

MINNESOTA FCCLA COMPETITIVE EVENTS



**2016-2017 Minnesota
State FCCLA
Rules Handbook**

NOTE:

STAR Event participants will need rules and event materials from:

- 1-The National Competitive Event Handbook www.fcclainc.org (Advisers will find this in resources of their chapter affiliation site)
- 2-The State Competitive Event Handbook www.mnfccla.org

Deadlines:

- o Dues- Membership Affiliation November 1, 2016
- o STAR Event Entry Deadline- Area level- January 2017
- o Registration for Shadow Day due Mid December
- o Shadow Day- February 1 Wednesday
- o Mid winter meetings: January 2-to Feb 1, 2017
- o State Conference Deadline: Feb 3, 2017
- o Candidate Application Deadline: February 10, 2017
- o State Awards Deadlines: February 7, 2017
- o State Conference March 23-25, 2017

Chapter level:

1. Chapters will need to supply copies of the rules and rubrics for each evaluator for Area competition. Chapter members come with the copies they need.
2. Chapter advisers will enter STAR participants on-line for Area midwinter competition. The number of points for Area and state level awards are different than the national award levels (Gold, Silver, Bronze or state advancer points). Evaluators will be made aware of this.
3. To use STAR Events in the classroom, students must be affiliated. Any other use is not permitted. Use of the STAR Events event and rules in classrooms are for affiliated members. Chapters also need the Nat'l Star Event Handbook-Rules and Evaluation Forms. This is available from national FCCLA website www.fcclainc.org.

In 2016-2017 The National Competitive Handbook will only be available to affiliated chapters on the affiliation site as a "resource" in the online affiliation site on www.fcclainc.org.

Area and State level:

The MN FCCLA Board of Directors has determined that STAR Events will be an online registration process. Members must be affiliated to enter Area STAR Events or Skill Events.

Mid Winter STAR Events and Qualifying: FCCLA Executive Council and Board may determine the location and audiences for STAR Events used to promote FCCLA. Locations for events held off-site from the convention hotel will be available when the state STAR schedule is completed. However an attempt will be made to notify chapters of determined locations for some STAR Events when the State Conference information is available in early February.

Skill Events are offered at a state level. Skill events are only held at State Conference.

Leadership STAR Event– Minnesota will offer a junior category for this event. Junior High is not advancing to national level.
National rule only allowed a Senior High category for this event.

National level of participation:

The MN FCCLA Board of Directors has determined there will be a STAR Event management fee assessed for National Advancers. This will be collected when participants register for national level.

The MN FCCLA Board of Directors has determined that all MN FCCLA members who enter national events or contests will pay their own national event fees. If selected for national level, the advancers will pay their own fees.



Thank you for help with the development of this 2016-2017
MINNESOTA FCCLA COMPETITIVE EVENT HANDBOOK

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Chapters also need the National STAR Event Handbook with Rules and Evaluation Forms.

This is available from National FCCLA website [www. fcclainc.org](http://www.fcclainc.org)

To enter Minnesota and National Competitive Events, chapters will need to follow both the National Competitive Event and State Competitive Event guidelines. The National Competitive Events are available from National FCCLA and on the www.fcclainc.org website. These STAR Events and SKILL Events are intended for use with Minnesota FCCLA members who are affiliated members of MN FCCLA. Any other use is not permitted. Classroom uses must be as affiliated members.

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These events occur at

Mid winter Area Conferences and

Advancers come to State Level STAR Events at State Conference.

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STAR Events-Leadership Events

Event 34 Advocacy	<i>in national rulebook</i>
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Competitive Events by Career Areas in Family and Consumer Sciences

Culinary

(Career Cluster: Hospitality & Tourism)

Applied Math for Culinary Mgt
 Career Investigation
 Culinary Arts
 Entrepreneurship
 Environmental Ambassador
 Food Innovations
 Job Interview
 Illustrated Talks
 Foodies
 Leadership in Careers
 Life Event Planning
 National Programs in Action
 Student Body
 Nutrition and Wellness
 Sports Nutrition
 Cold Sandwich Preparation
MN FCCLA SKILL Events
 Culinary Food Art
 Culinary Knife Skills
 Impromptu Speaking
 Speak Out for FCCLA
 Interviewing Skills
 Nutrition Challenge
 Science in FACS Challenge

Hospitality, Tourism & Recreation

(Career Cluster: Hospitality & Tourism)

Career Investigation
 Entrepreneurship
 Hospitality, Tourism and Recreation
 Job Interview
 Illustrated Talks
 Design Matters
 Life Event Planning
MN FCCLA SKILL Events
 Impromptu Speaking
 Speak Out for FCCLA
 Interviewing Skills
 Science in FACS Challenge

Interior Design

Competitive Events

(Career Cluster: Architecture & Construction)

Career Investigation
 Entrepreneurship
 Job Interview
 Illustrated Talks
 Design Matters
 Interior Design
 Life Event Planning
 Recycle and Redesign
MN FCCLA SKILL Events
 Impromptu Speaking

Teaching Professions/

Human Services

(Career Cluster: Education & Training)

Career Investigation
 Ethical Essays
 Entrepreneurship
 Interpersonal Communications
 Illustrated Talks
 Child Care
 Empower the Family
 Stop the Violence
 Leadership in Careers
 Job Interview
 Life Event Planning
 National Programs in Action
 Teach & Train
MN FCCLA SKILL Events
 Impromptu Speaking
 Speak Out for FCCLA
 Interviewing Skills
 Technology in Teaching
 Toys that Teach

Early Childhood

Education Competitive Events

(Career Cluster: Education & Training)

Career Investigation
 Early Childhood
 Focus on Children
 Job Interview
 Entrepreneurship
 Illustrated Talks
 Child Care
 Empower the Family.
 Leadership in Careers
 Life Event Planning
MN FCCLA SKILL Events
 Toys that Teach
 Impromptu Speaking
 Speak Out for FCCLA
 Interviewing Skills
 Early Childhood Challenge
 Technology in Teaching

Fashion/Design

(Career Cluster: Architecture & Construction, and Arts and Av and Communications)

The Business of Fashion
 Career Investigation
 Entrepreneurship
 Innovations in Fashion &
 Cosmetology
 Job Interview
 Illustrated Talks
 Design Matters
 Life Event Planning
 Recycle and Redesign
 Fashion Construction
 Fashion Design
MN FCCLA SKILL Events
 Interviewing Skills
 Impromptu Speaking
 Speak Out for FCCLA

Career and Technical Skills

Career Foundational

General

Illustrated Talk
 Leadership in Careers
 All STAR Events
 All SKILL Events

Dietetics, Nutrition Careers

Competitive Events

(Career Cluster: Hospitality & Tourism and Human Services)

Career Investigation
 Job Interview
 Entrepreneurship
 Illustrated Talks
 Foodies.
 Life Event Planning
 Nutrition and Wellness
 Sports Nutrition
MN FCCLA SKILL Events
 Impromptu Speaking
 Speak Out for FCCLA
 Interviewing Skills
 Nutrition Challenge
 Science in FACS Challenge

QUICK REFERENCE MN FCCLA STAR EVENTS

On Line STAR Events	Foundational Events	Career Events	Leadership Events
FCCLA Chapter Website	Career Investigation	Applied Math for Culinary Management	Advocacy
Digital Stories for Change	Entrepreneurship	Culinary Arts	Chapter Service Project Display
	Environmental Ambassador	Early Childhood Education	Chapter Service Project Portfolio
	Focus on Children	Fashion Construction	Chapter in Review Display
	Illustrated Talk	Fashion Design	Chapter in Review Portfolio
	Interpersonal Communications	Food Innovations	National Program in Action
	Job Interview	Hospitality, Tourism and Recreation	Promote and Publicize FCCLA!
	Leadership	Interior Design	
	Life Event Planning	Sports Nutrition	
	Nutrition & Wellness	Teach and Train	
	Parliamentary Procedure		
Recycle & Redesign			

MN FCCLA SKILL EVENTS

Food Art
 Knife Skills
 Toys That Teach
 Interviewing Skills
 Impromptu Speaking
 Speak Out for FCCLA
 Technology in Teaching
Challenges:
 Early Childhood Challenge
 Nutrition Challenge
 Science in FACS Challenge

Minnesota FCCLA STAR Event Rules

<p>1. Eligibility Limit</p> <p>Originality</p>	<p>a. Each person may do any number of events. But, National Leadership Conference participation is limited to one event per participant.</p> <p>b. Repeating an event must involve NEW LEARNING for the participant. The local chapter advisor must verify that the event represents NEW LEARNING for the participants. This will be verified on the registration form. The presentation must be original to encourage “new learning”. Participants cannot use the same content, charts, posters, visual or exact methods to present from a prior presentation (their own or someone else's) or enter it in more than one event. However, projects entered in any event may be included in the Chapter in Review events.</p>																																			
<p>2. Repeating</p>	<p>Participants may not do the same topic two years in a row. For example, if a student did an event on nutrition one year, they may not do nutrition the next year. Students may repeat an event if the topic is not the same content. The objective for the student is that "new learning" should be taking place.</p>																																			
<p>3. Minnesota Events</p>	<p>Events 1-11 are Minnesota Events which do not advance to a national level. Events requiring consumable food and supplies may be assessed an additional fee for state conference.</p>																																			
<p>4. Non-eligible to repeat as the top MN Event in a category</p>	<p>Foundational, Leadership STAR Events</p> <p>Foundational and Leadership STAR Events:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 33%;">Foundational STAR Events</th> <th style="width: 33%;">Leadership STAR Events</th> <th style="width: 33%;">On-Line STAR Events</th> </tr> </thead> <tbody> <tr> <td>Career Investigation</td> <td>Advocacy</td> <td>FCCLA Chapter Website</td> </tr> <tr> <td>Entrepreneurship</td> <td>Chapter Service Project Display or Portfolio</td> <td>Digital Stories for Change</td> </tr> <tr> <td>Environmental Ambassador</td> <td rowspan="2">Chapter in Review Display or Portfolio</td> <td rowspan="2"></td> </tr> <tr> <td>Focus on Children</td> </tr> <tr> <td>Illustrated Talk</td> <td rowspan="2">National Programs in Action</td> <td rowspan="2"></td> </tr> <tr> <td>Interpersonal Communications</td> </tr> <tr> <td>Job Interview</td> <td>Promote and Publicize FCCLA!</td> <td></td> </tr> <tr> <td>Leadership</td> <td></td> <td></td> </tr> <tr> <td>Life Event Planning</td> <td></td> <td></td> </tr> <tr> <td>Nutrition & Wellness</td> <td></td> <td></td> </tr> <tr> <td>Parliamentary Procedure</td> <td></td> <td></td> </tr> <tr> <td>Recycle and Redesign</td> <td></td> <td></td> </tr> </tbody> </table> <p>In Foundational and Leadership STAR Events: A person who has competed at the state level in an event and placed in the state level as an advancer to national and completed the trip to National Leadership Conference, is not eligible for that category of the STAR Event category again. The exception is the Parliamentary Procedure Team Event as team members are allowed to repeat if they have been on a nationally advancing team in prior years.</p> <p><i>For example:</i></p> <p>a) A Junior High participant who advanced to the national level may not enter that same STAR Event category again until they would be a Senior High participant.</p> <p>b) A Senior High participant who advanced and competed as a National Advancer is not eligible in that STAR Event category.</p> <p>c) A Senior High participant who advanced to the national level in Illustrated Talk may not advance to national level in Illustrated Talk category.</p>	Foundational STAR Events	Leadership STAR Events	On-Line STAR Events	Career Investigation	Advocacy	FCCLA Chapter Website	Entrepreneurship	Chapter Service Project Display or Portfolio	Digital Stories for Change	Environmental Ambassador	Chapter in Review Display or Portfolio		Focus on Children	Illustrated Talk	National Programs in Action		Interpersonal Communications	Job Interview	Promote and Publicize FCCLA!		Leadership			Life Event Planning			Nutrition & Wellness			Parliamentary Procedure			Recycle and Redesign		
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<p>5. Career Preparation STAR Events</p>	<p>Career Preparation Events: A person who has competed at the career preparation events at the state level in an event and placed in the state level as an advancer to national and completed the trip to National Leadership Conference <u>may be eligible for that category again</u>. The content however must be “new learning”.</p> <p><i>Rationale: Career pathways offer few opportunities for STAR Events and it may be the only career STAR Event in their interest area. Therefore a person may repeat as a national advancer in these categories. The content however must be “new learning”.</i></p> <table border="1" data-bbox="578 352 1179 806"> <thead> <tr> <th>Career Preparation Events</th> </tr> </thead> <tbody> <tr> <td>Applied Math for Culinary Management</td> </tr> <tr> <td>Culinary Arts</td> </tr> <tr> <td>Early Childhood Education</td> </tr> <tr> <td>Fashion Construction</td> </tr> <tr> <td>Fashion Design</td> </tr> <tr> <td>Food Innovations</td> </tr> <tr> <td>Hospitality, Tourism and Recreation</td> </tr> <tr> <td>Interior Design</td> </tr> <tr> <td>Sports Nutrition</td> </tr> <tr> <td>Teach and Train</td> </tr> </tbody> </table>	Career Preparation Events	Applied Math for Culinary Management	Culinary Arts	Early Childhood Education	Fashion Construction	Fashion Design	Food Innovations	Hospitality, Tourism and Recreation	Interior Design	Sports Nutrition	Teach and Train
Career Preparation Events												
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Fashion Design												
Food Innovations												
Hospitality, Tourism and Recreation												
Interior Design												
Sports Nutrition												
Teach and Train												
<p>6. MN STAR Events are a connection to family and consumer sciences.</p>	<p>STAR Events <u>must originate as the work of FCCLA members as intended for FACS education students</u>. Events that began as 4-H projects or other youth organization projects and adjusted for FCCLA STAR Events are not eligible for participation. Advisors will verify that STAR Events have been newly created for FCCLA participation.</p>											
<p>7. Fees STAR Events \$15.00 SKILL Events \$15.00</p>	<p>STAR Event Entry Fee is \$15.00 per person per event. These fees are collected at Area level or 1st level of competition. Members must be affiliated prior to entry. You may not pay dues on the day of your Midwinter Area meeting.</p> <p>SKILL Events Fee is \$15.00 per person per event. This is due at registration deadline which is February 3, 2017. (State Conference registration deadline)</p>											
<p>8. Chapter in Review A participant from a 7-12 team or 9-12 chapter must enter their Chapter in Review as Senior High.</p>	<p>A chapter may have only ONE entry in Chapter in Review. Choose to show what your chapter did in one event (either display or portfolio). Your chapter may only enter a display or a portfolio, not both. Your chapter may not have multiple participant entries in Chapter in Review.</p> <p>Regardless of the age of presenters, if members from a chapter are both sr and jr high, the Chapter in Review should be entered in the senior high category because they are representing the work of the chapter which includes senior high members.</p>											
<p>9. Data Surveys</p>	<p>To be eligible for STAR Events, <u>the chapter must have completed the state data surveys prior to the STAR Event Deadline</u>. This is survey called Chapter Report-“What is Your Chapter Planning?” A follow up survey about what happened will also be completed in March/ April prior to entries to the State Conference.</p>											
<p>10. National Advancers to the Nat’l Leadership Conference.</p>	<p>MN FCCLA Board of Directors determines the general eligibility of chapter’s advancers to the national level. The Board of Directors announces these policies for registrations to the national conference and national STAR Events prior to the state and Area STAR Event competition. For the national advancer positions available to the state, the state association reserves the right to determine the national advancers’ quality guidelines. The top medal event eligible in each category qualifying for national level or the judge’s recommendations for advancers is determined prior to the announcement of national advancers.</p>											
<p>11. Dues</p>	<p>All participants must be currently affiliated dues paying members.</p>											

12. Dates and Deadlines	<p>Registration for STAR Event competition is due January 15. To be eligible for STAR Events, the <u>chapter must have completed the state data surveys</u> prior to the STAR Event deadline. This is survey called Chapter Report-“What is Your Chapter Planning?”</p> <ul style="list-style-type: none"> o Dues- Membership Affiliation November 1, 2016 o STAR Event Entry Deadline- Area level- January 6, 2017 o Registration for Shadow Day due- January 13, 2017 o Shadow Day- February 1 Wednesday o Mid winter meetings: January 2-to Feb 1, 2017 o State Conference Deadline: Feb 3, 2017 o Candidate Application Deadline: February 10, 2017 o State Awards Deadlines: February 7, 2017 o State Conference March 23-25, 2017 <p>Essay event: 3 Copies of re-written essays for Event 3 Ethical Essays are due to the state FCCLA office by March 1. SKILL Events deadline is Feb 3 with the State Conference registration.</p>									
13. Exception for Special Needs Students and Helpers	<p>A student in a special needs program may participate with another student (who is not special needs) for support. This second student may also participate in his or her own event (s). The Area STAR Coordinator prior to competition must approve such situations. Advisers will supply the Special Need Request information.</p>									
14. Middle Level	<p>Only 4th, 5th & 6th graders are eligible for middle level events, and they are also eligible for the other events if they enter as a junior high category.</p>									
15. Planning Process	<p>When appropriate, students must use the FCCLA Planning Process to organize their events. A copy of the planning process is in the mini handbook, and on the website www.mnfcla.org.</p>									
16. AV- Each event has specific rules about using AV / audio equipment.	<p>STAR Event participants are responsible for making their own arrangements for audio and/or visual equipment and assume all cost for the equipment rental. Narration--The participant must do the narration. See the rules for each event for what is allowed. The person running the AV must be a member of the team. If equipment mal-functions, someone else may assist in correcting the problem.</p>									
17. Resources	<p>All resource materials used must pass the validation checklist. Be prepared to justify this, but it is not required to give written validation to the evaluators. This page is found in the FORMS section.</p>									
18. Advance-ment;Senior Buzz/ FACS of Lifeskills	<p>Depending on the Area entries received, some events may advance to state.</p>									
19. State level	<p>All participants earning a required # of points at Area levels are State Advancers.</p>									
20. Substitutions	<p>If an individual who qualified from Areas cannot participate at the state conference, they forfeit the opportunity. In a team event, you must contact the FCCLA Executive Director for substitution options if an emergency arises between Area and state conference dates. Generally, there are no substitutions.</p>									
21. Categories	<p>Junior high, senior high and occupational categories are judged separately. If a 9th and 10th grader participate as a team, they are judged as a senior high team. All individual 9th graders will be judged as junior high, even in schools where senior high includes grades 9-12.</p> <p>The middle school students may enter any event in the Jr. High category. Junior high students can only compete in events that have a junior high category.</p> <p>A entry with a combination of occupational and comprehensive members would be entered in one category for national competition and all be registered as members either comprehensive or occupation.</p>									
22. Ratings	<p>At Area: Two awards: "State Advancer "and "Merit Award". At State: Gold, Silver, and Bronze</p>									
23. Decisions	<p>The decisions of judges/evaluators are final.</p>									
24. What is your “Area”?	<p>For Minnesota Events #1-11 refer to the Minnesota Area as your “area.” For National STAR Events, Minnesota is in the “Central Area”.</p>									
25. Awards	<p>All participants will receive awards according to the following:</p> <table border="1" data-bbox="324 1791 1565 2022"> <tr> <td data-bbox="324 1791 617 1875">Individuals: Teams: FACS of Life skills, Sr. Buzz</td> <td data-bbox="617 1791 1006 1875">State Advancers</td> <td data-bbox="1006 1791 1565 1875">At <u>State:</u> Gold, Silver, Bronze Medals determined by team results</td> </tr> <tr> <td data-bbox="324 1875 617 1938">Awards</td> <td data-bbox="617 1875 1006 1938">At Areas: State Advancer or Merit award.</td> <td data-bbox="1006 1875 1565 1938"><u>State Trophies</u> for 3 or more gold winners per/ chapter</td> </tr> <tr> <td colspan="2" data-bbox="324 1938 1006 2022">All Illustrated Talks will name call back qualifiers at state level.</td> <td data-bbox="1006 1938 1565 2022">Recognition for “Call Backs”</td> </tr> </table>	Individuals: Teams: FACS of Life skills, Sr. Buzz	State Advancers	At <u>State:</u> Gold, Silver, Bronze Medals determined by team results	Awards	At Areas: State Advancer or Merit award.	<u>State Trophies</u> for 3 or more gold winners per/ chapter	All Illustrated Talks will name call back qualifiers at state level.		Recognition for “Call Backs”
Individuals: Teams: FACS of Life skills, Sr. Buzz	State Advancers	At <u>State:</u> Gold, Silver, Bronze Medals determined by team results								
Awards	At Areas: State Advancer or Merit award.	<u>State Trophies</u> for 3 or more gold winners per/ chapter								
All Illustrated Talks will name call back qualifiers at state level.		Recognition for “Call Backs”								

Rules for MN FCCLA Skill Events-See MN Skill Event Handbook pages for Event Rules

Competitive events such as MN FCCLA Skill Events (technical skill events) provide opportunities to showcase college and career ready knowledge, skills and attitudes as an integral part of the Family and Consumer Sciences Education program and to connect with peers and community. MN FCCLA Skill Events are developed for FACS areas. (Culinary, Interior Design, Textiles and Clothing-Fashion, Workplace Readiness, FCCLA Knowledge, Communication skills– Speaking, Early Childhood Education, Science in FACS –STEM)

To compete in **Skill Events** in Minnesota, members must have paid their national and state affiliation dues by February 1, and must register for MN FCCLA Skill Events by the state conference registration deadline of February 3, 2017.

Students will qualify at their local chapter level prior to State Conference.

A student will participate in the State Conference Skill Events in April.

Skill Events only have local and state participation. They are not done at MN FCCLA Area Mid Winter Conferences. A member who has prepared a Skill Event can come to participate in MN FCCLA State Skill events at the State Conference.

A member may do Skill Events and also STAR Events at the State Conference.

Note: STAR Events are qualified as state advancers at Area Mid Winter Conferences. (unless the adviser seeks qualification for special classroom situations (occupational) by the state Executive Director).

Awards:

Recognition will be a Skill Event recognition at the State Conference.
All participants will receive a certificate of participation.

Guidelines

Each chapter may submit unlimited numbers of entries to MN FCCLA Skills Events.

Participation is open to members who:

- Register and secure a participation slot prior to the registration deadline
- Are affiliated members
- Meet specific event requirements
- Are registered to attend State FCCLA Conference.

(National Skill Events are also available to members who attend and participate in National Cluster Meetings)

Disqualification may occur when:

- Participants are not affiliated for national and state membership.
- Participants fail to arrive in a timely manner for the events.
- Participants are not registered for State Conference Events
- Participants discuss the event with other participants or receive coaching from spectators
- Students or adults participate in behavior that negatively affects the management of the events.

Substitutions prior to the event are not allowed.

Each participant pays a fee to help cover the costs of room rental, awards and supplies. Registrations are not refundable. Participants are required to adhere to dress codes for all session and workshops. For participant in the event, refer to the specific rules for each event.

2017 MN FCCLA Skill Events

Food Art

Knife Skills

Interviewing Skills

Impromptu Speaking

Toys That Teach

Speak Out for FCCLA

Technology in Teaching

Challenges

Early Childhood Challenge

Nutrition Challenge

Science in FACS Challenge

Some Skill Event's rules are in the MN FCCLA SKILL Events Handbook.

MN FCCLA SKILL EVENTS-MN STATE CONFERENCE COMPETITION

SKILL EVENTS- These events will be held at State Conference and not at mid winter meetings.

To participate at the **national level** you would need to compete at **Cluster Meetings**.

State Conference event. (State).

Career Skill Certificates - State Recognition at State Conference. Note: National participation for this event occurs at Cluster meetings only.

Junior (6 -9) Senior Comprehensive (10-12) Service Occupational (Sr high) Post Secondary

Categories for Skill Events RULES ARE IN THE MN SKILL HANDBOOK	Information	Entry	Local level	State	National	Where to find rules
<p>Skill Event-Culinary Food Art This event will showcase the best of participant's creative and artistic skills in utilizing an assortment of fruits and vegetables to design an interesting food item. See National Skill Event rules.</p>	<p>1 person Senior or Occupational Junior--no Senior--yes Occupational--yes Post Secondary--no</p>	<p>Unlimited entries per chapter</p>	<p>Practice at local level with various audiences</p>	<p>State Conference Gold 85 pts Silver 70- 84.99 Bronze up to 69.99</p>	<p>State entries do not advance.</p>	<p>National Handbook Must partici- pate at Clus- ter mtg for the national recognition</p>
<p>Skill Event-Culinary Knife Skills This event will showcase the best of the participant's knife skills. Participants will produce six uniform pieces for each knife cut meeting industry standards and demonstrate proper safety and sanitation procedures. See National Skill Event rules.</p>	<p>1 person Senior or Occupational Junior--no Senior--no Occupational--yes Post Secondary--no</p>	<p>Unlimited entries per chapter</p>	<p>Suggest: practice at local level with various audiences</p>	<p>State en- tries for State Conference Gold 85 pts Silver 70-84.99 Bronze up to 69.99</p>	<p>State entries do not advance.</p>	<p>National Handbook Must partici- pate at Clus- ter mtg for the national recognition</p>
<p>Skill Event-Toys that Teach This event is an individual event that shows the ability to design, build original home-made toy for children. See National Skill Event rules.</p>	<p>1 person Junior Senior and Occupational Junior--yes Senior--yes Occupational --yes Post Secondary--no</p>	<p>Unlimited entries per chap- ter</p>	<p>Suggest: practice at local level.</p>	<p>State entries for State Conference Gold 85 pts Silver 70- 84.99 Bronze up to 69.99</p>	<p>State entries do not ad- vance to NLC.</p>	<p>National Handbook Must partici- pate at Clus- ter mtg for the national recognition</p>
<p>Interviewing Skills This event is an individual event to prepare to do a job interview at an entry level position. See National Skill Event rules.</p>	<p>1 person Junior Senior or Occupational Junior--yes Senior--yes Occupational --yes</p>	<p>Unlimited entries per chap- ter</p>	<p>Suggest: practice at local level with various audiences</p>	<p>State entries for State Conference Gold 85 pts Silver 70-84.99 Bronze up</p>	<p>State entries do not ad- vance.</p>	<p>National Handbook Must partici- pate at Clus- ter mtg for the national recognition</p>
<p>Skill Event-Impromptu Speaking This event is an individual event that shows the ability to express one's thoughts in an impromptu situation maintaining poise, self-confidence and conversational speaking. See National Skill Event rules.</p>	<p>1 person Junior Senior or Occupational Junior--yes Senior--yes Occupational --yes Post Secondary--no</p>	<p>Unlimited entries per chap- ter</p>	<p>Suggest: practice at local level with various audiences</p>	<p>State entries for State Conference Gold 85 pts Silver 70-84.99 Bronze up to 69.99</p>	<p>State entries do not ad- vance.</p>	<p>National Handbook Must partici- pate at Clus- ter mtg for the national recognition</p>

	<i>Information</i>	<i>Entry</i>	<i>Local level</i>	<i>State</i>	<i>National</i>	<i>Where to find rules</i>
SPEAK OUT FOR FCCLA Speak Out for FCCLA , an individual event, recognizes members for their ability to utilize marketing and public speaking skills to promote Family and Consumer Sciences and FCCLA membership through participation in the FCCLA national program Power of One unit, "Speak Out for FCCLA." See National Skill Event rules.	1 person, Junior: through grade 9 –yes Senior: grades 10–12 –yes Occupational: grades 10–12 –yes	Unlimited entries per chapter	Practice at local level with various audiences	State Conference Gold 85 pts Silver 70-84.99 Bronze up to 69.99	State entries do not advance.	National Handbook and MN Skills handbook
Technology in Teaching Technology in Teaching, an individual event, recognizes members for their ability to select and critically evaluate an application (app) for use as part of a class offered in the Family and Consumer Sciences program. Ahead of time, members review the app using the provided checklist, prepare an oral presentation, and demonstrate the app to evaluators. See National Skill Event rules.	1 person Senior or Occupational Junior--no Senior--yes Occupational--yes Post Secondary-no	Unlimited entries per chapter	Practice at local level with various audiences	State Conference Gold 85 pts Silver 70-84.99 Bronze up to 69.99	State entries do not advance.	National Handbook Must participate at Cluster mtg for the national recognition
CHALLENGES						
Skill Event-Early Childhood Challenge This event, an individual event is a knowledge and skills test which allows participants to complete challenges related to FACS subject matter including child development, early childhood education concepts. See National Skill Event rules.	1 person Junior Senior or Occupational Junior--yes Senior--yes Occupational--yes Post Secondary--no	Unlimited entries per chapter	Suggest: practice at local level with various audiences	State entries for State Conference Gold 85 pts Silver 70-84.99 Bronze up to 69.99	State entries do not advance.	National Handbook Must participate at Cluster mtg for the national recognition
Skill Event-Nutrition Challenge This event is an individual event, a knowledge and skills test which allows participants to complete challenges related to FACS subject matter including nutrition. See National Skill Event rules.	1 person Junior Senior and Occupational Junior--yes Senior--yes Occupational --yes Post Secondary--no	Unlimited entries per chapter	Suggest: practice at local level	State entries for State Conference Gold 85 pts Silver 70-84.99 Bronze up to 69.99	State entries do not advance to NLC.	National Handbook Must participate at Cluster mtg for the national recognition
Skill Event-Science in FACS Challenge This event is an individual event, a knowledge and skills test which allows participants to complete challenges related to FACS subject matter including sciences and technology related to food, health and textile sciences. See National Skill Event rules.	1 person Junior Senior and Occupational Junior--yes Senior--yes Occupational --yes Post Secondary--no	Unlimited entries per chapter	Suggest: practice at local level	State entries for State Conference Gold 85 pts Silver 70-84.99 Bronze up to 69.99	State entries do not advance to NLC.	National Handbook Must participate at Cluster mtg for the national recognition

Minnesota STAR Events

Offered at Area FCCLA midwinter meeting and State FCCLA Conference but not advancing to national level

Competition event Categories:
 Junior (grades 6 -9)
 Sr Comprehensive (grades 10-12)
 Service Occupational (Sr high)
 Post Secondary

Information Entry

MN STAR Event #1 Everyday Equations (Math)

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.

MN STAR Event #1 Everyday Equations (Math)

Junior- yes
 Senior-yes
 Occupational-yes
 Post secondary-No

Applied Math Individual event
 1 person

Unlimited entries per chapter

Local Level: Practice test on MN website
Area level: Advancer: 70 pts to advance.
 Merit: below 69.9 pts
State level: Gold 85 pts, Silver 70-84.99, Bronze up to 69.99
National: No event at national level.
Where to find rules: MN STAR Event Handbook

MN STAR Event #2 FACS of Lifeskills (Team event) Jr High only.

This is a head to head competition buzzer game of 4-5 team members who answer questions about consumer issues. (Four team members complete and one alternate can come in between rounds)

MN STAR Event #2 FACS of Lifeskills (Team event) Jr High only.

Junior-Yes
 Senior-No
 Occupational-Yes
 Postsecondary-No

Team event
 4-5 people

Unlimited entries per chapter

Local Level: Sample Questions on MN website
Area level: Advancer teams will be named. (no set limit)
State level: Gold, Silver, Bronze Medals
National: No event at national level.
Where to find rules: MN STAR Event Handbook

MN STAR Event #3 Ethical Essays (Character Ed Writing event) This is an essay, an applied writing event with essays about character education topics. Members will chose a topic and write an essay about ethical topics such as trustworthiness, respect, responsibility, fairness, caring, citizenship and positive character traits.

MN STAR Event #3 Ethical Essays (Character Ed Writing event)

Junior-Yes
 Senior-Yes
 Occupational-Yes
 Postsecondary-No

Written event- Individual event-1 person

Unlimited entries per chapter

Local Level: Topic suggestions in event rules
Area level: Advancer: 70 pts to advance.
 Merit: below 69.9 pts
State level: Gold 85 pts, Silver 70-84.99, Bronze up to 69.99
National: No event at national level.
Where to find rules: MN STAR Event Handbook

MN STAR Event #4 See What We've Done This event has one or three resource persons to present what a chapter has done on one project in a display form. This event does NOT advance to national competition.

MN STAR Event #4 See What We've Done

Junior-Yes
 Senior-Yes
 Occupational-Yes
 Post secondary-No

1-3 people

Unlimited entries per chapter

Local Level: Topic suggestions in event rules
Area level: Project: Advancer: 50 pts to advance.
 Merit: below 49.9 pts
State level: Gold 85 pts; Silver 70-84.99; Bronze up to 69.99
National: No event at national level.
Where to find rules: MN STAR Event Handbook

MN STAR Event #5 Senior Buzz (Team Event) This is a senior high head to head buzzer game of competitors. The buzzer game will be about questions of FCCLA program areas, history of FCCLA, and general organizational knowledge.

MN STAR Event #5 Senior Buzz (Team Event)

Junior-No
 Senior-Yes
 Occupational-Yes
 Postsecondary No

Team of 4-5 people

Unlimited entries per chapter

Local Level: Sample Questions on MN website.
Area level: Advancer teams will be named. (no set limit)
State level: Gold, Silver, Bronze Medals
National: No event at national.
Where to find rules: MN STAR Event Handbook.

MN STAR Event #6 Show Me

This event is a hands on demonstration with an interactive audience. This

MN STAR Event #6 Show Me Junior-Yes Senior-Yes Occupational-Yes Post Secondary-No	1-3 people	Unlimited entries per chapter	<u>Local level:</u> Topic suggestions in event rules. <u>Area level:</u> Project: Advancer: 50 pts to advance. Merit: below 49.9 <u>State Level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National Level:</u> No event at national <u>Where to find rules:</u> MN STAR Event Handbook
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MN STAR Event #7 Just Like Rachel Ray

Food Demo

MN STAR Event #7 Just Like Rachel Ray Food Demo Junior-Yes Senior- Yes Occupational-Yes Post secondary- No	1-3 people	Unlimited entries per chapter	<u>Local level:</u> Topic suggestions in event rules. <u>Area level:</u> Project: Advancer: 50 pts to advance; Merit: below 49.9 <u>State Level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National Level:</u> No event at national <u>Where to find rules:</u> MN STAR Event Handbook
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MN STAR Event #8 Say Yes to Facs

Say Yes to FCS is an individual or team event allowing members the opportunity to demonstrate the knowledge and skills needed in planning, organizing, implementing and evaluating a marketing campaign related to Family and Consumer Sciences Education. The campaign will focus on what is involved in becoming an FCS Educator, where to get certified and career opportunities available to those that major in the field. Participants must prepare a portfolio, conduct an interview, prepare an oral

MN STAR Event #8 Say Yes to FACS Junior- No Senior-Yes Occupational-Yes Post <i>secondary</i> - No	Individual or team	Unlimited entries per chapter	<u>Local level:</u> Topic suggestions in event rules. <u>Area level:</u> Advancer: 70 pts to advance. Merit: below 69.9 pts <u>State Level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National Level:</u> No event at national <u>Where to find rules:</u> MN STAR Event Handbook
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MN STAR Event #9 The Business of Fashion

This event is an individual event that applies the fashion planning and purchasing skills in a FACS or CTE course to design a wardrobe to meet the needs of a client.

MN STAR Event #9 The Business of Fashion Junior-No Senior-Yes Occupational-Yes Post secondary- No	1 person	Unlimited entries per chapter	<u>Local level:</u> Topic suggestions in event rules. <u>Area level:</u> Advancer: 70 pts to advance. Merit: below 69.9 pts <u>State Level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National Level:</u> No event at national <u>Where to find rules:</u> MN STAR Event Handbook
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MN STAR Event #10 Innovations in Fashion and Cosmetology

This event is an individual or team event to demonstrate knowledge of product design in a FACS or CTE class to create a prototype and marketing strategy for perfume product and fashion accessories product.

MN STAR Event #10 Innovations in Fashion and Cosmetology Junior- No Senior- No Occupational-Yes Post Secondary- No	Individual or team	Unlimited entries per chapter	<u>Local level:</u> Topic suggestions in event rules. <u>Area level:</u> Advancer: 70 pts to advance. Merit: below 69.9 pts <u>State Level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National Level:</u> No event at national <u>Where to find rules:</u> MN STAR Event Handbook
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MN STAR Event #11 Cold Sandwich Preparation

This event is an event to show proficiency at making a sandwich in a culinary or food service setting.

MN STAR Event #11 Cold Sandwich Preparation Junior-No Senior-No Occupational-Yes Post Secondary- No	Individual	Unlimited entries per chapter	<u>Local level:</u> Topic suggestions in event rules <u>Area level:</u> Advancer: 70 pts to advance; Merit: below 69.9 pts. <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99. <u>National Level:</u> No event at national. <u>Where to find rules:</u> MN STAR Event Handbook
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Foundational Events

Area level-at Area Midwinter, State and Advancing to national level.

Note: Occupational chapter advisers may contact the state office for your "State Qualification" plan.

Categories: Junior (6 -9) Senior Comprehensive (10-12) Service Occupational (Sr High) Post Secondary	Information	Entry	
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Illustrated Talks #12-22 Illustrated Talks are presentations by an individual or team about issues concerning family and consumer sciences and related occupations.

Illustrated Talk #12 Child Care Junior-Yes Senior-Yes Occupational-Yes Post secondary- No	1-3 people	Unlimited entries per chapter	<u>Local level:</u> Documentation of three prior presentations <u>Area level:</u> Advancer; 70 pts to advance; Merit: below 69.9 pts <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National level:</u> Gold 90-100; Silver 70-89.99; Bronze 1-69.99. <u>Where to find rules:</u> Where to find rules: National FCCLA Competitive Events Handbook for Illustrated Talk Rules and MN STAR Handbook for Event topics.
Illustrated Talk #13 Foodies Junior-Yes Senior-Yes Occupational-Yes Post secondary- No	1-3 people	Unlimited entries per chapter	<u>Local level:</u> Documentation of three prior presentations <u>Area level:</u> Advancer; 70 pts to advance; Merit: below 69.9 pts <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National level:</u> Gold 90-100; Silver 70-89.99; Bronze 1-69.99. <u>Where to find rules:</u> Where to find rules: National FCCLA Competitive Events Handbook for Illustrated Talk Rules and MN STAR Handbook for Event topics.
Illustrated Talk #14 Global Call to Action Junior-Yes Senior-Yes Occupational-Yes Post secondary- No	1-3 people	Unlimited entries per chapter	<u>Local level:</u> Documentation of three prior presentations <u>Area level:</u> Advancer; 70 pts to advance; Merit: below 69.9 pts <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National level:</u> Gold 90-100; Silver 70-89.99; Bronze 1-69.99. <u>Where to find rules:</u> Where to find rules: National FCCLA Competitive Events Handbook for Illustrated Talk Rules and MN STAR Handbook for Event topics.
Illustrated Talk #15 The Social Zone Junior-Yes Senior-Yes Occupational-Yes Post secondary- No	1-3 people	Unlimited entries per chapter	<u>Local level:</u> Documentation of three prior presentations <u>Area level:</u> Advancer; 70 pts to advance; Merit: below 69.9 pts <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National level:</u> Gold 90-100; Silver 70-89.99; Bronze 1-69.99. <u>Where to find rules:</u> Where to find rules: National FCCLA Competitive Events Handbook for Illustrated Talk Rules and MN STAR Handbook for Event topics.

