Minnesota FCCLA STAR Events
Illustrated Talks
Volunteer Guide

2013

Minnesota Family, Career and Community Leaders of America

Minnesota STAR Event Category -Illustrated Talk

Follow the rules for Illustrated Talk in the

National STAR Event Rules-Page 26 of this document.

Topics for Events 11-21 are on pages 4-25

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

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Event # 11 Kids' Food (Individual or Team)

Follow the rules for Illustrated Talk in the National STAR Event Rules

Purpose: To analyze food preparation practices of families with children, including the cost, health, appeal and practical nature for children's food.

Rules:

1. Follow all Minnesota FCCLA STAR Event general rules. These are on page 5-12 of the Minnesota STAR Event Handbook. The Illustrated Talk rules are found in the National FCCLA STAR Event Handbook Rules. You need both the Minnesota STAR Event Handbook and the National STAR Event Handbook.
2. One to three participants.
3. Use a unit of the Student Body, National FCCLA Program, as a link to your research. You must use the state or national program resources as a reference for your STAR Event.
4. Consider using the Let's Love campaign www.letsmove.gov for your research.

Possible topics:

1. Snacks for kids
2. Breakfast on the go
3. Mealtimes for busy families
4. Juicing food
5. ``````Additives and nutrient supplements
6. Food preparation with organic foods
7. Food allergies
8. Cultural choices for children
9. My Food plate for kids- USDA Plate model
10. Family involvement in meal planning and preparation
11. Food for school lunches
12. Processed foods vs natural foods
13. Food safety for children's meals
14. Growing your own food, community gardens, school greenhouse
15. Children's food policies and laws
16. Creating diversification in children's diet
17. Determining portion sizes
18. Food preparation while babysitting
19. Age appropriate food
20. Effects of fast food for children`
21. Other topics

Methods: See General list

Resources: See General list

Link to National Standards for Family and Consumer Sciences

1.1.3 Analyze decisions about providing safe and nutritious food for individuals and families.

Minnesota STAR Event Category -Illustrated Talk

Follow the rules for Illustrated Talk in the National STAR Event Rules

Event # 12 Global Call to Action * ***Named by the Nobel Peace Laureates*** (Individual or Team)

Note: This topic is a guide- The Illustrated Talk Rules and Evaluation Forms are in the Nat'l Handbook.

Purpose: Use your leadership skills to make a difference in these key areas. The Nobel Peace Laureates have issued a global call to action for youth to address core problems are at the root of much of the suffering in our world. Participants should form an action plan and take action.

Rules:

1. Follow all Minnesota FCCLA STAR Event general rules. These are on page 5-12 of the Minnesota STAR Event Handbook. The Illustrated Talk rules are found in the National FCCLA STAR Event Handbook Rules. You need both the Minnesota STAR Event Handbook and the National STAR Event Handbook.
2. Follow all general rules. Illustrated Talk Rules are found in the National Rules.
3. One to three participants.
4. Presentation must include research of information from an interview/communication with a person who has knowledge in this subject matter. Documentation of this can be mentioned in your oral presentation and/ or be in the bibliography.

Possible topics: (*Defined by Nobel Peace Laureates)*

1. Equal Access to Water and Other Natural Resources
2. Ending Racism and Hate
3. Halting the Spread of Global Disease
4. Eliminating Extreme Poverty
5. Social Justice and Human Rights for All
6. Rights for Women and Children, and their Role as Leaders
7. Restoring Earth's Environment
8. Controlling the Proliferation of Weapons
9. Investing in Human Security
10. Breaking the Cycle of Violence

See www.peacejam.org for more explanation on the Global Call to Action for Youth.

