

**FCCLA®**

# Skill Demonstration Events 2023-2024 Guidelines



**COMPETITIVE  
EVENTS**





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## Policies

**Skill Demonstration Events** provide opportunities for members to demonstrate college and career-ready skills in Family and Consumer Sciences and related occupations. The majority of Skill Demonstration Events take place at the National Fall Conference. A select few Skill Demonstration Events will take place at the National Leadership Conference.

### Awards

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

### ACCOMMODATIONS FOR DISABILITIES

FCCLA members with disabilities as properly identified by a valued team of professionals (such as an IEP team, Section 504 coordinator, certified psychologist, physician) will be reasonably accommodated in national events. Participants who require accommodation in their event should indicate a special needs request during the national event registration, or 30 days prior to the event. A national staff member will contact the adviser to determine the best process for the participant. For regional/district/state competitions, please contact the state adviser.

### 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 in each event is determined by the available conference facility and schedule. Members may only participate in one Skill Demonstration Event per year. They may not compete on a FCCLA/LifeSmarts Knowledge Bowl team during the National Fall Conference.
2. Participation is open to members who:
  - are an affiliated member at the time of registration and registered to compete by the required deadline;
  - meet specific event requirements or prerequisites; and
  - are registered to attend the National Fall Conference and are staying at one of the official convention hotels.
3. Disqualification may occur when:
  - participants fail to arrive in a timely manner for check in and fail to remain in the participant holding room (if required);
  - failure to secure appropriate hotel accommodations;
  - participants discuss the event with other participants or receive coaching from spectators; or
  - 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.
4. Substitutions prior to the meeting are allowed as long as eligibility requirements are met. Substitutions may be subject to a fee as outlined in the conference registration guidelines. No substitutions are allowed on site.



- 5. Participants are permitted to compete in one (1) Skill Demonstration Event and up to ten (10) Challenge Tests. Due to scheduling conflicts, members are not allowed to compete in multiple Skill Demonstration Events OR compete in a Skill Demonstration Event and FCCLA LifeSmarts Knowledge Bowl.
- 6. Each participant pays a fee to help cover event expenses—i.e., room rental, awards, and supplies. Skill Demonstration Event registration fees are nonrefundable.
- 7. Participants are expected to adhere to the published dress code for all general sessions and workshops. For participation in competition, follow event specifications and wear appropriate clothing for the nature of the presentation. If attending conference activities prior to or immediately following competition, be prepared to change into clothing that meets the conference dress code.

**EVENT LEVELS**

The participant's grade determines entry into a particular level in school during the school year preceding the National Leadership Conference and, in some cases, enrollment in a specific course or program, as outlined in the event eligibility section.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
FCCLA Chapter Members through grade 8	FCCLA Chapter Members in grades 9-10	FCCLA Chapter Members in grades 11-12	Postsecondary Members (grade 13 +)

- A team composed of members of mixed grade levels (through grade 12) must enter at the level of the highest participant member's grade level.
- Team events with only Level 2 (grades 9-10) or Level 3 (grades 11-12) may not include members through grade 8.
- Team events with only Level 3 (grades 11-12) may not include members through grade 10.
- Level 4 (Postsecondary) entries may not include members through grade 12.

**DATES AND DEADLINES**

It is the responsibility of all FCCLA members and advisers to review the [National FCCLA Dates and Deadlines](#) found on the FCCLA website.

**DISCLAIMER FOR COMPETITION**

Each participant is responsible for having read all of the guidelines. National FCCLA is not responsible for an entry that is late, lost, misdirected, or not received. Only entries that are submitted in the FCCLA Adviser Portal will be eligible for scoring and ranking. All technical issues should be directed to [competitiveevents@fcclainc.org](mailto:competitiveevents@fcclainc.org) as soon as possible for resolution. It is the participant's responsibility to read all information provided to them by the national organization for competition.

Only project materials that are available onsite at the competition are eligible for review. Any project materials lost or not in hand by the participants at the time of the competition will not be considered for evaluation.

**ONLINE CHALLENGE TESTING**

The Online Challenge Test Guidelines have been moved to their own document and can be downloaded in the FCCLA Portal > Resources > Competitive Events > 2023-2024 Online Challenge Test Guidelines.



## Skill Demonstration Events Rotation Schedule

Name of Event	Levels				Rotation Schedule			
	1	2	3	4	2023	2024	2025	2026
Culinary Food Art		■	■	■	■		■	
Culinary Knife Skills	■	■	■	■	■	■	■	■
Fashion Sketch		■	■	■		■		■
FCCLA Creed Speaking & Interpretation	■	■	■			■		■
Impromptu Speaking	■	■	■	■	■	■	■	■
Interior Design Sketch		■	■	■	■		■	
Interviewing Skills	■	■	■	■	■		■	
Lesson Plan Development and Medication		■	■	■	■		■	
Pastry Arts Technical Decorating Skills		■	■	■		■		■
Speak Out for FCCLA	■	■	■	■		■		■
#TeachFCS	■	■	■	■	■		■	
Technology in Teaching	■	■	■	■		■		■
Toys that Teach	■	■	■	■	■		■	



# 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.

## ELIGIBILITY INFORMATION

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. The conference facility and schedule will determine the number of entries.
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.
4. Participants must be registered to attend the National Fall Conference and must stay at one of the official conference hotels. Hotel reservations will be verified prior to the meeting.

## GENERAL INFORMATION

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

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

CAREER PATHWAYS ALIGNMENT			
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
	■		

EVENT LEVELS			
Level 1: Through Grade 8	Level 2: Grades 9-10	Level 3: Grades 11-12	Level 4: Postsecondary
	■	■	
*See page 7 for more information on event levels.			

GENERAL INFORMATION			
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1	Equipment	6’ of Table Space – Yes Ice – Yes Wall Space – No Supplies – No	Chef’s Attire (as described)

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



**CULINARY FOOD ART**  
**COMPETITION PROCEDURES & TIME REQUIREMENTS**

<b>TIME</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>
<p>Participants must check in to the event holding room where they will be given a brief overview of the event and present tools and equipment for an equipment check, including the properly stored (washed, uncut) food items.</p> <p>Participants will bring all necessary tools and equipment for this event, as listed in event specifications, to prepare their food art. No electric tools are allowed. Participants may not bring reference materials for use in the holding room.</p> <p>Participants will remain in the holding room until their assigned presentation time and following the presentation may not return to the holding room.</p>		
Evaluators will score participants as they work and must complete their scoring within the 5-minute clean-up period.		
<b>5 minutes</b>	Participants will have 5 minutes to set up their workstations. Other persons may not assist.	
<b>25 minutes</b>	Participants will have 25 minutes to produce the food art.	
<b>5 minutes</b>	Participants will have 5 minutes to clean their workstations.	
<b>Total Time: 35 Minutes</b>		

**CULINARY FOOD ART**  
**SPECIFICATIONS**

<b>EVENT FORMAT</b>	
<b>Safety and Appearance</b>	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)). Facial jewelry is concealed with bandages. No additional jewelry, with the exception of a watch, is allowed. Facial hair is permitted if the appropriate covering is used. Hair is properly restrained with a hairnet if hair extends past the neckline. 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.

<b>SPECIFICATIONS</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>
<b>Clothing and Appearance</b>	Wear appropriate clothing and head covering, and present a well-groomed appearance.	
<b>Safety and Sanitation</b>	Keep work area clean and organized, and demonstrate appropriate safety and sanitation procedures according to industry standards. Complete the final cleanup after event within the designated time period.	

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

<b>SPECIFICATIONS</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>
<b>Food Art Design</b>	Participant will develop a hand-drawn food art design on one 8 ½" x 11" paper, using up to two (2) each of the 3–5 selected food items. The design will be used during competition and will be reviewed by evaluators in comparison to the final product.	



**CULINARY FOOD ART  
SPECIFICATIONS (CONTINUED)**

<p><b>Equipment, Tools, and Techniques</b></p>	<p>Participant must provide all tools and equipment needed for preparing a creative garnish or food art. No electric tools will be allowed. Required equipment/tools are:</p> <ul style="list-style-type: none"> <li>• Cutting Board and Mat</li> <li>• Disposable Gloves</li> <li>• Prepared Sanitizing Solution</li> <li>• 9" White Paper Plate</li> <li>• Small Compost/Waste Bucket or Bowl</li> <li>• Towels</li> </ul> <p>Equipment participants may bring, but are not limited to, include: small chef's knife, vegetable peeler, paring knife, channel knife, zester fork, aspic cutters, toothpicks or skewers, apple peeler/corer, v-shaped knife, crinkle cutter, scissors, and flex blade knife.</p>																				
<p><b>Food Art Construction</b></p>	<p>Participant will use up to two each of the 3–5 selected food items from this list. All items must be uncut, whole, and unpeeled. No pre-processed items are allowed. No additional food items are allowed.</p> <p>Any varieties of the following:</p> <table border="0" style="width: 100%;"> <tr> <td>• Carrot</td> <td>• Kale</td> <td>• Parsley</td> <td>• Tomato</td> </tr> <tr> <td>• Celery</td> <td>• Kiwi</td> <td>• Peppers</td> <td>• Squash</td> </tr> <tr> <td>• Citrus (Lemon, Lime, Orange, Etc.)</td> <td>• Melon</td> <td>• Pineapple</td> <td>• Star Fruit</td> </tr> <tr> <td>• Cucumber</td> <td>• Mushroom</td> <td>• Potato</td> <td>• Strawberry</td> </tr> <tr> <td></td> <td>• Onion</td> <td>• Radish</td> <td></td> </tr> </table> <p>The 8 ½" x 11" design drawing and the complete food art will be displayed on the paper plate by the end of the preparation time (25 minutes).</p>	• Carrot	• Kale	• Parsley	• Tomato	• Celery	• Kiwi	• Peppers	• Squash	• Citrus (Lemon, Lime, Orange, Etc.)	• Melon	• Pineapple	• Star Fruit	• Cucumber	• Mushroom	• Potato	• Strawberry		• Onion	• Radish	
• Carrot	• Kale	• Parsley	• Tomato																		
• Celery	• Kiwi	• Peppers	• Squash																		
• Citrus (Lemon, Lime, Orange, Etc.)	• Melon	• Pineapple	• Star Fruit																		
• Cucumber	• Mushroom	• Potato	• Strawberry																		
	• Onion	• Radish																			
<p><b>Mise en Place/Time Management</b></p>	<p>Demonstrate careful planning for completing tasks efficiently.</p>																				





**CULINARY FOOD ART  
EQUIPMENT CHECK-IN FORM**

Participant Name: \_\_\_\_\_  
Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

1. No electric tools will be allowed.
2. Each student must have their own set of equipment and may not share items during the competition.
3. Participants bringing all items as required will earn 5 points on the Point Summary Form.

**REQUIRED EQUIPMENT, TOOLS AND SUPPLIES:**

<b>Food Art Design</b> (One 8½" X 11" Paper)	<b>Up to 2 Each of The 3-5 Selected Food Items</b> (Check Below)	<b>Cutting Board and Mat</b>	<b>Disposable Gloves</b>
<b>Prepared Sanitizer</b>	<b>9" White Paper Plate</b>	<b>Small Compost/Waste Bucket Or Bowl</b>	<b>Towels</b>

Choose up to two of each of the 3-5 selected food items – no additional food items are allowed. Only whole, uncut, unpeeled items are allowed.

