



STAR Events

Volunteer Handbook

Recycle and Redesign





Recycle and Redesign

Recycle and Redesign is an *individual event* that recognizes participants who apply recycling and redesign skills learned in Family and Consumer Sciences courses and create a *display* using a sample of their skills. Participants select a **used** fashion, home, or other postconsumer item to recycle into a new product. Participants will create a brand new product, not simply embellish an old one. However, participants may use additional materials if needed to redesign and creatively embellish the new product. At the event site, participants set up their *displays* and present the results of their projects to evaluators.

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

- Architecture & Construction
- Arts, A/V Technology & Communications
- Marketing

PROCEDURES & TIME REQUIREMENTS

1. At the designated participation time, participants will have 5 minutes to set up their *display* and submit 3 copies of the completed Skills Selection Chart. Other persons may not assist.
2. Evaluators and room consultants will have up to 10 minutes to inspect the product for the skill areas indicated by the participant.
3. The oral presentation **may be up to 5** minutes in length. A one-minute warning will be given at 4 minutes. Participants will be stopped at 5 minutes.
4. If audio or audiovisual recordings are used, they are limited to 1 minute playing time during the presentation.
5. Following the presentation, evaluators will have 5 minutes to interview the participant.
6. Evaluators will have 5 minutes to use the rubric to score and write comments for each participant.

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, if desired.
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.

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	Display, Oral Presentation, Skills Selection Chart	Table	Not provided	5 minutes	10 minutes prior to presentation	1-minute warning at 4 minutes; stopped at 5 minutes	5 minutes	30 minutes

PRESENTATION ELEMENTS ALLOWED

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



RECYCLE AND REDESIGN Specifications

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 *displays* should not exceed a space 48" deep by 60" wide by 72" high, including *audiovisual equipment*. Tabletop *displays* should not exceed a space 30" deep by 48" wide by 48" high, including any *audiovisual equipment*. Participants using a tabletop *display* are allowed a standing *mannequin* in addition to their table space, however, all other 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.). Scrapbooks, *flip charts*, *portfolios*, and *photo albums* are not allowed. Each *display* must include a *project identification page* and a *Planning Process* summary page.

<i>Project Identification Page</i>	One 8 ½" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant's name, chapter name, school, city, state, event name, and project title.
FCCLA <i>Planning Process</i> Summary Page	One 8 ½" x 11" summary page of how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> 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 on the FCCLA Portal, and include proof of submission on the display.
Contents of <i>Display</i>	<p>The <i>display</i> must contain the project product, material profile, cost itemization, time log, and photo storyboard.</p> <p>Project Product: The project product must be included in the tabletop or freestanding display.</p> <p>Material Profile: A material profile should be prepared front side only on paper not larger than 11" x 17" and displayed. The material profile will contain a sample of each material used to make the project and all available information about material <i>content</i> and type— construction, finishes, properties, performance, and care. Identify recycled materials and new materials. For items not able to provide a sample, a short explanation of why (size, unable to deconstruct, etc.) must be provided, along with a clear, close up photo.</p> <p>Cost itemization: A detailed cost itemization should be prepared front side only on 8 ½" x 11" paper and displayed. The cost itemization will show a list of all supplies used to make the product with quantities, unit costs, and total costs.</p> <p>Time Log: A log of time invested in designing and making the product(s) should be prepared front side only on 8 ½" x 11" paper and displayed. Total hours should be shown.</p> <p>Photo Storyboard: A storyboard of photos telling the story of the project should be prepared front side only on paper not larger than 11" x 17" and displayed.</p> <p>Other: The display may not contain a live model. The participant may not model the product (garment, accessory, etc., if applicable) during the presentation. If needed, a mannequin may be used, but is neither required nor provided.</p> <p>Marketing Plan (Optional): The participant may choose to demonstrate the marketability of their product by developing a brief marketing plan. The plan should include, but is not limited to basic marketing elements such as target market information, a product description, pricing options, promotional ideas, and possible places of sale. Information should be presented in the way the participant best sees fit.</p> <p><i>Please note: Lingerie and swimsuits are not allowed. Clothing that does not meet acceptable standards of modesty/appropriateness for a school function or setting is prohibited.</i></p>

Recycle and Redesign Specifications (continued)

Oral Presentation

The oral presentation **may be up to 5** minutes in length and is delivered to evaluators. The presentation is to describe efforts in detail. If audio or audiovisual recordings are used, they are limited to 1 minute playing time during the presentation.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Knowledge of Recycling and Environmental Sustainability	Demonstrate knowledge of concepts related to the selected skill areas.
Use of <i>Display</i>	Use the <i>display</i> to support, illustrate, and complement the project description during the 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 notecards 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.

Recycling and Redesign Skills

Participants are to select a project that showcases their recycling and redesign skills.

