## Illustrated Talk

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

EVENT CATEGORIES

**Junior:** through grade 9

**Senior:** grades 10–12

**Occupational:** grades 10–12

See page 84 for more information on event categories.

PROCEDURES & TIME REQUIREMENTS

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

ELIGIBILITY &

**GENERAL INFORMATION**

1. Review “Eligibility and General Rules for All Levels of Competition” on page 87 prior to event planning and preparation.
2. A table will be provided. Participant(s) must bring all other necessary supplies and/or equipment. Wall space will not be available.
3. **Access to an electrical outlet will not be provided.** Participant(s) are encouraged to bring fully charged electronic devices such as laptops, tablets, etc., to use for audiovisual presentation, if desired.

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| **GENERAL INFORMATION** | | | | | | | | |
| **Individual or Team Event** | **Prepare Ahead of Time** | **Equipment Provided** | **Electrical Access** | **Participant Set Up / Prep Time** | **Room Consultant & Evaluator Review Time** | **Maximum Oral Presentation Time** | **Evaluation Interview Time** | **Total Event Time** |
| Individual or Team | File Folder, Oral Presentation, Visuals | Table | Not provided | 5 minutes | 5 minutes prior to presentation | 1-minute warning at 9 minutes; stopped at 10 minutes | 5 minutes | 25 minutes |

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| **PRESENTATION ELEMENTS ALLOWED** | | | | | | | | | |
| **Audio** | **Costumes** | **Easel(s)** | **File Folder** | **Flip Chart(s)** | **Portfolio** | **Props/ Pointers** | **Skits** | **Presentation Equipment** | **Visuals** |
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**ILLUSTRATED TALK**

###### Specifications

File Folder

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

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

Oral Presentation

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

|  |  |
| --- | --- |
| Introduction | Use creative methods to capture *audience* attention. |
| Relationship to Family and Consumer Sciences and/or Related Careers | Reflect views and knowledge on issues of concern related to areas of Family and Consumer Sciences and/or related careers. |
| Knowledge of Subject Matter | Present *current* data and information to support viewpoints and issues of concern. |
| Methods or Techniques to Address the Issues of Concern | Describe suggested methods or techniques FCCLA members can use to address the issues of concern. |
| Summary | Summarize major points and/or issues of concern. |
| Length of Presentation | The presentation should be an appropriate length within the 10-minute timeframe for the information presented. |
| Organization/Delivery | Deliver oral presentation in an organized, sequential manner as outlined. |
| Voice | Speak clearly with appropriate pitch, tempo, and volume. |
| Body Language/ Clothing Choice | Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of *visuals* and notes or note cards if used. Wear appropriate clothing for the nature of the presentation. |
| Grammar/Word Usage/ Pronunciation | Use proper grammar, word usage, and pronunciation. |
| Responses to Evaluators’ Questions | Provide clear and concise answers to evaluators’ questions regarding subject matter. Questions are asked after the presentation. |

*(continued next page)*

Illustrated Talk Specifications (continued)

Visuals/Props

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

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



###### STAR Events Point Summary Form

##### ILLUSTRATED TALK

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| --- | --- | --- | --- | --- |
| Name of Participant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | |
| Chapter\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | State\_\_\_\_\_\_\_ | Team #\_\_\_\_\_\_\_\_\_ | Station #\_\_\_\_\_\_ | Category\_\_\_\_\_\_ |

**DIRECTIONS:**

1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, please write “No Show” across the top and return with other forms. Do **NOT** change team or station numbers.
2. Before student presentation, the room consultants must check participants’ file folderusing the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators’ verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

