2021-2022

Skill

Demonstration Event Guidelines

COMPETITIVE EVENTS

makeitcount

Contents

CAREER PATHWAYS THROUGH FCCLA

HUMAN SERVICES

Preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.

Possible careers include:
- Child, family, or school social worker
- Director of childcare facility
- School counselor
- Sociologist
- Social services worker
- Personal or home care aide
- Leisure activities counselor
- Recreation worker
- Consumer credit counselor
- Personal financial advisor
- Consumer goods or services retailing representative or buyer
- Cosmetologist, hairdresser, or hairstylist

HOSPITALITY AND TOURISM

The management, marketing, and operations of restaurants and other food services, lodging, attractions, recreation events, and travel-related services.

Possible careers include:
- Restaurant, food service, lounge, casino, coffee shop, or catering owner, operator, or manager
- Hotel, motel, resort, or bed and breakfast owner, operator, or manager
- Tour company owner, operator, or manager
- Meeting and convention planner
- Interpreter or translator
- Tourism and travel services marketing manager

EDUCATION AND TRAINING

Planning, managing, and providing education and training services and related learning support services.

Possible careers include:
- Superintendent, principal, or administrator
- Teacher or instructor
- Preschool or kindergarten teacher
- Clinical, developmental, or social psychologist
- Social worker
- Counselor
- Teacher assistant
- Parent educator
- Child care worker
- Coach
- Recreation worker
- Sign language interpreter

VISUAL ARTS AND DESIGN

Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

- Stage designer
- Fashion/apparel designer or illustrator
- Interior designer
- Home furnishing coordinator
- Textile designer or chemist
- Costume designer

REAL WORLD SKILLS

Individuals require many skills to be college and career ready, including academic knowledge, technical expertise, and a set of general, cross-cutting abilities called "employability skills."

- **Applied Academic Skills:** Communications, Math, Science, Basic Literacy
- **Critical Thinking Skills:** Problem Solving, Organization & Planning
- **Resource Management:** Time, Money, Materials & Personnel
- **Information Use**
- **Communication Skills**
- **Interpersonal Skills:** Leadership, Teamwork & Negotiation
- **Personal Qualities**
- **Systems Thinking:** Teamwork & Project Management
- **Technology Use**

Explore Career Pathways Through FCCLA
COMPETITIVE EVENTS
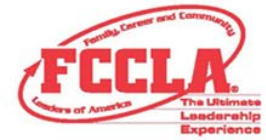
Competitive Events can help members develop and refine skills for career success in the following Career Pathways: Human Services, Hospitality and Tourism, Education and Training, and Visual Arts and Design. Use this chart to identify which Competitive Events are most suited to each Career Pathway.

	Skill Demonstration Event	STAR Event	Other	Education and Training	Hospitality and Tourism	Human Services	Visual Arts and Design	Real World Skills
FCCLA/LifeSmarts Knowledge Bowl			•	•	•	•	•	•
Knowledge Matters Virtual Business Challenges			•			•	•	•
Challenge Events (Testing)	•			•	•	•	•	•
Culinary Food Art	•				•			•
Culinary Knife Skills	•				•			•
Fashion Sketch	•						•	•
FCCLA Creed Speaking & Interpretation	•					•	•	•
Impromptu Speaking	•					•	•	•
Interior Design Sketch	•						•	•
Interviewing Skills	•					•	•	•
Pastry Arts Technical Decorating Skills	•				•			•
Speak Out for FCCLA	•					•	•	•
#TeachFCS	•			•		•		•
Technology in Teaching	•			•				•
Toys that Teach	•			•				•
Baking and Pastry		•			•			•
Career Investigation		•		•	•	•	•	•
Chapter in Review Display		•			•	•	•	•
Chapter in Review Portfolio		•			•	•	•	•
Chapter Service Project Display		•		•	•	•	•	•
Chapter Service Project Portfolio		•		•	•	•	•	•
Culinary Arts		•			•			•
Culinary Math Management		•			•			•
Digital Stories for Change		•		•	•	•	•	•
Early Childhood Education		•		•		•		•
Entrepreneurship		•		•	•	•	•	•
Event Management		•			•			•
Fashion Construction		•					•	•
Fashion Design		•					•	•
FCCLA Chapter Website		•				•	•	•
Focus on Children		•		•	•	•		•
Food Innovations		•			•			•
Hospitality, Tourism, and Recreation		•			•		•	•
Instructional Video Design		•		•			•	•
Interior Design		•					•	•
Interpersonal Communications		•		•	•	•	•	•
Job Interview		•		•	•	•	•	•
Leadership		•		•		•		•
National Programs in Action		•		•	•	•	•	•
Nutrition and Wellness		•		•	•	•		•
Parliamentary Procedure		•		•		•		•
Professional Presentation		•		•	•	•	•	•
Promote and Publicize FCCLA!		•					•	•
Public Policy Advocate		•		•		•	•	•
Repurpose and Redesign		•					•	•
Say Yes to FCS Education		•		•				•
Sports Nutrition		•			•	•		•
Sustainability Challenge		•		•	•	•		•
Teach and Train		•		•				•

*This poster reflects information effective March 2020. Please review this chart in the 2020-2021 Competitive Events Guide for the most current information.

For more information, visit fcclainc.org or email us at competitiveevents@fcclainc.org.

Skill Demonstration Events provide opportunities for members to demonstrate college and career-ready skills in Family and Consumer Sciences and related occupations. Competitions for Fall, 2021 will be virtual.

Awards

1st, 2nd, and 3rd place event winners will be recognized online. All advisers may download a certificate of participation for distribution to participants from the FCCLA Adviser Portal.

Skill Demonstration Events Policies

1. Each chapter may submit up to three (3) entries in each Skill Demonstration Event. Entries are available on a first come, first served basis. The number of entries available is set by FCCLA. Members may only participate in one Skill Demonstration Event per year. Members competing in Skill Demonstration Events may not compete in the FCCLA/LifeSmarts Knowledge Bowl during the Fall of 2021.

2. Participation is open to members who:

    ■ are an affiliated member at the time of registration and registered to compete by the required deadline; and

    ■ meet specific event requirements or prerequisites.

3. Disqualification may occur when:

    ■ students or adults participate in behavior that negatively affects the management of the events or fail to display a positive image of the FCCLA organization before, during, or after participation in the Skill Demonstration Event. The penalty of disqualification is determined by the available members of the Competitive Events Advisory Team and FCCLA national staff.

    ■ Participants prepare a demonstration that does not use the current year's topic or theme.

    ■ Participants present work that is not their own.

4. Substitutions are not allowed once registration is submitted.

5. Each participant pays a nonrefundable fee to help cover event expenses.

6. Participants are expected to follow event specifications for culinary uniforms for the Culinary Food Art, Culinary Knife Skills, and Pastry Arts Technical Decorating Skills events. Participants in all remaining events may wear the official FCCLA red blazer (encouraged) but a red, black, or white polo or professional white shirt (long or short sleeves) along with black bottoms (slacks, skirt, or sheath dress) is also acceptable. Black shoes are preferred. Jeans, t-shirts, or athletic wear are not acceptable for competition.

Skill Demonstration Events

NAME OF EVENT	Level 1 Level 2 Level 3			EVENT PREREQUISITE	ROTATION SCHEDULE		
	1	2	3		2021	2022	2023
Culinary Food Art		■	■	Culinary Arts industry training program or Family and Consumer Sciences Course preparing for a career in culinary arts or hospitality careers	■		■
Culinary Knife Skills		■	■		■	■	■
Fashion Sketch		■	■	Course in fashion or apparel design	■	■	
FCCLA Creed Speaking & Interpretation	■	■		First year FCCLA member, through grade 10	■	■	
Impromptu Speaking	■	■	■	None		■	■
Interior Design Sketch		■	■	Course in housing or interior design	■		■
Interviewing Skills	■	■	■	None	■		■
Pastry Arts Technical Decorating Skills		■	■	Culinary Arts industry training program or Family and Consumer Sciences Course preparing for a career in culinary arts or hospitality careers	■	■	
Speak Out for FCCLA	■	■	■	Completion of the Power of One Unit "Speak Out for FCCLA"	■	■	
#TeachFCS	■	■	■	None	■		■
Technology in Teaching	■	■	■	None	■	■	
Toys that Teach	■	■	■	None	■		■
Consumer Math	■	■	■	None	■	■	■
Culinary Math		■	■		■	■	■
Early Childhood	■	■	■		■	■	■
Education and Training		■	■		■	■	■
Fashion Construction and Design		■	■		■	■	■
FCCLA Knowledge	■	■	■		■	■	■
Hospitality, Tourism and Recreation		■	■		■	■	■
Interior Design		■	■		■	■	■
Nutrition	■	■	■		■	■	■
Science in FCS	■	■	■		■	■	■

Skill Demonstration Events Timeline and Registration Information

DATE	WHAT	WHERE	ADDITIONAL INFORMATION
August 13, 2021	Skill Demonstration Event registration opens	FCCLA Portal – Meetings & Events Tab	Advisers register participants.
Prior to October 4, 2021	Skill Demonstration Event Project/Video Recording/URL Creation for Registration Submission	Your local chapter	Use this time to create projects and prepare video files (required for all events except Challenge Testing events)
October 4, 2021	Skill Demonstration Event Registration Deadline Video URL Submitted (required for all events except Challenge Testing events)	FCCLA Portal – Meetings & Events Tab	$25 per person registration fee for Skill Demonstration Events
October 6, 2021	Confirmation Emails Sent to all Participants and Advisers	Email	Sent after registration has closed
October 11 – 17, 2021	Skill Demonstration Event Evaluation	JudgePro System	Evaluation will take place online by state volunteers
October 18 – 22, 2021	Skill Demonstration Events - Online Challenge Event Testing	AnswerWrite Testing System	Login information included in confirmation email
November 6, 2021	Skill Demonstration Events Awards	National Fall Conference	Announcement of 1st, 2nd, and 3rd place finishers

Online Challenge Testing

Consumer Math Challenge, an individual event, is an applied academic math test which allows participants to complete everyday consumer challenges related to Family and Consumer Sciences subject matter, including personal finance and consumer education concepts. *Levels 1, 2, and 3*

Culinary Math Challenge, an individual event, is an applied academic math test which allows participants to solve common culinary arts problems using math skills including measurements, fractions, decimals, conversions, yield percents and costs. *Levels 2 and 3*

Education and Training Challenge, an individual event, is a knowledge and skill test which allows participants to demonstrate their knowledge of education and training concepts*. Levels 2 and 3*

Early Childhood Challenge, an individual event, is a knowledge and skill test which allows participants to demonstrate their knowledge of child development and early childhood education concepts. *Levels 1, 2, and 3*

Fashion Construction and Design Challenge, an individual event, is a knowledge and skill test which allows participants to demonstrate their knowledge of fashion construction and design subject matter, including vocabulary, elements and principles of design, and textile knowledge. – *Levels 2 and 3*

FCCLA Knowledge Challenge, an individual event, is a knowledge and skill test which allows participants to demonstrate their knowledge of FCCLA's programs, activities, leadership, and chapter management. *Levels 1, 2, and 3*

Hospitality, Tourism and Recreation Challenge, an individual event, is a knowledge and skills challenge which allows participants to demonstrate their knowledge of hospitality, tourism and recreation content. *Levels 2 and 3*

Interior Design Challenge, an individual event, is a knowledge and skill test which allows participants to demonstration their knowledge of interior design concepts, including elements and principles of design, color and light, materials and finishes, and residential and commercial design. *Levels 2 and 3*

Nutrition Challenge, an individual event, is a knowledge and skill test which allows participants to demonstrate their knowledge of nutrition, wellness, and health concepts. *Levels 1, 2, and 3*

Science in FCS Challenge, an individual event, is a knowledge and skills test which allows participants to demonstrate their knowledge of science and technology concepts related to food, health and textile sciences. *Levels 1, 2, and 3*

EVENT LEVELS
Level 1: through grade 8
Level 2 - grades 9-10
Level 3 - grades 11–12
Level 4 - Postsecondary

ELIGIBILITY
1. Each chapter may submit up to three (3) entries in each level of this event. Entries will be available on a first come, first served basis.
2. Participation is open to any nationally affiliated FCCLA member.