Illustrated Talk #16 Taking Care of Junior-Yes Senior-Yes Occupational-Yes Post secondary-No	1-3 people	Unlimited entries per chapter	<u>Local level:</u> Documentation of three prior presentations <u>Area level:</u> Advancer; 70 pts to advance; Merit: below 69.9 pts <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National level:</u> Gold 90-100; Silver 70-89.99; Bronze 1-69.99. <u>Where to find rules:</u> Where to find rules: National FCCLA Competitive Events Handbook for Illustrated Talk Rules and MN STAR Handbook for Event topics
Illustrated Talk #17 Leadership in Careers Junior-Yes Senior-Yes Occupational-Yes Post secondary-No	1-3 people	Unlimited entries per chapter	<u>Local level:</u> Documentation of three prior presentations <u>Area level:</u> Advancer; 70 pts to advance; Merit: below 69.9 pts <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National level:</u> Gold 90-100; Silver 70-89.99; Bronze 1-69.99. <u>Where to find rules:</u> Where to find rules: National FCCLA Competitive Events Handbook for Illustrated Talk Rules and MN STAR Handbook for Event topics
Illustrated Talk #18 My Relationships Junior-Yes Senior-Yes Occupational-Yes Post secondary-No	1-3 people	Unlimited entries per chapter	<u>Local level:</u> Documentation of three prior presentations <u>Area level:</u> Advancer; 70 pts to advance; Merit: below 69.9 pts <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National level:</u> Gold 90-100; Silver 70-89.99; Bronze 1-69.99. <u>Where to find rules:</u> Where to find rules: National FCCLA Competitive Events Handbook for Illustrated Talk Rules and MN STAR Handbook for Event topics.
Illustrated Talk #19 Empower the Family Junior-Yes Senior-Yes Occupational-Yes Post secondary-No	1-3 people	Unlimited entries per chapter	<u>Local level:</u> Documentation of three prior presentations <u>Area level:</u> Advancer; 70 pts to advance; Merit: below 69.9 pts <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National level:</u> Gold 90-100; Silver 70-89.99; Bronze 1-69.99. <u>Where to find rules:</u> Where to find rules: National FCCLA Competitive Events Handbook for Illustrated Talk Rules and MN STAR Handbook for Event topics.
Illustrated Talk #20 Money Matters Junior-Yes Senior-Yes Occupational-Yes Post secondary-No	1-3 people	Unlimited entries per chapter	<u>Local level:</u> Documentation of three prior presentations <u>Area level:</u> Advancer; 70 pts to advance; Merit: below 69.9 pts <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National level:</u> Gold 90-100; Silver 70-89.99; Bronze 1-69.99. <u>Where to find rules:</u> Where to find rules: National FCCLA Competitive Events Handbook for Illustrated Talk Rules and MN STAR Handbook for Event topics
Illustrated Talk #21 Design Matters Junior-Yes Senior-Yes Occupational-Yes Post secondary-No	1-3 people	Unlimited entries per chapter	<u>Local level:</u> Documentation of three prior presentations <u>Area level:</u> Advancer; 70 pts to advance; Merit: below 69.9 pts <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National level:</u> Gold 90-100; Silver 70-89.99; Bronze 1-69.99. <u>Where to find rules:</u> Where to find rules: National FCCLA Competitive Events Handbook for Illustrated Talk Rules and MN STAR Handbook for Event topics
Illustrated Talk #22 Stop the Violence Junior-Yes Senior-Yes Occupational-Yes Post secondary-No	1-3 people	Unlimited entries per chapter	<u>Local level:</u> Documentation of three prior presentations <u>Area level:</u> Advancer; 70 pts to advance; Merit: below 69.9 pts <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National level:</u> Gold 90-100; Silver 70-89.99; Bronze 1-69.99. <u>Where to find rules:</u> Where to find rules: National FCCLA Competitive Events Handbook for Illustrated Talk Rules and MN STAR Handbook for Event topics
Video tape version of Illustrated Talks done for midwinter Area events by video with prior approval from the Area coordinator and state FCCLA office. In emergencies-If advanced, the participants will do the presentations "live" at state level.			
Video tape version of Illustrated Talks	1-3 people	Unlimited entries per chapter	<u>Local level:</u> Video of event. If advanced, the participants will do the presentations "live" at state level <u>Area level:</u> Advancer; 70 pts to advance; Merit: below 69.9 pts <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National level:</u> Video taped versions are not allowed at national level. <u>Where to find rules:</u> Where to find rules: National FCCLA Competitive Events Handbook for Illustrated Talk Rules and MN STAR Handbook for Event topics

Event #23 Career Investigations Recognizes participants for their ability to perform self- assessments, research and explore a career, set career goals, create a plan for achieving goals and describe the relationship of Family and Consumer Sciences coursework to the selected career.

#23 Career Investigations Junior-Yes Senior-Yes Occupational-Yes Post secondary-No	1 person	Unlimited entries per chapter	<u>Local level:</u> Suggest: practice at local level with various audiences <u>Area level:</u> Project: Advancer: 50 pts to advance. Merit: below 49.9 pts <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National level:</u> Gold 90-100; Silver 70-89.99; Bronze 1-69.99. <u>Where to find rules:</u> National Competitive Events Handbook.
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Event #24 Entrepreneurship Individuals or teams develop a plan for a small business using Family and Consumer Sciences and knowledge of sound business practices. The business must relate to an area of family and consumer sciences education or related occupations

#24 Entrepreneurship Junior-Yes Senior-Yes Occupational-Yes Post Secondary-No	1-3 people	Unlimited entries per chapter	<u>Local level:</u> Suggest: practice at local level with various audiences <u>Area level:</u> Project: Advancer: 50 pts to advance. Merit: below 49.9 pts <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National level:</u> Gold 90-100; Silver 70-89.99; Bronze 1-69.99. <u>Where to find rules:</u> National Competitive Events Handbook.
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Event #25 Environmental Ambassador

This event is about environmental issues that adversely impact human health and well-being and who actively empower others to get involved. Participants will research one of the five current topics, investigate areas where they can make a difference, develop and carry out a *stewardship project*.

#25 Environmental Ambassador Junior-Yes Senior-Yes Occupational-Yes Post Secondary-No	1-3 people	Unlimited entries per chapter	<u>Local level:</u> Suggest: practice at local level with various audiences <u>Area level:</u> Project: Advancer: 50 pts to advance. Merit: below 49.9 pts <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National level:</u> Gold 90-100; Silver 70-89.99; Bronze 1-69.99. <u>Where to find rules:</u> National Competitive Events Handbook.
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Event #26 Focus on Children Individuals or teams use family and consumer sciences skills to plan and conduct a child development project that has a positive impact on children and the community. Child development encompasses birth through adolescence.

#26 Focus on Children Junior-Yes Senior-Yes Occupational-Yes Post Secondary No	1-3 people	Unlimited entries per chapter	<u>Local level:</u> Suggest: practice at local level with various audiences <u>Area level:</u> Project: Advancer: 50 pts to advance. Merit: below 49.9 pts <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National level:</u> Gold 90-100; Silver 70-89.99; Bronze 1-69.99. <u>Where to find rules:</u> National Competitive Events Handbook.
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Event #27 Interpersonal Communications

Individuals or teams use family and consumer sciences skills and apply communication techniques to develop a project designed to strengthen communication in a chosen area; community, employment relationships, family, peer groups or school groups.

#27 Interpersonal Communications Junior-Yes Senior-Yes Occupational-Yes Post Secondary-No	1-3 people	Unlimited entries per chapter	<u>Local level:</u> Suggest: practice at local level with various audiences <u>Area level:</u> Project: Advancer: 50 pts to advance. Merit: below 49.9 pts <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National level:</u> Gold 90-100; Silver 70-89.99; Bronze 1-69.99. <u>Where to find rules:</u> National Competitive Events Handbook.
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Event #28 Job Interview Individuals use Family and Consumer Sciences to develop a portfolio, participate in an interview and communicate a personal understanding of job requirements.

#28 Job Interview Junior-No Senior-Yes Occupational-Yes Post Secondary-No	1 person	Unlimited entries per chapter Senior & Occupational Category	<u>Local level:</u> Suggest: practice at local level with various audiences <u>Area level:</u> Project: Advancer: 50 pts to advance. Merit: below 49.9 pts <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National level:</u> Gold 90-100; Silver 70-89.99; Bronze 1-69.99. <u>Where to find rules:</u> National Competitive Events Handbook.
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Event #29 Leadership -This event recognizes participants who actively evaluate and grow in their leadership potential. Participants use the Student Leadership Challenge and supporting materials to investigate their leadership ability and develop a mentorship relationship to further their leadership development.

Junior high participants do not advance to National,

#29 Leadership Junior-Yes but does not advance to national Senior-Yes Occupational-Yes Post Secondary-No	1 person	Unlimited entries per chapter	<u>Local level:</u> Suggest: practice at local level with various audiences <u>Area level:</u> Project: Advancer: 50 pts to advance. Merit: below 49.9 pts <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National level:</u> Gold 90-100; Silver 70-89.99; Bronze 1-69.99. <u>Where to find rules:</u> National FCCLA Competitive Events Handbook.
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Event #30 Life Event Planning

This recognizes participants who apply skills learned in family and consumer sciences courses to manage the costs of an event.

#30 Life Event Planning Junior-Yes Senior-Yes Occupational-Yes Post Secondary- No	1-3 persons	Unlimited entries per chapter	<u>Local level:</u> Suggest: practice at local level with various audiences <u>Area level:</u> Project: Advancer: 50 pts to advance. Merit: below 49.9 pts <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National level:</u> Gold 90-100; Silver 70-89.99; Bronze 1-69.99. <u>Where to find rules:</u> National FCCLA Competitive Events Handbook.
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Event #31 Nutrition and Wellness This *individual event* recognizes participants who track food intake and physical activity for themselves, their family, or a community group and determine goals and strategies for improving their overall health.

#31 Nutrition and Wellness Junior-Yes Senior-Yes Occupational-Yes Post Secondary-No	1 person	Unlimited entries per chapter	<u>Local level:</u> Suggest: practice at local level with various audiences <u>Area level:</u> Project: Advancer: 50 pts to advance. Merit: below 49.9 pts <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National level:</u> Gold 90-100; Silver 70-89.99; Bronze 1-69.99. <u>Where to find rules:</u> National FCCLA Competitive Events Handbook
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Event #32 Parliamentary Procedure Team Chapter teams demonstrate a working knowledge of parliamentary law and the ability to conduct an FCCLA business meeting

Event #32 Parliamentary Procedure Team Junior-Yes Senior-Yes Occupational-Yes Post Secondary-No	Team of 4-8 people	Unlimited entries per chapter	<u>Local level:</u> Suggest: practice at local level with various audiences <u>Area level:</u> Project: Advancer: 50 pts to advance. Merit: below 49.9 pts <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National level:</u> Gold 90-100; Silver 70-89.99; Bronze 1-69.99. <u>Where to find rules:</u> National FCCLA Competitive Events Handbook
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Event #33 Recycle and Redesign This event which recognizes participants who apply recycling and redesign skills learned in family and consumer sciences courses. Participants select a used fashion, home or other post-consumer item to recycle into a new product

Event #33 Recycle and Redesign Junior-Yes Senior-Yes Occupational-Yes Post Secondary-No	1 person	Unlimited entries per chapter	<u>Local level:</u> Suggest: practice at local level with various audiences <u>Area level:</u> Project: Advancer: 50 pts to advance. Merit: below 49.9 pts <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National level:</u> Gold 90-100; Silver 70-89.99; Bronze 1-69.99. <u>Where to find rules:</u> National FCCLA Competitive Events Handbook
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Leadership Events

Event #34 Advocacy

An *individual or team event*, recognizes participants who demonstrate their knowledge, skills, and ability to actively identify a local, state, or national concern, or global concern, research the topic, identify a target audience and potential partnerships, form an action plan, and advocate for the issue in an effort to positively affect a policy or law.

#34 Advocacy Junior-Yes Senior-Yes Occupational-Yes Post secondary-Yes	1-3 people	Unlimited entries per chapter	<u>Local level:</u> Suggest: practice at local level with various audiences <u>Area level:</u> Project: Advancer: 50 pts to advance. Merit: below 49.9 pts <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National level:</u> Gold 90-100; Silver 70-89.99; Bronze 1-69.99. <u>Where to find rules:</u> National FCCLA Competitive Events Handbook.
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Event #35 Chapter Service Project Display

Chapters develop an in-depth project that makes a significant impact on families, schools, communities and/or Family & Consumer Sciences

#35 Chapter Service Project Display Junior-Yes Senior-Yes Occupational-Yes Postsecondary-No	1-3 people	Chapters choosing to enter both a display and a portfolio must select different projects for each.	<u>Local level:</u> Suggest: practice at local level with various audiences <u>Area level:</u> Project: Advancer: 50 pts to advance. Merit: below 49.9 pts <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National level:</u> Gold 90-100; Silver 70-89.99; Bronze 1-69.99. <u>Where to find rules:</u> National FCCLA Competitive Events Handbook
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Event #36 Chapter Service Project Portfolio

Chapters develop an in-depth project that makes a significant impact on families, schools, communities and/or Family & Consumer Sciences

#36 Chapter Service Project Portfolio Junior-Yes Senior-Yes Occupational-Yes Post secondary-No	1-3 people	Chapters choosing to enter both a display and a portfolio must select different projects for each.	<u>Local level:</u> Suggest: practice at local level with various audiences <u>Area level:</u> Project: Advancer: 50 pts to advance. Merit: below 49.9 pts <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National level:</u> Gold 90-100; Silver 70-89.99; Bronze 1-69.99. <u>Where to find rules:</u> National FCCLA Competitive Events Handbook
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Event #37 Chapter in Review Display

Chapters develop and implement a well-balanced program of work and promote FCCLA and family and consumer sciences to the community. **Only one entry of Event 37 or 38 is allowed per chapter. If the chapter is a combined, Jr/ Sr chapter only one entry is allowed and it must be a senior high category regardless of the age of the other presenters.**

#37 Chapter in Review Display Junior-Yes Senior-Yes Occupational-Yes Postsecondary-No	1-3 people	1 per chapter of either #37 or #38	<u>Local level:</u> Suggest: practice at local level with various audiences <u>Area level:</u> Project: Advancer: 50 pts to advance. Merit: below 49.9 pts <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National level:</u> Gold 90-100; Silver 70-89.99; Bronze 1-69.99. <u>Where to find rules:</u> National FCCLA Competitive Events Handbook
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Event #38 Chapter in Review Portfolio

Chapters develop and implement a well-balanced program of work and promote FCCLA and family and consumer sciences to the community. **Only one entry of Event 37 or 38 is allowed per chapter. If the chapter is a combined, Jr/ Sr chapter only one entry is allowed and it must be a senior high category regardless of the age of the other presenters.**

#38 Chapter in Review Portfolio Junior-Yes Senior-Yes Occupational-Yes Post Secondary-No	1-3 people	1 per chapter of either #37 or #38	<u>Local level:</u> Suggest: practice at local level with various audiences <u>Area level:</u> Project: Advancer: 50 pts to advance. Merit: below 49.9 pts <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National level:</u> Gold 90-100; Silver 70-89.99; Bronze 1-69.99. <u>Where to find rules:</u> National FCCLA Competitive Events Handbook
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Event 39 National Programs in Action This event, an individual or team event recognizes participants who explain how the Planning Process was used to plan and implement a national program project.

#39 National Programs in Action Junior-Yes Senior-Yes Occupational-Yes Post secondary-No	1-3 people	Unlimited entries per chapter	<u>Local level:</u> Suggest: practice at local level with various audiences <u>Area level:</u> Project: Advancer: 50 pts to advance. Merit: below 49.9 pts <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National level:</u> Gold 90-100; Silver 70-89.99; Bronze 1-69.99. <u>Where to find rules:</u> National FCCLA Competitive Events Handbook.
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Event #40 Promote and Publicize FCCLA

An individual or team event that recognizes participants who develop an FCCLA promotion and publicity campaign to raise awareness and educate the school, parents and members of the community about the importance of FCCLA and family and consumer sciences education.

#40 Promote and Publicize FCCLA Junior-Yes Senior-Yes Occupational-Yes Post secondary-No	1-3 people	Unlimited entries per chapter	<u>Local level:</u> Suggest: practice at local level with various audiences <u>Area level:</u> Project: Advancer: 50 pts to advance. Merit: below 49.9 pts <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National level:</u> Gold 90-100; Silver 70-89.99; Bronze 1-69.99. <u>Where to find rules:</u> National FCCLA Competitive Events Handbook.
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Career Preparation Events

Event #41 Applied Math for Culinary Management This event recognizes participants who use family and consumer sciences skills to demonstrate the application of mathematical concepts in the culinary arts industry.

#41 Applied Math for Culinary Management Junior-No Senior-Yes Occupational-Yes Post Secondary-No	1 person	Unlimited entries per chapter	<u>Local level:</u> Suggest: practice at local level with various audiences <u>Area level:</u> Project: Advancer: 50 pts to advance. Merit: below 49.9 pts <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National level:</u> Gold 90-100; Silver 70-89.99; Bronze 1-69.99. <u>Where to find rules:</u> National FCCLA Competitive Events Handbook
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Event #42 Culinary Arts This event recognizes participants enrolled in occupational culinary arts/ food service training for their ability to work as a team to produce a quality meal using industrial culinary arts/ food service techniques and equipment.

#42 Culinary Arts Junior- No Senior- No Occupational-Yes Post Secondary-Yes	1-3 persons	Unlimited entries per chapter	<u>Local level:</u> Suggest: practice at local level with various audiences <u>Area level:</u> Project: Advancer: 50 pts to advance. Merit: below 49.9 pts <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National level:</u> Gold 90-100; Silver 70-89.99; Bronze 1-69.99. <u>Where to find rules:</u> National FCCLA Competitive Events Handbook
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Event #43 Early Childhood Education This event recognizes participants who demonstrate their ability to use knowledge and skills gained in an occupational early childhood program to prepare a portfolio

#43 Early Childhood Education Junior-No Senior-No Occupational-Yes Post Secondary-Yes	1 person Occupational	Unlimited entries per chapter	<u>Local level:</u> Suggest: practice at local level with various audiences <u>Area level:</u> Project: Advancer: 50 pts to advance. Merit: below 49.9 pts <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National level:</u> Gold 90-100; Silver 70-89.99; Bronze 1-69.99. <u>Where to find rules:</u> National FCCLA Competitive Events Handbook
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Event #44 Fashion Construction This event is a senior high national individual or team event for participants who apply fashion construction skills learned in family and consumer sciences, creating a display of samples of their skills. Using new materials, participants construct in advance a garment or ensemble that dresses both the upper and lower body of a child or adult

#44 Fashion Construction Junior-No Senior-Yes Occupational-Yes Postsecondary-No	1 person	Unlimited entries per chapter	<u>Local level:</u> Suggest: practice at local level with various audiences <u>Area level:</u> Project: Advancer: 50 pts to advance. Merit: below 49.9 pts <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National level:</u> Gold 90-100; Silver 70-89.99; Bronze 1-69.99. <u>Where to find rules:</u> National FCCLA Competitive Events Handbook
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Event #45 Fashion Design This event participants apply fashion design skills learned in family and consumer sciences courses to design and market clothing styles. Participants will develop a clothing label, research the intended audience, design the label's 6-piece collection and construct one collection sample using an original flat pattern designed by the participant.

#45 Fashion Design Junior-No Senior-Yes Occupational-Yes Post Secondary-Yes	1 person Senior High and Occu- pational	Unlimited entries per chapter	<u>Local level:</u> Suggest: practice at local level with various audiences <u>Area level:</u> Project: Advancer: 50 pts to advance. Merit: below 49.9 pts <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National level:</u> Gold 90-100; Silver 70-89.99; Bronze 1-69.99. <u>Where to find rules:</u> National FCCLA Competitive Events Handbook
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Event #46 Food Innovations Participants demonstrate knowledge of the basic concepts of food product development by creating an original prototype formula, testing the product through focus groups and developing a marketing strategy. Participants will demonstrate their knowledge of food science, nutrition food preparation safety and product marketing.

#46 Food Innovations Junior-Yes Senior-Yes Occupational-Yes Post Secondary-No	1-3 people	Unlimited entries per chapter	<u>Local level:</u> Suggest: practice at local level with various audiences <u>Area level:</u> Project: Advancer: 50 pts to advance. Merit: below 49.9 pts <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National level:</u> Gold 90-100; Silver 70-89.99; Bronze 1-69.99. <u>Where to find rules:</u> National FCCLA Competitive Events Handbook
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Event #47 Hospitality, Tourism, Recreation Participants demonstrate their knowledge of the hospitality, tourism and recreation industries and ability to translate their knowledge into a hypothetical or real business. Project must relate to culinary, lodging, recreation, tourism or event coordination.

#47 Hospitality, Tourism, Recreation Junior-No Senior-Yes Occupational-Yes Post Secondary-No	1-3 people	Unlimited entries per chapter	<u>Local level:</u> Suggest: practice at local level with various audiences <u>Area level:</u> Project: Advancer: 50 pts to advance. Merit: below 49.9 pts <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National level:</u> Gold 90-100; Silver 70-89.99; Bronze 1-69.99. <u>Where to find rules:</u> National FCCLA Competitive Events Handbook
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Event #48 Interior Design Participants apply interior design skills learned in family and consumer sciences courses to design interiors to meet the living space needs of clients.

#48 Interior Design Junior-No Senior-Yes Occupational-Yes Post Secondary-Yes	1-3 people	Unlimited entries per chapter	<u>Local level:</u> Suggest: practice at local level with various audiences <u>Area level:</u> Project: Advancer: 50 pts to advance. Merit: below 49.9 pts <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National level:</u> Gold 90-100; Silver 70-89.99; Bronze 1-69.99. <u>Where to find rules:</u> National FCCLA Competitive Events Handbook
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Event #49 Sports Nutrition This event recognizes participants who use family and consumer sciences to plan and develop an individualized nutritional plan to meet the needs of a competitive student athlete in a specific sport.

#49 Sports Nutrition Junior-Yes Senior-Yes Occupational –Yes Post Secondary-No	1-3 people	Unlimited entries per chapter	<u>Local level:</u> Suggest: practice at local level with various audiences <u>Area level:</u> Project: Advancer: 50 pts to advance. Merit: below 49.9 pts <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National level:</u> Gold 90-100; Silver 70-89.99; Bronze 1-69.99. <u>Where to find rules:</u> National FCCLA Competitive Events Handbook
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Event #50 Teach and Train An individual event that recognizes participants who demonstrate their ability to explore and experience the career of teaching or training.

#50 Teach and Train Junior-Yes Senior-Yes Occupational-Yes Post Secondary-Yes	1 person	Unlimited entries per chapter	<u>Local level:</u> Suggest: practice at local level with various audiences <u>Area level:</u> Project: Advancer: 50 pts to advance. Merit: below 49.9 pts <u>State level:</u> Gold 85 pts; Silver 70-84.99; Bronze up to 69.99 <u>National level:</u> Gold 90-100; Silver 70-89.99; Bronze 1-69.99. <u>Where to find rules:</u> National FCCLA Competitive Events Handbook
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Online STAR Events

<i>National entries directly on line. No state competition level.</i>	<i>Information</i>	<i>Entry</i>	<i>Local level</i>	<i>Area level</i>	<i>State</i>	<i>national</i>	<i>Where to find rules</i>
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Online event-Chapter Website An event that recognizes a individual or team who use a chapter website to educate, inform and involve members and the general public about the importance of the family and consumer sciences and the FCCLA chapter. Rules: www.fcclainc.org

Chapter Website Junior-Yes Senior-Yes Occupational-Yes Post Secondary-No	1-3 People	No State event Enter directly with National FCCLA	<u>Local level:</u> Suggest: reviewed at local level with various audiences. <u>Area level:</u> None <u>State level:</u> No State event. Enter directly with National FCCLA. <u>National Level:</u> Rules and deadlines. <u>Where to find rules:</u> National Handbook. Rules and deadlines on www.fcclainc.org
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Online Event-Digital Stories for Change An event that recognizes an individual or team who demonstrate their knowledge, skills and abilities to actively identify an issue concerning families, careers or communities, research a topic and develop a digital story to advocate for change, Rules: www.fcclainc.org

Digital Stories for Change Junior-Yes Senior-Yes Occupational-Yes Post Secondary-No	1-3 People	No State event Enter directly with National FCCLA	<u>Local level:</u> Suggest: reviewed at local level with various audiences. <u>Area level:</u> None <u>State level:</u> No State event. Enter directly with National FCCLA. <u>National Level:</u> Rules and deadlines. <u>Where to find rules:</u> National Handbook. Rules and deadlines on www.fcclainc.org
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Middle Level Events- MN FCCLA STAR Events

Event 51 Middle Illustrated Talks	1-3 people Middle level	Unlimited entries per	Suggest: practice at local level with various audiences	Does not advance. Reg. points: Medalist 75-100 points, Merit up to 74.99
Event 52 Middle Level Show N Tell	1-3 people Middle level	Unlimited entries per chapter	Suggest: practice at local level with various audiences	Does not advance. Reg. points: Reg. points: Medalist 75-100 points, Merit up to 74.99
Event 53 Middle Level Chapter	1-3 people Middle level	Unlimited entries per chapter	Suggest: practice at local level with various audiences	Does not advance. Reg. points: Reg. points: Medalist 75-100 points, Merit up to 74.99
Event 54 Middle level Chapter Project Manual	1-3 people Middle level	Unlimited entries per chapter	Suggest: practice at local level with various audiences	Does not advance. Reg. points: Reg. points: Medalist 75-100 points, Merit up to 74.99

WHO'S WHO

Advisor

Family and Consumer Sciences Education teacher who works with members of an affiliated local Family, Career and Community Leaders of America chapter.

Affiliated Members

Students who are or have been enrolled in family and consumer sciences classes who have paid dues to the state and national organization of Family, Career and Community Leaders of America.

Chapter

A group of students who have paid dues to Family, Career and Community Leaders of America and whose names appear on the official affiliation forms.

Competitive Events Awards

A structured activity in which students' performance is evaluated in relation to standards with one student and/or chapter obtaining the highest level of achievement.

Comprehensive Members

Junior or senior high students who are in FCCLA chapters that are not occupational but have had general courses in family and consumer sciences courses.

Door Monitor

The person selected by the event chairperson to monitor the entrance and prevent spectators from entering and leaving the presentation room during the event.

Entry Fee

A fee charged to individuals or chapters to participate in an event. Amount of the fee will be set by the state association on the Area and state levels and by national headquarters for the national events. In some events, an additional supplies fee is determined for consumable food, supplies, etc.

Evaluators

An evaluation team composed of adults/students who are responsible for evaluating and assigning ratings to participants.

Evaluator Coordinator

An adult selected to secure the business and industry judges. The person who secures these judges for state competition.

FCCLA Chapter

An affiliated chapter for all comprehensive and technical, and occupational specific students with a specified family and consumer sciences teacher as an advisor.

Family, Career and Community Leaders of America

A career and technical organization of students who are or have been enrolled in family and consumer sciences classes. The family is its central focus.

Headquarters staffing-STAR Event Headquarters

The persons assigned by the State FCCLA Director to help coordinate the state STAR Events headquarters room.

Junior Category

A class of events for students (up to grade 9) enrolled in a family and consumer sciences class and are affiliated members of Family, Career and Community Leaders of America.

Lead Consultants at state level

The advisers and persons assigned to carry out an individual event, providing necessary orientation, materials, and supplies from the headquarters to conduct the events at state conference.

Occupational Category

A class of events for students in grades 10-12 who have been enrolled in or are enrolled in a career cluster course preparing individuals for paid employment and receiving 1-3 credits; the course is taught or could be taught by a family and consumer sciences teacher and members are affiliated as an occupationally specific member of Family, Career and Community Leaders of America.

Participant

The event entrant; may refer to a chapter team or an individual selected by a chapter.

MN FCCLA Areas (Formerly Regions)

An association of chapters within a Area of the state as designated by the MN FCCLA association.

Area STAR Coordinator

A person who serves as the Event Director at the Area level.

Senior Category

A class of events for students in grades 10-12 enrolled in a career cluster course and is receiving up to one credit; the course is taught or could be taught by a family and consumer sciences teacher and members are affiliated as a comprehensive and technical member of Family, Career and Community Leaders of America

State FCCLA Executive Director

The FCCLA staff member responsible for managing day to day operations of the association; serves as Event Director at the state leadership meeting.

State President Elect

The state officer who will work closely with the State staff in the organization and implementation of the STAR Events.

Area Mid winter Conference and State Conference Conference

Dress Code Guidelines

The MN FCCLA Board of Directors has determined that MN FCCLA members **will follow the National FCCLA guidelines for dress codes at MN FCCLA conferences.**

FCCLA Dress Code Policy History

FCCLA National Board of Directors approved the mandatory dress policy (in July 2011) that was subsequently implemented at future National Leadership Conferences. It is important that as a national organization our members convey the positive and professional image of FCCLA. The mandatory dress policy attendees are required to adhere to is listed below and applies to all national meetings for both students, advisers, and guests in attendance.

MANDATORY ATTIRE FOR: GENERAL SESSIONS , BUSINESS SESSION, EXHIBITS, WORKSHOPS, STAR EVENTS RECOGNITION SESSIONS

The FCCLA official blazer is always appropriate and strongly encouraged, although not required (unless otherwise noted).

Females

- Red, black, or white polo or oxford shirt (long or short sleeves)
- Black or khaki dress slacks/pants/capris (no shorts)
- Black or khaki skirts – no shorter than 2 inches above the knee
- Dress shoes or sandals
- Jeans, t-shirts, athletic wear are NOT acceptable

Males:

- Red, black, or white polo or oxford shirt (long or short sleeves)
- Black dress slacks or khaki pants (no shorts)
- Dress shoes
- Jeans, t-shirts, athletic wear are NOT acceptable

Exception: Culinary Arts participants are welcome to wear their Chef's Attire during the STAR Events Recognition Sessions.

Advisers/ Chaperones/ Guests

- Business casual (including dressy capris)
- Jeans, t-shirts, athletic wear are NOT acceptable

STAR EVENTS PARTICIPANTS

SKILLED DEMONSTRATION PARTICIPANT Follow event specifications for dress, and wear appropriate clothing for the nature of the presentation

Conference Special Event Attire:

Females and Males, Advisers/ Chaperones/ Guests

- Semi-formal , dressy
- Jeans, t-shirts, athletic wear and athletic shoes are NOT included in semi-formal attire

UNACCEPTABLE ATTIRE AT FCCLA SESSIONS

- Skin-tight or revealing clothing
- Midriff-baring clothing
- Extremely short skirts (shorter than 2 inches above the knee)
- Clothing with printing that is suggestive, obscene or promotes illegal substances
- Athletic clothing
- Swimwear
- Rubber, beach type flip flops
- Night wear (pajamas) should not be worn outside of your hotel room

MN FCCLA STAR EVENTS Registration and Fees

STAR Events

Chapter entries for STAR Events will be submitted on-line. You will use your affiliated chapter member list to submit STAR Entries.

Area STAR Coordinators will have access to your online submitted registrations. There is no paper registration system for 2017.

Only affiliated members will show up in your system, so all entries need to be affiliated members before you can register them for STAR Events.

Registration fees are paid through the on-line system.
An invoice will be generated by the system.

DEADLINES AND DATES: See page 2.

STATE Conference Advancers:

The Area coordinator will indicate State Advancers in the online system. State Conference Registration will also be an online system.

For classroom chapters on a semester basis, MN FCCLA may work with the advisers to determine their qualification for state level competition if the Area system does not work for their class schedules.

To be eligible for STAR Events, the Chapter must have completed the State Data Surveys prior to the STAR Event Deadline. This is survey called “**What is Your Chapter Planning ?**”

ALL STAR participants must pay a Minnesota STAR Event entry fee of **\$15.00 per event**.

Policies for deductions or disqualification will follow the national handbook rules.

MN FCCLA SKILL EVENTS Registration and Fees

SKILL Events-These come directly to state level. Registration will be part of the State Conference

Registration system.

Deadline is February 3.

SKILL Events must pay a Minnesota SKILL event entry of **\$15.00 per event**.

The State FCCLA Conference will include some additional skill contests of value to courses in culinary, early childhood, hospitality and general career areas.

SKILL event participants will NOT be competing at Area Mid Winter Meeting. These are entered directly to state conference level.

Registration forms will be due with state conference registration on February 3.

Spectators— Spectators are allowed to watch at **Area** competition and **State** competition in most events in order to encourage learning. Review the chart below to determine which events allow spectators. Observers may not enter or leave room during presentations. Spectators will not be allowed in events with case studies, first rounds of questions, tests and this will be determined by the Lead Coordinators and the Headquarters room at Area and State levels.

MINNESOTA'S National Advancers For events that are National STAR Events, the national advancers are determined at state competition. Minnesota can send entries to the national competition based on national STAR Event Handbook rules. The chart below explains the process for each national event:

Event	Categories eligible for National Advancing	Post secondary advancing	How determined
Illustrated Talks Events	Two Junior Event Two Senior Event Two Occupational		A new set of evaluators views "Call Back" presentations to select Jr. & Sr. High winners from all of the Illustrated Talks
Advocacy	Two Junior Events Two Senior Events Two Occupational	Three post secondary	Determined by evaluators; may have a re-interview
Applied Math in Culinary Management	Two Senior Events Two Occupational		Determined by evaluators
Career Investigation	Two Junior Events Two Senior Events Two Occupational		Determined by evaluators; may have a re-interview
Chapter Service Project Display	Two Junior Events Two Senior Events Two Occupational		Determined by evaluators; may have a re-interview
Chapter Service Project Portfolio	Two Junior Events Two Senior Events Two Occupational		Determined by evaluators; may have a re-interview
Chapter in Review Display	Two Junior Events Two Senior Events Two Occupational		Determined by evaluators; may have a re-interview
Chapter in Review Portfolio	Two Junior Events Two Senior Events Two Occupational		Determined by evaluators; may have a re-interview
Culinary Arts	Two Occupational	Three post secondary	Determined by evaluators;
Early Childhood Education	Two Occupational	Three post secondary	Determined by evaluators; may have a re-interview
Entrepreneurship	Two Junior Events Two Senior Events Two Occupational		Determined by evaluators; may have a re-interview
Environmental Ambassador	Two Junior Events Two Senior Events Two Occupational		Determined by evaluators; may have a re-interview
Fashion Construction– Senior	Two Senior Events Two Occupational		Determined by evaluators; may have a re-interview
Fashion Design-Senior	Two Senior Events Two Occupational	Three post secondary	Determined by evaluators; may have a re-interview
Focus on Children	Two Junior Events Two Senior Events Two Occupational		Determined by evaluators; may have a re-interview
Food Innovations	Two Junior Events Two Senior Events Two Occupational		Determined by evaluators; may have a re-interview
Hospitality, Tourism and Recreation	Two Senior Events Two Occupational		Determined by evaluators; may have a re-interview
Interior Design	Two Senior Events Two Occupational	Three post secondary	Determined by evaluators; may have a re-interview
Interpersonal Communications	Two Junior Events Two Senior Events Two Occupational		Determined by evaluators; may have a re-interview
Job Interview-Senior	Two Senior Events Two Occupational		Judges may interview participants for a 2 nd time
Leadership-Senior and Junior (Jr at State level only)	Junior high– State only Two Senior Events Two Occupational		Determined by evaluators; may have a re-interview

Continued– National Advancers information			
Event	Categories eligible for National Advancing	Post secondary advancing	How determined
Life Event Planning	Two Junior Events Two Senior Events Two Occupational		Determined by evaluators; may have a re-interview
National Projects in Action	Two Jr Events Two Sr Events Two Occupational		Determined by evaluators; may have a re-interview
Nutrition and Wellness	Two Junior Events Two Senior Events Two Occupational		Determined by evaluators; may have a re-interview
Parliamentary Procedure	Two Junior Teams Two Senior Teams Two Occupational		Determined by judges; a 2 nd presentation if necessary.
Promote and Publicize FCCLA	Two Junior Events Two Senior Events Two Occupational		Determined by evaluators; may have a re-interview
Recycle and Redesign	Two Junior Events Two Senior Events Two Occupational		Determined by evaluators; may have a re-interview
Sports Nutrition	Two Junior Events Two Senior Events Two Occupational		Determined by judges; may have a re-interview
Teach and Train	Two Junior Events Two Senior Events Two Occupational	Three post secondary	Determined by judges; may have a re-interview

CALL BACKS FOR ILLUSTRATED TALKS (At State Level)

Events that are eligible for Call Backs are Illustrated Talk; other events may have re-interviews.

A “**Call Back**” presentation is a repeat of the presentation you have done previously to determine national winners. Call Back times will depend upon the State Conference scheduling. It could be late at night or early in the morning. Call Back participants will not be able to obtain evaluation sheets after the Call Backs are posted in order to prepare for the Call Back presentation. Following the State Conference, evaluation sheets will be in the “Chapter Packet” if they are available. A list of Call Back interview times will be posted near the State Conference registration table and/or STAR Event headquarters. Each participant is responsible for checking the list and reporting to the designated room on time. All Call Backs should be posted as soon as possible after events are completed for each session. Any individual missing a Call Back interview time will not be considered for a National STAR Event advancer. Each individual must have information and supplies for Call Back judges.

Call Backs are necessary because Minnesota has many categories of Illustrated Talks, and National STAR Events have two Illustrated Talk events advance each category. New evaluators will hear the Call Back presentations to determine the national advancers. Two junior high, 2 senior high and 2 occupational Illustrated Talks will advance.

RE-INTERVIEWS (at State Level)

Re-interviews occur when a national advancing event has more than one room of presenters in the event at the State Conference.

Re-interviews may occur if the evaluators deem it necessary to see any presentations again to make a proper decision of what entry will advance to nationals. This will happen after the event is completed in all rooms. Look for re-interview postings after the completion of all entries in all rooms of an event near the STAR Event Headquarters at State Conference.

