STAR Events

Volunteer Handbook

Early Childhood Education

Early Childhood Education

Early Childhood Education, an *individual event,* recognizes participants who demonstrate their ability to use knowledge and skills gained from their enrollment in an *occupational* early childhood program. Participants must prepare a **portfolio** and a **resource container.** On site, participants must plan and present to evaluators an activity related to the theme in **response to a case study** provided during the event and an **oral presentation** describing the activity.

The theme for 2017–2018 is "Science – It's Out of this World!"

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
- Education & Training
- Human Services

PROCEDURES & TIME REQUIREMENTS

1. Each participant will submit a *portfolio* (*hardcopy* or *electronic*) to the event room consultant at the designated participation time and inform evaluators of their chosen age category (possible age categories of 2–3, 4–5, or 6–8 years old).

2. Room consultant will check the resource container and give the case study to the participant to plan for the activity.

3. Room consultants and evaluators will have 20 minutes to preview the *portfolio* while the participant plans the activity using materials from the resource container.

4. The presentation of the activity **may be up to** 10 minutes in length. A one-minute warning will be given at 9 minutes. The participant will be stopped at 10 minutes.

5. Following the presentation, evaluators will have 5 minutes to interview the participant.

6. Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant.

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
Individual	Portfolio, Resource Container	Table	Not provided	20 minutes planning	20 minutes prior to presentation	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	40 minutes

PRESENTATION ELEMENTS ALLOWED

Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
	■	■			■	■	*	*	*

* Skits may not be used during the oral presentation but may be used during presentation of the onsite case study activity. Presentation Equipment is allowed only for presentation of electronic portfolio and Activity Plan Presentation. Visuals are limited to the content of the resource container and any software needed for Activity Plan Presentation.

ELIGIBILITY & GENERAL INFORMATION

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

2. Participant must be or have been enrolled in an *occupational* early childhood education and services 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 general courses in Family and Consumer Sciences or *comprehensive* child development courses are not eligible.

3. A table will be provided. Participants must bring all other necessary supplies and/or equipment. Wall space will not be available.

4. **Access to an electrical outlet will not be provided.** Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for *electronic portfolio* presentation.
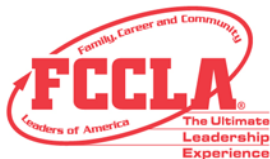
EARLY CHILDHOOD EDUCATION
Specifications

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 obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *content divider pages* and tabs, must fit within the cover, be one-sided, and may not exceed 38 pages, as described below. Once a *hardcopy portfolio* has been turned in to evaluators, participants may not switch to an *electronic portfolio.*

Electronic Portfolio

An *electronic portfolio* may be either in PowerPoint, Prezi, or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. 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. Portfolio* may not exceed 49 slides, as described below.

1-8 ½" x 11" page or 1 slide	*Project Identification Page*	*Plain paper* or slide, with no *graphics* or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the *portfolio* in the order in which the parts appear.
1-8 ½" x 11" page or 2 slides	FCCLA Planning Process Summary Page	Summarize how each step of the *Planning Process* was used to plan and implement the project; use of the *Planning Process* may also be described in the oral presentation.
1 💻	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include proof of submission in the *portfolio.*
0–4	*Content Divider Pages* or Sections	Use 0 to 4 *content divider*/section pages or slides. *Content divider*/section pages may be tabbed, may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers. They must not include any other *content.*
Up to 30 8 ½" x 11" pages or 40 slides	Documentation of Experience/*Occupational* Coursework	Document evidence of units, courses, volunteer, and/or paid positions related to Early Childhood Education.
	Lesson Plans	Include 3–5 example *lesson plans* exhibiting a variety of Early Childhood Education concepts (e.g., science, math, music, art).
	Evidence of Skills	Show evidence of actual implementation of a *lesson plan(s)* included in *portfolio* (i.e. pictures, classroom teacher evaluation, samples of hands-on activities, handouts, etc.).
	Evidence of Developmental Knowledge	Show evidence of knowledge of age-appropriate activities based on developmental stages, ages 2–3, 4–5, or 6–8 years (i.e. chart, listing, diagram essay developed by the participant).

Early Childhood Education Specifications (continued)

Activity Plan and Presentation

On site, the participant will be given a case study (type of activity, number of children, setting) and an activity topic related to the year's theme for the age category that they have selected (possible age categories: of 2–3, 4–5, or 6–8 years old). Activity plan topics may include, but are not limited to, general areas such as physical activity, science, and reading readiness.

