



STAR Events

Volunteer Handbook

Culinary Arts





Culinary Arts

Culinary Arts, a *team event*, recognizes participants enrolled in *occupational* culinary arts/ food service training programs for their ability to work as members of a *team* to produce a quality meal using industrial culinary arts/food service techniques and equipment. *Teams* of participants must **develop a plan** for the time allotted, **prepare menu items** given to them at the time of the event, and **present their prepared items** to evaluators.

EVENT CATEGORY

Occupational: grades 10–12

See page 85 for more information on event categories.

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS

- Hospitality & Tourism

PROCEDURES & TIME REQUIREMENTS

1. Participants will report to the designated room at the specified time with all required equipment and wearing appropriate, clean attire. 20 minutes will be scheduled for equipment

inventory check. Teams will turn in a prepared time management plan prepared on the published menu.

2. *Teams* will be given a menu and all required recipes and ingredients.
3. *Teams* will have 20 minutes to organize work area, obtain supplies, and adapt the time management plan, if required.
4. *Teams* will have 60 minutes to prepare required food products according to recipe specifications.
5. After 60 minutes, participants will present two plates for evaluation of appearance, taste, and temperature.
6. Participants will have 15 minutes to clean up their workstations and return unused food to the central station.
7. Evaluators will use the rubric to score and write comments for each participant throughout the session by observing their work habits, techniques, development and use of planning sheet, product presentation, appearance, taste, and creativity. Then, evaluators will meet with each other to discuss participants' strengths and suggestions for improvement.

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 87 prior to event planning and preparation.

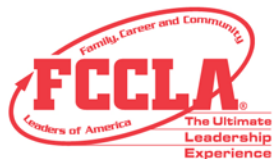
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GENERAL INFORMATION								
Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Team	Equipment	Large equipment, food	Not provided	20 minutes prep time	20 minute equipment check	60 minutes food production	15 minutes cleanup	1 hour and 55 minutes

PRESENTATION ELEMENTS ALLOWED									
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/Pointers	Skits	Presentation Equipment	Visuals
	Chef Attire Required								

2. Teams should be made up of up to three participants from the same chapter or state.
3. Participants must be or have been enrolled in a culinary arts/food service *occupational* training program (coursework for high school credit that concentrates in-class learning and/or on-the-job training in preparation for paid *employment*). Programs which meet this requirement may be determined by the state department of education. Students enrolled in food and nutrition courses in Family and Consumer Sciences *comprehensive* programs are not eligible.
4. Three sample menus will be posted on the FCCLA national website by October 15. The selected menu and equipment list for the National Leadership Conference will be posted on the FCCLA national website by May 1. Any necessary large equipment will be provided. Only items on the list may be brought to the event. Any items not on the equipment list will be removed and returned to the team after clean-up.
5. Each team must complete the online project summary form located on the “Surveys” tab of the FCCLA Portal and provide proof of submission at the assigned participation time.
6. All food will be provided. Identical food items will be available to each *team*. No other food products, garnishes, or condiments may be brought to the event.
7. Participants will receive team scores on their personal appearance, and food production.





CULINARY ARTS Specifications

Uniform and Appearance

Participants will be well groomed and wear appropriate, clean attire meeting the following standards:

Uniform, Jewelry and Personal Hygiene	Clean and appropriate <i>uniform</i> including <i>professional</i> chef attire (chef coat/jacket; industry pants or commercial <i>uniform</i> pants; apron; hair covering or chef hat; closed-toe, low heel, kitchen shoes made with non-slip soles and sealed non-melting uppers (canvas shoes are not appropriate). Facial jewelry is concealed with bandages. No additional jewelry, with the exception of a watch, is allowed. Facial hair is permitted if appropriate covering is used. Hair is properly restrained with hairnet if hair extends past the neck line. Minimal makeup, no cologne or nail polish.
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Safety and Sanitation

Participants, and their work areas, are kept sanitary and organized, meeting the following standards:

Safety and Sanitation	Work station is kept neat, clean and organized in a safe and sanitary manner. Hand washing is done frequently. Food contact surfaces are cleaned and sanitized frequently. Proper knife safety is demonstrated and small equipment is handled properly, according to industry standards. Complete final cleanup, and return supplies after event within designated time period.
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Food Production

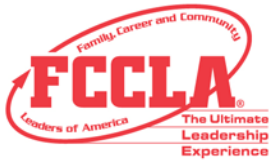
Participants will have 60 minutes to prepare food products and garnish. Participants should be proficient in the preparation of a minimum of three food products. Participants will demonstrate industry standards in the use of equipment, tools, and techniques. Participants will follow directions and recipes to prepare food products that meet industry standards for appearance and taste.