**CHECK WHICH 3-5 ITEMS USED BY PARTICIPANTS:**

<b>Carrot</b>	<b>Celery</b>	<b>Citrus (Lemon, Lime, Orange, Etc.)</b>	<b>Cucumber</b>	<b>Kale</b>	<b>Kiwi</b>
<b>Melon</b>	<b>Mushroom</b>	<b>Onion</b>	<b>Parsley</b>	<b>Peppers</b>	<b>Pineapple</b>
<b>Potato</b>	<b>Radish</b>	<b>Tomato</b>	<b>Squash</b>	<b>Star Fruit</b>	<b>Strawberry</b>

**NO ELECTRIC TOOLS ARE PERMITTED.** Equipment participants may bring, but are not limited to, include:

- Small Chef’s Knife
- Vegetable Peeler
- Paring Knife
- Channel Knife
- Zester Fork
- Aspic Cutters
- Toothpicks or Skewers
- Apple Peeler/Corer
- V-Shaped Knife
- Crinkle Cutter
- Scissors
- Flex Blade Knife



## CULINARY FOOD ART POINT SUMMARY FORM

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

1. Make sure all information at the top is correct. If the participant does not show, write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, verify the evaluator scores and fill in the information below. Calculate the final score and ask for the evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the participant together.
3. At the end of the competition, double-check all scores and participant information to ensure accuracy.
4. Check with the Event Consultant or National FCCLA Staff if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Check-in</b> 0 or 5 points	<b>0</b> Did not arrive on time for participant check-in	<b>5</b> Arrived on time for participant check-in	
<b>Required Equipment</b> 0 or 5 points	<b>0</b> Did not bring all required equipment per participant	<b>5</b> Brought all required equipment per participant	
<b>EVALUATORS' SCORES</b>			<b>ROOM CONSULTANT TOTAL</b> (10 points possible)
Evaluator 1: _____	Initials: _____		<b>AVERAGE EVALUATOR SCORE</b> (90 points possible)
Evaluator 2: _____	Initials: _____		<b>FINAL SCORE</b> (Average Evaluator Score plus Room Consultant Score)
Total Score: _____	<i>Divided by # of Evaluators</i>	→	<b>FINAL SCORE</b>
_____	<b>= AVERAGE EVALUATOR SCORE</b>		
<b>VERIFICATION OF FINAL SCORE &amp; RATING</b> (please initial)			

Event Consultant/Volunteer Initials: \_\_\_\_\_



## CULINARY FOOD ART EVENT RUBRIC

Participant Name: \_\_\_\_\_

Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

SAFETY AND APPEARANCE					POINTS	
Clothing and Appearance 0-10 points	0 1 2 3 4	5 6 7 8	9 10			
	Non-professional appearance, attire and/or grooming	Neat appearance, attire, and grooming, but lacks professionalism	Professional appearance, attire and grooming			
Safety and Sanitation 0-10 points	0 1 2 3 4	5 6 7 8	9 10			
	Disregard of safety and sanitation practices, creating unsafe situation during preparation	Shows minimal safety and sanitation concerns during preparation	Follows all safety and sanitation practices			
Clean Up 0 or 5 points	0	5				
	Work area not completed cleaned upon completion of event	Work area completely cleaned upon completion of event				

FOOD ART PREPARATION AND PRESENTATION					POINTS	
Food Art Design 0- 5 points	0 1	2 3	4 5			
	Design was not hand drawn, did not include approved food items, and completed food art is not comparable to original design	Hand-drawn design, includes 3-5 approved food items, but completed food art is altered from original design	Hand-drawn design includes 3-5 approved food items. Completed food art is comparable to original design			
Equipment, Tools, and Techniques 0-15 points	0 1 2 3	4 5 6 7	8 9 10 11	12 13 14 15		
	Selection and usage of tools/equipment lacks understanding and demonstration of skills	Selection and usage of tools/equipment demonstrates some industry techniques	Selection and usage of tools/equipment demonstrated most industry techniques	Selects and uses all tools and equipment correctly		
Mise en Place, Time Management Scrap and Waste 0-10 points	0 1 2 3 4	5 6 7 8	9 10			
	Did not manage time or utilize Mise en Place to complete each task, excessive waste	Managed time and Mise en Place to complete most tasks on time, some waste	Utilized time and Mise en Place to complete each task on time, minimum waste			
Degree of Difficulty 0-10 points	0 1 2 3 4	5 6 7 8	9 10			
	Fair techniques, some evidence of skill/performance, somewhat organized	Good techniques, student is competent in skill/performance, organized	High quality techniques, superior skill/performance, well organized			
Craftsmanship/ Quality of Work 0-10 points	0 1 2 3 4	5 6 7 8	9 10			
	Lacks workmanship, some unacceptable proportions	Competent workmanship, acceptable proportions	Extremely high quality workmanship, accurate proportions, sturdy or stable if moved			
Use of Food Items 0-5 points	0 1	2 3	4 5			
	Not all of the food items brought were used in the food art presentation	All food items brought were used in the food art presentation	All food items brought were used creatively in the final food art presentation			
Creativity 0-10 points	0 1 2 3 4	5 6 7 8	9 10			
	Little or no creativity shown, no originality	Creative but not unique	Highly creative and unique approach, original			

Evaluator's Comments – Include two things done well and two opportunities for improvement:	<b>TOTAL</b> (90 Points Possible)
	Evaluator #: _____
	Evaluator Initials: _____ RC Initials: _____



# CULINARY KNIFE SKILLS

## CULINARY KNIFE SKILLS

An individual event will showcase the best of the participants’ knife skills. Participants will produce six uniform pieces for each knife cut meeting industry standards and demonstrating proper safety and sanitation procedures.

## ELIGIBILITY INFORMATION

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. The conference facility and schedule will determine the number of entries.
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.
4. Participants must be registered to attend the National Fall Conference and must stay at one of the official conference hotels. Hotel reservations will be verified prior to the meeting.

## GENERAL INFORMATION

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

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

CAREER PATHWAYS ALIGNMENT			
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
	■		

EVENT LEVELS			
Level 1: Through Grade 8	Level 2: Grades 9-10	Level 3: Grades 11-12	Level 4: Postsecondary
■	■	■	
*See page 7 for more information on event levels.			

GENERAL INFORMATION			
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1	Equipment	6’ of Table Space – Yes Ice – Yes Wall Space – No Supplies – No	Chef’s Attire (as described)

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



## CULINARY KNIFE SKILLS COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 2	LEVEL 3
<p>Participants must check in to the event holding room where they will be given a brief overview of the event and present tools and equipment for an equipment check, including the properly stored (washed, uncut) food items.</p> <p>Participants will bring all necessary tools and equipment for this event, as listed in the event specifications. Additional items are not allowed. Participants may not bring reference materials for use in the holding room.</p> <p>Participants will remain in the holding room until their assigned presentation time and following the presentation may not return to the holding room.</p>		
Evaluators will score participants as they work and must have scoring complete within the 5-minute clean-up time period.		
<b>5 minutes</b>	Participants will have 5 minutes to set up their workstation. Other persons may not assist.	
<b>15 minutes</b>	Participants will have 15 minutes to produce and arrange each of the knife cuts.	
<b>5 minutes</b>	Participants will have 5 minutes to clean their workstation.	
<b>Total Time: 25 Minutes</b>		

## CULINARY KNIFE SKILLS SPECIFICATIONS

EVENT FORMAT	
<b>Safety and Appearance</b>	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)). Facial jewelry is concealed with bandages. 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.

SPECIFICATIONS	LEVEL 2	LEVEL 3
<b>Clothing and Appearance</b>	Wear appropriate clothing and head covering, and present a well-groomed appearance.	
<b>Safety and Sanitation</b>	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 knife cuts.	

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

SPECIFICATIONS	LEVEL 2	LEVEL 3
<b>Equipment, Tools, and Techniques</b>	Use proper equipment, tools, products, vocabulary, and techniques. No external rulers are allowed. Only the following tools are allowed:	
	<ul style="list-style-type: none"> <li>• Vegetable Peeler</li> <li>• Paring Knife</li> <li>• 8" or 10" French Knife</li> <li>• Cutting Board and Mat</li> <li>• Parchment Paper and Pen</li> </ul>	<ul style="list-style-type: none"> <li>• Prepared Sanitizer</li> <li>• Towels</li> <li>• Gloves</li> <li>• ½ Sheet Pan</li> <li>• Small Compost/Waste Bucket or Bowl</li> </ul>



**CULINARY KNIFE SKILLS  
SPECIFICATIONS (CONTINUED)**

<b>Food Product</b>	Participants must bring 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.
<b>Time Management/Scraps and Wasting of Supplies</b>	Demonstrate careful planning for completing tasks efficiently. All scraps will be presented for evaluation of product waste.

**EVENT FORMAT**

<b>Knife Skills/Food Presentation</b>	The participant will present all food items for evaluation of appearance, temperature and waste at the end of the competition. There will be no extra time allowed to complete preparation or presentation. All work must stop at the time limit. Evaluation will be based on industry standards.
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<b>SPECIFICATIONS</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>
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<b>Knife Cuts</b>	A total of six (6) uniform and appropriate pieces are cut from the vegetable provided to demonstrate three (3) of the following list: Julienne; fine julienne; brunoise; fine brunoise; small, medium, large dice; paysanne; batonnet; rondelle; peel and small dice. Event evaluators will determine which three (3) cuts from specific vegetables all participants will demonstrate during the competition. Dimensions are based on the basic classical knife cuts described in American Culinary Federation (ACF) published guidelines. Knife cuts will be displayed on one (1) 1/2 sheet pan, and all cuts will be identified using the pen and parchment paper.	
<b>Overall Product Appearance and Presentation</b>	Prepare knife cuts consistently, with appropriate proportions. Demonstrate a high quality of workmanship.	



**CULINARY KNIFE SKILLS  
EQUIPMENT CHECK-IN FORM**

**Participant Name:** \_\_\_\_\_

**Chapter:** \_\_\_\_\_ **State:** \_\_\_\_\_ **Team #:** \_\_\_\_\_ **Station #:** \_\_\_\_\_ **Level:** \_\_\_\_\_

1. Only the following items are allowed in Culinary Knife Skills. Any additional items will not be allowed for competition and must be removed from the participant’s supplies.
2. Each student must have their own set of equipment and may not share items during the competition.
3. Participants bringing all items as required will earn 5 points on the Point Summary Form.

**REQUIRED EQUIPMENT, TOOLS AND SUPPLIES:**

<b>Vegetable Peeler</b>	<b>Paring Knife</b>	<b>8” or 10” French Knife</b>	<b>Cutting Board and Mat</b>
<b>Parchment Paper and Pen</b>	<b>Pen</b>	<b>Prepared Sanitizer</b>	<b>Towels</b>
<b>Gloves</b>	<b>1/2 Sheet Pan</b>	<b>Small Compost/Waste Bucket or Bowl</b>	<b>One Each: Carrot, Onion, And Potato</b>



## CULINARY KNIFE SKILLS POINT SUMMARY FORM

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

1. Make sure all information at top is correct. If the participant does not show, write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the participant together.
3. At the end of competition, double check all scores and participant information to ensure accuracy.
4. Check with the Event Consultant or National FCCLA Staff if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Check-in</b> 0 or 5 points	<b>0</b> Did not arrive on time for participant check-in	<b>5</b> Arrived on time for participant check-in	
<b>Required Equipment</b> 0 or 5 points	<b>0</b> Did not bring all required equipment per participant	<b>5</b> Brought all required equipment per participant	
<b>EVALUATORS' SCORES</b>			<b>ROOM CONSULTANT TOTAL</b> (10 points possible)
Evaluator 1: _____	Initials: _____		<b>AVERAGE EVALUATOR SCORE</b> (90 points possible)
Evaluator 2: _____	Initials: _____		<b>FINAL SCORE</b> (Average Evaluator Score plus Room Consultant Score)
Total Score: _____	<i>Divided by # of Evaluators</i>	➔	<b>FINAL SCORE</b>
_____	<b>= AVERAGE EVALUATOR SCORE</b>		
<b>VERIFICATION OF FINAL SCORE &amp; RATING</b> (please initial)			

Event Consultant/Volunteer Initials: \_\_\_\_\_





## CULINARY KNIFE SKILLS EVENT RUBRIC

Participant Name: \_\_\_\_\_

Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

SAFETY AND APPEARANCE					POINTS	
<b>Clothing and Appearance</b> 0-10 points	0 1 2 3 4	5 6 7 8	9 10			
	Non-professional appearance, attire and/or grooming	Neat appearance, attire, and grooming, but lacks professionalism	Professional appearance, attire and grooming			
<b>Safety and Sanitation</b> 0-10 points	0 1 2 3 4	5 6 7 8	9 10			
	Disregard of safety and sanitation practices, creating unsafe situation during preparation	Shows minimal safety and sanitation concerns during preparation	Follows all safety and sanitation practices			
<b>Clean Up</b> 0 or 5 points	0	5				
	Work area not completed cleaned upon completion of event	Work area completely cleaned upon completion of event				