Participants must complete a written activity plan and adaptations required by the case study for their presentation using the blank form provided. Only the materials and supplies in the participant's resource container may be used to complete the activity plan. Presentation Equipment is allowed for presentation of Activity Plan Presentation. Visuals are limited to the content of the resource container and any software needed for Activity Plan Presentation.

|	
Activity Plan	Include learning objective, instructional strategies/rationale, setting, materials, activity, modifications, and assessment. Submit one copy.
Selection of Activity/Activities	Choose age-appropriate activities for early childhood activity plan.
Use of Resource Materials and Supplies	Use creativity, safety, and variety in completing activity plan.
Introduction	Express objectives, instructions, and directions with clarity.
Activity	Present activity with organization; focus on *content*, accuracy of information, age-level appropriateness, sequence of events/activities, pace, and transitions.
Wrap-up	Reinforce lesson objective with appropriate summary.

Presentation Skills

The oral presentation of the activity plan **may be up to** 10 minutes in length and is delivered to evaluators. Participants may choose to present the activity plan as a demonstration and/or explanation of the activity plan as implemented with children.

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 supplies and materials. Wear appropriate clothing for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding *lesson plan* and *portfolio*. Questions are asked after the presentation.

Resource Container

The Resource container is a sturdy container with a lid that holds resource materials and supplies assembled by the participant for use in planning and presenting the learning activity. All materials must fit in the closed container. The container and lid must be no larger than 17 ½" wide x 14 ½" deep x 11 ½" high. A decorative and/or informative cover may be included. Materials and supplies may include, but are not limited to, any of the following: crayons, colored paper, scissors, markers, craft sticks, stapler, pencil, felt, hole punch, cellophane tape, masking tape, other tape, socks, songs, straws, glue stick, paste, yarn, story books, resource books, picture books, and student-made items related to the theme, etc. Materials may be recycled or environmentally friendly. Types and quantities of materials are determined by the participant and are limited only by the size of the container.

Resource Container	Assemble resources and supplies in a container. The container with lid should be no larger than 17 ½" wide x 14 ½" deep x 11 ½" high.
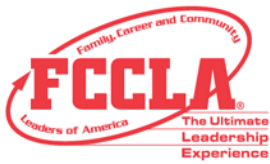
STAR Events Point Summary Form
EARLY CHILDHOOD EDUCATION

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. 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 staple all items related to the presentation together.
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
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	
Hardcopy Portfolio 0–1 point or **Electronic Portfolio** 0–1 point	**0** Binder is not the official FCCLA binder **0** Electronic Portfolio not in viewable format to the evaluators	**1** Binder is the official FCCLA binder **1** Electronic Portfolio in viewable format to the evaluators	
Portfolio Pages 0–3 points	**0** Portfolio exceeds the page limit or Resource Container exceeds the size limit	**1** **2** **3** **2 or more errors** **1 error** **no errors** Portfolio contains no more than 38 single-sided pages or 49 slides completed correctly, including: • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Project Summary Submission Proof • Up to 4 content divider pages or slides • Up to 30 content pages or 40 content slides	
Punctuality 0–1 point	**0** Participant was late for presentation	**1** 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
Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)

ROOM CONSULTANT TOTAL
(10 points possible)

AVERAGE EVALUATOR SCORE
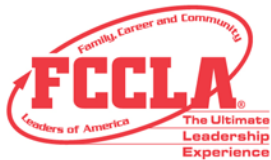(90 points possible) _ _ . _ _

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_____

EARLY CHILDHOOD EDUCATION
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

PORTFOLIO							Points
FCCLA Planning Process Summary Page 0–5 points	**0** Planning Process summary not provided	**1** Inadequate steps in the Planning Process are presented	**2** All Planning Process steps are presented but not summarized	**3** All Planning Process steps are summarized	**4** Evidence that the Planning Process was utilized to plan project	**5** The Planning Process is used to plan the project. Each step is fully explained	
Documentation of Coursework 0–4 points	**0** Portfolio does not have a documentation of coursework that is in the pathway, career cluster or occupation for Early Childhood Education	**1** Portfolio shows some documentation of limited coursework and experience	**2** Portfolio shows quality documentation of an adequate amount of coursework and experience	**3** Portfolio shows quality documentation of superb coursework and experience	**4** Portfolio shows excellent documentation of superb coursework and experience		
Lesson Plans 0–10 points	**0** Lesson plans are missing	**1-2** Lesson plans are from one early childhood concept	**3-4** Lesson plans indicate an understanding of multiple childhood development concepts	**5-6** Lesson plans are complete, indicate knowledge of developmental ages and stages, and are age appropriate	**7-8** Lesson plans are complete with multiple evidence of the understanding of ages and stages and are age appropriate	**9-10** Innovative, interesting and creative lesson plans show a depth of understanding and an application of developmental stages and are age appropriate	
Evidence of Skills 0–4 points	**0** Portfolio does not have evidence of skills	**1** Portfolio has limited evidence of skills	**2** Evidence is shown through multiple varieties	**3** Evidence of skills is incredibly apparent through portfolio	**4** Portfolio has high quality evidence of superb skills		
Evidence of Developmental Knowledge 0–4 points	**0** Portfolio does not have evidence of developmental knowledge	**1** Portfolio shows limited evidence of developmental knowledge	**2** Portfolio shows evidence of developmental knowledge but it is somewhat unclear in its format	**3** Evidence of developmental knowledge includes a chart, diagram, essay or graphic organizer to explain the concept	**4** Portfolio indicates an exceptional level of developmental knowledge in a clear and organized format		