PROCEDURES & TIME REQUIREMENTS
1. Participants must complete an online test during the designated testing window, **October 18-22, 2021.**
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 during testing.
3. If a student has a question about a test item, chapter advisers can repeat the question for the student, but cannot help the student come up with the answer. Participants may not bring reference materials for use during testing.

4. Only the registered student may take the exam. Chapter advisers must verify that only the registered student has taken the appropriate test. Supervision of students (virtually or in-person) is strongly recommended.
5. Students will need computer and internet access.
6. For a student to take a test, they will need their Membership ID number and the password. Information on the password will be provided to the adviser after the registration date closes.
7. Once the student has logged on to the Student Testing Site, the student must NOT leave the testing window until the test is submitted.
8. All unfinished answers are scored as incorrect answers.
9. The test has a time limit - the timer is located in the upper right-hand corner of the screen once the student starts the test.
10. When the test is completed, the student must click the "SUBMIT" button at the bottom of the test in order for the test to be scored and recorded.
11. If a student has an emergency, they must select the "X" in the upper right-hand corner of the screen. Once the student is able to return to finish the test, the student will logon with their Membership ID and the password. Participants will have up to twenty (20) minutes to answer up to 100 questions. 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.
12. Event placements are determined by the number of correct answers.
13. Scored tests will not be returned to the participants.

Culinary 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 that could be used as a centerpiece for an animal-themed children's party.

EVENT LEVELS
- Level 2: grades 9-10   ■ Level 3: grades 11–12

ELIGIBILITY
1. Each chapter may submit up to three (3) entries in each level of this event. Entries will be available on a first come, first served basis.
2. Members must be affiliated at the time of registration. Video URLs are required during registration.
3. Eligible participants are members who are currently or have been enrolled in a Family and Consumer Sciences culinary arts industry training program, as determined by their state department of education. Students enrolled in general food and nutrition courses not preparing them for a career or employment in culinary arts are not eligible.

GENERAL INFORMATION
1. Participants must prepare their food art entry in a classroom, kitchen, or other space using approximately 6' of work space.
2. Entries will be scored by industry standards and participants must follow proper sanitation procedures.

SAFETY AND APPEARANCE
Clean and appropriate uniform including *professional* chef attire (chef coat/jacket; industry pants or commercial uniform pants; apron; hair covering or chef hat; closed-toe, low heel, kitchen shoes made with non-slip soles and sealed non-melting uppers (canvas shoes are not appropriate). No additional jewelry, with the exception of a watch, is allowed. Facial hair is permitted if appropriate covering is used. Hair is properly restrained with hairnet if hair extends past the neck line. Minimal makeup, no cologne or nail polish. Acceptable graphics on the uniform include the FCCLA logo, school, chapter, or state name or logo, and individual name. No additional logos are permitted.

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.

PRESENTATION RECORDING SPECIFICATIONS
Participants will submit a maximum 7-minute video recording of them completing the requirements of this event. The timing of the video is as follows:

Timing	Topic	Specifications
Up to 1 minute	Introduction	Each participant must verbally introduce themselves by name, chapter and level. Participant will verbally explain the design, how it relates to the animal-themed children's party, products, equipment used, and anticipated results. Stations may be already set up with equipment and product to be used.
Up to 25 minutes production time; condensed to 5-minutes	Food Art Production	Participant will have 25 minutes to create their food art product. For purposes of the video, the student will speed up the video (time condense) so that production is condensed to no more than 5 minutes of recording time. The recording should be done in one take (no editing, starting over, etc.) and should show the work surface in its entirety and the student at all times. Items to include in the video are sanitation, technical industry skills used during food art production. Instrumental background music may be used but should not be distracting.
Up to 1 minute	Closing	Participant will have up to 1 minute to present their final food art product. Participant should provide a 360 degree, close up view of the product, and verbally explain any challenges or additional explanation of the product. This is not a voice over, but a presentation of the product by the participant.

FOOD ART SPECIFICATIONS

Each participant will create a food art product demonstrating industry standards in use of equipment, tools, and techniques. No electrical tools are allowed.

Food Art Theme and Design	Each participant will create a food art product that could be used as a centerpiece for an animal themed children's party.
Equipment, Tools, and Techniques	Participant must provide all tools and equipment needed for preparing a creative food art product. No electric tools will be allowed. Required equipment/tools are: cutting board and mat disposable gloves prepared sanitizing solution 9" white plate small compost/waste bucket or bowl towels Equipment participants may use, 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 are allowed.
Food Art Production	Participant may use any fruit or vegetable item to create their food art product. All items must be uncut, whole, and unpeeled. No pre-processed items are allowed. No additional food items are allowed.
Mise en place/Time Management	Demonstrate careful planning for completing tasks efficiently. Participants may have all food items and equipment set prior to the start time.

Video Editing Software Suggestions (participant may use any from this list or any software of their choice):

DaVinci Resolve
iMovie
Movavi
Wevideo
Windows Movie Maker
YouTube

CULINARY FOOD ART
Rubric

Name of Participant _____

Chapter_____   State_____   Level _____

SAFETY AND APPEARANCE

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** Follows all safety and sanitation practices	

FOOD ART PREPARATION AND PRESENTATION

Food Art Theme and Design 0- 15 points	**0-1-2-3** Design does not meet theme and does not include approved food items	**4-5-6-7** Design meets theme but does not include approved food items	**8-9-10-11** Explains the design, choice of products, and anticipated results. Design meets theme and includes approved food items	**12-13-14-15** Gives detail and thoroughly explains the design, choice of products, and anticipated results. Design meets theme and includes approved food items	
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** Selection and usage of tools/equipment demonstrates 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 en place and Time Management 0–5 points	**0-1** Did not manage time or utilize mise en place to complete each task	**2-3** Managed time and mise en place to com0.plete most tasks on time	**4-5** Utilized time and mise en place to complete each task on time		
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, appears to be stable/sturdy		
Creativity 0–10 points	**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		

VIDEO SPECIFICATIONS

Introduction 0-5 points	**0-1** Introduction or description is limited or both not included	**2-3** Includes name, chapter, level and generally describes design choices	**4-5** Includes name, chapter, level and provides full description of design choices; does not exceed 1 minute	
Video Content 0 or 5 points	**0** Evident that recording is not done in one take, does not show the work surface and student at all times, or exceeds 5 minutes		**5** Recording done in one take with no editing, shows the work surface and student all times, does not exceed 5 minutes	
Final Product Presentation 0-5 points	**0-1** Does not provide product close-up, does not give any additional explanation, or exceeds time limit	**2-3** Presents final product in 360 degree close up; does not explain challenges or give any additional information; does not exceed 1 minute	**4-5** Presents final product in 360 degree close up; explains and challenges or additional information; does not exceed 1 minute	

Evaluator's Comments:

TOTAL
(100 points possible)

Culinary 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 LEVELS
- Level 2: grades 9-10   - Level 3: grades 11–12

ELIGIBILITY
1. Each chapter may submit up to three (3) entries in this event. Entries will be available on a first come, first served basis.
2. Members must be affiliated at the time of registration. Video URLs are required during registration.
3. Eligible participants are members who are currently or have been enrolled in a Family and Consumer Sciences culinary arts industry training program, as determined by their state department of education. Students enrolled in general food and nutrition courses not preparing them for a career or employment in culinary arts are not eligible.

GENERAL INFORMATION
1. Participants must prepare their knife cuts entry in a classroom, kitchen, or other space using approximately 6' of work space.
2. Entries will be scored by industry standards and participants must follow proper sanitation procedures.

SAFETY AND APPEARANCE
Clean and appropriate uniform including *professional* chef attire (chef coat/jacket; industry pants or commercial uniform pants; apron; hair covering or chef hat; closed-toe, low heel, kitchen shoes made with non-slip soles and sealed non-melting uppers (canvas shoes are not appropriate). No additional jewelry, with the exception of a watch, is allowed. Facial hair is permitted if appropriate covering is used. Hair is properly restrained with hairnet if hair extends past the neck line. Minimal makeup, no cologne or nail polish. Acceptable graphics on the uniform include the FCCLA logo, school, chapter, or state name or logo, and individual name. No additional logos are permitted.

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.

PRESENTATION RECORDING SPECIFICATIONS
Participants will submit a maximum 7-minute video recording of them completing the requirements of this event. The timing of the video is as follows:

Timing	Topic	Specifications
Up to 1 minute	Introduction	Each participant must verbally introduce themselves by name, chapter and level. Stations may be already set up with equipment and product to be used.
Up to 15 minutes production time; condensed to 5-minutes	Food Art Production	Participant will have 15 minutes to create their knife cuts. For purposes of the video, the student will speed up the video (time condense) so that production is condensed to no more than 5 minutes of recording time. The recording should be done in one take (no editing, starting over, etc.) and should show the work surface in its entirety and the student at all times. Items to include in the video are sanitation and technical industry skills used during knife cut production, and show the scraps to determine the amount of product waste. Instrumental background music may be used but should not be distracting.
Up to 1 minute	Closing	Participant will have up to 1 minute to present their product. Product should be display on parchment with the cut clearly labeled. Participant should provide a close-up view of the product, and verbally measure the product during the closeup. This is not a voice over, but a presentation of the product by the participant.

KNIFE CUTS AND PRESENTATION

Participants will demonstrate industry standards in use of equipment, tools, and techniques. The participant will present all food items for evaluation of appearance 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.

Equipment, Tools, and Techniques	Use proper equipment, tools, products, vocabulary, and techniques. No external rulers are allowed during production. 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 – small compost/waste bucket or bowl
Food Product	Participants must use one each of each of the following vegetables: carrot, potato, onion. No substitutions are allowed. All items must be uncut, whole, and unpeeled. No pre-processed items are allowed.
Time Management/Scraps and Wasting of Supplies	Demonstrate careful planning for completing tasks efficiently. All scraps will be presented for evaluation of product waste.
Knife Cuts	A total of six (6) uniform and appropriate pieces are cut from the vegetables as indicated below to demonstrate the following knife cuts: 1. Fine Brunoise (carrot) 2. Small Dice (onion) 3. Large Dice (potato) 4. Julienne (carrot) 5. Paysanne (potato) 6. Rondelle (carrot) 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 of workmanship.