Equipment, Tools, and Techniques	Use proper equipment, tools, products, vocabulary, and techniques in the preparation of food products and garnishes. Use proper amount of product in food production and incorporate usable by-products or return to safe storage.
Shared Workload and Time Efficiency	Complete all tasks efficiently within the time allowed. Members evenly share the workload; equally contribute to the completion of the tasks, and display technical and leadership skills. Timeline is accurate.
Use of Products	Follow directions of recipes in proper sequence, amounts, and preparation. Incorporate usable by-products into recipes, if appropriate.
Mise en Place	Work as an effective, contributing team and display organizational skills. Mise en place is well executed.

Food Taste and Presentation

Each *team* will prepare two identical plates that have been attractively garnished. The *team* will present all plates for evaluation of appearance, taste, and temperature at the end of the 60-minute period. There will be no extra time allowed to complete preparation or presentation. All work must stop at the 60-minute time limit.

Plating and Presentation	Prepare two plates consistently, with appropriate portion size, functional garnish, and visual appeal.
Taste, Texture and Seasoning	Food items are prepared with appropriate color, texture, flavor, mouth feel, and appropriate seasoning and balance.
Cooking Methods and Technique	Preparation of product utilizing proper cooking methods and techniques. All food is served at safe and proper temperatures and with appropriate consistency. Maillard reaction is properly executed, as required by recipe.



STAR Events Point Summary Form

CULINARY ARTS

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ 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 station numbers.
2. At the conclusion of evaluation, 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 staple all items related to the presentation together.
3. At the end of competition, 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.
4. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration Packet 0 or 3 points	Picked up by adviser or designated adult during scheduled time No 0 Yes 3		
Event Online Orientation Documentation 0 or 2 points	0 Official documentation not provided at presentation time or signed by adviser	2 Official documentation provided at presentation time and signed by adviser	
Proof of Project Summary Form Submission 0 or 1 point	0 Not presented to Room Consultant at participation time	1 Presented to Room Consultant at participation time	
Uniform and Appearance 1 to 3 points	1 Unprofessional uniform/attire by all team members	2 Unprofessional appearance or attire by some members as marked below: ___ hair/beard restraints missing ___ kitchen shoes not worn ___ Jewelry uncovered ___ personal grooming does not meet guidelines	3 Professional attire worn by all team members: ___ hair/beard restraints ___ kitchen shoes ___ no visible jewelry and facial jewelry covered with bandage ___ personal grooming meets guidelines
Time Schedule 0-1 point	0 Not included or incomplete	1 Time schedule included and complete for all team members and products	

EVALUATORS’ SCORES

Evaluator 1 _____ Initials _____

Evaluator 2 _____ Initials _____

Evaluator 3 _____ Initials _____

Total Score _____

divided by number of evaluators

= **AVERAGE EVALUATOR SCORE**

Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)

ROOM CONSULTANT TOTAL

(10 points possible)

AVERAGE EVALUATOR SCORE

(90 points possible)