ACTIVITY							
Activity Planning Form: **Learning Objective and Instructional Strategies/Rationale** 0–8 points	**0** No written plan	**1-2** A written plan is limited in scope	**3-4** Written plan has one of these explained well: an objective and rationale	**5-6** A written plan is evident with learning objective and rationale that is well thought out	**7-8** Objective and rationale are well written and thought out. Outcomes are measurable		
Activity Planning Form: **Setting, Materials, Activity** 0-8 points	**0** Not evident	**1-2** Settings, materials and activity are all explained	**3-4** Settings, materials and activities are well planned and detailed in description	**5-6** Setting, materials, and activities are well planned with creativity and appropriateness for age level	**7-8** Setting, materials and activities have a variety of materials used. Resources are creative, safe, are appropriate for the activity		
Activity Planning Form: **Modification and Assessment** 0-8 points	**0** No modification or assessment methods are evident	**1-2** Includes some plans for modification and there are limited assessment methods listed	**3-4** Modification plans are complete and there is a plan for assessment with multiple methods evident	**5-6** Modification and assessment methods both indicate an understanding of adaptation, accommodations, and revision	**7-8** Plans are creative and thoughtful. The activity includes physical activity, science, reading readiness or preparation which exceed case study requirements, modifications, and multiple assessment strategies		
Introduction 0-5 points	**0** Introduction is missing	**1** Introduction is limited	**2** Introduction includes one objective	**3** Introduction includes one or more objectives and limited instructions	**4** Introduction includes objectives, instructions and directions with clarity	**5** Introduction includes objectives, instructions and directions with clarity. Makes the activity seem fun and would engage children in learning	

Early Childhood Education Rubric (continued)

ACTIVITY (continued)

	0	1-2	3-4	5-6	7-8	9-10	
Activity 0–10 points	Activity is limited	Activity is evident with a focus on content	Activity is evident with a focus on content with extensive sequence evident	Activity is well organized. Has appropriate content, and is age appropriate	Activity is creative, well organized, rich in content and age appropriate	Activity is well organized, has rich content, is accurate, age level appropriate, has a sequence of activity, an appropriate pace and includes transitions	

	0	1	2	3	4	5	
Use of Resources during Activity 0–5 points	Resources are not used during activity	Resources used to limit amount of speaking time	Resources are used minimally during activity	Resources are used effectively throughout activity	Activity is creative, well organized, rich in content and age appropriate	Activity moves seamlessly and effectively between teaching time and hands on time	
Wrap Up 0-5 points	No wrap up	Limited wrap up is evident	The activity ends with a limited summary	The activity ends with an adequate summary	Activity ends with an appropriate summary as a reinforcement for the lesson	Activity ends with an appropriate summary as a reinforcement for the lesson and is clear what the lesson intended to accomplish	

PRESENTATION SKILLS

	0	1	2	3		
Voice – pitch, tempo, volume 0-3 points	Voice qualities not used effectively	Voice quality is adequate	Voice quality is good, but could improve	Voice quality is outstanding and pleasing		
Body Language/ Clothing Choice 0-3 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	Gestures, posture, mannerisms, eye contact, and clothing are appropriate	Gestures, posture, mannerisms, eye contact, and clothing enhance presentation		
Grammar/Word Usage/ Pronunciation 0-3 points	Extensive (more than 5) grammatical and pronunciation errors	Some (3-5) grammatical and pronunciation errors	Few (1-2) grammatical and pronunciation errors	Presentation has no grammatical or pronunciation errors		

|	0	1	2	3	4	5	
Responses to Evaluators' Questions 0-5 points	Did not answer evaluators' questions	Unable to answer some questions	Responded to all questions but without ease or accuracy	Responded adequately to all questions	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation	

Evaluator's Comments:

TOTAL
(90 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____
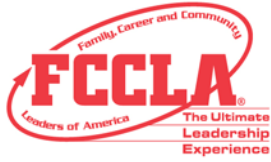
EARLY CHILDHOOD EDUCATION
Activity Planning Form

Topic and Type of Activity:
Age Level:
Timeframe:
Learning Objectives: What knowledge or skills will this activity help children know and be able to do?
Instructional Strategies and Rationale: Why is this knowledge or skill important for children to know and be able to do at this age?
Setting: Briefly describe the location, furniture, and large equipment needed to carry out the activity with children.
Materials: What supplies and resources are needed?