FOOD PRODUCTION					POINTS	
<b>Equipment, Tools, and Techniques</b> 0-10 points	0 1 2 3 4	5 6 7 8	9 10			
	Selection and usage of tools/equipment lacks understanding and demonstration of skills	Selection and usage of tools/equipment occasionally lacks appropriate industry techniques	Selects and uses all tools and equipment correctly			
<b>Mise en place, Time Management Scraps and Waste</b> 0-10 points	0 1 2 3 4	5 6 7 8	9 10			
	Did not manage time or utilize Mise en Place to complete each task, excessive waste	Managed time and Mise en Place to complete most tasks on time, some waste	Utilized time and Mise en Place to complete each task on time, minimum waste			

KNIFE SKILLS/FOOD PRESENTATION					POINTS	
<b>Overall Product Appearance and Presentation Consistent, correct proportions</b> 0-15 points	0 1 2 3	4 5 6 7	8 9 10 11	12 13 14 15		
	Lacks workmanship, some of the display unacceptable proportions	Ordinary quality of workmanship, improvement needed in proportions	Competent workmanship, acceptable proportions	Extremely high-quality workmanship, accurate proportions		
<b>Knife Cut #1:</b> 0-10 points	0 1	2 3 4	5 6 7	8 9 10		
	Incorrect cut or not uniform in size or shape	Correct but pieces inconsistent in size and shape	Correct cut, nearly all consistent in size and shape	Correct cut, identical in size and shape		
<b>Knife Cut #2:</b> 0-10 points	0 1	2 3 4	5 6 7	8 9 10		
	Incorrect cut or not uniform in size or shape	Correct but pieces inconsistent in size and shape	Correct cut, nearly all consistent in size and shape	Correct cut, identical in size and shape		
<b>Knife Cut #3:</b> 0-10 points	0 1	2 3 4	5 6 7	8 9 10		
	Incorrect cut or not uniform in size or shape	Correct but pieces inconsistent in size and shape	Correct cut, nearly all consistent in size and shape	Correct cut, identical in size and shape		

<b>Evaluator's Comments – Include two things done well and two opportunities for improvement:</b>  <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	<b>TOTAL</b> <b>(90 Points Possible)</b>	
<b>Evaluator #:</b> _____ <b>Evaluator Initials:</b> _____ <b>RC Initials:</b> _____		



# FASHION SKETCH

**NOT OFFERED: 2023-2024; OFFERED: 2024-2025**

## FASHION SKETCH

An individual event recognizes members for their ability to design and sketch a croquis based on a provided design scenario.

### ELIGIBILITY INFORMATION

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.
3. Participants must be registered to attend the National Fall Conference and must stay at one of the official conference hotels. Hotel reservations will be verified prior to the meeting.

### GENERAL INFORMATION

1. A table will be provided.
2. Spectators are not allowed.
3. Participants are not allowed to discuss the event with other participants. Doing so will result in disqualification.
4. Presentations may not be recorded or photographed during competition except by the official FCCLA photographer.
5. Participants must follow the approved conference dress code for participation in this event.

**[CLICK HERE TO VIEW NATIONAL DEADLINES](#)**

CAREER PATHWAYS ALIGNMENT			
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
			■

EVENT LEVELS			
Level 1: Through Grade 8	Level 2: Grades 9-10	Level 3: Grades 11-12	Level 4: Postsecondary
	■	■	

\*See page 7 for more information on event levels.

GENERAL INFORMATION			
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1	Equipment	Table – Yes Wall Space – No Supplies – No	FCCLA Official Dress

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



## FASHION SKETCH

### COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 2	LEVEL 3
<p>Participants must attend an event check-in session where they will be given a brief overview of the event.</p> <p>Participants are required to bring the following supplies: 1 file folder (plain, of any color); colored pencils, crayons, and/or markers; erasers; pencil sharpener(s), and ruler(s). No reference materials are allowed. FCCLA will provide one copy of the Elements and Principles of Design worksheet, one croquis, and plain paper per participant. Participants may draw their own croquis if they choose. Croquis of various sexes, ages, and body sizes will be provided.</p> <p>Contents of the file folder will be returned to the participant.</p>		
<b>40 minutes</b>	The event consultant will give the participant a design scenario. Participants will have 40 minutes to design, sketch, color croquis, and complete the Elements and Principles of Design worksheet.	
<b>5 minutes</b>	Using the completed Croquis and completed Elements and Principles of Design worksheet, participants will have 5 minutes to deliver an oral presentation. A 1-minute warning will be given at 4 minutes. Participants will be asked to stop at 5 minutes. Following the oral presentation, the participant will provide the completed croquis and worksheet to evaluators in the file folder	
<b>5 minutes</b>	Evaluators have up to 5 minutes to ask questions, score, and write comments for each entry. The decision of the evaluators is final.	
<b>Total Time: 50 Minutes</b>		

## FASHION SKETCH

### SPECIFICATIONS

EVENT FORMAT	
<b>Fashion Sketching</b>	At the designated time, each participant will receive a design scenario. Participants will have 40 minutes to design, sketch, and color one outfit on a croquis. Participants will complete the Principles and Elements of Design worksheet.

SPECIFICATIONS	LEVEL 2	LEVEL 3
<b>Sketching Techniques</b>	Produce a design that is neatly rendered, sketched, colored and includes extra details (zippers, stitching, buttons, seam lines, etc.)	
<b>Design Scenario</b>	Make appropriate choices to meet the design scenario.	
<b>Elements of Design</b>	Evidence that all 4 parts of the elements of design are included in the sketch—color, line, texture, and shape.	
<b>Principles of Design</b>	Evidence that all 5 parts of the principles of design are included in the sketch—proportion, balance, rhythm, emphasis, and harmony.	
<b>Accessories</b>	Incorporate accessories into sketch (jewelry, gloves, hats, sunglasses, scarves, handkerchiefs, etc.)	
<b>Creative and Original Designs</b>	Execute original thought and planned out designs of croquis.	
<b>Craftsmanship</b>	Croquis is clean and crisp with no excessive eraser marks. Outline the croquis in black pen or pencil.	

EVENT FORMAT	
<b>Oral Presentation</b>	The oral presentation may be up to five (5) minutes in length and is delivered to evaluators. Evaluators will ask questions following the presentation.

SPECIFICATIONS	LEVEL 2	LEVEL 3
<b>Organization/Delivery</b>	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project. This delivery will need to explain the use of elements and principles of design in the sketch.	
<b>Content Knowledge</b>	Show evidence of fashion design knowledge and skills. Participants may use the Elements and Principles of Design worksheet if desired.	

## FASHION SKETCH



SPECIFICATIONS (CONTINUED)

<b>Voice</b>	Speak with appropriate force, pitch, and articulation.
<b>Body Language/ Clothing Choice</b>	Use appropriate body language including gestures, posture, and mannerisms. Wear clothing that meets the conference dress code.
<b>Grammar/Word Usage/ Pronunciation</b>	Use proper grammar, word usage and pronunciation.
<b>Responses to Evaluators' Questions</b>	Provide clear and concise answers to evaluators' questions regarding the project.



## FASHION SKETCH POINT SUMMARY FORM

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

1. Make sure all information at top is correct. If the participant does not show, write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the participant together.
3. At the end of competition, double check all scores and participant information to ensure accuracy.
4. Check with the Event Consultant or National FCCLA Staff if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Check-in</b> 0 or 5 points	<b>0</b> Did not arrive on time for participant check-in	<b>5</b> Arrived on time for participant check-in	
<b>File Folder and Supplies</b> 0 or 5 points	<b>0</b> Did not bring all required supplies participant	<b>5</b> Brought all required supplies per participant	
<b>EVALUATORS' SCORES</b>			<b>ROOM CONSULTANT TOTAL</b> (10 points possible)
Evaluator 1: _____	Initials: _____		<b>AVERAGE EVALUATOR SCORE</b> (90 points possible)
Evaluator 2: _____	Initials: _____		<b>FINAL SCORE</b> (Average Evaluator Score plus Room Consultant Score)
Total Score: _____	<i>Divided by # of Evaluators</i>	→	<b>FINAL SCORE</b>
_____	<b>= AVERAGE EVALUATOR SCORE</b>		
<b>VERIFICATION OF FINAL SCORE &amp; RATING</b> (please initial)			

Event Consultant/Volunteer Initials: \_\_\_\_\_



## FASHION SKETCH EVENT RUBRIC

Participant Name: \_\_\_\_\_

Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

SKETCH					POINTS
<b>Sketching Technique</b> 0-14 points	<b>0 1 2 3</b> No attempt has been made to add realistic detail, shading or a variety of line to add texture and interest	<b>4 5 6 7</b> An attempt has been made to add realistic detail, shading or a variety of line to add texture and interest	<b>8 9 10 11</b> Student is able to add realistic detail, shading or a variety of line to add texture and interest	<b>12 13 14</b> Drawing techniques are applied in an expressive, thoughtful manner to add realistic detail, shading or a variety of lines to add texture and interest	
<b>Design Scenario</b> 0-4 points	<b>0</b> The situation was not taken into consideration when planning the outfit	<b>1 2 3</b> Situation was somewhat realized in the planning of the outfit	<b>4</b> Situation was taken into consideration when planning this outfit		
<b>Elements of Design</b> 0-14 points	<b>0 1 2 3</b> Only one element was utilized in the outfit	<b>4 5 6 7</b> Only two out of the four elements were visible in the outfit	<b>8 9 10 11</b> Only three out of the four elements were visible in the outfit	<b>12 13 14</b> It was evident that color, shape, texture, and line all played a role in designing the outfit	
<b>Principles of Design</b> 0-14 points	<b>0 1 2 3</b> Only one principle was utilized in the outfit	<b>4 5 6 7</b> Only two or three out of the five elements were visible in the outfit	<b>8 9 10 11</b> Only four out of the five elements were visible in the outfit	<b>12 13 14</b> It was evident that balance, rhythm, proportion, emphasis and harmony all played a role in designing the outfit	
<b>Accessories</b> 0-3 points	<b>0</b> No evidence of accessories	<b>1</b> One accessory was used	<b>2</b> Accessories were used to complement the outfit, but were not various in assortments	<b>3</b> Accessories were creatively used to complement the basic outfit. Various types of accessories were included	
<b>Creative and Original Design</b> 0-3 points	<b>0</b> Design shows little or no evidence of original thought	<b>1</b> Design lacks sincere originality	<b>2</b> Design demonstrates originality	<b>3</b> Design demonstrates a unique level of originality	
<b>Craftsmanship</b> 0-3 points	<b>0</b> Final sketch is not outlined. There are excessive erase marks. Lacks neat and clean presentation	<b>1</b> Final figure somewhat outlined. There are some eraser marks on sketch. It is neat and somewhat clean presentation	<b>2</b> 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	<b>3</b> 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					POINTS
<b>Organization/Delivery</b> 0-10 points	<b>0 1 2</b> Presentation is not completed or does not explain the elements and principles of design	<b>3 4 5</b> Presentation covers all project elements and principles of design, however with minimal explanation	<b>6 7 8</b> Presentation gives complete information the elements and principles of design, however it does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Content Knowledge</b> 0-5 points	<b>0</b> None shared or information shared was incorrect	<b>1 2</b> Minimal knowledge shared during presentation	<b>3 4</b> Knowledge of fashion design concepts is evident and shared at times during the presentation	<b>5</b> Knowledge of fashion design concepts is evident and incorporated throughout the presentation	
<b>Voice</b> 0-5 points	<b>0</b> No voice qualities are used effectively	<b>1 2</b> Voice quality is adequate	<b>3 4</b> Voice quality is good, though could improve	<b>5</b> Voice quality is outstanding and pleasing to listen to	



**FASHION SKETCH  
EVENT RUBRIC (CONTINUED)**

<b>Body Language/ Clothing Choice</b> 0- 5points	<b>0</b> Body language shows nervousness and unease/inappropriate clothing	<b>1 2</b> Body language shows minimal amount of nervousness/ appropriate conference attire	<b>3 4</b> Body language portrays participant at ease/ appropriate conference attire	<b>5</b> Body language enhances the presentation/ appropriate conference attire		
<b>Grammar/ Word Usage Pronunciation</b> 0-5 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1 2</b> Some (3-5) grammatical and pronunciation errors	<b>3 4</b> Few (1-2) grammatical and pronunciation errors	<b>5</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b> Did not answer evaluators' questions	<b>1 2</b> Responses to questions did not indicate adequate understanding of skills needed	<b>3 4</b> Responses to questions were appropriate and reflect good understanding of skills needed	<b>5</b> Responses to questions were appropriate and reflect excellent understanding of skills needed		

<b>Evaluator's Comments – Include two things done well and two opportunities for improvement:</b>	<b>TOTAL (90 Points Possible)</b>	
	Evaluator #: _____	
	Evaluator Initials: _____	
		RC Initials: _____



**FASHION SKETCH**  
**ELEMENTS AND PRINCIPLES OF DESIGN WORKSHEET**

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

1. To be completed by participant at the designated participation time.
2. Place completed worksheet in file folder, along with completed croquis, and provide to evaluators following the oral presentation.

