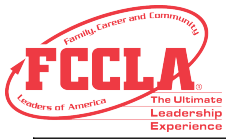




FCCLA Lesson Plan: *Dissect a STAR Event*

Topic: Learn how to follow STAR Event Guidelines
Grade Level: 6-12
Timeframe: 3-4, 45 minute class periods
FCCLA STAR Event Integration: National Programs in Action
Learning Objectives: Examine STAR Events Analyze a STAR Event Guidelines Demonstrate knowledge of the National Programs in Action STAR Event
National FCS Standards: Career, Community, & Family Connections 1.3: Evaluate the reciprocal effects of individual and family participation in community and civic activities. Consumer & Family Resources 2.1.1: Apply time management, organizational, and process skills to prioritize tasks and achieve goals.
Activity 1: STAR Events Hunt Activity 1 Timeframe: 45minutes Activity 1 Materials Needed: FCCLA STAR Events Workbook FCCLA National Website Technology Devices Introduce STAR Events by having a student read the definition under section A in the FCCLA STAR Events Workbook. Explain that there are different types of STAR Events and all have different criteria. Break students into groups of 3 - 5 and have them follow the directions provided in Section A of the FCCLA STAR Events Workbook. Once students have completed their web search, have each group share their findings. Show examples of the projects that have been done by your chapter in the past. Once finished, have groups complete assignment #1 in the FCCLA STAR Events Workbook. Have them share with another group and use the rubric to judge each elevator pitch. The group with the highest score will share theirs with the class.
Activity 2: Guidelines Dissection Activity 2 Timeframe: 45minutes Activity 2 Materials: Competitive Events Guide (found in Adviser Portal) 10-15 STAR Event guidelines printed and distributed around the room. FCCLA STAR Events Workbook Small Prizes



FCCLA Lesson Plan: *Dissect a STAR Event*

Copy of “Game Time”

Prep: Print 10-15 copies of different STAR Events and place them randomly throughout the room or include the Competitive Events guide in the technology platform that you use with your students in order for them to access it.

Dissect each section of the event guidelines together through a question-and-answer session. Students will answer after reading through the information.

After each section of the event guidelines there is a highlighted section that says “GAME TIME!” Place students in the same groups as the day before and provide them with the corresponding game time paper. The first team that is done and has the correct answers gets a point. Keep track of points for each round for a winning team at the end.

Activity 3: Top five Takeaways

Activity 3 Timeframe: 20 minutes

Activity 3 Materials Needed: FCCLA STAR Events Workbook

Have students work in their groups to determine what the top five most important pieces of information are that a person would need to know in order to complete a STAR Events project. Their answers must demonstrate what knowledge was gained from the activity.

Activity 4: Planning Process Summary

Activity 4 Timeframe: 20 minutes

Activity 4 Materials Needed:

FCCLA STAR Events Workbook

Technology Devices

[National FCCLA Website](#)

This can be adapted for any activity. They can plan their own or use an annual chapter activity. You can also utilize any National Program in Action to complete this.

Have students work through the FCCLA planning process summary worksheet in their workbooks while still working in their groups.

Assessment:

Summative one page conclusion included in the FCCLA STAR Events Workbook

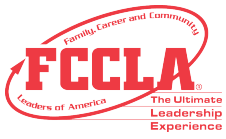
Source:

[National FCCLA](#)

[Planning Process Summary Page](#)

Note:

The FCCLA Competitive Event Guide changes each year, and the information in this lesson was developed in 2020. Please use the current version found in the FCCLA Adviser Portal.



FCCLA Lesson Plan: *Dissect a STAR Event*

Submitted By: Britton Andreasen

State: Nebraska

*FCCLA STAR Workbook on next page

FCCLA STAR Workbook

Student Name: _____ Group Members: _____

A. Examine STAR Events

STAR Events (Students Taking Action with Recognition) are competitive events in which members are recognized for proficiency and achievement in chapter and individual projects, leadership skills, and career preparation.

Directions: With your table partner use this website: <https://fcclainc.org/compete/star-events> and locate the provided STAR Event and click on it to expand the information. Once you've clicked on it, select the "Info Sheet PDF". Read through the information and locate an example of each project that looks fun to you.

Examples of individual projects (write in project examples in the space provided)

- Repurpose & Redesign (_____)
- Promote & Publicize FCCLA (_____)
- Sports Nutrition (_____)
- Food Innovations (_____)

Examples of Leadership Skills:

- Chapter Service Project (_____)
- Interpersonal Communications (_____)
- National Programs in Action (_____)
- Focus on Children (_____)

Examples of Career Preparation

- Entrepreneurship (_____)
- Job Interview (_____)
- Professional Presentation (_____)

Assignment #1: Create an elevator pitch to explain to someone what a STAR Event is. Your elevator pitch should last 60 seconds and have a comprehensive overview that follows the rubric below. Hand in your assignment when you are done.