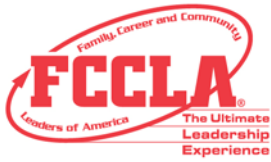
FINAL SCORE

(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 _____



CULINARY ARTS Rubric

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Category _____

SAFETY AND SANITATION					Points
Safety 0-10 points	0 Station is disorganized, safety is disregarded	1-2-3-4 Station is lacking neatness and organization, questionable knife and small equipment safety	5-6-7-8 Station is neat and organized, knife safety is good and most small equipment is handled safely and properly	9-10 Station is very neat and organized, all knives and small equipment are handled safely and properly.	
Sanitation 0-10 points	0 Disregards safety and created unsafe and unsanitary conditions	1-2-3-4 Shows minimal safety and sanitation practices, surfaces inconsistently cleaned and sanitized, inconsistent hand washing	5-6-7-8 Inconsistently follows most safety and sanitation practices, food contact surfaces are cleaned and sanitized occasionally, occasional hand washing	9-10 Follows all safety and sanitation practices, food contact surfaces are cleaned and sanitized frequently, frequent hand washing	
FOOD PRODUCTION					Points
Equipment, Tools & Techniques 0-10 points	0 Selection and usage of tools/equipment lacks understanding and demonstration of skills	1-2-3-4 Selection and usage of tools/equipment demonstrate some industry techniques	5-6-7-8 Selection and usage of tools/equipment demonstrates most industry techniques	9-10 Selects and uses all tools/equipment correctly and safely following industry techniques	
Workload Shared and Time Efficiency 0-5 points	0 All members are unskilled in individual tasks, workload is very unevenly distributed and team members are challenged to complete tasks. Timeline is not used	1-2 Some members are skilled in individual tasks while others seem challenged, work load is unevenly distributed and team members contribute unequally. Timeline is poorly developed	3-4 All members are adequately skilled in individual tasks, work load is evenly distributed and most team members contribute equally. Timeline is mostly accurate	5 All members are highly skilled in individual tasks, work load is evenly distributed and all team members contribute equally. Timeline is accurate	
Mise en Place 0-5 points	0 Mise en place is poorly executed and team displays unacceptable organizational skills	1-2 Mise en place is fairly organized and team displays marginal organizational skills	3-4 Mise en place is organized and team displays sufficient organizational skills	5 Mise en place is well executed and team displays excellent organizational skills	
Use of Products 0-5 points	0 Excess amount of products are prepared and used in each preparation. Useable by-products are not incorporated in the recipes or returned to safe storage	1-2 Uncalculated amounts of product are prepared and used in each preparation. Usable by-products are not incorporated properly into the recipes or returned to safe storage	3-4 Proper amount of product is prepared and used in most preparations. Some usable by-products are incorporated properly into the recipes or returned to safe storage	5 Proper amount of product is prepared and used in each preparation. Usable by-products are incorporated properly into the recipes or returned to safe storage	
FOOD ITEM #1					Points
Plating and Presentation 0-5 points	0 Items are visually unappealing. Use of non-functional garnish	1-2 Obvious over or under sized portions. Improper size and/or stained plate is used with smudges	3-4 Slightly over or under portion size. Proper size plate with some smudges. No evidence of non-functioning garnish	5 Clean plate, appropriate portion size. No evidence of non-functional garnishing. Visually appealing	
Taste, Texture & Seasoning 0-5 points	0 Poor use of contrasting colors and visible texture. All food items are seasoned incorrectly and out of balance with one another	1-2 Fair use of contrasting colors, visible texture, flavor and mouth feel. Most foods are seasoned incorrectly and are out of balance with one another	3-4 Good use of contrasting color, visible texture, flavor and mouth feel. Most foods are seasoned correctly and in balance with one another	5 Excellent use of contrasting colors, visible texture, flavor and mouth feel. Food items are all seasoned correctly and in balance with one another	
Cooking Methods & Technique 0-5 points	0 Improper cooking methods and techniques used. Food served at unsafe temperatures. All sauces/dressings are served at incorrect temperature or consistency. Maillard reaction is poorly executed, if required	1-2 Improper cooking methods and techniques used to produce food. Some food served at an unsafe or improper temperature. Most sauces/dressings are served at the incorrect temperature and consistency. Maillard reaction is improperly executed, if required	3-4 Proper cooking methods and techniques mostly used to produce quality food. Most food is served at a safe and proper temperature. Most sauces/dressings are served at the correct temperature and consistency. Maillard reaction is mostly properly executed, if required	5 Proper cooking methods and techniques used to produce quality food. Served at safe and proper temperatures. All sauces/dressings are served at the correct temperature and consistency. Maillard reaction is properly executed, if required.	