<b>ELEMENTS OF DESIGN</b>	
<b>Element</b>	<b>Explain Element and how it has been incorporated in the sketch</b>
<b>Line</b>	
<b>Shape</b>	
<b>Texture</b>	
<b>Color</b>	

<b>PRINCIPLES OF DESIGN</b>	
<b>Principle</b>	<b>Explain the Principle and how it has been utilized in the sketch</b>
<b>Proportion</b>	
<b>Balance</b>	
<b>Emphasis</b>	
<b>Rhythm</b>	
<b>Harmony</b>	





**FASHION SKETCH**  
**SUPPLIES CHECK-IN FORM**

**Participant Name:** \_\_\_\_\_  
**Chapter:** \_\_\_\_\_ **State:** \_\_\_\_\_ **Team #:** \_\_\_\_\_ **Station #:** \_\_\_\_\_ **Level:** \_\_\_\_\_

1. Only the following items are allowed in Fashion Sketch. Any additional items will not be allowed for competition and must be removed from the participant’s supplies.
2. Each student must have their own set of equipment and may not share items during the competition.
3. Participants bringing all items as required will earn 5 points on the Point Summary Form.

**CHECK WHICH ITEMS PARTICIPANTS BROUGHT:**

<b>(1) File Folder (Plain, of Any Color)</b>	<b>Colored Pencils, Crayons, and/or Markers</b>	<b>Erasers</b>	<b>Pencil Sharpener(s)</b>	<b>Ruler(s)</b>



# FCCLA CREED SPEAKING & INTERPRETATION

**NOT OFFERED: 2023-2024; OFFERED: 2024-2025**

## FCCLA CREED SPEAKING & INTERPRETATION

An individual event recognizes first-year members through grade 10 for their ability to recite and interpret the FCCLA creed 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.

### ELIGIBILITY INFORMATION

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. The conference facility and schedule will determine the number of entries.
2. Participation is open to any first-year nationally affiliated FCCLA member through grade 10.
3. Participants must be registered to attend the National Fall Conference and must stay at one of the official conference hotels. Hotel reservations will be verified prior to the conference.

### GENERAL INFORMATION

1. No additional set-up is provided.
2. Spectators are not allowed.
3. Participants are not allowed to discuss the event with other participants. Doing so will result in disqualification.
4. Presentations may not be recorded or photographed during the competition except by the official FCCLA photographer.
5. Participants must follow the approved conference dress code for participation in this event.

[\*\*CLICK HERE TO VIEW NATIONAL DEADLINES\*\*](#)

### CAREER PATHWAYS ALIGNMENT

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

### EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9-10	Level 3: Grades 11-12	Level 4: Postsecondary
■	■	■	

\*See page 7 for more information on event levels.

**Available only to new, first year members.**

### GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1	Equipment	Table – No Wall Space – No Supplies – No	FCCLA Official Dress

### PRESENTATION ELEMENTS ALLOWED

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



**FCCLA CREED SPEAKING & INTERPRETATION  
COMPETITION PROCEDURES & TIME REQUIREMENTS**

<b>TIME</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>
<p>Participants must attend an event orientation session where they will be given a brief overview of the event.</p> <p>At the designated time, an event volunteer will introduce each participant. The participant may not offer introductory remarks or concluding remarks. The participant will greet or thank the evaluators and shake their hands either before or after their event presentation.</p> <p>Participants may not use note cards. No other presentation elements such as music or visuals are allowed.</p>		
<b>2 minutes</b>	The individual participant will recite the creed from memory to the evaluators. There is a maximum of 2 minutes for the creed presentation. Once the participant has begun reciting the creed, he/she may not stop and start over.	
<b>3 minutes</b>	At the conclusion of the creed presentation, the evaluators will ask the participant to answer three (3) questions concerning the meaning of the creed and how the creed fits the participant’s personal philosophy. There will be a 3-minute time limit for questions and answers.	
<b>5 minutes</b>	Evaluators will score and write comments for each entry for approximately 5 minutes. The decision of the evaluators is final.	
<b>Total Time: 10 Minutes</b>		

**FCCLA CREED SPEAKING & INTERPRETATION  
SPECIFICATIONS**

<b>EVENT FORMAT</b>	
<b>Presentation and Interview</b>	<p>At the designated time, an event volunteer will introduce each participant. The participant may not offer introductory remarks or concluding remarks. The participant will greet or thank the evaluators and shake their hands either before or after their event presentation.</p> <p>The individual participant will recite the creed from memory to the evaluators. There is a maximum of two (2) minutes for the creed presentation. Once the participant has begun reciting the creed, he/she may not stop and start over. At the conclusion of the creed presentation, the evaluators will ask the participant to answer three (3) questions concerning the meaning of the creed and how the creed fits the participant’s personal philosophy. There will be a 3-minute time limit for questions and answers.</p>

<b>SPECIFICATIONS</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>
<b>Creed Memorization</b>	Orally deliver the FCCLA creed in the correct order and with all the correct words.	
<b>Stage Presence/ Professionalism</b>	Deliver creed and interpretation with poise, confidence and ease. Greet or thank evaluators and shake their hands in a professional manner.	
<b>Gestures/Mannerisms</b>	Use appropriate gestures, movements that enhance the presentation.	
<b>Posture</b>	Stand straight and face the audience in a relaxed and natural way.	
<b>Eye Contact</b>	Maintain eye contact with evaluators and audience.	
<b>Enthusiasm</b>	Facial expressions and body language generate a strong interest and enthusiasm about the topics.	
<b>Voice</b>	Speak with appropriate force, pitch, and articulation.	
<b>Tempo</b>	Use tempo or pauses to improve meaning and/or add dramatic impact.	
<b>Volume</b>	Speak loudly enough to be heard by all throughout the presentation.	
<b>Clothing Choice</b>	Wear clothing that meets the conference dress code.	
<b>Grammar/Word Usage/Pronunciation</b>	Use proper grammar, word usage, and pronunciation in both creed presentation and interpretation responses.	
<b>Interpretation and Responses to Questions</b>	Answer questions with concise, well-constructed, honest responses, and places the answers in context of their personal philosophy.	



## FCCLA CREED SPEAKING & INTERPRETATION POINT SUMMARY FORM

Participant Name: \_\_\_\_\_  
Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

1. Make sure all information at top is correct. If the participant does not show, write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the participant together.
3. At the end of competition, double check all scores and participant information to ensure accuracy.
4. Check with the Event Consultant or National FCCLA Staff if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Check-in</b> 0 or 5 points	<b>0</b>	<b>5</b>	
	Did not arrive on time for participant check-in	Arrived on time for participant check-in	
<b>EVALUATORS' SCORES</b>			<b>ROOM CONSULTANT TOTAL</b>
Evaluator 1: _____	Initials: _____		(5 points possible)
Evaluator 2: _____	Initials: _____		<b>AVERAGE EVALUATOR SCORE</b>
			(95 points possible)
Total Score: _____	<i>Divided by # of Evaluators</i>		<b>FINAL SCORE</b>
_____	<b>= AVERAGE EVALUATOR SCORE</b>		(Average Evaluator Score plus Room Consultant Score)
			<b>FINAL SCORE</b>
<b>VERIFICATION OF FINAL SCORE &amp; RATING</b> (please initial)			

Event Consultant/Volunteer Initials: \_\_\_\_\_



## FCCLA CREED SPEAKING & INTERPRETATION EVENT RUBRIC

Participant Name: \_\_\_\_\_

Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PRESENTATION						POINTS
<b>Creed Memorization</b> 0–18 points	<b>0 1 2 3</b> Attempted to recite the creed, started but did not finish	<b>4 5 6 7</b> Recited the creed but omitted one or more sentences	<b>8 9 10 11</b> Recited the creed but not in the correct order	<b>12 13 14 15</b> Recited the creed in correct order, with 2 errors or omissions	<b>16 17 18</b> Recited the creed in correct order with no more than 1 error or omission	
<b>Stage Presence/ Professionalism</b> 0–17 points	<b>0 1 2 3</b> Delivery and interpretation were shaky, overly nervous, or overaggressive did not greet or thank evaluators and shake hands	<b>4 5 6 7</b> Fair delivery and interpretation, somewhat nervous, poise and confidence, and interaction with evaluators needs improvement	<b>8 9 10</b> Good delivery, interpretation and poise, though did not greet or thank evaluators	<b>11 12 13 14</b> Good delivery and interpretation, speaks with poise, confidence and ease. Greeted or thanked evaluators and shook hands in a professional manner	<b>15 16 17</b> Excellent delivery and interpretation, speaks with poise, confidence and ease. Greeted or thanked evaluators and shook hands in a professional manner	
<b>Gestures/ Mannerisms</b> 0–5 points	<b>0</b> None used	<b>1 2</b> Overuse of hand motions, too much movement	<b>3 4</b> Limited use of gestures	<b>5</b> Gestures appear natural and are appropriate		
<b>Posture</b> 0–5 points	<b>0</b> Poor posture, turns away from audience	<b>1 2</b> Leans, sways, slouches, or posture is very tense	<b>3 4</b> Generally good posture and faces audience	<b>5</b> Straight posture, relaxed and faces audience		
<b>Eye Contact</b> 0–5 points	<b>0</b> No eye contact with evaluators or audience	<b>1 2</b> Limited eye contact with evaluators or audience	<b>3 4</b> Inconsistent eye contact with evaluators or audience	<b>5</b> Good eye contact with evaluators or audience		
<b>Enthusiasm</b> 0–5 points	<b>0</b> No enthusiasm for the presentation	<b>1 2</b> Very little use of facial expression or body language. Did not generate much interest in topic	<b>3 4</b> Facial expressions are body language are used to try to generate enthusiasm but seem somewhat forced	<b>5</b> Facial expressions are body language sometimes generate a strong interest and enthusiasm about the topic in others		
<b>Voice</b> 0–5 points	<b>0</b> Monotone voice, no difficult to understand words	<b>1 2</b> Below average use of emphasis, pitch and articulation	<b>3 4</b> Good use of emphasis, pitch, and articulation	<b>5</b> Excellent use of force, emphasis, pitch, and articulation		
<b>Tempo</b> 0–5 points	<b>0</b> Tempo or pauses were used in such a way that they were very distracting	<b>1 2</b> Tempo or pauses were not used to improve meaning or dramatic impact	<b>3 4</b> Tempo or pauses were intentionally used but were not effective in improving meaning or dramatic impact	<b>5</b> Tempo or pauses were helpful in improving meaning or dramatic impact		
<b>Volume</b> 0–5 points	<b>0</b> Unable to hear the presentation	<b>1 2</b> Volume often too soft to be heard by all	<b>3 4</b> Volume is loud enough to be heard by all at least 80% of the time	<b>5</b> Volume is loud enough to be heard at least 90% of the time		
<b>Clothing Choice</b> 0–5 points	<b>0</b> Inappropriate clothing not meeting dress code	<b>1 2</b> Appropriate conference attire but clothing is wrinkled, ill fitting, or stained	<b>3 4</b> Appropriate conference attire	<b>5</b> Appropriate conference attire, fits well and gives best impression		
<b>Grammar/ Word Usage/ Pronunciation</b> 0–5 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1 2</b> Some (3–5) grammatical and pronunciation errors	<b>3 4</b> Few (1–2) grammatical and pronunciation errors	<b>5</b> Presentation has no grammatical or pronunciation errors		



**FCCLA CREED SPEAKING & INTERPRETATION  
EVENT RUBRIC (CONTINUED)**

<b>Interpretation and Responses to Questions</b> 0-15 points	<b>0 1 2</b>	<b>3 4 5 6</b>	<b>7 8 9</b>	<b>10 11 12</b>	<b>13 14 15</b>	
	Does not respond to questions	Answers but fails to elaborate or explain, or shows little understanding of the Creed	Appropriate responses but appear rehearsed, unsure, or does not reflect good understanding of the Creed	Concise, well-constructed, and genuine responses that convey thought, meaning and understanding of the Creed	Concise, well-constructed and genuine responses that convey thought, meaning and understanding of the Creed within the context of their personal philosophy	

<b>Evaluator's Comments – Include two things done well and two opportunities for improvement:</b>          	<b>TOTAL</b> <b>(95 Points Possible)</b>	
	<b>Evaluator #:</b> _____	
	<b>Evaluator Initials:</b> _____ <b>RC Initials:</b> _____	



# IMPROMPTU SPEAKING

## IMPROMPTU SPEAKING

An individual event recognizes participants for their ability to address a topic relating to FCCLA and Family and Consumer Sciences without prior preparation. The ability to express one’s thoughts in an impromptu situation while maintaining poise, self-confidence, logical organization of point, and conversational speaking are important assets in family, career and community situations.