Knowledge of STAR Events	No knowledge apparent 0	Knowledge seems limited 1 - 2	Knowledge is explained in presentation 3	Extensive knowledge is apparent 4	Extensive knowledge is explained and apparent 5
Inclusion of examples of STAR Events	No inclusion of examples 0	Inclusion of examples is limited 1 - 2	Examples are explained in the presentation 3	Extensive examples of STAR Events explained 4	Extensive examples of STAR Events explained and defined 5
Inclusion of skills gained through STAR Events	No inclusion of skills gained 0	Inclusion of skills gained is limited 1 - 2	Knowledge of skills gained through STAR Events explained 3	Extensive knowledge of skills gained explained 4	Extensive knowledge of skills gained well explained 5

B. Analyze STAR Event guidelines

FCCLA Lesson Plan: *Dissect a STAR Event*

Directions: Together we will dissect the STAR Event guidelines. While we go through the information you will answer the questions provided for each section. You all have access to the Competitive Events Guide in Google Classroom as well as copies of sample STAR Events distributed throughout the room.



NATIONAL PROGRAMS IN ACTION

NATIONAL PROGRAMS IN ACTION

An individual or team event, recognizes participants who explain how the *Planning Process* was used to plan and implement a national program project. Participants must prepare a *file folder*, an oral presentation and visuals.

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 8 prior to event planning and preparation.
2. Choose one of the FCCLA *National Programs* from page 17.
3. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual presentation at competitions.
4. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference (NLC) and must be the work of the participant(s) only.
5. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under *Surveys Applications*. Only one form per entry is required. **Contact your [State Adviser](#) for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**
6. Participants who do not follow the event guidelines or the definition of the event, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

CAREER PATHWAYS ALIGNMENT

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
☐	☐	☐	☐

EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
☐	☐	☐	☐

*See page 7 for more information on event levels.

FCCLA Lesson Plan: *Dissect a STAR Event*

1. Is this an Individual or Team Event or both? _____
2. Summarize what the project entails in as few words as possible.

3. What materials are required for this event?
 - a. _____
 - b. _____
 - c. _____
4. What levels are allowed to take part in this project? _____
5. On what page will you find information on National Programs? _____

GAME TIME! PART 1

GENERAL INFORMATION			
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1-3	<i>File Folder, Oral Presentation and Visuals</i>	Table-Yes Electrical Access-No Wall Space-No Supplies-No Wi-Fi – No	FCCLA Official Dress

PRESENTATION ELEMENTS ALLOWED								
Audio	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/Pointers	Skits	Presentation Equipment	Visuals
■	■	■	■		■	■	■	■

1. What does this section tell STAR Participants? _____

GAME TIME! PART 2

1. What does this section include? _____

2. How long do participants have to present their speech in this event? _____
3. Is there an interview included in this event? _____

FCCLA Lesson Plan: *Dissect a STAR Event*

NATIONAL PROGRAMS IN ACTION SPECIFICATIONS

PRESENTATION MATERIALS

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 (either typed or handwritten) in the top left corner with name of event, level, participant's name(s) and state.

SPECIFICATIONS

LEVEL 1

LEVEL 2

LEVELS 3 & 4

Project Identification Page

Must include participant's name(s), chapter name, school, city, state, event name, level, project title, and name of the National Program. Page can be up to 1 - 8 ½" x 11" page or 1 slide, but cannot be larger.

FCCLA Planning Process Summary Page

1- 8 ½" x 11" summary page of how each step of the *Planning Process* was used to plan and implement the project.

Evidence of Online Summary Form Submission

Complete the *Online Project Summary Form* located on the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the *file folder*.

CHAPTER SERVICE PROJECT DISPLAY SPECIFICATIONS

PRESENTATION FORMAT

Display

A *display* must be used to document and illustrate the work of one project, using *clearly defined presentation surfaces*. The *display* may be either freestanding or tabletop. Freestanding *displays* must not exceed a space 48" deep by 60" wide by 72" high, including *audiovisual equipment*. Tabletop *displays* must not exceed a space 30" deep by 48" wide by 48" high, including any *audiovisual equipment*. Information or *props* outside the *display* will be considered part of the *display* and subject to penalty (tablecloths, storage items, boxes below the table, etc.). Displays may not have items on the back of the board.