Design	The design should exhibit effective form and function, and provide opportunities for practical use and reuse, as applicable.
Workmanship	The product should exhibit high quality workmanship and should be marketable.
Creativity	The design and product should reflect creativity, imagination, and innovation.
Recycling and Redesign Skills	Products will be evaluated on the 8 recycling and redesign skills selected by the participant. See Recycle and Redesign Skills Selection Chart.

Please note: Lingerie and swimsuits are not allowed. Clothing that does not meet acceptable standards of modesty/appropriateness for a school function or setting is prohibited.

RECYCLE AND REDESIGN

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		
Material Profile 0-6 points	0 No information provided	1-2 Information adequate		3-4 Most information provided		5-6 Very thorough information		
Cost Itemization 0-3 points	0 No cost itemization	1 Many omissions in itemization and errors in calculation		2 Most items shown and only one or two errors in calculation		3 Completely accurate and thorough		
Time Log 0-1 point	0 No time log provided			1 Time log provided				
Photo Storyboard 0-3 points	0 No storyboard in project	1 Limited photographs and confusing arrangement		2 Adequate photographs arranged in a clear and logical format		3 Appropriate number of photographs, arranged well to tell a story		
Display 0-5 points	0 Display not used during presentation	1 Display has many errors, does not show evidence of originality and is not aesthetically pleasing	2 Display has minimal visual appeal and lacks originality	3 Display needs some improvement in content and design	4 Display has good word, color, and design choice	5 Display is creative, appropriate, and of high quality		
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	
Knowledge of Recycling and Environmental Sustainability 0-5 points	0 Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	3 Knowledge of recycling is evident but not effectively used in presentation	4 Knowledge of recycling is evident and shared at times in the presentation	5 Knowledge of recycling is evident and incorporated throughout the presentation		
Use of Display during Presentation 0-5 points	0 Display not used during presentation	1 Display used to limit amount of speaking time	2 Display used minimally during presentation	3 Display incorporated throughout presentation	4 Display 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		

Recycle and Redesign Rubric (continued)

RECYCLING AND DESIGN SKILLS					Points				
Effectiveness of Product Design 0-3 points	0	Form, function, and practicality of use needs improvement	1	Satisfactory form, function, but not practical use or reuse	2	Good form, function, and practicality of use or reuse	3	Outstanding form, function, and practicality of use or reuse	
Overall Quality of Workmanship 0-3 points	0	Low quality, not marketable	1	Marginal quality of workmanship	2	Fair quality, somewhat marketable	3	Very good quality, marketable	
Creativity, Imagination, and Innovation 0-3 points	0	No evidence	1	Little evidence	2	Some evidence	3	Highly creative, innovative	
Selected Skill Areas 0-24 points	See separate <i>Recycle and Redesign Skill Area Rubric</i> for additional criteria ratings. Transfer total points earned for 8 selected skill areas to the "Points" column at right.								

Evaluator's Comments:

TOTAL
 (90 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____



RECYCLE AND REDESIGN Skill Area Rubric

Name of Participant _____

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

INSTRUCTIONS: Circle the appropriate rating for each of the eight selected skills and enter each rating in the “Points” column on the right. Provide comments on the page to help participants understand their ratings in terms of strengths and areas for improvement. Verify points total, and enter in the Selected Skill Area “Points” column on the *Recycle and Redesign Rubric*.

EVALUATION CRITERIA					Points
Possible Points: 0–24					
<input type="checkbox"/> Good choice of item for recycling	0 = Not done	1 = Choose Better	2 = Good Choice	3 = Excellent Choice	
<input type="checkbox"/> More than one recyclable item in one product	0 = Not done	1 = Only One Item	2 = Two Items	3 = Two+ Items	
<input type="checkbox"/> Innovative use of recyclables	0 = Not done	1 = Could Use Better	2 = Good Use	3 = Excellent Use	
<input type="checkbox"/> Conservation theme or slogan	0 = Not done	1 = Improve Theme	2 = Good Theme	3 = Excellent Theme	
<input type="checkbox"/> Design of an energy-saving product	0 = Not done	1 = Improve Design	2 = Good Design	3 = Excellent Design	
<input type="checkbox"/> Design of a product that promotes environmentalism	0 = Not done	1 = Improve Design	2 = Good Design	3 = Excellent Design	
<input type="checkbox"/> Name of product	0 = Not done	1 = Improve Name	2 = Good Name	3 = Excellent Name	
<input type="checkbox"/> Sketch of accessory design	0 = Not done	1 = Inaccurate Sketch	2 = Good Sketch	3 = Excellent Sketch	
<input type="checkbox"/> Shaped seams, edges, and/or corners	0 = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	
<input type="checkbox"/> Pocket(s)	0 = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	
<input type="checkbox"/> Gathers and/or ruffles	0 = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	
<input type="checkbox"/> Strap, tie, or band	0 = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	
<input type="checkbox"/> Lining, facing, and/or interfacing	0 = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	
<input type="checkbox"/> Application of trims	0 = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	
<input type="checkbox"/> Use of embellishments	0 = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	
<input type="checkbox"/> Embroidery, hand or machine	0 = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	
<input type="checkbox"/> Napped fabric or one-way print	0 = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	
<input type="checkbox"/> Basic Marketing Plan	0 = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	
<input type="checkbox"/> Sanding, Painting, or Staining	0 = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	
<input type="checkbox"/> Gluing, stapling, sawing	0 = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	
<input type="checkbox"/> Application or use of decorative hardware	0 = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	
<input type="checkbox"/> Application or use of construction hardware	0 = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	
<input type="checkbox"/> Wiring or fastening with various mediums	0 = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	

