STAR Events

Volunteer Handbook

Teach and Train

STAR EVENTS — Teach and Train

Teach and Train, an *individual event,* recognizes participants who demonstrate their ability to explore and experience the career of teaching or training. Participants must prepare a **portfolio** of the teaching/training career, prepare and execute a complete lesson/workshop plan and an **oral presentation**. Senior and occupational participants will also complete a **shadowing experience** of a "*best practices*" educator.

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

Postsecondary: see page 17

See page 85 for more information on event categories.

STANDARDS ALIGNMENTS

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

CAREER CLUSTERS

- Education & Training

PROCEDURES & TIME REQUIREMENTS

1. Each participant will submit a *portfolio* (*hardcopy* or *electronic*) to the event room consultant at the designated participation time and inform evaluators of their chosen career area.

2. The participant will have 5 minutes to set up for the event. Other persons may not assist.

3. Room consultants and evaluators will have 10 minutes to preview the *portfolio* (*hardcopy* or *electronic*). The participant must make the electronic portfolio accessible to evaluators.

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

5. 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.

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

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

8. The *portfolio,* including the career exploration and self-assessment summary, lesson/ workshop plan, and samples of the equipment, materials or supplies used are permitted to be used as visual aids during the *oral presentation.*

(continued next page)

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Individual	Portfolio, Oral Presentation	Table	Not provided	5 minutes	10 minutes prior to presentation	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
▪		▪		▪	▪	▪		▪	▪

ELIGIBILITY & GENERAL INFORMATION

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

2. **Junior Category:** participants must have completed a course or unit of study in child or human development knowledge areas.

   Senior/Occupational Category: participants must be or have been enrolled in a Family and Consumer Sciences course or foundational courses preparing them for education careers, training careers, or child or human development knowledge areas.

3. While Family and Consumer Science Coursework and FCCLA leadership opportunities will provide the participant with skills for the teaching and training profession, the project developed for the Teach and Train event does not have to relate to a Family and Consumer Sciences curriculum area.

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

5. **Access to an electrical outlet will not be provided.** Participant(s) are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual or *electronic portfolio* presentation, if desired.

TEACH AND TRAIN
Specifications

Hardcopy Portfolio

The *portfolio* is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *content divider pages*, must fit within the cover, be one-sided, and may not exceed 38 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a *hardcopy portfolio* has been turned in to evaluators, participants may not switch to an *electronic portfolio*.

Electronic Portfolio

An *electronic portfolio* may be either in PowerPoint, Prezi, or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* and the hardware (method) to view it (i.e., *equipment, files, projectors, screens, laptops*) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the *technology* used to show the evaluators the project. Once an *electronic portfolio* is turned in to the evaluators, participants may not switch to a *hardcopy portfolio*. *Portfolio* may not exceed 49 slides, as described below.

1-8 ½" x 11" page or 1 slide	*Project Identification Page*	*Plain paper* or slide, with no *graphics* or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the *portfolio* in the order in which the parts appear.
1-8 ½" x 11" page or 2 slides	FCCLA *Planning Process* Summary Page	Summarize how each step of the *Planning Process* was used to plan and implement the project; use of the *Planning Process* may also be described in the oral presentation.
1	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include proof of submission in the *portfolio*.
0–6	*Content Divider Pages* or Sections	Use 0 to 6 *content divider*/section pages or slides. *Content divider*/section pages may be tabbed, may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers. They must not include any other *content*.
Up to 28 8 ½" x 11" pages or 38 slides	Career Exploration Summary	Pages or slides that provide detailed research including job description; duties and responsibilities; qualifications; entry-level position and advancement opportunities; and job outlook. Refer to the Career Exploration and Self-Assessment Summary Page instruction sheet.
	Self-Assessment Document	Pages or slides that include examining personal interests, values, aptitudes, skills, personality traits, and learning styles. Refer to the Career Exploration and Self-Assessment Summary Page instruction sheet.