SPECIFICATIONS

LEVEL 1

LEVEL 2

LEVELS 3 & 4

Project Identification Page

Must include participant's name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to 1 - 8 ½" x 11" page, but cannot be larger.

FCCLA Planning Process Summary Page

1- 8 ½" x 11" summary page of how each step of the Planning Process was used to plan and implement the project; use of the Planning Process should be described more in depth in the oral presentation.

Evidence of Online Summary Form Submission

Complete the *Online Project Summary Form* under the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the *display*.

- There are 3 items listed here that need to be included in both examples provided. Explain what format they should be included in and how many copies of each should be provided.
 - 1st example _____
 - 2nd example _____
- What is an 8 ½ x 11 page? _____
- What is the FCCLA Planning Process Summary Page? _____

GAME TIME! Part 3

FCCLA Lesson Plan: *Dissect a STAR Event*

PRESENTATION FORMAT

Oral Presentation

The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation must deal with how each step of the *Planning Process* was used to plan and implement a national program project. Participants may use any combination of *props*, materials, supplies and/or equipment to demonstrate how to carry out their project. If audio or audiovisual recordings are used, they are limited to 1–minute playing time during the presentation.

SPECIFICATIONS

LEVEL 1

LEVEL 2

LEVELS 3 & 4

Identify Concerns: Address Specific Needs

Use surveys, interviews, media or observations to gather data. Select a project to meet a specific and meaningful school, *community* and/or statewide need.

Use surveys, interviews, media or observations to gather data. Select a project to meet a specific and meaningful school, *community*, statewide and/or national need.

Use surveys, interviews, media or observations to gather data. Select a project to meet a specific and meaningful school, *community*, statewide, national and/or global need.

Set a Goal: SMART Goal

Develop a project goal that is specific, measurable, achievable, relevant and time bound.

Set a Goal: Appropriate Goal

Explain how established SMART goals relate to the national program concern and the chapter and *community's* size/demographics

Form a Plan: Organization	Plan project to meet project goals, identify standards, examine alternative actions, consider consequences of various alternatives and select acceptable alternatives.		
Form a Plan: Partners and Resources	Identify potential project <i>resources</i> and partners on the school, <i>community</i> and/or state levels.	Identify potential project <i>resources</i> and partners on the school, <i>community</i> , state and/or national levels.	Identify potential project <i>resources</i> and partners on the school, <i>community</i> , state, national and/or global levels.
Form a Plan: Timeline	Develop a project timeline that is workable and has realistic steps and deadlines.		
Form a Plan: Work Plan	Develop specific work plans - who, what, where, when, and how; list abilities, skills, and knowledge required for successful implementation.		
Form a Plan: Increase Awareness/ Public Relations	Develop plans to promote the project before, during and after implementation.	Develop plans to promote the project before, during and after implementation. Include a list of local, state and/or national media outlets (newspaper, radio, podcasts, etc.) and appropriate decision-makers and elected officials.	
Act: Action Taken on Plan	Explain how plan was carried out. Show specific steps used to complete project.		
Follow Up: Evaluation and Follow-up	Utilize methods for evaluation such as pre-and post-surveys, interviews, reports, observations, formal evaluations. Include project reach data. Describe replication plans, future efforts, lessons learned and appreciation/recognition.		
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.		
Knowledge of Subject Matter	Show evidence of mastery of project area <i>content</i> by using current data to support and describe the project and explaining research conducted.		
Relationship of Family and Consumer Sciences Coursework/ Standards/National Programs	Describe the relationship of Family and Consumer Sciences coursework to project.	Describe the relationship of Family and Consumer Sciences coursework to project. Explain which FCCLA National Program(s) could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and standards to project. Explain which FCCLA National Program(s) could be used during project implementation. Identify career pathway.
Use of Visuals during Presentation	Use <i>visuals</i> to accentuate the oral presentation.		
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/Word Usage/ Pronunciation	Use proper grammar, word usage and pronunciation.		
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project.		