Video Editing Software Suggestions (participant may use any from this list or any software of their choice):

DaVinci Resolve
iMovie
Movavi
Wevideo
Windows Movie Maker
YouTube

CULINARY KNIFE SKILLS
Rubric

Name of Participant _____

Chapter_____   State_____   Level _____

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** Follows all safety and sanitation practices	

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 0–9 points	**0-1-2-3-4** Did not manage time or utilize mise en place to complete each task, excessive waste	**5-6-7** Managed time and mise en place to complete most tasks on time, some waste	**8-9** Utilized time and mise en place to complete each task on time, minimum waste	

KNIFE SKILLS/FOOD PRESENTATION					
Knife Cut: Fine Brunoise 0-8 points	**0-1** Incorrect cut or not uniform in size or shape	**2-3-4** Correct but pieces inconsistent in size and shape	**5-6** Correct cut, nearly all consistent in size and shape	**7-8** Correct cut, identical in size and shape	
Knife Cut: Small Dice 0-8 points	**0-1** Incorrect cut or not uniform in size or shape	**2-3-4** Correct but pieces inconsistent in size and shape	**5-6** Correct cut, nearly all consistent in size and shape	**7-8** Correct cut, identical in size and shape	
Knife Cut: Large Dice 0-8 points	**0-1** Incorrect cut or not uniform in size or shape	**2-3-4** Correct but pieces inconsistent in size and shape	**5-6** Correct cut, nearly all consistent in size and shape	**7-8** Correct cut, identical in size and shape	
Knife Cut: Julienne 0-8 points	**0-1** Incorrect cut or not uniform in size or shape	**2-3-4** Correct but pieces inconsistent in size and shape	**5-6** Correct cut, nearly all consistent in size and shape	**7-8** Correct cut, identical in size and shape	
Knife Cut: Paysanne 0-8 points	**0-1** Incorrect cut or not uniform in size or shape	**2-3-4** Correct but pieces inconsistent in size and shape	**5-6** Correct cut, nearly all consistent in size and shape	**7-8** Correct cut, identical in size and shape	
Knife Cut: Rondelle 0-8 points	**0-1** Incorrect cut or not uniform in size or shape	**2-3-4** Correct but pieces inconsistent in size and shape	**5-6** Correct cut, nearly all consistent in size and shape	**7-8** Correct cut, identical in size and shape	

VIDEO SPECIFICATIONS				
Introduction 0-3 points	**0-1** Introduction is not done or incomplete	**2** Includes name, chapter, level	**3** Clearly stated, includes name, chapter, level and does not exceed 1 minute	
Video Content 0 or 5 points	**0** Evident that recording is not done in one take, does not show the work surface and student at all times, or exceeds 5 minutes		**5** Recording done in one take with no editing, shows the work surface and student all times, does not exceed 5 minutes	
Final Product Presentation 0-5 points	**0-1** Does not provide product close-up, does not measure, or exceeds time limit	**2-3** Presents final product in close up; does not verbally show measurement; does not exceed 1 minute	**4-5** Presents final product in close up; clearly and verbally provides measurements; does not exceed 1 minute	

Evaluator's Comments:

TOTAL

(100 points possible)
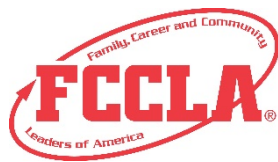
Fashion Sketch

Fashion Sketch, an individual event, recognizes members for their ability to design and sketch a croquis based upon a provided design scenario.

EVENT LEVELS
■ Level 2: grades 9-10   ■ Level 3: grades 11-12

ELIGIBILITY
1. Each chapter may submit up to three (3) entries in each level of this event. Entries will be available on a first come, first served basis.
2. Members must be affiliated at the time of registration. Video URLs are required during registration.

GENERAL INFORMATION
Participants may wear the official FCCLA red blazer (encouraged) but a red, black, or white polo or professional white shirt (long or short sleeves) along with black bottoms (slacks, skirt, or sheath dress) is also acceptable. Black shoes are preferred. Jeans, t-shirts, or athletic wear are not acceptable for competition.

PRESENTATION RECORDING SPECIFICATIONS
Participants will submit a maximum 7-minute video recording of them completing the requirements of this event. The timing of the video is as follows:
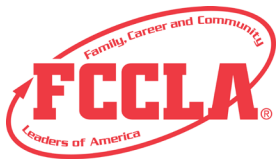
Timing	Topic	Specifications
Up to 1 minute	Introduction	Each participant must verbally introduce themselves by name, chapter and level. Participant will include the name of the historical figure of their choice and how it impacts the design choices.
Up to 5 minutes	Oral Presentation of Fashion Sketch	Participant will have up to 5 minutes to present their fashion sketch and to include information as listed below. The recording should be done in one take (no editing, starting over, etc.). Video recordings are to be made of participants as if they were presenting at an in-person competition. A voiceover of the video recording or presentation is not allowed. The video file can be an embedded video, video link to YouTube, Vimeo, or Google Drive, but must not require the viewer to download it.
Up to 1 minute	Closing	Participant will have up to 1 minute to present a close up of the design sketch. Participant should verbally highlight items of their choice during the close up. This is not a voice over, but a presentation of the product by the participant.

FASHION SKETCHING AND ORAL PRESENTATION
Each participant will design, sketch, and color one outfit on a croquis based on the theme provided below. Participants will complete the Principles and Elements of Design worksheet for use in the Oral Presentation.

Sketching Techniques	Produce a design that is neatly rendered, sketched, colored and includes extra details (zippers, stitching, buttons, seam lines, etc.) Participants may use a croquis of their choice.
Design Scenario	Design an outfit you might wear to a costume party, using a historical figure as your inspiration. The fashion design sketch must meet acceptable standards of modesty/appropriateness for a school function or setting. Include an image of the artwork in your oral presentation.
Elements of Design	Explain how all four parts of the elements of design are included in the sketch—color, line, texture, and shape.
Principles of Design	Explain how all five parts of the principles of design are include in the sketch— proportion, balance, rhythm, emphasis, and harmony.
Accessories	Incorporate accessories into sketch—jewelry, gloves, hats, sunglasses, scarves, handkerchiefs, etc.

Creative and Original Designs	Execute original thought and planned out designs of croquis.
Craftsmanship	Croquis is clean and crisp with no excessive eraser marks. Outline the croquis in black pen or pencil.
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Content Knowledge	Show evidence of fashion design knowledge and skills. Participants should use the completed Elements and Principles of Design worksheet during the oral presentation.
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.

FASHION SKETCH
Rubric

Name of Participant _____

Chapter_____   State_____   Level _____

SKETCH					Points
Sketching Technique 0-15 points	**0–1–2–3** No attempt has been made to add realistic detail, shading or a variety of line to add texture and interest	**4–5–6–7** An attempt has been made to add realistic detail, shading or a variety of line to add texture and interest	**8–9–10–11** Student is able to add realistic detail, shading or a variety of line to add texture and interest	**12–13–14–15** Drawing techniques are applied in an expressive, thoughtful manner to add realistic detail, shading or a variety of lines to add texture and interest	
Design Scenario 0-5 points	**0** The scenario was not taken into consideration when planning the outfit	**1-2-3** Scenario was somewhat considered, but not fully realized in the planning of the outfit		**4-5** Scenario was taken into consideration when planning this outfit	
Elements of Design 0-15 points	**0-1-2-3** Only one element was utilized in the outfit	**4-5-6-7** Only two out of the four elements were visible in the outfit	**8-9-10-11** Only three out of the four elements were visible in the outfit	**12-13-14-15** It was evident that color, shape, texture, and line all played a role in designing the outfit	
Principles of Design 0-15 points	**0-1-2-3** Only one principle was utilized in the outfit	**4-5-6-7** Only two or three out of the five elements were visible in the outfit	**8-9-10-11** Only four out of the five elements were visible in the outfit	**12-13-14-15** It was evident that balance, rhythm, proportion, emphasis and harmony all played a role in designing the outfit	
Accessories 0-4 points	**0** No evidence of accessories	**1-2** Limited accessories or do not complement outfit		**3-4** Accessories were creatively used to complement the basic outfit. Various types of accessories were included	
Craftsmanship 0-5 points	**0** Final sketch is not outlined. There are excessive erase marks. Lacks neat and clean presentation	**1-2** Final figure somewhat outlined. There are some eraser marks on sketch. It is neat and somewhat clean presentation	**3-4** Final figure mostly outlined with eraser marks not apparent. There are some small scuffs or other markings on paper. It is a neat and clean presentation	**5** Final figure outlined with eraser marks not apparent. There are no scuffs or other markings on paper. It is a neat and clean presentation	

ORAL PRESENTATION					
Organization/Delivery 0-10 points	**0-1-2** Presentation is not completed or does not explain the elements and principles of design	**3-4-5** Presentation covers all project elements and principles of design, however with minimal explanation	**6-7-8** Presentation gives complete information the elements and principles of design, however it does not flow well	**9-10** Presentation covers all relevant information with a seamless and logical delivery	
Content Knowledge 0-5 points	**0** None shared or information shared was incorrect	**1-2** Minimal knowledge shared during presentation	**3-4** Knowledge of fashion design concepts is evident and shared at times during the presentation	**5** Knowledge of fashion design concepts is evident and incorporated throughout the presentation	
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- 5points	**0** Body language shows nervousness and unease/inappropriate clothing	**1-2** Body language shows minimal amount of nervousness/ appropriate competition attire	**3-4** Body language portrays participant at ease/ appropriate competition attire	**5** Body language enhances the presentation/ appropriate competition 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	

Fashion Sketch (continued)

VIDEO PRESENTATION				
Introduction 0-3 points	**0-1** Introduction or description is limited or both not included	**2** Includes name, chapter, level and generally describes design choices	**3** Includes name, chapter, level and provides full description of design choices; does not exceed 1 minute	
Video Content 0 or 3 points	**0** Evident that recording is not done in one take, does not show the student presenting as to evaluators, or exceeds 5 minutes		**3** Recording done in one take with no editing, shows the student presenting as to evaluators, does not exceed 5 minutes	
Final Product Presentation 0-5 points	**0-1** Does not provide product close-up, does not highlight items, or exceeds time limit	**2-3** Presents final product in close up; does not highlight design items; does not exceed 1 minute	**4-5** Presents final product in close up; highlights design items; does not exceed 1 minute	

VERIFICATION OF SCORE (please initial)

Evaluator _____   Room Consultant _____   Event Consultant _____   **TOTAL**
(100 points possible)

Evaluator's Comments:

FASHION SKETCH

Skill Demonstration Events

Elements and Principles of Design Worksheet

Name of Participant _____

Chapter_____ State_____ Level _____

To be completed by participant and used during the oral presentation.

Elements of Design

Element	Explain Element and how it has been incorporated in the sketch
Line	
Shape	
Texture	
Color	

Principles of Design

Principle	Explain the Principle and how it has been utilized in the sketch
Proportion	
Balance	
Emphasis	
Rhythm	
Harmony	

FCCLA Creed Speaking & Interpretation

FCCLA Creed Speaking & Interpretation, an individual event, recognizes <u>first-year members</u> through grade 10 for their ability to recite and interpret the FCCLA creed it within the context of their personal philosophy. This event provides an opportunity for members to gain self-confidence in public speaking while learning the values and philosophy expressed by the organization in which they hold membership.

EVENT LEVELS
■ Level 1 (through grade 8) and Level 2 (grades 9-10). **Available only to new, first year members.**

ELIGIBILITY
1. Each chapter may submit up to three (3) entries in each level of this event. Entries will be available on a first come, first served basis.
2. Participation is open to any <u>first year</u> nationally affiliated FCCLA member through grade 10.
3. Members must be affiliated at the time of registration. Video URLs are required during registration.

GENERAL INFORMATION
Participants may wear the official FCCLA red blazer (encouraged) but a red, black, or white polo or professional white shirt (long or short sleeves) along with black bottoms (slacks, skirt, or sheath dress) is also acceptable. Black shoes are preferred. Jeans, t-shirts, or athletic wear are not acceptable for competition.

