

**Minnesota FCCLA STAR Events
Career Investigation
Volunteer Guide**

2013

Minnesota Family, Career and Community Leaders of America



Dear STAR Events Volunteer:

Minnesota Family, Career and Community Leaders of America (FCCLA) sincerely appreciate your willingness to serve as a volunteer for STAR Events during the 2013 Region and State FCCLA Leadership Conferences. The success of the STAR Events is dependent upon the support, cooperation, and assistance of many people. Your event assignment and orientation schedule will be shared by the Coordinators for your event or region.

Orientation for STAR Events will be held prior to each session of STAR events. Orientation session will include the following: clarifying rules, answering questions, explaining the evaluation process and reviewing the philosophy associated with the events. Please read the enclosed information about the specific event and rubric plus STAR Events general rules and philosophy.

The state conference will be held at the Doubletree Hotel, 7800 Normandale Boulevard, Bloomington, MN 55435. Information about your event's schedule will be shared with you by the Lead Consultants.

The Regional Conferences are held throughout January and February at a location planned by the Regional STAR Coordinator.

The Volunteer Handbook will provide you with more information and further directions on your specific duties. Please read this information carefully, familiarize yourself with the rules and procedures BEFORE your arrival at the Conference. STAR Events participants are fortunate to have your commitment and support.

Many individuals are needed to assist in the management of STAR Events. Both student members and adults play an important role in the success of the events. Throughout the events, cooperation and respect between youth and adults is encouraged and fostered by providing individuals the opportunity to work in youth/adult *teams*. The belief that youth are capable of assuming important roles has been the key to the success of this system. Specific management responsibilities are found in the STAR Events Management Manual and will be available prior to the event.

Event volunteers include:

- Coordinator of the Region at Region STAR Events
- Event Lead Consultants at Region or State events
- Room Consultants at each event -These volunteers do the cover page points of each event.
- Evaluators- These volunteers score the rubric and conduct the questioning of participants.

Evaluation *teams* are composed of youth and adults who are selected for their expertise in a specific event area. Business and industry provide some of the evaluators. Other adults and student evaluators/room consultants are located by advisers. They should have previous experience participating in similar events or leadership experiences that qualify them for this responsibility. An orientation session for evaluators/room consultants is held prior to STAR Events, where the consultant will provide general STAR Events information, review the STAR Events philosophy, evaluation techniques, and clarify procedures, rules and rubrics

Sincerely,
Wendy Ambrose

Wendy Ambrose
Minnesota FCCLA Executive Director
PO 131386
Roseville, MN 55113
W: 651-330-2950
mnfcclawendy@gmail.com



Career Investigation 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 *divider pages* and tabs, must fit within the cover, be one-sided, and may not contain more than 35 pages. 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 46 slides, as described below.

1-8 ½" x 11" page or 1 slide	<i>Project Identification Page</i>	<i>Plain paper</i> or slide, with no <i>graphics</i> or decorations; must include participant's name(s), chapter name, school, city, state, FCCLA national region, event name, and career investigated.
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the <i>portfolio</i> in the order in which the parts appear.
1-8 ½" x 11" page or 2 slides	FCCLA <i>Planning Process</i> Summary Page	Summarize 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.
0-7	<i>Divider Pages</i> or Sections	Use up to 7 divider/section pages or slides. 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 <i>content</i> .
Up to 25 8 ½" x 11" pages or 35 slides	Self-Assessment	Document evidence of self-assessment. Examples include examining personal interests, values, aptitudes, skills, personality traits, and learning styles. Describe the role of self-assessment in the selection of the specific career.
	Evidence of Career Research	Provide detailed research including job description; duties and responsibilities; qualifications; entry-level position and advancement opportunities; job outlook; and salary.
	Experiences with Business, Industry, Agencies, and Organizations	Document experiences in selected career field. Examples of documentation may include but are not limited to written summaries of interviews from business, industry, agency, organization personnel; written narrative of job shadowing or cooperative work experiences; and photographs.
	Samples of School Work	Include examples or samples of Family and Consumer Sciences and academic coursework.
	Use of Family and Consumer Sciences Coursework/Standards	Describe ways Family and Consumer Sciences coursework and/or standards will be used in selected career.
	Career Planning	State career goals and create a plan for achieving goals. Include plans for high school and further education and training as well as extra curricular and intra-curricular activities that will enhance possibilities for
	Works Cited/ <i>Bibliography</i>	Use MLA or APA citation style to cite all references. <i>Resources</i> should be <i>reliable</i> and <i>current</i> .
	Appearance	<i>Portfolio</i> must be neat, legible, and <i>professional</i> and use correct grammar and spelling.