Culinary Arts Rubric (continued)

FOOD ITEM #2				
Plating and Presentation 0-5 points	0 Items are visually unappealing. Use of non-functional garnish	1-2 Obvious over or under sized portions. Improper size and/or stained plate is used with smudges	3-4 Slightly over or under portion size. Proper size plate with some smudges. No evidence of non-functioning garnish	5 Clean plate, appropriate portion size. No evidence of non-functional garnishing. Visually appealing
Taste, Texture & Seasoning 0-5 points	0 Poor use of contrasting colors and visible texture. All food items are seasoned incorrectly and out of balance with one another	1-2 Fair use of contrasting colors, visible texture, flavor and mouth feel. Most foods are seasoned incorrectly and are out of balance with one another	3-4 Good use of contrasting color, visible texture, flavor and mouth feel. Most foods are seasoned correctly and in balance with one another	5 Excellent use of contrasting colors, visible texture, flavor and mouth feel. Food items are all seasoned correctly and in balance with one another
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FOOD ITEM #3				
Plating and Presentation 0-5 points	0 Items are visually unappealing. Use of non-functional garnish	1-2 Obvious over or under sized portions. Improper size and/or stained plate is used with smudges	3-4 Slightly over or under portion size. Proper size plate with some smudges. No evidence of non-functioning garnish	5 Clean plate, appropriate portion size. No evidence of non-functional garnishing. Visually appealing
Taste, Texture & Seasoning 0-5 points	0 Poor use of contrasting colors and visible texture. All food items are seasoned incorrectly and out of balance with one another	1-2 Fair use of contrasting colors, visible texture, flavor and mouth feel. Most foods are seasoned incorrectly and are out of balance with one another	3-4 Good use of contrasting color, visible texture, flavor and mouth feel. Most foods are seasoned correctly and in balance with one another	5 Excellent use of contrasting colors, visible texture, flavor and mouth feel. Food items are all seasoned correctly and in balance with one another
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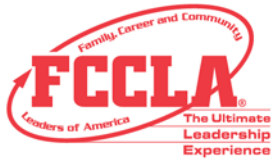
Evaluator's Comments:

TOTAL
(90 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____



CULINARY ARTS Time Management Plan

Name of Member _____ State _____

Name of Member _____

Name of Member _____

Time	Activity	Member Responsible	Food Item/Equipment Needed

Culinary Arts Time Management Plan (continued)

Time	Activity	Member Responsible	Food Item/Equipment Needed

CULINARY ARTS

ADULT ROOM CONSULTANT

Prior to the event

- Read all information provided through the mail and online from FCCLA national headquarters for room consultants in your event thoroughly.

At the National Leadership Conference

- Attend room consultants' orientation to review specific responsibilities.
- Room consultants will be assigned a duty by the Lead Consultant during orientation. This may include but is not limited to helping clean or prepare kitchens between participants, timing, checking participants' equipment, assisting with scoring, overseeing busing, etc.
- Because of the high stress and potentially chaotic nature of this event, it is important that all room consultants listen to and comply with instructions given by the Lead and Assistant Lead Consultants. All questions about event rules and management should be directed first to the Lead or Assistant Lead Consultant, not other room consultants, evaluators, or site staff.
- Total points on rubrics and point summary form, and indicate final rating. Show evaluators final ratings for each participant and have evaluator initial their rubric next to the Total Points box and in the space provided on the point summary form. If ratings are not consistent, remind evaluators that we ask evaluation teams to be within a 10-point range.
- Collect and return rubrics and point summary forms to the Assistant Lead Consultant in team number order.
- Assist in whatever way possible to make sure evaluators and participants stay on time.
- At the end of the day complete the volunteer evaluation form and return evaluations to the Assistant Lead Consultant.
- Assist the Lead and Assistant Lead Consultants with the general cleaning of kitchens following the end of the competition and transporting materials back to the STAR Events
- Thank site staff at the end of the event for their hospitality and evaluators for their assistance.
- Assist with Recognition Sessions as needed.
- Do not discuss ratings with anyone prior to Recognition Sessions.