MINNESOTA STAR EVENTS OVERVIEW CHART

For National events- the National STAR Event Handbook, available from FCCLA Publications. www.fcclainc.org

Minnesota STAR Events	Levels	Team or Individual	Prepare before Event/ Need Project Report Form?	Room Consultant & Evaluator Review Time	Participation Set Up Time	Oral Pres. Maximum Time	Evaluation Interview Time	Equipment Provided	Outlet	Spectators if space allows
Ev 1 Everyday Equations	Jr Sr Occupational	Individual					Up to 1 hour for test			No
Ev 2 FACS of LIFESKILLS	Jr only	Team of 4 to 5 persons	Team Name cards					Buzzers		Yes
Ev 3 Ethical Essay	Jr Sr Occupational	Individual	Essay and interview/ Bring 3 essay copies to Area and to state	Participant will submit essays prior to Area competition.		Senior High and Occupational will read and react to a case study prior to the interview.	10 minutes			No
Ev 4 See What We've Done	Jr Sr Occupational	Individual or Team 1 to 3 people	Display Oral presentation up to 5 minutes			5 Minutes	5 Minutes	Table	On Request	Yes
Ev 5 Senior Buzz	Sr	Team 4 to 5 people	Team Name Cards					Buzzers		Yes
Ev 6 Show Me	Jr Sr Occupational	Individual or Team 1 to 3 people	File Folder	5 Minutes	15 Minutes	15 Minutes	5 minutes	Table.	On Request	Yes
Ev 7 Just Like Rachel Ray Food Demonstration	Jr Sr Occupational	Individual or Team 1 to 3 people	File Folder, Display		5 minutes	15 Minutes	5 minutes	Two tables	Yes	Yes
Event 8 Head to Toe Complete Cosmetology	Occupational	Individual	Portfolio		10 Min. plus 60 Min.	10 minutes	5 minutes	Table, chairs	Yes	Yes
Event 9 The Business of Fashion	Sr & Occupational	Individual	Portfolio	10 minutes	5 Min.	10 Min.	5 Minutes	Table	No	Yes
Event 10 Innovation in Fashion and Cosmetology	Occupational	Individual Team	Display	5 Minutes	5 Min.	15 Min.	5 minutes	Table	No	Yes
Event 11 Cold Sandwich Preparation	Occupational	Individual	Demonstration	5 minutes		15 minutes		Table	No	Yes

<p style="text-align: center;">GENERAL LIST RESOURCES FOR PRESENTATIONS</p>	<p style="text-align: center;">GENERAL LIST OF METHODS FOR PRESENTATIONS</p>
<p><u>Resource materials</u> Teachers Magazines, Textbooks Encyclopedias Non-Profit Organization’s resources Project booklets from FCCLA Dairy Council resources Videos Newspaper articles TV programs Leadership handbooks</p> <p><u>Resource locations</u> Daycare centers Library MN & County Extension Service Hot lines Colleges/post secondary institutions Public Service agencies Volunteer organizations Internet</p> <p><u>Interviews</u> Interviews Counselors Family & Consumer Sciences teacher Hospital staffs School administrators Police Nurses/Doctors Social workers Pastors/Clergy School nurse Personal experiences Special education teachers Other youth groups Professionals in subject area Other national agencies and organizations such as... America’s Promise Youth Service America Points of Light Foundation National Youth Leadership Council</p>	<ul style="list-style-type: none"> • Food models • Posters • Interview • Personal experiences • Flannel board • Game • Work book • Demonstration • Motorized display • Surveys • Quiz • Oral presentations • Flip charts • Skits • Computer quizzes, games • Role play • Diary or journal • Puppets • Display <p>Check each event rule for specific guidelines for presentation methods allowed.</p>

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
3. Occupational

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 Area mid winter and at the 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.

Area 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

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 _____
- 1/4 cup chopped onions _____
- 2 tablespoons of chopped celery _____
- 1/2 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? 1/2 is greater than 1/3.
- _____ 2. True or False? 8/10 and 4/5 are the same measurement.
- _____ 3. True or False? Dividing a recipe in half would mean 1/2 cup would become 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 6/8 seam for sewing is a standard width.
- _____ 6. True or False? 5/8 inch plus 5/8 inch would = 1/14 inches.
- _____ 7. True or False? 75/100 plus 75/100 would equal 1 and 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.

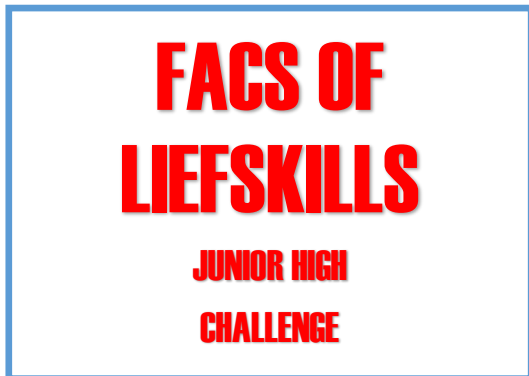
9. If a salesperson receives a 10% commission on their sales and sells \$1500 worth of merchandise, they would earn

- 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)

Event 2 FACS of Lifeskills



The FACS of LifeSkills competition is for Jr. High students in Family and Consumer Science classes. FACS of LifeSkills is a fun, game show style competition. Competition questions test students' knowledge about childcare, personal development, nutrition, consumer responsibilities and health and safety. FACS of LifeSkills has three rounds of competition and during the third round participants try to be the first one to buzz in to answer the question. This is not a National Event. Teams of 4 persons compete. You may have 4 team members and an alternate.

Purpose: To learn and recall your knowledge of Family and Consumer Science issues.

Event Category:

Junior through grade 9

Eligibility:

1. Participation is open to any state and nationally affiliated chapter member.
2. Team members must be from the same school.

General Information:

1. A table and chairs will be provided for team competition.
2. Participants should bring a table tent with their first name and initial of last name. The table tent should be from an 8 ½ sheet of heavy paper or cardstock (able to stand up). Print the name in black letters with a size large enough to be easily ready by the judges and spectators.
3. The buzzer system (or a substitute method) will be used for the challenge round.
4. A question master (local media or community leader) will read the questions orally for the rounds.
5. A judge will determine timing / correct answers for the rounds.
6. Teams must have a minimum of 4 team members and maximum of 5 team members.

Individual Round--In the individual round, each participant has a multiple-choice question to answer. Participants cannot confer with others on the team and have 10 seconds to answer. Each question is worth 5 points.

Team Round--During the team round, a question will be offered to the entire team. Teams can discuss the answers with each other before then team captain gives the final answer. You will have 10 seconds to answer the question and each question is worth 5 points.

Challenge Round--The final round is the challenge round. Questions are open-ended and the first one to buzz in will have 5 seconds to answer. If the person gives the wrong answer then that team no longer can buzz in and the question will be read again for the other teams. Each question is worth 10 points.

At the end of the game if a tie occurs, the teams with tied scores will answer 3 more challenge round questions.

Awards and advancement:

At Area level, there is no predetermined number of teams which can advance. It will depend on the team's results. At state, medals will be determined for the number of games/ rounds won by each team.

Event 2 FACS of Lifeskills Scoresheet

Chapter: _____

FACS of LifeSkills

Participant names:

1. _____

Grade: _____

2. _____

Grade: _____

3. _____

Grade: _____

4. _____

Grade: _____

Alternate: 5. _____

Grade: _____

History of Team Points in each round:

Round #	Time/ Date	Competed against:	Points earned for this round

Area level Advancer?

___ Yes

___ No

___ Advancing team

___ Merit Award: (non advancing teams)

State level medal placing:

___ Gold

___ Silver

___ Bronze

MN FCCLA STAR EVENT

Event 3 Ethical Essay

Ethical Essays

The Ethical Essay competition, recognizes participants who use Family and Consumer Sciences and/or related occupations skills to write an essay that discusses an ethical issue or a positive quality of character. Participants will write an essay, complete an interview about writing their essay. Senior high and occupational members will also answer questions about a case study of an ethical issue.

This is not a national event. This is an individual event.

Note: Junior High and Senior High/Occupational will have differing rubrics.

Choosing a topic: Members are invited to pick one of the suggestions from the following list to write your essay on, or to choose your own. Suggested topics are: **trustworthiness, respect, responsibility, fairness, caring, citizenship and positive character** traits such as;

Junior High Topics:

Kindness	Courage
Optimism	Doing the right thing
Compassion	Living Simply
Integrity	Trying Your Hardest
Perseverance	Love
Believing in Yourself	Family
Giving Service	Leadership
Getting help for friends	

Senior High and Occupational Topics:

All topics listed above plus

Perseverance	
Living Life to the Fullest	Building Character
Living by Your Values	Giving and receiving
Gratitude	Responsible citizenship
Humility	Thoughtful decision making

Purpose: Encourage youth in thinking critically about the lessons they have learned in their lives and communicate this knowledge in an essay.

Event Categories:

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

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. The essays must be written within 12 months of the Area Midwinter meeting deadline.
4. The competition essays must be written only by the participants.
5. Three copies of the essay are due with STAR Events registration form.

Bring 3 copies of your essay to Area level.

Components of the event:

1. Written Essay
2. Interview with evaluators
3. Ethical case study for Senior/ Occupational only

The Essay:

1. Participants will be evaluated on:
 - Ability to discuss an ethical issue
 - Ability to author a well-written essay
2. The essay is a maximum 725 words.
3. The essay contains a clear message that is focused on a value, an ideal, or principle that is important for you to live by.
4. The essay will be submitted electronically to a survey monkey web link by two weeks prior to the midwinter STAR event date in the Area. The essay must be sent electronically giving your name, complete address, Chapter, FCCLA Area, and subject heading (i.e. FCCLA Ethical Essay Competition: On Helping Others).
5. Each participant should bring three copies of their rubric and the permission form to the Mid winter competitions site.

Ethical case study

Senior High and Occupational levels only: On-site and prior to the interview, you will be asked to read a case study and to be prepared to react to this scenario in your interview. Case studies will involve an ethical issue that teen would be likely to face in their lives in school or community. Some case studies might involve workplace ethical issues that teens might face in their jobs or careers.

If advancing to the state level, you MAY UPDATE YOUR ESSAY. The online submission of the updated essay will be sent to a survey monkey link for state entries. The updated essay must be received by March 1.

Advisors are reminded to do a spelling, grammar and proofreading check **before Area FCCLA and State FCCLA levels.**

Re written essays not received by March 1 will not be eligible.

At State level: Essays are pre judged at the state level for grammar and essay writing standards. The Interview and the case study are evaluated at State Conference.

Interview:

1. The interview about the essay and the process of writing it will be approximately ten minutes long.
2. The interview will discuss why the member wrote his/her essay.
3. Prior to the interview, you will read and prepare to react to a case study of an ethical issue.

Getting started:

Here are some questions to consider as you begin to think about your Ethical Essay.

Describe an event from which you learned a lesson "the hard way."

Who is someone you admire? What are three qualities that you admire about that person?

Who has been really important in your life in helping you learn your values? How?

What could you change about yourself to become a better person?

What three qualities do you value in a friend a teacher, a parent?

Describe a situation in which you went out of your way to help someone else.

Name three things for which you are thankful.

When you become a parent, what are three most important values you hope your children will have?

Essays are due at Area FCCLA competition.

Essays and interviews will be read at the regional level prior to the event by evaluators doing the written essay evaluation.

At State Competition:

All participants will receive medals -gold, silver or bronze.

The authors of the top essays may also be invited to present essays in a public forum such as a general session or workshop at state.

Components of the Essay:

- An opening paragraph:
- Personal anecdote or example
- Role Model character Sketch
- Analogy
- Direct Statement or Topic
- Use of a maxim, proverb or quotation
- Commenting on a story or parable
- Supporting paragraphs
- Concluding paragraph

Resources:

www.betterworldhandbook.com

www.carnegiecouncil.org

Permission: Participants will be asked to sign the agreement to publish or share their essays with FCCLA state conference, media or at recognition events.

The Permission Form is needed for this event.

Essays and papers listed are due to the Area STAR Event Director by a deadline set in your region.

1. Essay– submitted electronically

2. Permission Form -one copy.

Following Area Midwinter level qualification, the re-written essays can be, resubmitted in an online process to the survey monkey link by March 1.

Participants-BRING 3 copies of the Evaluation rubric to the Area mid winter competition and 1 copy of the rules and permission form for evaluators.

Essays will be submitted electronically at a online link which will be sent to advisers via email. .

Event 3 The FCCLA Ethical Essay Evaluation-Junior High

Name of Participant: _____

Chapter: _____

Category: _____ Junior

Essay							point
1. Format of Essay	0 Does not follow requirements for length or font		1 Follows requirements for length/ font				
2. Introduce a topic	0 Not evident	1 Main idea is not clear. Random collection of information.	2 Topic lacks clarity, depth of explanation, needs more supporting information needed.	3 Topic is marginally developed. Main idea is not clear.	4 Topic is specific and clear, on target	5 Ideas well developed and reflects a clear idea with personal or factual information	
3. Organize ideas	0 Not evident	1 Essay does organize the topics	2 Information is not necessary or sufficient to discuss the idea	3 Essay addresses an the topic	4 Essay addresses topic in depth and is sufficient to discuss the topic.		
4. Quality of Technical writing skills	0 Not evident	1 Many errors, not well written	2 4-5 spelling or grammatical, capitalization errors	3 Essay has 1-2 spelling, capitalization or grammatical errors	4 Essay written start to finish without spelling capitalization or grammatical errors	5 Well written, no errors, Technical skills are evident and exemplary	
5. Written so that topic is interesting	0 Not evident	1 Topic is under developed/not evident this is a personal interest	2 Not clear	3 Topic is somewhat developed as personal interest to writer	4 Topic is a personal passion, written in their own words	5 Stylistic effects, topic is well developed, clearly chosen as a personal topic and commitment to the ideas expressed.	
6. Accuracy of Facts/Ideas	0-1 Not evident or marginally supported.		2 Ideas are not supported well	3 Almost all ideas are supported or reported factually.	4 Most all ideas are supported or reported factually.	5 All ideas and facts are reported accurately.	
7. Sentence Structure	0 Sentences are not correctly done	1 Many have grammatical errors, run on sentences..	2 Sentences lack effective words/ grammatical errors	3 Sentences are adequate. Sentence's meanings are clear	4 Sentences are correctly structured. Sentenced build on the ones before.	5 Word choices are artfully constructed. Sentences begin in a variety or different ways. Maintain one tense	
8. Spelling	0 Multiple errors.	1 4-6 Spelling errors	2 1-3 spelling errors	3 No spelling errors	4-5 No errors and choice/use of words enhances the essay		
INTERVIEW and CASE STUDY							
9. Knowledge of Essay and topic expressed	0 Not evident	1 Ideas do not flow well, topic is minimally developed.	2 Explanations are not whole or complete	3 Explanations developed and order of ideas.	4 Knowledge is evident, clear ideas and appropriate style and tone.	5 Well developed ideas essay fully explained	
10. Theme of the essay expressed during interview	0 Not evident	1 Theme is not developed	2 Theme is stated by not developed.	3 Theme is easily followed, but has inadequate transitions	4 Theme is well developed and flows well	5 Theme is easily followed, effective transitions, compelling choice of ideas.	
11. Word Choice	0-1 Cumbersome word choice. Needless words. Limited vocabulary		2 Words seem right for the essay. Adequate choice of adjectives and adverbs. Communicates clearly.				

Event 3 Ethical Essay Junior High-Page 2

INTERVIEW

11. Voice	0 -1 Voice is difficult to listen to, inappropriate in tempo, pitch or volume	2-3 Voice is adequate, appropriate in tempo, pitch/ volume	4 -5 Voice enhances the interview, enthusiastic, appropriate choice of volume, pitch, diction	
12. Body Language	0 -1 Body language inappropriate/ distracting	2-3 Gestures/posture is adequate, appropriate in enhancing the interview	4-5 Gestures/posture enhances the interview, enthusiastic, appropriate choice of expression	
13. Responses to Questions	0 Not able to respond to questions	1 -2 Responses to evaluator questions are minimal in information unsure of writer's thought or explanations	3 Responses indicate an understanding of writing skills and the topic.	
Total 60 points				

Total points: _____

Average of judges: _____

Area Midwinter level

State Advancer: ___Yes ___No 42 points or higher
Merit award: Less than 41 points

State rating:

___ 51-60 Gold
___ 50-42 Silver
___ 0-41 Bronze

Event 3 The FCCLA Ethical Essay Evaluation Senior and Occupational

Name of Participant: _____

Chapter: _____

Category: ___ Senior ___ Occupational

Instructions: Write the number of points scored in each category.

Make comments on the back of the evaluation form to help participants identify their strengths and areas for improvements

1. Format of Essay	0 Does not follow require-		1 Follows requirements for Length/ font				
2. Essay Topic Development	0 Not evident	1 Main idea is not clear. Random collection of information.	2 Topic lacks clarity, depth of explanation, needs more supporting information needed.	3 Topic is marginally developed. Main idea is not clear.	4 Topic is specific and clear, on target	5 Ideas well developed and reflects a clear idea with personal or factual information	
3. Content	0 Not evident	1 Essay does not address the content in proposed topics	2 Information is not necessary or sufficient to discuss the issue	3 Essay addressed an in depth analysis of the issues referred to	4-5 Essay addresses topic in depth and is sufficient in form to discuss the topic.		
4. Quality of Technical writing skills	0 Not evident	1 Many errors, not well written	2 4-5 spelling or grammatical, capitalization errors	3 Essay has 1-2 spelling, capitalization or grammatical errors	4 Essay written start to finish without spelling capitalization or grammatical errors	5 Well written, no errors, Technical skills are evident and exemplary	
5. Written so that topic is interesting	0 Not evident	1 Topic is under developed/not evident this is a personal interest	2 Not clear	3 Topic is somewhat developed as personal interest to writer	4 Topic is a personal passion, written in their own words	5 Stylistic effects, topic is well developed, clearly chosen as a personal topic and commitment to the ideas expressed.	
6. Accuracy of Facts/Ideas	0-1 Not evident or marginally supported.		2 Ideas are not supported well	3 Almost all ideas are supported or reported factually.	4 Most all ideas are supported or reported factually.	5 All ideas and facts are reported accurately.	
7. Writer used quotes, anecdotal information	0 Not evident	1 Writer uses few to relate to the topic	2 Writer uses 1 or 2 pieces of anecdotal or quotes to en-	3 Writer effectively uses Information to enhance the essay	4 Writer skillfully crafts together quotes, and / or anecdotal information	5 Writer uses abundant skills to bring interesting information to the essay.	
8. Lead Paragraph	0 Not evident	1 Lead paragraph poorly written	2 Lead paragraph lacks mechanic or interest.	3 Lead paragraph minimally brings reader into the topic.	4 Adequate lead into the information about the issue.	5 Interesting lead that brings reader into the story.	
9. Paragraph structure	0 Not evident	1 paragraphs poorly written	2 Most paragraphs lack mechanics or interest.	3 Paragraphs minimally support the essay structure	4 Each paragraph has one main idea. Paragraphs connect with transitions and a flow of ideas	5 Paragraphs are artfully organized with logical connections that support the essay's ideas	
10. Sentence Structure	0 Sentences are not correctly done	1 Many have grammatical errors, run on sentences..	2 Sentences lack effective words/ grammatical errors	3 Sentences are adequate. Sentence's meanings are clear	4 Sentences are correctly structured. Sentenced build on the ones before.	5 Word choices are artfully constructed. Sentences begin in a variety or different ways. Maintain one tense	

Event 3 Ethical Essay-Page 2							
11. Word Choice	0-1 Cumbersome word choice. Needless words. Limited vocabulary		2-3 Words seem right for the essay. Adequate choice of adjectives and adverbs. Communicates clearly.		4-5 Vivid words and phrases. The language expresses voice. Descriptive words paint pictures in readers mind. Use of synonyms and descriptive verbs which add variety.		
12. Punctuation	0 Multiple errors.	1 Four to five punctuation errors	2 1-3 punctuation errors	3 No punctuation errors	4-5 No errors and use of punctuation enhances the essay		
13. Flow and Rhythm (Sentence Fluency)	0 Poor selection of words, or cliché's .	1 Limited vocabulary, word choices does not capture interest.	2-3 Writer uses words that communicate clearly but with a lack of variety, punch or flair. Some repetitive words.		4-5 Sentences seem natural and each sentence is clear with an obvious emphasis.		
14. Spelling	0 Multiple errors.	1 4-6 Spelling errors	2 1-3 spelling errors	3 No spelling errors	4-5 No errors and choice/use of words enhances the essay		
INTERVIEW AND CASE STUDY							
15. Knowledge of Essay and topic expressed	0 Not evident	1 Ideas do not flow well, topic is minimally developed.	2 Explanations are not whole or complete	3 Explanations developed and order of ideas.	4 Knowledge is evident, clear ideas and appropriate style and tone.	5 Well developed ideas essay fully explained	
16. Theme of the essay expressed during interview	0 Not evident	1 Theme is not developed	2 Theme is stated by not developed.	3 Theme is easily followed, but has inadequate transitions	4 Theme is well developed and flows well	5 Theme is easily followed, effective transitions, compelling choice of ideas.	
17. Research evidence during interview	0-1 Not evident or inappropriate uses		2 Minimal use of resources	3 A few uses of research or resources	4 Some evidence of research and resources	5 Scholarly research, thoughtful inquiry and resources enhance the final product.	
18. Case Study Responses	0 Not able to respond to the case study	1 Unclear Ideas about the case study	2 Ideas undeveloped and not in depth about the issues	3 Responses indicate an limited understanding and reflections of case study topic	4 Responses indicate an understanding and reflections of case study topic	5 Responses indicate an clear ethical understanding and reflections of case study topic	
19. Voice	0-1 Voice is difficult to listen to, inappropriate in tempo, pitch or volume		2-3 Voice is adequate, appropriate in tempo, pitch/ volume		4-5 Voice enhances the interview, enthusiastic, appropriate choice of volume, pitch, diction		
20. Body Language	0-1 Body language inappropriate/ distracting		2-3 Gestures/posture is adequate, appropriate in enhancing the interview		4-5 Gestures/posture enhances the interview, enthusiastic, appropriate choice of expression		
21. Responses to Questions	0 Not able to respond to questions	1-2 Responses to evaluator questions are minimal in information unsure of writer's thought or explanations		3 Responses indicate an understanding of writing skills and the topic.	4 Responses indicate a thoughtful understanding of the topic and ideas expressed were reinforced by the written essay as well as the oral interview.		
Total Points	100 points						
Total points:							
Average of judges: _____							

Area level
 State Advancer: ____Yes ____No 70 points or higher
 Merit award: Less than 69 points

State rating: ____85-100 Gold
 ____84.99-70 Silver
 ____0-69.9 Bronze

Event 4 See What We've Done

See What We've Done

See What We've Done, an *individual or team* event of up to three participants, is for participants to create a display telling a viewer about an activity (not an in-depth project) that a chapter, class or a group from the class has done this year. Participants must prepare a display showing evidence of completing a project related to Family and Consumer Science. The display should show how the planning process was used to plan and complete the project. The project should be a one-time project or a project that took a shorter time. **This is not a national event.**

Event Categories

Junior: through grade 9

Senior: grades 10-12

Occupational

Eligibility

1. Participation is open to any state and nationally affiliated FCCLA chapter member.
2. The See What We've Done project must be developed and completed during a one-year span beginning July 1 and ending April 14 of the school year before the State Leadership Conference.
3. The See What We've Done project and supporting materials submitted must be planned, conducted and prepared by chapter members only.
4. Chapters and classrooms having multiple displays must select different service projects for each display. There is no limit on the number of entries.
5. Global Youth Service Day events may be included. See website www.ysa.org.

Components of this Event:

1. Display
2. Oral Presentation
3. Questions and Answer with evaluations.
4. Project Report Form is needed for this event. Turn this form into the room consultant.

Procedures & Time Requirements

1. Participants will set up the display at the designated time.
2. The display area is to have participants to be available for questioning from spectators and evaluators during the designated viewing time.
3. Participants will give a oral presentation up to 5 minutes about project and display to the evaluators.
4. Participants may use audio and/or visual recordings, but they are limited to 1 minute playing time.
5. Following the presentation, evaluators will have 5 minutes to interview participants.
6. Evaluators will use the rating sheet to score and write comment for participants. Then evaluators will meet with participants to discuss strengths and suggestions for improvement.
7. The total time that is required for this event is approximately 30 minutes.
8. When possible, displays will be left up until a designated time for audiences to view.

Participants-BRING 3 copies of the Evaluation rubric to the Area Mid winter competition and 1 copy of the rules for evaluators.

General Information

1. Participants must bring all needed supplies and/or equipment. Wall space will not be provided.
2. Electrical outlets, extension cords and power strips are not provided.
3. Examples of acceptable methods to share information are banners, posters, mobiles, handouts, letters, newspaper clippings, pictures, slides, PowerPoint and other.
4. Possible topics for displays are fundraisers, awareness display on an issue, promotion of a Family and Consumer Science program, service project and other one-time projects a classroom or chapter has completed.

See What We've Done Specifications

Display-- The display may be either freestanding or tabletop. Freestanding displays should not exceed a space 48" deep by 60" wide by 72" high. Tabletop displays should not exceed a space 30" deep by 48" wide by 48" high, including audiovisual equipment. Information or props outside the display will be considered part of the display and subject to penalty (tablecloths, storing items below table, etc). Each display must include a project identification page and a planning process summary page.

Project Identification Page	Include 8 1/2" x 11" project identification page containing participants names, project title, school, city, and state on plain paper. No other information or graphics should be placed on the project identification page. This is limited to one sheet of paper.
FCCLA Planning Process Summary Page	Summarize how each step of the planning process was used to plan and implement the project. It should not exceed one 8 1/2" x 11" page. Use of the planning process may also be described in the presentation.
Project Information	Project and display content shows how it connects with families, schools, communities and/or Family and Consumer Sciences. The information on the display is self-explanatory for viewers and describes the project.
Organization	Indicate goal of the project, what was accomplished, and target audience of project.
Increases Awareness	Increase public awareness of FCCLA, Family and Consumer Sciences and/or related occupations.
Appearance	Display should be neat, legible, creative and use correct grammar and spelling.
Documentation of Exhibiting the Display to Different Audiences	Documentation of one prior exhibit of the display, including date, location and proof, such as photos, news clippings and /or thank you notes.

Oral Presentation

The oral presentation may be up to 5 minutes in length and is delivered to evaluators. The presentation should explain the specifics of the project and its outcomes. Participants may use audio and/or visual recordings, but they are limited to 1 minute playing time. Participants may not carry in additional visuals or props for the presentation. The display may be used as a visual during the oral presentation.

Organization	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project activities and accomplishment.
Reflects FCCLA	Explain how project reflects FCCLA and Family and Consumer Sciences and/or related occupations.
Project Impact	Explain what impact the project had on chapter members and what participants learned from the project.
Voice	Speak clearly with appropriate pitch, tempo and volume.
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes and display or manual.
Grammar and Pronunciation	Use proper grammar and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding projects. Questions are asked after presentation.

Event 4 See What We've Done Evaluation

Name of participant: _____ Chapter: _____

___ Junior ___ Senior ___ Occupational

Instructions: Check the appropriate box for rating. Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary.

Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Comments
Manual or Display (55 %)						
Project Identification Page is complete	0,1	2	3,	4,	5	
FCCLA Planning Process Summary shows an understanding of planning	0,1	2	3,	4,	5	
Project Information shows information about the project	0,1,2	3,4	5,6	7,8,	9,10	
Organization –neat, orderly	0,1	2	3	4	5	
Shows evidence of quality project	0,1	2	3	4	5	
There was an increased awareness of FCCLA through the project	0,1,2	3,4	5,6	7,8,	9,10	
Appearance	0,1	2	3	4	5	
Color scheme, choice of lettering, visuals, graphics	0,1	2	3	4	5	
Documentation of exhibiting the display to different audiences	0,1	2	3	4	5	
ORAL PRESENTATION (45%)						
Organization of key points. Project sequence is explained	0,1	2	3	4	5	
Reflects FCCLA and the purposes of FCCLA	0,1	2	3	4	5	
Project Impact is evident on school. Community and learners	0,1	2	3	4	5	
Quantity of numbers impacted	0,1	2	3	4	5	
Voice appropriate volume and choice of words	0,1	2	3	4	5	
Body Language eye contact, relaxed, focused attention	0,1	2	3	4	5	
Grammar and Pronunciation	0,1	2	3	4	5	
Response to Questions	0,1	2	3	4	5	
Knowledgeable about project						

Total points: _____

Average of the Judges: _____

Area level:

State Advancer ___ Yes ___ No 50 points or higher

Merit award: Less than 50 points

State Rating

- ___ 85-100 Gold
- ___ 84.99-70 Silver
- ___ 0-69.99 Bronze

Event 5 The Senior Buzz

SENIOR BUZZ

The purpose of this event is to demonstrate your knowledge of FCCLA programs and history.

The Senior Buzz competition is for Sr. High members in FCCLA. The Senior Buzz is a fun, game show style competition. Competition questions test students' knowledge about FCCLA state or national programs, the organization structure or history. The Senior Buzz has three rounds of competition and during the third round participants try to be the first one to buzz in to answer the question. **This is not a national event.**

Event Category:

Senior grades 10-12

Eligibility:

1. Participation is open to any state and nationally affiliated chapter member.
2. Team members must be from the same school.

General Information:

1. A table and chairs will be provided for team competition.
2. Participants should bring a table tent with their first name and initial of last name. The table tent folded horizontally should be from an 8 ½ X 11 inch sheet of heavy paper or cardstock (able to stand up). Print the name in black letters with a size large enough to be easily ready by the judges and spectators.
3. The buzzer system (or a substitute method) will be used for the challenge round.
4. A question master (local media or community leader) will read the questions orally for the rounds.
5. A judge will determine timing / correct answers for the rounds.
6. Four persons are needed to compete. A team will be 4 persons and a 5th team member may be substituted between rounds. Team members must be the same from Area to state levels. Emergency

substitutions will only be granted by the Executive Director for emergency situations. A team captain will be designated before the first round.

Individual Round--In the individual round, each participant has a multiple-choice question to answer. Participants cannot confer with others on the team and have 10 seconds to answer. Each question is worth 5 points.

Team Round--During the team round, a question will be offered to the entire team. Teams can discuss the answers with each other before then team captain gives the final answer. You will have 10 seconds to answer the question and each question is worth 5 points.

Challenge Round--The final round is the challenge round. Questions are open-ended and the first one to buzz in will have 5 seconds to answer. If the person gives the wrong answer then that team no longer can buzz in and the question will be read again for the other teams. Each question is worth 10 points.

At the end of the game if a tie occurs, the teams with tied scores will answer 3 more challenge round questions.

Awards and advancement:

At Area level, Any number of teams may advance based on results.

At state, medals will be determined for the number of games/ rounds won by each team.

Event 5 The Senior Buzz Scoresheet

Chapter: _____ Senior High grades 10-12 only.

Participant names:

1. _____ Grade: _____

2. _____ Grade: _____

3. _____ Grade: _____

4. _____ Grade: _____

5. _____ Grade: _____

History of Team Points in each round:

Round #	Time/ Date	Competed against:	Points earned for this round

Area level Advancer? ___Yes ___No

State level medal placing:

___Gold ___Silver ___Bronze
 (Top three teams) (Teams which Advance)

Event 6 Show Me

Show Me

Show Me, an individual or team event up to three participants, demonstrates your ability to show someone how to do something that could be used to improve personal, peer, community or family life. Participants will complete a demonstration that will teach others how to achieve or do an activity, organize an event or complete a project. **This is not a national event.**

Event Categories

Junior: through 9 grade

Senior: grades 10-12

Occupational

Eligibility

1. Participation is open to any state and nationally affiliated FCCLA chapter member.

2. The Show Me project must be developed and completed within a one-year span beginning July 1 and ending April 14 of the school year before the school year of state meeting.

3. The Show Me project and all supporting materials must be planned, conducted and prepared by the participant (s) only.

Components of this event

1. File Folder

2. Oral presentation- 15 minutes. The audio or video can be 1 minute.

3. Interview with evaluators- 5 minutes

Procedures & Time Requirements

1. Each entry will submit a file folder with required documents to the events 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. Participants have 15 minutes to set up.

4. Other persons may not assist.

5. Oral presentation may be up to 15 minutes in length.

A one-minute warning will be given at 14 minutes.

Participants will be stopped at 15 minutes.

6. If audio and audiovisual recordings are used, they are limited to 1 minute playing time during the presentation.

7. Following the presentation, evaluators will have 5 minutes to interview participants.

8. Evaluators will use the rating sheet to score and write comment for participants. Then evaluators will meet with participants to discuss strengths and suggestions for improvement.

9. The total time that is required for this event is approximately 45 minutes.

General Information

1. A table will be provided. Participants must bring all other necessary supplies and/or equipment. Wall space will not be provided. Extension cords and power strips are not provided.

2. Spectators may observe the presentation of this event if space allows.

3. Possible topics include, but are not limited to, teaching holiday traditions, home repairs, fitness activities, grooming a pet, time management methods, team building activities, organizing a room, newsletter creation, computer programming, using a computer, making a nutrition snack and other activities.

4. Inappropriate choices would include weapons, dangerous tools, or visuals that are overly large, difficult to transport or keep in hotel and school setting.

Participants-BRING 3 copies of the Evaluation rubric to the Area Mid winter competition and 1 copy of the rules for evaluators.

Event 6 Show Me Specifications

File Folder Participant must submit to the event room consultant at the designated participation time one letter-size file folder containing three identical sets that contain copies of the documents listed in the chart below. Each set of documents must be stapled together. When view horizontally, the file folder must be labeled in the top left corner with name of event, category, participants' names and state.

Project Identification Page	Include 8 1/2" x 11" project identification page containing participants' names, school, city, state, and demonstration title. No other information or graphics should be placed on the project identification page.
FCCLA Planning Process Summary	Summarize how each step of the planning process was used to plan and demonstrate the project. It should not exceed one 8 1/2" x 11" page. Use of the planning process may also be described in the oral presentation.
Works Cited/Bibliography	Use an organized, consistent format to cite all references in alphabetical order. Resources should be reliable and current.

Demonstration The oral presentation may be up to 15 minutes in length and is delivered to evaluators and spectators. Participants need to show, not just tell, how an activity, event or project is done. Audience participation may be used to complete the task. The presentation should be geared for a moving audience, such as an audience passing by in a mall or an interactive audience setting like a county fair.

Choice of Topic	Task is suited to the interactive demonstration, interesting and appropriate visuals and tools
Organization	Deliver demonstration in an organized, sequential manner; concisely and thoroughly summarize project.
Ability to Demonstrate Activity	Teach an event, activity or project that is hands-on an audience. Participants are evaluated on the teaching of the activity, not the final project.
Connect to Family and Consumer Science	Indicate how this information or activity can improve or relates to personal development, peer relationships, community and/or family life.
Reflects Purposes of FCCLA	Explain how project reflects the purposes of FCCLA.
Summary	Summarize major points of activity.
Voice	Speak clearly with appropriate pitch, tempo and volume.
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or note cards if used.
Grammar and Pronunciation	Use proper grammar and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding subject matter. Questions are asked after the presentation.

Visual Aids Participants may use any combination of props, materials, supplies and/or equipment to demonstrate how to carry out project. If audio is used, it is limited to a one-minute playing time.

Effectively Illustrate Content	Support, illustrate and/or complement content of presentation.
Appearance	Presentation aids must be visible to audience, neat, legible and creative. Must use correct grammar and spelling.

Event 6 Show Me Evaluation

Name of participant: _____ Chapter: _____

Category: _____ Junior _____ Senior _____ Occupational

Instructions: Check the appropriate box for rating. Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary.

Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	
FILE FOLDER (20 %)						
Project Identification Page contains required information	0,1	2	3	4	5	
FCCLA Planning Process Summary	0,1,2	3,4	5,6	7,8	9,10	
Work Cited/Bibliography	0,1	2	3	4	5	
ORAL PRESENTATION (65%)						
Choice of topic Interesting Suitable to demonstrate	0,1	2	3	4	5	
Organization-thoroughly summarizes tasks, Information is sequential or in an order	0,1 0,1	2 2	3 3	4 4	5 5	
Ability to Demonstrate Activity	0,1	2	3	4	5	
Equipment or visuals are appropriate	0,1	2	3	4	5	
Connection to Family and Consumer Science	0,1	2	3	4	5	
Reflects FCCLA Purposes Explains how it relates to the purposes of FCCLA	0,1,2	3,4	5,6	7,8	9,10	
Summary	0,1	2	3	4	5	
Voice	0,1	2	3	4	5	
Body Language	0,1	2	3	4	5	
Grammar and Pronunciation	0,1,	2	3	4	5	
Response to Questions	0,1	2	3	4	5	
VISUAL AIDS (15%)						
Effectively Illustrate Content	0,1,2	3,4	5,6	7,8	9,10	
Appearance	0,1,	2	3	4	5	

Total Score: _____

Average of Judges: _____

Area level:

State Advancer: _____ Yes _____ No
50 points or higher

Merit award: _____ Less than 50 points

State rating:

_____ 85-100 Gold

_____ 84.99-70 Silver

_____ 0-69.99 Bronze



Event 7 Just Like Rachael Ray-Food Demonstration

This event is a Area and state event. This event does not advance to national levels.

This event is meant to be an event for a PUBLIC AUDIENCE. Please be aware that an AUDIENCE will be encouraged to view the event at Area and state levels.

Just like Rachael Ray: Plan and Prepare Food is an individual or team event, provides participants with the opportunity to demonstrate their ability to use the knowledge and skills gained in a family and consumer sciences class or unit of study. The economy impacts families and individuals to think differently about affordable and healthy food choices.

Participants will plan and prepare a food item, give information about the menu with a nutritional analysis and provide a food solution that is economical and resourceful. Judging will include the demonstration, the food displayed and the oral presentation.

Choose a food topic and food items to demonstrate:

- ✦ Good dorm room food and preparation without a kitchen.
- ✦ On my own- food preparation as I transition from my families' home.
- ✦ Economical choices-Preparing good food economically .
- ✦ Food for special health conditions
- ✦ Food Truck -Food that could be prepared on a food truck.
- ✦ State Fair commercial food demonstration– career skills of presenting food at a fair or demonstration area.

Note: The food prepared should be done with small appliances that could be found in a dorm room or apartment when the participants transition to a new living situation upon leaving their family home. The demonstration will not be done in a family and consumer sciences room at Area or state level. This event will be done at state level in a hotel meeting room site. All equipment is brought to the demonstration by the participants.

Event categories:

Junior: Grades 7-9
Senior: Grades 10-12
Occupational

Eligibility:

Participation is open to any FCCLA Chapter. The chapter's entry must be a dues-paying member from an affiliated chapter.