## ELIGIBILITY INFORMATION

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. The conference facility and schedule will determine the number of entries.
2. Participation is open to any nationally affiliated FCCLA member.
3. Participants must be registered to attend the National Fall Conference and must stay at one of the official conference hotels. Hotel reservations will be verified prior to the meeting.

## GENERAL INFORMATION

1. A table and lectern will be provided.
2. Spectators are not allowed.
3. Participants are not allowed to discuss the event with other participants. Doing so will result in disqualification.
4. Presentations may not be recorded or photographed during the competition except by the official FCCLA photographer.
5. Participants must follow the approved conference dress code for participation in this event.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

CAREER PATHWAYS ALIGNMENT			
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
■			■

EVENT LEVELS			
Level 1: Through Grade 8	Level 2: Grades 9-10	Level 3: Grades 11-12	Level 4: Postsecondary
■	■	■	
*See page 7 for more information on event levels.			
Available only to new, first year members.			

GENERAL INFORMATION			
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1	Oral Presentation	Table – No Lectern – Yes Wall Space – No Supplies – No	FCCLA Official Dress

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



## IMPROMPTU SPEAKING

### COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVEL 3
<p>Participants must attend an event orientation session where they will be given a brief overview of the event.</p> <p>The participant may see the three topics before choosing one to use. The topics will relate to FCCLA purposes, activities, current programs and/or Family and Consumer Sciences topics.</p> <p>Participants may not bring reference materials for use during the 10-minute preparation period.</p> <p>Participants are allowed to bring one 4" x 6" card that can be used during the preparation and performance. Information may be written on both sides of the note card. The note card must be left with the event consultant at the conclusion of the oral presentation.</p> <p>An event volunteer will introduce each participant. The participant will introduce the speech topic by title only.</p>			
<b>4 minutes</b>	Each speech must be 4 minutes in length. A 1-minute warning will be given at 3 minutes. Participants will be asked to stop at 4 minutes.		
<b>5 minutes</b>	Evaluators will score and write comments for each entry for approximately 5 minutes.		
<b>Total Time: 20 Minutes</b>			

## IMPROMPTU SPEAKING

### SPECIFICATIONS

EVENT FORMAT	
<b>Oral Presentation</b>	The oral presentation may be up to 4 minutes in length and is delivered to evaluators. The presentation must be based on the topic chosen and must not be scripted.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3
<b>Introduction</b>	Uses creative methods to capture the audience's attention.		
<b>Relationship to Family and Consumer Sciences and/or Related Careers</b>	Reflect views and knowledge of issues related to areas of Family and Consumer Sciences and/or related careers.		
<b>Relationship to FCCLA Purposes, Programs, and/or Activities</b>	Referenced FCCLA purposes, programs, or activities in relation to the chosen topic.		
<b>Purpose and Focus</b>	Establishes a purpose early in the presentation and maintains a clear focus throughout the oral presentation.		
<b>Idea Organization</b>	Ideas effectively organized and remain aligned with the chosen topic.		
<b>Topic Development</b>	Fully addresses the chosen topic and the oral presentation is not scripted.		
<b>Summary/Ending</b>	Summarize major points related to the chosen topic.		
<b>Delivery: Enthusiasm</b>	Facial expressions and body language generate a strong interest and enthusiasm about the topics in others.		
<b>Delivery: Tempo</b>	Use tempo or pauses to improve meaning and/or add dramatic impact.		
<b>Delivery: Volume</b>	Speak loudly enough to be heard by all throughout the presentation.		
<b>Delivery: Eye Contact</b>	Maintain eye contact with evaluators and the audience.		
<b>Body Language/ Clothing Choice</b>	Use appropriate body language including gestures, posture and mannerisms. Wear appropriate clothing for the nature of the presentation.		
<b>Grammar/Word Usage/ Pronunciation</b>	Use proper grammar, word usage and pronunciation.		





## IMPROMPTU SPEAKING POINT SUMMARY FORM

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

1. Make sure all information at top is correct. If the participant does not show, write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the participant together.
3. At the end of competition, double check all scores and participant information to ensure accuracy.
4. Check with the Event Consultant or National FCCLA Staff if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Check-in</b> 0 or 5 points	<b>0</b>	<b>5</b>	
	Did not arrive on time for participant check-in	Arrived on time for participant check-in	
<b>EVALUATORS' SCORES</b>			<b>ROOM CONSULTANT TOTAL</b>
Evaluator 1: _____	Initials: _____		(5 points possible)
Evaluator 2: _____	Initials: _____		<b>AVERAGE EVALUATOR SCORE</b>
			(95 points possible)
Total Score: _____	<i>Divided by # of Evaluators</i>		<b>FINAL SCORE</b>
_____	<b>= AVERAGE EVALUATOR SCORE</b>		(Average Evaluator Score plus Room Consultant Score)
			<b>FINAL SCORE</b>
<b>VERIFICATION OF FINAL SCORE &amp; RATING</b> (please initial)			

Event Consultant/Volunteer Initials: \_\_\_\_\_



## IMPROMPTU SPEAKING EVENT RUBRIC

Participant Name: \_\_\_\_\_

Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

ORAL PRESENTATION						POINTS
<b>Introduction</b> 0–8 points	<b>0</b> No obvious introduction	<b>1 2</b> Introduction not effective in capturing attention	<b>3 4 5</b> Somewhat creative and attention getting	<b>6 7 8</b> Introduction captured attention immediately		
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0-5 points	<b>0</b> No evidence of relationship between topic and FCS	<b>1 2</b> Minimal evidence of topic and FCS coursework relationship	<b>3 4</b> Knowledge of topic and relationship to FCS is good	<b>5</b> Knowledge of topic and FCS relationship is evident and explained well		
<b>Relationship to FCCLA Programs, Purposes and Activities</b> 0-15 points	<b>0 1 2</b> No evidence of relationship to FCCLA	<b>3 4 5 6</b> Used 1 example of FCCLA purposes, programs or activities in relation to topic	<b>7 8 9</b> Used 2 examples of FCCLA purposes, programs, or activities in relation to topic	<b>10 11 12</b> Used 3 or more examples of FCCLA purposes, programs, or activities in relation to topic	<b>13 14 15</b> Used 4 or more examples of FCCLA purposes, programs, or activities in relation to the topic	
<b>Purpose and Focus</b> 0–8 points	<b>0</b> Purpose and focus is missing	<b>1 2</b> Purpose and focus is weak and difficult to figure out	<b>3 4 5</b> Purpose and focus is implied, but fairly clear	<b>6 7 8</b> Establishes a purpose early and maintains focus for most of presentation		
<b>Idea Organization</b> 0–8 points	<b>0</b> Ideas not organized, hard to follow, audience left confused by disorganization	<b>1 2</b> Ideas lack coherence, consistency and flow, audience makes assumptions to follow	<b>3 4 5</b> Ideas mostly coherent but not clearly supported in project flow, portions are hard to follow	<b>6 7 8</b> Ideas mostly coherent and organized, project flow is easily followed		
<b>Topic Development</b> 0–8 points	<b>0</b> Presentation is not related to chosen topic	<b>1 2</b> Very little relationship between presentation and chosen topic	<b>3 4 5</b> Presentation somewhat centers on chosen topic	<b>6 7 8</b> Topic is generally addressed and developed		
<b>Summary/Ending</b> 0–8 points	<b>0</b> Ending is abrupt, weak, or missing	<b>1 2</b> Ending is somewhat developed, but does not provide closure	<b>3 4 5</b> Ending meets average audience expectations	<b>6 7 8</b> Ending is creative and closes the project well		
<b>Delivery: Enthusiasm</b> 0- 5 points	<b>0</b> No enthusiasm for the presentation	<b>1 2</b> Very little use of facial expression or body language. Did not generate much interest in topic	<b>3 4</b> Facial expressions are body language are used to try to generate enthusiasm but seem somewhat forced	<b>5</b> Facial expressions are body language sometimes generate a strong interest and enthusiasm about the topic in others		
<b>Delivery: Tempo</b> 0–5 points	<b>0</b> Tempo or pauses were used in such a way that they were very distracting	<b>1 2</b> Tempo or pauses were not used to improve meaning or dramatic impact	<b>3 4</b> Tempo or pauses were intentionally used but were not effective in improving meaning or dramatic impact	<b>5</b> Tempo or pauses were helpful in improving meaning or dramatic impact		
<b>Delivery: Volume</b> 0–5 points	<b>0</b> Unable to hear the presentation	<b>1 2</b> Volume often too soft to be heard by all	<b>3 4</b> Volume is loud enough to be heard by all at least 80% of the time	<b>5</b> Volume is loud enough to be heard at least 90% of the time		
<b>Delivery: Eye Contact</b> 0–5 points	<b>0</b> No eye contact with evaluators	<b>1 2</b> Limited eye contact	<b>3 4</b> Inconsistent eye contact	<b>5</b> Good eye contact		
<b>Body Language/ Clothing Choice</b> 0-5 points	<b>0</b> No eye contact with evaluators	<b>1 2</b> Body language shows minimal amount of nervousness/ appropriate conference attire	<b>3 4</b> Body language portrays participant at ease/ appropriate conference attire	<b>5</b> Body language enhances the presentation/ appropriate conference attire		



**IMPROMPTU SPEAKING  
EVENT RUBRIC (CONTINUED)**

<b>Grammar/ Word Usage/ Pronunciation</b> 0-5 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1 2</b> Some (3-5) grammatical and pronunciation errors	<b>3 4</b> Few (1-2) grammatical and pronunciation errors	<b>5</b> Presentation has no grammatical or pronunciation errors		
<b>Time</b> 0-5 points	<b>0</b> Presentation is less than 1 minute	<b>1 2</b> Presentation is less than 2 minutes	<b>3 4</b> Presentation is between 2 and 2:59 minutes in length	<b>5</b> Presentation is 3-4 minutes in length		

<b>Evaluator's Comments – Include two things done well and two opportunities for improvement:</b>	<b>TOTAL</b> <b>(95 Points Possible)</b>	
	<b>Evaluator #:</b> _____ <b>Evaluator Initials:</b> _____ <b>RC Initials:</b> _____	



# 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.

**ELIGIBILITY INFORMATION**

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. The conference facility and schedule will determine the number of entries.
2. Participation is open to any nationally affiliated FCCLA member.
3. Participants must be registered to attend the National Fall Conference and must stay at one of the official conference hotels. Hotel reservations will be verified prior to the meeting.

**GENERAL INFORMATION**

1. A table will be provided.
2. Spectators are not allowed.
3. Participants are not allowed to discuss the event with other participants after competing. Doing so will result in disqualification.
4. Presentations may not be recorded or photographed during competition, except by the official FCCLA photographer.
5. Participants must follow the approved conference dress code for participation in this event.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

CAREER PATHWAYS ALIGNMENT			
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
			■

EVENT LEVELS			
Level 1: Through Grade 8	Level 2: Grades 9-10	Level 3: Grades 11-12	Level 4: Postsecondary
	■	■	
*See page 7 for more information on event levels.			

