STAR Events

Volunteer Handbook

Food Innovations

Food Innovations

Food Innovations, an *individual* or *team event*, recognizes participants who demonstrate knowledge of the basic concepts of food product development by creating an original *prototype formula*, testing the product through *focus groups*, and developing a marketing strategy. Participants will demonstrate their knowledge of food science, nutrition, food preparation safety, and product marketing. Participants must prepare a *display*, suggested **product packaging**, and an **oral presentation**.

EVENT CATEGORIES

Junior: through grade 9
Senior: grades 10–12
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

- Agriculture, Food & Natural Resources
- Health Science
- Marketing

2017–2018 COMPETITION TOPICS

All Food Innovations projects must be based on the correct topic as indicated below.

Junior Category

Develop a dessert for a family dinner (6-8 servings) using flavors traditionally found in foods outside of North America.

Senior Category

Develop an entrée for teenagers (ages 14-18) that meets the Vegan Certification requirement not containing ingredients of meat, fish, fowl, animal by products (includes silk or dyes from insects), eggs or egg products, milk or milk products, honey or honey bee products. More information about Vegan Certification can be obtained from www.vegan.org.

Occupational Category

Develop an entrée, containing a minimum of 5 grams of protein for older adults (age 65+) considering recommendations from the National Institute on Aging (https://www.nia.nih.gov/health/healthy-eating).

Topics developed in collaboration with Michelle Wright Consulting, LLC.

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 or Team	Display, Product Packaging, Oral Presentation	Table or Freestanding Space	Not provided	5 minutes	5 minutes following interview	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	30 minutes

PRESENTATION ELEMENTS ALLOWED

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

PROCEDURES & TIME REQUIREMENTS

1. At the designated participation time, participants will have 5 minutes to set up a *display*. Other persons may not assist.

2. The oral presentation **may be up to** 10 minutes in length. A one-minute warning will be given at 9 minutes. Participant(s) will be stopped at 10 minutes.

3. If audio or audiovisual recordings are used, they are limited to a 3 minute playing time during the presentation. *Presentation equipment*, with no audio, may be used during the entire presentation.

4. Following the presentation, evaluators will have 5 minutes to interview participant(s).

5. Following the interview, evaluators will have 5 minutes to review the *display*.

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

ELIGIBILITY & GENERAL INFORMATION

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

2. A table or freestanding space will be provided. Participant(s) must bring all necessary supplies and/or equipment. Wall space will not be available.

3. 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 audiovisual presentation.

4. Items within the *display* may be used as in- hand *visuals* during the oral presentation, but must be returned within *display dimensions* when finished.

5. Participants are not allowed to provide food product samples to the evaluators.

Display

A *display* should be used to document and illustrate the work of one project, using clearly defined presentation surfaces.

The *display* may be either freestanding or tabletop. Freestanding *display*s should not exceed a space 48" deep by 60" wide by 72" high, including *audiovisual equipment*. Tabletop *display*s should not exceed a space 30" deep by 48" wide by 48" high, including any *audiovisual equipment*. Information or *props* outside the *display* will be considered part of the *display* and subject to penalty (tablecloths, storage items, boxes below the table, etc.). Each *display* must include the following elements:

Project Identification Page	One 8 ½" x 11" page on *plain paper*, with no *graphics* or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.
FCCLA *Planning Process* Summary Page	One 8 ½" x 11" summary page of 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.
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 display.
Original *Prototype Formula(s)*	Present an original *prototype formula(s)* and the modified version(s) after each test and alteration, including the final formula(s). Changes from the previous version should be highlighted in each modified formula. The original *prototype formula(s)* must fit within the participants' category of the national food product topic. The final formula(s) may be from any stage of development, sufficient evidence is given to support the choice of the final formula(s) as the best option for manufacturing.
Product Testing Method	Participants will test their formula in *focus groups* and modify it two times. *Focus groups* should follow the following guidelines: Test #1—minimum five (5) individuals Test #2—minimum ten (10) individuals, who are part of the intended consumer *audience(s)* of the product. Display the method of evaluation for each stage of testing and include a sample of both negative and positive results from each stage. Selection of final product may occur at any stage of product testing.
Process Storyboard	Show pictures of the product at various stages of production and testing.
Nutrition Information	**Junior —**list of nutrients (no amounts needed) found in the product, exhaustive list of ingredients, allergy warnings, and consumption instructions, if needed. **Senior and Occupational—**create a nutrition fact label for the product, following FDA guidelines, which includes the following items: serving size; amount per serving and % Daily Value of: total calories, fat calories, total fat, total carbohydrates, protein, sodium, and cholesterol; ingredients; allergy warnings; and consumption instructions.
Equipment, Safety, and Sanitation	Develop a list of equipment used and safety precautions taken to ensure a safe test kitchen and sanitary product.
Product Summary	Includes product name, target market, appeal of product to target *audience*.
Actual and Suggested Pricing	Determine the actual cost of producing one serving and one package of the product. Develop a suggested price for retailing the product.
Appearance	The *display* must be neat, legible, *professional* and use correct grammar and spelling.

