed and sentences are well constructed.	Project is briefly described with minimal detail and/or poorly written.	Description of project is unclear/poorly written.
Representation of Sustainability Theme	Project shows a deep understanding of issues in sustainability.	Sustainability theme is apparent and evident throughout the project.	Sustainability theme is somewhat evident.	Sustainability theme is unclear.
Content Module Knowledge	Work represents a high level of knowledge of the content module subject.	Work represents proficiency level knowledge of content module subject.	Work shows basic understanding of content module subject.	Work shows minimal understanding of content module subject.
Pictorial Representation	Pictures are in logical order, descriptions are highly detailed and accurately represent the steps in the process.	Pictures are in logical order and descriptions represent the steps in the process.	Pictures and descriptions somewhat represent the steps in the process.	Pictures are missing and/or descriptions are unclear or poorly written.
Creativity/Innovation	Exceptionally creative and unique in showing deep understanding of the material.	Thoughtfully and uniquely presented, creative at times in showing understanding of the material.	Some original ideas enhance the project to show some understanding of the material.	Shows little creativity/originality in understanding the material.
Required Elements	Goes over and above all required elements stated in the directions.	Includes all of the required elements as stated in the directions.	Missing one or more of the required elements as stated in the directions.	Several required elements are missing from the project.