Procedures and requirements-Demonstration

File Folder

At the designated time, participants will have 5 minutes to set up, 15 minutes to do an oral presentation which includes: preparing food and explaining the resources and components of the demonstration. Only participants are allowed in the set up areas. Other persons may not assist.

1. The **file folder** should contain three identical sets of information. The file folder should be labeled in the top left corner with the name of the event, participant's names, chapter, school, city, state, and Minnesota FCCLA Area. The contents of the file folder should be:

- ✦ Project identification page
- ✦ Planning process
- ✦ The recipe for the food from the menu that is to be demonstrated.
- ✦ The menu of the meal which includes the demonstrated food item (s)
- ✦ A cost analysis of the menu.
- ✦ Nutritional information of the menu.
- ✦ Food safety that is considered for the demonstration.

Participants-BRING 3 copies of the Evaluation rubric to the Area Mid winter competition and I copy of the rules for evaluators.

Use reliable resources for your information. See the Reliable Resources form in the Forms Section of this STAR Event Handbook.

2. The **demonstration and oral presentation** should include:

- ✦ Food preparation of all or a portion of the menu. The food demonstrated should be of appropriate complexity for the age of the participants. Demonstration must be presented in a logical and neat manner with a flow of steps and instructions. The food demonstrated should be displayed (plated) upon completion of the demonstration.
- ✦ The menu and nutritional analysis of that menu
- ✦ A cost analysis of the menu
- ✦ Safe food handling demonstrated and discussed. A water station should be set up with a pan of water during the demonstration. A floor cover should be put near the table area during the demonstration.
- ✦ The oral presentation may be up to 15 minutes and is done concurrently with the demonstration. A one minute warning will be given at 14 minutes. Participants will be stopped at 15 minutes with no point deduction.

You may use a power point presentation or slides to illustrate your demonstration.

You may use a power point or connect with internet sites for your nutrition information to illustrate your demonstration. You must bring your own equipment.

Following the presentation, evaluators will have 5 minutes to interview participants. Judges will meet with participants to discuss the strengths and weaknesses and make suggestions for improvement.

The total time of the event is 25 minutes:

- 5 minutes to set up
- 15 Minutes for the presentation,
- 5 minutes for the evaluator interview

General Information

***Equipment:** The participants should bring tablecloths or table covers for the two tables provided. Participants should bring a floor cover and water station. Participants must bring all necessary supplies and/ or equipment for the demonstration. Two tables will be available to use of food demonstration and the display board. The participant should bring a tabletop cover or tablecloths and a floor cover for the area of the demonstration. *A floor cover should be brought by the participants for the demonstration area.* All equipment is brought to the demonstration by the participants, including power cords or extension cords to electrical outlets.*

A water station (pan or tub of water and cleaning towels) should be established by the participant for clean up the table area and equipment

Food Safety: Food must be safe to eat, follow good sanitation and storage practices. Food may be sampled by the evaluators, or it may not be sampled. It is the evaluator's choice to sample. A food thermometer should be used to test a safe food temperature for preparation or for serving. A food thermometer can be used to test most foods for the safe temperature for preparation or for serving. If the food safety is suspect, participants should mention that the temperature is not the standards desired.

Some useful websites:

Low cost food plans <http://www.cnpp.usda.gov/Publications/FoodPlans/MiscPubs/FoodPlans2007AdminReport.pdf>

My Plate <http://www.choosemyplate.gov/>

Center for Nutrition Policy <http://www.cnpp.usda.gov/>

Eat Smart-Play Hard <http://teamnutrition.usda.gov/>

Resources/eatsmartmaterials.html

Bell Institute (Nutrition Studies) <http://www.bellinstitute.com/>

Student Body National FCCLA program www.fcclainc.org

Lets Move campaign www.letsmove.gov

This event connects to the National Standards for Family and Consumer Sciences:

14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.

File Folder	
Participants will submit one letter sized file folder containing three identical sets of information. The file folder must be labeled in the upper left corner with the name, event, participant's names, chapter, category, school, city and MN FCCLA Area. Materials in the folder cannot exceed 6 pages.	
Project identification page	Include on 8 ½ X 11 inch project identification page containing participant names (s), school, city, state, MN FCCLA Area. And title of the menu and or title of the recipe on plain white paper using black ink.
FCCLA Planning Process	Summarize how each step of the planning process was used to plan and implement the project. It should not exceed 2 8 ½ inch X 11 inch pages.
The recipe or instructions of food being demonstrated.	Include a copy of the recipe or instructions for the preparation of the demonstrated food item provided in a standard recipe format.
The cost analysis or budget for the menu and the food prepared	Provide an accurate and detailed budget or cost analysis of the food prepared and also the menu where the food is included.
The menu	Provide a menu which would include the food item you are demonstrating.
The elements and principles of nutrition	Explain the applications of nutritional choices to show how the topic you choose is addressed. Use reliable nutritional information sources, on line nutrition analysis tools and document your resources.
The elements of safe food handling/ food sanitation	Explain food handling safety. Use reliable information sources and document your resources.



Event 7 Just Like Rachael Ray Food Demonstration

Names of Participants: _____

Chapter: _____ Category: ___ Junior ___ Senior ___ Occupational

Set Up	0 Did not set up within time	1 Set up at allotted time					pts
File Folder							
Project identification page	0 No evidence	1 Project ID is present but includes incorrect information			2 Project ID is complete		
Planning process summary pg.	0 No evidence	1 Planning process is present but includes incorrect information			2 Planning process is complete		
Recipe or food instructions in the file folder	0 Not evident	1 recipe or instructions is included	2 Recipe or instructions is well documented	3 Recipe or instructions is included and fits into the menu plan	4 Recipe or instructions is written with accuracy, fits the menu plan	5 Recipe or instructions is written with accuracy, fits the menu plan and reflects nutrition and cost goals	
Menu in the file folder	0 Not evident	1 Menu is included but with minimal information	2 Menu is well documented	3 Menu is included and fits into the menu plan	4 Menu is written with accuracy, fits the menu plan	5 Menu is written with accuracy, fits the menu plan and reflects nutrition and cost goals	
A cost analysis of the menu in the file folder	0 not evident	1 Cost analysis is limited in information	2 Cost analysis is included but not complete	3 Cost analysis is adequately done	4 Cost analysis includes all menu items	5 Cost analysis is complete and includes options for alternative costs	
Nutritional information of the menu in the file folder	0 not evident	1 Analysis is included but is limited in information	2 Analysis is not complete/missing information	3 Nutrition analysis is adequately done	4 Nutrition analysis includes several resources	5 Comprehensive Nutrition analysis includes several resources, options for menu selections	
Food safety topic is considered	0 Not evident	1 Food safety is incorrect	2 Food safety information is not complete	3 Food safety information is adequate	4 Shows an understanding of safe food handling principles	5 Food safety information shows a complete understanding of the skills and knowledge.	
Demonstration and Oral Presentation							
The oral presentation/demonstration may be up to 15 minutes. The food demonstrated should be of appropriate complexity for the age of the participants.							
Addresses economic need of food choice/ preparation	0 not evident	1 Limited information about current economic needs	2 Economic needs included -not complete-missing	3 Current economic need is adequately done	4 Current economic need includes several resources and methods of determining	5 Current economic need is examined from several resources, and options for menu selections	
Project Impacts the individual or family positively.	0 not evident	1 limited in information	2 Analysis is included but not complete/missing information	3 Impact is adequately shown	4 Project's impact includes several resources and methods of determining	5 Comprehensive analysis of impact includes several resources, options for menu selections	

Event 7 Just Like Rachel Ray Food Demonstration -continued-Page 2							
Food Demonstration Food product demonstrated	0 Not evident	1 Food is prepared	2 Food is prepared with a sequence of steps	3 Food is prepared and steps flow - product is produced	4 Food is prepared and steps flow Product is produced and plated.	5 Food is prepared and steps flow with ease and expertise, product is an attractive example of the project.	
Menu	0 Menu is not evident	1 Menu is done but with little nutritional value	2-3 Menu is evident - less quality than desirable	4-5 Menu shows thought given to color, texture, value, appropriate choices for ages of family members, shapes and temperatures			
Use of Equipment	0 Not evident	1 Unsafe methods shown	2 Lacking equipment or problems with use	3 Use of equipment is adequate	4 Use of equipment shows understanding of the methods	5 Safe and sanitary use of equipment .Shows understanding of the skills involved.	
Demonstration steps and information	0 Not evident	1 Incomplete steps	2 Steps are not well organized	3 Steps are adequate in sequence and scope	4 Steps and information flows well, involve all team members	5 Demonstration presented in a sequence that is logical and neat manner with a flow of steps and instructions.	
Applies food preparation skills and knowledge	0 not evident	1 Analysis is included but is limited in information	2 Food preparation principles are included-missing information	3 Food preparation principles are adequately done	4 Food preparation includes several resources and methods of determining	5 Food preparation includes several resources, options for preparation and menu selection	
Applies safe food handling and storage	0 not evident	1 Analysis is included but is limited in information	2 Safe food handling and storage is included but not complete/	3 Safe food handling and storage is adequately done. A water station is established	4 Safe food handling and storage includes several resources and methods of determining .A water station is established	5 Safe food handling and storage -several resources, options for menu selections, and use of a food thermometer. A water station is established	
Ability of the participants to develop menus and cost analysis is shown in the demonstration.	0 Not evident	1 Cost Analysis is included but is limited in information in the demonstration	2 Analysis is not complete/ missing information	3 Cost analysis is adequately done in the demonstration	4 Cost analysis included in the demonstration with several resources and methods of determining	5 Comprehensive Cost analysis included in the demonstration includes several resources, options for menu selections	
Ability of the participants to develop menus and nutritional analysis is shown in the demonstration	0 Not evident	1 Analysis is included but is limited in information	2 Analysis is included but not complete/ missing information	3 Nutrition analysis is adequately mentioned	4 Nutrition analysis includes several resources and methods of determining. Information	5 Comprehensive nutrition analysis includes several resources, options for menu selections	

Event 7 Just Like Rachel Ray Food Demonstration -continued-Page 3
Demonstration and Oral Presentation

Demonstration/ Oral Presentation Time	0 The presentation is less than 10 minutes	1-2 Presentation 10-12 minutes in length. Or runs overtime			3 Presentation is 12-15 minutes in length The food demonstrated should be of appropriate complexity for the age of the participants.			
Appearance of participants and demonstration area	0 Not appropriate appearance, Unclean unsanitary	1 Demonstration not pleasing to view, Messy clothing or table area	2 Demonstration are not complete/ missing information	3 Demonstration adequately done.	4 Information includes multiple resources and is neat in appearance and sequence.	5 Comprehensive demonstration. Is neat in appearance and clean. Includes several resources		
Voice, body language and eye contact	0 Not appropriate	1 Voice quality and eye contact is adequate		2 Voice quality and eye contact is adequate but could improve		3 Voice quality is outstanding and pleasing to listen to.		
Grammar. Word Usage/ Pronunciation	0 Not appropriate	1 Grammar is adequate		2 Grammar and word usage is adequate but could improve		3 Word usage and grammar, voice quality – outstanding, pleasing to hear		
Ability to answer questions.	0 not evident	1 Questions addressed but is limited in information	2 Answers Analysis is included but not complete/ missing information	3 Nutrition analysis is adequately done	4 Nutrition analysis includes several resources and methods of determining	5 Comprehensive answers includes knowledge of several resources, all members participate.		
Clean Up	0 Area is not cleaned		1 Area is left clean and equipment removed, tables washed or covers removed.					
Event 7: Just Like Rachel Ray Food Demonstration							Total- 100 points	

Total Score: _____

Average of Judges: _____

Area level:

State Advancer: ____ Yes ____ No 50 points or higher

Merit award: ____ Less than 50 points

State rating:

____ 85-100 Gold

____ 84.99-70 Silver

____ 0-69.99 Bronze

Comments:



EVENT 8 SAY YES TO FACS – Minnesota STAR Event

Say Yes to FACS is an individual or team event allowing members the opportunity to demonstrate the knowledge and skills needed in planning, organizing, implementing and evaluating a marketing campaign related to Family and Consumer Sciences Education. The campaign will focus on what is involved in becoming an FCS Educator, where to get certified and career opportunities available to those that major in the field. Participants must prepare a portfolio, conduct an interview of a FACS teacher, prepare an oral presentation and a marketing tool.

Individual and Team

Event Categories

Senior: grades 10–12

Occupational: grades 10–12

Eligibility

The participants must be a dues-paying member from a state and nationally affiliated chapter, which is electronically submitted on or before November 1.

Participation is open to any state/nationally affiliated FCCLA chapter member (s). Chapters should select the category that corresponds with the type of course in which the participants are or have been enrolled and the category indicated in the affiliation system.

The chapter advisor must register competitive event entries through FCCLA online conference and competitive event registration system.

The chapter member competing must attend the regional or state leadership conference in order to officially enter the regional or state competition. Each participant must be registered for the regional or state conference. Note: Participants will need to pay for the conference registration fees and the competitive event entry fees.

A project entered in this event may not be entered in any other category of any competitive event. The project may be disqualified if this occurs.

The project must be developed and completed during a one-year span starting July 1 and ending June 30 of the current school year preceding the regional, state or national leadership conference.

General Information

1. A table will be provided. Wall space will not be available.

2. Access to an electrical outlet will not be provided.

3. Internet connections will not be provided.

4. Disqualification will occur if:

Participant does not check in at the competitive event check-in (participants must register for meeting and for competitive events)

Participant does not show up at the designated time for their competition

Entry is not presented

5. The state winners do not advance to national competition.

Procedures & Time Requirements

1. Participants must attend the Say Yes to FCS competitive event check-in. The portfolio with required documents and marketing tool must be submitted to the lead consultant at competitive event check-in. Participants should use the hardcopy portfolio if developing a double-sided brochure or create an electronic portfolio if developing a power point, video or other electronic form of marketing tool.
2. Participant (s) will have 10 minutes to set up for the event. Other persons may not assist.
3. Lead consultants and evaluators will have 10 minutes to preview the portfolio before the presentation begins, during participant set-up time.
4. The oral presentation may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. Participant (s) will be stopped at 10 minutes.
5. If audio or audiovisual recordings are used, they are limited to 5 minutes playing time during the presentation. Visual equipment, without audio, may be used during the entire presentation.
6. Following the oral presentation, evaluators will have 5 minutes to interview the participant (s).

Say Yes to FCS 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 exceed 36 pages, as described below. 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 lead consultants prior to the oral presentation. The electronic portfolio and the hardware (method) to view it (i.e., equipment, files, projectors, screens, and laptops) will be turned in to the lead consultant at the designated check-in 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	Project Identification Page	Plain paper or slide, with no graphics or decorations; must include participant's name(s), chapter name, school, city, state, FCCLA national region, event name, and project title.
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the portfolio in the order in which the parts appear.
1-8 ½" x 11" page or 2 slides	FCCLA Planning Process	Summary Page Summarize how each step of the Planning Process was used to plan and implement the project; use of the Planning Process may also be described in the oral presentation.
0-7 Divider Pages 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 content.

Up to 26 8 ½" x 11" pages or 35 slides	Evidence of Research	Document background research and current data supporting project concern. Educational requirements to become a family and consumer sciences education major (where to get a degree, what colleges offer it, what department is the degree, contact information on teacher educators/recruiters with whom they visited to gather information should be included.) Cite all resources appropriately.
	Marketing Tool	Use technology to develop a 2-3 minute video, info graph, power point, OR A double sided brochure on the reasons and benefits of majoring in Family and Consumer Sciences Education and to becoming an educator. Materials should raise awareness and educate high school students about the career. Examples of technology include, but are not limited to: computer applications, audio or video production, multimedia, CDs, slides, and photography. Hard copies/pictures must be included in the portfolio.
	Promotion Plan	A planned, cohesive promotion and public relations campaign to promote individuals majoring in FCS and becoming an educator. Campaign with published goals and objectives for marketing and public relations efforts. Specify current year plans and a timetable for implementation. Explain how the marketing tool, directed at high school students, would be used.
	Evidence of Marketing Campaign	Evidence the marketing tool was presented to at least one audience prior to the regional meeting.
	Evidence of Public Awareness and Promotion	Evidence of a successful marketing tool to include: appealing to high school students; catchy, interesting, factual, and convincing.
	Interview Questions/ Answers	Show evidence and information from interview with educators on: Why did they become an FACS Educator? What are the benefits of being an FACS Educator? What are the rewards of being an FACS Educator? What would you tell others considering this degree path?
	Works Cited	Use MLA or APA citation style to cite all references. Resources should be reliable and current.
	Appearance	Portfolio must be neat, legible, and professional and use correct grammar and spelling.

Oral Presentation

The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation should explain the specifics of the project. The presentation may not be prerecorded. If audio or audiovisual equipment is used, it is limited to 5 minutes playing time during the presentation. Visual equipment, with no audio, may be used throughout the oral presentation. Participants may use any combination of props, materials, supplies, and/or equipment to demonstrate how to carry out the project.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Knowledge of Subject	Show evidence of current data and knowledge of trends in technology and its application to Family and Consumer Sciences-related concerns.
Use of Portfolio and Visuals	Use portfolio to describe all phases of the project. Use original, creative, and appealing visuals to enhance the presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used.
Grammar/ Word Usage/ Pronunciation	Use proper grammar, word usage and pronunciation.
Responses to Evaluator's Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.

Event 8 SAY YES TO FACS

Rubric

Name of Participant(s) _____

Chapter _____ Chapter _____ Team # _____ Category _____

PORTFOLIO							
FCCLA Planning Process Summary Page 0-5 points	0 Portfolio is missing Planning Process page	1 Few steps in the Planning Process are presented	2 Most steps in the Planning Process are addressed	3 Planning Process is present and addresses steps	4 Planning Process is utilized to plan the project. Most steps are explained	5 The Planning Process is used to plan the project. Each step is fully explained.	
Evidence of Research 0 – 4 points	0 Not explained	1 Some research done but incomplete information	2 Research is current but from unreliable sources	3 Research is current, appropriate for topic; from reliable sources	4 Research is current, documented correctly, and appropriate for topic		
Marketing Tool 0 – 10 points	0 Not provided	1 – 2 The marketing tool contains limited information	3 – 4 The marketing tool contains some information	5 – 6 The marketing tool includes most of the information	7 – 8 The marketing tool contains all information	9 – 10 The marketing tool contains all information and is creative, innovative, professional, and of high quality	
Promotion Plan Description 0 – 10 points	0 Not evident	1 - 2 The promotion plan has ideas for a few projects and events	3 – 4 The promotion plan includes ideas for several projects and events	5 – 6 Promotion plan includes goals, objectives, and ideas for various projects and events	7 – 8 Promotion plan has goals, objectives, and ideas for various projects and events. The plan includes detailed descriptions and is professional in grammar and organization	9 – 10 Promotion plan is very detailed, creative, rigorous, encompasses several media, and challenges participants to learn and make contacts	
Evidence of Marketing Campaign 0 – 10 points	0 No evidence provided	1 – 2 Portfolio contains a very limited sample of audiences reached	3 – 4 Portfolio contains some evidence of audiences reached	5 – 6 Portfolio contains most of the evidence of audiences reached	7 – 8 Portfolio contains evidence of all audiences reached	9 – 10 There is evidence that multiple audiences were reached and all presentations were creative, innovative, professional, and of high quality	
Evidence of Public Awareness and Promotion 0 – 5 points	0 No evidence provided	1 The portfolio shows limited information regarding public awareness and promotion	2 The portfolio adequately addresses the area of public awareness and promotion	3 The portfolio extensively shows areas of public awareness and promotion	4 The portfolio shows areas of public awareness and promotion potential and the increase that occurred throughout the campaign	5 The portfolio shows areas of public awareness and promotion potential and the increase that occurred throughout the campaign, and opportunities or ideas for improvement	
Evidence of Interview Questions/Answers 0 – 10 points	0 No evidence provided	1 – 2 Portfolio contains very limited evidence of interview	3 – 4 Portfolio contains some evidence of interview	5 – 6 Portfolio contains most of the evidence of the interview	7 – 8 Portfolio contains evidence of the interview	9 – 10 Portfolio contains evidence of the interview addressing all questions and answers	
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 a consistent MLA or APA style	
Appearance 0 – 3 points	0 Portfolio is illegible and unorganized	1 Portfolio is neat, but contains grammatical or spelling errors and is organized poorly		3 Neat and professional, correct grammar and spelling used; effective organization			

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 Subject Matter 0-5 points	0 Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	3 Knowledge of subject matter is evident but not shared in presentation	4 Knowledge of subject matter is evident and shared at times in the presentation	5 Knowledge of subject matter is evident and incorporated throughout the presentation	
Use of Portfolio and Visuals During Presentation 0-5 points	0 Portfolio and visuals are not used during presentation	1 Portfolio and visuals are used to limit amount of speaking time	2 Portfolio and visuals are used minimally during presentation	3 Portfolio and visuals are incorporated throughout presentation	4 Portfolio and visuals are used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation, portfolio, and visuals	
Voice – pitch, tempo, volume 0 – 5 points	0 No voice qualities are used effectively		1 - 2 Voice quality is adequate		3 - 4 Voice quality is good, but could improve	5 Voice quality is outstanding and pleasing to listen to	
Body Language/ Clothing Choice 0 – 5 points	0 Body language shows nervousness and unease/inappropriate clothing		1 - 2 Body language shows minimal amount of nervousness/clothing is appropriate		3 - 4 Body language is good and clothing is professional	5 Body language and clothing choice both enhance the presentation	
Grammar/Word Usage/ Pronunciation 0 – 5 points	0 Extensive (more than 5) grammatical and pronunciation errors		1 - 2 Some (3-5) grammatical and pronunciation errors		3 - 4 Few (1-2) grammatical and pronunciation errors	5 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	

Comments: _____ _____ _____		TOTAL (100 points possible)
Average points of all evaluators _____		
Comments:		
Qualifying Level	State level	
Area level: State Advancer: ___ Yes ___ No 50 points or higher Merit award: ___ Less than 50 points	State rating: ___ 85-100 Gold ___ 84.99-70 Silver ___ 0-69.99 Bronze	

Event 9 The Business of Fashion



The Business of Fashion

The Business of Fashion is an individual event that recognizes a participant's ability to apply fashion planning and purchasing skills learned in a FACS or CTE course to design a wardrobe to meet the specific needs of a varied clientele based on body type, lifestyle, personal preference, career field, and budget. Be part of the creative class as you work with a provided client profile and budget with specific constraints to design a custom wardrobe. Participants must prepare portfolio and an oral presentation.

This is not a national event.

Connection to National Standards for Family and Consumer Sciences

16.0 Textiles, Fashion and Apparel.

16.7 Demonstrate general procedures required for business profitability and career success.

Event categories:

Senior -Grades 10-12

Occupational

Individual event

Procedures and Time requirements:

Each participant will submit a portfolio (electronic or hardcopy) to the event room consultant at the designated participation time.

The participant will have 5 minutes to set up for the event.

Other persons may not assist.

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

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

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

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

Eligibility:

Review eligibility for participants in the rules of the MN FCCLA STAR events.

A table will be provided. Participants must bring all necessary supplies and/or equipment.

Access to an electrical outlet will not be provided. Participants are encouraged to bring fully charged electronic devices such as laptops, tablets, etc. to use for electronic portfolios.

Presentation elements allowed:

- ◆ Audio
- ◆ Costumes/ uniforms
- ◆ Portfolio
- ◆ Visual Equipment

You have been hired, on a trial basis, as a personal shopper and your first client is calling you. He/she has asked that you find a completely new wardrobe for him/ her.

You must find a variety of essential wardrobe items. This client is very important to you because he/she will be pivotal to the start of your career. If this goes well, you could have found a permanent job in the personal shopping field.

Overview:

For this event you are to find a complete wardrobe for a specific client. You are to take into consideration who your client is and associate that with what he/she will be expected to wear. : To avoid common stereotypes, you will use the scenario to develop a questionnaire that would aid in helping you to better understand your client and their specific needs, as well as industry research surrounding the career of your chosen scenario, and description of client specific needs.**

You should choose one of the scenarios on a specific person and you will find clothes that he/she would like. You will make a Hardcopy portfolio (3 ring binder) or a (electronic portfolio) PowerPoint or Prezi to show your work to the client and evaluators.

Project information:

Minimum Outfits to Include:

- ◆ 3 sets of undergarments – 3% of budget
- ◆ 3 casual outfits – 20% of budget
- ◆ 3 work outfits – 30% of budget
- ◆ 2 gym/exercise outfits – 10% of budget
- ◆ 2 sets of sleepwear - 5% of budget
- ◆ 1 Outside outfit – 5% of budget
- ◆ Swimsuit (if sunny)
- ◆ Coat (if cold)
- ◆ 2 out on the town/evening/semi-formal outfits – 17% of budget
- ◆ 1 formal outfit – 10% of budget

Remember to include all accessories with outfits.

- ◆ Shoes
- ◆ Jewelry (remember both men and women wear jewelry)
- ◆ Hats/Scarves
- ◆ Handbags/Briefcases

NOTES:

- You will be evaluated on professionalism...keep it clean and consistent (all color/some color/no color (if no color used you must explain the color)).

- You will be evaluated on the **budget**...find 5% of annual salary

- ✦ Ex. $60,000 \times .05 = \$3,000$

- ✦ Stay within 10% of that budget without going over

- ✦ Ex. $3,000 \times .10 = \$300$

You will be evaluated on appropriateness for needs, age, and budget of client in Excel Format.

Under each outfit you must also write a couple of sentences **explaining what you chose, where you shopped, and why you bought what you bought**. If this is done at the end for all outfits included it must be in paragraph form.

Write at least three paragraphs explaining the outfits

Participants-BRING 3 copies of the Evaluation rubric to the Area Mid winter competition and 1 copy of the rules for evaluators.

Event 9 Business of Fashion The 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 3 ring portfolio. (The 3 ring does not need to be an official FCCLA 3 ring) All materials, including the divider pages and tabs, must fit within the cover, be one sided, and may not exceed 64 pages as described below. Once a hardcopy portfolio has been turned in to the evaluators, participants may not switch to an electronic portfolio.

Electronic portfolio

An electronic portfolio may be either a Powerpoint, Prezi, or other electronic form 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 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 hard copy portfolio. Portfolio may not exceed 75 slides as described below.

One 8 ½ X 11 inch page or one slide	Project Identification Page	Plain paper or slide, with no graphics; must include participant's name, chapter, school, city, state, event name and project title.
One 8 ½ X 11 inch page or one slide	Table of Contents	List of the parts of the portfolio in the order in which the parts appear.
One 8 ½ X 11 inch page or two slides	FCCLA Planning Process Summary Page	Summarize how each step of the Planning Process was used to plan and implement the project; use of the Planning Process may also be described in the oral presentation.
0-10 pages or slides	Divider pages or Sections	Use up to 10 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 contain any other content.
Business Fundamentals- Personal Shopping		
Up to 50 8 ½ X 11 pages or 60 slides	Research the Scenario	Use one of the provided Scenarios and research about the Scenario to develop the client's profile. Further define and describe the components of this scenario.
	Client questionnaire	Using the chosen scenario, develop a client questionnaire you could use for this implementing this scenario. Provide the questionnaire tool that you would use when interviewing the client.
	Description of the client's needs	Write a detailed description of the client's needs including the Body type Lifestyle Personal preferences Career field Budget Climate and geographic impact
	Budget	Develop a budget that will include 5% of the annual salary and stay within 10% of the budget without going over it. See the list of outfits to include listed above. Complete a budget worksheet and include this in your portfolio.
	The Wardrobe Selections	Describe/ show the wardrobe, plans and options you have recommended. For each outfit you must explaining what you chose, where you shopped, and why you bought what you bought.

Event 9 The Business of Fashion-Oral presentation

The Oral Presentation may be up to 10 minutes in length, the presentation should be professional in nature and summarize the client profile, recommended wardrobe and budget. The presentation cannot be prerecorded. Visuals may be used during the presentation (in the portfolio). The portfolio may be used as a visual.

Event 9 The Business of Fashion: Budget worksheet Information.

Participant Name: _____ Date: _____

Client Profile: _____

Total Income: \$ _____

Multiply times X .05 = Total Budget \$ _____

3 sets of underwear	3% of budget (.03) \$ _____	X 90 % (.90) \$ _____	Budget Range \$ _____ to \$ _____
3 casual outfits	20% of budget (.20) = \$ _____	X 90 % (.90) \$ _____	Budget Range \$ _____ to \$ _____
3 work outfits	30% of budget (.30) = \$ _____	X 90 % (.90) \$ _____	Budget Range \$ _____ to \$ _____
2 gym outfits	10% of budget (.10) = \$ _____	X 90 % (.90) \$ _____	Budget Range \$ _____ to \$ _____
2 sets of pajamas	5% of budget (.05)= \$ _____	X 90 % (.90) \$ _____	Budget Range \$ _____ to \$ _____
1 Outside outfit	5% of budget (.05) = \$ _____	X 90 % (.90) \$ _____	
Swimsuit (if sunny) or Coat (if cold)			Budget Range \$ _____ to \$ _____
2 out on the town	17% of budget (.17)= \$ _____	X 90 % (.90) \$ _____	Budget Range \$ _____ to \$ _____
1 formal outfit	10% of budget (.10) = \$ _____	X 90 % (.90) \$ _____	Budget Range \$ _____ to \$ _____
			Minimum You Must Spend \$ _____

You will be evaluated on the **budget**...

Find 5% of annual salary Ex. 60,000 x .05 = \$3,000

Stay within 10% of that budget without going over Ex. 3,000 x .10 = \$300

Event 9 The Business of Fashion

Choose one of the following scenarios.

Scenario 1

Your client is an attorney from New York City. SHE (age 40) lives in a very expensive apartment and loves to have the latest trends. She earns about \$250,000 per year.

Scenario 2

Your client is an attorney from New York City. HE (age 40) lives in a very expensive apartment and loves to have the latest trends. He earns about \$250,000 per year.

Scenario 3

Your client is a teacher living in Minnesota. SHE (age 30) has a modest salary and has learned how to make the most out of her wardrobe. She earns about \$40,000 per year.

Scenario 4

Your client is a teacher living in Minnesota. HE (age 30) has a modest salary and has learned how to make the most out of his wardrobe. He earns about \$40,000 per year.

Scenario 5

Your client is a stay-at-home mom in Texas. SHE (age 35) loves her children and needs clothes that are functional. She earns about \$40,000 per year.

Scenario 6

Your client is a stay-at-home dad in Texas. HE (age 35) loves his children and needs clothes that are functional. He earns about \$40,000 per year.

Scenario 7

Your client is a small business owner in Minnesota. SHE (age 35) has fairly decent funds and is not always concerned with how she looks, but is concerned with how well her business does. She earns about \$100,000 per year.

Scenario 8

Your client is a small business owner in Minnesota. HE (age 35) has modest funds and is not always concerned with how he looks, but is concerned with how well his business does. He earns about \$100,000 per year.

Scenario 9

Your client is a laborer. SHE (age 27) lives in Nevada and works outside most of the time. She earns about \$40,000 per year.

Scenario 10

Your client is a laborer. HE (age 27) lives in Nevada and works outside most of the time. He earns about \$40,000 per year.

Scenario 11

Your client is an engineer in Florida. SHE (age 36) loves how prestigious her career is, but how it can be laid back too. She earns about \$90,000 per year.

Scenario 12

Your client is an engineer in Florida. HE (age 36) loves how prestigious his career is, but how it can be laid back too. He earns about \$90,000 per year.

Scenario 13

Your client is a disc jockey in New York. SHE (age 26) gets the opportunity to be out and about with the community for many exciting events. She earns about \$50,000 per year.

Scenario 14

Your client is a disc jockey in New York. HE (age 26) gets the opportunity to be out and about with the community for many exciting events. He earns about \$50,000 per year.

Scenario 15

Your client is a television personality. SHE (age 30) lives in Chicago and works as a morning news announcer. She earns about \$80,000 per year.

Scenario 16

Your client is a television personality. HE (age 30) lives in Chicago and works as a morning news announcer. He earns about \$80,000 per year.

Scenario 17

Your client is a caterer. SHE (age 35) lives in Los Angeles and has the opportunity to cater major events like the Oscars and Grammy's. She earns about \$50,000 per year.

Scenario 18

Your client is a caterer. HE (age 35) lives in Los Angeles and has the opportunity to cater major events like the Oscars and Grammy's. He earns about \$50,000 per year.

Scenario 19

Your client is a photographer. SHE (age 22) lives in Hawaii and has the opportunity to photograph landscapes in all climates on the islands while still getting the opportunity to photograph weddings and other special events. She earns about \$40,000 per year.

Scenario 20

Your client is a photographer. HE (age 22) lives in Hawaii and has the opportunity to photograph landscapes in all climates on the islands while still getting the opportunity to photograph weddings and other special events. He earns about \$40,000 per year.

Scenario 21

Your client is a web designer in Arizona. SHE (age 30) spends the majority of her time working from her home office in Wisconsin designing websites for major corporations, but still attends meetings around the nation to meet with clients. She earns about \$60,000 per year.

Scenario 22

Your client is a web designer in Arizona. HE (age 30) spends the majority of his time working from his home office in Wisconsin designing websites for major corporations, but still attends meetings around the nation to meet with clients. He earns about \$60,000 per year.

Scenario 23

Your client is a personal trainer. SHE (age 25) works for a well-known gym helping people get/stay fit, teaching appropriate workout regimens along with nutritional lifestyles. She lives in sunny California and loves to be outdoors. She earns about \$30,000 per year.

Scenario 24

Your client is a personal trainer. HE (age 25) works for a well-known gym helping people get/stay fit, teaching appropriate workout regimens along with nutritional lifestyles. He lives in sunny California and loves to be outdoors. He earns about \$30,000 per year.

Scenario 25

Your client is a sales representative for a major corporation. SHE (age 40) lives in Colorado. She enjoys skiing and white water rafting. She earns about \$70,000 per year.

Event 9 The Business of Fashion

Name of participant _____

Chapter _____

____Senior ____Occupational

Portfolio				points
Project Identification Page	0 Page is missing	1 One 8 ½ X 11 inch page with required information		
Table of Contents	0 Page is missing	1 One 8 ½ X 11 inch page with required information		
FCCLA Planning Process	0-1The Planning Process was not used	2 The Planning Process was used	3 Each step of the Planning Process was used to plan	
Divider pages	0 Page is missing	1 Pages are included		
Research the Scenario	0-2 Provided little evidence of research about the scenario.	3-4 Provided some research of the scenario.	5 Provided complete details of the Scenarios and research about the Scenario to develop the client's profile.	
Client questionnaire	0-2 Provided no questionnaire or was not accurate for assessing needs.	3-4 Provided a limited questionnaire tool.	5 Developed a client questionnaire that was complete and would be a valuable tool to use.	
Description of the client's needs	0-3 Description was limited or missing.	4-7 Developed a description which was lacking some information.	8-10 Developed a detailed description of the client's needs including the Body type, Lifestyle, Personal preferences, Career field, Budget needed and climate and geographic impact	
Budget	0-5 Budget was limited in information	6-9 Budget provided some details and information.	10-15 Budget was well developed, accurate and appropriate for the scenario.	
The Wardrobe Selections	0-5 Wardrobe selection was not appropriate for the client.	6-9 Wardrobe selections were not well chosen or explained.	10-15 Wardrobe, plans and options were well explained with vital details.	
Oral Presentation				
Organization/Delivery	0-1 presentation done with missing elements	2-3 Presentation included elements of the portfolio	4-5 Presentation was complete and met the needs of the scenario and client.	
Knowledge of subject matter	0-3 Some knowledge was evident.	4-7 Adequate knowledge but missing some concepts	8-10 Knowledge indicated a complete understanding of the client's needs, fashion and consumer skills needed for the project.	
Use of portfolio	0-3 Portfolio is used minimally or ineffectively	4-7 Portfolio is incorporated throughout	8-10 Presentation moves seamlessly through the portfolio as an effective tool	
Voice/ pitch, temp, volume	0 Voice qualities are not used effectively		2 Voice quality is appropriate for presentation, pleasing.	
Grammar	0-1 Extensive (more than 5 mistakes)		2 Few if no grammatical mistakes	
Body language/ Appearance	0-1 Body language shows nervousness	2 Minimal amount of nervousness/ clothing is appropriate	3 Body language and clothing enhance the presentation.	
Punctuality	0-1 Participant arrives late, not ready within time		2 Participant arrives on time	
Response to Evaluators Questions	0-3 Did not answer questions to unable to answer questions	4-7 Responded to questions without ease or accuracy	8-10 Responses to questions were appropriate and given without hesitation.	
			Total points 100 possible	

Evaluator's score: _____

Total Score: _____ **Average of Judges:** _____

Rating achieved:

Area level: State Advancer: ___Yes ___No 50 points or higher Merit award: ___ Less than 50 points	State rating: ___ 85-100 Gold ___ 84.99-70 Silver ___ 0-69.99 Bronze
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Event 10 Innovations in Fashion and Cosmetics



Innovations in Fashion and Cosmetics is an individual or team event that recognizes participants who demonstrate knowledge of the basic concepts of product development in fashion and cosmetics studied in family and consumer sciences by creating an original prototype formula or design, and developing a marketing strategy. Participants will demonstrate their knowledge of planning, product development, packaging, pricing and marketing. Participants will prepare a display, suggested product packaging and an oral presentation.

Participants will develop a display with the two categories of products for this event.

Part I Product Development: Perfume Product Packaging

Part II Product Development: Fashion Accessories Products

Event categories: Occupational

Team or Individual Event

Procedures and Time requirements

At a designated participation time, participants will have 5 minutes to set up a display. Other persons may not assist. The oral presentation may be up to 15 minutes in length. A one minute warning will be given at 14 minutes. Participants will be stopped at 15 minutes.

If audio or audiovisual recordings are used, they are limited to 3 minutes playing time during the presentation.

Visual equipment with no audio may be used during the entire presentation.

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

Following the interview, the evaluators will have 5 minutes to review the display.

Evaluators will have 5 minutes to use the rubric to score and write comments.

Eligibility and General Requirements

Review the MN FCCLA rules and guidelines.

A table or freestanding space will be provided the participants. Participants must bring all needed equipment and supplies. Wall space will not be available.

Access to an electrical outlet will not be provided. Participants are encouraged to bring fully charged devices such as laptops, tablets etc. to use for audiovisual presenta-

tions.

Items within the display may be used as in hand visuals during the presentation but must be returned within the display dimensions when finished. The product scenarios will be in the rules.

Presentation Elements Allowed

Audio

Costumes/ Uniforms

Easel

Props/ pointers

Visual equipment

Visuals

Product development requirements

You will be designing original ensembles in Fashion and Cosmetology.

