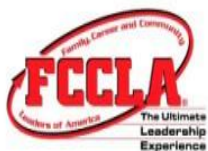


Minnesota FCCLA STAR Events Everyday Equations Volunteer Guide

2013

Everyday Equations: An applied academic math test for problems of the family and problems around the home. There will be junior high and senior high tests that might have recipe conversions, square footage, adding quantities, income tax, budgets and lawn or carpet square footage or applied math questions.

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

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Event 1 Everyday Equations



Purpose:

This event will show how math is used in Family and Consumer Science classes and in family and home applications. **This is not a national event.**

Event categories:

1. Junior through grade 9
2. Senior: grades 10-12

Eligibility:

1. An event category is determined by participant's grade in the school year.
2. Participation is open to any state and nationally affiliated FCCLA chapter member.
3. This event is a written test taken at region, state levels.

Rules:

1. This event will be a test event given in a class-room setting style with tables and chairs to accommodate participants.
2. The test will be no more than one hour in length.
3. An adult will monitor the test and score the tests when they are completed.
4. There will be a Junior and Senior division in this event.
5. Test questions will be multiple choice, true/false, open-ended questions and some questions will require the student to show his/her work in reaching the answer.
6. The questions will be based on subject matter taught in Family and Consumer Science courses; e.g. foods and nutrition, fashion and apparel, child development/parenting, consumer education and interior design.
7. This is an individual event.

8. Participants **may** bring calculators to the event. Calculator will be brought by the participant and will not be provided. You may bring your own to use.

Resources-How to Get Started:

1. Use current textbooks in Family and Consumer Sciences that include the use of math in classroom assignments.
2. Collaborate with the school math teacher and your Family and Consumer Science teachers to help you research possible types of problems that might be included in the test.
3. Curriculum suppliers may also have math flashcards, and other resources for applied math.

The Project Report form is not needed for this event.

Regional Rating achieved (circle one):

Merit Award: 0-69 pts

State Advancer: 70-100 pts

State rating: _____ 85-100 Gold
 _____ 84.99-70 Silver
 _____ 0-69.99 Bronze

Sample test questions: Show your work for each of these:

1) You want to **triple** a recipe for a big FCCLA event. What amount of ingredients will you need?

1 and 1/2 pounds of ground beef _____

1 and 1/3 cup ketchup _____

¼ cup chopped onions _____

2 tablespoons of chopped celery _____

½ teaspoon ground pepper _____

1 teaspoon of salt _____

2. You are considering buying new flooring for one room of your house. A sale is listed in the newspaper for vinyl flooring. It is \$12.00 per square yard which includes installation. Your room measures 10 feet X 12 feet. How much would this cost?

3. You are doing a fundraiser for FCCLA. One company says that you would receive 500 socks which you can sell for 3 for \$12.00.

The cost to you is \$1.00 each. How much can your chapter make?

Sample Questions

- ____ 1. True or False? $\frac{1}{2}$ is greater than $\frac{1}{3}$.
- ____ 2. True or False? $\frac{1}{10}$ and $\frac{4}{5}$ are the same measurement.
- ____ 3. True or False? Dividing a recipe in half would mean $\frac{1}{2}$ cup would become $\frac{1}{3}$ cup.
- ____ 4. True or False? Metric measurements are used in Europe but not in the US for kitchen measuring.
- ____ 5. True or False? A $\frac{5}{8}$ seam for sewing is a standard width.
- ____ 6. True or False? $\frac{5}{8}$ inch plus $\frac{5}{8}$ inch would = $\frac{1}{14}$ inches.
- ____ 7. True or False? $\frac{75}{100}$ plus $\frac{75}{100}$ would equal 1 and $\frac{1}{2}$.
- ____ 8. True or False? If Mr Mayfield divides his money equally between four separate banks and he has \$98.65 in each bank, his total would be \$398.60

9. If a salesperson receives a 10% commission on their sales and sells \$1500 worth of merchandise, they would earn

- a. \$150 in commissions.
- b. \$15.00 in commissions
- c. \$1500 in commissions
- d. \$151.00 in commissions

Answer (1 point)

Show Your Work: (4 points)

Information about the Evaluators

1. This event will have room consultants and test correctors.
2. Participants will not receive the test back when testing is completed. Answers are recorded on the answer sheets.
3. Volunteers 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.
4. Calculators may be used. Participants bring their own calculators.

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.

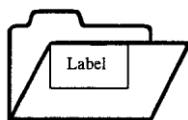
Fabric Care—Method(s) of cleaning and making suitable for wear.

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.

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.