1. Equal Access to Water and Other Natural Resources

The lack of access to clean water and arable land is an increasing problem for many people around the world and the struggle over these limited resources provides fuel for war and conflict, especially in those parts of the world where the population is exploding. We must work to ensure access to at least the most basic of natural resources, such as safe drinking water, for all.

http://www.peacejam.org/projects/issues/Equal-Access-to-Water-and-Other-Natural-Resources-1.aspx

2. Ending Racism and Hate

Racism and the growing divide between rich and poor are endemic, and it is a problem that affects all of us. There are two societies in most countries – one which is a reflection of the media image of prosperity, and one that is hidden and full of suffering. This is creating a tremendous time bomb, ready to go off at any moment, and making it easier for demagogues to fuel hate and to rule by fear.

http://www.peacejam.org/issues/Ending-Racism-and-Hate-2.aspx

3. Halting the Spread of Global Disease

One of the affects of globalization is the spread of disease, and the potential for devastating new diseases to ravage humanity. National boundaries no longer mean what they once did. The rapid movement of people and goods means that many "third world" diseases are now threatening the developed world, and have now become the problem of everyone. We must address these diseases together, as one human family. http://www.peacejam.org/issues/Halting-the-Spread-of-Global-Disease-3.aspx

4. Eliminating Extreme Poverty

Our world cannot be secure when so many billions of people are forced to exist on less than $1 per day, without access to even the most basic levels of shelter, sustenance, or education. Extreme poverty can be eliminated in our lifetimes, and this must remain a fundamental goal.
http://www.peacejam.org/issues/Eliminating-Extreme-Poverty-4.aspx

5. Social Justice and Human Rights for All

The lack of basic human rights and civil liberties, and the persistence of social injustice over long periods of time with no hope or plan for progress or change, always creates a backlash. To try to impose a military solution without addressing the fundamental issues at the core of a society will only feed the growth of paramilitary groups, violence, and lack of security in that society.
http://www.peacejam.org/issues/Social-Justice-and-Human-Rights-for-All-5.aspx

6. Rights for Women and Children, and their Role as Leaders

It is essential to bring an end to the exploitation of children, and to defend the basic human rights of women around the world. This includes the right to a decent education. The role of women and youth as leaders in local communities, in developing creative solutions to problems, must be fostered and encouraged. Children are subject to abusive treatment the world over. Women are also bought and sold as slaves. In many countries, women do not have equal rights. http://www.peacejam.org/issues/Rights-for-Women-and-Children-and-their-Role-as-Leaders-6.aspx

7.Restoring Earth's Environment

The earth is our mother, and it is wounded. It is out of balance and needs to be healed. Global warming is a reality, and only by a concentrated effort involving individual citizens, civil society, and our government leaders can we address the many causes for the precarious situation we have created for ourselves here on earth. http://www.peacejam.org/issues/Restoring-Earths-Environment-7.aspx

8. Controlling the Proliferation of Weapons

It is incomprehensible that the world still wastes nearly a trillion dollars each year on the weapons of war. We must change our values and our priorities as we enter the 21st century. We must end the ever increasing spiral of expenditures on arms, both nuclear and conventional, which only serves to increase the likelihood of violent conflict.
http://www.peacejam.org/issues/Controlling-the-Proliferation-of-Weapons-8.aspx

9. Investing in Human Security

In order to create increased security in this new world in which we live, we must focus on the issue of human security. When we ensure that basic human needs are met, we are creating a more secure world. When we work for social justice, or to stop global warming, or to provide decent education, or to end racism, we are creating a more secure world. The time has come to shift our energy and our resources from military security to a long-term investment in true human security.
http://www.peacejam.org/issues/Investing-in-Human-Security-9.aspx

10. Breaking the Cycle of Violence

One of the first things that we must do is to dismantle our own armed consciousness because we are children of a culture of violence, and our minds have been armed. Peace is the grand revolution that humanity has been waiting for. What is required is a profound understanding of the new

realities created by our increasingly interconnected and interdependent world.
The world is trapped in a cycle of violence. It is easy to see violence everywhere, in our newspapers, in our television shows and movies, in our games, in our language, and in our streets.
The problem of violence has two sides – the real violence that we accept or even applaud and the violent images in our culture that we consume in our media. These two sides of violence reinforce each other until we can no longer recognize exactly how destructive and common violence has become.
http://www.peacejam.org/issues/Controlling-the-Proliferation-of-Weapons-8.aspx

Methods: See general list
Resources: See general list
www.peacejam.org for more information about the Global Call to Action.
Link to National Standards for Family and Consumer Sciences.
7.4 Evaluate conditions affecting individuals and families with a variety of disadvantaging conditions.

Minnesota STAR Event Category -Illustrated Talk

Follow the rules for Illustrated Talk in the National STAR Event Rules

Event # 13 It's Your Life (Individual or Team)

Note: This topic is a guide- The Illustrated Talk Rules and Evaluation Forms are in the Nat'l Handbook.