GENERAL INFORMATION			
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1	Oral Presentation	Table – Yes Wall Space – No Supplies – No	FCCLA Official Dress

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



## INTERIOR DESIGN SKETCH COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2
<p>Participants must attend an event orientation session where they will be given a brief overview of the event.</p> <p>Participants are required to bring the following supplies: 1 file folder (plain, of any color); pencil; blue, green and red colored pencils; erasers; pencil sharpener(s), and architect scale(s). No reference materials are allowed. FCCLA will provide one copy of the Floor Plan Evaluation Sheet, graph paper, furniture symbol chart, and floor plan per participant. Participants may bring their own graph paper if they choose.</p> <p>Contents of the file folder will be returned to the participant with the scored rubrics.</p> <p>Total time required for participation in this event is approximately 45 minutes including sketching and completion of Floor Plan Evaluation Sheet, oral presentation, and evaluator scoring.</p>		
<b>35 minutes</b>	<p>At the designated participation time, the event consultant will give all participants a design problem. Once instructed, participants have 35 minutes to sketch, for one identified room, a floor plan to scale with furniture arrangements, draw the circulation patterns for the overall plan, and complete the Floor Plan Evaluation Sheet. After the 35 minutes, the participants must turn in their work to the room consultant until it is time for their oral presentation. Participants may not leave the holding room until their oral presentation.</p>	
<b>5 minutes</b>	<p>At the designated time, participants will deliver an oral presentation of up to 5 minutes in length, using the completed sketch and completed Floor Plan Evaluation Sheet. A 1-minute warning will be given at 4 minutes. Participants will be asked to stop at 5 minutes. Following the oral presentation, the participant will provide the completed sketch, floor plan, and worksheet to evaluators in the file folder.</p>	
<b>5 minutes</b>	<p>Evaluators have up to 5 minutes to ask questions, score, and write comments for each entry. The decision of the evaluators is final.</p>	
<b>Total Time: 45 Minutes</b>		

## INTERIOR DESIGN SKETCH SPECIFICATIONS

EVENT FORMAT	
<b>Interior Sketching</b>	<p>At the designated participation time, the event consultant will give the participant a design problem and a residential or commercial floor plan. Once instructed, participants have 35 minutes to sketch, for one identified room, a floor plan to scale with furniture arrangements, and complete the Floor Plan Evaluation Sheet.</p>

SPECIFICATIONS	LEVEL 1	LEVEL 2
<b>Floor Plan Drawn to Scale</b>	<p>Produce a floor plan for the identified room 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.</p>	
<b>Furniture Arrangements</b>	<p>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. Grouping arrangements are appropriate for normal conversations.</p>	

EVENT FORMAT	
<b>Oral Presentation</b>	<p>The oral presentation may be up to 5 minutes in length and is delivered to evaluators. Evaluators will ask questions following the presentation.</p>

SPECIFICATIONS	LEVEL 1	LEVEL 2
<b>Introduction</b>	<p>Uses creative methods to capture the audience's attention.</p>	
<b>Content Knowledge</b>	<p>Show evidence of interior design knowledge and skills. Participants may use the Floor Plan Evaluation worksheet if desired.</p>	



**INTERIOR DESIGN SKETCH  
SPECIFICATIONS (CONTINUED)**

<b>Voice</b>	Speak with appropriate force, pitch and articulation.
<b>Body Language/ Clothing Choice</b>	Use appropriate body language including gestures, posture and mannerisms. Wear appropriate clothing for the nature of the presentation.
<b>Grammar/Word Usage/ Pronunciation</b>	Use proper grammar, word usage and pronunciation.
<b>Responses to Evaluators' Questions</b>	Provide clear and concise answers to evaluators' questions regarding the project.



## INTERIOR DESIGN SKETCH POINT SUMMARY FORM

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

5. Make sure all information at top is correct. If the participant does not show, write "No Show" across the top and return with other forms.
6. At the conclusion of scoring, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the participant together.
7. At the end of competition, double check all scores and participant information to ensure accuracy.
8. Check with the Event Consultant or National FCCLA Staff if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Check-in</b> 0 or 5 points	<b>0</b> Did not arrive on time for participant check-in	<b>5</b> Arrived on time for participant check-in	
<b>File Folder and Supplies</b> 0 or 5 points	<b>0</b> Did not bring all required supplies participant	<b>5</b> Brought all required supplies per participant	
<b>EVALUATORS' SCORES</b>			<b>ROOM CONSULTANT TOTAL</b> (10 points possible)
Evaluator 1: _____	Initials: _____		<b>AVERAGE EVALUATOR SCORE</b> (90 points possible)
Evaluator 2: _____	Initials: _____		<b>FINAL SCORE</b> (Average Evaluator Score plus Room Consultant Score)
Total Score: _____	<i>Divided by # of Evaluators</i>	= <b>AVERAGE EVALUATOR SCORE</b>	<b>FINAL SCORE</b>
<b>VERIFICATION OF FINAL SCORE &amp; RATING</b> (please initial)			

Event Consultant/Volunteer Initials: \_\_\_\_\_



## INTERIOR DESIGN SKETCH EVENT RUBRIC

Participant Name: \_\_\_\_\_

Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

SKETCHING						POINTS
<b>Floor Plan Drawn to Scale</b> 0–10 points	<b>0 1 2</b> Scale not used, architectural features incorrect, and/or dimensions incorrect	<b>3 4 5 6 7</b> ¼" scale used, but not consistently. Some architectural features shown and drawn, dimensions mostly correct	<b>8 9 10</b> ½" scale used consistently. All architectural features shown and drawn correctly with correct dimensions			
<b>Furniture Arrangement</b> 0–15 points	<b>0</b> Did not attempt or provided very limited information	<b>1 2 3 4 5</b> Arrangement negatively impacts circulation, does not reflect identified principles of design	<b>6 7 8 9 10</b> Arrangement positively impacts circulation or reflects identified principles of design, but not both	<b>11 12 13 14 15</b> Arrangement positively impacts circulation and reflects identified principles of design		
<b>Floor Plan Evaluation Sheet – Identified Room</b> 0–20 points	<b>0 1 2 3 4 5</b> Did not attempt or provided very limited information	<b>6 7 8 9 10</b> Design choices are somewhat explained but show limited understanding of design problem	<b>11 12 13 14 15</b> Design choices are explained and show general understanding of design problem	<b>16 17 18 19 20</b> Design choices are explained fully and reflect thorough understanding of design problem		
<b>Floor Plan Evaluation Sheet - Overall</b> 0–10 points	<b>0 1 2</b> Did not attempt or provided very limited information	<b>3 4 5</b> Responses mostly appropriate but reflect limited understanding	<b>6 7 8</b> Responses appropriate and reflect general understanding	<b>9 10</b> Responses appropriate and reflect thorough understanding		

ORAL PRESENTATION						POINTS
<b>Organization/ Delivery</b> 0-10 points	<b>0 1 2</b> Presentation is not completed or not explained well	<b>3 4 5</b> Presentation covers all project elements, with minimal explanation	<b>6 7 8</b> Presentation gives complete information; it does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery		
<b>Content Knowledge</b> 0-5 points	<b>0</b> None shared or information shared was incorrect	<b>1 2</b> Minimal knowledge shared during presentation	<b>3 4</b> Knowledge of interior design concepts is evident and shared at times during the presentation	<b>5</b> Knowledge of interior design concepts is evident and incorporated throughout the presentation		
<b>Voice</b> 0-5 points	<b>0</b> No voice qualities are used effectively	<b>1 2</b> Voice quality is adequate	<b>3 4</b> Voice quality is good, though could improve	<b>5</b> Voice quality is outstanding and pleasing to listen to		
<b>Body Language/ Clothing Choice</b> 0-5 points	<b>0</b> No eye contact with evaluators	<b>1 2</b> Body language shows minimal amount of nervousness/ appropriate conference attire	<b>3 4</b> Body language portrays participant at ease/ appropriate conference attire	<b>5</b> Body language enhances the presentation/ appropriate conference attire		
<b>Grammar/ Word Usage/ Pronunciation</b> 0-5 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1 2</b> Some (3-5) grammatical and pronunciation errors	<b>3 4</b> Few (1-2) grammatical and pronunciation errors	<b>5</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b> Did not answer evaluators' questions	<b>1 2</b> Responses to questions did not indicate adequate understanding of skills needed	<b>3 4</b> Responses to questions were appropriate and reflect good understanding of skills needed	<b>5</b> Responses to questions were appropriate and reflect excellent understanding of skills needed		

<b>Evaluator's Comments – Include two things done well and two opportunities for improvement:</b>  <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	<b>TOTAL</b> <b>(90 Points Possible)</b>
<b>Evaluator #:</b> _____ <b>Evaluator Initials:</b> _____ <b>RC Initials:</b> _____	





**INTERIOR DESIGN SKETCH**  
**FLOOR PLAN EVALUATION SHEET**

Participant Name: \_\_\_\_\_  
Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

1. Place completed worksheet in file folder, along with floor plan and sketch.

**ANSWER THE FOLLOWING QUESTIONS FOR THE ONE ROOM IDENTIFIED IN THE DESIGN PROBLEM.**

**Explain how you addressed the following with your furniture arrangement choices.**

<b>1: Balance and Form</b>	
<b>2: Focal Point or Emphasis</b>	
<b>3: Line and Harmony</b>	
<b>4: Proportion</b>	

**ANSWER THE FOLLOWING QUESTIONS FOR THE OVERALL FLOOR PLAN.**

**Explain any recommended changes to the floor plan to meet the needs identified in the design scenario.**



# INTERVIEWING SKILLS

## INTERVIEWING SKILLS

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

## ELIGIBILITY INFORMATION

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. The conference facility and schedule will determine the number of entries.
2. Participation is open to any nationally affiliated FCCLA member.
3. Participants must be registered to attend the National Fall Conference and must stay at one of the official conference hotels. Hotel reservations will be verified prior to the meeting.

## 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. A table and 2 chairs will be provided (one for participant, one for evaluator). Multiple interviews will take place in the same room.
3. Spectators are not allowed.
4. Participants are not allowed to discuss the event with other participants after competing. Doing so will result in disqualification.
5. Presentations may not be recorded or photographed during competition, except by the official FCCLA photographer.
6. Participants must follow the approved conference dress code for participation in this event.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

CAREER PATHWAYS ALIGNMENT			
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
■			■

EVENT LEVELS			
Level 1: Through Grade 8	Level 2: Grades 9-10	Level 3: Grades 11-12	Level 4: Postsecondary
■	■	■	
*See page 7 for more information on event levels.			

GENERAL INFORMATION			
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1	Oral Presentation	Table – Yes Wall Space – No Supplies – No	FCCLA Official Dress

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



## INTERVIEWING SKILLS COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVEL 3
<p>Participants must attend an event orientation session where they will be given a brief overview of the event.</p> <p>At the designated time, an event volunteer will direct the participant to their interview table.</p> <p>The individual participant will provide a completed resume and cover letter to the evaluator. No other presentation elements are allowed.</p> <p>Total time required for participation in this event is approximately 15 minutes including presentation, questions, and evaluator scoring.</p>			
<b>10 minutes</b>	The evaluator has 5 minutes to review the documents, and 5 minutes to conduct the interview using a combination of common interview questions and questions generated by a review of the individual resume and cover letter.		
<b>5 minutes</b>	Evaluator will score and write comments for each entry for approximately 5 minutes. The decision of the evaluators is final.		
<b>Total Time: 15 Minutes</b>			

## INTERVIEWING SKILLS SPECIFICATIONS

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

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3
<b>Cover Letter</b>	Maximum of 1- 8 ½” x 11” page in length, using appropriate layout, spacing, alignment, and letter format. Includes opening paragraph indicating position for which applying, and what is included with the letter; middle paragraph with strengths, skills, knowledge and personality characteristics highlighted; and closing paragraph with request for interview, providing contact information.		
<b>Resume</b>	Maximum of 2- 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.		
<b>Overall Appearance and Neatness</b>	Use consistent font style and appropriate font size for readability. Resume is typed, clean, and in good condition.		
<b>Resume Criteria</b>	Include the following information: <ul style="list-style-type: none"> <li>• Participant name and school contact information</li> <li>• Career objective</li> <li>• Education and training</li> <li>• Work and volunteer experience, relevant skills</li> <li>• Activities, honors and awards</li> </ul>		
<b>Spelling/Grammar</b>	Use proper spelling, punctuation, capitalization, word usage, and grammar.		