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| **ROOM CONSULTANT CHECK** | | | | | | | | **Points** |
| **Registration**  0 *or* 3 points | Participant arrives at designated time for the event. | | | | | | |  |
| No **0** | | | Yes **3** | | | |
| **Online Event Orientation Documentation**  0 *or* 2 points | **0**  Official documentation not provided at presentation time or signed by adviser | | | **2**  Official documentation provided at presentation time and signed by adviser | | | |  |
| **File Folder**  0–4 points | **0**  No File Folder presented | | **1-2-3**  File Folder presented with incorrect labeling/insufficient materials for evaluators (less than 3 copies of contents) or incomplete content | | | **4**  File Folder is presented with correct labeling and sufficient evaluators materials   * Project ID page * Planning Process Summary * Project Summary Submission Proof * Prior Presentation Documentation * Works Cited | |  |
| **Punctuality**  0–1 point | **0**  Participant was late for presentation | | | **1**  Participant was on time for presentation | | | |  |
| **EVALUATORS’ SCORES** |  | | | **ROOM CONSULTANT TOTAL** | | | |  |
| Evaluator 1\_\_\_\_\_\_\_\_\_\_ | Initials \_\_\_\_\_\_\_\_\_\_ | | | (10 points possible) | | | |
| Evaluator 2\_\_\_\_\_\_\_\_\_\_ | Initials \_\_\_\_\_\_\_\_\_\_ | | | **AVERAGE EVALUATOR SCORE** | | | | \_ \_ . \_ \_ |
| Evaluator 3\_\_\_\_\_\_\_\_\_\_ | Initials \_\_\_\_\_\_\_\_\_\_ | | | (90 points possible) | | | |
| Total Score\_\_\_\_\_\_\_\_\_\_ | divided by number of evaluators | | | **FINAL SCORE** | | | | \_ \_ . \_ \_ |
| \_\_\_\_\_\_\_\_\_\_ | **= AVERAGE EVALUATOR SCORE**  *Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)* | | | | | | (Average Evaluator Score plus  Room Consultant Total) |
| **RATING ACHIEVED** (circle one) | | **Gold:** 85-100 | **Silver:** 70-84.99 | | **Bronze:** 1-69.99 | | |  |
| **VERIFICATION OF FINAL SCORE AND RATING** (please initial) | | | | | | | |  |
| Evaluator 1\_\_\_\_\_\_\_\_\_\_ Evaluator 2\_\_\_\_\_\_\_\_\_\_ Evaluator 3\_\_\_\_\_\_\_\_\_\_ Adult Room Consultant\_\_\_\_\_\_\_\_\_\_ Event Lead Consultant\_\_\_\_\_\_\_\_\_\_ | | | | | | | | |

##### ILLUSTRATED TALK

###### Rubric

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| --- | --- | --- | --- | --- |
| Name of Participant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | |
| Chapter\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | State\_\_\_\_\_\_\_ | Team #\_\_\_\_\_\_\_\_\_ | Station #\_\_\_\_\_\_ | Category\_\_\_\_\_\_ |
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| **FILE FOLDER** | | | | | | | | | | | | | | **Points** |
| **FCCLA**  **Planning Process Summary Page**  0–5 points | **0**  Planning Process summary not provided | | **1**  Inadequate steps in the Planning Process are presented | | | **2**  All Planning Process steps are presented but not summarized | | **3**  All Planning Process steps are summarized | | **4**  Evidence that the Planning Process was utilized to plan project | | | **5**  The Planning Process is used to plan the project. Each step is fully explained |  |
| **Works Cited/ Bibliography**  0–3 points | **0**  No resources listed | | | **1**  Resources are incomplete, not current, or not reliable for project | | | **2**  Reliable resources but incorrect style *(see style sheet)* | | | | **3**  Complete list of current and reliable resources, in MLA or APA style *(see style sheet)* | | |  |
| **ORAL PRESENTATION** | | | | | | | | | | | | | | |
| **Introduction**  0-5 points | **0**  No obvious introduction | | **1**  Introduction not relevant or appropriate for presentation | | | **2**  Introduction not effective in capturing attention | | **3**  Somewhat creative/attention getting | | **4**  Creative introductions | | | **5**  Introduction captured attention immediately |  |
| **Relationship to Family and Consumer Sciences and/or Related Careers**  0-10 points | **0**  No evidence of relationship to FACS and/or related careers | | **1-2**  Minimal evidence relationship to FACS and/or related careers | | | **3-4**  Some knowledge of relationship to FACS and/or related careers | | **5-6**  Knowledge of relationship to FACS and/or related careers, but not shared | | **7-8**  Knowledge of relationship to FACS and/or related careers is evident and shared | | | **9-10**  Knowledge of relationship to FACS and/or related careers is evident and explained well |  |
| **Knowledge of Subject Matter**  0-10 points | **0**  Little or no evidence of knowledge | | **1-2**  Minimal evidence of knowledge | | | **3-4**  Some evidence of knowledge | | **5-6**  Knowledge of subject matter is evident but not effectively used in presentation | | **7-8**  Knowledge of subject matter is evident and shared at times in the presentation | | | **9-10**  Knowledge of subject matter is evident and incorporated throughout the presentation |  |
| **Methods or Techniques to Address the Issues of Concern**  0-10 points | **0**  Did not mention any methods of techniques | | 1-2  Methods and techniques were given, but not explained | | | **3-4**  Methods and techniques were given, but not clearly explained | | **5-6**  Issues were examined with some methods and techniques to solve concerns | | **7-8**  Methods and techniques were given and thoroughly explained in which one imagines consequences, conceptualizes alternatives, and empathizes | | | **9-10**  Multiple strategies are examined. Critical thinking is used to focus on deciding what to believe or do |  |
| **Summary**  0-5 points | **0**  Not provided | | | **1-2**  Poor summary with weak conclusion | | | **3-4**  Provided a summary buy concluding statement could be stronger | | | | **5**  Excellent summary with strong concluding statement | | |  |
| **Length of Presentation**  0-3 points | **0**  Did not speak | | | **1**  Spoke very briefly or was stopped | | | **2**  Spoke an appropriate length but could have expanded more on presentation | | | | **3**  The presentation was within 10 minutes and all information was covered for an appropriate length of time | | |  |
| **Organization/ Delivery**  0 – 10 points | **0**  Presentation is not done or presented 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 | |  |
| **Voice – pitch, tempo, volume**  0-3 points | **0**  Voice qualities not used effectively | | | **1**  Voice quality is adequate | | | **2**  Voice quality is good, but could improve | | | | **3**  Voice quality is outstanding and pleasing | | |  |