Part 1- Product Development- Perfume Product

You will be designing containers for a fragrance line.

Develop the

- design of the bottles
- the packaging
- image of the product.

Designs should be in color, and be original designs.

Participants should sketch the product design at a size that details show well. You also must color the bottle designs. You can attach a sample of fabric, a picture of the fabric or color, or other design details to show.

Identify the design inspiration (like a Monet painting, flower garden, county fair, etc) .

The following is a list of possible packages to design.

You must complete 3 of them.

- ◆ Perfume Bottle
- ◆ Dusting Powder
- ◆ Accessory containing the fragrance (in solid or liquid form?)
- ◆ Lotion
- ◆ Body Mist
- ◆ Body Wash
- ◆ Other? List

INFORMATION NEEDED:

Product packaging of each part of the fragrance line.

Label Design/Logo (This should be one page).

All packaging in color.

List of the Top/Middle/Bottom Notes of the fragrance.

Demographic and Target Market of this fragrance Line.

Paragraph describing the fragrance line and the person that wears it.

For example: "Clinique Happy". A Hint of Citrus. A Wealth of Flowers. A Mix of Emotion. Wear it and Be Happy.

Participants-BRING 3 copies of the Evaluation rubric to the Area Mid winter competition and 1 copy of the rules for evaluators.

Part 2- Product Development-Fashion Accessory Design

Use your designing skills and creating a line of accessories to go with a line of clothing.

You must complete **AT LEAST 6** of them.

- | | |
|-------------------------|---|
| 1. Footwear | 6. Belts |
| 2. Sunglasses | 7. Purses and/or handbags and small leather goods |
| 3. Jewelry | 8. Hats and headwear |
| 4. Hosiery and leg wear | 9. Scarves and neckwear |
| 5. Gloves | 10. Other (Please List): |

The designs should be original. This means that it is something different– something out of the ordinary. You must choose 6 DIFFERENT accessories, no duplicates.

Include:

- 1) A design number and label of the ensemble that it coordinates with. (Just like when you order online or purchase from a store, each item has a SKU #, so should your design)
- 2) Model or Item name
- 3) Description: What makes it original?
- 4) Where does your inspiration come from? (for color/design) Another designer? (knockoff), a location, (ex. Sunset, pyramids), a painting....
- 4) Your target market for this item? (Who would you be advertising to?)
- 5) Finally, you should create a design label or logo. (This would mark the hang tags of your merchandise. If you create a shoe, maybe it would be on the sole or on a tag in the inside, if you design sunglasses, it may be a tag that gets removed after purchase, or it might be etched into the side of the glasses.

Display

A display should be used to document and illustrate the work of the two parts to the project development.

The display may be either freestanding or table top. Freestanding displays should not exceed a space 48 inches deep by 60 inches wide by 72 inches high including audiovisual equipment.

Tabletop displays should not exceed a space 30 inches deep by 48 inches wide by 48 inches high, including any audiovisual equipment. Information or props outside the display will be considered part for the display and subject to penalty (tablecloths, storage boxes, boxes below the table) etc. Each display must have the following elements.

Project identification page	One 8 ½ X 11 inch page on plain paper with no graphics or decorations that must include participant's name (s) chapter name, event name and project title. Project Identification page should include:
FCCLA Planning Process	One 8 ½ inch X 11 inch page of how each step of the Planning Process was used to plan and implement the project, use of the Planning Process may also be used in the oral presentation.
Original Perfume Product Packaging Prototypes	Present an original perfume packaging and modified version of the product. Changes in the original version should be highlighted in each modified product. Include sufficient evidence to support the choice in the product for possible marketing.
Product testing methods - Perfumes packaging	Participants should test their formula in focus groups and modify it two times. Focus groups should follow the following guidelines: Test #1- Minimum of 5 individuals Test #2- Minimum of 10 individuals who are part of the intended consumer audience for the product. Display the method of evaluation for each stage of testing and include sample of both negative and positive results from each stage. Selection of final product may occur at any stage of product testing.
Process Storyboards	Show pictures or drawings of the various stages of product testing.
Product Information	Create a label, logo, design packaging of the product.
Equipment, safety and product safety	Develop a list of ingredients and product information.
Product Summary	Includes the product name, target market, appeal of product to target audience.
Actual and Suggested price	Determine the cost. Develop a suggested price for retailing the product.
Appearance	The display must be neat, legible, professional and use correct grammar and spelling.

Oral presentation The Oral presentation may be up to 10 minutes in length, the presentation should be professional in nature and summarize the specifics of the products.

Part II Accessories Design	
Original Accessories	Present an original prototype formula (s) and modified version of the product. Changes in the original version should be highlighted in each modified formula. The original prototype formula and final product with sufficient evidence to support the choice in the product for possible marketing.
Product testing methods - Accessories	Participants should test their formula in focus groups and modify it two times. Focus groups should follow the following guidelines: Test # 1- Minimum of 5 individuals Test #2- Minimum of 10 individuals who are part of the intended consumer audience for the product. Display the method of evaluation for each stage of testing and include sample of both negative and positive results from each stage. Selection of final product may occur at any stage of product testing.
Process Storyboard on the display	Show pictures or drawings of the various stages of production testing.
Product Information	Create a label, logo, design packaging and the product accessory.
Equipment, safety and product safety	Develop a list of product information.
Product Summary	Includes the product name, target market, appeal of product to target audience.
Actual and Suggested price	Determine the cost of the product. Develop a suggested price for retailing the product.
Appearance	The display must be neat. Legible, professional and use correct grammar and spelling.

The presentation cannot be prerecorded. Visuals equipment, with no audio, may be used throughout the oral presentation. Participants may use props, materials, supplies and/ or equipment to demonstrate how to use the products. The display may be used as a visual.

Organization/ delivery	Deliver oral presentation in an organized manner, concisely and thoroughly summarize the products development..
Knowledge of subject matter.	Show evidence of mastery of design skills including color, design, materials used and style selection, appropriateness for target audience , construction and durability, prices and marketing methods.
Use of display and visuals	Use display to describe all phases of the project development. Be original, creative and appealing visuals to enhance the presentation.
Voice	Speak clearly with appropriate pitch, temp and volume.
Body language/ clothing choice	Use appropriate body language including gestures, posture, mannerism, eye contact and appropriate handling of visuals, notes or notecards if used. Wear appropriate clothing for the nature of the presentation.
Grammar/ word usage/ pronunciation	Use proper grammar, word usage and pronunciation.
Responses to Evaluators questions	Provide clear and concise answers to evaluator’s questions regarding the project. Questions are asked after the presentation.

Event # 10 Innovations in Fashion and Cosmetology

Name of participant _____ Occupational _____

Chapter _____

Display				points
Project Identification Page	0 Page is missing	1 point One 8 ½ X 11 inch page with required information		
FCCLA Planning Process	0-1 The Planning Process was not used	2 points The Planning Process was used	3 points Each step of the Planning Process was used to plan	
Part I Perfume Product-3 products Check 3 of them. ___ Perfume Bottle ___ Dusting Powder ___ Accessory containing the fragrance (in solid or liquid form) ___ Lotion ___ Body Mist ___ Body Wash ___ Other? List:	0-1 One product was shown	2 point Two products were shown	3 points Three products were shown	
Product testing Focus groups and modify it two times. Test # 1- Minimum of 5 individuals Test #2- Minimum of 10 individuals of intended consumer audience	0-3 points Focus groups were used but not two tests.	4-7 points Focus groups were done but analysis/evaluations were sketchy.	8-10 points Focus groups were done with extensive analysis and evaluations evident.	
Product design display includes: 1. Product packaging of the fragrance line. 2. Label Design/Logo in color. 3. List of the Top/Middle/Bottom Notes of the fragrance. 4. Demographic and Target Market 5. Paragraph describing the fragrance line /and the person that wears it.	0-3 points Display is incomplete and contains less than three of these: label, logo, packaging, notes, target market, and description.	4-7 points Display is complete with information but lacks neatness, creativity, and is not visually pleasing.	8-10 points Display include necessary information, is professional in appearance, complete information and attractively displayed.	

Event 10—Innovations in Fashion and Cosmetology -Page 2

Part 2 Accessories				Pts
<p>Product- 6 products Check 6 of them. <input type="checkbox"/> Footwear <input type="checkbox"/> Belts <input type="checkbox"/> Sunglasses <input type="checkbox"/> Purses and/or hand-bags and small leather goods <input type="checkbox"/> Jewelry <input type="checkbox"/> Hats & headwear <input type="checkbox"/> Hosiery and leg wear <input type="checkbox"/> Scarves & neckwear <input type="checkbox"/> Gloves <input type="checkbox"/> Other (Please List):</p>	<p>0-1 points Four products were shown</p>	<p>2 points Five products were shown</p>	<p>3 points Three 6 products were shown</p>	
<p>Product components: <input type="checkbox"/> Design number <input type="checkbox"/> Label <input type="checkbox"/> SKU# <input type="checkbox"/> Model/Item name <input type="checkbox"/> Description <input type="checkbox"/> Inspiration <input type="checkbox"/> Target Market <input type="checkbox"/> Design Label or Logo</p>	<p>0-2 points Less that 4 items are described</p>	<p>3-5 points 5 or more components, but not all are done</p>	<p>6-8 points All components are described.</p>	
<p>Product testing Focus groups and modify it two times. Test # - Minimum of 5 individuals Test #2- Minimum of 10 individuals of the intended consumer audience</p>	<p>0-3 points Focus groups were used but not two tests.</p>	<p>4-7 points Focus groups were done but analysis or evaluations were sketchy.</p>	<p>8-10 points Focus groups were done with extensive analysis and evaluations evident.</p>	
<p>Product Quality</p>	<p>0-2 points Product indicates there are some concepts of design missing in the style, coordination or appropriateness of fashion concepts.</p>	<p>3-5 points Products developed include many concepts of fashion and design qualities. Products may lack durability, or a high quality of design.</p>	<p>6-8 points Product includes a well developed line of style, color, line and design of the fashion accessory's concepts. Color, durability, fashion style would be successful with the intended audience and target market.</p>	

Page 2 Event 10 continued				
Oral Presentation				points
Oral presentation	0 No information presented	1-4 pts Oral presentation contains knowledge and understanding of the project work.	3-4 pts A Well documented project explained in the oral presentation using visuals, displays and researched information.	
Process Story Board	0-1 points The FCCLA Planning Process was not used	2-5 points The FCCLA Planning Process was used and steps described in some detail.	6-10 points Each step of the FCCLA Planning Process was used to plan the process and was detailed, thoughtful and complete.	
Product Summary	0-1 points One product was shown	2-5 points Two products were shown and described with some detail.	6-10 points Three products were shown and well developed.	
Price	0 None provided	2-5 points Cost is documented with some detail	6-10 points Cost is well documented and detailed, researched.	
Appearance– Display	0 none	1-5 points Appearance of display is well done, pleasing use of color, design and style.	6-10 points Well explained and neat display with attractive use of color and design principles.	
Total Comments:				Evaluator's score: _____ S

Total Score: _____ **Average of Judges:** _____

Rating achieved:

Area level:

State Advancer: ___ Yes ___ No 50 points or higher

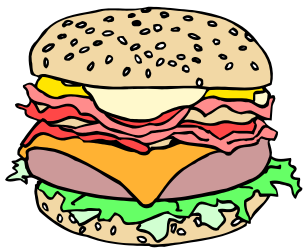
Merit award: ___ Less than 50 points

State rating:

___ 85-100 Gold

___ 84.99-70 Silver

___ 0-69.99 Bronze



Minnesota STAR Event #11

COLD SANDWICH PREPARATION

Cold Sandwich Preparation, an individual event recognizes members for their ability to demonstrate and recognize the procedures for making sandwiches and display of the sandwich plate in food production by preparing a sandwich characterizing standards and quality that would satisfy a customer and employer.

Career Cluster/ Career Pathways

Hospitality and Tourism-Restaurant and Food and Beverage Services Pathway

EVENT CATEGORY

Occupational- Grades 10-12

PROCEDURES AND TIME REQUIREMENTS

1. Participant will report to the event site and will be given an identifying number and a work space.
2. Participant for this event shall appear in proper attire for a sandwich production trainee. Participant must provide and wear a clean and mended food service uniform. Suggestions include:

- Chef's jacket
- Chef's pants
- Closed Toe Shoes
- Food Service Work Shirt
- Black Pants
- Disposable Gloves
- White Shirt or Blouse
- Black Skirt

Participant must provide and wear a hair restraint that keeps hair off face and shoulders. Suggestions include:

Hair net, Food Service Hat plus a tie back for long hair.

Participant must provide and wear an apron in addition to the food service uniform.

Participant should be free of any jewelry (rings, watches, bracelets, dangling earrings, etc.), nail polish, artificial nails, and piercings.

3. Participant will produce an attractive, appetizing and marketable sandwich and very simple garnish. The cost of the ingredients for the sandwich shall not exceed \$2.50.

Participant will choose to prepare ONE of the following types of sandwiches.

- CLOSED SANDWICH** (shall consist of 2 slices of bread plus filling)
- COMBINATION SANDWICH** (shall consist of 3 slices of bread plus filling)
- SPECIALTY SANDWICH** (shall include open faced sandwiches and sandwiches made with specialty breads such

as hoagie buns, flour tortilla, croissants, pita or pocket bread with filling)

4. Participant must submit a food service planning sheet (found in handbook) to the executive director and the advisor in charge of ordering two weeks prior to the event. Items on the food service planning sheet should be taken from the list in number 9. The planning sheet must include the amount of each ingredient needed, cost of the sandwich and garnish serving, and a menu description of the sandwich. Use proper food service portion amounts when listing ingredient needed. **Any items not listed on the planning sheet will not be allowed at the event.** See the food service planning sheet for examples.
5. Participant will be given a nine-inch round white paper plate to display the sandwich. The plate presentation of the sandwich and garnish should be creative and attractive. The garnish should be simple, it should make sense, it should complement the sandwich, and it should be cost effective.
6. Participants for this event shall use methods of sanitation and safety in the preparation of the product and use the space and equipment available.

Participants-BRING 3 copies of the Evaluation rubric to the Area Mid winter competition and 1 copy of the rules for evaluators.

7. Twenty minutes will be allowed for this event. Five minutes will be used for instructions. Fifteen minutes will be allowed for the preparation and display of the sandwich plate and garnish. Participants will begin when judges indicate it is time to start.
8. Participants will provide their own utensils needed for the preparation of the sandwich, e.g. knives, peelers, sanitizing cloths, cutting board, plastic gloves, garnish tools, frill picks, bowls, water, ice, etc.
9. Participants may use any of the ingredients from the following list. They are limited to these items and they must be listed on the food service planning sheet.

Red Grapes
American Cheese (slice)
Swiss American Cheese (slice)
Cheddar Cheese (slice)
Cream Cheese
Margarine
Mayonnaise
Mustard
Sliced Turkey Breast
Sliced Ham
Sliced Roast Beef
Salami
Bologna
Canned Tuna
Canned Chicken
Hard Boiled Egg

No toasters or other electrical appliances will be allowed.
Awards will be given in each category of sandwich preparation.

White Sandwich Bread
Wheat Sandwich Bread
Pocket Bread
Rye **Oval** Bread
Sour Dough **Oval** Bread
Pita Bread
Flour Tortilla
Large Croissant
Hoagie Bun
Leaf Lettuce
Purple Kale
Alfalfa Sprouts
Green Kale
Whole Mushrooms
Parsley
Roma Tomatoes
Red Tomatoes (slice/each)
Cherry Tomatoes
Red Pepper (slice/each)
Green Pepper (slice/each)
Yellow Pepper (slice/each)
Green Onion (each)
Yellow Onion (slice/each)
Red Onion (slice/each)
Radishes (each)
Cucumber (slice/each)
Carrots
Black Olives
Green Olives
Green Grapes
Sweet Pickles
Baby Dill Pickles

Minnesota STAR Event #11

COLD SANDWICH PREPARATION Food Service Planning Sheet (Example)

DIRECTIONS:

1. This planning sheet is to be filled out completely. Send one (1) copy to the Executive Director and one (1) copy to the advisor in charge of ordering food for the event. These must be postmarked two weeks prior to the starting date of the State Leadership Conference.
2. This planning sheet is to be used by all participants in the following events:
 - a. Sandwich preparation: closed, combination, and specialty
 - b. Salad preparation
 - c. Cost analysis on the order form should be completed using current prices in your community.
 - d. Only items on this sheet may be used in the event. No substitutions will be allowed.

EXAMPLE

Name of Event Closed sandwich preparation

Students Name Eileen Sideways

Name of School Ease Overshoe High School

Advisor's Name _____ Phone Number _____

Menu Item and Description: (Example is for sandwich preparation, salad should be similar)

THE GRAND GOBBLER: Layers of shaved turkey breast on sour dough bread with iceberg lettuce, sweet red pepper, natural, Swiss Cheese and our special blend mayonnaise with a touch of parsley. Gobble away!

COLD SANDWICH PREPARATION
Food Service Planning Sheet

DIRECTIONS:

1. This planning sheet is to be filled out completely. Send one (1) copy to the Executive Director and one (1) copy to the advisor in charge of ordering food for the event. These must be postmarked two weeks prior to the starting date of the State Leadership Conference.

2. This planning sheet is to be used by all participants in the following events:
 - a. Sandwich preparation: closed, combination, and specialty
 - b. Cost analysis on the order form should be completed using current prices in your community.
 - c. Only items on this sheet may be used in the event. No substitutions will be allowed.

Name of Event _____

Students Name _____

Name of School _____

Advisor's Name _____ Phone Number _____

I. Check One: Type of sandwich:

____ Closed Sandwich ____ Combination Sandwich ____ Specialty Sandwich

II. Menu Item and Description:

III. Cost Analysis: Provide information about the costs.

Cost of ingredients:

Cost of sandwich:

FOOD SERVICE PLANNING SHEET– Cold Sandwich Preparation Event– MN FCCLA STAR Event #11

Name: _____ **Chapter:** _____ **School:** _____

COLD SANDWICH PREPARATION AND GARNISH: Turn in the ingredients list 2 weeks prior to the event.

Any items not listed on the planning sheet will not be allowed in the event.

INGREDIENTS LIST		Continued- INGREDIENTS	
List quantity needed.		List quantity needed.	
Circle items needed.			
White Sandwich Bread		Cucumber (slice/each)	
Wheat Sandwich Bread		Carrots	
Rye Oval Bread		Black Olives	
Sour Dough Oval Bread		Green Grapes	
Pita Bread		Red Grapes	
Flour Tortilla		Baby Dill Pickles	
Large Croissant		Sweet Pickles	
Hoagie Bun		Red Grapes	
Leaf Lettuce		American Cheese (slice)	
Purple Kale		Swiss American Cheese (slice)	
Alfalfa Sprouts		Cheddar Cheese (slice)	
Green Kale		Cream Cheese	
Whole Mushrooms		Margarine	
Roma Tomatoes		Mayonnaise	
Red Tomatoes (slice/each)		Mustard	
Cherry Tomatoes		Sliced Turkey Breast	
Red Pepper (slice/each)		Sliced Ham	
Green Pepper (slice/each)		Sliced Roast Beef	
Yellow Pepper (slice/each)		Salami	
Green Onion (each)		Bologna	
Yellow Onion (slice/each)		Canned Tuna	
Red Onion (slice/each)		Canned Chicken	
Radishes (each)		Hard Boiled Egg	

Event # 11 COLD SANDWICH PREPARATION

Participant Name _____ Occupational _____

Chapter name _____

Category: _____

Evaluators Instructions: Circle the appropriate points in the columns provided. Be certain to add comments regarding participant's strengths and weaknesses. Write the total points on the bottom. Include judge's initials on the assessment form.

Assessment Criteria (30 POINTS)					
PROFESSIONAL APPEARANCE (5 POINTS) Participants should be free of jewelry, piercings Demonstrates appropriate personal hygiene Clean and appropriate uniform and shoes Proper hair restraint is in place Participant is free of nail polish, and/or artificial nails	1	2	3	4	5
FOOD SERVICE PLANNING SHEET (4 POINTS) Planning sheet is completed, neat and accurate Utilized ingredients in accordance with planning sheet Portion cost per ingredient is accurate Correct amount per serving (\$2.50 maximum)	x	1	2	3	4
SAFETY AND SANITATION (5 POINTS) Demonstrates proper handwashing and sanitizing techniques (2 points) Demonstrates proper cleanliness of equipment and tools (1 point) Demonstrates proper food handling and equipment procedures (2 points)	1	2	3	4	5
WORK/PREPARATION SKILLS (5 POINTS) Demonstrates proper technique in use equipment and tools (2 points) Appearance of work area is neat and orderly- "Mise en Place" (2 points) Demonstrates efficiency of work skills (1 points)	1	2	3	4	5
UTILIZATION OF FOOD (5 POINTS) Accurate measurements and amounts are used Has little or no usable leftovers Combination of flavors and texture are appropriate Assembly of ingredients is in a manner suitable for eating	1	2	3	4	5
GARNISH (2 POINTS) Appropriate and is cost effective Compliments the sandwich	x	x	x	1	2
MARKETABILITY OF PRODUCTS (4 POINTS) Realistic amount of labor Product has eye appeal Plate presentation is neat and attractive Product is creative and original	x	1	2	3	4

COMMENTS: **TOTAL POINTS (30 POINTS POSSIBLE)** _____

Event 12-22 Illustrated Talks

Illustrated talks will follow the national rules in the National FCCLA handbook. The topics for Minnesota FCCLA STAR event categories are listed in this document.

Illustrated Talk, an *individual* or *team* event up to 3 participants, recognizes participants who make an oral presentation about issues concerning Family and Consumer Sciences and/or related occupations. Participants must prepare a **file folder** containing an outline of the speech, *planning process* and other evidence, an **oral presentation** emphasizing content and delivery and **visuals** used to illustrate the presentation.

Video Option for Illustrated Talk

Illustrated Talk, an individual or team event up to 3 participants, recognizes participants who make an oral presentation about issues concerning Family and Consumer Sciences and/or related occupations. Participants must tape the presentation on a VHS video cassette, prepare a **file folder** containing an outline of the speech, planning process and other evidence, an **oral presentation** emphasizing content and delivery and visuals used to illustrate the presentation.

The intent of the Video Option for Illustrated Talk event is to accommodate co-curricular (classroom) learners and students with a conflict to attend the Area mid-winter contest. Illustrated Talk Video category allows participants to tape the presentation on a video with no editing enhancements and submit it to the Area STAR Coordinator for it to be evaluated by judges. Participants can earn an opportunity to advance to the State Competition. Entries that advance to State Competition will be presenting the STAR Event live (not on video) in the Illustrated Talk category of your presentation topic.

Event Categories

For Area Competition:

Junior: through grade 9

Senior: grades 10-12

Occupational

For State Competition:

Junior: through grade 9

Senior: grades 10-12

Occupational

Eligibility-FOLLOW THE NATIONAL RULES FOR ILLUSTRATED TALK.

(SEE NATIONAL STAR EVENT HANDBOOK)

Questions: Junior High

Why did you choose this topic?

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

What is the most important concept you have learned from your project and presentation?

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

How did you use the FCCLA planning process in your work?

How will you use this information in the future?

Senior High

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

What skills did you develop through completing this project and presentation?

How does your topic related to Family and Consumer Sciences?

How did state or national FCCLA program information help you?

How will this information affect you in your future?

Video Option for Illustrated Talk Specifications

File Folder-Participant must submit to the Area STAR Coordinator one letter-size file folder containing three identical sets that contain copies of the documents listed in the chart below. Each set of documents must be stapled together. As you view the folder horizontally, the file folder must be labeled in the top left corner with name of event, category, participant's names and national Area (Central) and state.

Project Identification Page	Include 8 1/2" x 11" project identification page containing participant names, school, city, state, and title of Illustrated Talk on plain paper. No other information or graphics should be placed on the project identification page.
FCCLA Planning Process Summary	Summarize how each step of the planning process was used to plan and present the Illustrated talk. It should not exceed one 8 1/2" x 11" page.
Outline of Presentation	Outline Presentation in no more than two pages.
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/ Interview with person knowledgeable of topic	Use an organized, consistent format to cite all references in alphabetical order. Resources should be reliable and current. Documentation of interview.

Oral Presentation

The oral presentation may be up to 10 minutes in length and is taped on VHS video cassette. The presentation should deal with issues related to Family and Consumer Sciences and how FCCLA members can address these issues. It is not a factual lecture or a "how-to" presentation.

Introduction	Use creative methods to capture audience attention.
Relationship to Family and Consumer Sciences	Reflects views and knowledge on issue of concern related to areas of Family and Consumer Sciences and/or related occupations. Topic relates to appropriate event for Illustrated Talk events.
Knowledge of Subject	Present current data and information to support viewpoints and issues of concern.
How FCCLA Members Can Address 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.
Organization	Deliver oral presentation in an organized, sequential manner as outlined. A hard copy of the slides from a Power Point presentation used on the video should be submitted with the video.
Voice	Speak clearly with appropriate pitch, tempo and volume.
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or note cards if used.
Grammar /Pronunciation	Use proper grammar and pronunciation.
Response to Questions	Provide clear and concise answers to questions listed in the rules section. Question and answer session is taped after the oral presentation, participants announce they are beginning this session, and questions are read by participants before the answer is given. It may be up to 5 minutes in length.

Visual Aids-Visual aids might include puppets, slides, cassettes, compact disc and/or charts. If audio is used, it is limited to a one-minute playing time during the oral presentation.

Effectively Illustrate Content	Support, illustrate and/or complement content of presentation.
Creativity	Use creative methods to illustrate presentation.
Appearance	Presentation aids must be visible to audience, neat, legible and creative. Must use correct grammar and spelling. A hard copy of the Power Point presentation should be submitted with the video.

Video Option

ILLUSTRATED TALK RATING SHEET

Midwinter Conference

Use the rubric from the National Star Events Handbook for Illustrated Talks.

Name of participant: _____ Chapter: _____

Title of Talk: _____

_____ Live Presentation

_____ Video Presentation

Category: After school chapter _____ Junior _____ Senior _____ Occupational

 Co-curricular chapter _____ Junior _____ Senior _____ Occupational

Use the rubric from the National Star Events Handbook for Illustrated Talks.

State Advancer: ___ Yes ___ No 70 points



Minnesota STAR Event Category -Illustrated Talk

*Follow the rules for Illustrated Talk in the National STAR Event Rules Handbook
located on the National FCCLA Website. www.fcclainc.org*

Event # 12 Child Care (Individual or Team)

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

Purpose: To develop skills for good child care practices, including learning safety, health, activities and the practical knowledge of caring for children.

Rules:

1. Follow all Minnesota FCCLA STAR Event general rules. 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 Families First, National FCCLA Program as a link to your research. You could use the state or national program resources as a reference for your STAR Event.

Participants-BRING 3 copies of the Evaluation rubric to the Area Mid winter competition and 1 copy of the rules for evaluators.

Possible topics:

1. Motor skills activities for kids
2. Legal issues and laws about children's equipment and toys
3. Cultural family practices
4. Using developmental theories
5. Babysitting safety
6. First Aid and emergency procedures
7. A Babysitting Kit
8. Caring for children with special needs
9. First Aid- Sudden illnesses, wounds, fevers, choking
10. Dressing children
11. Babysitting Infants and toddlers
12. Child Safety in the home
13. Developmental stages of children
14. Managing negative behaviors
15. Swimming safety for kids
16. Teaching concepts to children
17. Early childhood career options
18. Story time for children
19. Bulletin boards for child care
20. Other topics

Methods: See General list

Resources: See General list

[Link to National Standards for Family and Consumer Science](#)

4.4 Demonstrate a safe and healthy learning environment for children.



Minnesota STAR Event Category -Illustrated Talk

Follow the rules for Illustrated Talk in the National STAR Event Rules Handbook located on the National FCCLA Website. www.fcclainc.org

Event # 13 Foodies (Individual or Team)

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

Purpose: To analyze the food choices of teens and families, including the cost, nutritional benefit, appeal and trends for food.

Rules:

1. Follow all Minnesota FCCLA STAR Event general rules. 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 Move campaign www.letsmove.gov for your research.

Participants-BRING 3 copies of the Evaluation rubric to the Area Mid winter competition and 1 copy of the rules for evaluators.

Possible topics:

1. Family mealtime trends
2. Popular foods in restaurants and eating out
3. Importance of breakfast
4. Meals for athletics
5. Meal plans for special health situations
6. Farm to Table initiatives
7. MyPlate- USDA Plate model
8. Cultural meal choices
9. Dining In
10. Processed foods vs natural foods in meals
11. Varying a family's or children's diet
12. Healthy food choices popular with children
13. School food service
14. Determining portion sizes
15. Effects of TV Food shows on American's meals.
16. Other topics

Methods: See General list

Resources: See General list

[Link to National Standards for Family and Consumer Sciences](#)

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 Handbook located on the National FCCLA Website. www.fcclainc.org

Event # 14 Global Call to Action (Individual or Team)

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

Purpose: Explore knowledge, skills and attitudes of one or more of these global issues and use your leadership skills to make a difference in at least one of these key areas.

Young people can lead the way by taking action to solve these problems. Explore knowledge, skills and attitudes of one or more of these global issues.

Rules:

1. Follow all Minnesota FCCLA STAR Event general rules. 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.

Participants-BRING 3 copies of the Evaluation rubric to the Area Mid winter competition and 1 copy of the rules for evaluators.

Possible topics:

1. Lack of clean and safe drinking water.
2. End racism and hate
3. End global diseases
4. Poverty
5. Human rights
6. Advancing women and children as leaders
7. Environmental sustainability
8. Education and community development for a global society
9. Conflict resolution

Lack of clean and safe drinking water

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.

End racism and hate

Racism and hatred based on differences as well as the growing divide between rich and poor are endemic, and it is a problem that affects all of us. We must work together to build acceptance and support within our human family.

Global Health and Wellness

One of the effects of globalization is the spread of disease. National boundaries no longer mean what they once did. We must address the challenge of enduring global health and wellness together as one human family.

Alleviation of 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.

Human Rights

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. We need to address fundamental issues at the core of a society and ensure that all people have the right to participate in government processes without fear of retribution, and can live freely in the pursuit of their own happiness.

Advancing Women and Children 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 education, employment, and equal opportunities. The role of women and youth as leaders and in developing creative solutions to problems, must be fostered and encouraged.

Environmental Sustainability

Climate change is a reality. It is essential that we make a concentrated effort involving individual citizens, civil society, and our government leaders to address the many causes of the precarious situation we have created for ourselves on earth.

Education and Community Development

When we ensure that basic human needs are met, provide quality education, and work to create jobs and adequate housing for all, we are creating a more secure world. The time has come to shift our energy and our resources from a focus on military security, to a long –term investment in true human security.
World.

Conflict resolution

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. What is required is a profound understanding of the new realities created by our increasingly interconnected and interdependent world and a strong belief in the path of non violence. Methods: See general list

Resources: See general list

[Link to National Standards for Family and Consumer Sciences.](#)

6.2 Demonstrate appreciation for diverse perspectives, needs and characteristics of individuals and families.

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 Handbook
located on the National FCCLA Website. www.fcclainc.org*

Event # 15 The Social Zone (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 develop safe and effective communication including social media with friends, family, the workplace and with others.

Rules:

1. Follow all Minnesota FCCLA STAR Event general rules. 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**: "The Real You or The Resilient You " national FCCLA program as a resource. You may use another national FCCLA program a resource or reference for your STAR Event.

Participants-BRING 3 copies of the Evaluation rubric to the Area Mid winter competition and I copy of the rules for evaluators.

Possible topics:

1. Communicate in healthy relationships with technology
2. Social media
2. Peer support systems
3. Active listening
4. Communicating with adults
5. Appropriate workplace communication
6. Communication limitations
7. Ethical Communication
8. Intergenerational factors in communication
9. Digital natives communications styles
10. Avoiding social media predators
11. Communication with dating relationships
12. Parental roles for social media
13. Workplace rules for employees and social media
14. Generational differences in uses of social media
15. Other

Resources: See general list

[Link to National Standards for Family and Consumer Sciences Education.](#)

13.0 Demonstrate respectful and caring relationships in the family, workplace and community.



Minnesota STAR Event Category -Illustrated Talk

*Follow the rules for Illustrated Talk in the National STAR Event Rules Handbook
located on the National FCCLA Website. www.fcclainc.org*

Event # 16 Taking Care (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 the knowledge of good nutrition, fitness and make good choices to take good care of yourself.

Rules:

1. Follow all Minnesota FCCLA STAR Event general rules. These 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 “The Healthy You, The Fit You, The Real You, The Resilient You” units 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.

Participants-BRING 3 copies of the Evaluation rubric to the Area Mid winter competition and 1 copy of the rules for evaluators.

Possible topics:

1. Smart food choices
2. Balancing food and physical activity
3. Weight management
4. Rest and sleep
5. Avoiding eating disorders
6. Vegetarianism
7. Food to address chronic health problems (heart disease, high blood pressure, diabetes, osteoporosis, asthma, or obesity)
8. Avoiding health risks
9. Dietary guidelines for Americans
10. Presidential Active Lifestyle Award
11. Effects of sugars and fats
12. Eating out
13. The USDA Plate model for food choices
14. The Blue Zone- why some parts of the world are healthier.
15. Avoiding Illegal drugs and steroids
16. Being resilient
17. Being Fit
18. Other topics

Resources: See general list

[Link to National Standards for Family and Consumer Sciences Education.](#)

14.0 Demonstrate nutrition and wellness practices that enhance individual and family well-being.



Minnesota STAR Event Category -Illustrated Talk

*Follow the rules for Illustrated Talk in the National STAR Event Rules Handbook
located on the National FCCLA Website. www.fcclainc.org*

Event # 17 Leadership in Careers (Individual or Team)

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

Purpose: Analyze how the FCCLA tag line “The Ultimate Leadership Experience” is true for youth leaders. Show how the FCCLA opportunities of national, state, regional, local leadership opportunities as an officer (current or future local chapter officer, Area Officer, State Officer or National Officer) will help you to become better at skills, knowledge and attitudes that are important for a variety of careers. Analyze the application for a leadership position and determine how you can strengthen your resume and give stronger answers if you became a candidate for an FCCLA leadership position.

Rules:

Follow the Minnesota STAR Events general rules.

Use the Illustrated Talk rules from the national handbook for guidelines and rubrics for evaluation.

One to three participants.

Develop an analysis or a report of how you could strengthen your answers and examples of leadership for becoming a candidate application for a FCCLA leadership position.

Participants bring 3 copies of the Evaluation Rubric to the Region Mid Winter Competition and 1 copy of the rules to the evaluator.

Possible topics:

- Careers that need leadership skills, leadership attitudes and knowledge about being a leader
- Community positions that need leadership skills, attitudes and knowledge
- How FCCLA opportunities build leadership career skills, attitudes and knowledge
- Employability skills that are strengthened with your leadership skills, attitudes and knowledge
- Hospitality careers in leadership opportunities
- Culinary and Food Production careers needing leadership skills
- Education and Training positions that need Leadership skills, attitudes and knowledge for educators, administrators.
- Military Service Careers needing Leadership skills, attitudes and knowledge
- Public Service Careers needing Leadership skills, attitudes and knowledge
- My Future uses for learning leadership skills, knowledge and attitudes in FCCLA.
- How leadership in FCCLA strengthens your future career
- Exploring any of the Employability skills that FCCLA offers you to develop: global awareness, financial literacy, Civic literacy, health literacy, environmental literacy, creativity and innovation, critical thinking and problem solving, communication and technology literacy, media literacy, flexibility and adaptability, initiative, social and cross cultural skills, productivity, responsibility.
- Other leadership topics

Methods: See general list

Resources: See general list

Link to National FACS Standards:

1.2 Demonstrate transferable and employability skills in school, community and workplace settings.

1.2.1 Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career.



Minnesota STAR Event Category -Illustrated Talk

Follow the rules for Illustrated Talk in the National STAR Event Rules Handbook located on the National FCCLA Website. www.fcclainc.org

Event # 18 My Relationships (Individual or Team)

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

Purpose: Teens develop knowledge and attitudes to be safe, develop healthy personal relationships, and make good decisions to positively affect their lives.

Rules:

1. Follow all Minnesota FCCLA STAR Event general rules. 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 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.

Participants-BRING 3 copies of the Evaluation rubric to the Area Mid winter competition and 1 copy of the rules for evaluators.

Possible topics:

1. Dating safety
2. Personal safety and self defense
2. Recognizing and preventing toxic relationships
3. Setting your personal conduct standards and rules
4. Building trust in relationships
5. Issues of gender identity
6. Fitting-in and cliques
7. Determining boundaries for your friendships and dating relationships
8. Social media safety or internet safety
9. Avoiding date rape
10. Facebook relationship rules
11. Breaking a cycle of abuse
12. Domestic violence prevention
13. Safe relationships
14. Pressures for teen sexuality
15. Coping with gossip
16. Building better friendships
17. Appropriate relationships at the workplace
18. The media's messages for relationships
19. Other topics

Methods: See general list

Resources: See general list

Link to National Standards for Family and Consumer Sciences

13.0 Demonstrate respectful and caring relationships in the family, workplace and community.



Minnesota STAR Event Category -Illustrated Talk

Follow the rules for Illustrated Talk in the National STAR Event Rules Handbook located on the National FCCLA Website. www.fcclainc.org

Event # 19 Empower the Family (Individual or Team)

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

Purpose: To examine the importance of family as a basic unit of society and to help youth become strong family members and leaders for today.

Rules:

1. Follow all Minnesota FCCLA STAR Event general rules. 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.

Participants-BRING 3 copies of the Evaluation rubric to the Area Mid winter competition and 1 copy of the rules for evaluators.

Possible topics:

1. Preparing for parenthood
2. Family relationships
3. Multiple responsibilities of family and careers
4. Family friendly community designs
5. Spending time with family
6. Cultural views of family
7. Family's traditions
8. Understanding family structures
9. Family laws and policies
10. Families in crisis
11. Family friendly corporate policies
12. Stresses on families
13. Facing family's changes
14. Families in poverty
15. Other topics

Methods: See general list

Resources: See general list

[Link to National Standards for Family and Consumer Sciences.](#)

6.0 Evaluate the significance of family and its impact on the well-being of individuals and society



Minnesota STAR Event Category -Illustrated Talk

*Follow the rules for Illustrated Talk in the National STAR Event Rules Handbook
located on the National FCCLA Website. www.fcclainc.org*

Event # 20 Money Matters (Individual or Team)

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

Purpose: To develop skills for wise money management.