Evaluator’s Comments:

TOTAL SCORE FOR SKILL AREA

(24 points possible)



RECYCLE AND REDESIGN Skills Selection Chart

Name of Participant _____

State _____ Category _____

INSTRUCTIONS: Each participant’s project must represent at least 8 of the skills listed below. At designated participation time, each participant will turn in 3 copies of this page with the 8 skills represented in the project checked. In the event that more than 8 skills are represented in a project, participants should check the eight that best reflect the quality and difficulty of work accomplished. If participants check more than eight skills, the first eight on the list only will be evaluated. If this form is not completed and turned in at the designated participation time, evaluators will be unable to complete the Skill Area Rubric, resulting in “0” points awarded.

RECYCLED DESIGN	
Include in your recycled design a minimum of eight recycling and promotional skills from those listed below:	
<input type="checkbox"/> Good choice of item for recycling <input type="checkbox"/> More than one recyclable item in one product <input type="checkbox"/> Innovative use of recyclables <input type="checkbox"/> Conservation theme or slogan <input type="checkbox"/> Design of an energy-saving product <input type="checkbox"/> Design of a product that promotes environmentalism <input type="checkbox"/> Name of product <input type="checkbox"/> Sketch of accessory design <input type="checkbox"/> Shaped seams, edges, and/or corners <input type="checkbox"/> Pocket(s) <input type="checkbox"/> Gathers and/or ruffles <input type="checkbox"/> Strap, tie, or band	<input type="checkbox"/> Lining, facing, and/or interfacing <input type="checkbox"/> Application of trims <input type="checkbox"/> Use of embellishments <input type="checkbox"/> Embroidery, hand or machine <input type="checkbox"/> Napped fabric or one-way print <input type="checkbox"/> Basic Marketing Plan <input type="checkbox"/> Sanding, Painting, or Staining <input type="checkbox"/> Gluing, stapling, sawing <input type="checkbox"/> Application or use of decorative hardware <input type="checkbox"/> Application or use of construction hardware <input type="checkbox"/> Wiring or fastening with various mediums

RECYCLE AND REDESIGN

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.
- In 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.

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 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.
- Usher participants from outside the room to their display for their oral presentation and introduce them to the team of evaluators.
- Serve as timekeeper for the event.
 - Allow up to 5 minutes to set up their display; others may not assist
 - begin timing as participants begin their up to 5 minute oral presentation
 - hold up warning card at 4 minutes (one minute warning)
 - stop participants at 5 minutes
 - allow 5 minutes for questioning by evaluators
- 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.

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 may give up to a 5 minute oral presentation of their project to the evaluators. Following the presentation, evaluators will have 5 minutes to question participants 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. Make written remarks on the rubric or the provided comment sheets.
- Complete the rubric and initial your rubric next to the “Total Score” box at the bottom of the second page.
- Submit your final rubric and any additional comment sheets to the adult room consultant for review.
- Once the adult room consultant has finished reviewing and totaling the participant’s score, double check for accuracy and initial the Point Summary Form where directed.
- At the end of the day complete the volunteer evaluation form and submit to the youth room consultant.
- Thank the room consultants for their assistance and work throughout the day.

DO NOT INFORM PARTICIPANTS OF THEIR SCORE OR RATING!

CAREER EXPLORATION THROUGH FCCLA

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

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



HOSPITALITY AND TOURISM

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

Possible careers include:

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

VISUAL ARTS AND DESIGN

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

Possible careers include:

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

EDUCATION AND TRAINING

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

Possible careers include:

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

HUMAN SERVICES

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

Possible careers include:

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



The FCCLA Planning Process for Individual and Team Action

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

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



IDENTIFY CONCERNS

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

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



SET A GOAL

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

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



FORM A PLAN

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

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



ACT

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

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



FOLLOW UP

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

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



Competitive Events Glossary

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

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

Audio equipment—Equipment used for the broadcasting of sound.

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

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

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

Campaign—Activities to achieve a specific objective.

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

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

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

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

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

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

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

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

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

Creative thinking—The ability to generate new ideas.

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

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

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

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

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

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

Competitive Events Glossary (continued)

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

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

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

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

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

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

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

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

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

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

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

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

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

Individual event—An event completed by one person.

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

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

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

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

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

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

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

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

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

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

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

Competitive Events Glossary (continued)

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

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

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

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

Professional—Worthy of the high standards of a profession.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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