PRESENTATION RECORDING SPECIFICATIONS
Participants will submit a maximum 4-minute video recording of them completing the requirements of this event. The timing of the video is as follows:

Timing	Topic	Specifications
Up to 1 minute	Introduction	Each participant must verbally introduce themselves by name, chapter and level.
Up to 2 minutes	Creed Presentation	Participant will have 2 minutes to recite the creed from memory, without the use of notecards or any other presentation elements (no music, visuals, or prompts). The recording should be done in one take (no editing, starting over, etc.). Video recordings are to be made of participants as if they were presenting at an in-person competition. A voiceover of the video recording or presentation is not allowed. The video file can be an embedded video, video link to YouTube, Vimeo, or Google Drive, but must not require the viewer to download it.
Up to 1 minute	Additional Questions	Participant will have up to 1 minute to verbally answer the following question: 1. If you could choose one line of the creed that you feel is most relevant to you, which would it be, and why?

CREED PRESENTATION

Creed Memorization	Orally deliver the FCCLA creed in the correct order and with all the correct words.
Stage Presence/ Professionalism	Deliver creed and interpretation with poise, confidence and ease.
Gestures/Mannerisms	Use appropriate gestures, movements that enhance the presentation.
Posture	Stand straight and face the *audience* in a relaxed and natural way.
Eye Contact	Maintain eye contact with evaluators and *audience*.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topics.
Voice	Speak with appropriate force, pitch, and articulation.

Tempo	Use tempo or pauses to improve meaning and/or add dramatic impact.
Volume	Speak loudly enough to be heard by all throughout the presentation.
Clothing Choice	Wear clothing that meets the competition dress code.
Grammar/Word Usage/Pronunciation	Use proper grammar, word usage, and pronunciation in both creed presentation and interpretation responses.
Interpretation and Responses to Questions	Answer questions with concise, well-constructed, honest responses, and places the answers in context of their personal philosophy.

FCCLA CREED SPEAKING & INTERPRETATION
Rubric

Name of Participant _____

Chapter_____ State_____ Level _____

PRESENTATION

Creed Memorization 0–20 points	**0–1–2-3** Attempted to recite the creed, started but did not finish	**4–5–6-7-8** Recited the creed but omitted one or more sentences	**9-10-11-12** Recited the creed but not in the correct order	**13-14-15-16** Recited the creed in correct order, with 2 errors or omissions	**17-18-19-20** Recited the creed in correct order with no more than 1 error or omission
Stage Presence/ Professionalism 0–15 points	**0–1–2-3** Delivery was shaky, overly nervous, or overaggressive	**4–5–6-7** Fair delivery, somewhat nervous, poise and confidence improvement	**8–9-10** Good delivery and poise	**11–12-13** Good delivery, speaks with poise, confidence and ease.	**14-15** Excellent delivery, speaks with poise, confidence and ease.
Gestures/ Mannerisms 0–5 points	**0** None used	**1-2** Overuse of hand motions, too much movement	**3-4** Limited use of gestures	**5** Gestures appear natural and are appropriate	
Posture 0–5 points	**0** Poor posture, turns away from audience	**1-2** Leans, sways, slouches, or posture is very tense	**3-4** Generally good posture and faces audience	**5** Straight posture, relaxed and faces audience	
Eye Contact 0–5 points	**0** No eye contact with evaluators or audience	**1-2** Limited eye contact with evaluators or audience	**3-4** Inconsistent eye contact with evaluators or audience	**5** Good eye contact with evaluators or audience	
Enthusiasm 0- 5 points	**0** No enthusiasm for the presentation	**1-2** Very little use of facial expression or body language. Did not generate much interest in topic	**3-4** Facial expressions are body language are used to try to generate enthusiasm but seem somewhat forced	**5** Facial expressions are body language sometimes generate a strong interest and enthusiasm about the topic in others	
Voice 0–5 points	**0** Monotone voice, no difficult to understand words	**1-2** Below average use of emphasis, pitch and articulation	**3-4** Good use of emphasis, pitch, and articulation	**5** Excellent use of force, emphasis, pitch, and articulation	
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	
Volume 0–5 points	**0** Unable to hear the presentation	**1-2** Volume often too soft to be heard by all	**3-4** Volume is loud enough to be heard by all at least 80% of the time	**5** Volume is loud enough to be heard at least 90% of the time	
Clothing Choice 0-5 points	**0** Inappropriate clothing not meeting dress code	**1-2** Appropriate competition attire but clothing is wrinkled, ill fitting, or stained	**3-4** Appropriate competition attire	**5** Appropriate competition attire, fits well and gives best impression	
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	
Interpretation and Response to Question 0-10 points	**0** Does not provide question response	**1-2 -3** Answers but fails to elaborate or explain, or shows little understanding of the Creed	**4-5-6** Appropriate responses but does not reflect good understanding of the Creed	**7-8** Concise, well-constructed, and genuine response that convey thought, meaning and understanding of the Creed	**9-10** Concise, well-constructed and genuine response that convey thought, meaning and understanding of the Creed within the context of their personal philosophy

VIDEO SPECIFICATIONS				
Introduction 0-5 points	**0-1** Introduction is not done or incomplete	**2-3** Includes name, chapter, level	**4-5** Clearly stated, includes name, chapter, level and does not exceed 1 minute	
Video Content 0 or 5 points	**0** Evident that recording is not done in one take, or exceeds 2 minutes		**5** Recording done in one take with no editing, does not exceed 2 minutes	

VERIFICATION OF SCORE (please initial)

Evaluator _____   Room Consultant _____   Event Consultant _____   **TOTAL**
(100 points possible)

Evaluator's Comments:

Interior Design Sketch

Interior Design Sketch, an individual event, recognizes members for their ability to problem solve, design, and sketch an interior design space using the provided interior design scenario.

EVENT LEVELS
- Level 2: grades 9–10   - Level 3: grades 11–12

ELIGIBILITY
1. Each chapter may submit up to three (3) entries in each level of this event. Entries will be available on a first come, first served basis.
2. Members must be affiliated at the time of registration. Video URLs are required during registration.

GENERAL INFORMATION
Participants may wear the official FCCLA red blazer (encouraged) but a red, black, or white polo or professional white shirt (long or short sleeves) along with black bottoms (slacks, skirt, or sheath dress) is also acceptable. Black shoes are preferred. Jeans, t-shirts, or athletic wear are not acceptable for competition.
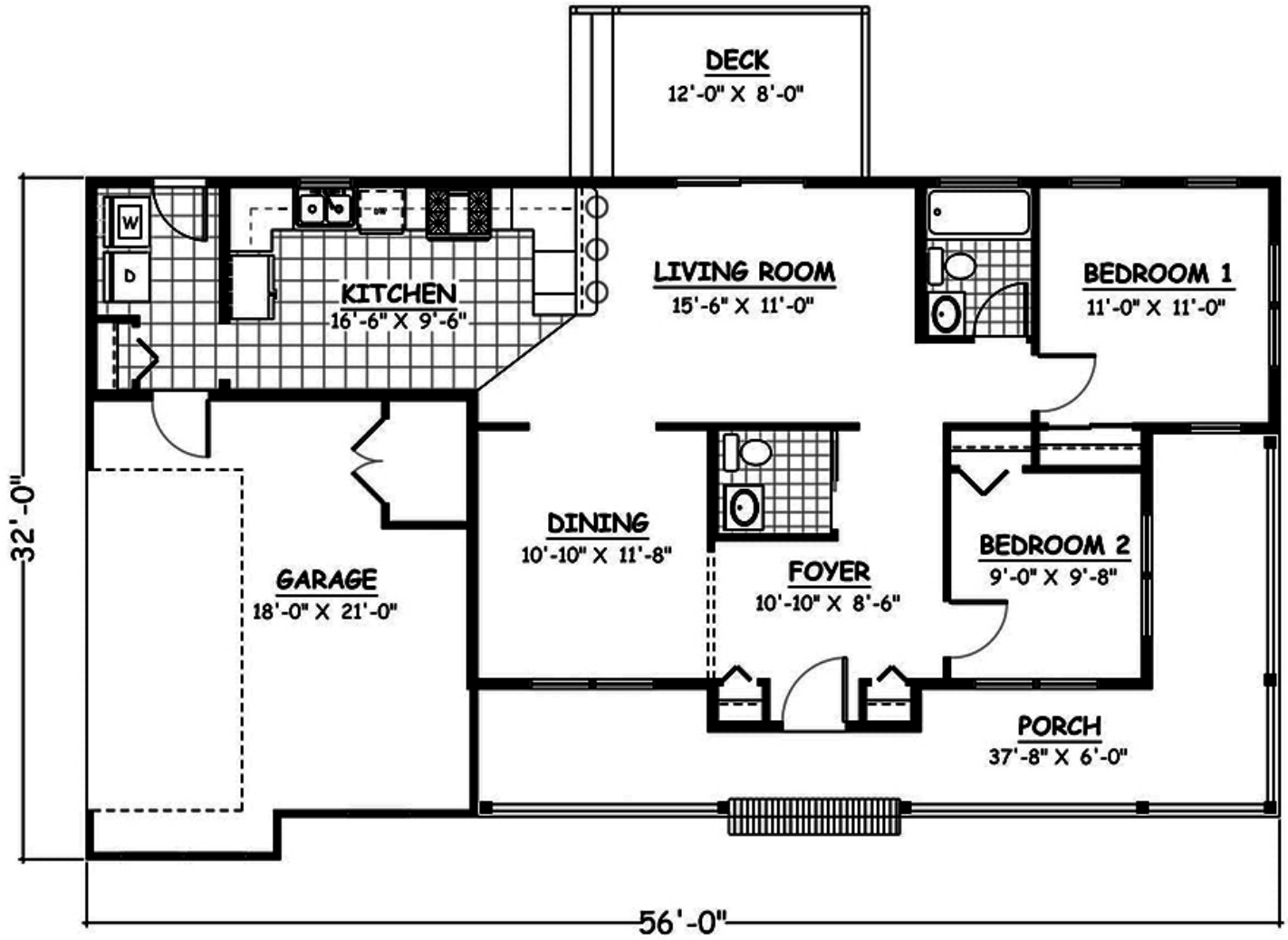
PRESENTATION RECORDING SPECIFICATIONS
Participants will submit a maximum 7-minute video recording of them completing the requirements of this event. The timing of the video is as follows:

Timing	Topic	Specifications
Up to 1 minute	Introduction	Each participant must verbally introduce themselves by name, chapter and level.
Up to 5 minutes	Oral Presentation of Interior Design Sketch	Participant will have up to 5 minutes to present their floor plan sketch and to include information as listed below. The recording should be done in one take (no editing, starting over, etc.). Video recordings are to be made of participants as if they were presenting at an in-person competition. A voiceover of the video recording or presentation is not allowed. The video file can be an embedded video, video link to YouTube, Vimeo, or Google Drive, but must not require the viewer to download it.
Up to 1 minute	Closing	Participant will have up to 1 minute to present a close up of the design sketch. Participant should verbally highlight items of their choice during the close up. This is not a voice over, but a presentation of the product by the participant.

INTERIOR SKETCHING AND ORAL PRESENTATION

Design Scenario	Using the floor plan provided, design an area in the home where piano lessons can be conducted, while still providing privacy for the family members. All bedrooms are currently used by family members and are not an option for the lessons.
Floor Plan Drawn to Scale	Produce a floor plan for the identified room(s) correctly drawn to a consistent ¼" =1' scale, with all architectural features indicated appropriately. Add, move, or remove doorways and windows, if desired. The dimensions of the room or its location in the provided floor plan cannot be changed.
Furniture Arrangements	Roughly sketch in furniture arrangements, to scale, for the identified room only. Arrangement will reflect appropriate furniture arrangement and includes balance/form, focal point/emphasis, line/harmony, and proportion.
Lighting Plan	Include the lighting plan for the piano classroom area on the floor plan.
Solutions to Design Problem	Explain the function of design choices, principles of design, and research on key elements for the classroom area in the home.
Oral Presentation	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Content Knowledge	Show evidence of interior design knowledge and skills.
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.