Rules:

1. Follow all Minnesota FCCLA STAR Event general rules. 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 part of Financial Fitness– Banking Basics, Cash Control, Making Money, Consumer Clout, Financing Your Future, (National FCCLA program) in your event.

Participants-BRING 3 copies of the Evaluation rubric to the Area Mid winter competition and 1 copy of the rules for evaluators.

Possible topics:

1. Bargain shopping
2. Developing a budget
3. Paying for college
4. Financial aid
5. Investing
6. Accounting
7. Using credit
8. Financial planning
9. Planning for retirement
10. Insurance
11. Saving
12. Renting vs owning
13. Car buying
14. Making money
15. Taxes
16. Understanding needs, wants, goals and economic resources
17. Other topics

Methods: See general list

Resources: See general list

[Link to National Standards for Family and Consumer Sciences.](#)

2.0 Analyze factors in developing a long-term financial management plan. Explain the effects of the economy on personal income, individual and family security, and consumer decisions. Demonstrate components of a financial planning process that reflect the distinction between needs, wants, values, goals, and economic resources. Analyze the effect of consumer credit in long-term financial planning.



Minnesota STAR Event Category -Illustrated Talk

Follow the rules for Illustrated Talk in the National STAR Event Rules Handbook located on the National FCCLA Website. www.fcclainc.org

Event # 21 Design Matters (Individual or Team)

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

Purpose: Analyze how elements and principles of design benefit a consumer.

Rules:

1. Follow all Minnesota FCCLA STAR Event general rules. These are on pages 7-9 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 a National FCCLA program in your research. You must use a national program resource as a reference in your STAR Event.

Participants-BRING 3 copies of the Evaluation rubric to the Region Mid winter competition and 1 copy of the rules for evaluators.

Possible topics:

1. Clothing and fabric trends
2. The fashion industry
3. High end design's influence on consumer clothing
4. Cultural influence on fashion
5. Trends in fibers
6. Fashion trends
7. Fashion for special occasions
8. Careers in the fashion industry
9. Consumer buying patterns
10. Trends in accessories
11. Clothing messages (first impressions, how you express yourself)
12. Psychological impact of appearance
13. Decorating ideas for your bedroom, dorm room, or first apartment .
14. Furniture for a dorm room
15. Color schemes and styles
16. Historical influences on current interior design
17. Using environmentally friendly interior designs
18. Budget decorating
19. Room makeovers
20. Thrift store treasures
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 Handbook located on the National FCCLA Website. www.fcclainc.org

Event # 22 Stop the 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 to make positive decisions that contribute to a peaceful and positive school and community atmosphere.

Rules:

1. Follow all Minnesota FCCLA STAR Event general rules. These are on pages 7-9 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. Link to the **STOP the Violence** national FCCLA program for your project ideas and research.

Participants-BRING 3 copies of the Evaluation rubric to the Area Mid winter competition and 1 copy of the rules for evaluators.

Possible topics:

1. Safe campus life
2. Anti-bullying campaigns and efforts
3. Establishing peaceful behaviors
4. Encouraging kindness, consideration, respect, just, and tolerance of other's beliefs and behaviors
5. School violence prevention strategies
6. Community safety plans
7. Peer mediation
8. Internet and social media safety
10. How teens have a code of silence and how to influence reporting to caring adults
11. Media influence of violence.
13. Violent messages in music, movies, art, video games
14. Negative effects of gossip
15. Depression and suicide as a result of bullying
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.

Events 51-54

Middle Level STAR Events

Middle Level STAR Events are individual and team events (1-3 participants) that recognize students in grades 4-6 who do a presentation about issues concerning family and consumer science. Participants have four options of competition: 1. Give an oral presentation on a researched topic; 2. Show a demonstration on how to do an activity; 3. Create a display and give a presentation on the display; and/or 4. Create a Manual to show chapter/classroom activities and present on it. **This is an Area Midwinter event. There is not advancement to state competition.**

Event Categories

Middle level: 4-6 grade

Eligibility

Participation is open to any state and nationally affiliated FCCLA chapter member.

The presentation must be developed and completed within a one-year span beginning July 1 and ending March of the school year before the state meeting.

The project and supporting materials submitted must be planned, conducted and prepared by chapter members only. Register for Area competition by January 24 and pay the registration fee.

As participant may be one middle level STAR Event.

Procedures & Time Requirements

Each entry will submit a file folder with required documents to the events room consultant at the designated participation. For Manual and displays, participants will set up at a designated time, no file folder is needed.

Room consultants and evaluators will have 5 minutes to preview the file folder, display or manual before the presentation begins.

Participants will have 10 minutes to set up. Other persons may not assist with the set up.

Oral presentation may be up to 4-8 minutes in length. A one-minute warning will be given 7 minutes. Participants will be stopped at 8 minutes.

If audio recordings are used, they are limited to 1 minute playing time during the presentation. No audio is allowed for the Manual event.

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

Evaluators will use the rating sheet to score and write comment for participants. Then evaluators will meet with participants to discuss strengths and suggestions for improvement.

The total time that is required for this event is approximately 35 minutes.

General Information

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

Electrical outlets must be requested. Extension cords and power strips are not provided.

Spectators can view the events if space allows.

The use of video recording is not allowed during this event.

Middle level students do have the option of competing in the junior high level of STAR Events with parental/guardian permission. The rules of the Junior High competition would apply.

Middle Level Specifications

Illustrated Talk Event

Students research a topic and give a presentation what they have learned with the use of posters and other visuals.

File Folder

Participant must submit to the event room consultant at the designated participation time one letter-size file folder containing three identical sets that contain copies of the documents listed in the chart below. Each set of documents must be stapled together. When view horizontally, the file folder must be labeled in the top left corner with name of event, category, participants names and state.

Project Identification Page	Include 8 1/2" x 11" project identification page containing participant names, school, city, state, and title of Illustrated Talk on plain paper. No other information or graphics should be placed on the project identification page.
FCCLA Planning Process Summary	Complete and submit the Planning Process Sheet.
Works Cited/Bibliography	Use at least two resources for the presentation. Organize all references in alphabetical order. Resources should be reliable and current.

Oral Presentation

The oral presentation may be up to 8 minutes in length and is delivered to evaluators and spectators (if space permits). The presentation should relate to Family and Consumer Sciences and how FCCLA members can address these issues. It is not a factual lecture or a "how-to" presentation.

Introduction	Use creative methods to grab the audience attention.
Relationship to Family and Consumer Sciences	Relate it to a family and consumer science topic.
Knowledge of Subject Matter	Present current data and information on issues of concern.
How FCCLA Members Can Address Concern	Suggest how FCCLA members can address the issues of concern.
Summary	Summarize major points and/or issues of concern.
Organization	Deliver oral presentation in an organized, sequential manner as outlined.
Voice	Speak clearly with appropriate pitch, tempo and volume.
Body Language	Use gestures, good posture, appropriate mannerisms, eye contact and appropriate handling of notes or note cards.
Grammar and Pronunciation	Use proper grammar and pronunciation.
Response to Evaluators' Questions	Provide clear answers to evaluators' questions regarding subject matter. Questions are asked after the presentation.

Visual Aids

Visual aids might include puppets, slides, cassettes, compact disc and/or charts. If audio is used, it is limited to a one-minute playing time during the presentation. Video recordings are not permitted.

Middle Level Specifications

Show-n-Tell Event

Students demonstrate or explain how to do an activity to an audience.

File Folder

Participant(s) must submit to the event room consultant at the designated participation time one letter-size file folder containing three identical sets that contain copies of the documents listed in the chart below. Each set of documents must be stapled together. When viewed horizontally, the file folder must be labeled in the top left corner with name of event, category, participant's names and state.

Project Identification Page	Include 8 1/2" x 11" project identification page containing participant names, school, city, state and title on plain paper. No other information or graphics should be placed on the project identification page
FCCLA Planning Process	Complete and submit the Planning Process Sheet.
Summary	
Works Cited/Bibliography	Use at least two resources for the presentation. Organize all references in alphabetical order. Resources should be reliable and current.

Demonstration

The presentation may be up to 8 minutes in length and is delivered to evaluators and spectators. Participants need to show, not just tell, how an activity, event or project is done. Audience participation may be used to complete the task.

Organization	Present project step by step so it is organized and thoroughly summarize project.
Ability to Show Activity	Teaches the activity to others. Participants are evaluated on the teaching of the activity, not the final project.
Connect to Family and Consumer Science	Indicate how this information or activity can improve or relates to personal growth, friendships, community and/or family life.
Summary	Summarize major points of activity.
Voice	Speak clearly with appropriate pitch, tempo and volume.
Body Language	Use gestures, good posture, appropriate mannerisms, eye contact and appropriate handling of notes or not cards.
Grammar and Pronunciation	Use proper grammar and pronunciation.
Responses to Evaluators' Questions	Provide clear answers to evaluators' questions regarding subject matter. Questions are asked after the presentation.
Visual Aids Participants may use any combination of props, materials, supplies and/or equipment to demonstrate how to carry out project. If audio is used, it is limited to a one-minute playing time.	
Support Demonstration	Used to show how to do the activity or describe parts of activity.
Appearance	Are easy to read, neat, legible and creative

Middle Level Specifications

Chapter Project Display-Event, and Manual-Event

Prepare a Manual or display to show a major chapter/classroom activity or summary of chapter/classroom's events for the year.

Manual or Display

Either manual or a display may be used to document the work of the project.

Manuals--For participants using a Manual, have a project identification page, a table of contents page, a planning process summary page, and no more than 20 content pages. All pages must be one-sided only. No audio is allowed for Manual presentation.

Display-- for participants using a display, it may be either freestanding or tabletop. Freestanding displays should not exceed a space 48" deep by 60" wide by 72" high. Tabletop displays should not exceed a space 30" deep by 48" wide by 48" high, including audiovisual equipment. Each display needs to include a project identification page and a planning process sheet.

Project Identification Page	Include 8 1/2" x 11" project identification page containing participants' names, project title, chapter name, school, city, and state on plain paper.
FCCLA Planning Process Summary Page	Complete and submit the Planning Process Sheet.
Summarize Chapter/Classroom Meetings, Ceremonies and Recognition Activities	Show how chapter conducted and participated in ceremonies; and recognized chapter members for their efforts.
Leadership Activities and Projects	Engage chapter members in leadership activities and projects.
State and National Programs	Complete project activities related to state and national programs.
Public Relation Efforts	Use a variety of ways to increase public awareness of FCCLA and family and consumer science and/or related occupations.
Appearance	Manual or display should be easy to read, creative and use correct grammar and spelling.

Oral Presentation

The oral presentation may be 4- 8 minutes in length and is delivered to evaluators and spectators (if space permits). The presentation should summarize the chapter activities and projects, the goals and accomplishments of activities and projects. It should show how the planning process was used to throughout the year.

Organization	Summarize project activities and accomplishment in an organized way.
Reflects FCCLA	Relate activities/projects to FCCLA and Family and Consumer Sciences and/or related occupations.
Well-balanced Program of Work	Discuss how activities/projects help members to develop leadership skills by doing activities and projects.
Voice	Speak clearly with good pitch, tempo and volume.
Body Language	Use gestures, posture, good mannerisms, eye contact and appropriate handling of notes and display or manual.
Grammar and Pronunciation	Use proper grammar and pronunciation.
Responses to Evaluators' Questions	Provide clear answers to evaluators' questions regarding projects. Questions are asked after presentation.

PLANNING SHEET

Middle Level STAR Events

4-8 Minute Time Limit

Name: _____

Chapter: _____

Grade: _____

Events (check one)

- Illustrated Talk
- Show-N-Tell
- Chapter Project Display
- Chapter Project Manual

Choosing a Topic

Which topics interest me or us the most? Make a list of your favorite topics.

Choose the topic you can tell about best

What do I want to show or tell?

Where can I get information on this topic?

What information do I already have?

Form a plan

Who?

What?

When?

Where?

How?

Act and put it all together

Where/when did I present this project?

Summary: follow-up questions

Tell how you did on your event.

What would I keep the same? What did I like?

What could I do differently? What didn't I like?

EVENTS

Middle Level STAR Events

Event Number: _____

Name of participant: _____ Chapter: _____

Title of Talk: _____ Grade: _____

Instructions: Check the appropriate box for rating. Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary.

Evaluation Criteria	Fair	Good	Very Good	Excellent	Comment
Planning Process Sheet (25%)					
Presentation (25%)					
Visuals (25%)					
Knowledge of Content (25%)					

Circle rating achieved:

Middle level medalist 75-100 points

Middle level merit up to 74.99

Comments:



Minnesota Family, Career and Community
Leaders of America
Middle Level Star Events Permission Form
Grades 4-6

Please complete for your child to compete in Junior High Level STAR Events.

Name: _____

Chapter: _____

has my permission to compete in the Minnesota Family, Career and Community Leaders of America
Junior High STAR (Students Taking Action with Recognition) Events.

I am aware if he/she receives a State Advancer rating at the Area level he/she has the opportunity to
compete at the state level during the MN FCCLA State Convention at the Bloomington Doubletree Hotel
in Bloomington, MN.

I
If you have any questions, please contact _____,

your son/daughter's FCCLA adviser, at _____ before signing this.

Parent/Guardian Signature: _____ Date _____

General Information about the Evaluation Process

All Midwinter meeting participants will bring copies of the Rubrics and Rules for their events in a folder for the Evaluators.

1. There will be two to four evaluators for each event at Area and state level. The evaluators may be:
 - Individual knowledgeable in the field. (business and industry person, career experience)
 - 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.-One of the evaluators will have FCCLA experience as an officer or former participant.
2. Evaluators will become familiar with rules and rating sheets.
3. Evaluators will be given the purpose and summary paragraph prior to beginning.
4. Evaluators will realize this is not a "speech" contest but a creative way for students to tell others what they have learned by research.
5. Evaluators will look over information as participants are setting up for their presentations. Evaluators will ask questions that pertain to the presentation. They will be provided with sample questions at an in-service meeting. Maximum time is 5 minutes; consultants will stop the evaluator's questioning after 5 minutes.
6. Evaluators may question participants on the validation of information, but participants are NOT required to turn in written validation.
7. Evaluators will direct questions to different team members. After evaluators finish questioning, they should ask the participant if they have any questions. They will also give verbal suggestions for improvement.
8. Evaluators will be reminded that these are students from middle school through 12th grade. They may have little or no experience in presentations. The rubrics will guide the evaluation process.
9. Evaluators 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. Evaluators are asked to give verbal suggestions during questioning.
10. Evaluators will confer together for a short time after each participant to verify that information given is current and is within the rules.
11. Timing will start when evaluators indicate. If the event is more than timing requirements the evaluators will deduct in the time category.
12. 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.
13. Evaluators 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 1 ,2 and 5– No questions needed

Event 3 Ethical Essays

Why did you choose this topic?
What was your best resource?
Why is it important for you and others to learn about this topic?
What skills did you develop through completing this event?
What attracted you to do this event?
What challenges did you have with writing this essay?
Were there any things you would do differently if you redid this essay?
How has this writing experience affected you personally?

Event 4 See What We've Done

How did you use the planning process?
Why did you select this project?
How has your project helped others?
Explain how you evaluated the project and its success?
How did this relate to family and consumer sciences?

Event 6 Show Me

Explain how you used the planning process?
How did you become interested in teaching others about this topic?
How did you become interested in this topic?
Why is it important for others to learn about this topic?
What was your best resource?
Explain how your selected topic relates to family and consumer science.
How will this skill help you for your future?

Event 7 Just Like Rachael Ray

Explain how you used the planning process?
How did you become interested in food preparation?
Why did you select this food recipe or menu?
How has your project helped others?
Where did you get this menu idea?
Explain how you evaluated the menu or recipe and its success?
How does this relate to Family and Consumer Sciences?
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 skills did you develop through completing this event?
What would you do differently next time?

Illustrated Talks

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?

Event 8 Say Yes to Facts

Why did you choose this topic?
What was your best resource?
Why is it important for you and others to learn about this topic?
How has your project helped others?
How did you become interested in teaching others about this topic?
Explain how you would evaluate the project and its success?
What skills did you develop through completing this event?
What knowledge have you gained about yourself or about working with others?

Event 9 The Business of Fashion

What was your most valuable resource?
How will this skill help you for your future?
What did you find the most interesting about your topic?
How did this event fit your career interests?
Explain how you would evaluate the project and its success?
What skills did you develop through completing this event?

Event 10 Innovations in Fashion and Cosmetology

How will this skill help you for your future?
What skills did you develop through completing this event?
What attracted you to do this event?
What was your best resource?
Explain how you evaluated your project and did revisions.
How will you use this information you learned in the future?
What would you do differently next time?

Event 11– Cold Sandwich Preparation– no questions needed.

Event - Advocacy

Why did you choose this project?
What was most challenging to you?
What did you learn about being an advocate on an issue?
What would you do differently next time or when you attempt this or a similar project?
What advice would you give to another member choosing this event?
What resources or persons did you utilize?
How does this project relate to family and consumer sciences?
How did you become interested in doing a project relating to advocacy?
Explain how you found your resources?
What state or national programs did you use to learn more about this project?

Event- Applied Math in Culinary Management

Explain your interest in learning about this career area.
What was challenging about this event?
Why are these skills important to learn?
How did you become interested in doing this event?
What advice would you give to another member choosing this event?
What resources or persons did you utilize?
How does this project relate to family and consumer sciences?
What was challenging about this event?
How will participating in this event help you in your future?
How did the case study challenge you?

Event - Career Investigation

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?

Event - Chapter Service Project

How did you find a need for this project?
How did you use the FCCLA planning process for this project?
How did you get your chapter members involved?
How did you publicize your project?
What other organizations did you work with on this project?
How did this project impact your community and how did you evaluate that?
How does this project relate to family and consumer sciences?
What did the chapter members learn from this project?
What was the most difficult part of the project?
How did you assess the community need?
What are the benefits of service projects?

Event -Chapter in Review

How did your chapter plan the year's activities?
Which project did your members enjoy doing the most?
What type of public relations did you use?
How did your members use the planning process?
How did your members keep others informed about the project's progress?
Which project benefited others the most?
Relate your year's activities to Family and Consumer Science.
Explain how you organize your chapter members to work on the various projects.
How do you fund your projects?
Explain how you evaluated your projects.
How do you know you were successful and reached your goals?

Early Childhood Education

Why did you choose to do this event?
What resources did you find helpful?
What would you do differently if you did this again?
How does this event affect your career plans?
How did you use the planning process?
Describe how lesson planning has helped you.
What did you learn about yourself while doing this event?
How did you choose the age groups or activity for this?
What age level do you find most challenging?

Event- Entrepreneurship

Why did you want to develop your own business?
What is the need in your community for this type of business? How did you evaluate that need?
How did you use the planning process?
How does this business relate to Family and Consumer Sciences?
What was the most difficult part of developing this business plan?
Explain how this business plan relates to your future plans and goals?
What skills learned in Family and Consumer Sciences classes did you use in the project?
Explain how you developed your advertising techniques?
What have you learned about entrepreneurship attitudes and/or philosophies?

Event- Environmental Ambassador

Why did you choose this project?
What was most challenging to you?
What did you learn about the environment in this event?
What would you do differently next time you attempt this or a similar project?
What advice would you give to another member choosing this event?
What resources or persons did you utilize?
How does this project relate to Family and Consumer Sciences?
How did you become interested in doing a project relating to your future?
Explain how you found your resources?
What state or national programs did you use to learn more about this project?

Event - Fashion Construction

Sample Questions from evaluators

Why did you choose this project?
What was most challenging to you?
What did you learn about fabrics in this event?
What costs were involved in the event?
What did you learn about the value of your time in this event?
Which construction techniques were the most challenging? New were skills to you?
How did you choose accessories?
What would you do differently next time you attempt this or a similar project?
What advice would you give to another member choosing this event?
What resources or persons did you utilize?

Event - Fashion Design

Sample Questions from evaluators

Why did you choose this project?
What was most challenging to you?
What did you learn about design or fabrics in this event?
What costs were involved in the event?
What did you learn about the value of your time in this event?
Which construction techniques were the most challenging? New skills to you?
How did you choose accessories?
What would you do differently next time you attempt this or a similar project?
What advise would you give to another member choosing this event?
What resources or persons did you utilize?
How will you use these skills in your future?

Event -Focus on Children

Sample Questions from evaluators

Explain your community need for this project.
How did you become interested in doing a project relating to children?
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.
Explain how you identified the need leading to this project.
How did the children respond to this project?
What state or national programs did you use to learn more about this project?

Event Food Innovations

Sample Questions from evaluators

How did you become interested in this event?
How did you use the FCCLA planning process for this project?
Where did you find your resources for the project?
What new skills did you learn?
How does this event relate to Family and Consumer Sciences classes?
What science knowledge was involved in this event?
Which techniques were the most challenging?
How could this relate to a future career for you?

What would you do differently next time you attempt this or a similar project?
What advice would you give to another member choosing this event?
Who could be a resource person to you for your project?
What was the most challenging part of developing a nutrition fact label for the product?
What did you learn about following USDA guidelines?
What did you learn about marketability and design effectiveness?

Event Hospitality, Tourism and Recreation

Sample Questions from evaluators

What did you learn from this event?
What aspect of hospitality careers interests you?
Why is this career important to you? Your Area or area? your state?
What did you learn about the job outlook in this career area?
What did you learn about customer service?
What aspects of interpersonal communications are important to this event?
What does leadership and teamwork have to do with this career?
What did you learn from speaking to people in this career?
What did you learn about yourself in doing this event?
What advice would you give to another member doing this event?

Event - Interior Design

Sample Questions from evaluators

How did you become interested in this event?
Where did you find your resources for the project?
How did your priorities or values influence your decisions?
How will this event influence your future choices?
Explain how this relates to Family and Consumer Sciences.
What Family and Consumer Science skills did you use in this project?
How can the project lead to a future career?
Who were some of the people you contacted for assistance?
Why is it important for other to learn about this topic?

Event - Interpersonal Communications

Sample Questions from evaluators

How did you become interested in this event?
How did you use the FCCLA planning process for this project?
Where did you find your resources for the project?
Why is it important for everyone to learn better communication skills?
What did you learn by doing this project?
Relate your project to one of the purposes of FCCLA.
Explain how you can use the communication skills used in this project in your life, community and family roles.
Relate your project to the Families First project.
What Family and Consumer Science skills did you use in this project?
Explain how this project benefited others.

Event -Job Interview

Sample Questions from evaluators

Explain your previous job skills.
How did participation in FCCLA programs specifically help you prepare?
Relate your selected job to one of the FCCLA purposes.
If you were hired for this job, how would this employment prepare you for a future career?
Why should I, the employer, hire you?
What is your most important asset to being a good employee for me?
What did you select these examples for your portfolio?
Describe the skills you bring to the job.
Describe how knowledge from family and consumer science classes has helped prepare you for this job.

Event Leadership

Sample Questions from evaluators

How did you become interested in this event?
What skills did you gain from doing this event and how will you use them in the future?
What did you learn by doing this project?
How did your project impact the community. Or others and how do you know that?
Explain how this relates to Family and Consumer Sciences.
How does your project relate to one of the FCCLA purposes?
How did you evaluate the project and/or its impact?
What did you learn about yourself from the leadership inventory?

Event - Life Event Planning

Sample Questions from evaluators

Why did you choose this event?
What new skills did you learn?
How does this event relate to family and Consumer Sciences classes?
What financial management knowledge was involved in this event?
What were your goals?
How did your priorities or values influence your decisions?
What did you learn about comparison shopping?
What have you learned about budgets in doing this event?
What resources did you use?
How will this event influence your future choices?

Event National Programs in Action

Sample Questions from evaluators

How did you become interested in this event?
What skills did you gain from doing this event and how will you use them in the future?
What did you learn by doing this project?
How did your project impact the community and how do you know that?
Explain how this relates to Family and Consumer Sciences.
How does your project relate to one of the FCCLA purposes?
How can you reach more people with this project?
How did you evaluate the project and/or its impact?

Event Nutrition and Wellness

Sample Questions from evaluators

Explain how you used the planning process?
How did you become interested in food and wellness?
Why did you select this event?
How has your project helped others?
Where did you get your nutrition information?
Explain how you evaluate the menus?
How does this relate to Family and Consumer Sciences?
What was your most valuable resource?

Event Parliamentary Procedure

Sample Questions from evaluators

Why did you choose this event?
What did you learn about your own and other members' working styles?
How will you use the information you gained in your chapter? Or how did you?
What is the order of the agenda?
What is the rank of the four types of motions?
What is the purpose of each type of motion?
When do you use a hand vote and why?
What motions are debatable?
What motion requires a 2/3 majority vote?
In what order does the chair recognize member?
What are the methods of voting?
What do you do when there is a tie vote?

Event -Promote and Publicize FCCLA!

Sample Questions from evaluators

What was the focus of your PR campaign?
What techniques or methods did you use?
Explain how you campaign told of the importance of Family and Consumer Sciences Education.
Explain how your campaign did the following:

- Increase membership
- Develop partnerships
- Promote Family and Consumer Sciences education
- Gather school or community support
- Contribute to the longevity of FCCLA

Creating relevant opportunities for members
How did your campaign to increase awareness of careers in community and public relations?
How many people did your campaign reach?

Event -Recycle and Redesign

Sample Questions from evaluators

Why did you choose this event?
What reasons would consumers choose to recycle or redesign items?
What did you learn about fabrics for this event?
Why did you choose the (up to 8 skills) from the recycled design list?
How did you use the planning process?
What did you learn about using your time/
Which construction details were the most challenging or new to you?
Where will this product be used?
If you were to market this as a product, who would you market this item to?

Event– Sports Nutrition

Sample Questions from Evaluators

How did this event influence your thoughts of a career in this field?

What did you learn about managing a diet for another person?

Why did you choose this topic?

What did you learn about this project?

If you would do another project next year, what would you do differently? What would you do the same?

What was most challenging to you?

Who could be a resource person to you for your project?

What skills did you gain from doing this event and how will you use them in the future?

How did you become interested in doing a project relating to sports nutrition?

Event - Teach and Train

Sample Questions from evaluators

How did this event influence your thoughts of a career in education?

What did you learn about classroom management?

What did you learn about yourself in the self-assessment?

Would you change anything in your plans if you did this again?

How did you measure the outcomes?

What sorts of events relate to Family and Consumer Education?

Who did you give this presentation to?

What advice would you give to someone else who might do this event?

Events-Middle Level Events

Sample Questions from evaluators

Why did you choose this topic?

What did you learn about this project?

If you would do another project next year, what would you do differently? What would you do the same?

FORMS

NOTE:

**Midwinter
Conference
Registration is
online with a
Conference
Webportal.**

SELF CHECK LIST DEADLINES FOR CHAPTER PARTICIPANTS

LOCAL LEVEL CHECKLIST AND DEADLINES

STAR Events work and research starts at the local chapter level.

At the local chapter level we encourage members and advisors to contact local area judges to evaluate presentations prior to the Area level. Chapter Advisors may set up schedules for completing portions of the STAR Events research, preparation and final presentations.

Name(s) _____

Event # _____

- | | |
|--|------------|
| 1. STAR Event category is determined and we brainstormed project and presentation ideas with our Advisor by: | _____ Date |
| 2. STAR Event Registration deadline is met: | _____ Date |
| 3. Rough draft completed by _____ | _____ Date |
| 4. Visuals and project components due. | _____ Date |
| 5. First presentation to a local audience. | _____ Date |
| 6. Second presentation to a local audience:
Include improvements, revisions and suggestions from the first presentation. | _____ Date |
| 7. Third or Final presentation to a local audience prior to Area Level. | _____ Date |
| 8. Documentation of prior presentations
(Secure a letter, Newspaper article, notice in school bulletin, thank you note from group who heard the presentation. Notes and evaluation from local judges, etc.) | _____ Date |
| 9. Complete the Checklist for Validation of Resources | _____ Date |
| 10. STAR Event presentation is ready for Area level. | _____ Date |

MN FCCLA STAR Events Special Needs Request Form

Minnesota Family, Career and Community Leaders of America strives to accommodate all learners participating in STAR Events. If a participant has any special needs that the evaluators and/or coordinators of STAR Events should be made aware of for the event presentation, please complete this form and submit it to the Area STAR Coordinator for Area competition and State Executive Director for the state competition. Please describe accommodations and needs of the student.

Name of Participant: _____

STAR Event Name and Number: _____

Title of Presentation: _____

Chapter: _____

Advisor Name: _____

Advisor Contact Information: _____

Describe special request or accommodation needs for STAR Event participant:

Information will be asked online from advisers.

Ethical Essay-Permission Form

The information shared for this STAR Event project may be used in the future for FCCLA publications, video tape collection, printed quotes or other tools for FCCLA information.

I, _____ give permission for the use of my story or essay for MN FCCLA for public uses of a video or essay.

Signature: _____

Date: _____

MINNESOTA FCCLA STAR EVENTS CATEGORY:

_____ Ethical Essay

Participant's Name: _____

Chapter: _____

Validating Resources

Self Checklist for Reliable Resources

(Duplicate and use for each resource)

It is a good educational practice to make sure resources are a valid source of information! Each resource used by a team for facts and solutions must be reliable. Judges will look for a variety of resources. (Ex: magazines, books, interviews, TV documentaries, Internet, etc.) Students should know what is meant by a reliable source. To check for acceptable resources use the checklist on this page as a tool. **Participants are not required to submit the checklist.** Participants may be asked to justify why they choose a particular resource.

Participant names(s)

Event: _____

Resource: _____

Is the author someone with a legitimate educational background from a university, business, professional organization or from a research center?

YES NO

If a newspaper article is used, does the information given in the article come from a reliable source?

YES NO

Is this a professional journal as opposed to a book written for profit or because of latest fad? (ex: of publications written for profit or fad: nutrition information from a Movie Star)

YES NO

Have the results been validated by research from a legitimate agency?

YES NO

Did more than one resource agree on this topic?

YES NO

Do people knowledgeable in the field of study accept this resource?

YES NO

Does the article avoid bias, sarcasm or exaggeration of the subject?

YES NO

NOTICE: This list is meant for the written material and TV programs used for fact or solutions. It may not work for some interviews, examples, etc. or when you are comparing good/bad situations. If your source fails to pass this checklist test, do not include it on your summary sheet.



Minnesota FCCLA -TEMPLATE FOR ADVISERS TO USE PRIOR TO REGISTRATION... SKILL Events Registration Template 2017

CHAPTER INFORMATION

Area #: _____ Chapter (Spell Out): _____

Advisor Validation

Name: _____

____ Yes, all participants are currently affiliated members of MN FCCLA and National FCCLA.

____ Yes, I have identified special needs students to the Area STAR Coordinator.

NUMBER OF PARTICIPANTS	
Number of Chapter Members participating in SKILL Events	
Total Number of Participants in SKILL Events _____ X \$15.00 =	\$ _____
NOTE: Dues must be paid for each member (All STAR Event participants need to be affiliated members to compete Area, State and National competition.)	
Total Amount	\$

Advisor Signature: _____	Date _____
---------------------------------	-------------------

Register online by Feb 3, 2017 Part of State Conference Registration
Competitors will participate in State Conference SKILL Event

Chapter Name: _____ 2016 MN FCCLA SKILL Event Registration			
<i>Xerox more copies of the form if your chapter has more entries per event than this form accommodates</i>			
Event	Name	Grade	Category Jr./Sr/Occ.
Culinary Food Art Jr, Sr, Occupational	1.		
	2.		
	3.		
	4.		
	5.		
Culinary Knife Skills Occupational	1.		
	2.		
	3.		
	4.		
	5.		

Toys that Teach Jr, Sr, Occupational	1.		
	2.		
	3.		
	4.		
	5.		
Interviewing Skills Jr, Sr, Occupational	1.		
	2.		
	3.		
	4.		
	5.		
Impromptu Speaking Jr, Sr, Occupational	1.		
	2.		
	3.		
	4.		
	5.		
Speak Out for FCCLA Jr, Sr, Occupational	1.		
	2.		
	3.		
	4.		
	5.		
Technology in Teaching Sr, Occupational	1.		
	2.		
	3.		
	4.		
	5.		
Early Childhood Challenge Jr, Sr, Occupational	1.		
	2.		
	3.		
	4.		
	5.		
Nutrition Challenge Jr, Sr, Occupational	1.		
	2.		
	3.		
	4.		
	5.		
Science in FACS Jr, Sr, Occupational	1.		
	2.		
	3.		
	4.		
	5.		



Minnesota FCCLA STAR Events Registration

TEMPLATE FOR ADVISER USE PRIOR TO ONLINE REGISTRATION

January 2017

Note: Please also send in your "What is Your Chapter Planning Form to the State FCCLA Office to be eligible for STAR Events.

Please attach 3 X 5 white cards (MN FCCLA STAR handbook page 107) and copy of membership (dues) affiliation forms.

Area #: _____

Chapter : _____

Advisor Validation for online registration –You will be asked to please validate these statements.

See rules.

Name: _____

- Yes, I validate that all events are "new learning" for the participants. (See rule 1 & 2 -Page 7 MN STAR Handbook)
- Yes, I have discussed with the participants the connections to Family and Consumer Sciences education and standards.
- Yes, I only have entered one Chapter in Review per chapter.
- Yes, I have sent the data survey called "What is Your Chapter Planning" in to the state office.
- Yes, I realize that in most events, national advancers from a previous year may not qualify again for the same event.
- Yes, all participants are currently affiliated members of MN FCCLA and National FCCLA.
- Yes, I have identified special needs students.
- Yes, I have checked the eligibility for events that have mixed students in Jr and Sr grades.
- Yes, I have instructed my chapter participants to bring a rules copy and 3 copies of the evaluation rubrics for Area midwinter competition.

PARTICIPANTS WILL BRING THEIR RULES FOR THEIR EVENT AND 3 copies of the Evaluation rubrics to the Area level of competition.

Number of Chapter Members	
Number of Chapter Members participating in STAR Events	
Percentage of Chapter Members participating in STAR Events	
FEES	
Total Number of Participants in STAR Events _____ X \$15.00 =	\$ _____
NOTE: Dues must be paid for each member prior to STAR Event registration (All STAR Event participants need to be affiliated members to compete Area, State and National competition.)	
Total Amount	\$

Register online for STAR Events.

Your Area STAR coordinator will be checking on your registration

by **January 2017 for Mid Winter Meeting**

Chapter Name: _____ 2017 MN FCCLA STAR Event Registration

Xerox more copies of the form if your chapter has more entries per event than this form accommodates.

FOR ADVISERS USES: TEMPLATE OF ONLINE REGISTRATION INFORMATION NEEDED.

Participants	Write the last name, then first name of participant(s) in the entry box.
Jr./Sr.	Write <Jr.> if the entry is competing in the Junior High (7-9) category. Write <Sr.> if the entry is competing in the Senior High (10-12) category. Write <Occ> if the entry is competing in Occupational Category <i>If there is a participant in the entry team that is Senior High (i.e. 10th grader) and the other participant is Junior High (i.e. 9th grader), the entry must compete in the Senior High category.</i>
Rating	Leave Blank. The Area STAR Coordinator will fill in this column after a rating is given.

ON LINE REGISTRATION- THIS IS A ONLY A TEMPLATE OF NEEDED INFORMATION.

STAR Events Registration

1. Everyday Equations	Individual Participant 1.			Individual Participant 1.		
2. FACS of LIFE-SKILLS Team Junior High Only 4-5 people	Team Participants 1. 2. 3. 4. 5.		Jr Only	Team Participants 1. 2. 3. 4. 5.	Jr Only	
3. Ethical Essay Essay	Individual Participant 1.			Individual Participant 1.		
4. See What We've Done	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
5. Senior Buzz Team Senior High Only 4-5 people	Team Participants 1. 2. 3. 4. 5.		Sr Only	Team Participants 1. 2. 3. 4. 5.	Sr Only	
6. Show Me	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
7. Just Like Rachel Ray- Food Demonstration	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
8. Say Yes to FACS	Participant(s) 1. 2. 3.			Individual Participant 1.		
9. The Business of Fashion & Cosmetology	Individual Participant 1.			Individual Participant 1.		
10. Innovations in Fashion and Cosmetology	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
11. Cold Sandwich Preparation	Individual Participant 1.			Individual Participant 1.		

Xerox more copies of the form if your chapter has more entries per event than this form accommodates

Illustrated Talk – Presentations at Area mid winter conferences

Event	Entry 1 Names	Jr./Sr./Occ	Rating	Entry 1 Names	Jr./Sr./Occ	Rating
12. Child Care	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
13 Food-ies	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
14. Global Call to Action	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
15 The Social Zone.	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
16. Taking Care	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
17. Careers in Leadership	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
18. My Relationships	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		

Xerox more copies of the form if your chapter has more entries per event than this form accommodates

19. Empower the Family	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
20. Money Matters	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
21. Design Matters	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
22 Stop the Violence	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		

Xerox more copies of the form if your chapter has more entries per event than this form accommodates.

Video Option Illustrated Talk Registration

Event Name	Entry 1 Names	Jr./Sr.	Rating	Entry 1 Names	Jr./Sr.	Rating
12. Child Care Participant(s) Video option	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
13 Foodies Video option	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
14. Global Call to Action Video option	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
15 The Social Zone. Video option	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
16. Taking Care Video option	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
17. Careers in Leadership Video option	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
18. My Relation- ships Video op- tion	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
19. Empower the Family Video option	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
20. Money Matters Video option	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
21. Design Matters Video option	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
22 Stop the Violence Video option	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		

Page 6 Chapter Name: _____ **2016 MN FCCLA STAR Event Registration**

Xerox more copies of the form if your chapter has more entries per event than this form accommodates.

