![MC900324594[1]]()

**Event 7 Just Like Rachael Ray-Food Demonstration**

*This event is an 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 many 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/](http://www.bellinstitute.com/bihn/news/index.aspx?cat_1=25&SelectCatID=25&CatId=25)

Student Body National FCCLA program [www.fcclainc.org](http://www.fcclainc.org/)

Let’s Move campaign [www.letsmove.gov](http://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.

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| **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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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Chapter:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Category: \_\_\_Junior \_\_\_\_Senior\_\_\_Occupational

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| Set Up | 0Did not set up within time | 1Set up at allotted time | **pts** |
| **File Folder** |
| Project identification page | 0No evidence | 1Project ID is present but includes incorrect information | 2Project ID is complete |  |
| Planning process summary pg. | 0No evidence | 1Planning process is present but includes incorrect information | 2Planning process is complete |  |
| Recipe or food instructions in the file folder | 0Not evident | 1recipe or instructions is included | 2Recipe or instructions is well documented | 3Recipe or instructions is included and fits into the menu plan | 4Recipe or instructions is written with accuracy, fits the menu plan | 5Recipe or instructions is written with accuracy, fits the menu plan and reflects nutrition and cost goals |  |
| Menu in the file folder | 0Not evident | 1Menu is included but with minimal information | 2Menu is well documented | 3Menu is included and fits into the menu plan | 4Menu is written with accuracy, fits the menu plan | 5Menu 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 | 1Cost analysis is limited in information | 2Cost analysis is included but not complete | 3Cost analysis is adequately done | 4Cost analysis includes all menu items | 5Cost analysis is complete and includes options for alternative costs |  |
| Nutritional information of the menu in the file folder | 0 not evident | 1Analysis is included but is limited in information | 2Analysis is t not complete/missing information | 3Nutrition analysis is adequately done | 4Nutrition analysis includes several resources | 5Comprehensive Nutrition analysis includes several resources, options for menu selections |  |
| Food safety topic is considered  | 0Not evident | 1Food safety is incorrect | 2Food safety information is not complete | 3Food safety information is adequate | 4Shows an understanding of safe food handling principles | 5Food 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 | 0notevident | 1Limited information about current economic needs | 2Economic needs included -not complete-missing | 3Current economic need is adequately done | 4Current economic need includes several resources and methods of determining | 5Current economic need is examined from several resources, and options for menu selections |  |
| Project Impacts the individual or family positively. | 0notevident | 1limited in information | 2Analysis is included but not complete/missing information | 3Impact is adequately shown | 4Project’s impact includes several resources and methods of determining | 5Comprehensive analysis of impact includes several resources, options for menu selections |  |

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

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

**State rating**:

\_\_\_\_\_ 85-100 Gold

\_\_\_\_\_ 84.99-70 Silver

\_\_\_\_\_ 0-69.99 Bronze

\_\_\_\_\_ 84.99-70 Silver

\_\_\_\_\_ 0-69.99 Bronze

**Area level:**

State Advancer: \_\_\_\_Yes \_\_\_\_\_No 50 points or higher

Merit award: \_\_\_\_ Less than 50 points