INTERIOR DESIGN SKETCH
Rubric

Name of Participant _____

Chapter_____ State_____ Level _____

SKETCHING				Points
Floor Plan Drawn to Scale 0–10 points	**0-1-2** Scale not used, architectural features incorrect, and/or dimensions incorrect	**3-4-5-6-7** ¼" scale used, but not consistently. Some architectural features shown and drawn; dimensions mostly correct	**8-9-10** ¼" scale used consistently. All architectural features shown and drawn correctly with correct dimensions	
Furniture Arrangement 0–20 points	**0-1-2-3-4-5** No furniture arrangement shown	**6-7-8-9-10** Arrangement negatively impacts circulation, does not reflect identified principles of design	**11-12-13-14-15** Arrangement positively impacts circulation or reflects identified principles of design, but not both	**16-17-18-19-20** Arrangement positively impacts circulation and reflects identified principles of design
Lighting Plan 0-5 points	**0** Not provided	**1-2** Lighting plan is not adequate for tasks	**3-4** Lighting plan is sufficient for tasks	**5** Lighting plan is sufficient for tasks, appropriately placed, and correctly identified
Solutions to Design Problem 0-20 points	**0-1-2-3-4-5** Did not attempt or provided very limited information	**6-7-8-9-10** Somewhat explained but show limited understanding of design problem	**11-12-13-14-15** Design function, principles of design, research and solutions are explained and show general understanding of design problem	**16-17-18-19-20** Design function, principles of design, and research of design problem and solutions are explained fully and reflect thorough understanding

ORAL PRESENTATION				
Organization/ Delivery 0-10 points	**0-1-2** Presentation is not completed or not explained well	**3-4-5** Presentation covers all project elements, with minimal explanation	**6-7-8** Presentation gives complete information; it does not flow well	**9-10** Presentation covers all relevant information with a seamless and logical delivery
Content Knowledge 0-5 points	**0** None shared or information shared was incorrect	**1-2** Minimal knowledge shared during presentation	**3-4** Knowledge of interior design concepts is evident and shared at times during the presentation	**5** Knowledge of interior design concepts is evident and incorporated throughout the presentation
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 competition attire	**3-4** Body language portrays participant at ease/appropriate competition attire	**5** Body language enhances the presentation/ appropriate competition 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

VIDEO SPECIFICATIONS

	0-1	2-3	4-5	
Introduction 0-5 points	Introduction or description is limited or both not included	Includes name, chapter, level and generally describes design choices	Includes name, chapter, level and provides full description of design choices; does not exceed 1 minute	
	0		**5**	
Video Content 0 or 5 points	Evident that recording is not done in one take, does not show the student presenting as to evaluators, or exceeds 5 minutes		Recording done in one take with no editing, shows the student presenting as to evaluators, does not exceed 5 minutes	
	0-1	**2-3**	**4-5**	
Final Product Presentation 0-5 points	Does not provide product close-up, does not highlight items, or exceeds time limit	Presents final product in close up; does not highlight design items; does not exceed 1 minute	Presents final product in close up; highlights design items; does not exceed 1 minute	

VERIFICATION OF SCORE (please initial)

Evaluator _____   Room Consultant _____   Event Consultant _____   **TOTAL** (100 points possible)

Evaluator's Comments:

Interviewing Skills

Interviewing Skills, an individual event, recognizes members for their ability to prepare employment materials and practice 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 LEVELS
- ■ Level 1: through grade 8   ■ Level 2: grades 9–10   ■ Level 3: grades 11–12

ELIGIBILITY
1. Each chapter may submit up to three (3) entries in each level of this event. Entries will be available on a first come, first served basis.
2. Members must be affiliated at the time of registration. Video URLs are required during registration.

GENERAL INFORMATION
1. 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.
2. Participants may wear the official FCCLA red blazer (encouraged) but a red, black, or white polo or professional white shirt (long or short sleeves) along with black bottoms (slacks, skirt, or sheath dress) is also acceptable. Black shoes are preferred. Jeans, t-shirts, or athletic wear are not acceptable for competition.

PRESENTATION RECORDING SPECIFICATIONS
Participants will submit a maximum 7-minute video recording of them completing the requirements of this event. The timing of the video is as follows:

Timing	Topic	Specifications
Up to 1 minute	Introduction	Each participant must verbally introduce themselves by name, chapter and level. Participant will include title of the position they are applying for and a brief description of that position.
Up to 5 minutes	Mock Interview	Enlist the help of an adult (chapter adviser, teacher, family member, etc.) who will serve as the interviewer. They do not have to be onscreen during the recording, but the questions they ask (provided) must be audible. The interview can be up to 5 minutes in length. The recording should be done in one take (no editing, starting over, etc.). Video recordings are to be made of participants as if they were presenting at an in-person competition. A voiceover of the video recording or presentation is not allowed. The video file can be an embedded video, video link to YouTube, Vimeo, or Google Drive, but must not require the viewer to download it.
Up to 1 minute	Closing	Participant will have up to 1 minute to present a close up of the resume. Participant should verbally highlight items of their choice during the close up. This is not a voice over, but a presentation of the product by the participant as closure of the interview.

RESUME AND MOCK INTERVIEW
Each participant will prepare a 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.

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.
Introduction and First Impression	Create a positive first impression by greeting interviewer with firm handshake, appropriate eye contact and smile, and initiates introduction.
Gestures/Mannerisms	Use natural and appropriate gestures and movements during interview.
Posture	Maintain appropriate posture during interview.
Eye Contact	Maintain eye contact with evaluator throughout interview.
Voice	Speak with appropriate volume and articulation.
Appearance	Clothing meets the conference dress code and is neat, pressed, clean, and fits properly. Professional appearance and grooming.
Grammar/Word Usage/Pronunciation	Use proper grammar, word usage, and pronunciation in interview responses.
Responses to Evaluator Questions	Provide clear and concise answers to interview questions.

Interview Questions: Choose any of the following common interview questions for the mock interview presentation recording. Not all questions must be used, but questions and responses should not exceed 5 minutes in length (total interview time).

1. Tell me about yourself.
2. What skills do you bring to this job?
3. Why is our company interesting to you?
4. Why are you looking for a job?
5. What are your goals for the future and how does this job fit into those goals?
6. What skills do you hope to learn from this job?
7. Tell me about a difficult work or school situation and how you overcame it.
8. Describe a time you went above and beyond.
9. Do you have any commitments that would limit your work hours?
10. How do you handle stress and pressure?
11. How do you manage work, school, family and social activities?
12. How do you keep yourself organized?
13. Describe a time when your work (school work, volunteer work, employment, etc.) was criticized.
14. Describe a time when an adult (boss, parent, teacher, etc.) was wrong. How did you handle the situation?
15. Give me an example of a time that you failed, and what you learned from it.
16. What is your proudest achievement?
17. What is your biggest pet peeve?
18. What do you do in your spare time?
19. What causes are you passionate about?
20. Who is your hero, and why?
21. How would you handle a complaint from a customer?
22. How would you handle an emergency situation?
23. Have you ever handled money and had to count back change?
24. What's your favorite class in school, and why?
25. What volunteer experience do you have?

INTERVIEWING SKILLS
Rubric

Name of Participant _____

Chapter_____   State_____   Level _____

COVER LETTER AND RESUME					Points
Position, Documentation, Education 0 or10 points	**0** Position is not related to an area of FCS or related occupations, documents does not reflect participant's current knowledge of skills, or position does not match the participant's current level of education.		**10** Entry level position in an area of FCS and/or related occupations, documents reflect participant's current knowledge and skills, and position matches the participant's current level of education		
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** Name and contact information listed on top, titles/dates/locations listed, reverse chronological order followed	**9-10** 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** Education section complete, accomplishments included, concise wording, keywords/skills somewhat targeted to position	**9-10** Education section complete, well developed accomplishment statements, concise and descriptive wording used, keywords/skills targeted to position	
Overall Appearance and Neatness 0–3 points	**0** Damaged and unprofessional documents	**1** Documents are not neat, have inconsistent formatting, or illegible.	**2** Neat, legible, inconsistent formatting.	**3** 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 0–3 points	**0** Extensive (more than 5) errors	**1** Some (3-5) errors	**2** Few (1-2) errors	**3** No errors		
INTERVIEW					
Introduction and First Impression 0-3 points	**0** No introduction or greeting	**1** Does not shake hands, minimal eye contact, does not initiate introduction	**2** Shakes hands, adequate eye contact and smile, and initiates introduction	**3** Shakes hands, good eye contact and smile, initiates introduction		
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 0–5 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 0-25 points	**0** Does not answer questions or participate in interview	**1-2-3-4-5-6-7-8-9-10** Interview is brief, participant does not carry on a conversation or is unable to answer questions, does not understand position	**11-12-13-14-15** Participant lacks preparation, answers most questions well, but without ease or accuracy	**16-17-18-19-20** Participant is poised, answers questions well, mostly prepared, and gives appropriate responses	**21-22-23-24-25** Participant is confident and poised, personable, well-prepared, answers questions appropriately and without hesitation

VIDEO SPECIFICATIONS

|				
Introduction 0-3 points	**0-1** Introduction or description is limited or both not included	**2** Includes name, chapter, level and generally describes design choices	**3** Includes name, chapter, level and provides full description of design choices; does not exceed 1 minute	
Video Content 0 or 3 points	**0** Evident that recording is not done in one take, does not show the work surface and student at all times, or exceeds 5 minutes		**3** Recording done in one take with no editing, shows the work surface and student all times, does not exceed 5 minutes	
Final Product Presentation 0-3 points	**0-1** Does not provide product close-up, does not highlight items, or exceeds time limit	**2** Presents final product in close up; does not highlight items; does not exceed 1 minute	**3** Presents final product in close up; highlights items; does not exceed 1 minute	

VERIFICATION OF SCORE (please initial)

TOTAL

Evaluator _____   Room Consultant _____   Event Consultant _____   (100 points possible)

Evaluator's Comments:
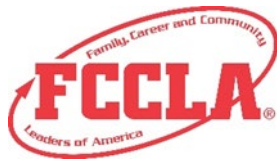
Pastry Arts Technical Decorating Skills

Pastry Arts Technical Decorating Skills, an individual event, recognizes participants for their ability to demonstrate their skill producing cake decorations using pastry arts equipment and techniques. Participants will prepare and present a sample board based on event specifications.

EVENT LEVELS

- Level 2: grades 9–10
- Level 3: grades 11–12

ELIGIBILITY

1. Each chapter may submit up to three (3) entries in this event. Entries will be available on a first come, first served basis.
2. Members must be affiliated at the time of registration. Video URLs are required during registration.
3. Eligible participants are members who are currently or have been enrolled in a Family and Consumer Sciences culinary arts industry training program, as determined by their state department of education. Students enrolled in general food and nutrition courses not preparing them for a career or employment in culinary arts are not eligible.

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.