**INTERVIEWING SKILLS**  
SPECIFICATIONS (CONTINUED)

<b>EVENT FORMAT</b>	
<b>Interview</b>	The interview will be up to 5 minutes in length, using common interview questions and questions generated by review of the individual cover letter and resume.

  

<b>SPECIFICATIONS</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>
<b>Introduction and First Impression</b>	Create a positive first impression by greeting evaluator with firm handshake, appropriate eye contact and smile, and initiates introduction. Include the name of the position in the introduction.		
<b>Gestures/Mannerisms</b>	Use natural and appropriate gestures and movements during interview.		
<b>Posture</b>	Maintain appropriate posture during interview.		
<b>Eye Contact</b>	Maintain eye contact with evaluator throughout interview.		
<b>Voice</b>	Speak with appropriate force, pitch and articulation.		
<b>Appearance</b>	Clothing meets the conference dress code and is neat, pressed, clean, and fits properly. Professional appearance and grooming.		
<b>Grammar/Word Usage/Pronunciation</b>	Use proper grammar, word usage and pronunciation.		
<b>Responses to Evaluators' Questions</b>	Provide clear and concise answers to evaluators' questions regarding the project.		



## INTERVIEWING SKILLS POINT SUMMARY FORM

**Participant Name:** \_\_\_\_\_  
**Chapter:** \_\_\_\_\_ **State:** \_\_\_\_\_ **Team #:** \_\_\_\_\_ **Station #:** \_\_\_\_\_ **Level:** \_\_\_\_\_

1. Make sure all information at top is correct. If the participant does not show, write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the participant together.
3. At the end of competition, double check all scores and participant information to ensure accuracy.
4. Check with the Event Consultant or National FCCLA Staff if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Check-In</b> 0 or 5 points	<b>0</b>	<b>5</b>	
	Did not arrive on time for participant check-in	Arrived on time for participant check-in	
<b>EVALUATORS' SCORES</b>			<b>ROOM CONSULTANT TOTAL</b>
Evaluator 1: _____	Initials: _____		(5 points possible)
			<b>EVALUATOR SCORE</b>
			(95 points possible)
			<b>FINAL SCORE</b>
			(Evaluator Score plus Room Consultant Score)
			<b>FINAL SCORE</b>

**VERIFICATION OF FINAL SCORE & RATING** (please initial)

**Event Consultant/Volunteer Initials:** \_\_\_\_\_



## INTERVIEWING SKILLS EVENT RUBRIC

Participant Name: \_\_\_\_\_

Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

COVER LETTER AND RESUME						POINTS
<b>Cover Letter</b> 0–11 points	0 Not provided	1 2 3 Does not use appropriate layout, spacing/alignment, or format, or missing opening, middle or closing paragraph content	4 5 6 Minimal information is provided but letter is not well written or organized, inconsistent formatting	7 8 9 Appropriate layout, spacing/alignment and format. Opening, middle, and closing paragraphs contain required information	10 11 Appropriate layout, spacing/alignment and format. Opening, middle, and closing paragraphs contain required information, is well written and organized and presents participant as strong candidate for position	
<b>Resume Organization</b> 0–11 points	0 Not provided	1 2 3 Name or contact information missing/unclear, sections not clear or missing, no clear patterns in how experiences listed	4 5 6 Name and contact information incomplete, inconsistent section titles/dates/ locations, inconsistent use of reverse chronological order	7 8 9 Name and contact information listed on top, titles/dates/locations listed, reverse chronological order followed	10 11 Name and contact information listed on top, section titles/dates/ locations consistent and clear, experiences listed in reverse chronological order	
<b>Resume Content</b> 0-11 points	0 Not provided	1 2 3 Education section incomplete, no use of outcomes/ accomplishments, too wordy, information irrelevant to position	4 5 6 Education section unclear, statements repetitive or not well developed, ineffective descriptions, not targeted to position	7 8 9 Education section complete, accomplishments included, concise wording, keywords/skills somewhat targeted to position	10 11 Education section complete, well developed accomplishment statements, concise and descriptive wording used, keywords/skills targeted to position	
<b>Overall Appearance and Neatness</b> 0–6 points	0 Damaged and unprofessional documents	1 2 Documents are not neat, have inconsistent formatting, or illegible	3 4 Neat, legible, inconsistent formatting	5 6 Consistent style and formatting, neat, legible, and professional		
<b>Resume Criteria</b> 0–6 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 6 Contains name, address, contact information, objective, education and training, qualification highlights, work history and relevant experience, activities, honors and awards		
<b>Spelling/ Grammar</b> 0–5 points	0 Extensive (more than 5) errors	1 2 Some (3-5) errors	3 4 Few (1-2) errors	5 No errors		

INTERVIEW					POINTS
<b>Introduction and First Impression</b> 0-5 points	0 No introduction or greeting	1 2 Does not shake hands, minimal eye contact, does not initiate introduction	3 4 Weak or overly strong handshake, adequate eye contact and smile, and initiates introduction	5 Firm handshake, good eye contact and smile, initiates introduction, and includes name of position	
<b>Gestures/ Mannerisms</b> 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	
<b>Posture</b> 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	



## INTERVIEWING SKILLS EVENT RUBRIC (CONTINUED)

<b>Eye Contact</b> 0–3 points	<b>0</b> Little or no eye contact	<b>1</b> Aggressive or unnatural eye contact throughout interview	<b>2</b> Inconsistent eye contact throughout interview	<b>3</b> Maintains appropriate eye contact throughout entire interview		
<b>Voice</b> 0–3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is overly loud or quiet, not well articulated	<b>2</b> Voice quality is inconsistent in volume and articulation	<b>3</b> Voice quality is appropriate in volume and articulation		
<b>Appearance</b> 0–3 points	<b>0</b> Meets dress code, clothing is wrinkled or dirty, personal appearance/grooming is not professional	<b>1</b> Meets dress code, clothing is clean but not pressed or fits improperly, or inconsistent personal appearance/grooming	<b>2</b> Meets dress code, clothing is clean and pressed, personal appearance/grooming is mostly professional	<b>3</b> Meets dress code, clothing is pressed and clean, fits well, and personal appearance/grooming is professional		
<b>Grammar/ Word Usage/ Pronunciation</b> 0-5 points	<b>0</b> Extensive (more than 5) grammatical or pronunciation errors	<b>1 2</b> Some (3-5) grammatical and pronunciation errors	<b>3 4</b> Few (1-2) grammatical and pronunciation errors	<b>5</b> No grammatical or pronunciation errors		
<b>Responses to Evaluator Questions</b> 0-20 points	<b>0</b> Does not answer questions or participate in interview	<b>1 2 3 4 5</b> Interview is brief, participant does not carry on a conversation or is unable to answer questions, does not understand position	<b>6 7 8 9 10</b> Participant answers most questions well, but without ease or accuracy	<b>11 12 13 14 15</b> Participant is poised, answers questions well, and gives appropriate responses	<b>16 17 18 19 20</b> Participant is confident and poised, personable, answers questions appropriately and without hesitation	

<b>Evaluator's Comments – Include two things done well and two opportunities for improvement:</b>	<b>TOTAL</b> <b>(95 Points Possible)</b>
	Evaluator #: _____
	Evaluator Initials: _____
	RC Initials: _____



# LESSON PLAN DEVELOPMENT AND MODIFICATIONS

## LESSON PLAN DEVELOPMENT AND MODIFICATIONS

An individual event that recognizes members for their ability to develop an original lesson plan and offer tailored modifications based on a provided student profile, ensuring that the student’s specific learning needs are met.

### ELIGIBILITY & GENERAL INFORMATION

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. The number of entries will be determined by the conference facility and schedule.
2. Participation is open to any nationally affiliated FCCLA member.
3. Participants must be registered to attend the National Fall Conference and must stay at one of the official conference hotels. Hotel reservations will be verified prior to the meeting.
4. Spectators are not allowed.
5. Participants are not allowed to discuss the event with other participants. Doing so will result in disqualification.
6. Presentations may not be recorded or photographed during competition, except by the official FCCLA photographer.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

CAREER PATHWAYS ALIGNMENT			
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
		■	

EVENT LEVELS			
Level 1: Through Grade 8	Level 2: Grades 9-10	Level 3: Grades 11-12	Level 4: Postsecondary
	■	■	■

GENERAL INFORMATION			
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1	Participants are required to bring 1 file folder (plain, of any color), a pencil, and 4 copies of a completed, original lesson plan they developed that would fit within one of the age groups outlined in the specifications.	Table – Yes Electrical Access – No Wall Space – No Supplies – No	Participants should follow the approved conference dress code for participation in this event.





## LESSON PLAN DEVELOPMENT AND MODIFICATIONS COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Participants must attend an event orientation session where they will be given a brief overview of the event.			
<b>10 minutes</b>	At the designated participation time, the participant will give the room consultant three copies of their lesson plan to give to the evaluators and then receive a student profile from the room consultant tailored to their selected grade level. After reviewing the student profile and their lesson plan, participants will have 10 minutes to provide recommendations for modifications and/or accommodations that meet the student’s educational needs. To record their recommendations, participants will use the "Accommodations and Modifications Recommendations" worksheet provided to them on-site. After this time, participants will provide evaluators with copies of their original lesson plan and their "Accommodations and Modifications Recommendations" worksheet to review and score.		
<b>10 minutes</b>	The oral presentation may be up to 10 minutes in length. A 1-minute warning will be given at 9 minutes. Participants will be stopped at 10 minutes.		
<b>5 minutes</b>	Following the presentation, evaluators will have 5 minutes to interview participants. After this time, participants will leave their "Accommodations and Modifications Recommendations" worksheet with the evaluators.		
<b>5 minutes</b>	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.		
<b>Total Time: 30 Minutes</b>			

## LESSON PLAN DEVELOPMENT AND MODIFICATIONS SPECIFICATIONS

PRESENTATION FORMAT	
<b>File Folder</b>	Participant(s) will submit one letter-size file folder containing 4 identical sets, with each set stapled separately, of the items listed below to the event room consultant at the designated participation time. The file folder must be labeled (either typed or handwritten) in the top left corner with name of event, event level, participant’s name(s), and state.

SPECIFICATIONS	LEVEL 2	LEVELS 3 & 4
<b>Targeted Grade Level</b>	Select one of the following grade levels and develop an age-appropriate lesson plan using the provided lesson plan template. <ul style="list-style-type: none"> <li>● <b>Primary:</b> K – 3rd Grade</li> <li>● <b>Intermediate:</b> 4th Grade – 5th Grade</li> <li>● <b>Middle School:</b> 6th Grade – 8th Grade</li> <li>● <b>High School:</b> 9th Grade – 12th Grade</li> </ul>	
<b>Lesson Plan: Planning</b>	Indicate the topic, grade level, timeframe, learning objectives and state/national standards.	
<b>Lesson Plan: Organization</b>	List all materials needed and describe the instructional strategies used to implement the lesson.	
<b>Lesson Plan: Activities</b>	Choose up to 3 activities to implement the lesson. Describe each activity; include activity timeframe and materials needed.	



<b>Lesson Plan: Assessment</b>	Determine the assessment method(s) to evaluate the lesson and include ways to improve content and/or delivery.
<b>Lesson Plan: Other Resources</b>	Develop resources needed to implement the lesson (handouts, etc.) and include them in file folder as applicable.
<b>Lesson Plan: Sources and Notes</b>	Include specific citations for materials used in lesson and any additional notes, as needed.