Event	Names	Jr.Sr/Occ	Rating	Entry 2 Names	Jr./Sr/Occ	Rating
23. Career Investigations	Individual Participant 1.			Individual Participant 1.		
24. Entrepreneurship	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
25. Environmental Ambassador	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
26. Focus on Children	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
27. Interpersonal Communications	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
28. Job Interview	Individual Participant 1.	Sr Only		Individual Participant 1.	Sr Only	
29. Leadership Jr/Sr/Occ	Individual Participant 1.			Individual Participant 1.		
30. Life Event Planning	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
31. Nutrition and Wellness	Individual Participant 1.			Individual Participant 1.		
32. Parliamentary Procedure <i>(Only one Jr. High and one Sr. High or Occup. entry per/chapter)</i>	Team Participants 1. 2. 3. 4. 5. 6. 7. 8.			Team Participants 1. 2. 3. 4. 5. 6. 7. 8.		
33. Recycle and Redesign	Individual Participant 1.			Individual Participant 1.		
34. Advocacy	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
35. Chapter Service Project Display	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
36. Chapter Service Project Portfolio	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
37. Chapter in Review Display <i>1 per chapter of 37 or 38</i>	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
38. Chapter in Review Portfolio	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		

Xerox more copies of the form if your chapter has more entries per event than this form accommodates

Event	Names	Jr./Sr/Occ	Rating	Entry 2 Names	Jr./Sr/Occ	Rating
39. National Programs in Action	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
40. Promote and Publicize	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
41. Applied Math for Culinary Management	Participant(s) 1. 2. 3.	Sr /Occ		Participant(s) 1. 2. 3.	Sr /Occ	
42. Culinary Arts	Team- Participant(s) 1. 2. 3.	Occ		Team- Participant(s) 1. 2. 3.	Occ	
43. Early Childhood Education	Individual Participant 1.	Occ		Individual Participant 1.	Occ	
44. Fashion Construction	Individual Participant 1.	Sr Only		Individual Participant 1.	Sr Only	
45 Fashion Design	Individual Participant 1.	Sr Only		Individual Participant 1.	Sr Only	
46 Food Innovations	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
47 Hospitality, Tourism, Recreation	Participant(s) 1. 2. 3.	Sr Only		Participant(s) 1. 2. 3.	Sr Only	
48. Interior Design	Participant(s) 1. 2. 3.	Sr Only		Participant(s) 1. 2. 3.	Sr Only	
49 Sports Nutrition	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
50. Teach and Train	Individual Participant 1.			Individual Participant 1.		

Area Level Only

Middle School Students in Grades 4, 5 & 6

**Note: Middle School Students can participate in Events #1-50
and be judged as Jr. High participants.**

Event	Names	Middle level	Rating	Entry 2 Names	Middle level	Rating
Middle level Illustrated Talk	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
Middle level Show-n-Tell	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
Middle level Chapter Project Display	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		
Middle level Chapter Project Scrapbook	Participant(s) 1. 2. 3.			Participant(s) 1. 2. 3.		



2017 Minnesota FCCLA SKILL Events Handbook

2017 Minnesota FCCLA SKILL Events

All SKILL Events will be registered on the State Conference registration. Event entry is \$15.00 per person. All events are individual events.

SKILL EVENTS

SKILL EVENT- FOOD ART-Culinary Food Art- Sr, Occupational

SKILL EVENT- KNIFE SKILLS-Culinary Knife Skills-Sr, Occupational

SKILL EVENT- TOYS THAT TEACH-Jr, Sr, Occupational

SKILL EVENT- INTERVIEWING SKILLS – Jr, Sr, Occupational

SKILL EVENT- IMPROMPTU SPEAKING-Jr, Sr, Occupational

SKILL EVENT- SPEAK OUT FOR FCCLA- Jr, Sr, Occupational

SKILL EVENT- TECHNOLOGY IN TEACHING

CHALLENGES: (Tests)

SKILL EVENT-EARLY CHILDHOOD CHALLENGE-Jr, Sr, Occupational

SKILL EVENT-NUTRITION CHALLENGE-Jr, Sr, Occupational

SKILL EVENT-SCIENCE IN FACS CHALLENGE-Jr, Sr, Occupational

Chapters can have unlimited participants in SKILL Events.

These are not done at the mid winter competitions, they come directly to State Conference.

Rules for MN FCCLA Skill Events

Competitive events such as **MN FCCLA SKILL Events** (technical skill events) provide opportunities to showcase college and career ready knowledge, skills and attitudes as an integral part of the Family and Consumer Sciences Education program and to connect with peers and community.

To compete in **SKILL Events** in Minnesota, members must have paid their national and state affiliation dues and must register for **MN FCCLA SKILL Events** by the state conference registration deadline.

Students will qualify at their local chapter level prior to State Conference. A student will participate in the State Conference **SKILL Events** at State Conference.

SKILL Events only have local and state participation. They are not done at MN FCCLA Regional Mid Winter Conferences.

A member who has prepared a SKILL event can come to participate in **MN FCCLA State SKILL Events** at the State Conference. A member may do Skill Events and also STAR Events at the State Conference.

Note: STAR Events are qualified as state advancers at Regional Mid Winter Conferences. (unless the adviser seeks qualification for special classroom situations (occupational) by the State Executive Director).

Guidelines

Each chapter may submit unlimited numbers of entries to **MN FCCLA SKILL Events**. Participation is open to members who:

- Register and secure a participation slot prior to the registration deadline
- Submit national and state affiliation
- Meet specific event requirements
- Are registered to attend State FCCLA Conference.

Disqualification may occur when:

- Participants are not affiliated for national and state membership.
- Participants fail to arrive in a timely manner for the events.
- Participants are not registered for State Conference Events
- Participants discuss the event with other participants or receive coaching from spectators
- Students or adults participate in behavior that negatively affects the management of the events.

Substitutions prior to the event are not allowed. Each participant pays a fee to help cover the costs of room rental, awards and supplies. Registrations are not refundable. Participants are required to adhere to dress codes for all session and workshops.

For participant rules in the event, refer to the specific rules for each event.

SKILL Event Awards

GOLD	85% of possible points
SILVER	70-84.99 % of possible points
BRONZE	0-69-possible points



MINNESOTA
STATE ASSOCIATION

MN FCCLA SKILL EVENT-FOOD ART

Culinary Food Art, an individual event, will showcase the best of participants' creative and artistic skills in utilizing an assortment of fruits and vegetables to design and create an interesting food art item.

EVENT CATEGORIES

Senior: grades 10–12

Occupational: grades 10–12

ELIGIBILITY

1. Participation is open to any nationally affiliated FCCLA senior or occupational member who must be or has been enrolled in a culinary arts occupational training program (coursework for high school credit that concentrates in-class learning and/or on the-job training in preparation for paid employment) or a Family and Consumer Sciences course preparing them for a career in culinary arts or hospitality careers (following a nationally recognized curriculum such as ProStart®).
2. Participants must be registered to attend the State FCCLA Conference and must stay at one of the official conference hotels. Hotel reservations will be verified prior to the meeting.

PROCEDURES & TIME REQUIREMENTS

1. Participants must attend an event orientation session where they will:
 - be given a brief overview of the event
 - draw an identification number indicating the order of participation
 - review time schedule
 - take a timed, 10 question test on general FCCLA knowledge, based on information found on the FCCLA national website, www.fcclainc.org
 - present tools and equipment for an equipment check, including the properly stored (washed, uncut) food items.
2. Participants will bring all necessary tools and equipment for this event, as listed in event specifications, to prepare their food art. No electrical tools are allowed.
3. At the designated time, the participant will be given up to 5 minutes to take a timed, 10 question test on general FCCLA knowledge. Following the test, participants will remain in the orientation/holding room until their assigned presentation time and following presentation may not return to the holding room.
4. Participants may not bring reference materials for use in the holding room. Participants are allowed to bring a pencil for taking the test, their equipment, their food items (properly stored, washed, uncut), and their hand-drawn food art design. At the designated time, participants will have 5 minutes to set up the work station, 25 minutes to produce the food art, and 5 minutes to clean the work area.
5. Evaluators will score participants as they work and will complete the scoring within the 5-minute clean-up time period.
6. Total event time per rotation is 40 minutes.

GENERAL INFORMATION

1. Table space and ice will be provided. Each participant will have approximately 6' of work space.
2. Entries will be scored by industry standards and participants must follow proper sanitation procedures.
3. Spectators are allowed to observe this event, as space allows. Participants may only observe after they have already presented.
4. Participants are not allowed to discuss this event with other participants or receive coaching from any spectators. Doing so will result in disqualification.
5. Presentations may not be recorded or photographed, except by the official FCCLA photographer.

CULINARY FOOD ART Specifications

Testing

A 10-question test on general FCCLA knowledge will be given prior to the participant planning time. This test will be scored and included in the final event points. The test will be timed and in case of a tie, the participant with the highest score and lowest time will receive the higher rank.

Safety and Appearance

Participants will be well groomed and wear appropriate, clean attire meeting restaurant and hotel industry standards including: chef coat or jacket (school name and logos are permitted); industry pants or commercial uniform; apron; hair covering or chef hat; closed toe, low heel, nonskid leather shoes (canvas shoes are not appropriate); no jewelry (watches are acceptable); minimal make-up; no cologne or nail polish; facial hair is permitted if appropriate covering is used. Participants will also demonstrate the ability to keep their work area organized and clean in a safe and sanitary manner. Event consultants or evaluators have the authority to stop any participant exhibiting unsafe practices.

Food Art Preparation

Clothing and Appearance	Wear appropriate clothing and head covering, and present a well-groomed appearance.
Safety and Sanitation	Keep work area clean and organized, and demonstrate appropriate safety and sanitation procedures according to industry standards. Complete final cleanup after event within the designated time period

Each participant will select a minimum of three (3) or a maximum of five (5) different food items from the list below to use in their food art. Participants must bring all food (properly stored, washed, uncut), required tools and supplies listed below to the event. No electrical tools are allowed. Participants will demonstrate industry standards in use of equipment, tools, and techniques. Participants will prepare creative food art that meets industry standards without having excessive waste.

Food Art Design	Participant will develop a hand-drawn food art design on one 8 ½" x 11" paper, using up to two (2) each of the 3–5 selected food items. The design will be used during competition and will be reviewed by evaluators in comparison to the final product.
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<p>Equipment, Tools and Techniques</p>	<p>Participants must provide all tools and equipment needed for preparing a creative garnish or food art. No electric tools will be allowed. Required equipment/ tools are:</p> <ul style="list-style-type: none"> • Cutting board and mat • Disposable gloves • Prepared sanitizing solution • 9" white paper plate • Small compost/ waster bucket or bowl <p>Towels</p> <p>Equipment participants may bring include but are not limited to: Small chef's knife, vegetable peeler, paring knife, channel knife, zester fork, aspic cutters, apple peeler/ corer, v-shaped knife, crinkle cutter, scissors and flex blade knife.</p>
<p>Food Art Construction</p>	<p>Participant will use up to two each of the 3–5 selected food items from this list. No additional food items are allowed. Any varieties of the following: carrot – celery – citrus (lemon, lime, or orange) – cucumber – kale – mushroom – onion - parsley - peppers –potato – radish – tomato - squash</p> <p>The 8 ½" x 11" design drawing and the complete food art will be displayed on the paper plate by the end of the preparation time (25 minutes).</p>
<p>Mise en place/Time Management</p>	<p>Demonstrate careful planning for completing tasks efficiently.</p>

CULINARY FOOD ART
Equipment Check-In Form
CULINARY FOOD ART
Equipment Check In Form

Name of Participant _____

State _____ Participant # _____ Category _____

No electric tools will be allowed. Participants may bring a pencil to take the test.

Required Equipment/Tools/Supplies:

Food Art Design (one 8½" x 11" paper)

Up to 2 each of the 3–5 selected food items (check below)

Cutting board and mat

Disposable gloves

Prepared sanitizer

9" white paper plate

Small compost/waste bucket or bowl

Towel

Choose up to two each of the 3-5 selected food items – no additional food items are allowed.

Check which 3-5 items used by participant:

- ⇒ Carrot
- ⇒ Celery
- ⇒ Citrus (lemon, lime, or orange)
- ⇒ Cucumber
- ⇒ Kale
- ⇒ Melon
- ⇒ Mushroom
- ⇒ Onion
- ⇒ Parsley
- ⇒ Peppers
- ⇒ Potato
- ⇒ Radish
- ⇒ Tomato
- ⇒ Squash
- ⇒ Strawberry

Equipment participants may bring, **but are not limited to**, include: small chef's knife, vegetable peeler, paring knife, channel knife, zester fork, aspic cutters, toothpicks or skewers, apple peeler/corer, v-shaped knife, crinkle cutter, scissors, and flex blade knife. **NO ELECTRIC TOOLS**



Skill Demonstration Events Point Summary Form Culinary Food Art

Name (s) of Participant _____
 Chapter _____
 Category _____

Directions.

1. **Make sure all information at top is correct. If participant does not show- write NO SHOW across the top and return with other forms.**
 2. **At the conclusion of scoring, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluator's verification. Place the form in front of the completed rubrics and paper clip all items related to the participant together. Please do NOT staple**
 3. **At the end of the competition in the room double check all scores, names and team numbers to ensure accuracy**
- Please check with the Event Consultant or FCCLA staff if there are any questions regarding the evaluation process.**

ROOM CONSULANT CHECK			points
Check in 0 or 5 points	0 Did not attend check in	5 Attended check in	
Testing Score (0-5 points)			
Testing time in minutes and seconds. (Will be used in case of a tie)	Room consultant total (10 points possible)		
Evaluator's Scores Evaluator 1 _____ Evaluator 2 _____ Total Score _____divided by the number of evaluators Average Evaluator score: _____		Average Evaluator Score (90 points possible)	
		FINAL SCORE (Average evaluator score plus Room Consultant Total)	
		FINAL RANK	

CULINARY FOOD ART Rubric

Name of participant: _____					
Chapter _____			Category _____		
SAFETY AND APPEARANCE				POINTS	
Clothing and appearance 0-10 points	0-1-2-3-4 Non professional appearance, attire and/or grooming	5-6-7-8 Neat appearance, attire and grooming but lacks professionalism	9-10 Professional appearance, attire and grooming		
Safety and Sanitation 0-10 points	0-1-2-3-4 Disregard of safety and sanitation practices creating unsafe situation during preparation	5-6-7-8 Shows minimal safety and sanitation concerns during preparation	9-10 Work area completely cleaned upon completion of event		
Clean Up 0-5 points	0 Work area not completely cleaned upon completion of event		5 Work area completely cleaned upon completion of event		
FOOD ART PREPARATION AND PRESENTATION					
Food Art Design 0-5 points	0-1 Design was not hand drawn, did not include approved food items, and completed food art is not comparable to original design	2-3 Hand design includes 3-5 approved food items, but completed food art is altered from original design	4-5 Hand drawn design includes 3-5 approved food items. Completed food art is comparable to original design		
Equipment, Tools and Techniques 0-15 points	0-1-2-3 Selection and usage of tools/equipment lacks understanding and demonstration of skills	4-5-6-7 Selections and usage of tools/equipment demonstrated some industry techniques	8-9-10-11 Selection and usage of tools/equipment demonstrated most industry techniques	12-13-14-15 Selects and uses all tools and equipment correctly	
Mise enplace, Time Management scraps and wastes 0-10 points	0-1-2-3-4 Did not manage time or utilize mise enplace to complete each task, excessive waster	5-6-7-8 Managed time and mise enplace to complete most tasks on time , some waste	9-10 Utilized time and mise enplace to complete each task on time, minimum waste		
Degree of difficulty 0-10 points	0-1-2-3-4 Fair techniques, some evidence of skill/ performance, somewhat organized.	5-6-7-8 Good techniques, student is competent in skill / performance, organized	9-10 High quality techniques, superior skill/performance, well organized		
Craftsmanship/ quality of work 0-10 points	0-1-2-3-4 Lacks workmanship, some unacceptable proportions	5-6-7-8 Competent workmanship, acceptable proportions	9-10 Extremely high quality workmanship, accurate proportions, sturdy or stable if moved		
Use of food items 0-5 points	0-1 Not all food items brought were used in the food art presentation	2-3 All food items brought were used in the food art presentation	4-5 All food items brought were used creativity in the final food art presentation		
Creativity	0-1-2-3-4 Little or no creativity shown, no originality	5-6-7-8 Creative but not unique	9-10 Highly creative and unique approach original		
Verification of score Evaluator _____ Room consultant _____ Event consultant _____					
Evaluator's Comments:			Total		



MINNESOTA
STATE ASSOCIATION

MN FCCLA SKILL EVENT- KNIFE SKILLS

Culinary Knife Skills, an individual event, will showcase the best of participants' knife skills. Participants will produce six uniform pieces for each knife cut meeting industry standards and demonstrate proper safety and sanitation procedures.

EVENT CATEGORIES

Senior: grades 10–12

Occupational: grades 10–12

ELIGIBILITY

1. Participation is open to any nationally affiliated FCCLA senior or occupational member who must be or has been enrolled in a culinary arts occupational training program (coursework for high school credit that concentrates in-class learning and/or on the-job training in preparation for paid employment) or a Family and Consumer Sciences course preparing them for a career in culinary arts or hospitality careers (following a nationally recognized curriculum such as ProStart®). Students enrolled in general food and nutrition courses not preparing them for a career in Culinary Arts are not eligible.

PROCEDURES & TIME REQUIREMENTS

1. Participants must attend an event orientation session where they will:
 - be given a brief overview of the event
 - draw an identification number indicating the order of participation (participant must wear number during the event)
 - review time schedule
 - take a timed, 10 question test on general FCCLA knowledge, based on information found on the FCCLA national website, www.fcclainc.org
 - present tools and equipment for an equipment check, including the properly stored (washed, uncut) food items.
2. Participants will bring all necessary tools and equipment for this event, as listed in event specifications. Additional items are not allowed.
3. At the designated time, the participant will be given up to 5 minutes to take a timed, 10 question test on general FCCLA knowledge. Following the test, participants will remain in the orientation/holding room until their assigned presentation time and following presentation may not return to the holding room.

4. Participants may not bring reference materials for use in the holding room. Participants are allowed to bring a pencil for taking the test and required equipment.
5. At the designated time, participants will have 5 minutes to set up the work station, 15 minutes to produce and arrange each of the knife cuts, 5 minutes to clean the work area.
6. Evaluators will score participants as they work and will complete the scoring within the 5-minute clean-up time period. 7. Total event time per rotation is 30 minutes.

GENERAL INFORMATION

1. Table space will be provided. Each participant will have approximately 6' of work space.
2. Entries will be scored by industry standards and participants must follow proper sanitation procedures.
3. Participants must bring one each of the following vegetables: carrot, potato, onion.
4. Spectators are allowed to observe this event, as space allows. Participants may only observe after they have already presented.
5. Presentations may not be recorded or photographed, except by the official FCCLA photographer.
6. Terms in italics are defined in the glossary in the National Competitive Events Guide.

CULINARY KNIFE SKILLS Specifications

Testing

A 10-question test on general FCCLA knowledge will be given prior to the participant planning time. This test will be scored and included in the final event points. The test will be timed and in case of a tie, the participant with the highest score and lowest time will receive the higher rank.

Safety and Appearance

Participants will be well groomed and wear appropriate, clean attire meeting restaurant and hotel industry standards including: chef coat or jacket (school name and logos are permitted); industry pants or commercial uniform; apron; hair covering or chef hat; closed toe, low heel, nonskid leather shoes (canvas shoes are not appropriate); no jewelry (watches are acceptable); minimal make-up; no cologne or nail polish; facial hair is permitted if appropriate covering is used. Participants will also demonstrate the ability to keep their work area organized and clean in a safe and sanitary manner.

Clothing and Appearance	Wear appropriate clothing and head covering and present a well-groomed appearance.
Safety and Sanitation	Keep work area clean and organized, and demonstrate appropriate safety and sanitation procedures according to industry standards. Participants have 5 minutes to set up their work area, and 5 minutes to

Food Production

Participants may bring only the items listed below to the event. No other equipment will be allowed in the competition site. Additional items will be removed from the participants until after they have finished competing. Participants will demonstrate industry standards in use of equipment, tools, and techniques.

Equipment, Tools, and Techniques	Use proper equipment, tools, products, vocabulary, and techniques. No external rulers are allowed. Only the following tools are allowed: Vegetable peeler – paring knife – 8" or 10" French knife – cutting board and mat parchment paper and pen – prepared sanitizer – towels – gloves – ½ sheet pan
Food Product	Participants must bring one each of each of the following vegetables: carrot, potato, onion.

Time Management/ Scraps and Wasting of Supplies	Demonstrate careful planning for completing tasks efficiently. All scraps will be presented for evaluation of product waste
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Knife Skills/Food Presentation

The participant will present all food items for evaluation of appearance, temperature and waste at the end of the competition. There will be no extra time allowed to complete preparation or presentation. All work must stop at the time limit. Evaluation will be based on industry standards.

Knife Cuts	A total of six (6) uniform and appropriate pieces are cut from the vegetable provided to demonstrate three (3) of the following list: Julienne; fine julienne; brunoise; fine brunoise; small, medium, large dice; paysanne; batonnet; rondelle; peel and small dice. Event evaluators will determine which three (3) cuts all participants will demonstrate during the competition. Dimensions are based on the basic classical knife cuts described in American Culinary Federation (ACF) published guidelines. Knife cuts will be displayed on one (1) 1/2 sheet pan, and all cuts will be identified using the pen and parchment paper
Overall Product Appearance and Presentation	Prepare knife cuts consistently, with appropriate proportions. Demonstrate a high quality.



Skill Demonstration Events Point Summary Form Culinary KNIFE SKILLS

Name (s) of Participant _____
 Chapter _____
 Category _____

Directions.

1. **Make sure all information at top is correct. If participant does not show- write NO SHOW across the top ad return with other forms.**
 2. **At the conclusion of scoring, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluator’s verification. Place the form in front of the completed rubrics and paper clip all items related to the participant together. Please do NOT staple**
 3. **At the end of the competition in the room double check all scores, names and team numbers to ensure accuracy**
- Please check with the Event Consultant or FCCLA staff if there are any questions regarding the evaluation process.**

ROOM CONSULANT CHECK		points
Check in 0 or 5 points	0 Did not attend check in	5 Attended check in
Testing Score (0-5 points)		
Testing time in minutes and seconds. (Will be used in case of a tie)	Room consultant total (10 points possible)	
Evaluator’s Scores Evaluator 1 _____ Evaluator 2 _____ Total Score _____divided by the number of evaluators Average Evaluator score: _____		Average Evaluator Score (90 points possible) FINAL SCORE (Average evaluator score plus Room Consultant Total)
		FINAL RANK

CULINARY KNIFE SKILLS

Rubric

Name of participant: _____				
Chapter _____			Category _____	
SAFETY AND APPEARANCE POINTS				
Clothing and appearance 0-10 points	0-1-2-3-4 Non professional appearance, attire and/or grooming	5-6-7-8 Neat appearance, attire and grooming but lacks professionalism	9-10 Professional appearance, attire and grooming	
Safety and Sanitation 0-10 points	0-1-2-3-4 Disregard of safety and sanitation practices creating unsafe situation during preparation	5-6-7-8 Shows minimal safety and sanitation concerns during preparation	9-10 Work area completely cleaned upon completion of event	
Clean Up 0-5 points	0 Work area not completely cleaned upon completion of event		5 Work area completely cleaned upon completion of event	
FOOD PRODUCTION				
Equipment, Tools and Techniques 0-10 points	0-1-2-3-4 Selection and usage of tools/ equipment lacks understanding and demonstration of skills	5-6-7-8 Selection and usage of tools/ equipment occasionally lacks appropriate industry techniques	9-10 Selects and uses all tools and equipment correctly	
Mise en place, Time Management scraps and waste 0-15 points	0-1-2-3-4 Dis not manage time or utilize mise en place to complete each task, excessive	5-6-7-8 Managed time and mise en place to complete most task on time, some waste	9-10 Utilized time and mise en place to complete each task on time , minimum waster	
KNIFE SKILLS/ FOOD PRESENTATION				
Overall Product Appearance and Presentation Consistent, correct proportions (0-15 points)	0-1-2-3 Lacks workmanship, some of the display unacceptable proportions	4-5-6-7 Ordinary quality of workmanship, improvement needed in proportions	8-9-10-11 Competent workmanship, acceptable proportions	12-13-14-15 Extremely high quality workmanship, accurate proportions
Knife cut #1 _____ 0-10 points	0-1 Incorrect cut or not uniform in size or shape	2-3-4 Correct but pieces inconsistent in size and shape	8-9-10 Correct cut, identical in size and shape	
Knife cut #2 _____ 0-10 points	0-1 Incorrect cut or not uniform in size or shape	2-3-4 Correct but pieces inconsistent in size and shape	8-9-10 Correct cut, identical in size and shape	
Knife cut #2 _____ 0-10 points	0-1 Incorrect cut or not uniform in size or shape	2-3-4 Correct but pieces inconsistent in size and shape	8-9-10 Correct cut, identical in size and shape	
Verification of score Evaluator _____ Room consultant _____ Event consultant _____ ____ 85 to 100 Gold ____ 84.999 to 70 Silver ____ 0 to 69.9 Bronze				
Evaluator's Comments:			Total	



MINNESOTA
STATE ASSOCIATION

MN FCCLA SKILL EVENT-TOYS THAT TEACH

Toys That Teach, an individual event, recognizes members for their ability to design, build, and demonstrate an original homemade toy which provides learning and play for either an individual child or a small group of children. The toy is to be constructed of common, everyday household items, meet safety guidelines, and be easy to carry and use.

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

ELIGIBILITY

1. Participation is open to any nationally affiliated FCCLA member.
2. Participants must be registered to attend the State Conference and must stay at the official conference hotels. Hotel reservations will be verified prior to the meeting.

PROCEDURES AND TIME REQUIREMENTS

1. Participants must attend an event orientation session where they will:
 - be given a brief overview of the event
 - draw an identification number indicating the order of participation
 - review time schedule
 - take a timed, 10 question test on general FCCLA knowledge, based on information found on the FCCLA national website, www.fcclainc.org.
2. At the designated time, the participant will be given up to 5 minutes to take a timed, 10 question test on general FCCLA knowledge. Following the test, participants will remain in the orientation/holding room until their assigned presentation time and following presentation may not return to the holding room.
3. Participants may not bring reference materials for use in the holding room. Participants are allowed to bring a pencil and note cards, the completed project, and demonstration supplies (if required).
4. At the designated participation time, the participant will give two (2) completed copies of the Toy Design Worksheet to evaluators for use during the oral presentation. The copies will not be returned.
5. Participants will have up to 5 minutes to set up their toy demonstration, if needed. Oral presentations may be up to 5 minutes in length. A 1-minute warning will be given at 4 minutes. Participants will be asked to stop at 5 minutes.

6. Participants may use note cards. Items required for demonstration of the toy are permitted.
7. Evaluators will score and write comments for each entry for approximately 5 minutes. The decision of the evaluators is final.
8. Total time required for participation in this event is approximately 20 minutes including testing, set up, presentation, and evaluator scoring.

GENERAL INFORMATION

1. A table will be provided. Participant must bring any necessary supplies for demonstration of project. Wall space and electrical access will not be provided.
2. Spectators are allowed to observe this event, as space allows. Participants may only observe after they have already presented.
3. Participants are not allowed to discuss the event with other participants or receive coaching from any spectators. Doing so will result in disqualification.
4. Presentations may not be recorded or photographed, except by the official FCCLA photographer.
5. Participants should follow the approved conference dress code for participation in this event.

TOYS THAT TEACH Specifications

Testing

A 10-question test on general knowledge of FCCLA programs and activities will be given during participant orientation. This test will be scored and included in the final event points. The test will be timed and in case of a tie, the participant with the highest score and lowest time will receive the higher rank. The maximum time allowed for this test is 5 minutes.

Toy Design

Each participant will design and construct an original toy for a child that meets the developmental and educational needs of a specific age group. Safety should be a primary concern in the planning and construction of the toy. Two (2) copies of the completed Toy Design Worksheet will be given to the evaluators prior to the start of the oral presentation.

Name of Toy	Choose a creative name for the original toy.
Age Group	Design and construct an original toy to meet the developmental needs of one of the following age groups: Birth–12 months; 12 months–24 months; 2–4 years; or 5–7 years
Category of Play	Select applicable category of play such as: quiet play, active play, cooperative play, manipulative play, make-believe play, creative play, and learning play
Design and Construction	Construct a toy using common, everyday items. Items may include, but are not limited to: paper goods, containers, household objects, sewing and craft items, and wood. Toy is creative, stimulates play, visually appealing, and well-made
Safety, Sanitation and Storage	Design and construct the toy to meet safety and sanitation needs for the selected age group.

Oral Presentation

The oral presentation may be up to five (5) minutes in length and is delivered to the evaluators. The oral presentation should explain the specifics of the project. The toy should be demonstrated during the presentation. Only items required for use in demonstrating the toy are permitted.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Knowledge of Child Development	Show evidence of child development knowledge and skills by explaining how the toy addresses the developmental and educational needs of the selected age group.
Safety, Sanitation and Storage	Describe safety and sanitation considerations for the selected age group and how this has been addressed in the toy design. Explain how the toy should be maintained, cleaned, and stored. Explain why the toy would appeal to children of the selected age group, and to adults who may recreate or purchase this toy for a child.
Appeal for Children/Adults	Explain why the toy would appeal to children of the selected age group, and to adults who may recreate or purchase this toy for a child
Toy Demonstration	Demonstrate use of the toy, pointing out any unique aspects of design, safety, or adaptive uses for special needs children, if applicable.
Voice	Speak with appropriate force, pitch, and articulation.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, and mannerisms. Wear clothing that meets the conference dress code.
Grammar/Word Usage/Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding the project. Questions are asked after the presentation.

TOYS THAT TEACH

Toy Design Worksheet

Name of Participant _____

Chapter: _____ Category _____

Bring two (2) copies of this completed worksheet to give to the evaluators prior to your oral presentation.

Name of Toy	Child Age Group	Category of Play
Developmental and Educational Needs: How does this toy meet the developmental and educational needs of the selected age group?		
Appeal: Describe how this toy will appeal to children of selected age group, and to adults who may recreate or purchase this toy for a child.		
Supplies: List the common, everyday items used to create the toy.		
Safety: What safety concerns did you address in design and construction?	Suggested Storage and Care:	



Skill Demonstration Events Point Summary Form TOYS THAT TEACH

Name(s) of Participant _____
 Chapter: _____ Category _____

DIRECTIONS:

1. Make sure all information at top is correct. If the participant does not show, please write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, 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 participant together. Please do NOT staple.
3. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy.
4. Please check with the Event Coordinator or FCCLA Staff if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			
Orientation/Holding Room 0 or 5 points	0 Did not arrive on time for participant orientation/holding room	5 Arrived on time for participant orientation/holding room	
Testing Score (0-5 points)			
Testing Time in minutes and seconds (will be used in case of ties)			
EVALUATORS' SCORES			
Evaluator 1 _____ Evaluator _____		ROOM CONSULTANT TOTAL (10 points possible)	
Total Score divided by number of evaluators _____		AVERAGE EVALUATOR SCORE	
		FINAL RANK	

TOYS THAT TEACH Rubric

Name of Participant _____ Chapter _____ Category _____

TOY DESIGN	Points				
Toy Design Worksheet 0–15 points	0–1–2- 3 Did not provide or not completed	4-5-6-7 Minimal information, many grammar or spelling errors	8-9-10-11 Completed with all required information, lacking detail, minor grammar or spelling errors	12-13-14-15 Completed with all required information, details given, correct grammar and spelling	
Age Appropriateness/ Play Category 0–15 points	0–1–2- 3 Not age appropriate or does not address play category	4-5-6-7 Limited age appropriateness or application to play	8-9-10-11 Generally age appropriate and addresses the selected play	12-13-14-15 Toy is age appropriate and correctly addresses the selected play category	
Design and Construction 0-10 points	0–1–2 Little creativity shown, does not stimulate play, is not appealing, and is poorly made	3–4–5 Inconsistent in efforts of creativity, play, appeal, and construction	6–7–8 Generally creative, stimulates play, appealing, well-made	9–10 Used a variety of materials, is creative, stimulates play, visually appealing, and well-made/durable	
Knowledge of Child Development 0–10 points	0–1–2 None shared or information shared was incorrect	3–4–5 Minimal knowledge shared during presentation	6–7–8 Knowledge of child development is evident and shared at times in the presentation	9–10 Knowledge of child development is evident and incorporated throughout the presentation	
Safety, Sanitation Storage 0–10 points	0–1–2 Toy does not meet safety, sanitation, or storage needs for selected age group	3–4–5 Toy needs multiple changes to meet safety standards, be easy to clean/sanitize /store	6–7–8 With minor changes, toy would pose no known safety hazard, be easy to clean/ sanitize, and store	9–10 Toy poses no known safety hazards, is easy to clean/ sanitize, and store	
Appeal of Toy to Children/ Adults 0–5 points	0 Toy is not appealing	1–2 Toy is minimally appealing	3–4 Toy is generally appealing	5 Toy has high appeal	
Toy Demonstration 0–5 points	0 Did not demonstrate toy	1–2 Demonstrated toy but did not point out unique features	3–4 Toy use, safety, and unique aspects demonstrated	5 Toy use, safety, unique aspects, and adaptive uses demonstrated	
Voice 0–5 points	0 No voice qualities are used effectively	1–2 Voice quality is adequate	3–4 Voice quality is good, though could improve	5 Voice quality is outstanding and pleasing to listen to	
Body Language/ Clothing Choice 0–5 points	0 Body language shows nervousness and unease/ inappropriate clothing	1–2 Body language shows minimal amount of nervousness/ appropriate conference attire	3–4 Body language portrays participant at ease/ appropriate conference attire	5 Body language enhances the presentation/appropriate conference attire	
Grammar/Word Usage/ Pronunciation 0–5 points	0 Extensive (more than 5) grammatical and pronunciation errors	1–2 Some (3–5) grammatical and pronunciation errors	3–4 Few (1–2) grammatical and pronunciation errors	5 Presentation has no grammatical or pronunciation errors	
Responses to Evaluators' Questions 0–5 points	0 Did not answer evaluators' questions	1–2 Responses to questions did not indicate adequate understanding of	3–4 Responses to questions were appropriate and reflect good understanding of skills needed	5 Responses to questions were appropriate and reflect excellent understanding of skills needed	
Evaluator _____ Room Consultant _____ Event Consultant _____ (90 points possible)				TOTAL	
VERIFICATION OF SCORE with 10 points on Point summary page ___85 to 100 Gold ___84.999 to70 Silver ___0 to 69.9 Bronze					
Evaluator's Comments					



MINNESOTA
STATE ASSOCIATION

MN FCCLA SKILL EVENT- INTERVIEWING SKILLS

Interviewing Skills, an individual event, recognizes members for their ability to prepare employment materials and utilize job interviewing skills for an entry level position in an area of Family and Consumer Sciences and/or related occupations utilizing Family and Consumer Sciences knowledge and skills. This event provides an opportunity for members to gain self-confidence and demonstrate job seeking skills.

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10-12

Occupational: grades 10-12

ELIGIBILITY

Participation is open to any nationally affiliated FCCLA member. Members must be affiliated at the time of event registration.

PROCEDURES & TIME REQUIREMENTS

Participants take a timed, 10 question test on general FCCLA knowledge, based on information found on the FCCLA national website, www.fcclainc.org.

At the designated time, the participant will be given up to 5 minutes to take a timed, 10 question test on general FCCLA knowledge. Participants are allowed to bring a pencil for taking their test.

At the designated time, an event volunteer will direct the participant to their interview table.

The individual participant will provide a completed resume and cover letter to the evaluator. No other presentation elements are allowed.

The evaluator has 5 minutes to review the documents, and 5 minutes to conduct the interview using a combination of common interview questions and questions generated by a review of the individual resume and cover letter.

Evaluator will score and write comments for each entry for approximately 5 minutes. The decision of the evaluators is final.

Total time required for participation in this event is approximately 10 minutes including presentation, questions, and evaluator scoring.

GENERAL INFORMATION

Participants must apply for an entry level position in an area of Family and Consumer Sciences and/or related occupations utilizing the participant's current Family and Consumer Sciences knowledge and skills, and the position must match the participant's current level of education.

A table and 2 chairs will be provided (one for participant, one for evaluator). Multiple interviews will take place in the same room.

Spectators are not allowed to observe this event.

Participants are not allowed to discuss the event with other participants after competing. Doing so will result in disqualification.

Presentations may not be recorded or photographed, except by the official FCCLA photographer. Participants should follow the approved conference dress code for participation in this event.

INTERVIEWING SKILLS

Specifications

Testing

A 10-question test on general knowledge of FCCLA programs and activities will be given during participant orientation. This test will be scored and included in the final event points. The test will be timed and in case of a tie, the participant with the highest score and lowest time will receive the higher rank. The maximum time allowed for this test is 5 minutes.

Cover Letter and Resume

Each participant will provide a cover letter and resume, reflecting their current skills and education. The job applied for must be for an entry level position in an area of Family and Consumer Sciences and/or related occupations utilizing the participant's current Family and Consumer Sciences knowledge and skills, and the position must match the participant's current level of education.

Interview

Cover Letter	Maximum of one 8 ½" x 11" page in length, using appropriate layout, spacing, alignment, and letter format. Includes opening paragraph indicating position for which applying, and what is included with the letter; middle paragraph with strengths, skills, knowledge and personality characteristics highlighted; and closing paragraph with request for interview, providing contact information.
Resume	Maximum of two 8 ½" x 11" pages in length, using appropriate layout, spacing, alignment, and formatting, using reverse chronological order (most recent listed first). References are not required.
Overall Appearance and Neatness	Use consistent font style and appropriate font size for readability. Resume is typed, clean, and in good condition.
Resume Criteria	Include the following information: participant name and school contact information career objective education and training work and volunteer experience, relevant skills activities, honors and awards
Spelling/Grammar	Use proper spelling, punctuation, capitalization, word usage, and grammar.

The interview will be up to 5 minutes in length, using common interview questions and questions generated by review of the individual cover letter and resume.



Skill Demonstration Events Point Summary Form

INTERVIEWING SKILLS

Name of Participant _____

State _____ Participant # _____ Category _____

DIRECTIONS:

Make sure all information at top is correct. If the participant does not show, please write "No Show" across the top and return with other forms.

At the conclusion of scoring, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the participant together.

At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Please check with the Event Consultant if there are any questions regarding the evaluation process.