Illustrated Talk Rubric (continued)

Points

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| **Body Language/ Clothing Choice**  0-3 points | **0**  Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | | | **1**  Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate | | | | **2**  Gestures, posture, mannerisms, eye contact, and clothing are appropriate | | **3**  Gestures, posture, mannerisms, eye contact, and clothing enhance presentation | | | |  |
| **Grammar/Word Usage/ Pronunciation**  0-3 points | **0**  Extensive (more than 5) grammatical and pronunciation errors | | | **1**  Some (3-5) grammatical and pronunciation errors | | | | **2**  Few (1-2) grammatical and pronunciation errors | | **3**  Presentation has no grammatical or pronunciation errors | | | |  |
| **Responses to Evaluators’ Questions**  0-5 points | **0**  Did not answer evaluators’ questions | | **1**  Unable to answer some questions | | | **2**  Responded to all questions but without ease or accuracy | | **3**  Responded adequately to all questions | **4**  Gave appropriate responses to evaluators’ questions | | | **5**  Responses to questions were appropriate and given without hesitation | |  |
| **VISUALS/PROPS** | | | | | | | | | | | | | | |
| **Effectively Illustrate Content**  0-5 points | **0**  Visuals not provided | | | | **1-2**  Visuals are weak in supporting the presentation | | **3-4**  Visuals support the presentation but do not complement the content | | | | **5**  Visuals support and complement the presentation | | |  |
| **Creativity of Visuals to Enhance Presentation**  0-5 points | **0**  Visuals not used during presentation | | | | **1-2**  Visuals not original, lacking appeal or creativity | | **3-4**  Somewhat creative, original and appealing | | | | **5**  Highly original, very appealing, and creative | | |  |
| **Use of Visuals during Presentation**  0-5 points | **0**  Visuals not used during presentation | **1**  Visuals used to limit amount of speaking time | | | | **2**  Visuals used minimally during presentation | **3**  Visuals incorporated throughout presentation | | **4**  Visuals used effectively throughout presentation | | | | **5**  Presentation moves seamlessly between oral presentation and visuals |  |

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| **Evaluator’s Comments:** |  |  |
|  | TOTAL |
|  | (90 points possible) |
|  | Evaluator # | \_\_\_\_\_\_\_\_ |
|  | Evaluation Initial | \_\_\_\_\_\_\_\_ |
|  | Room Consultant Initial | \_\_\_\_\_\_\_\_ |

**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 I 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](http://www.letsmove.gov/) for your research.

**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. 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 I 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 n 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 I 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***](http://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 I 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 I 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 I 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 I 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.

11.2.11.2 Evaluate the use of elements and principles of design in housing and commercial and residential interiors.

Analyze the psychological impact that the principles and elements of design have on the individual.

**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 I 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.