



2023-2024

## Competitive Events Handbook



# L.O.V.E. Project

### Event Code

LP

### Event Type

Team Event: 3-4 team members

### Unleash Your Voice for Equality with L.O.V.E. Project

Hey changemakers! The Lifting Our Voices for Equity (L.O.V.E.) Project is all about you and your crew coming together to make your community better and fairer. Get ready to show how you're tackling inequalities and making a positive impact!

### Let's Break it Down:

You and your team will talk about your L.O.V.E. Project that you did in your school or community this year. Each team member gets to share a part of the project, and everyone pitches in for the whole thing.

### The Big Idea:

You'll create a presentation that answers this question:

**Where do you see unfairness in your community, and how are you making it better? Tell us all about the events and activities you did to make a positive change.**

### Show Your Impact:

Talk about how your NCA Chapter made a real difference in your community or school. Focus on the good aspects that happened because of your project.

**Submit PDF to [nca@jag.org](mailto:nca@jag.org) by March 15.**

### **Showtime:**

Your presentation must be at least 7 minutes and not more than 10 minutes long.

Send it in as a PDF to [nca@jag.org](mailto:nca@jag.org) by March 15. Use your school name and project title for the file name – no other formats will work.

### **Timing is Key:**

Keep an eye on the time! The timekeeper will give you a heads-up when you are close to 6, 7, and 1 minute left. After your presentation, you'll have 3 minutes for questions from the judges.

### **What Judges Look For:**

The judges will watch how well you speak, your presentation skills, and how you answer their questions. If you go over, anything shared beyond time will not be evaluated.

### **Tools of the Trade:**

Submit your PDF presentations to the JAG account by March 15, our team will have the presentation booted up for you when your team is called.

### **Be the Star of the Show:**

You can use note cards if you want, but don't read your speech word-for-word. And remember, no props like costumes, music, or handouts – just your awesome presentation skills!

### **Let's Spread the L.O.V.E.**

Your L.O.V.E. Project is your chance to shine and make your community better. Get out there, inspire change, and rock that presentation!

# Judge Rating Sheet

## L.O.V.E. Project



Team: \_\_\_\_\_

Section: \_\_\_\_\_

Division: \_\_\_\_\_

Judge: \_\_\_\_\_

Judge Signature: \_\_\_\_\_

Time In: \_\_\_\_\_

Time Out: \_\_\_\_\_

| Statement of interest                                   | Fair<br>0-2  | Average<br>3-5   | Good<br>6-8   | Excellent<br>9-10  | Judge<br>Score |
|---|--|--|---|--|----------------|
| 1. Project Overview                                     | The team did not think through the need or the impact of the project.  | The team adequately identified a need and demonstrated the need for the project. Their project lacked creativity and a clear community connection. | The team adequately identified a need and demonstrated the need for the project. Their project was creative but was not unique to their specific needs. | The team incorporated a thoughtful strategy to identify a need and described why the project was needed, and the impact/response of the project. Their project was creative and unique to their community needs. |                |
| 2. Research/Learning                                    | Little to no evidence of research or understanding of the topic was presented.                               | Limited evidence of research and understanding of the topic.   | Adequate evidence of research and understanding of the topic was presented that clearly shows that learning took place.                                 | Comprehensive evidence of research and understanding of the topic and multiple examples of classroom and real-world learning are demonstrated.   |                |
| 3. Planning with Student Voice and Choice               | Little to no evidence of student voice and choice in the planning or organization of the project.            | Some evidence of student voice and choice planning and organization of the project.  | Evidence of thorough student voice and choice in the planning and organization of the project.  | Evidence of extensive planning and organization. This project was a student-led initiative with minimal input from staff.  |                |
| 4. Team Collaboration both in project and presentation. | Little to no evidence of collaboration with peers or mentor in both the project itself and the presentation. | Some evidence of collaboration with peers or mentor in either the presentation or the project but not both.  | Effective collaboration with peers or mentor in both the project and the presentation.  | Expert collaboration with peers or mentor in both the project and the presentation.  |                |
| 5. Collaboration with Community Expert                  | Experts were not included in the project delivery.   | Experts were included on one occasion throughout the project.  | Experts were included 2 or more times throughout the delivery of the project  | Experts were included three or more times throughout the project and added to the overall impact of the outcome.   |                |

# Judge Rating Sheet

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| Statement of interest         | Fair<br>0-2   | Average<br>3-5   | Good<br>6-8   | Excellent<br>9-10   | Judge<br>Score |
|-------------------------------|---|--|---|---|----------------|
| 6. Public Product & Response  | A public product or showcase was not used. were included 2 or more times throughout the delivery of the project | Public product somewhat aligns/meets project goals. were included 2 or more times throughout the delivery of the project                                       | Public product was completed, aligns to project goals, and shared the projects impact. were included 2 or more times throughout the delivery of the project                 | Public product was inclusive, and exceptional in sharing the projects impact with a greater audience. Excellent description on how the project will change the public's opinion, action, or feelings on the topic. A strong emotional connection was present. |                |
| 7. Engaging Presentation      | The presentation and content failed to captured the attention of the judge panel.                               | The presentation and content captured the attention of the judge panel. More could have been done to evoke emotion and share the project theme.                | The presentation did a good job capturing the attention of the judge panel. The presentation stood out and evoked emotion. The presentation was interesting and thoughtful. | The presentation did an extraordinary job of captivating the attention the judge panel and activating a clear message that evoked emotion. It translated into an important presentation   |                |
| 8. Reflection & Impact        | Little to no evidence of reflection on the project process and learning.  | Some evidence of reflection on the project process and learning which included an understanding of whether or not they succeeded in their projects objectives. | Effective reflection on the project process and learning which included detailed information on the projects impact.  | Expert reflection on the project process and learning, included detailed information and data about the projects impact, and an understanding of how to repeat or iterate the project in the future.  |                |
| 9. Overall Impression         | Project was incomplete, poorly planned, and poorly executed.  | Project was somewhat complete, mediocly planned, and minimally executed.   | Project is well-planned, complete, and executed with a great degree of success/learning/ impact.  | Project is expertly planned, complete, and executed. The learners embodied the phrase "learning by doing," and made an impact on those around them.   |                |
| 10. Meeting Time Requirements | N/A   | The meeting slightly exceeded or fell short of the allocated time.   | The meeting adhered precisely to the allocated time.  | The meeting concluded earlier than the allocated time, allowing for additional discussion or activities   |                |
| 11. Professional Attire       | The attire is unsuitable and unprofessional for the context.  | The attire shows some professional elements but lacks consistency.   | The attire is suitable and professionally consistent.   | The attire is exceptionally appropriate and demonstrates a deep understanding of professionalism.   |                |

Notes:

**Total Score**  
Out of 110 total points.