Lesson Plan or Workshop Plan		**Planning:** Indicate the topic, grade level, timeframe, FCCLA National Program and Competitive Events integration (if applicable), national Family and Consumer Sciences standards and/or other national standards (as appropriate), and Career Readiness Practices selection(s). **Organization:** List all materials needed and describe the instructional strategies used to implement the lesson. **Activities:** Choose up to three activities to implement the lesson. Describe each activity; include activity timeframe and materials needed. **Assessment:** Determine the assessment method(s) to evaluate the lesson and include ways to improve content and/or delivery. **Other Resources:** Develop resources needed to implement the lesson (handouts, etc.) and include them in portfolio as applicable. **Sources and Notes:** Include specific citations for materials used in lesson and any additional notes, as needed.
Evidence of Prior Presentations		Pages or slides that show photos, written evidence, comments, evaluations, thank you notes, etc. that indicate the lesson or workshop was presented and the outcomes, including methods of improvement. Minimum of one presentation required.
Evidence of *Technology* Used		Explain how *technology* was used to enhance the lesson or workshop planning and/or execution.
Works Cited/*Bibliography*		Use MLA or APA citation style to cite all references. *Resources* should be *reliable* and *current*.
Appearance		*Portfolio* must be neat, legible, and *professional* and use correct grammar and spelling.

Shadowing Experience (Senior and Occupational Categories Only)

Shadowing Experiences with a *Best Practices Educator*	Document experience of shadowing and interviewing an educator who is competent and professionally excellent in selected career field. Include examples of documentation of the shadowing experience. This may include, but is not limited to, written summaries of interviews from business, industry, agency, and organizations personnel; written narrative of job shadowing; and photographs of shadowing experience. This is to be included in the portfolio content pages.

Oral Presentation

The oral presentation **may be up to** 10 minutes in length and is delivered to evaluators. The presentation is to describe research and career exploration, and lesson/workshop plan efforts in detail. The *portfolio* will be used by the participant during the oral presentation.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Selected Career	Present *current* data and show evidence of knowledge of selected career.
Relationship of Family and Consumer Sciences Coursework	Describe the relationship of Family and Consumer Sciences coursework to selected career. Career does not have to relate to a Family and Consumer Sciences curriculum area.
Use of *Portfolio* and *Visuals*	Use *portfolio* to describe all phases of the project. Use original, creative, and appealing *visuals* to enhance 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 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 Evaluator's Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.

STAR Events Point Summary Form
TEACH AND TRAIN

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

DIRECTIONS:

1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, please write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
2. Before student presentation, the room consultants must check participants' *portfolio* using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time No **0**	Yes **3**	
Event Online Orientation Documentation 0 *or* 2 points	**0** Official documentation not provided at presentation time or signed by adviser	**2** Official documentation provided at presentation time and signed by adviser	
Hardcopy Portfolio 0–1 point or **Electronic Portfolio** 0–1 point	**0** Binder is not the official FCCLA binder **0** Electronic Portfolio not in viewable format to the evaluators	**1** Binder is the official FCCLA binder **1** Electronic Portfolio in viewable format to the evaluators	
Portfolio Pages 0–3 points	**0** Portfolio exceeds the page limit	**1** **2** **3** **2 or more errors** **1 error** **no errors** Portfolio contains no more than 38 single-sided pages or 49 slides completed correctly, including: • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Project Summary Submission Proof • Up to 6 content divider pages or slides • Up to 28 content pages or 38 content slides	
Punctuality 0–1 point	**0** Participant was late for presentation	**1** Participant was on time for presentation	

EVALUATORS' SCORES

Evaluator 1_____   Initials _____

Evaluator 2_____   Initials _____

Evaluator 3_____   Initials _____

Total Score_____   divided by number of evaluators

        = AVERAGE EVALUATOR SCORE

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

ROOM CONSULTANT TOTAL (10 points possible)	
AVERAGE EVALUATOR SCORE (90 points possible)	_ _ . _ _
FINAL SCORE (Average Evaluator Score plus Room Consultant Total)	_ _ . _ _

RATING ACHIEVED (circle one)   **Gold:** 90-100   **Silver:** 70-89.99   **Bronze:** 1-69.99