SAFETY AND APPEARANCE

Clean and appropriate uniform including *professional* chef attire (chef coat/jacket; industry pants or commercial uniform pants; apron; hair covering or chef hat; closed-toe, low heel, kitchen shoes made with non-slip soles and sealed non-melting uppers (canvas shoes are not appropriate). No additional jewelry, with the exception of a watch, is allowed. Facial hair is permitted if appropriate covering is used. Hair is properly restrained with hairnet if hair extends past the neck line. Minimal makeup, no cologne or nail polish. Acceptable graphics on the uniform include the FCCLA logo, school, chapter, or state name or logo, and individual name. No additional logos are permitted.

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 clean the work area upon completion of the products.

PRESENTATION RECORDING SPECIFICATIONS

Participants will submit a maximum 7-minute video recording of them completing the requirements of this event. The timing of the video is as follows:

Timing	Topic	Specifications
Up to 1 minute	Introduction	Each participant must verbally introduce themselves by name, chapter and level. Participant will verbally explain the design theme choices and anticipated results. Stations may be already set up with equipment and product to be used.
Up to 25 minutes production time; condensed to 5-minutes	Decorating Sample Production	Participant will have 25 minutes to create their sample board. For purposes of the video, the student will speed up the video (time condense) so that production is condensed to no more than 5 minutes of recording time. The recording should be done in one take (no editing, starting over, etc.) and should show the work surface in its entirety and the student at all times. Items to include in the video are sanitation, technical industry skills used during sample production. Instrumental background music may be used but should not be distracting.

Up to 1 minute	Closing	Participant will have up to 1 minute to present their finished sample board. Participant should provide a close up view of the product, and verbally explain any challenges or additional explanation of the product. This is not a voice over, but a presentation of the product by the participant.

SAMPLE PRODUCTION

The participant will prepare a sample board based on the Client Sample Request. Evaluation will be based on the quality of techniques as compared to acceptable commercial cake decorating.

Client Sample Request	Your client has requested samples for consideration for a baby shower. The client has asked for a woodland theme. The client plans to order one ¼ sheet cake as well as decorated cupcakes to be packaged as "dessert to go." The client requests buttercream icing, but would accept use of fondant for the themed design elements/decorations. The client has requested to see samples as follows: • "Welcome Baby" in both block and script writing for the cake (buttercream only) • Two (2) themed design elements/decorations in buttercream • Two (2) themed design elements/decorations in fondant • Scroll Border (two or more colors - buttercream) • One (1) themed, decorated cupcake packaged "to go" Provide samples as requested on your sample board. Be sure to use appropriate sizing so that the client may determine which elements to choose for the final product.
Equipment, Tools, and Techniques	Use proper equipment, tools, products, vocabulary, and techniques. Participants must show all work displayed on the sample board, using equipment, tools, and supplies of their choice. The sample cupcake may be pre-baked but will be decorated as part of the presentation recording.
Overall Appearance and Presentation	Appropriate sizing of elements used for size of product, clean workmanship and display of techniques.

Video Editing Software Suggestions (participant may use any from this list or any software of their choice):
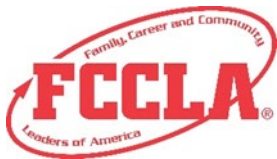
DaVinci Resolve
iMovie
Movavi
Wevideo
Windows Movie Maker
YouTube

PASTRY ARTS TECHNICAL DECORATING SKILLS
Rubric

Name of Participant _____

Chapter_____   State_____   Level _____

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** Follows all safety and sanitation practices	

EQUIPMENT AND TOOLS				
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	

SAMPLE BOARD					
Numbers 0 – 5 points	**0** Did not attempt	**1-2** Demonstration of skill is below acceptable commercial quality expectation	**3-4** Demonstration of skill meets acceptable commercial quality expectation	**5** Demonstration of skill meets or exceeds commercial quality expectations	
Script Writing 0-5 points	**0** Did not attempt	**1-2** Demonstration of skill is below acceptable commercial quality expectation	**3-4** Demonstration of skill meets acceptable commercial quality expectation	**5** Demonstration of skill meets or exceeds commercial quality expectations	
Block Writing 0-5 points	**0** Did not attempt	**1-2** Demonstration of skill is below acceptable commercial quality expectation	**3-4** Demonstration of skill meets acceptable commercial quality expectation	**5** Demonstration of skill meets or exceeds commercial quality expectations	
Border 0-5 points	**0** Did not attempt	**1-2** Demonstration of skill is below acceptable commercial quality expectation	**3-4** Demonstration of skill meets acceptable commercial quality expectation	**5** Demonstration of skill meets or exceeds commercial quality expectations	
Themed Design Elements (Buttercream) 0-5 points	**0** Did not attempt	**1-2** Demonstration of skill is below acceptable commercial quality expectation	**3-4** Demonstration of skill meets acceptable commercial quality expectation	**5** Demonstration of skill meets or exceeds commercial quality expectations	
Themed Design Elements (Fondant) 0-5 points	**0** Did not attempt	**1-2** Demonstration of skill is below acceptable commercial quality expectation	**3-4** Demonstration of skill meets acceptable commercial quality expectation	**5** Demonstration of skill meets or exceeds commercial quality expectations	
Additional Required Element As Defined by Client Request 0-5 points	**0** Did not attempt	**1-2** Demonstration of skill is below acceptable commercial quality expectation	**3-4** Demonstration of skill meets acceptable commercial quality expectation	**5** Demonstration of skill meets or exceeds commercial quality expectations	
Creativity 0–5 points	**0** Did not attempt to be creative	**1-2** Little creativity – no originality	**3-4** Somewhat creative approach to requested theme	**5** Highly creative approach to requested theme	
Overall Appearance and Presentation 0-15 points	**0–1–2–3** Below acceptable commercial expectation for appearance, presentation, color, size, and workmanship for most items	**4-5-6-7** Below acceptable commercial expectation for appearance, presentation, color, size, and workmanship for some items	**8-9-10-11** Meets acceptable quality commercial expectations for appearance, presentation, color, size, and workmanship	**12-13-14-15** Meets or exceeds commercial quality expectations for appearance, presentation, color, size, and workmanship	

VIDEO SPECIFICATIONS

Introduction	0-1	2-3	4-5	
0-5 points	Introduction or description is limited or both not included	Includes name, chapter, level and generally describes design choices	Includes name, chapter, level and provides full description of design choices; does not exceed 1 minute	

Video Content	0		5	
0 or 5 points	Evident that recording is not done in one take, does not show the work surface and student at all times, or exceeds 5 minutes		Recording done in one take with no editing, shows the work surface and student all times, does not exceed 5 minutes	

Final Product Presentation	0-1	2-3	4-5	
0-5 points	Does not provide product close-up, does not give any additional explanation, or exceeds time limit	Presents final product in close up; does not explain challenges or give any additional information; does not exceed 1 minute	Presents final product in close up; explains and challenges or additional information; does not exceed 1 minute	

VERIFICATION OF SCORE (please initial)

Evaluator _____   Room Consultant _____   Event Consultant _____   **TOTAL**
(100 points possible)

Evaluator's Comments:

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 LEVELS
■ Level 1: through grade 8   ■ Level 2: grades 9–10   ■ Level 3: grades 11–12

ELIGIBILITY
1. Each chapter may submit up to three (3) entries in each level of this event. Entries will be available on a first come, first served basis.
2. Members must be affiliated at the time of registration. Video URLs are required during registration.
3. Participants must have completed the "Speak Out for FCCLA" unit of the FCCLA national program, Power of One. Completion verification is the responsibility of the local chapter adviser and is not required to be submitted to National FCCLA.

GENERAL INFORMATION
Participants may wear the official FCCLA red blazer (encouraged) but a red, black, or white polo or professional white shirt (long or short sleeves) along with black bottoms (slacks, skirt, or sheath dress) is also acceptable. Black shoes are preferred. Jeans, t-shirts, or athletic wear are not acceptable for competition.
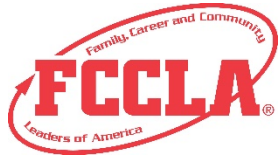
PRESENTATION RECORDING SPECIFICATIONS
Participants will submit a maximum 7-minute video recording of them completing the requirements of this event. The timing of the video is as follows:

Timing	Topic	Specifications
Up to 1 minute	Introduction	Each participant must verbally introduce themselves by name, chapter and level, and the focus of their project.
Up to 5 minutes	Oral Presentation of Project	Participant will have 5 minutes to explain the specifics of the Speak Out for FCCLA project and utilize marketing and promotional content (membership posters, brochures, social media and video content, etc.) as visuals. The recording should be done in one take (no editing, starting over, etc.). Video recordings are to be made of participants as if they were presenting at an in-person competition. A voiceover of the video recording or presentation is not allowed. The video file can be an embedded video, video link to YouTube, Vimeo, or Google Drive, but must not require the viewer to download it.
Up to 1 minute	Closing	Participant will have up to 1 minute to present a close up of any visuals used during the project and provide any closing summary statements as to how these efforts could be used as a model for other chapters.

ORAL PRESENTATION

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Promotion of Family and Consumer Sciences and FCCLA	Describe the efforts taken to promote the Family and Consumer Sciences program and FCCLA through the project. Include information on life skills, and college and career readiness benefits of involvement in Family and Consumer Sciences and FCCLA.
Use of the FCCLA Planning Process	Explain how each step of the FCCLA *Planning Process* was used to implement the project.
Project Impact on Personal Leadership Skills	Describe how the project has impacted your personal leadership skills.

Quality and Use of Marketing and Promotional Content/Visuals	Create quality marketing and promotional *content* that effectively support the Speak Out for FCCLA project and membership. Describe how these materials could be used as a model for other chapters.
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.

SPEAK OUT FOR FCCLA
Rubric

Name of Participant _____

Chapter_____ State_____ Level _____

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 FCS and FCCLA	**4–5–6–7–8** Efforts to promote FCS and FCCLA did not include college and career readiness information	**9–10–11–12** Efforts to promote FCS and FCCLA included some college and career readiness information, and life skills	**13–14–15** Excellent promotion of FCS 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	**4–5–6–7–8** Minimal explanation of how the planning process was used	**9–10–11–12** Good explanation of how the planning process was used	**13–14–15** Fully explained how each step of the planning process was used	
Project Impact on Personal Leadership Skills 0–15 points	**0–1–2–3** Inadequate description or omission in presentation	**4–5–6–7–8** Minimal description of project impact on personal leadership skills	**9–10–11–12** Good explanation of project impact on personal leadership skills	**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	**4–5–6–7–8** Content and quality of promotional materials is inconsistently executed	**9–10–11–12** Content and quality of promotional materials is well executed	**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 competition attire	**3–4** Body language portrays participant at ease/ appropriate competition attire	**5** Body language enhances the presentation/appropriate competition 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	

VIDEO PRESENTATION				
Introduction 0-5 points	**0-1** Introduction is not done or incomplete	**2-3** Includes name, chapter, level	**4-5** Clearly stated, includes name, chapter, level and does not exceed 1 minute	
Video Content 0 or 5 points	**0** Evident that recording is not done in one take, does not show the student presenting as to evaluators, or exceeds 5 minutes		**5** Recording done in one take with no editing, shows the student presenting as to evaluators, does not exceed 5 minutes	
Closing 0-5 points	**0-1** Does not provide close-up of visuals, no summary, or exceeds time limit	**2-3** Presents close up of visuals; provides summary, does not exceed 1 minute	**4-5** Presents close up of visuals; provides summary and and how it can be used by others; does not exceed 1 minute	

VERIFICATION OF SCORE (please initial)

Evaluator _____   Room Consultant _____   Event Consultant _____

TOTAL
(100 points possible)

Evaluator's Comments:

#TeachFCS

#TeachFCS, an individual event, will showcase participants' marketing and public relations skills to plan and implement a week-long public relations project to encourage teaching Family and Consumer Sciences Education as a potential career choice.