Career Investigation Specifications (continued)

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 efforts in detail. The *portfolio* will be used by the participant during the oral presentation. No other *visuals* or *audiovisual equipment* will be permitted.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Selected Career	Present <i>current</i> data and show evidence of knowledge of selected career.
Relationship of Family and Consumer Sciences Coursework/Standards	Describe the relationship of Family and Consumer Sciences coursework and/or standards to selected career.
Use of <i>Portfolio</i>	Use <i>portfolio</i> to describe all phases of the project.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear appropriate clothing for the nature of the presentation.
Grammar/Word Usage/Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.



STAR Events Point Summary Form Career Investigation



Career investigation

Name of Participant _____

State _____ Team # _____ Group # _____ 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 group 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 paper clip all items related to the presentation together. Please do **not** staple.
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			
Registration Packet 0 or 3 points	Picked up by adviser or designated adult during scheduled time No 0 Yes 3		
Orientation 0 or 2 points	Did not attend 0	Attended 2	
Hardcopy Portfolio 0-1 points OR Electronic Portfolio 0-1 Points	Binder is not the official FCCLA binder 0 Electronic Portfolio not in viewable format to the evaluators	Binder is the official FCCLA binder 1 Electronic Portfolio in viewable format to the evaluators 1	
Portfolio Pages 0-1 points	0 Portfolio exceeds the page limit/not all required pages are present or completed correctly	1 Portfolio contains no more than 35 single-sided pages or 46 slides including: • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Up to 7 divider pages or slides • Up to 25 content pages or 35 content slides	
Project Identification Page 0-2 points	0 Project ID page is missing	1 Project ID page is present but includes incorrect information	2 Project ID page is present and completed correctly
Punctuality 0-1 points	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

ROOM CONSULTANT TOTAL
(10 points possible)

AVERAGE EVALUATOR SCORE
(90 points possible)

Final SCORE
(Average Evaluator Score plus Room Consultant Total)

_____ = **AVERAGE EVALUATOR SCORE**

RATING ACHIEVED (circle one) **gold:** 85-100 **Silver:** 70-84.99 **Bronze:** 1-69.99

VERIFICATION OF Final SCORE AND RATING (please initial)