Purpose: To encourage teens to have protective factors in their life, to be positive and healthy (emotionally, mentally and spiritually) and bounce back from problems or stress.

Rules:

1. Follow all Minnesota FCCLA STAR Event general rules. These are on page 5-12 of the Minnesota STAR Event Handbook. The Illustrated Talk rules are found in the National FCCLA STAR Event Handbook Rules. You need both the Minnesota STAR Event Handbook and the National STAR Event Handbook
2. One to three participants.
3. Use the "A Better You" of Power of One or Student Body: "Make Healthy Choices" national program as a resource. You must use the state or national program resources as a reference for your STAR Event.

Possible topics:

1. Establishing healthy relationships
2. Building your confidence
2. Avoiding tough stuff
3. Caring adults and support systems
4. The impact and influence of friends
5. Goals and positive attitudes
6. Establishing good character traits
7. Resiliency in teens
8. Finding a mentor
9. Healthy balance with school, work, and family life
10. Brain development of teens
11. Saying no
12. Healthy habits
13. Making a mistake and recovering or correcting it
14. Breaking the code of silence with adults
15. Finding your passion for your interests
16. Goal setting
17. Other

Resources: See general list

Link to National Standards for Family and Consumer Sciences Education.

7.5.3 Illustrate coping or adjustment strategies and stress management practices for the participant, a caregiver, and family members.

Minnesota STAR Event Category -Illustrated Talk

Event # 14 Let's Move! Eat Healthy! (Individual or Team)

Follow the rules for Illustrated Talk in the National STAR Event Rules

Purpose: To apply the knowledge of fitness and nutrition and to establish or change health and food choices..

Rules:

1. Follow all Minnesota FCCLA STAR Event general rules. These are on pages 5-12.of this Minnesota Handbook. The Illustrated Talk rules are found in the National FCCLA STAR Event Handbook Rules. You need both the Minnesota STAR Event Handbook and the National STAR Event Handbook.
2. One to three participants.
3. Use the Eat Right unit or Be Fit unit of the Student Body national program as a link to your research. You must use the state or national program resources as a reference for your STAR Event.
4. Analyze at least 2 diets in your presentation. Use the http://www.choosemyplate.gov/ website for research

Possible topics:

1. Diet patterns that are dangerous to your health.
2. Diets vs healthy eating plans
3. Effects of drastic diets
4. Activity and Fitness options
5. Fasting
6. Gardening for eating
7. Using diet modifications to address chronic health problems (heart disease, high blood pressure, diabetes, osteoporosis, asthma, or obesity)
8. Popular diet information
9. Eating the healthy way
10. Diets popular by celebrities
11. Presidential Active Lifestyle Award
12. Sports nutrition
13 Restaurant food
14. The USDA Plate model for food choices
15. The Blue Zone- why some parts of the world are healthier.
16. Diets that arehealthy
17. Other topics

Resources: See general list

Link to National Standards for Family and Consumer Sciences Education.

14.1 Analyze factors that influence nutrition and wellness practices across the life span

Minnesota STAR Event Category -Illustrated Talk

Follow the rules for Illustrated Talk in the National STAR Event Rules

Event # 15 Going Green (Individual or Team)

Note: This topic is a guide- The Illustrated Talk Rules and Evaluation Forms are in the Nat'l Handbook.

Purpose: Examine how current and future consumer choices affect the environment, research global climate changes and the effects of renewable and sustainable energy for families.

Rules:

1. Follow all Minnesota FCCLA STAR Event general rules. These are on pages 5-12 of the this Minnesota STAR Event Handbook. The Illustrated Talk rules are found in the National FCCLA STAR Event Handbook Rules. You need both the Minnesota STAR Event Handbook and the National STAR Event Handbook
2. One to three participants.
3. Use one of the National FCCLA Programs as a link to your research. You must use national program resources as a reference for your STAR Event.
4. Presentation must include a report of information from an interview/communication with a person who has knowledge in this subject matter. Documentation of this can be mentioned in your oral presentation and/ or be in the bibliography.
5. The event should make recommendations about actions that would be positive for the future of our planet.