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1_____   Evaluator 2_____   Evaluator 3_____   Adult Room Consultant_____   Event Lead Consultant_____

TEACH AND TRAIN—Junior
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

PORTFOLIO							Points
FCCLA Planning Process Summary Page 0–5 points	**0** Planning Process summary not provided	**1** Inadequate steps in the Planning Process are presented	**2** All Planning Process steps are presented but not summarized	**3** All Planning Process steps are summarized	**4** Evidence that the Planning Process was utilized to plan project	**5** The Planning Process is used to plan the project. Each step is fully explained	
Career Exploration 0–5 points	**0** Not included	**1** Research is not current, and missing more than 3 topics	**2** Research is current but from unreliable sources, missing 1–2 required topics	**3** Research is current but only partially describes job or other topics	**4** Research is current, appropriate for topic; from reliable sources	**5** Research is current, documented correctly, and includes all six required topics	
Self-Assessment 0–5 points	**0** Not included	**1** Missing analysis of learning or thinking styles, personality traits analysis, and no career value stated	**2** Covers areas of self-assessment with limited information and detail	**3** Adequately addresses all areas of self-assessment	**4** Examined personal interests in detail, and states career value, and analyzed styles	**5** Examined personal interests in detail, clearly states career value, and analyzed styles	
Lesson/Workshop Plan: **Planning** 0–5 points	**0** Shows no evidence of advance planning	**1** Plan shows some consideration for audience members	**2** Plan includes an objective and shows an adequate understanding of the audience	**3** Plan includes an objective, uses predictable teaching methods, and shows understanding of the audience	**4** Plan includes an objective and predictable teaching methods, shows understanding of audience, and indicates a connection to curriculum	**5** Plan includes an objective and varied teaching methods, shows understanding of the audience, and completely connects the lesson to curriculum, describes desired outcomes	
Lesson/ Workshop Plan: **Organization** 0–5 points	**0** Shows no organization	**1** Plan does not include an introduction and/or conclusion and content is difficult to follow	**2** Plan includes an adequate introduction and conclusion with unorganized content	**3** Plan includes a solid introduction and conclusion, but the content is somewhat unorganized. Includes some effort to include technology	**4** Plan follows a logical organization with a creative and effective introduction and conclusion. Includes an effective use of technology	**5** Plan includes a creative, attention getting introduction, excellently placed content and activities, and a solid, effective conclusion. Shows superb effort to maintain audience attention and produce a high level of learning. Includes an effective use of technology	
Lesson/ Workshop Plan: **Activity** 0–5 points	**0** No activity included	**1** Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop	**2** Activity plans include some logistical and resource information. The activity is not creative and does not tie to the lesson/workshop well	**3** Activity plans include adequate logistical and resource information. Activity is interesting	**4** Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most audience members	**5** Activity plans include logistical information and an extensive list of resources. Activity(s) is creative, interesting and enhances the quality of the lesson. All audience members would benefit from the activity	
Lesson/ Workshop Plan: **Follow Up** 0–5 points	**0** No follow up was done	**1** Outcomes are inadequately stated. No evaluation was used.	**2** Outcomes are inadequately stated. An evaluation method was used, but results are not presented	**3** Outcomes are measurable and complete. A single evaluation method was used and results are explained	**4** Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results are explained well	**5** Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results explained well. Plans to improve the lesson/workshop are included	

	0	1	2	3	4	5	
Evidence of Technology Used 0-5 points	No technology used in lesson/workshop planning or execution	Technology used to develop or execute lesson/workshop not explained	Technology used to develop or execute lesson/workshop but not explained in portfolio	Technology and techniques used to develop or execute lesson/workshop are explained	Technology used to develop or execute lesson/workshop was explained thoroughly	Technology used to develop or execute lesson/workshop was explained thoroughly and materials were developed to document project	

	0	1	2	3	
Works Cited/ Bibliography 0–3 points	No resources listed	Resources are incomplete, not current, or not reliable for project	Reliable resources but incorrect style *(see style sheet)*	Complete list of current and reliable resources, in MLA or APA style *(see style sheet)*	