1. What does the top paragraph describe? _____
2. What should this section be used for? _____

FCCLA Lesson Plan: *Dissect a STAR Event*

ROOM CONSULTANT CHECK			POINTS
Confirm STAR Competition(s) 0 or 1 point	Confirmed STAR Competition(s) schedule in the FCCLA Adviser Portal by deadline (National Leadership Conference Only) 0 1 No Yes		
Event Online Orientation Form 0 or 1 point	0 Online Orientation Form not completed in the Student Portal by deadline	1 Online Orientation Form completed in the Student Portal by deadline	
File Folder 0–4 points	0 No File Folder presented	1 2 3 File Folder either presented with incorrect labeling and insufficient materials for evaluators (less than 3 copies of contents) or content is incomplete	4 File Folder is presented with correct labeling and evaluators material • 1 Project ID page or slide • 1 Planning Process Summary page • Project Summary Form Submission Proof
Punctuality 0 or 1 point	0 Participant was late for presentation	1 Participant was on time for presentation	
Dress Code 0 or 1 point	0 Event dress code was not followed	1 Event dress code was followed	
EVALUATORS' SCORES Evaluator 1: _____ Initials: _____ Evaluator 2: _____ Initials: _____ Evaluator 3: _____ Initials: _____ Total Score: _____ _____ Divided by # of Evaluators = AVERAGE EVALUATOR SCORE <i>Rounded only to the nearest hundredth (i.e., 79.99 not 80.00)</i>			ROOM CONSULTANT TOTAL (8 Points Possible) AVERAGE EVALUATOR SCORE (92 Points Possible) FINAL SCORE (Average Evaluator Score plus Room Consultant Score)
RATING ACHIEVED (circle one) Gold: 90–100 Silver: 70–89.99 Bronze: 1–69.99			

VERIFICATION OF FINAL SCORE & RATING (please initial)

Evaluator 1: _____ Evaluator 2: _____ Evaluator 3: _____ Adult Room Consultant: _____ Event Lead Consultant: _____

1. What are the main takeaways from this page?

FCCLA Lesson Plan: *Dissect a STAR Event*

FILE FOLDER						POINTS
Identify Concerns: Address Specific Needs 0-5 points	0 No evidence	1 2 No survey, interview, media or observational data used or project's specific and meaningful school, community and/or statewide need is unclear	3 Limited survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community and/or statewide need	4 Survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community and/or statewide need	5 Extensive survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community and/or statewide need	
Identify Concerns: Knowledge of the National Program 0-5 points	0 No evidence	1 2 Selected National Program is unclear. Relationship between National Program, identified concerns and project components poorly detailed	3 Selected National Program is shared. Relationship between National Program, identified concerns and project components loosely detailed	4 Selected National Program is shared. Relationship between National Program, identified concerns and project components detailed	5 Selected National Program is clear. Relationship between National Program, identified concerns and project components well detailed	
Set a Goal: SMART Goal 0-4 points	0 No evidence	1 2 Project goal(s) do not meet all criteria	3 Project goal(s) are specific, measurable, achievable, relevant and time-bound	4 Project goal(s) are extremely specific, measurable, achievable, relevant and time-bound		
Set a Goal: Appropriate Goal 0-5 points	0 No evidence	1 2 National program concern relationship to SMART goals unclear. chapter/community demographics poorly detailed	3 Established SMART goal(s) generally relate to national program concern. Relation to chapter/community demographics loosely detailed	4 Established SMART goal(s) relate to national program concern. Relation to chapter/community demographics detailed	5 Established SMART goal(s) clearly relate to national program concern. Relation to chapter/community demographics well detailed	
Form a Plan: Organization 0-6 points	0 No evidence	1 2 Project plan is disorganized and does not meet criteria requirements	3 4 Project plan loosely meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	5 Project plan meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	6 Project plan clearly meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	

1. What are the main takeaways from this page?

GAME TIME! Part 4

STAR Event resources to access if you get stuck:

1. FCCLA STAR Events Guidelines
2. Google
3. FCCLA Adviser

FCCLA Lesson Plan: *Dissect a STAR Event*

Assignment #2: Answer the questions below and hand in.

With your team, determine your top 5 takeaways from our discussion on how to dissect and understand the STAR Events guidelines. This section is worth 20 points and will be awarded to the team that has the most comprehensive review of the information above. Think: What are the MOST IMPORTANT takeaways from this lesson that a person needs to know in order to complete a STAR Event. Winners will be determined based on the rubric below

Knowledge of Rubric	No knowledge apparent 0	Knowledge seems limited 1 - 2	Knowledge is explained in presentation 3	Extensive knowledge is apparent 4	Extensive knowledge is explained and apparent 5
Explanation of each item learned/ Demonstration of understanding	No demonstration of what was learned 0	Inclusion of what was learned limited 1 - 2	Examples are explained in the presentation 3	Extensive examples of explained 4	Extensive examples explained and defined 5

C. Demonstrate knowledge of the National Programs in Action STAR Event

Assignment #3: Use the sheet below to plan our Annual Food Pantry Scavenger Hunt.