Possible topics:

1. What families can do about the climate change issues
2. Energy in American homes
3. Renewable energy
4. Sustaining the environment with energy choices
5. Hybrid cars
6. Voluntary simplicity
7. The Ozone layer
8. Recycling, reducing and reusing
9. Home heat energy efficiency
10. Effects of the oil spills and environmental disasters
11. Designing housing that is energy efficient
12. Eco friendly choices for your school
13. Reducing the dependence on oil and gas
14. Carbon footprint reductions
15. Decorating a home with products that reduce a carbon footprint
16. Recycled materials for home interiors
17. American consumer's habits
18. Other topics

Methods: See general list

Resources: See general list

Link to National Standards for Family and Consumer Sciences

2.2.1 Analyze individual and family responsibility in relation to the environmental trends and issues.

3.4 Analyze resource consumption for conservation and waste management practices.

Minnesota STAR Event Category -Illustrated Talk

Follow the rules for Illustrated Talk in the National STAR Event Rules

Event # 16 Oh the Places You'll Go! (Individual or Team)

Note: This topic is a guide- The Illustrated Talk Rules and Evaluation Forms are in the Nat'l Handbook.

Purpose: To apply knowledge to be "college and career ready" when planning for your future.

Rules:

1. Follow all Minnesota FCCLA STAR Event general rules. These are on pages 5-12 of the Minnesota STAR Event Handbook. The Illustrated Talk rules are found in the National FCCLA STAR Event Handbook Rules. You need both the Minnesota STAR Event Handbook and the National STAR Event Handbook.

2. One to three participants.

3. Use any National FCCLA program (such as Financial Fitness, Families First, Career Connections) or America Saves-FCCLA Saves (http://www.americasaves.org/fccla-saves as a link to your research. You must use the national program resources as a reference for your STAR Event. In addition, other national programs may be applicable.

Possible Topics:

1. College loans and debt
2. Strategies for career plans
3. Costs of college
4. Saving money for your future plans
5. Decisions for teens about jobs, education and your future
6. The emotional stress of the economy on a family.
7. Family decisions about financial situations
9. Plan your Budget
10. Comparison of colleges, education and career plans
10. Options for global and cultural experiences
11. The value of volunteering and internships
12. Shopping for a college
13. Credit card use
14. The economics of higher education costs
15. Transitions in your life such as from home to college, changes in the family structure
16, Scholarships and Financial aid
17. Other topics

Methods: See general list.

Resources: See general list.

Link to National standards for Family and Consumer Sciences

2.5.4 Analyze practices that allow families to maintain economic self-sufficiency.

Minnesota STAR Event Category - Illustrated Talk

Follow the rules for Illustrated Talk in the National STAR Event Rules

Event # 17 S.A.F.E.! (Secure, Alert and Friendly Environments) (Individual or Team)

Purpose: To develop the knowledge and attitudes for teens in order to be safe and to create safe environments in their home lives and in the social media world. Learn skills and knowledge that will empower you to make good decisions each day to stand up to unsafe situations and positively affects your life.

Rules:

1. Follow all Minnesota FCCLA STAR Event general rules. These are on pages 5-12 of the Minnesota STAR Event Handbook. The Illustrated Talk rules are found in the National FCCLA STAR Event Handbook Rules. You need both the Minnesota STAR Event Handbook and the National STAR Event Handbook
2. One to three participants.
3. Use the following resources the "STOP the Violence" or the Make Healthy Choices unit of "Student Body" national program, as a link to your research. You must use the national program resources as a reference for your STAR Event.

Possible topics:

1. Personal safety and self defense
2. Bullying prevention
3. Determining your personal goals and rules
5. Resilience skills
6. Fitting in and cliques
7. Determining boundaries for your friendships and dating relationships
8. Social media safety or internet safety
9. Dealing with depression
10. Safe driving
11. Safety on the job
12. Breaking a cycle of abuse
13. Domestic violence prevention
14. Safe relationships
15. Pressures for teen sexuality
16. Coping with gossip
17. Suicide prevention
18. Coping with tragedy or loss
19. Other topics

Methods: See general list

Resources: See general list

Link to National Standards for Family and Consumer Sciences

7.5.6 Demonstrate strategies that help participants make informed choices, access resources and support, follow through on responsibilities and take appropriate risks.