Food Innovations Specifications (continued)

Suggested Product Packaging

Junior—The suggested product packaging should be a 2-D rendition of the intended product container, either drawn by hand or with a digital program, displayed either on or in addition to the *display*.

Senior and Occupational—The suggested product packaging should be an actual size, 3-D *model* of the intended product container, in addition to the *display*.

Design Effectiveness	The drawing or *model* should exhibit creativity and innovation and the design should be effective in containing, shipping, and storing the product. Include a description of actual materials to be used in the suggested product packaging.
Marketability	**Junior**—The packaging should be appealing to the target *audience*. Minimum information required: • Product Name • Ingredient List • Allergy Warning • Consumption Instructions **Senior and Occupational**—The packaging should be appealing to the target *audience* and contain all of the appropriate information to be ready for sale. Minimum information required: • Product Name • Nutrition Facts Label • Ingredient List • Allergy Warning • Consumption Instructions • Net Weight
Appearance	The drawing or *model* must be neat, legible, *professional*, and visually appealing.

Oral Presentation

The oral presentation **may be up to** 10 minutes in length and is delivered to evaluators. The presentation should explain the specifics of the project. The presentation may not be prerecorded. If audio or *audiovisual equipment* is used, it is limited to 3 minute playing time during the presentation. *Presentation equipment*, with no audio, may be used throughout the oral presentation. Participants may use any combination of *props*, materials, supplies, and/or equipment to demonstrate how to carry out the project.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Explanation of Product Choice	Explain why the particular food was chosen and its appeal to both the participant and potential consumers.
Knowledge of Subject Matter	Demonstrate thorough knowledge of food science, dietetics, and nutrition. Discuss the area of Food Science which was most directly relevant in creating and testing the *prototype formula*.
Use of *Display* and *Visuals* During Presentation	Use *display* and *visuals* to support, illustrate, or complement presentation.
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 notes or note cards if used. 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 project. Questions are asked after the presentation.

STAR Events Point Summary Form
FOOD INNOVATIONS

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' *display* 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	
Display Set-Up 0-1 point	**0** Participants did not set up their display within allotted time period	**1** Participants set up display during allotted time period	
Display Dimensions 0–1 point	**0** Does not fit with the appropriate dimensions/objects not returned within display after presentation	**1** The display fits/objects returned within display after presentation	
Project Identification Page 0–1 point	**0** Project ID page is missing or incomplete	**1** Project ID page is present and completed correctly	
Project Summary Submission Proof 0–1 point	**0** Project Summary Submission missing	**1** Project Summary Submission present	
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_____