	0	1	2	3	4	5	
Evidence of Prior Presentation 0–5 points	No prior presentation done	Participation indicates that the lesson/workshop plan was presented but shows no evidence of the prior presentation	Minimal evidence of prior presentation of the lesson/workshop plan	Extensive evidence of prior presentation of the lesson/workshop plan	Extensive evidence of prior presentation of the lesson/workshop plan. Some outcomes are listed	Extensive evidence of prior presentation of the lesson/workshop plan. Outcomes are listed and methods of improvement are indicated	

	0	1	2	3	
Appearance 0–3 points	Portfolio is illegible and unorganized	Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	Portfolio is neat, legible, and professional, with correct grammar and spelling	Neat, legible, professional, correct grammar and spelling used with effective organization of information	

ORAL PRESENTATION

	0	1 2	3 4	5 6	7 8	9 10	
Organization/ Delivery 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project	Presentation covers some topic elements	Presentation covers all topic elements but with minimal information	Presentation gives complete information but does not explain the project well	Presentation covers information completely but does not flow well	Presentation covers all relevant information with a seamless and logical delivery	

	0	1	2	3	4	5	
Knowledge of Selected Career 0-5 points	Little or no evidence of knowledge	Minimal evidence of knowledge	Some evidence of knowledge	Knowledge of selected career is evident but not shared in presentation	Knowledge of selected career is evident and shared at times in presentation	Knowledge of selected career is evident and incorporated throughout the presentation	
Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points	No evidence of relationship between career and FCS	Minimal evidence of career knowledge and FCS coursework relationship	Some knowledge of relationship of career and FCS coursework	Knowledge of career and FCS coursework but not shared	Knowledge of career and relationship to FCS is evident and shared	Knowledge of career and FCS relationship is evident and explained well	
Use of Portfolio and Visuals during Presentation 0-5 points	Portfolio and visuals not used during presentation	Portfolio and visuals used to limit amount of speaking time	Portfolio and visuals used minimally during presentation	Portfolio and visuals incorporated throughout presentation	Portfolio and visuals used effectively throughout presentation	Presentation moves seamlessly between oral presentation, portfolio and visuals	

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

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

Evaluator's Comments:

Evaluator # _____

Evaluator Initial _____

TOTAL [ ]

(90 points possible)

Room Consultant Initial _____

TEACH AND TRAIN—Senior and Occupational
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