7.4.1 Assess health, wellness, and safety issues of individuals and families with a variety of disadvantaging conditions.

Minnesota STAR Event Category -Illustrated Talk

Follow the rules for Illustrated Talk in the National STAR Event Rules

Event # 18 FAMILIES OF TODAY (Individual or Team)

Note: This topic is a guide- The Illustrated Talk Rules and Evaluation Forms are in the Nat'l Handbook.

Purpose: To understand the types of family structures, quality time and positive aspects of family.

Rules:

1. Follow all Minnesota FCCLA STAR Event general rules. These are on pages 5-12 of the Minnesota STAR Event Handbook. The Illustrated Talk rules are found in the National FCCLA STAR Event Handbook Rules. You need both the Minnesota STAR Event Handbook and the national STAR Event Handbook.
2. One to three participants.
3. Use at least one of the National Programs such as "Meet the Challenge" unit of Families First or Better You unit of the Power of One to your research. You must use national program resources as a reference for your STAR Event.

Possible topics:

1. Various family structures
2. Family dynamics
3. Single parent families
4. Family habits and traditions
5. Adoption
6. Cultural views of family
7. Families around the world
8. Dealing with stressful situations for families
9. Family laws and policies
10. Generational differences of family members
11. Corporate policies affecting family
12. Family history, genealogy of families
13. Rebounding from dis functional families
14. Family practices such as a mission statement
15. Family game night.
16. Turn off the technology nights
17 Positive effects of family vacations
18. Foster families
19. Other topics

Methods: See general list

Resources: See general list

Link to National Standards for Family and Consumer Sciences.

Minnesota STAR Event Category -Illustrated Talk

Follow the rules for Illustrated Talk in the National STAR Event Rules

Event # 19 Fashion Retro (Individual or Team)

Note: This topic is a guide- The Illustrated Talk Rules and Evaluation Forms are in the Nat'l Handbook.

Purpose: Analyze trends, current or past, in fashion that affect clothing design and production of textile, apparel, and fashion products.

Rules:

1. Follow all Minnesota FCCLA STAR Event general rules. These are on pages 5-12.of this Minnesota Handbook. The Illustrated Talk rules are found in the National FCCLA STAR Event Handbook Rules. You need both the Minnesota STAR Event Handbook and the national STAR Event Handbook
2. One to three participants.
3. Use a National FCCLA program in your research. You must use a national program resource as a reference in your STAR Event.

Possible topics:

1. Fashion pendulum
2. Retro Fashions
3. Impact of the fashion runway
4. Contemporary influences on fashion
5. Trends in design
5. Influence from other cultures on fashion
6. Recycling clothes
7. Fashion icons
8. Celebrity fashion and the influence on ready to wear clothing
9. Natural fibers vs synthetic
10. Organic fibers
11. Effect of the brand name clothing industry on consumer choices
12. School uniforms and dress codes
13. Fashion for the job interview
13. Fashion for special occasions
14. Careers in the fashion industry
15. Consumer buying patterns for clothing
16. Trends in accessories
17. Clothing messages (first impressions, how you express yourself)
18. Long term effect of body tattoos and piercings
19. Professional dress, career apparel
20. Cultural fashion
21. Other topics

Methods: See general list

Resources: See general list

Link to National Standards for Family and Consumer Sciences.

16.0 Integrate knowledge, skills, and practices required for careers in textiles and apparels.

Minnesota STAR Event Category -Illustrated Talk

Follow the rules for Illustrated Talk in the National STAR Event Rules

Event # 22 Recognize, Report, & Reduce Violence (Individual or Team)

Note: This topic is a guide- The Illustrated Talk Rules and Evaluation Forms are in the Nat'l Handbook.

Purpose: Empower youth to use leadership opportunities and to make positive decisions for peace, understanding and create safe schools. .

Rules:

1. Follow all Minnesota FCCLA STAR Event general rules. These are on pages 5-12.of the Minnesota STAR Event Handbook. The Illustrated Talk rules are found in the National FCCLA STAR Event Handbook Rules. You need both the Minnesota STAR Event Handbook and the national STAR Event Handbook
2. One to three participants.
3. Link to the STOP the Violence national FCCLA program for your project ideas and research.