Orientation/Holding Room 0 or 5 points	0 Did not arrive on time for participant orientation and/or competition	5 Arrived on time for participant orientation and/or competition	
Testing Score (0-5 points)			
Testing Time in minutes and seconds (will be used in case of ties)			
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL	
Evaluator 1 _____	Initials _____	(10 points possible)	
Evaluator 2 _____	Initials _____	AVERAGE EVALUATOR SCORE	
		(90 points possible)	
Total Score _____	divided by number of evaluators	FINAL SCORE	
_____	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus Room Consultant Total)	
VERIFICATION OF FINAL SCORE AND RATING (please initial)			

INTERVIEWING SKILLS

Rubric

Name of Participant _____

Chapter _____ Participant # _____ Category _____

COVER LETTER AND RESUME						
Cover Letter 0–10 points	0 Not provided	1-2-3 Does not use appropriate layout, spacing/alignment, or format, or missing opening, middle or closing paragraph content	4-5-6 Minimal information is provided but letter is not well written or organized, inconsistent formatting	7-8-9 Appropriate layout, spacing/alignment and format. Opening, middle, and closing paragraphs contain required information	10 Appropriate layout, spacing/alignment and format. Opening, middle, and closing paragraphs contain required information, is well written and organized and presents participant as strong candidate for position	
Resume Organization 0–10 points	0 Not provided	1-2-3 Name or contact information missing/unclear, sections not clear or missing, no clear patterns in how experiences listed	4-5-6 Name and contact information incomplete, inconsistent section titles/dates/locations, inconsistent use of reverse chronological order	7-8-9 Name and contact information listed on top, titles/dates/locations listed, reverse chronological order followed	10 Name and contact information listed on top, section titles/dates/locations consistent and clear, experiences listed in reverse chronological order	
Resume Content 0-10 points	0 Not provided	1-2-3 Education section incomplete, no use of outcomes/ accomplishments, too wordy, information irrelevant to position	4-5-6 Education section unclear, statements repetitive or not well developed, ineffective descriptions, not targeted to position	7-8-9 Education section complete, accomplishments included, concise wording, keywords/skills somewhat targeted to position	10 Education section complete, well developed accomplishment statements, concise and descriptive wording used, keywords/skills targeted to position	
Overall Appearance and Neatness 0–5 points	0 Damaged and unprofessional documents	1-2 Documents are not neat, have inconsistent formatting, or illegible.	3-4 Neat, legible, inconsistent formatting.		5 Consistent style and formatting, neat, legible, and professional.	
Resume Criteria 0–5 points	0 Contains 3 or less of listed criteria	1-2 Contains 4-6 of the listed criteria	3-4 Contains 7 of the 9 listed criteria		5 Contains name, address, contact information, objective, education and training, qualification highlights, work history and relevant experience, activities, honors and awards	
Spelling/Grammar 0–5 points	0 Extensive (more than 5) errors	1-2 Some (3-5) errors	3-4 Few (1-2) errors		5 No errors	

INTERVIEW

Introduction and First Impression 0-5 points	0 No introduction or greeting	1-2 Does not shake hands, minimal eye contact, does not initiate introduction	3-4 Weak or overly strong handshake, adequate eye contact and smile, and initiates introduction	5 Firm handshake, good eye contact and smile, initiates introduction, and includes name of position	
Gestures/ Mannerisms 0-3 points	0 Inappropriate use of gestures or mannerisms	1 Overuse of gestures or mannerisms	2 Appropriate use of gestures/mannerisms	3 Natural and appropriate use of gestures/mannerisms	
Posture 0-3 points	0 Inappropriate use of posture, not professional	1 Too stiff or too relaxed in posture	2 Posture is appropriately used	3 Posture indicates interest in interview and is professional	
Eye Contact 0-3 points	0 Little or no eye contact	1 Aggressive or unnatural eye contact throughout interview	2 Inconsistent eye contact throughout interview	3 Maintains appropriate eye contact throughout entire interview	
Voice 0-3 points	0 Voice qualities not used effectively	1 Voice quality is overly loud or quiet, not well articulated	2 Voice quality is inconsistent in volume and articulation	3 Voice quality is appropriate in volume and articulation	
Appearance 0-3 points	0 Meets dress code, clothing is wrinkled or dirty, personal appearance/grooming is not professional	1 Meets dress code, clothing is clean but not pressed or fits improperly, or inconsistent personal appearance/grooming	2 Meets dress code, clothing is clean and pressed, personal appearance/grooming is mostly professional	3 Meets dress code, clothing is pressed and clean, fits well, and personal appearance/grooming is professional	
Grammar/Word Usage/ Pronunciation 0-5 points	0 Extensive (more than 5) grammatical or pronunciation errors	1-2 Some (3-5) grammatical and pronunciation errors	3-4 Few (1-2) grammatical and pronunciation errors	5 No grammatical or pronunciation errors	
Responses to Evaluator Questions 0-20 points	0 Does not answer questions or participate in interview	1-2-3-4-5 Interview is brief, participant does not carry on a conversation or is unable to answer questions, does not understand position	6-7-8-9-10 Participant answers most questions well, but without ease or accuracy	11-12-13-14-15 Participant is poised, answers questions well, and gives appropriate responses	16-17-18-19-20 Participant is confident and poised, personable, answers questions appropriately and without hesitation

VERIFICATION OF SCORE (please initial)

Evaluator _____ Room Consultant _____ Event Consultant _____ (90 points possible)

TOTAL

VERIFICATION OF SCORE with 10 points on Point summary page

___ 85 to 100 Gold ___ 84.999 to 70 Silver ___ 0 to 69.9 Bronze

Evaluator's Comments:



MINNESOTA
STATE ASSOCIATION

MN FCCLA SKILL EVENT- IMPROMPTU SPEAKING

I

Impromptu Speaking, an individual event, recognizes participants for their ability to address a topic relating to FCCLA and Family and Consumer Sciences without prior preparation. The ability to express one's thoughts in an impromptu situation while maintaining poise, self-confidence, logical organization of point, and conversational speaking are important assets in family, career and community situations.

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

ELIGIBILITY

1. Participation is open to any nationally affiliated FCCLA member.
2. Participants must be registered for State Conference and must stay at one of the official conference hotels. Hotel reservations will be verified prior to the meeting.

PROCEDURES AND TIME REQUIREMENTS

1. Participants must attend an event orientation session where they will:
 - be given a brief overview of the event
 - draw an identification number indicating the order of participation
 - review time schedule
 - take a timed, 10 question test on general FCCLA knowledge, based on information found on the FCCLA national website, www.fcclainc.org.
2. At the designated time, the participant will be given up to 5 minutes to take a timed, 10 question test on general FCCLA knowledge. Following the test, participants will remain in the orientation/holding room until their assigned presentation time and following presentation may not return to the holding room.
3. Following the test, the participant will select a topic. The participant may see the three topics before choosing one to use. The topics will relate to FCCLA purposes, activities, current programs and/or Family and Consumer Sciences topics.
4. Participants may not bring reference materials for use during the 10-minute preparation period.
5. One 4" x 6" card may be used during the preparation and performance. Information may be written on both sides of the note card. The note card must be left with the event coordinator at the conclusion of the oral presentation.
6. An event volunteer will introduce each participant. The participant will introduce the speech topic by title only.
7. Each speech should be 4 minutes in length. A 1-minute warning will be given at 3 minutes. Participants will be asked to stop at 4 minutes.
8. Evaluators will score and write comments for each entry for approximately 5 minutes. 9. Total time required for participation in this event is approximately 25 minutes including testing, preparation time, presentation, and evaluator scoring.

GENERAL INFORMATION

1. Spectators are allowed to observe this event, as space allows. Participants may only observe after they have already presented.
2. Participants are not allowed to discuss the event with other participants or receive coaching from any spectators. Doing so will result in disqualification.
3. Presentations may not be recorded or photographed, except by the official FCCLA photographer.
4. Participants should follow the approved conference dress code for participation in this event.

IMPROMPTU SPEAKING Specifications

Testing

A 10-question test on general knowledge of FCCLA programs and activities will be given prior to the participant planning time. This test will be scored and included in the final event points. The test will be timed and in case of a tie, the participant with the highest score and lowest time will receive the higher rank. The maximum time allowed for this test is 5 minutes.

Oral Presentation	The oral presentation may be up to 4 minutes in length and is delivered to evaluators. The presentation should be based upon the topic chosen and should not be scripted.
Introduction	Uses creative methods to capture audience attention
Relationship to Family and Consumer Sciences and/or Related Careers	Reflect views and knowledge of issues related to areas of Family and Consumer Sciences and/or related careers.
Relationship to FCCLA Purposes, Programs, and/or Activities	Referenced FCCLA purposes, programs, or activities in relationship to the chosen topic.
Purpose and Focus	Establishes a purpose early in the presentation and maintains a clear focus throughout the oral presentation.
Idea Organization	Ideas effectively organized and remain aligned with chosen topic.
Topic Development	Fully addresses the chosen topic and the oral presentation is not scripted.
Summary/Ending	Summarize major points related to the chosen topic.
Delivery:	Enthusiasm Facial expressions and body language generate a strong interest and enthusiasm about the
Delivery: Tempo	Use tempo or pauses to improve meaning and/or add dramatic impact.
Delivery: Volume	Speak loudly enough to be heard by all throughout the presentation.
Delivery: Eye Contact	Maintain eye contact with evaluators and audience.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, and mannerisms. Wear appropriate clothing for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.



Skill Demonstration Events Point Summary Form IMPROMPTU SPEAKING

Name (s) of Participant _____
 Chapter _____
 Category _____

Directions.

1. **Make sure all information at top is correct. If participant does not show- write NO SHOW across the top and return with other forms.**
2. **At the conclusion of scoring, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluator's verification. Place the form in front of the completed rubrics and paper clip all items related to the participant together. Please do NOT staple**
3. **At the end of the competition in the room double check all scores, names and team numbers to ensure accuracy**

Please check with the Event Consultant or FCCLA staff if there are any questions regarding the evaluation process.

ROOM CONSULANT CHECK			points
CHECK IN 0 or 5 points	0 Did not attend check in	5 Attended check in	
Testing Score (0-5 points)			
Testing time in minutes and seconds. (Will be used in case of a tie)	Room consultant total (10 points possible)		
Evaluator's Scores Evaluator 1 _____ Evaluator 2 _____ Total Score _____ divided by the number of evaluators Average Evaluator score: _____		Average Evaluator Score (90 points possible)	
		FINAL SCORE (Average evaluator score plus Room Consultant Total)	
		FINAL RANK	

IMPROMPTU SPEAKING RUBRIC

Name of Participant _____ Chapter _____

Category _____

ORAL PRESENTATION							Points
Introduction 0-7 points	0 No obvious introduction	1-2 Introduction not effective in capturing attention	3-4-5 Somewhat creative and attention getting	6-7 Introductions captured attention immediately			
Relationships 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 course works relationship	2 Knowledge of career and FACS coursework but not shared	3 Knowledge of career and FACS coursework but not shared	4 Knowledge of career and relationship to FACS is evident and shared	5 Knowledge of career and FACS relationship is evident and explained well	
Relationship to FCCLA Programs, Purposes and Activities 0-15 points	0 No evidence of relationship to FCCLA	1-2-3 Referenced FCCLA purposes, programs, or activities but not in relation to topic	4-5-6 Used 1 example of FCCLA purposes, programs or activities in relation to topic	7-8-9 Used 2 examples of FCCLA purposes, programs, or activities in relation to topic	10-11-12 Used 3 or more examples of FCCLA purposes, programs, or activities in relation to topic	13-14-15 Used 4 or more examples of FCCLA purposes, programs, or activities in relation to the topic	
Purpose and Focus 0-7 points	0 Purpose and focus is missing	1-2 Purpose and focus is weak and difficult to figure out	3-4-5 Purpose and focus is implied, but fairly clear	6-7 Establishes a purpose early and maintains focus for most of presentation			
Idea Organization 0-7 points	0 Ideas not organized, hard to follow, audience left confused by disorganization	1-2 Ideas lack coherence, consistency and flow, audience makes assumptions to follow	3-4-5 Ideas mostly coherent but not clearly supported in project flow, portions are	6-7 Ideas mostly coherent and organized, project flow is easily followed			
Topic Development 0-7 points	0 Presentation is not related to chosen topic	1-2 Very little relationship between presentation and chosen topic	3-4-5 Presentation somewhat centers on chosen topic	6-7 Topic is generally addressed and developed			
Summary/Ending 0-7 points	0 Ending is abrupt, weak, or missing	1-2 Ending is somewhat developed, but does not provide closure	3-4-5 Ending meets average audience expectations	6-7 Ending is creative and closes the project well			
Delivery: Enthusiasm 0-5 points	0 No enthusiasm for presentation	1-2 Very little use of facial expressions or body language. Did not generate must inter-	3-4 Facial expressions and body language are used to try to generate enthusiasm, but	5 Facial expressions and body language sometimes generate a strong interest and enthusiasm about topic			

IMPROMPTU SPEAKING RUBRIC– continued

Delivery: Tempo 0–5 points	0 Tempo or pauses were used in such a way that they were very distracting	1-2 Tempo or pauses were not used to improve meaning or dramatic impact	3-4 Tempo or pauses were intentionally used but were not effective in improving meaning or dramatic impact	5 Tempo or pauses were helpful in improving meaning or dramatic impact	
Delivery: Volume 0–5 points	0 Unable to hear the presentation	1-2 Volume often too soft to be heard	3-4 Volume is loud enough to be heard at least 80% of the time	5 Volume is loud enough to be heard at least 90% of the time	
Delivery: Eye Contact 0–5 points	0 No eye contact with evaluators	1-2 Limited eye contact	3-4 Inconsistent eye contact	5 Good eye contact	
Body Language/ Clothing Choice 0–5 points	0 Body language shows nervousness and unease/ inappropriate clothing	1-2 Body language shows minimal amount of nervousness/ clothing is appropriate	3-4 Body language portrays participant at ease and clothing is professional	5 Body language and clothing choice both enhance the presentation	
Grammar/ Word Usage/ Pronunciation 0-5 points	0 Extensive (more than 5) grammatical and pronunciation errors.	1-2 Some (3-5) grammatical and pronunciation errors.	3-4 Few (1-2) grammatical and pronunciation errors	5 Presentation has no grammatical or pronunciation errors	
Time 0-5 points	0 Presentation is less than 1 minute	1-2 Presentation is less than 2 minutes	3-4 Presentation is between 2 and 2:59 minutes in length	5 Presentation is 3-4 minutes in length	
Verification of Score (90 points possible) Evaluator 1 _____ Room consultant _____ Event coordinator _____					TOTAL
VERIFICATION OF SCORE with 10 points on Point summary page ___85 to 100 Gold ___84.999 to 70 Silver ___0 to 69.9 Bronze					
Evaluators comments					



MINNESOTA
STATE ASSOCIATION

MN FCCLA SKILL EVENT- SPEAK OUT FOR FCCLA

Speak Out for FCCLA, an individual event, recognizes members for their ability to utilize marketing and public speaking skills to promote Family and Consumer Sciences and FCCLA membership through participation in the FCCLA national program Power of One unit, "Speak Out for FCCLA."

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

ELIGIBILITY

1. Participation is open to any nationally affiliated FCCLA member.
2. Participants would be advised to complete the "Speak Out for FCCLA" unit of the FCCLA national program, Power of One. This will enhance your event's results.
3. Participants must be registered to attend the State Conference and must stay at one of the official conference hotels. Hotel reservations will be verified prior to the meeting.

PROCEDURES & TIME REQUIREMENTS

1. Participants must attend an event orientation session where they will:
 - be given a brief overview of the event
 - draw an identification number indicating the order of participation
 - review time schedule
 - take a timed, 10 question test on general FCCLA knowledge, based on information found on the FCCLA national website, www.fcclainc.org.
2. At the designated time during orientation, the participant will be given up to 5 minutes to take a timed, 10 question test on general FCCLA knowledge. Following the test, participants will remain in the orientation/ holding room until their assigned presentation time and following presentation may not return to the holding room.
3. Participants may not bring reference materials for use in the holding room. Participants are allowed to bring a pencil and note cards, and presentation promotional materials (if required).
4. At the designated participation time, participants will have up to 5 minutes to set up any presentation materials or visuals. Oral presentation may be up to 5 minutes in length. A 1-minute warning will be given at 4 minutes. Participants will be asked to stop at 5 minutes. Participants may use note cards.

5. Evaluators will score and write comments for each entry for approximately 5 minutes. The decision of the evaluators is final.
6. Total time required for participation in this event is approximately 20 minutes including testing, set up, presentation, and evaluator scoring.

GENERAL INFORMATION

1. A table will be provided. Participant must bring any necessary supplies for demonstration of project. Wall space and electrical access will not be provided.
2. Spectators are allowed to observe this event, as space allows. Participants may only observe after they have already presented.
3. Participants are not allowed to discuss the event with other participants or receive coaching from any spectators. Doing so will result in disqualification.
5. Presentations may not be recorded or photographed, except by the official FCCLA photographer.
6. Participants should follow the approved conference dress code for participation in this event.



Skill Demonstration Events Point Summary Form

SPEAK OUT FOR FCCLA

Name (s) of Participant _____
 Chapter _____
 Category _____

Directions.

1. **Make sure all information at top is correct. If participant does not show- write NO SHOW across the top and return with other forms.**
 2. **At the conclusion of scoring, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluator's verification. Place the form in front of the completed rubrics and paper clip all items related to the participant together. Please do NOT staple**
 3. **At the end of the competition in the room double check all scores, names and team numbers to ensure accuracy**
- Please check with the Event Consultant or FCCLA staff if there are any questions regarding the evaluation process.**

ROOM CONSULANT CHECK		points	
ORIENTATION/ HOLDING ROOM 0 or 5 points	0 Did not attend check in	5 Attended check in	
Testing Score			
Testing time in minutes and seconds. (Will be used in case of a tie)	Room consultant total (10 points possible)		
Evaluator's Scores Evaluator 1 _____ Evaluator 2 _____ Total Score _____ divided by the number of evaluators Average Evaluator score: _____		Average Evaluator Score	
		FINAL SCORE (Average evaluator score plus Room Consultant Total)	
		FINAL RANK	

SPEAK OUT FOR FCCLA Rubric

Name of Participant _____ Chapter _____ Category _____

ORAL PRESENTATION					Points
Organization/ Delivery 0-10 points	0-1-2 Presentation is not done or does not cover all project elements	3-4-5 Presentation covers all project elements though with minimal information	6-7-8 Presentation gives complete information though does not flow well	9-10 Presentation covers all relevant information with a seamless and logical delivery	
Promotion of Family and Consumer Sciences and FCCLA 0-15 points	0-1-2-3 Very little effort to promote FACS and FCCLA	4-5-6-7 Efforts to promote FACS and FCCLA did not include college and career readiness information	8-9-10-11 Efforts to promote FACS and FCCLA included some college and career readiness information, and life skills	12-13-14-15 Excellent promotion of FACS and FCCLA in terms of college and career readiness, as well as other life skills	
Use of the FCCLA Planning Process 0-15 points	0-1-2-3 Inadequate explanation or omission of use of the planning process	4-5-6-7 Minimal description of project impact on personal leadership skills	8-9-10-11 Good explanation of project impact on personal leadership skills	12-13-14-15 Fully described impact of project on personal leadership skills	
Project Impact on Personal Leadership Skills 0-15 points	0-1-2-3 Inadequate description or omission in presentation	4-5-6-7 Minimal explanation of how ye planning process was used	8-9-10-11 Good explanation of how the planning process was used	12-13-14-15 Fully described impact of project on personal leadership skills.	
Quality and Use of Marketing and Promotional Content/Visuals 0-15 points	0-1-2-3 Content and quality of promotion materials is poorly executed	4-5-6-7 Content and quality of promotional materials is inconsistently executed	8-9-10-11 Content and quality of promotional materials is well executed	12-13-14-15 Content and quality of promotional materials is highly executed and could serve as a model for others	
Voice 0-5 points	0 No voice qualities are used effectively	1-2 Voice quality is adequate	3-4 Voice quality is good, though could improve	5 Voice quality is outstanding and pleasing to listen to	
Body Language/ Clothing Choice 0-5 points	0 Body language shows nervousness and unease/ inappropriate clothing	1-2 Body language shows minimal amount of nervousness/ appropriate conference	3-4 Body language portrays participant at ease/ appropriate conference attire	5 Body language enhances the presentation/ appropriate conference attire	
Grammar/ Word Usage/ Pronunciation 0-5 points	0 Extensive (more than 5) grammatical and pronunciation errors	1-2 Some (3-5) grammatical and pronunciation errors	3-4 Few (1-2) grammatical and pronunciation errors	5 Presentation has no grammatical or pronunciation errors	
Responses to Evaluators' Questions 0-5 points	0 Did not answer evaluators' questions	1-2 Responses to questions did not indicate adequate understanding of skills needed	3-4 Responses to questions were appropriate and reflect good understanding of skills needed	5 Responses to questions were appropriate and reflect excellent understanding of skills needed	

Verification of Score (90 points possible)

(90 points possible) Evaluator 1 _____ Room consultant _____ Event coordinator _____

TOTAL

VERIFICATION OF SCORE with 10 points on Point summary page

___ 85 to 100 Gold

___ 84.999 to 70 Silver

___ 0 to 69.9 Bronze

Evaluators comments



MN FCCLA SKILL EVENT TECHNOLOGY IN TEACHING

Technology in Teaching, an individual event, recognizes members for their ability to select and critically evaluate an application (app) for use as part of a class offered in the Family and Consumer Sciences program. Ahead of time, members review the app using the provided checklist, prepare an oral presentation, and demonstrate the app to evaluators.

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

ELIGIBILITY

Participation is open to any nationally affiliated FCCLA member.

PROCEDURES & TIME REQUIREMENTS

Participants must attend an event orientation session where they will: be given a brief overview of the event

draw an identification number indicating the order of participation review time schedule take a timed, 10 question test on general FCCLA knowledge, based on information found on the FCCLA national website, www.fcclainc.org.

At the designated time during orientation, the participant will be given up to 5 minutes to take a timed, 10 question test on general FCCLA knowledge. Following the test, participants will remain in the orientation/ holding room until their assigned presentation time and following presentation may not return to the holding room.

Participants may not bring reference materials for use in the holding room. Participants are allowed to bring a pencil and note cards, the completed project, and demonstration supplies.

At the designated participation time, the participant will give two (2) completed copies of the Application Checklist to evaluators for use during the oral presentation. The copies will not be returned.

Participants will have up to 5 minutes to set up their demonstration, if needed. Oral presentations may be up to 5 minutes in length. A 1-minute warning will be given at 4 minutes. Participants will be asked to stop at 5 minutes.

Participants may use note cards. Items required for demonstration of the app are permitted.

Evaluators will score and write comments for each entry for approximately 5 minutes. The decision of the evaluators is final.

Total time required for participation in this event is approximately 20 minutes including testing, set up, presentation, and evaluator scoring.

GENERAL INFORMATION

1. A corded microphone may be provided if required by event facility set up. A table will be provided. Participant must bring any necessary supplies for demonstration of project. Wall space, Internet access, audiovisual equipment, and electrical access will not be provided.
2. Spectators are allowed to observe this event, as space allows. Participants may only observe after they have already presented.
3. Participants are not allowed to discuss the event with other participants or receive coaching from any spectators. Doing so will result in disqualification.
4. Presentations may not be recorded or photographed, except by the official FCCLA photographer.
5. Participants should follow the approved conference dress code for participation in this event.

TECHNOLOGY IN TEACHING

Specifications

Testing

A 10-question test on general knowledge of FCCLA programs and activities will be given during participant orientation. This test will be scored and included in the final event points. The test will be timed and in case of a tie, the participant with the highest score and lowest time will receive the higher rank. The maximum time allowed for this test is 5 minutes.

Application Selection and Checklist

Each participant will select and critically evaluate an app for a tablet that could be used by students as part of a class offered in the Family and Consumer Sciences program. Examples may include, but are not limited to, apps related to early childhood, parenting and human development, health and fitness, fashion or interior design, online safety, or classroom or consumer tools. The member will submit (2) copies of the completed App Review Checklist, to be given to the evaluators prior to the start of the oral presentation.

Oral Presentation and Demonstration

The oral presentation may be up to five (5) minutes in length and is delivered to the evaluators. The oral presentation should contain pertinent information from the review checklist. The app should be demonstrated during the presentation. Only items required for use in demonstrating the app are permitted. The participant may demonstrate the app on a tablet, or use a larger screen device. The participant may approach the evaluators to demonstrate the app, but evaluators are not required to actively participate in the demonstration. The app should be able to be demonstrated without an Internet connection, but if a connection is available, it may be used. FCCLA does not provide wall space, audiovisual equipment, electrical access, or Internet access.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project research.
Educational Technology Instructional Concepts	Demonstrate knowledge of educational technology instructional concepts in relation to use of the app in learning and instruction.
Demonstration Techniques	Demonstrate use of the app, pointing out any unique aspects of design, safety, or adaptive uses for special needs learners, if applicable. Demonstration supports project research, is <i>professional</i> , and provides opportunities for evaluators to view applicable app <i>content</i> .
Relationship to Family and Consumer Sciences	Describe the relationship of the application to Family and Consumer Sciences coursework and/or standards.
<i>Audience</i> and Purpose	Describe the <i>audience</i> , developmental goals, and age appropriateness in the context of the application's intended purpose.
Classroom/Educational Use	Explain how the app may be used in the classroom or educational program, including strengths, areas of improvement, or modifications required.
Learning Opportunities	Describe the ways that the app supports learning opportunities, as indicated in the app checklist.
Final Recommendations	Provide final recommendation(s) on the use of the app in the intended educational setting.
Voice	Speak with appropriate force, pitch, and articulation.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, and mannerisms. Wear clothing that meets the conference dress code.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding the project. Questions are asked after the presentation.



Skill Demonstration Events Point Summary Form

TECHNOLOGY IN TEACHING

Name of Participant _____

State _____ Participant # _____ Category _____

DIRECTIONS:

Make sure all information at top is correct. If the participant does not show, please write "No Show" across the top and return with other forms.

At the conclusion of scoring, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the participant together.

At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Please check with the Event Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Orientation/ Holding Room 0 or 5 points	0	5	
	Did not arrive on time for participant orientation/holding room	Arrived on time for participant orientation/holding room	
Testing Score (0-5 points)			
Testing Time in minutes and seconds (will be used in case of ties)			
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL	
Evaluator 1 _____	Initials _____	(10 points possible)	
Evaluator 2 _____	Initials _____	AVERAGE EVALUATOR SCORE	
		(90 points possible)	
Total Score _____	divided by number of evaluators	FINAL SCORE	
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus Room Consultant Total)	
			FINAL RANK
VERIFICATION OF FINAL SCORE AND RATING (please initial)			

TECHNOLOGY IN TEACHING

Rubric

Name of Participant _____

Chapter _____

Participant # _____

Category _____

APPLICATION CHECKLIST					Points
Application General Information Provided 0-3 points	0 0 or 1 general information items provided	1 2 general information items provided	2 3 general information items provided	3 4 general information items provided	
Relationship to Family and Consumer Sciences Indicated 0 or 1 points	0 None checked		1 At least one area checked and/or specified		
Audience 0-3 points	0 Not identified	1 Audience identified	2 Audience, developmental goals and age appropriateness identified	3 Audience, developmental goals and age appropriateness are identified and explained	
Purpose 0-3 points	0 Not identified	1 Purpose minimally identified	2 Purpose identified and described	3 Purpose identified and described in relation to use	
Classroom/Educational Use 0-3 points	0 Not identified	1 Minimally explained or examples given are not appropriate	2 Use identified and described with at least one appropriate example	3 Use identified and described with at least two appropriate examples	
Strengths/Areas of Improvement 0-3 points	0 Not identified	1 Only strengths or only areas of improvement are identified, not both	2 Strengths and areas of improvement are identified	3 Strengths, areas of improvement, or modifications required for successful implementation are identified	
Learning Opportunities 0-3 points	0 Not identified	1 Incorrectly identified or un-supportive examples	2 Appropriately identified but not supported with example (s)	3 Appropriately identified and supported with at least one example for each area	
Final Recommendations 0 or 1 point	0 None checked		1 One recommendation checked		
ORAL PRESENTATION					
Organization/Delivery 0-10 points	0-1-2 Presentation is not done or does not cover all project elements	3-4-5 Presentation covers all project elements though with minimal information	6-7-8 Presentation gives complete information though does not flow well	9-10 Presentation covers all relevant information with a seamless and logical delivery	
Educational Technology Instructional Concepts 0-5 points	0 None shared or information shared was incorrect	1-2 Minimal knowledge shared during presentation	3-4 Knowledge of educational technology instructional concepts is evident and shared at times during presentation	5 Knowledge of educational technology instructional concepts is evident and incorporated throughout the presentation	
Demonstration Techniques 0-5 points	0 Not demonstrated	1-2 Minimally demonstrates design and safety; limited support of project research; difficult to view app content	3-4 Generally demonstrates design and safety; supports project research, is professional, and evaluators can view app content	5 Thoroughly demonstrates unique aspects of design, safety, adaptive uses for special needs learners (if applicable); supports project research, is professional, and provides opportunities for evaluators to view app content	
Relationship to Family and Consumer Sciences 0-5 points	0 Not identified	1-2 Relationship to FACS coursework is questionable for implementation	3-4 Relationship to FACS coursework is generally appropriate	5 Relationship to FACS coursework is appropriate, evident and explained well	

TECHNOLOGY IN TEACHING– rubric– continued					
Audience and Purpose 0-7 points	0 Not identified	1-2-3 Limited information for audience, developmental goals, age appropriateness, and intended purpose are provided	4-5-6 General information for audience, developmental goals, age appropriateness, and context of intended purpose are provided	7 Detailed information for audience, developmental goals, age appropriateness, and context of intended purpose are provided	
Classroom/Educational Use 0-8 points	0 Not identified	1-2-3 Explains use of app in classroom or educational program; includes strengths or areas of improvement	4-5-6 Explains and provides examples of use of app in classroom or educational program, including strengths and areas of improvement	7-8 Explains and provides realistic examples of use of app in classroom or educational program, including strengths, areas of improvement, or modifications required	
Learning Opportunities 0-5 points	0 Not identified	1-2 Explains identified learning opportunities	3-4 Explains and provides at least one example for each identified learning opportunity	5 Explains and provides one or more realistic example for each identified opportunity	
Final Recommendations 0-5 points	0 Not identified	1-2 Recommendation contradicts checklist content	3-4 Recommendation explained, but not fully supported by checklist content	5 Recommendation explained well and fully supported by checklist content	
Voice 0-5 points	0 No voice qualities are used effectively	1-2 Voice quality is adequate	3-4 Voice quality is good, though could improve	5 Voice quality is outstanding and pleasing to listen to	
Body Language/ Clothing Choice 0-5 points	0 Body language shows nervousness and unease; inappropriate clothing	1-2 Body language shows minimal amount of nervousness; appropriate conference attire	3-4 Body language portray participant at ease; appropriate conference attire	5 Body language enhances presentation; appropriate conference attire	
Grammar/Word Usage/ Pronunciation 0-5 points	0 Extensive (more than 5) grammatical and pronunciation errors	1-2 Some (3-5) grammatical and pronunciation errors	3-4 Few (1-2) grammatical and pronunciation errors	5 Presentation has no grammatical or pronunciation errors	
Responses to Evaluators' Questions 0-5 points	0 Did not answer evaluators' questions	1-2 Response to questions did not indicate adequate knowledge/ understanding of skills needed	3-4 Responses to questions were appropriate and reflect good knowledge/ understanding of skills needed	5 Responses to questions were appropriate and reflect excellent knowledge/ understanding of skills needed	

VERIFICATION OF SCORE (please initial)

Evaluator _____

Room Consultant _____

Event Consultant _____

(90 points possible)

TOTAL

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VERIFICATION OF SCORE with 10 points on Point summary page

___85 to 100 Gold ___84.999 to 70 Silver ___0 to 69.9 Bronze

Evaluator's Comments:

Skill Demonstration Events TECHNOLOGY IN TEACHING

Technology in Teaching App Review Checklist

Name of Participant _____ State _____ Category _____

Bring two (2) copies of this completed worksheet to give to the evaluators prior to your oral presentation and app demonstration.

APPLICATION GENERAL INFORMATION

Application Title:	
Application Publisher/Developer:	
Version and Date:	Price:

RELATIONSHIP TO FAMILY AND CONSUMER SCIENCES

<i>App relates to these area(s) of Family and Consumer Sciences:</i>	
<input type="checkbox"/> Career Exploration and Entrepreneurship	<input type="checkbox"/> Food Science, Dietetics, Nutrition and Wellness
<input type="checkbox"/> Consumer Education and Personal Finance	<input type="checkbox"/> Hospitality, Tourism and Recreation
<input type="checkbox"/> Culinary Arts	<input type="checkbox"/> Housing and Interior Design
<input type="checkbox"/> Early Childhood, Family, Parenting and Human Development	<input type="checkbox"/> Textiles, Fashion and Apparel
<input type="checkbox"/> Education and Teaching	<input type="checkbox"/> Other, please specify _____

AUDIENCE AND PURPOSE

Define the audience for this app. Is it developmentally and age appropriate?

What is the purpose of this app?

CLASSROOM/EDUCATIONAL USE

Explain how the app may be used in the classroom or educational program.

What are the strengths of this app?

What areas need improvement? Are there any modifications for educational use?

LEARNING OPPORTUNITIES

In which areas does this app provide opportunities for learning, and provide one example for each area identified.

<input type="checkbox"/> Collaboration and Idea Sharing – example:	<input type="checkbox"/> Feedback and assessment – example:
<input type="checkbox"/> Creativity and Imagination – example:	<input type="checkbox"/> Higher order thinking skills – example:
<input type="checkbox"/> Diversity – example:	<input type="checkbox"/> Increase understanding – example:
<input type="checkbox"/> Engagement and Interaction – example:	<input type="checkbox"/> Problem solving – example:

FINAL RECOMMENDATION

Not recommended for use Recommended for use, but only with modifications Recommended for use



MINNESOTA

STATE ASSOCIATION

Early Childhood Challenge, an individual event, is a knowledge and

skill test which allows participants to complete challenges related to Family and Consumer Sciences subject matter, including child development and early childhood education concepts.

A “challenge” is a written test.

CAREER CLUSTER/ CAREER PATHWAYS

* Human Services

Connection to National Standards for Family and Consumer Sciences

1.0 Career, Community and Family Connections

6.0 Education and Early Childhood

12.0 Human Development

15.0 Parenting

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

ELIGIBILITY

1. Each chapter may submit up unlimited entries in each category of this event.
2. Participation is open to any nationally affiliated FCCLA member.
3. Participants must be registered to attend the State FCCLA Conference.

PROCEDURES &

TIME REQUIREMENTS

1. Participants may not bring reference materials for use in the orientation or event.
2. Participants are allowed to bring a pencil with eraser and one calculator. Calculator applications on mobile devices such as a phone or electronic tablet are not allowed.
3. At the designated time, the event consultant will pass out the tests and answer sheets. Once instructed, participants will have up to 60 minutes to complete the 50 question test.
4. 40 questions will be child development and early childhood education related. Questions will be a combination of multiple choice, true/false, open-ended and may require the student to show his/her work in reaching the answer. 10 questions will be on general FCCLA knowledge, based on information found on the FCCLA national website, www.fcclainc.org.
5. Participants are allowed to leave the event room once they have turned in their test, but may not return to the room until the event has been completed.
6. Scored tests will not be returned to the participants.
7. Total time required for participation in this event is approximately 1 hour and 15 minutes including orientation and testing.

GENERAL INFORMATION

1. The event is a test event given in a classroom setting style with tables and chairs to accommodate participants.
2. Spectators are not allowed to observe this event.
3. Participants are not allowed to discuss the event with other participants. Doing so will result in disqualification.
4. Participants should follow the approved conference dress code for participation in this event.
5. Terms in italics are defined in the glossary in the National Competitive Events Guide.



MINNESOTA
STATE ASSOCIATION

MN FCCLA Skill Event-Nutrition Challenge

Nutrition Challenge, an individual event, is a knowledge and skill test which allows participants to complete challenges related to Family and Consumer Sciences subject matter, including nutrition, wellness, and health concepts. *Event Categories – Junior, Senior and Occupational*

CAREER CLUSTER/ CAREER PATHWAYS

Nutrition, Foods and Wellness

Connection to National Standards for Family and Consumer Sciences

8.0 Food Production and Services

9.0 Food Science, Dietetics and Nutrition

ELIGIBILITY

Participation is open to any nationally affiliated FCCLA member.

PROCEDURES & TIME REQUIREMENTS

1. Participants must complete a proctored, online test during the State Conference.
2. The proctor must supervise the students throughout the entire testing time.
3. Participants are allowed to bring a pencil with eraser and one calculator. Calculator applications on mobile devices such as a phone or electronic tablet are not allowed during testing.
4. If a student has a question about a test item, proctors can repeat the question for the student, but cannot help the student come up with the answer. The proctor must ensure that the student is not using resources during the exam. Participants may not bring reference materials for use during testing.
5. Only the registered student may take the exam..
6. All unfinished answers are scored as incorrect answers.
7. The test has a time limit .
8. Scored tests will not be returned to the participants.
9. The event is a test event given in a classroom setting style with tables and chairs to accommodate participants.
10. Spectators are not allowed to observe this event.
11. Participants are not allowed to discuss the event with other participants. Doing so will result in disqualification.
12. Participants should follow the approved conference dress code for participation in this event.

Participants will have up to 60 minutes to complete the 50 question test. 40 questions will be event content related. Questions will be a combination of multiple choice, true/false, open-ended and may require the student to show his/her work in reaching the answer. 10 questions will be on general FCCLA knowledge, based on information found on the FCCLA national website, www.fcclainc.org.



MINNESOTA
STATE ASSOCIATION

MN FCCLA Skill Event

Science in FACS Challenge

Science in FACS Challenge, an individual event, is a knowledge and skills test which allows participants to complete challenges related to Family and Consumer Sciences subject matter, including science and technology concepts related to food, health and textile sciences. *Event Categories – Junior, Senior and Occupational*

CAREER CLUSTER/ CAREER PATHWAYS

Nutrition, Foods and Wellness

STEM standards

Connection to National Standards for Family and Consumer Sciences

8.0 Food Production and Services

9.0 Food Science, Dietetics and Nutrition

11.0 Housing and Interior Design

14.0 Nutrition and Wellness

16.0 Textiles, Fashion and Apparel

ELIGIBILITY. Participation is open to any nationally affiliated FCCLA member.

PROCEDURES & TIME REQUIREMENTS

1. Participants must complete a proctored, online test during the State Conference.
 2. The proctor must supervise the students throughout the entire testing time.
 3. Participants are allowed to bring a pencil with eraser and one calculator. Calculator applications on mobile devices such as a phone or electronic tablet are not allowed during testing.
 4. If a student has a question about a test item, proctors can repeat the question for the student, but cannot help the student come up with the answer. The proctor must ensure that the student is not using resources during the exam. Participants may not bring reference materials for use during testing.
 5. Only the registered student may take the exam.
 6. All unfinished answers are scored as incorrect answers.
 7. The test has a time limit
 8. The adviser and proctor will sign a testing verification form, which must be returned to FCCLA in order for the participant to be eligible for an award.
 9. The event is a test event given in a classroom setting style with tables and chairs to accommodate participants.
 10. Spectators are not allowed to observe this event.
 11. Participants are not allowed to discuss the event with other participants. Doing so will result in disqualification.
- Participants should follow the approved conference dress code for participation in this event.

Participants will have up to 60 minutes to complete the 50 question test. 40 questions will be event content related. Questions will be a combination of multiple choice, true/false, open-ended and may require the student to show his/her work in reaching the answer. 10 questions will be on general FCCLA knowledge, based on information found on the FCCLA national website, www.fcclainc.org.