EVENT LEVELS
■ Level 1: through grade 8   ■ Level 2: grades 9–10   ■ Level 3: grades 11–12

ELIGIBILITY
1. Each chapter may submit up to three (3) entries in this event. Entries will be available on a first come, first served basis.
2. Members must be affiliated at the time of registration. Video URLs are required during registration.

GENERAL INFORMATION
Participants may wear the official FCCLA red blazer (encouraged) but a red, black, or white polo or professional white shirt (long or short sleeves) along with black bottoms (slacks, skirt, or sheath dress) is also acceptable. Black shoes are preferred. Jeans, t-shirts, or athletic wear are not acceptable for competition.

PRESENTATION RECORDING SPECIFICATIONS
Participants will submit a maximum 7-minute video recording of them completing the requirements of this event. The timing of the video is as follows:
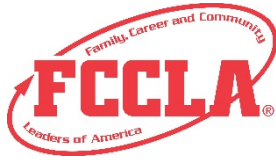
Timing	Topic	Specifications
Up to 1 minute	Introduction	Each participant must verbally introduce themselves by name, chapter and level, and the planned implementation dates of their project.
Up to 5 minutes	Oral Presentation of Project	Participant will have 5 minutes to explain the specifics of the #TeachFCS project and utilize project promotional content (posters, display, websites, social media, video content, etc.) as visuals. The recording should be done in one take (no editing, starting over, etc.). Video recordings are to be made of participants as if they were presenting at an in-person competition. A voiceover of the video recording or presentation is not allowed. The video file can be an embedded video, video link to YouTube, Vimeo, or Google Drive, but must not require the viewer to download it.
Up to 1 minute	Closing	Participant will have up to 1 minute to present a close up of any visuals used during the project and provide any closing summary statements as to how these efforts could be used by other chapters.

ORAL PRESENTATION

Participants will create a week-long public relations project to encourage teaching Family and Consumer Sciences Education as a potential career choice. Activities may include, but are not limited to social media activities, displays and exhibits, group presentations, and college and career fairs. The activities do not have to have been implemented yet, but implementation dates must be included.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Promotion of Family and Consumer Sciences and FCCLA	Describe the efforts taken to promote the family and consumer sciences program and FCCLA through the project. Include information on life skills, and college and career readiness benefits of involvement in Family and Consumer Sciences and FCCLA.
Use of the FCCLA Planning Process	Explain how each step of the FCCLA *Planning Process* was used to implement the project.

Promotional Activities and Plan	Describe the promotional activities for the project, and include the daily activity plan. A minimum of 3 promotional activities must be planned. Implementation dates must be included. All activities must relate to encourage FCS Education as a career choice. Create quality promotional activities that effectively promote the project and could serve as a model for other campaigns.
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.

#TeachFCS
Rubric

Name of Participant _____

Chapter_____ State_____ Level _____

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 FCS and FCCLA	**4–5–6–7-8** Efforts to promote FCS and FCCLA did not include college and career readiness information	**9–10–11-12** Efforts to promote FCS and FCCLA included some college and career readiness information, and life skills	**13–14–15** Excellent promotion of FCS 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	**4–5–6–7-8** Minimal explanation of how the planning process was used	**9–10–11-12** Good explanation of how the planning process was used	**13–14–15** Fully explained how each step of the planning process was used	
Promotional Activities and Plan 0–15 points	**0–1–2–3** Inadequate description or less than 3 activities planned	**4–5–6–7-8** Limited description of activities, activities repetitious	**9–10–11-12** Good explanation and variety of project activities	**13–14–15** 3 activities and implementation fully described, included variety and impact of project activities	
Quality of Promotional Activities 0–15 points	**0–1–2–3** Content and quality of promotion activities is poorly executed	**4–5–6–7-8** Content and quality of promotional activities inconsistently executed	**9–10–11-12** Content and quality of promotional activities well executed	**13–14–15** Content and quality of promotional activities 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 competition attire	**3–4** Body language portrays participant at ease/ appropriate competition attire	**5** Body language enhances the presentation/appropriate competition 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	
VIDEO PRESENTATION					
Introduction 0-5 points	**0-1** Introduction is not done or incomplete	**2-3** Includes name, chapter, level	**4-5** Clearly stated, includes name, chapter, level and does not exceed 1 minute		
Video Content 0 or 5 points	**0** Evident that recording is not done in one take, does not show the student presenting as to evaluators, or exceeds 5 minutes		**5** Recording done in one take with no editing, shows the student presenting as to evaluators, does not exceed 5 minutes		
Closing 0-5 points	**0-1** Does not provide close-up of visuals, no summary, or exceeds time limit	**2-3** Presents close up of visuals; provides summary, does not exceed 1 minute	**4-5** Presents close up of visuals; provides summary and and how it can be used by others; does not exceed 1 minute		

VERIFICATION OF SCORE (please initial)

Evaluator _____   Room Consultant _____   Event Consultant _____

TOTAL [ ]

(100 points possible)

Evaluator's Comments:

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 LEVELS
■ Level 1: through grade 8 ■ Level 2: grades 9–10 ■ Level 3: grades 11–12

ELIGIBILITY
1. Each chapter may submit up to three (3) entries in each level of this event. Entries will be available on a first come, first served basis.
2. Members must be affiliated at the time of registration. Video URLs are required during registration.

GENERAL INFORMATION
Participants may wear the official FCCLA red blazer (encouraged) but a red, black, or white polo or professional white shirt (long or short sleeves) along with black bottoms (slacks, skirt, or sheath dress) is also acceptable. Black shoes are preferred. Jeans, t-shirts, or athletic wear are not acceptable for competition.

PRESENTATION RECORDING SPECIFICATIONS
Participants will submit a maximum 7-minute video recording of them completing the requirements of this event. The timing of the video is as follows:

| Timing	Topic	Specifications
Up to 1 minute	Introduction	Each participant must verbally introduce themselves by name, chapter and level, and the name of the app they are evaluating.
Up to 5 minutes	Oral Presentation and Demonstration	Participant will have 5 minutes to explain the specifics of the project and demonstrate the app. The recording should be done in one take (no editing, starting over, etc.). Video recordings are to be made of participants as if they were presenting at an in-person competition. A voiceover of the video recording or presentation is not allowed. The video file can be an embedded video, video link to YouTube, Vimeo, or Google Drive, but must not require the viewer to download it.
Up to 1 minute	Closing	Participant will have up to 1 minute to present a close up of the App Review Checklist used during the project and provide a closing summary statement.

APPLICATION SELECTION AND CHECKLIST
Each participant will select and critically evaluate an app 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 complete the App Review Checklist, and include it in the video.

ORAL PRESENTATION AND DEMONSTRATION
The oral presentation should contain pertinent information from the review checklist. The app should be demonstrated during the presentation. The participant may demonstrate the app on a tablet, or use a larger screen device.

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 *professional*, and provides opportunities for evaluators to view applicable app *content*.

Relationship to Family and Consumer Sciences	Describe the relationship of the application to Family and Consumer Sciences coursework and/or standards.
Audience and Purpose	Describe the *audience*, 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.
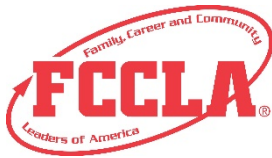
TECHNOLOGY IN TEACHING
Rubric

Name of Participant _____

Chapter_____   State_____   Level _____

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 unsupportive 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 FCS coursework is questionable for implementation	**3-4** Relationship to FCS coursework is generally appropriate	**5** Relationship to FCS coursework is appropriate, evident and explained well	

Criteria	0	1-2-3	4-5-6	7	
Audience and Purpose 0-7 points	Not identified	Limited information for audience, developmental goals, age appropriateness, and intended purpose are provided	General information for audience, developmental goals, age appropriateness, and context of intended purpose are provided	Detailed information for audience, developmental goals, age appropriateness, and context of intended purpose are provided	

Criteria	0	1-2-3	4-5-6	7-8	
Classroom/Educational Use 0-8 points	Not identified	Explains use of app in classroom or educational program; includes strengths or areas of improvement	Explains and provides examples of use of app in classroom or educational program, including strengths and areas of improvement	Explains and provides realistic examples of use of app in classroom or educational program, including strengths, areas of improvement, or modifications required	

Criteria	0	1-2	3-4	5	
Learning Opportunities 0-5 points	Not identified	Explains identified learning opportunities	Explains and provides at least one example for each identified learning opportunity	Explains and provides one or more realistic example for each identified opportunity	
Final Recommendations 0-5 points	Not identified	Recommendation contradicts checklist content	Recommendation explained, but not fully supported by checklist content	Recommendation explained well and fully supported by checklist content	
Voice 0-5 points	No voice qualities are used effectively	Voice quality is adequate	Voice quality is good, though could improve	Voice quality is outstanding and pleasing to listen to	
Body Language/ Clothing Choice 0-5 points	Body language shows nervousness and unease; inappropriate clothing	Body language shows minimal amount of nervousness; appropriate competition	Body language portray participant at ease; appropriate competition	Body language enhances presentation; appropriate competition attire	
Grammar/Word Usage/ Pronunciation 0-5 points	Extensive (more than 5) grammatical and pronunciation errors	Some (3-5) grammatical and pronunciation errors	Few (1-2) grammatical and pronunciation errors	Presentation has no grammatical or pronunciation errors	

VIDEO PRESENTATION

Criteria	0-1	2-3	4-5	
Introduction 0-5 points	Introduction is not done or incomplete	Includes name, chapter, level	Clearly stated, includes name, chapter, level and does not exceed 1 minute	

Criteria	0	5	
Video Content 0 or 5 points	Evident that recording is not done in one take, does not show the student presenting as to evaluators, or exceeds 5 minutes	Recording done in one take with no editing, shows the student presenting as to evaluators, does not exceed 5 minutes	

Criteria	0-1	2-3	4-5	
Closing 0-5 points	Does not provide close-up of visuals, no summary, or exceeds time limit	Presents close up of visuals; provides summary, does not exceed 1 minute	Presents close up of visuals and summary statement; does not exceed 1 minute	

VERIFICATION OF SCORE (please initial)

Evaluator _____   Room Consultant _____   Event Consultant _____

TOTAL
(100 points possible)

Evaluator's Comments:

TECHNOLOGY IN TEACHING

Technology in Teaching App Review Checklist

Name of Participant _____

Chapter_____   State_____   Level _____

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

App relates to these area(s) of Family and Consumer Sciences:

__Career Exploration and Entrepreneurship   __Food Science, Dietetics, Nutrition and Wellness
__Consumer Education and Personal Finance   __Hospitality, Tourism and Recreation
__Culinary Arts   __Housing and Interior Design
__Early Childhood, Family, Parenting and Human Development __Textiles, Fashion and Apparel
__Education and Teaching   __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 are 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.

___Collaboration and Idea Sharing – example: ___Feedback and assessment – example:

___Creativity and Imagination – example: ___Higher order thinking skills – example:

___Diversity – example: ___Increase understanding – example:

___Engagement and Interaction – example: ___Problem solving – example:

FINAL RECOMMENDATION
___ Not recommended for use   ___ Recommended for use, but only with
                                         modifications   ___Recommended for use

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 LEVELS
■ Level 1: through grade 8　■ Level 2: grades 9–10　■ Level 3: grades 11–12

ELIGIBILITY
1. Each chapter may submit up to three (3) entries in each level of this event. Entries will be available on a first come, first served basis.
2. Members must be affiliated at the time of registration. Video URLs are required during registration.