Possible topics:

1. Anti-bullying
2. Violence prevention
3. Role models for peace
4. School's zero tolerance policies
5. School peace making efforts
6. Caring, respect, fairness, trustworthiness, citizenship and responsibility (character ed)
7. Internet safety
8. Preventing school violence
9. Peer Mediation
10. Media influence of violence.
11. Impact of racial tensions
12. Negative effects of gossip
13. Depression and suicide as a result of bullying
14. Violent messages in music, movies, art, video games
15. Safe college campus life
16. Other topics

Methods: See general list

Resources: See general list

Link to National Standards for Family and Consumer Sciences.

6.2.4 Demonstrate respect for diversity with sensitivity to anti-bias, globalization, equity, age culture and ethnicity.

13.1.5 Analyze processes for handling unhealthy relationships.

Minnesota STAR Event Category -Illustrated Talk

Follow the rules for Illustrated Talk in the National STAR Event Rules

Event # 21 KIDS 4 KIDS (Individual or Team)

Note: This topic is a guide- The Illustrated Talk Rules and Evaluation Forms are in the Nat'l Handbook.

Purpose: Develop knowledge and skills about working with children in a variety of roles such as child care worker, family member, or babysitter. Examine how to communicate a belief that the health and well-being of children reflects the health and well-being of the whole community.

Rules:

1. Follow all Minnesota FCCLA STAR Event general rules. These are on pages 5-12.of the Minnesota STAR Event Handbook. The Illustrated Talk rules are found in the National FCCLA STAR Event Handbook Rules. You need both the Minnesota STAR Event Handbook and the national STAR Event Handbook
2. One to three participants.
3. Use the "Families First" national program as a link to your research. You must use the national program resources as a reference for your STAR Event. In addition, other national programs may also be used such as Career Connection.

Possible topics:

1. Activities for kids
2. Toys that teach
3. Laws about children's safety
4. Development of motor skills in children
5. Children's clothing
6. Safety with children
7. Children and fine arts
8. Car seat safety
9. Games for children
10. Language development, learning styles, early experiences, and cultural values
11. Children's vaccines
12. Diversity with sensitivity to anti-bias, gender, equality, age, culture,
13. Preparing to be a good babysitter
14. Children and birth defects
15. Preventing childhood injuries
16. Early childhood and brain development
17. Preventing childhood obesity
18. Child care careers
19. Working with special needs children
20. Working with children with autism
21. Parenting skills
22. Other topics

Methods: See general list

Resources: See general list

Link to National Standards for Family and Consumer Sciences.

4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services

Illustrated Talk

Illustrated Talk, an *individual* or *team event*, recognizes participants who make an oral presentation about issues concerning Family and Consumer Sciences and/or related occupations. Participants must prepare a ***file folder,*** an **oral presentation,** and ***visuals.***

Event Categories

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

See page 68 for more information on event categories.

Eligibility

1. States may submit one entry in each category of this event.
2. Participation is open to any nationally affiliated FCCLA chapter member.
3. The Illustrated Talk project must be developed and completed within a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference.
4. The Illustrated Talk project must be planned and prepared by the participant(s) only. Supporting *resources* are acceptable as long as participants are coordinating their use and *resources* are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non-participant work.

Procedures & Time Requirements

1. Each entry will submit a *file folder* with required documents to the event room consultant at the designated participation time.
2. Room consultants and evaluators will have 5 minutes to preview the *file folder* before the presentation begins.
3. Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.
4. The oral presentation **may be up to** 10 minutes in length. A one-minute warning will be given at 9 minutes. Participants will be stopped at 10 minutes.
5. If audio or audiovisual recordings are used, they are limited to 1 minute playing time during the presentation.
6. Following the presentation, evaluators will have 5 minutes to interview participants.
7. Evaluators will use the rubric to score and write comments for participants. Then, evaluators will meet with each other to discuss participants' strengths and suggestions for improvement.
8. The total time required for this event is approximately 25 minutes.