PORTFOLIO							Points
FCCLA Planning Process Summary Page 0–5 points	**0** Planning Process summary not provided	**1** Inadequate steps in the Planning Process are presented	**2** All Planning Process steps are presented but not summarized	**3** All Planning Process steps are summarized	**4** Evidence that the Planning Process was utilized to plan project	**5** The Planning Process is used to plan the project. Each step is fully explained	
Career Exploration 0–5 points	**0** Not included	**1** Research is not current, and missing more than 3 topics	**2** Research is current but from unreliable sources, missing 1–2 required topics	**3** Research is current but only partially describes job or other topics	**4** Research is current, appropriate for topic; from reliable sources	**5** Research is current, documented correctly, and includes all six required topics	
Self-Assessment 0–5 points	**0** Not included	**1** Missing analysis of learning or thinking styles, personality traits analysis, and no career value stated	**2** Covers areas of self-assessment with limited information and detail	**3** Adequately addresses all areas of self-assessment	**4** Examined personal interests in detail, states career value, and analyzed styles	**5** Examined personal interests in detail, clearly states career value, and analyzed styles	
Lesson/Workshop Plan: **Planning** 0–5 points	**0** Shows no evidence of advance planning	**1** Plan shows some consideration for audience members	**2** Plan includes an objective and shows an adequate understanding of the audience	**3** Plan includes an objective, uses predictable teaching methods, and shows understanding of the audience	**4** Plan includes an objective and predictable teaching methods, shows understanding of audience, and indicates a connection to curriculum	**5** Plan includes an objective and varied teaching methods, shows understanding of the audience, and completely connects the lesson to curriculum, describes desired outcomes	
Lesson/ Workshop Plan: **Organization** 0–5 points	**0** Shows no organization	**1** Plan does not include an introduction and/or conclusion and content is difficult to follow	**2** Plan includes an adequate introduction and conclusion with unorganized content	**3** Plan includes a solid introduction and conclusion, but the content is somewhat unorganized. Includes some effort to include technology	**4** Plan follows a logical organization with a creative and effective introduction and conclusion. Includes an effective use of technology	**5** Plan includes a creative, attention getting introduction, excellently placed content and activities, and a solid, effective conclusion. Shows superb effort to maintain audience attention and produce a high level of learning. Includes an effective use of technology	
Lesson/ Workshop Plan: **Activity** 0–5 points	**0** No activity included	**1** Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop	**2** Activity plans include some logistical and resource information. The activity is not creative and does not tie to the lesson/workshop well	**3** Activity plans include adequate logistical and resource information. Activity is interesting	**4** Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most audience members	**5** Activity plans include logistical information and an extensive list of resources. Activity(s) is creative, interesting and enhances the quality of the lesson. All audience members would benefit from the activity	
Lesson/ Workshop Plan: **Follow Up** 0–5 points	**0** No follow up was done	**1** Outcomes are inadequately stated. An evaluation method was used, but results are not presented	**2** Outcomes are inadequately stated. An evaluation method was used, but results are not presented	**3** Outcomes are measurable and complete. A single evaluation method was used and results are explained	**4** Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results are explained well	**5** Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results explained well. Plans to improve the lesson/workshop are included	

Teach and Train—Senior and Occupational Rubric (continued)

	0	1	2	3	4	5	
Evidence of Prior Presentation 0–5 points	No prior presentation done	Participation indicates that the lesson/workshop plan was presented but shows no evidence of the prior presentation	Minimal evidence of prior presentation of the lesson/workshop plan	Extensive evidence of prior presentation of the lesson/workshop plan	Extensive evidence of prior presentation of the lesson/workshop plan. Some outcomes are listed	Extensive evidence of prior presentation of the lesson/workshop plan. Outcomes are listed and methods of improvement are indicated	
Shadowing Experience 0-4 points	0 No shadowing experience done	1 Shadowing experience was done with a best practices educator	2 Shadowing experience done with a best practices educator but is documented minimally	3 Shadowing experience with a best practices educator is documented	4 Shadowing experience with a best practices educator is documented extensively. Participant indicates the effect of the experience on their future career plans.		
Evidence of Technology Used 0-4 points	0 No technology used in lesson/workshop planning or execution	1 Technology used to develop or execute lesson/workshop not explained	2 Technology used to develop or execute lesson/workshop but not explained in portfolio	3 Technology and techniques used to develop or execute lesson/workshop are explained	4 Technology used to develop or execute lesson/workshop was explained thoroughly and materials were developed to document project		
Works Cited/ Bibliography 0–3 points	0 No resources listed	1 Resources are incomplete, not current, or not reliable for project	2 Reliable resources but incorrect style *(see style sheet)*	3 Complete list of current and reliable resources, in MLA or APA style *(see style sheet)*			
Appearance 0–3 points	0 Portfolio is illegible and unorganized	1 Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	2 Portfolio is neat, legible, and professional, with correct grammar and spelling	3 Neat, legible, professional, correct grammar and spelling used with effective organization of information			