GENERAL INFORMATION
Participants may wear the official FCCLA red blazer (encouraged) but a red, black, or white polo or professional white shirt (long or short sleeves) along with black bottoms (slacks, skirt, or sheath dress) is also acceptable. Black shoes are preferred. Jeans, t-shirts, or athletic wear are not acceptable for competition.

PRESENTATION RECORDING SPECIFICATIONS
Participants will submit a maximum 7-minute video recording of them completing the requirements of this event. The timing of the video is as follows:

Timing	Topic	Specifications
Up to 1 minute	Introduction	Each participant must verbally introduce themselves by name, chapter and level, and the name of their original toy.
Up to 5 minutes	Oral Presentation and Demonstration	Participant will have 5 minutes to present and demonstrate their toy during the oral presentation. The recording should be done in one take (no editing, starting over, etc.). Video recordings are to be made of participants as if they were presenting at an in-person competition. A voiceover of the video recording or presentation is not allowed. The video file can be an embedded video, video link to YouTube, Vimeo, or Google Drive, but must not require the viewer to download it.
Up to 1 minute	Closing	Participant will have up to 1 minute to present a close up of the toy and toy design worksheet. Participants should verbally highlight items of their choice during the close up. This is not a voice over, but a presentation of the product by the participant.

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. The member will complete the Toy Design Worksheet and include it in the video.

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 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.
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.

TOYS THAT TEACH
Rubric

Name of Participant _____

Chapter_____ State_____ Level _____

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 category	**8-9-10-11** Generally age appropriate and addresses the selected play category	**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, and 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 or 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 0–10 points	**0** Did not demonstrate toy	**1-2-3-4** Demonstrated toy but did not point out unique features	**5-6-7-8** Toy use, safety, and unique aspects demonstrated	**8-9-10** 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 competition attire	**3–4** Body language portrays participant at ease/appropriate competition attire	**5** Body language enhances the presentation/appropriate competition 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	

VIDEO SPECIFICATIONS

Introduction 0-3 points	0-1	2	3	
	Limited or no introduction	Includes name, chapter and level	Includes name, chapter, level and name of toy; does not exceed 1 minute	

Video Content 0 or 3 points	0		3	
	Evident that recording is not done in one take, does not show the student presenting as to evaluators, or exceeds 5 minutes		Recording done in one take with no editing, shows the student presenting as to evaluators, does not exceed 5 minutes	

Final Product Presentation 0-4 points	0-1	2-3	4	
	Does not provide product close-up, does not highlight items, or exceeds time limit	Presents final product in close up; does not highlight items; does not exceed 1 minute	Presents final product in close up; highlights items; does not exceed 1 minute	

VERIFICATION OF SCORE (please initial)

Evaluator _____   Room Consultant _____   Event Consultant _____   **TOTAL**
(100 points possible)

Evaluator's Comments:

TOYS THAT TEACH

Toy Design Worksheet

Name of Participant _____

Chapter_____   State_____   Level _____

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:

Additional Resources

- *Teen Times*
- FCCLA national website (www.fcclainc.org)
- Library
- Magazines
- Newspapers
- Books
- State Adviser
- Chapter Adviser
- School Personnel
- Other Youth Groups
- School Counselor
- Professionals in Subject Area
- Peers
- Family

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The Competitive Events glossary was developed to help clarify questions about terms. Be sure you understand the rules for your event. Make certain you are following the national rules if they are different from your state rules.

Audience—A group of listeners, or readers of a work, program, or performance.

Audio equipment—Equipment used for the broadcasting of sound.

Audiovisual equipment—Equipment that uses both sight and sound to present information.

Best Practices Educator—An educator who models *professional* qualities, continued *professional* development and the use of current instructional approaches and strategies for teaching and learning. A best practices educator is committed to incorporating various teaching methods and seeks to utilize relevant *content* to create a classroom that is student focused. The educator should be recognized by *peers* for excellence and be fully certified in his/her field.

Bibliography—An alphabetical list of sources of information in an organized, consistent format (i.e. APA, MLA) on a given subject, period, etc.; a list of books, articles, software, etc., used or referred to by an author.

Campaign—Activities to achieve a specific objective.

Career-Related Education—Knowledge obtained through school curriculum and *community* service projects/activities that enhances a student's ability to work in a specific occupation.

Classroom Situation—a situation in which there are multiple ages, learning styles, education levels, and/or special needs represented in students who are gathered in one space for an individual lesson.

Community—A group of people living in the same locality and under the same governance; the region in which one lives (i.e., *family*, school, *peer*s, town, city, *employment*, etc.).

Content—The subject or ideas contained in something written, said, or represented.

Content divider pages—Pages of a *portfolio* that separate content sections and do not contain *content* but may include *graphic* elements, titles, logos, theme decorations, page numbers, and/or a table of contents for a content section.

Content pages—Pages of a *portfolio*, business plan, or *portfolio* that contain information about the project; one side of page only.

Costume—Clothing worn by someone who is trying to look like or portray a different person or thing, often related to a specific presentation or project theme.

Creative thinking—The ability to generate new ideas.

Critical thinking—The ability to use communication and problem-solving skills effectively to direct, monitor, and evaluate.

Current—Current information may vary by *content* field. Current research should be up-to-date based on research and study in the field.

Digital Story—A mixture of computer-based images, text, recorded audio narration, video clips, and/or music that focuses on a specific topic, and contains a personal or particular point of view.

Dimensions—The stated or required size of a *display, portfolio,* or container (i.e., measurements, number of pages, etc.). The measured *dimensions* include all items that are a part of the *display, portfolio,* or container (tablecloths, audiovisuals, *props*, equipment, moving parts, etc.). Examples include but are not limited to: tablecloths placed under a *display*, a *display* with one or more panels when the panel(s) are extended, and storage of items under or around the *display* table.

Display—An arrangement of material that includes but is not limited to: photos, project samples, etc., and is contained within a specified area that includes all materials, *visuals,* and *audiovisual equipment* to be used for the presentation.

Easel—A stand or frame that may range in size used to hold materials upright, usually during a presentation or *display*.

Educational Enhancement Opportunity—Knowledge obtained through job shadowing, informational interviews, or career research projects that enhances a specific *career* area.

Electronic Portfolio—An *electronic portfolio*, also known as a **digital portfolio,** is a collection of electronic evidence assembled and managed by a user. Such electronic evidence may include inputted text, electronic files such as Microsoft Word and Adobe® PDF files, multimedia, blog entries, and hyperlinks.

Employment—The work in which one is engaged; an activity to which one devotes time; may or may not include wages.

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

Fabric Characteristics—Information about a fabric including, ease of use, special requirements of constructing garments with this fabric, limitations/advantages of using the fabric, and typical uses.

Family—Two or more persons, sometimes living under one roof, who nurture and support one another physically and emotionally, share *resources*, share responsibility for decisions, share values and goals, and have commitment to one another; environment created by caring people—regardless of blood, legal ties, adoption, or marriage—where individuals learn to be productive members of society; a context for discovery where one can comfortably accept challenges, make mistakes, have successes, be self-expressive, and grow as an individual.

Fiber Content—The types and amounts of different fibers in a fabric or garment.

File folder—A letter-size folder 8 ½" x 11" with one fold on lower horizontal edge and open on the other 3 sides; may have a tab at the top or may be straight cut. Within the *file folder*, each set of materials should be stapled separately. *File folder* may be any color. Required labeling for STAR Events competition does not have to be printed on an adhesive label.

Flip chart—A chart consisting of sheets hinged on one side that can be flipped over to present information sequentially.

Focus Group—A small group of individuals, not participating in the event, who test and/or evaluate an idea, event, or product with the intent of suggesting revisions for improvement.

Graphic—A picture, border, map, graphic font, or graph used for illustration or demonstration.

Hardcopy—Readable printed copy of the output of a machine, such as a computer.

In-depth service project—A detailed project that addresses one specific interest, concern, or need.

Individual event—An event completed by one person.

Lesson plan—A set of plans for teaching a concept that includes objective(s), plan of action, time schedule, *resources*, supplies, equipment, and evaluation process.

Mannequin—A full or partial human form that is or is close to actual body size which is used to display a garment or ensemble.

Model—A 3-D object which represents, in detail, the intent of a final version of a product.

National programs—Frameworks for FCCLA action that encourage members to enhance their personal growth and build leadership skills.

Peer—A person who is equal to another in a particular category such as ability, age, rank, and/or qualifications.

Peer education—To provide with information, teach, or instruct a person or group equal in ability, age, rank, and/or qualifications (e.g., teens teaching teens).

Photo Album—A collection of photographs, either presented in a digital or printed format.

Plain paper—8 ½" x 11" paper with no *graphics* or design. Paper may be any solid color. Watermark is not allowed.

Planning Process—A five-step method (identify concerns, set a goal, form a plan, act, and follow up) to help FCCLA chapter members and advisers plan individual, group, or chapter activities.

Pointer—See *prop*. Laser *pointers* are not allowed.

Portfolio—A record/collection of a person's work organized in a format that best suits the project and meets the requirements of the event. *Portfolios* may be either *hardcopy* or *electronic*. See event specifications for allowable format.

Postconsumer Item—Any item which has been discarded by an end consumer. Examples include, but are not limited to, textiles, housewares, paper goods, sporting goods, etc.

Presentation equipment – Equipment using sight and/or sound to present information. See also audiovisual equipment.

Problem solving—The ability to recognize problems and devise and implement plans of action to solve the problems.

Professional—Worthy of the high standards of a profession.

Project identification page—A page at the front of a document or *display* containing headings specifically called for by event rules.

Prop—An object used to enhance a theme or presentation (e.g., book, puppet, *pointer*, etc.) that does not include *visuals,* audiovisuals, or *costumes/uniforms*. No live animals or people may be used as props or visuals. Props do not include *content*.

Prototype Formula—The ingredients, their quantities, and the process directions used to produce a food item.

Public Policy – The governing policy within a *community* as embodied in its legislative and judicial enactments which serve as a basis for determining what acts are to be regarded as contrary to the public good.

Reliable—Sources should be respected in the field and information found in the source should be able to be backed up by other sources or legitimate research.

Resources—Any source of information or assistance in carrying out a project. May be any medium (e.g. book, internet, chapter member, speaker, etc.) but must be cited appropriately when used.

School relationships—Relationships within an educational institution (e.g., student to student, student to educator, student to organization, etc.).

Seating and Traffic Standards—Standards for the amount of space needed for and around seating areas with various levels of traffic produced by the National Kitchen and Bath Association (Kitchen Planning Guidelines 8 & 9). NKBA Planning Guidelines can be found online at: http://www.nkba.com/guidelines/kitchen.aspx.

Skit—A short, rehearsed, theatrical sketch that could include interaction with others (also called role play).

Sound business practices—Practices that are *comprehensive*, ethical, realistic, and profitable.

Team—A *team* may be composed of one, two, or three participants from the same chapter and/or school with the following exception: the Parliamentary Procedure *team* may have four to eight participants from the same chapter and/ or school.

Team event—An event that can be completed by an entire chapter but may be presented by a *team* of one,
two, or three members.

Technology—A method, system, or process for handling a specific, technical problem.

Presentation equipment—Equipment used for visual projection without sound (e.g., projector, laptop, electronic tablet).

Visuals—Posters, charts, slides, presentation software, etc., which include *content*. Visuals should not replace required content within a portfolio.

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