General information

1. A table will be provided. Participant(s) must bring all other necessary supplies and/or equipment. Wall space will not be available.
2. Access to an electrical outlet will **not** be pro- vided. Participant(s) are encouraged to bring fully charged electronic devices such as laptops, tablets, etc., to use for audiovisual presentation, if desired. Extensions cords and power strips are not provided. Access to electricity may be arranged by the participant through the audiovisual rental procedure prior to the National Leadership Conference.
3. Spectators may not observe any portion of this event.
4. **Presentation Elements:**
   Allowed: *Audio, Costumes/Uniforms, Easel*(s), *File Folders, Flip Chart(s), Props/Pointers, Skits, Visual Equipment, Visuals*.

   Not Allowed: *Manuals, Portfolios*

Illustrated Talk
Specifications

File Folder

Participant will submit one letter-size *file folder* containing three identical sets, with each set stapled separately, of the items listed below to the event room consultant at the designated participation time. The *file folder* must be labeled in the top left corner with name of event, event category, participant's name(s), state, and FCCLA national region.

Project Identification Page	One 8½" x 11" page on *plain paper*, with no *graphics* or decorations; must include participant's name(s), chapter name, school, city, state, FCCLA national region, event name and title of Illustrated
FCCLA *Planning Process* Summary Page	One 8½" x 11" summary page of how each step of the *Planning Process* was used to plan and present the Illustrated Talk.
Documentation of Three Prior Presentations of the Illustrated Talk to Different *Audiences*	Document three (only three) prior Illustrated Talk presentations, including date; location; and proof of prior presentation, such as photos, news clippings, and/or thank-you notes.
Works Cited/*Bibliography*	Use MLA or APA citation style to cite all references. *Resources* should be *reliable* and *current*.

Oral presentation

The oral presentation **may be up to** 10 minutes in length and is delivered to evaluators. The presentation should deal with issues related to Family and Consumer Sciences and how these issues can be addressed by FCCLA members. It is not a factual lecture or "how-to" presentation.

Introduction	Use creative methods to capture *audience* attention.
Relationship to Family and Consumer Sciences and/or Related Careers	Reflect views and knowledge on issues of concern related to areas of Family and Consumer Sciences and/or related careers.
Knowledge of Subject Matter	Present *current* data and information to support viewpoints and issues of concern.
Methods or Techniques to Address the Issues of Concern	Describe suggested methods or techniques FCCLA members can use to address the issues of concern.
Summary	Summarize major points and/or issues of concern.
Length of Presentation	The presentation should be an appropriate length within the 10-minute timeframe for the information which should be presented.
Organization/Delivery	Deliver oral presentation in an organized, sequential manner as outlined.
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 *visuals* and 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 subject matter. Questions are asked after the presentation.

Visuals/props

Visuals/props may include posters, charts, slides, transparencies, presentation software, puppets, etc. Audio and audiovisual recordings are limited to 1 minute playing time during the presentation.

Effectively Illustrate *Content*	Support, illustrate, and/or complement *content* of presentation.
Creativity	Use creative methods to illustrate presentation.
Use of *Visuals*	Presentation aids must be visible to the *audience*; neat, legible, and *professional*; and use correct grammar and spelling.

STAR Events Point Summary Form
Illustrated Talk

Name(s) of Participant(s) _____

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' *file folder* 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 CHECK				
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	**0** Did not attend/incomplete team attendance		**2** The individual or ALL participating members of the team attended	
File Folder 0–2 points	**0** No File Folder presented	**1** File Folder presented with incorrect labeling/insufficient materials for evaluators (less than 3 copies of *contents*)	**2** File Folder is presented with correct labeling and sufficient evaluators material • Project ID Page • Planning Process Summary • Prior Presentation Documentation	
Project Identification Page 0–2 points	**0** Project ID page is missing	**1** Project ID page is present but includes incorrect	**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

_____ = **AVERAGE EVALUATOR SCORE**

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:** 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 _____