ORAL PRESENTATION

	0	1 2	3 4	5 6	7 8	9 10	
Organization/ Delivery 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project	Presentation covers some topic elements	Presentation covers all topic elements but with minimal information	Presentation gives complete information but does not explain the project well	Presentation covers information completely but does not flow well	Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Selected Career 0-5 points	0 Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	3 Knowledge of selected career is evident but not shared in presentation	4 Knowledge of selected career is evident and shared at times in presentation	5 Knowledge of selected career is evident and incorporated throughout the presentation	
Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points	0 No evidence of relationship between career and FCS	1 Minimal evidence of career knowledge and FCS coursework relationship	2 Some knowledge of relationship of career and FCS coursework	3 Knowledge of career and FCS coursework but not shared	4 Knowledge of career and relationship to FCS is evident and shared	5 Knowledge of career and FCS relationship is evident and explained well	
Use of Portfolio and Visuals during Presentation 0-5 points	0 Portfolio and visuals not used during presentation	1 Portfolio and visuals used to limit amount of speaking time	2 Portfolio and visuals used minimally during presentation	3 Portfolio and visuals incorporated throughout presentation	4 Portfolio and visuals used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation, portfolio and visuals	
Body Language/ Clothing Choice/Voice 0-3 points	0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing, voice qualities not effectively used	1 Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate, voice quality is adequate	2 Gestures, posture, mannerisms, eye contact, and clothing are appropriate, voice quality is good	3 Gestures, posture, mannerisms, eye contact, and clothing enhance presentation, voice quality is outstanding			
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:

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____

TOTAL ☐

(90 points possible)

TEACH AND TRAIN
Career Exploration and Self-Assessment
Summary Page Instructions

DIRECTIONS:

Career Exploration and Self-Assessment summary should not exceed 3 pages in length or 5 slides. Use this outline with these headings, in this order, when preparing Career Exploration and Self-Assessment summary pages. Answers to these questions may be comprehensive and include data and resources for the information.

CAREER EXPLORATION (2 pages maximum):

1. What education path and qualifications are necessary for a career in the education/training field in which you are interested?

2. Please list a sample job description for your ideal education/training career.

3. What skills are needed for this career?

4. What is the current and future job outlook for this career?

5. Mentorship is a big component in education/training job sustainability. Who could be a mentor to you and what other measures could you take to ensure a long, enjoyable, and successful career?

6. What are the entry-level positions and opportunities for professional advancements in this career field?

SELF ASSESSMENT (1 page maximum):

1. Why are you personally interested in this career?

2. What personal skills and learning style do you have that indicate that you might be suited for this career choice?

3. Describe what appeals to you about a career in education or training?

4. What other aspects of your self-assessment have you considered?

TEACH AND TRAIN
Shadowing Reflection Summary Instructions
Senior and Occupational

DIRECTIONS:

Write a reflection on the shadowing experience of a *best practices* teacher or a corporate trainer. The Shadowing Reflection Summary should not exceed 3 pages in length or 5 slides. Use this outline in this order. Include this in the electronic or hardcopy portfolio.

I. **Describe the shadowing experience, where, when, length of shadowing, why you chose this person to shadow, and the setting and classrooms or trainings sessions you observed.**

II. **Observations:**

1. What observations did you make about room management techniques?

2. What observations did you make about the content/curriculum being taught?

3. How did the teacher or trainer manage the lesson?

4. What evidence did you see of planning?

5. Discuss with the teacher/ trainer the following.

- The school's or organization's mission statement
  - The curriculum standards or guidelines.
  - The career of teaching/ training.
  - Maintaining a professional motivation for the career.
  - Their "best advice" to a new teacher/ trainer or a potential teacher/trainer.
  - Why did they choose the presentation strategies methods that were used?
  - How did they choose the activities?
  - How did they accommodate diverse learning styles, or accommodations needed, learning styles, language, cultural values, and ethical standards of teaching/ training?

6. Include other applicable observations.

TEACH AND TRAIN
Lesson/Workshop Plan

Use this template, in the order given, when preparing lesson/workshop plan. Plan may not exceed 3 pages or 4 slides in length.