FOOD INNOVATIONS
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

DISPLAY							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	
Original Prototype Formula(s) 0-10 points	**0** No prototype formula(s) provided/formula(s) do not fit within the current food product topic	**1-2** One or more versions of the prototype and final prototype presented and fit within the current food product topic	**3-4** Original, each modified version, and final prototype formula(s) are presented and fit within the current food product topic, but are written poorly	**5-6** Original, each modified version with the current formula(s) are well-written, fit the current food product topic, and track changes from previous versions	**7-8** Prototype formula(s) are well-written, fits within the current food product topic, and tracks changes. The final formula(s) meet product goals and represents an adequate understanding of scientific and culinary principles	**9-10** Prototype formula(s) are well-written, fits within the current food product topic, and tracks changes. The final formula(s) meet product goals and represents an extensive understanding of scientific and culinary principles	
Product Testing Method 0-10 points	**0** No evidence of product testing provided	**1-2** Product testing does not follow the specifications	**3-4** Product testing followed specifications but the chosen method was not appropriate for the focus group audience	**5-6** Product was tested twice according to specifications with an appropriate evaluation method for the focus group. Samples of the method and results are presented	**7-8** Product was tested twice according to specifications with an appropriate evaluation method for the focus group. Samples of the method and results are presented. Most feedback from testing is implemented	**9-10** Product was tested twice according to specifications with an appropriate evaluation method for the focus group. Samples of the method and results are presented in a professional manner. Most feedback from testing is well-implemented	
Process Storyboard 0-2 points	**0** No process storyboard presented		**1** Limited photographs, confusing arrangements		**2** Appropriate number of photographs, arranged well to tell a story		
Nutrition Information 0-5 points	**0** No nutrition information provided	**1** Nutrition information does not meet specification requirements	**2** Nutrition information is complete (see specifications for requirements) but most of the information is incorrect	**3** Nutrition information is complete (see specifications for requirements) and the majority of the information is correct	**4** Nutrition information is complete (see specifications for requirements) correct. Demonstrates an appropriate level of knowledge for participant category	**5** Nutrition information is complete (see specifications for requirements) and correct. Demonstrates an advanced level of knowledge for participant category	
Equipment, Safety and Sanitation 0-3 points	**0** No equipment list or safety and sanitation precautions		**1** Both the equipment list is incomplete AND safety and sanitation precautions are inappropriate		**2** The equipment list is incomplete OR safety and sanitation precautions are inappropriate	**3** The equipment list is complete and safety and sanitation precautions are appropriate	
Product Summary 0-2 points	**0** No product summary provided		**1** Product summary is lacking information and/or is poorly written		**2** Product summary is thorough and well-written		
Actual and Suggested Pricing 0-3 points	**0** No pricing information provided		**1** Actual cost of one serving and one package is missing or inaccurate AND suggested pricing is missing or inappropriate		**2** Actual cost of one serving and one package is missing or inaccurate OR suggested pricing is missing or in appropriate	**3** Actual cost of one serving and one package is accurate; suggested pricing is appropriate	
Appearance 0-3 points	**0** Display is illegible and unorganized		**1** Display is neat, but contains grammatical or spelling errors and is organized poorly		**2** Display is neat, legible, and professional, with correct grammar and spelling	**3** Neat and professional, correct grammar and spelling used, effective organization	

Food Innovations Rubric (continued)

SUGGESTED PRODUCT PACKAGING

Design Effectiveness 0-3 points	**0** Suggested product packaging not provided	**1** Packaging design does not exhibit creativity and innovation, and/or would not be effective in containing, shipping, and storing the product	**2** Packaging design exhibits creativity and innovation, and would be effective in containing, shipping, and storing the product	**3** Packaging design exhibits creativity and innovation, and would be effective in containing, shipping, and storing the product. Description of actual materials to be used is included	
Marketability 0-3 points	**0** Suggested product packaging not provided	**1** Packaging is missing required information (see specifications) and/or lacks visual appeal for the intended audience	**2** Packaging contains all of the required information (see specifications) and has some visual appeal for the intended audience	**3** Packaging contains all of the required information (see specifications) and has high visual appeal for the intended audience	
Appearance 0-2 points	**0** Suggested product packaging not provided		**1** Packaging is unprofessional, not of high quality and/or contains grammatical or spelling errors	**2** Packaging is professional, of high quality, legible, and correct grammar and spelling used	