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



Career Investigation Rubric



Career Investigation

Name of Participant _____

State _____ Team # _____ Group # _____ 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	
Self Assessment 0-10 points	0 Not included	1-2 Vaguely referred to but incomplete evidence	3-4 Some evidence of self-assessment	5-6 Explained somewhat, but not documented sources of self assessment	7-8 Documented resources used for self assessment	9-10 Documented resources used, described role of self-assessment in selection of career	
Evidence of Career Research 0-10 points	0 Not explained	1-2 Some research done but incomplete information	3-4 Research is <i>current</i> but from unreliable sources	5-6 Research is <i>current</i> but only partially describes job description	7-8 Research is <i>current</i> , appropriate for topic; from reliable sources	9-10 Research is <i>current</i> , from reliable sources, documented correctly, and appropriate for topic	
Experiences with Business, Industry, and Organizations 0-5 points	0 No samples provided	1 Limited samples are provided	2 Limited experiences were undertaken	3 Few experiences explained; little variety of experiences	4 Good variety of experiences and of value to the career choice selected	5 Wide variety of Agencies , valuable experiences documentation is clear and easy to understand	
Samples of School Work 0-5 points	0 No samples provided	1 Limited number of samples provided	2 Limited examples of academic coursework as it relates to career	3 Brief explanation, limited evidence of how coursework will be used in selected career	4 Explanation and documented evidence of how school work will be used in selected career	5 School work is explained thoroughly as to how it will be used in selected choice career	
Use of Family and Consumer Sciences Coursework Standards 0-5 points	0 No explanation of FACS	1 Brief explanation provided of FACS coursework	2 Limited samples of FACS or academic coursework	3 Samples of FACS academic coursework are provided	4 Relationship of FACS coursework and standards to selected career is briefly explained	5 FACS coursework and standards are and explained thoroughly and related to selected career	
Career Planning 0-5 points	0 No actual career goal stated	1 Briefly explained career goal	2 States career goals but no plan for achieving goals	3 Brief explanation of career goal and how to achieve the goal	4 States career goal that includes plan for education/training and other activities for achieving goals	5 States career goal and plan that includes thorough plan and explains how activities will enhance possibilities for achieving goal	
Works Cited/Bibliography 0-3 points	0 No resources listed	1 Incomplete list of resources/resources listed are not <i>current</i> appropriate for project	2 Complete list of resources but incorrect style	3 Complete list of appropriate resources, or in MLA or APA style			
Appearance 0-3 points	0 Portfolio is illegible 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 Portfolio is neat, legible, professional, and correct grammar and spelling used with effective organization of information			

Career Investigation Rubric (continued)

Oral Presentation							points
Organization/ Delivery 0–10 points	0 Presentation is not done or speaks 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 Selected Career 0–5 points	0 Little evidence of career knowledge	1 Minimal evidence of career knowledge	2 Some evidence of career knowledge	3 Knowledge of career is evident but not shared in presentation	4 Knowledge of career is evident and shared at times in the presentation	5 Knowledge of 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 FACS	1 Minimal evidence of career knowledge and FACS coursework	2 Some evidence of career knowledge	3 Knowledge of career and FACS coursework but not shared	4 Knowledge of career and the relationship to FACS is evident and shared	5 Knowledge of career and FACS relationship is evident and explained well	
Use of Portfolio during Presentation 0–5 points	0 Portfolio is not used during presentation	1 Portfolio used to limit amount of speaking time	2 Portfolio used minimally during presentation	3 Portfolio incorporated throughout presentation	4 Portfolio used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation and portfolio	
voice—pitch, tempo, volume 0–3 points	0 No voice qualities are used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing to listen to			
Body Language/ Clothing Choice 0–3 points	0 Body language shows nervousness and unease/inappropriate clothing	1 Body language shows minimal amount of nervousness/clothing is appropriate	2 Body language is good and clothing is professional	3 Body language and clothing choice both enhance the presentation			
grammar/ Word Usage/ Pronunciation 0–3 points	0 Extensive (more than 5) grammatical and pronunciation errors	1 Some (3–5) grammatical and pronunciation errors	2 Few (1–2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors			
Responses to Evaluators' Questions 0–5 points	0 Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions, but without ease or accuracy	3 Responded adequately to all questions	4 Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation	

**Evaluator's
Comments:**

TOTAL
(90 points possible)