CULINARY ARTS

EVALUATOR

General Information:

- Become familiar with the rules, point summary forms, and the rubric criteria. Question any criteria not understood. Remember that individual state event rules often differ from national event rules, and that national rules must be followed for the national competition.
- Do not request that participants hand you items – instead, please stand up for a closer look.
- When completing the rubric, circle the chosen score. Write the appropriate rating in the points column and write comments on the bottom or back of the rubric. All scores should be whole numbers (i.e. do not give individual rating categories 2.5 out of 5 points.) Specific and constructive written comments serve as a valuable source of feedback for the individuals and teams. Record Total Points. Verify point total and initial by the total point box.
- Remember that students are to follow the rubric and guidelines – please evaluate them according to this criteria and not to what you think they “should” have done (if not required/addressed in the event guidelines).
- Compare ratings with other evaluators and discuss the scores given to each student. The adult room consultant will then total scores and determine the average rating. Together, the evaluators will review the score and come to a consensus on the rating. **Although evaluator scores will vary, we recommend that all three evaluator ratings be within a 10-point range.** If the scores are outside a 10-point range, discuss the criteria and make sure there is a consensus between evaluators to standardize the participants score. Total scores should NOT be rounded.
- Rubrics and point summary forms are to be turned in to the room consultant at the end of the presentation, NOT held by evaluators until the end of the day to be adjusted.
- The decisions of the evaluators are final.
- Please discuss any suggestions for improvement on your event with the event lead consultant. Your comments are welcomed and appreciated.

Specific Event Information:

- Because of the high stress and potentially chaotic nature of this event, it is important that all evaluators listen to and comply with instructions given by the Lead and Assistant Lead Consultants. All questions about event rules and management should be directed first to the Lead or Assistant Lead Consultant, not other evaluators, room consultants, or site staff.
- Participants are evaluated on performance as a team not as individuals.
- The food preparation area will be organized in such a way that evaluators can observe the work habits of each team.
- Participants will have up to 60 minutes to prepare three or more food items. All participant teams will be preparing the same assigned menu. Evaluators should observe and score as assigned by the Lead Consultant.
- Score the entry and discuss in private with the other evaluators on your team.
- Spend a few minutes reviewing strengths and areas for improvement of the presentation.
- Complete the rubric and initial your rubric next to the “Total Score” box at the bottom of the second page.
- Submit your final rubric and any additional comment sheets to the adult room consultant for review.

- ❑ Once the adult room consultant has finished reviewing and totaling the participant's score, double check for accuracy and initial the Point Summary Form where directed.
- ❑ At the end of the day complete the volunteer evaluation form and submit to the youth room consultant.
- ❑ Thank the room consultants for their assistance and work throughout the day.

DO NOT INFORM PARTICIPANTS OF THEIR SCORE OR RATING!

CAREER EXPLORATION THROUGH FCCLA

FCCLA made a concentrated effort to illustrate the connection of FCCLA and Family and Consumer Sciences (FACS) to career pathways and hosted a focus group to assist us in this process. A survey of business and industry stakeholders found that FCCLA most directly supports career pathways in the hospitality and tourism, visual arts and design, education and training, and human services careers.

FCCLA National Programs and Competitive Events support CTE students' development of knowledge and skills, enhancing the classroom experience and career pathway initiatives. FCCLA is integrated into FACS and is intracurricular, exposing students to work-based learning, business and industry networks, and industry-recognized certifications. FCCLA members explore career opportunities and build their real world skills by developing projects, engaging and participating in events, and competing regionally and nationally for scholarships and awards.



HOSPITALITY AND TOURISM

The management, marketing, and operations of restaurants and other food services, lodging, attractions, recreation events, and travel-related services.

Possible careers include:

- Restaurant, food service, lounge, casino, coffee shop, or catering owner, operator, or manager
- Hotel, motel, resort, or bed and breakfast owner, operator, or manager
- Tour company owner, operator, or manager
- Meeting and convention planner
- Interpreter or translator
- Tourism and travel services marketing manager

VISUAL ARTS AND DESIGN

Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

Possible careers include:

- Stage designer
- Fashion/apparel designer or illustrator
- Interior designer
- Home furnishing coordinator
- Textile designer or chemist
- Costume designer

EDUCATION AND TRAINING

Planning, managing, and providing education and training services and related learning support services.