FCCLA Planning Process Summary Page Worksheet

Name of the Project: Annual Food Pantry Scavenger Hunt

National Programs:

1. Identify the National Program associated with this project:
2. Explain why this project is related to the National Program selected:

Partners for Project:

3. Who is needed in order to complete this project:

Who can we potentially partner with to complete this project:

Definition of Project:

Concern: Many families in our community need access to food and our local food pantry is low on supplies.

4. What are 3 more reasons why we should do this project:

Goal: Stock the food pantry with more than 500 food items by collecting items from local residents.

5. How will the goal be met:
6. How will you know the event was successful?
7. How does your goal relate to the National Program Community Service:

Needs:

8. Publicity and advertising: (*circle all that apply*) posters, social media, newspaper articles, morning announcements, flyers sent home with elementary students, flyers posted in local businesses, boxes at local businesses for collection, (add any other ideas on the line provided)

9. What needs to be done to complete this project from start to finish:

- a. Contact Food Pantry volunteers to gather list of needs
 - i. Who will do this:
 - ii. When does it need to be done by:
- b. Advertise list of needs and date of scavenger hunt for members of the community
 - i. Who will do this:
 - ii. When does it need to be done by:

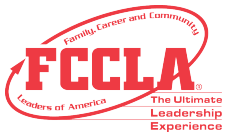
FCCLA Lesson Plan: *Dissect a STAR Event*

- iii. Where will you advertise:
- c. Advertise event to students and members
 - i. Who will do this:
 - ii. When does it need to be done by:
 - iii. Where will you advertise:
- d. Determine prizes and gather them from your Adviser
 - i. Who will do this:
 - ii. When does this need to be done by:
- e. Create directions for the members and students participating
 - i. Who will do this:
 - ii. When will this need to be done by:
- f. Post-event recognition
 - i. What will you do:
 - ii. Who will do this:
 - iii. When does this need to be done by:

D. Demonstrate knowledge of the National Programs in Action STAR Event

Assignment #4: Once you have completed each of the questions, create a 1-page description of the project. This will be presented by your group in front of the class and judged using the rubric below.

FILE FOLDER						POINTS
Identify Concerns: Address Specific Needs 0-5 points	0 No evidence	1 2 No survey, interview, media or observational data used or project's specific and meaningful school, community and/or statewide need is unclear	3 Limited survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community and/or statewide need	4 Survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community and/or statewide need	5 Extensive survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community and/or statewide need	
Identify Concerns: Knowledge of the National Program 0-5 points	0 No evidence	1 2 Selected National Program is unclear. Relationship between National Program, identified concerns and project components poorly detailed	3 Selected National Program is shared. Relationship between National Program, identified concerns and project components loosely detailed	4 Selected National Program is shared. Relationship between National Program, identified concerns and project components detailed	5 Selected National Program is clear. Relationship between National Program, identified concerns and project components well detailed	
Set a Goal: SMART Goal 0-4 points	0 No evidence	1 2 Project goal(s) do not meet all criteria	3 Project goal(s) are specific, measurable, achievable, relevant and time-bound	4 Project goal(s) are extremely specific, measurable, achievable, relevant and time-bound		
Set a Goal: Appropriate Goal 0-5 points	0 No evidence	1 2 National program concern relationship to SMART goals unclear. chapter/community demographics poorly detailed	3 Established SMART goal(s) generally relate to national program concern. Relation to chapter/community demographics loosely detailed	4 Established SMART goal(s) relate to national program concern. Relation to chapter/community demographics detailed	5 Established SMART goal(s) clearly relate to national program concern. Relation to chapter/community demographics well detailed	
Form a Plan: Organization 0-6 points	0 No evidence	1 2 Project plan is disorganized and does not meet criteria requirements	3 4 Project plan loosely meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	5 Project plan meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	6 Project plan clearly meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	



FCCLA Lesson Plan: *Dissect a STAR Event*

Teacher Use ONLY. Do not print with the workbook. Game Time!

Game Time Part 1

1. Find a STAR Event that is not available to level 1:
2. Find all 8 National Programs and list them:

Game Time Part 2

1. Find a STAR Event that requires a portfolio.
2. Find a STAR Event that is an individual event.

Game Time Part 3

1. Find a STAR Event that has an oral presentation time limit of 5 minutes.
2. Find a STAR Event that has an oral presentation time limit of 15 minutes.
3. Using the boards set up around the room, find an example of the FCCLA planning process, STAR Events online project summary submission, and project ID Page.

Game Time Part 4

1. Find a STAR Event that includes guidelines for a display and oral presentation.
2. Find a STAR Event that includes guidelines for a display, oral presentation, and a suggested product packaging.
3. Using the specifications, explain what the suggested product packaging is for the STAR Event Food Innovations.