Topic:
Grade Level:
Timeframe:
FCCLA National Program(s) Integration (if applicable):
FCCLA Competitive Event (STAR Event, Skill Demonstration Event, FCCLA/LifeSmarts Knowledge Bowl, Knowledge Matters) Integration (if applicable):
Learning Objectives:
National Family and Consumer Sciences Standards (or others as appropriate):
Career Readiness Practices (Select all that apply): ☐ Act as a responsible and contributing citizen and employee ☐ Apply appropriate academic and technical skills ☐ Attend to personal health and financial well-being ☐ Communicate clearly and effectively and with reason ☐ Consider the environmental, social and economic impacts of decisions ☐ Demonstrate creativity and innovation ☐ Employ valid and reliable research strategies

Materials Needed:

Instructional Strategies:

Activity 1:
Activity 1 Timeframe:
Activity 1 Materials Needed:

Activity 2:
Activity 2 Timeframe:
Activity 2 Materials:

Activity 3:
Activity 3 Timeframe:
Activity 3 Materials Needed:

Assessment (ex. journal, rubric, test, portfolio, observation, formative, summative, pre/post test, etc):

Other Resources (ex. graphic organizer, handouts, PowerPoint presentation, etc.):

Source (If Applicable: cite any published or copyrighted materials used in this lesson plan):

Additional Notes:

Prior to the event

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

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

At the National Leadership Conference

❑ Attend room consultants meeting to review specific responsibilities.

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

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

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

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

❑ Collect and review participants' portfolios while they are setting up. Record points on the corresponding point summary form, and confer with the event lead consultant if there are any questions.   Then give the portfolios to evaluators and encourage them to score the "Portfolio" section of the rubric.

❑ Following the participants' presentations, encourage evaluators to make constructive and thorough comments on the rubrics or provided comment sheets.

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

❑ Total points on rubrics and point summary form, and indicate final rating. Show evaluators final ratings for each participant and have evaluator initial their rubric next to the Total Points box and in the space provided on the point summary form. If ratings are not consistent, remind evaluators that we ask evaluation teams to be within a 10-point range.

❑ Collect and return rubrics and point summary forms to the Assistant Lead Consultant in team number order.

❑ Collect and return supplies to the Assistant Lead Consultant.

❑ Assist with Recognition Sessions as needed.

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

Prior to the event

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

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

At the National Leadership Conference

❑ Attend room consultants meeting to review specific responsibilities.

❑ Assist adult room consultants as needed.

❑ Serve as timekeeper for the event.
- allow participants 5 minutes to setup; other persons may not assist
- allow the adult room consultant and evaluators 10 minutes to preview the portfolio
- begin timing when participants begin their up to 10 minute oral presentation
- hold up warning card at 9 minutes (one minute warning)
- stop participants at 10 minutes
- ensure that audio or audiovisual recordings are limited to 3 minutes playing time
- allow 5 minutes for questioning by evaluators

❑ Direct the participant outside of the event room after the interview so evaluators may complete their rubrics.

❑ Thank the participant for their work and participation.

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

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

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

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

❑ Thank evaluators at the end of the event.

❑ Assist with Recognition Sessions as needed.

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

TEACH AND TRAIN   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:

❑ Evaluators and room consultants will review the participant's portfolio 10 minutes prior to the presentation.

❑ Participants may give up to a 10 minute oral presentation of their project to the evaluators. Following the oral presentation, evaluators will have 5 minutes to question participant and determine their knowledge of the subject or to 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

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

FCCLA
Family, Career and Community
Leaders of America
The Ultimate Leadership Experience

The FCCLA Planning Process for Individual and Team Action

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

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

IDENTIFY CONCERNS

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

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

SET A GOAL

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

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

FORM A PLAN

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

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

ACT

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

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

FOLLOW UP

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

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

Competitive Events Glossary

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

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

Audio equipment—Equipment used for the broadcasting of sound.

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

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

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

Campaign—Activities to achieve a specific objective.

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

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

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

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

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

Content divider pages—Pages of a *portfolio* that separate content sections and do not contain *content* but may include *graphic* elements, titles, logos, theme decorations, page numbers, and/or a table of contents for a content section.

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

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

Creative thinking—The ability to generate new ideas.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Individual event—An event completed by one person.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Professional—Worthy of the high standards of a profession.

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

Prop—An object used to enhance a theme or presentation (e.g., book, puppet, *pointer*, etc.) that does not include *visuals,* audiovisuals, or *costumes/uniforms*. No live animals or people may be used as props or visuals. 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*.