Evaluator Initial _____

Room Consultant Initial _____

Information about the Evaluators

1. There will be two to four judges for each event at regional and state level.
2. The judges may be from the following:
 - Individual knowledgeable in the field.
 - College student majoring in Family and Consumer Sciences education or with past experience in the organization.
 - Advisor that has no entrant.
 - Officers from other student organizations.
 - Alumni of FCCLA.
3. One of the judges will have FCCLA experience as an officer or former participant.
4. Judges will familiarize themselves with rules and rating sheets.
5. Judges will be given the purpose and summary paragraph prior to beginning.
6. Judges will realize this is not a "speech" contest but a creative way for students to tell others what they have learned by research.
7. Judges will look over information as participants are setting up for their presentations.
8. Judges will ask questions that pertain to the presentation. They will be provided with sample questions at an in-service meeting.
9. Judges may question participants on the validation of information, but participants are NOT required to turn in written validation.
10. Judges will direct questions to different team members. After judges finish questioning, they should ask the participant if they have any questions. They will also give verbal suggestions for improvement.
11. Judges will be reminded that these are students from middle school through 12th grade. They may have little or no experience in presentations. They should be judged more on what they have learned than on how they gave it.
12. Participants and judges should avoid information that is biased.
13. Judges will be encouraged to establish a positive atmosphere of learning so participants leave with a positive attitude. Friendly introductions, positive suggestions, sincere compliments, praise and constructive criticism may accomplish this. Judges are asked to give verbal suggestions during questioning.
14. Judges will confer together for a short time after each participant to verify that information given is current and is within the rules.
15. Timing will start when judges indicate. If the event is more than timing requirements the judges will deduct in the time category.
16. After all participants have been heard, judges will decide on the ratings and note the rating on individual/team evaluation sheet and confer with the lead consultant.
17. Judges will give comments that are valuable to students to improve and to learn from the experience.

STAR Event Example Questions

The questions below are general questions to help prepare participants for the question and answer session of the STAR Event presentation. Evaluators are not required to use these questions. The questions are designed to encourage the participants to self evaluate what he/she has learned, how it has impacted others, and how it will assist them in the future. Encourage participants to think of additional questions the evaluators may ask.

Event 24 Career Investigation

Sample Questions from Evaluators

Explain your interest in learning about careers.

How did you become interested in doing a project relating to your future?

Who were some of the people you contacted for assistance?

How can the project lead to a future career?

Explain how you used the FCCLA planning process?

How does your project relate to Family and Consumer Sciences?

Explain how you found your resources?

What state or national programs did you use to learn more about this project?



STAR Events Glossary



The STAR Events glossary was developed to help clarify questions about terms in the *STAR Events Manual*. 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.

Applied academics—The use of knowledge from general coursework (communication, math, science, social science) in projects related to Family and Consumer Sciences.

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

Audio equipment—Equipment used for the broadcasting of sound (e.g., compact disc, cassette player, etc.).

Audiovisual equipment—Equipment that uses both sight and sound to present information (e.g., television, video-cassette recorder, LCD projector, etc.).

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

Costume/Uniform—Clothing of a distinctive design or fashion worn by members of a particular group and serving as a means of identification.

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*, *manual*, *portfolio*, or container (i.e., measurements, number of pages, etc.). The measured *dimensions* include all items that are a part of the *display*, *manual*, *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.

Divider pages—Pages of a *manual* or *portfolio* that separate 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 section.

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

STAR 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 Webfolio). 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.

EPA Climate Ambassadors—Middle or high school students who meet at least one of the criteria found on the EPA Climate Ambassador website, www.epa.gov/climateforaction/lead/become.htm, and submit an online Climate Ambassador form.

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 8½" 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.



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.

Manual—An arrangement of materials in an FCCLA scrapbook containing information about an in-depth chapter service project or chapter program of work that may include but is not limited to pictures, news clippings, and program booklets.

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—8½" 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.

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.

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.

Stewardship Project—A project carried out by participants in their home, school, or *community* which actively works to counteract, reverse, or prevent the presence of an environmental concern or issue.

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.

Uniform—See *costume*.

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

virtual Poster—An online multimedia poster with text, photos, videos, *graphics*, sounds, drawings, data attachments or other digital items.

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



STAR Events offer individual skill development and application of learning through the following activities:

- cooperative—*teams* work to accomplish specific goals
- individualized—an *individual* member works alone to accomplish specific goals
- competitive—individual or *team* performance is measured by an established set of criteria.

STAR Events promote the FCCLA Mission to focus on the multiple roles of *family* member, wage earner, and *community* leader. Each event is designed to help members develop specific lifetime skills in character development, *creative* and *critical thinking*, interpersonal communication, practical knowledge, and career preparation.