ORAL PRESENTATION

Organization/ Delivery 0 – 10 points	**0** Presentation is not done or presented briefly and does not cover components of the project	**1-2** Presentation covers some topic elements	**3-4** Presentation covers all topic elements but with minimal information	**5-6** Presentation gives complete information but does not explain the project well	**7-8** Presentation covers information completely but does not flow well	**9-10** Presentation covers all relevant information with a seamless and logical delivery	
Explanation of Product Choice 0-5 points	**0** No product choice explanation	**1** Product choice explanation was brief and product choice is not thought out or appropriate for topic and audience	**2** Product choice explanation was brief but the product choice is appropriate for topic and audience	**3** Product choice explanation was clear and thorough. Product choice is appropriate for topic and audience	**4** Product choice explanation was clear and thorough. Some evidence that the product choice was thought out and appropriate for topic and target audience	**5** Product choice explanation was clear and thorough. It is evident that the product choice was thought out and highly appropriate for topic and target audience	
Knowledge of Subject Matter 0-5 points	**0** Little or no evidence of knowledge	**1** Minimal evidence of knowledge	**2** Some evidence of knowledge	**3** Knowledge of subject matter is evident but not effectively used in presentation	**4** Knowledge of subject matter is evident and shared at times in the presentation	**5** Knowledge of subject matter is evident and incorporated throughout the presentation	
Use of Display and Visuals during Presentation 0-5 points	**0** Display and visuals not used during presentation	**1** Display and visuals used to limit amount of speaking time	**2** Display and visuals used minimally during presentation	**3** Display and visuals incorporated throughout presentation	**4** Display and visuals used effectively throughout presentation	**5** Presentation moves seamlessly between oral presentation and display	
Voice – pitch, tempo, volume 0-3 points	**0** Voice qualities not used effectively		**1** Voice quality is adequate		**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing	
Body Language/ Clothing Choice 0-3 points	**0** Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing		**1** Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate		**2** Gestures, posture, mannerisms, eye contact, and clothing are appropriate	**3** Gestures, posture, mannerisms, eye contact, and clothing enhance presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	**0** Extensive (more than 5) grammatical and pronunciation errors		**1** Some (3-5) grammatical and pronunciation errors		**2** Few (1-2) grammatical and pronunciation errors	**3** Presentation has no grammatical or pronunciation errors	
Responses to Evaluators' Questions 0-5 points	**0** Did not answer evaluators' questions	**1** Unable to answer some questions	**2** Responded to all questions but without ease or accuracy	**3** Responded adequately to all questions	**4** Gave appropriate responses to evaluators' questions	**5** Responses to questions were appropriate and given without hesitation	

Evaluator's Comments:

TOTAL
(90 points possible)

Evaluator Initial _____
Room Consultant Initial _____
Evaluator # _____

FOOD INNOVATIONS

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 the room consultants' orientation to review specific responsibilities.

- ❑ Arrive early 30 minutes prior to the first designated participation time to familiar yourself with your station.

- ❑ Room consultants need to be at the door and at stations helping students find their assigned station.

- ❑ 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.

- ❑ Allow only Display Event participants to setup displays at their designated participation time.

- ❑ Ensure displays fit within the display dimensions as marked after setup time is completed. Fill out the room consultant information on the point summary for each entry before participants give their oral presentations for the evaluators.

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

- ❑ Encourage evaluators to make constructive and thorough comments on rubrics.

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

- ❑ Total points on rubrics and point summary form, and indicate the final rating. Show evaluators final ratings for each participant and have evaluator initial their rubric and 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 form to the Assistant Lead Consultant in team number order.

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

- ❑ If necessary, assist with the breakdown and removal of displays. Follow the direction of the Lead or Assistant Lead Consultant following the last team of the day. Return any remaining materials to the Lead Consultant.

- ❑ Assist with Recognition Sessions if needed.

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

FOOD INNOVATIONS   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' orientation to review specific responsibilities.

❑ Assist adult room consultants as needed.

❑ Arrive early 30 minutes prior to the designated first participation time to familiar yourself with your station.

❑ Room consultants need to be at the door and at stations helping students find their assigned station.

❑ Introduce each participant or team to the evaluators.

❑ Serve as timekeeper for the event.
  • allow up to 5 minutes for display setup. Others persons may not assist.
  • begin timing as participants begin their oral presentation
  • hold up warning card at 9 minutes (one minute warning)
  • stop participants at 10 minutes
  • ensure that all audio or audiovisual recordings are limited to 3 minutes playing time during the presentation
  • usher participants to the side for up to 5 minutes for evaluators to review the display, then usher participants back to remove their display while evaluators complete rubric scoring.
  • allow 5 minutes for questioning by evaluators

❑ Following the question session, usher participants out of the room and allow 5 minutes for evaluators to review displays and prepare for the next entry before bringing in the next participants.

❑ Thank participants for their time and participation and usher the next participants in.

❑ 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, if needed.

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

FOOD INNOVATIONS   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:

- ❑ Participants will give up to a 10 minute oral presentation of their display. Following the presentation, the evaluators will have 5 minutes to question participants and determine their knowledge of the subject or ask for clarification. The evaluators will take 5 minutes to review the display following the interview.

- ❑ 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
EDUCATION AND TRAINING
HUMAN SERVICES
FCCLA
VISUAL ARTS AND DESIGN

Real World Skills Through FACS Education

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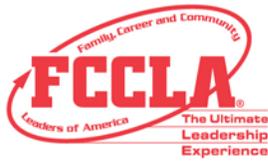
The Competitive Events glossary was developed to help clarify questions about terms. Be sure you understand the rules for your event. Make certain you are following the national rules if they are different from your state rules.

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*.