Possible careers include:

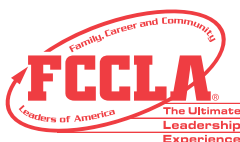
- Superintendent, principal, or administrator
- Teacher or instructor
- Preschool or kindergarten teacher
- Clinical, developmental, or social psychologist
- Social worker
- Counselor
- Teacher assistant
- Parent educator
- Child care worker
- Coach
- Recreation worker
- Sign language interpreter

HUMAN SERVICES

Preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.


Possible careers include:

- Child care worker
- Child, family, or school social worker
- Director of childcare facility
- Preschool teacher
- Parent educator
- School counselor
- Sociologist
- Social services worker
- Personal or home care aide
- Leisure activities counselor
- Recreation worker
- Consumer credit counselor
- Personal financial advisor
- Consumer goods or services retailing representative or buyer
- Cosmetologist, hairdresser, or hairstylist



The FCCLA Planning Process for Individual and Team Action

The *Planning Process* is a decision-making tool that supports the organization’s overall philosophy about youth-centered leadership and personal growth. It can be used to determine group action in a chapter or class or to plan individual projects.

 Go to <http://fcclainc.org/programs/resources.php> to download a blank FCCLA Planning Process template. This template may be modified, but all headings must be used, in the correct order. The FCCLA logo, STAR Events logo, and Planning Process graphics are encouraged but not required.



IDENTIFY CONCERNS

The circle represents a continuous flow of ideas and has no beginning or end. As a target, it symbolizes zeroing in on the one idea around which you would like to build a project.

- Brainstorm to generate ideas, or state the activity or problem you want to address if already determined.
- Evaluate your list and narrow it down to a workable idea or project that interests and concerns the majority or all of your members.



SET A GOAL

The arrow stands for deciding which direction you will take. It points toward the goal or end result.

- Get a clear mental picture of what you want to accomplish, and write your ideas down as your goal.
- Make sure your goal is one that can be achieved and evaluated.
- Consider resources available to you.



FORM A PLAN

The square represents the coming together of ideas—the who, what, where, when, and how of your plan.

- Decide what needs to be done to reach your goal.
- Figure out the who, what, where, when, and how.
- List the abilities, skills, and knowledge required on your part.
- List other available resources, such as people, places, publications, and funds.
- Make a workable timetable to keep track of your progress.
- List possible barriers you might face, and develop plans if necessary.
- Decide ways to recognize your accomplishments along the way.



ACT

The different squares in this symbol represent the activities to be carried out to meet your goal. It represents acting on the plan.

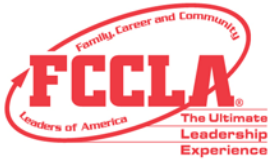
- Carry out your group or individual plan.
- Use *family* and *community* members, advisers, committees, task forces, and advisory groups when needed.



FOLLOW UP

The broken squares suggest examining the project piece by piece. This symbol also represents a “window” through which to review and evaluate the plan.

- Determine if your goal was met.
- List ways you would improve your project or plan for future reference.
- Share and publicize your efforts with others, including the media if appropriate.
- Recognize members and thank people involved with your project.



Competitive Events Glossary

The Competitive Events glossary was developed to help clarify questions about terms. Be sure you understand the rules for your event. Make certain you are following the national rules if they are different from your state rules.

Audience—A group of listeners, or readers of a work, program, or performance.

Audio equipment—Equipment used for the broadcasting of sound.

Audiovisual equipment—Equipment that uses both sight and sound to present information.

Best Practices Educator—An educator who models *professional* qualities, continued *professional* development and the use of current instructional approaches and strategies for teaching and learning. A best practices educator is committed to incorporating various teaching methods and seeks to utilize relevant *content* to create a classroom that is student focused. The educator should be recognized by *peers* for excellence and be fully certified in his/her field.