Illustrated Talk
Rubric

Name(s) of Participant(s) _____

State _____ Team # _____ Group # _____ Category _____

File Folder							**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	
Works Cited/ *Bibliography* 0–3 points	**0** No resources listed	**1** Incomplete list of resources/ resources listed are not *current* or appropriate for project	**2** Complete list of resources but incorrect style	**3** Complete list of appropriate resources, in MLA or APA style			
Oral Presentation							
Introduction 0–5 points	**0** No obvious introduction captured immediately	**1** Introduction not relevant or appropriate for the	**2** Introduction not capturing attention	**3** Somewhat effective in getting	**4** Creative introduction creative/attention	**5** Introduction attention	
Relationship of Family and Consumer Sciences Coursework and/or Related Careers 0–10 points	**0** No evidence of relationship to FACS coursework and/or career knowledge	**1–2** Minimal evidence of relationship to FACS coursework and/or career knowledge	**3–4** Some evidence of relationship to FACS coursework and/or career knowledge	**5–6** Knowledge of relationship to FACS coursework and/or career knowledge evident but not shared	**7–8** Knowledge of relationship to FACS coursework and/or career knowledge is evident and shared	**9–10** Knowledge of relationship to FACS coursework and/or career knowledge is evident and explained well	
Knowledge of Subject Matter 0–10 points	**0** Did not mention any methods and techniques	**1–2** Minimal evidence of knowledge	**3–4** Some evidence of knowledge	**5–6** Evidence of knowledge, but not used effectively in the presentation	**7–8** Evidence of knowledge. Presentation is enhanced by participant's knowledge	**9–10** Evidence of thorough knowledge. Effective presentation of *current* data and information to support viewpoints and issues of concern.	
Methods or Techniques to Address the Issues of Concern 0–10 points	**0** Did not mention any methods and techniques	**1–2** Methods and techniques were given, but not explained	**3–4** Methods and techniques were given, but not clearly explained	**5–6** Issues were examined with some methods and techniques to solve these concerns	**7–8** Methods and techniques were given and thoroughly explained in which one imagines consequences, conceptualizes alternatives, and empathizes	**9–10** Multiple strategies are examined. *Critical thinking* is used to focus on deciding what to believe or do	
Summary 0–5 points	**0** Not provided	**1–2** Poor summary with weak conclusion	**3–4** Provided a summary but concluding statement could be stronger	**5** Excellent summary with strong concluding statement			
Length of Presentation 0–3 points	**0** Did not speak	**1** Spoke very briefly or was stopped	**2** Spoke an appropriate length but could have expanded more on presentation an	**3** The presentation was within 10 minutes and all information was covered for			
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 and explains project fully	**9–10** Presentation covers all relevant information completely and explains project with a seamless and logical delivery	

Illustrated Talk Rubric (continued)

							points
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 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	
visuals/props							**points**
Effectively Illustrate Content 0–5 points	**0** Visuals not provided		**1–2** Visuals are weak in supporting the presentation		**3–4** Visuals support the presentation but do not complement the *content*	**5** Visuals support and complement the presentation	
Creativity to Enhance Presentation 0–5 points	**0** Visuals not used during the presentation		**1–2** Visuals not original, lacking appeal		**3–4** Somewhat original and appealing	**5** Highly original, very appealing	
Use of visuals During Presentation 0–5 points	**0** Visuals not used during presentation	**1** Visuals used to limit amount of speaking time	**2** Visuals used minimally during presentation	**3** Visuals incorporated throughout presentation	**4** Visuals used effectively throughout presentation	**5** Presentation moves seamlessly between oral presentation and visuals	

Evaluator's Comments:

TOTAL

(90 points possible)

Evaluator 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.

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.

Events 11-21 Illustrated Talk

Sample Questions from Evaluators

Why did you choose this topic?

What knowledge have you gained about yourself or about working with others?

Did you use the FCCLA planning process?

What was your most valuable resource?

Why is it important for you and others to learn about this topic?

How will you use this information in the future?

What did you find the most interesting about your topic?

How does this issue affect family life?

How does this issue tie into family and consumer science education?

Why do you feel this is an important issue/topic facing families and/or communities and/or individuals?

How did state and national project information assist you?

What skills did you develop through completing this event?

How did the state or national FCCLA project handbook listed in the rules affect your presentation?

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*.

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.

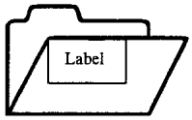
EPA Climate Ambassadors—Middle or high school students who meet at least one of the criteria found on the EPA Climate Ambassador website, www.epa.gov/climateforaction/lead/become.htm, and submit an online Climate Ambassador form.

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 $8\frac{1}{2}$" 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 chap- ter 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—$8\frac{1}{2}$" x 11" paper with no *graphics* or design. Paper may be any solid color. Watermark is not allowed.

STAR Events Glossary (continued)

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.