Activity: Describe in detail the activity you plan to do with these children.

Modifications: How will you modify or adapt your plan to accommodate the classroom situation – multiple ages, special needs, etc.

Assessment: How will you evaluate the children's achievement of the learning objectives?

Additional Notes:

EARLY CHILDHOOD EDUCATION   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.

- ❑ Bring a calculator to the National Leadership Conference for totaling points.   A phone with a calculator feature/app is acceptable, but please be prepared to place your phone in "airplane mode" during the competition times.

At the National Leadership Conference

- ❑ Attend room consultants meeting to review specific responsibilities.

- ❑ Prior to the event, check your room setup and materials. Review room consultant information and organize evaluator materials.

- ❑ Serve as doorkeeper for the event and enforce the no spectator policy. (Exception: Media and Business & Industry partners may be escorted into events with prior approval and arrangements made through national headquarters and Competitive Events Advisory Team.)

- ❑ When calling participants into the room to compete, use the name of event, category, chapter name, and state.

- ❑ Check off participant names on time schedule when they present.

- ❑ Collect and review the participant's' portfolio. Record points on the corresponding point summary form, and confer with the event lead consultant if there are any questions.

- ❑ Check the contents and size of the participant's resource container.

- ❑ Give the case study for the appropriate age group to the participant and the youth room consultant should escort them to the activity planning room to work on their case study.

- ❑ While the participant is preparing the activity plan, encourage evaluators to complete the "Portfolio" section of the rubric.

- ❑ Following the participant's presentation, encourage evaluators to make constructive and thorough comments on the rubrics or provided comment sheets.

- ❑ Keep evaluators on schedule and check for blank areas on rubrics.

- ❑ 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.

- ❑ Collect and return supplies to the Assistant Lead Consultant.

- ❑ Assist with Recognition Sessions as needed.

- ❑ Do not discuss ratings with anyone prior to Recognition Sessions.

EARLY CHILDHOOD EDUCATION   YOUTH 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.

- ❑ Bring a stopwatch to National Leadership Conference for timing events. A wristwatch is not acceptable.   A phone with a stopwatch feature/app is acceptable, but please be prepared to place your phone in "airplane mode" during the competition times.

At the National Leadership Conference
- ❑ Attend room consultants meeting to review specific responsibilities.

- ❑ Assist adult room consultants as needed.

- ❑ Introduce each participant to the evaluators and allow them to give the participant the

- ❑ Serve as timekeeper for the event.
    - While room consultants and evaluators preview the portfolio, escort participant to the case study room and provide with note cards and pencil for preparing presentation. Stay with the participant.
    - Allow 20 minutes for participants to prepare a response to the presentation of case study (begin timing when participants are seated in case study room) using materials from their resource container. After 20 minutes, escort participants back to evaluation room. DO NOT ALLOW VISITORS IN CASE STUDY ROOM. If more than one person is working in the room at the same time, ask all participants to work quietly.
    - Allow up to 10 minutes for the presentation of the activity.
    - Hold up warning card at 9 minutes (one minute warning)
    - Stop participants at 10 minutes
    - Allow 5 minutes for evaluators to interview participants

- ❑ Collect the case study response following the evaluators' questions and direct the participant outside the event room so evaluators may complete rubrics.

- ❑ Thank the participant for their work and presentation.

- ❑ Allow evaluators a few minutes to write comments and discuss the entry among themselves before bringing in the next participant.

- ❑ Collect rubrics and point summary form at the end of each presentation, and give to adult room consultant.

- ❑ Give evaluators the next portfolio to review once they have finished scoring.

- ❑ At the end of the day complete the volunteer evaluation form and collect completed evaluations from the evaluators and adult room consultant. Return evaluations to the Assistant Lead Consultant with the other competition materials.

- ❑ Thank evaluators at the end of the event.

- ❑ Assist with Recognition Sessions as needed.

- ❑ Do not discuss ratings with anyone prior to Recognition Sessions.

EARLY CHILDHOOD EDUCATION   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:

❑ While the participant works on the activity, evaluators and the adult room consultant will have 20 minutes to preview the participant's portfolio and complete the portfolio section of the rubric.

❑ The participant will return to the room and present up to a 10 minute activity plan to the evaluators. The participant will return the activity plan to the youth room consultant.

❑ Evaluators will have 5 minutes to question the participant and determine their knowledge of the subject or ask for clarification.

❑ 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

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

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

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
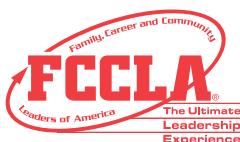
The FCCLA Planning Process
for Individual and Team Action

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.
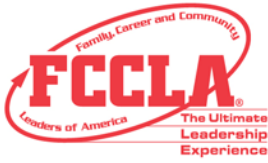
Competitive Events Glossary

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, *peer*s, 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*.

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.

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*.