Bibliography—An alphabetical list of sources of information in an organized, consistent format (i.e. APA, MLA) on a given subject, period, etc.; a list of books, articles, software, etc., used or referred to by an author.

Campaign—Activities to achieve a specific objective.

Career-Related Education—Knowledge obtained through school curriculum and *community* service projects/activities that enhances a student's ability to work in a specific occupation.

Classroom Situation—a situation in which there are multiple ages, learning styles, education levels, and/or special needs represented in students who are gathered in one space for an individual lesson.

Community—A group of people living in the same locality and under the same governance; the region in which one lives (i.e., *family*, school, *peers*, town, city, *employment*, etc.).

Comprehensive Student—Students enrolled in general courses in a Family and Consumer Sciences program.

Content—The subject or ideas contained in something written, said, or represented.

Content divider pages—Pages of a *portfolio* that separate content sections and do not contain *content* but may include *graphic* elements, titles, logos, theme

decorations, page numbers, and/or a table of contents for a content section.

Content pages—Pages of a *portfolio*, business plan, or *portfolio* that contain information about the project; one side of page only.

Costume—Clothing worn by someone who is trying to look like or portray a different person or thing, often related to a specific presentation or project theme.

Creative thinking—The ability to generate new ideas.

Critical thinking—The ability to use communication and problem-solving skills effectively to direct, monitor, and evaluate.

Current—Current information may vary by *content* field. Current research should be up-to-date based on research and study in the field.

Digital Story—A mixture of computer-based images, text, recorded audio narration, video clips, and/or music that focuses on a specific topic, and contains a personal or particular point of view.

Dimensions—The stated or required size of a *display*, *portfolio*, or container (i.e., measurements, number of pages, etc.). The measured *dimensions* include all items that are a part of the *display*, *portfolio*, or container (tablecloths, audiovisuals, *props*, equipment, moving parts, etc.). Examples include but are not limited to: tablecloths placed under a *display*, a *display* with one or more panels when the panel(s) are extended, and storage of items under or around the *display* table.

Display—An arrangement of material that includes but is not limited to: photos, project samples, etc., and is contained within a specified area that includes all materials, *visuals*, and *audiovisual equipment* to be used for the presentation.

Easel—A stand or frame that may range in size used to hold materials upright, usually during a presentation or *display*.

Competitive Events Glossary (continued)

Educational Enhancement Opportunity—Knowledge obtained through job shadowing, informational interviews, or career research projects that enhances a specific *occupational area*.

Electronic Portfolio—An *electronic portfolio*, also known as an **e-portfolio** or **digital portfolio**, is a collection of electronic evidence assembled and managed by a user, usually on the Web (also called Web folio). Such electronic evidence may include inputted text, electronic files such as Microsoft Word and Adobe® PDF files, images, multimedia, blog entries, and hyperlinks. E-portfolios are both demonstrations of the user's abilities and platforms for self-expression, and, if they are online, they can be maintained dynamically over time. Some e-portfolio applications permit varying degrees of *audience* access, so the same *portfolio* might be used for multiple purposes.

Employment—The work in which one is engaged; an activity to which one devotes time; may or may not include wages.

Fabric Care—Method(s) of cleaning and making suitable for wear.

Fabric Characteristics—Information about a fabric including, ease of use, special requirements of constructing garments with this fabric, limitations/advantages of using the fabric, and typical uses.

Family—Two or more persons, sometimes living under one roof, who nurture and support one another physically and emotionally, share *resources*, share responsibility for decisions, share values and goals, and have commitment to one another; environment created by caring people—regardless of blood, legal ties, adoption, or marriage—where individuals learn to be productive members of society; a context for discovery where one can comfortably accept challenges, make mistakes, have successes, be self-expressive, and grow as an individual.

Fiber Content—The types and amounts of different fibers in a fabric or garment.

File folder—A letter-size folder 8 ½" x 11" with one fold on lower horizontal edge and open on the other 3 sides; may have a tab at the top or may be straight cut. Within the *file folder*, each set of materials should be stapled separately. *File folder* may be any color. Required labeling for STAR Events competition does not have to be printed on an adhesive label.

Flip chart—A chart consisting of sheets hinged on one side that can be flipped over to present information sequentially.

Focus Group—A small group of individuals, not participating in the event, who test and/or evaluate an idea, event, or product with the intent of suggesting revisions for improvement.

Graphic—A picture, border, map, graphic font, or graph used for illustration or demonstration.

Hardcopy—Readable printed copy of the output of a machine, such as a computer.

In-depth service project—A detailed project that addresses one specific interest, concern, or need.

Individual event—An event completed by one person.

Lesson plan—A set of plans for teaching a concept that includes objective(s), plan of action, time schedule, *resources*, supplies, equipment, and evaluation process.

Mannequin—A full or partial human form that is or is close to actual body size which is used to display a garment or ensemble.

Model—A 3-D object which represents, in detail, the intent of a final version of a product.

National programs—Frameworks for FCCLA action that encourage members to enhance their personal growth and build leadership skills.

Occupational student—An *occupational student* is one who has completed or is currently taking a concentrated program that prepares individuals for paid *employment*.

Peer—A person who is equal to another in a particular category such as ability, age, rank, and/or qualifications.

Peer education—To provide with information, teach, or instruct a person or group equal in ability, age, rank, and/or qualifications (e.g., teens teaching teens).

Photo Album—A collection of photographs, either presented in a digital or printed format.

Plain paper—8 ½" x 11" paper with no *graphics* or design. Paper may be any solid color. Watermark is not allowed.

Planning Process—A five-step method (identify concerns, set a goal, form a plan, act, and follow up) to help FCCLA chapter members and advisers plan individual, group, or chapter activities.

Pointer—See *prop*. Laser *pointers* are not allowed.

Competitive Events Glossary (continued)

Portfolio—A record/collection of a person’s work organized in a format that best suits the project and meets the requirements of the event. *Portfolios* may be either *hardcopy* or *electronic*. See event specifications for allowable format.

Postconsumer Item—Any item which has been discarded by an end consumer. Examples include, but are not limited to, textiles, housewares, paper goods, sporting goods, etc.

Presentation equipment – Equipment using sight and/or sound to present information. See also audiovisual equipment.

Problem solving—The ability to recognize problems and devise and implement plans of action to solve the problems.

Professional—Worthy of the high standards of a profession.

Project identification page—A page at the front of a document or *display* containing headings specifically called for by event rules.

Prop—An object used to enhance a theme or presentation (e.g., book, puppet, *pointer*, etc.) that does not include *visuals*, audiovisuals, or *costumes/uniforms*. Live objects are not allowed. Props do not include *content*.

Prototype Formula—The ingredients, their quantities, and the process directions used to produce a food item.

Public Policy – The governing policy within a *community* as embodied in its legislative and judicial enactments which serve as a basis for determining what acts are to be regarded as contrary to the public good.

Reliable—Sources should be respected in the field and information found in the source should be able to be backed up by other sources or legitimate research.

Resources—Any source of information or assistance in carrying out a project. May be any medium (e.g. book, internet, chapter member, speaker, etc.) but must be cited appropriately when used.

School relationships—Relationships within an educational institution (e.g., student to student, student to educator, student to organization, etc.).

Seating and Traffic Standards—Standards for the amount of space needed for and around seating areas with various levels of traffic produced by the National Kitchen and Bath Association (Kitchen Planning Guidelines 8 & 9). NKBA Planning Guidelines can be found online at: <http://www.nkba.com/guidelines/kitchen.aspx>.

Skit—A short, rehearsed, theatrical sketch that could include interaction with others (also called role play).

Sound business practices—Practices that are *comprehensive*, ethical, realistic, and profitable.

Team—A *team* may be composed of one, two, or three participants from the same chapter and/or school with the following exception: the Parliamentary Procedure *team* may have four to eight participants from the same chapter and/or school.

Team event—An event that can be completed by an entire chapter but may be presented by a *team* of one, two, or three members.

Technology—A method, system, or process for handling a specific, technical problem.

Presentation equipment—Equipment used for visual projection without sound (e.g., projector, laptop, electronic tablet).

Visuals—Posters, charts, slides, presentation software, etc., which include *content*.