**PRESENTATION FORMAT**

<b>Modification</b>	Participants will receive a student profile tailored to their selected grade level. After reviewing the student profile and their lesson plan, participants provide recommendations for modifications or accommodations that meet the student’s educational needs outlined in their student profile. To record their recommendations, participants will use the "Accommodations and Modifications Recommendations" worksheet provided to them on-site.
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**SPECIFICATIONS** **LEVEL 2** **LEVELS 3 & 4**

<b>Lesson Plan Modifications</b>	Develop 3 tailored modifications for the identified student. Use the “Accommodations and Modifications Recommendations” worksheet to detail rationale for each modification.
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**PRESENTATION FORMAT**

<b>Oral Presentation</b>	The oral presentation may be up to 10 minutes in length and is delivered to the evaluators. The oral presentation should explain the specifics of the project. Evaluators will ask questions after the presentation.
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**SPECIFICATIONS** **LEVEL 2** **LEVELS 3 & 4**

<b>Organization/Delivery</b>	Deliver an organized and sequential oral presentation.
<b>Overview: Lesson Plan</b>	Provide brief overview of original lesson plan for intended grade level.
<b>Overview: Student Profile</b>	Provide brief overview of student profile.
<b>Knowledge of Appropriate Modifications/ Accommodations</b>	Show evidence of knowledge and skills in making appropriate modifications and/or accommodations for the selected grade level(s) by providing justification for how modifications and accommodations meet the student’s needs, enhance their strengths and address their challenges.
<b>Voice</b>	Speak clearly with appropriate pitch, tempo and volume.
<b>Body Language/Clothing Choice</b>	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Attire must fit conference dress code.
<b>Grammar/Word Usage/ Pronunciation</b>	Use proper grammar, word usage and pronunciation.
<b>Responses to Evaluators’ Questions</b>	Provide clear and concise answers to evaluators’ questions regarding project.



## LESSON PLAN DEVELOPMENT AND MODIFICATIONS

### STAR EVENTS POINT SUMMARY FORM

Participant Name: \_\_\_\_\_

Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

1. Make sure all information at top is correct. If the participant does not show, write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the participant together.
3. At the end of competition, double check all scores and participant information to ensure accuracy.
4. Check with the Event Consultant or National FCCLA Staff if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Check-in</b> 0 or 5 points	<b>0</b> Did not arrive on time for participant check-in	<b>5</b> Arrived on time for participant check-in	
<b>File Folder</b> 0 or 5 points	<b>0</b> Did not bring all required supplies	<b>5</b> Brought all required supplies • 4 copies of original lesson plan • Pencil	
<b>EVALUATORS' SCORES</b>			<b>ROOM CONSULTANT TOTAL</b>
Evaluator 1: _____	Initials: _____		(10 points possible)
Evaluator 2: _____	Initials: _____		<b>AVERAGE EVALUATOR SCORE</b>
Evaluator 3: _____	Initials: _____		(90 points possible)
Total Score: _____	<i>Divided by # of Evaluators</i> <b>= AVERAGE EVALUATOR SCORE</b>		<b>FINAL SCORE</b>
	<i>Rounded only to the nearest hundredth (i.e., 79.99 not 80.00)</i>		(Average Evaluator Score plus Room Consultant Score)

**RATING ACHIEVED** (circle one)    **Gold:** 90-100    **Silver:** 70-89.99    **Bronze:** 1-69.99

**VERIFICATION OF FINAL SCORE & RATING** (please initial)

Evaluator 1: \_\_\_\_\_ Evaluator 2: \_\_\_\_\_ Evaluator 3: \_\_\_\_\_ Adult Room Consultant: \_\_\_\_\_ Event Lead Consultant: \_\_\_\_\_



## LESSON PLAN DEVELOPMENT AND MODIFICATIONS RUBRIC

Participant Name: \_\_\_\_\_

Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

LESSON PLAN					POINTS
<b>Targeted Grade Level</b> 0 or 5 points	<b>0</b> Lesson plan is inappropriate for selected grade level	<b>5</b> Lesson plan is appropriate for selected grade level			
<b>Lesson Plan: Planning</b> 0–3 points	<b>0</b> Not evident	<b>1</b> Planning portion of Lesson Plan unclear or does not meet criteria. (See specifications)	<b>2</b> Lesson Plan generally meets all Planning criteria. (See specifications)	<b>3</b> Lesson Plan clearly meets all Planning criteria. (See specifications)	
<b>Lesson Plan: Organization</b> 0–3 points	<b>0</b> Not included	<b>1</b> Materials and strategies for lesson implementation poorly detailed	<b>2</b> Materials and strategies for lesson implementation generally detailed	<b>3</b> Materials and strategies for lesson implementation well detailed	
<b>Lesson Plan: Activities</b> 0–3 points	<b>0</b> No activities prepared	<b>1</b> Selected activities do not support lesson plan or are poorly detailed	<b>2</b> 1-3 activities selected support lesson plan and are detailed	<b>3</b> 1-3 activities selected clearly support lesson plan and are well detailed	
<b>Lesson Plan: Assessment</b> 0–3 points	<b>0</b> Not included	<b>1</b> Assessment method(s) unclear or improvement plan poorly detailed	<b>2</b> Assessment method(s) generally evident. Plan for improvement detailed	<b>3</b> Assessment method(s) clearly evident. Plan for improvement well detailed	
<b>Lesson Plan: Other Resources</b> 0–3 points	<b>0</b> No resources developed	<b>1</b> Resources for lesson plan poorly developed or not included in file folder	<b>2</b> Resources for lesson plan generally developed and included in file folder	<b>3</b> Resources for lesson plan well developed and included in file folder	
<b>Lesson Plan: Sources, Notes &amp; Documentation</b> 0–3 points	<b>0</b> Not included	<b>1</b> Citation for specific lesson plan materials and notes poorly detailed	<b>2</b> Citation for specific lesson plan materials and notes generally detailed	<b>3</b> Citation for specific lesson plan materials and notes well detailed	

MODIFICATIONS					POINTS
<b>Lesson Plan Modification: 1</b> 0–10 points	<b>0</b> Not provided	<b>1 2 3</b> Lesson Plan modification and rationale poorly detailed using provided worksheet	<b>4 5 6</b> Lesson Plan modification and rationale loosely detailed using provided worksheet	<b>7 8</b> Lesson Plan modification and rationale detailed using provided worksheet	<b>9 10</b> Lesson Plan modification and rationale well detailed using provided worksheet
<b>Lesson Plan Modification: 2</b> 0–10 points	<b>0</b> Not provided	<b>1 2 3</b> Lesson Plan modification and rationale poorly detailed using provided worksheet	<b>4 5 6</b> Lesson Plan modification and rationale loosely detailed using provided worksheet	<b>7 8</b> Lesson Plan modification and rationale detailed using provided worksheet	<b>9 10</b> Lesson Plan modification and rationale well detailed using provided worksheet
<b>Lesson Plan Modification: 3</b> 0–10 points	<b>0</b> Not provided	<b>1 2 3</b> Lesson Plan modification and rationale poorly detailed using provided worksheet	<b>4 5 6</b> Lesson Plan modification and rationale loosely detailed using provided worksheet	<b>7 8</b> Lesson Plan modification and rationale detailed using provided worksheet	<b>9 10</b> Lesson Plan modification and rationale well detailed using provided worksheet

ORAL PRESENTATION					POINTS
<b>Organization/Delivery</b> 0-10 points	<b>0</b> Presentation is not done or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery



## LESSON PLAN DEVELOPMENT AND MODIFICATIONS RUBRIC (CONTINUED)

<b>Overview: Lesson Plan</b> 0-5 points	<b>0</b> Original Lesson Plan not addressed in oral presentation	<b>1 2</b> Original Lesson Plan overview poorly explained	<b>3</b> Original Lesson Plan overview loosely explained	<b>4</b> Original Lesson Plan overview explained	<b>5</b> Original Lesson Plan overview explained well	
<b>Overview: Student Profile</b> 0-5 points	<b>0</b> Student Profile not addressed in oral presentation	<b>1 2</b> Student Profile overview poorly explained	<b>3</b> Student Profile overview loosely explained	<b>4</b> Student Profile overview explained	<b>5</b> Student Profile overview explained well	
<b>Knowledge of Appropriate Modifications/ Accommodations</b> 0-5 points	<b>0</b> Knowledge of Modifications/ Accommodations is not evident	<b>1 2</b> Knowledge of Modifications/ Accommodations is limited	<b>3</b> Knowledge of Modifications/ Accommodations is evident, but not justified effectively in the presentation	<b>4</b> Knowledge of Modifications/ Accommodations is evident and justified in the presentation	<b>5</b> Knowledge of Modifications/ Accommodations is clearly evident and justified effectively in the presentation	
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing		
<b>Body Language/ Clothing Choice</b> 0-3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent or distracting during interview	<b>2</b> Gestures, posture, mannerisms and eye contact are appropriately used during interview	<b>3</b> Gestures, posture, mannerisms and eye contact contribute to a positive interview experience		
<b>Grammar/Word Usage/ Pronunciation</b> 0-3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3-5) grammatical and pronunciation errors	<b>2</b> Few (1-2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0-3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

<b>Evaluator's Comments – Include two things done well and two opportunities for improvement:</b>	<b>TOTAL</b>	
	<b>(90 Points Possible)</b>	
Evaluator #: _____ Evaluator Initials: _____ RC Initials: _____		



## LESSON PLAN DEVELOPMENT AND MODIFICATIONS

### SAMPLE STUDENT PROFILE

*The student profile provided here is solely a sample and does not represent the actual student profile that will be used on-site.*

STUDENT DEMOGRAPHICS			
Name	Grade Level	Age	Gender
John Smith	Junior, 11 <sup>th</sup> Grade	16	Male

STUDENT PROFILE	
<b>Interests</b>	John enjoys playing basketball and listening to music. He is also interested in video games and technology.
<b>Learning Needs</b>	John has ADHD, which affects his ability to concentrate for extended periods of time. He can become easily distracted and may struggle to follow multi-step instructions. John benefits from having structure and routine in his learning environment, as well as visual aids and hands-on activities that allow him to engage with the material in a more interactive way. He may also benefit from breaks or opportunities to move around during longer periods of instruction.
<b>Learning Strengths</b>	John is a visual and kinesthetic learner, which means he benefits from seeing and doing rather than just hearing information. He has a strong ability to problem-solve and think creatively and is often able to generate unique solutions to complex problems. John is also a quick learner and has a strong memory for information that is presented in a way that is engaging and interactive.
<b>Learning Challenges</b>	John may struggle to complete longer assignments or projects due to his ADHD and may require additional support or guidance to stay on track. He may also struggle with social interactions, particularly in large groups, and may benefit from opportunities to practice communication and social skills.
<b>Learning Goals</b>	John wants to improve his grades in math and science, as he hopes to pursue a career in engineering or computer science after graduation. He also wants to become a more effective communicator and build stronger relationships with his peers.



# ACCOMMODATIONS AND MODIFICATIONS RECOMMENDATIONS WORKSHEET

Participant Name: \_\_\_\_\_

Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

Use the provided worksheet to indicate three accommodations/modifications you would recommend making to your original lesson plan based on the provided student profile. Prior to starting your oral presentation, provide each evaluator with a copy of your original lesson plan and this worksheet.

Accommodation #1	
Proposed Accommodation/Modification	Rational
<i>What accommodation/modification are you proposing for the selected student?</i>	<i>Why would this accommodation/modification be appropriate? Use information from the student profile to back up your choice.</i>

Accommodation #2	
Proposed Accommodation/Modification	Rational
<i>What accommodation/modification are you proposing for the selected student?</i>	<i>Why would this accommodation/modification be appropriate? Use information from the student profile to back up your choice.</i>



<b>Accommodation #3</b>	
<b>Proposed Accommodation/Modification</b>	<b>Rational</b>
<i>What accommodation/modification are you proposing for the selected student?</i>	<i>Why would this accommodation/modification be appropriate? Use information from the student profile to back up your choice.</i>





# LESSON PLAN DEVELOPMENT AND MODIFICATIONS

## LESSON PLAN TEMPLATE

Participant Name: \_\_\_\_\_  
Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

<b>LESSON TITLE</b>
<b>INTENDED GRADE LEVEL AND SUBJECT AREA</b>
<b>TIMEFRAME</b> <i>How much time will it take to complete this lesson? (video, handouts, activity)</i>
<b>REQUIRED PRIOR KNOWLEDGE</b> <i>What prior knowledge or classes are required for this lesson?</i>
<b>LEARNING OBJECTIVES</b> <i>Learning objectives should be brief, clear, specific statements of what learners will be able to do at the end of a lesson as a result of the activities, teaching and learning that has taken place. (student-centered, thinking-centered, performance-based)</i>
<b>NATIONAL/STATE STANDARDS</b> <i>Please list the National and/or State Standards that your lesson aligns with.</i>
<b>MATERIALS NEEDED</b> <i>Please list all of the materials the students will need in order to complete the lesson.</i>
<b>INSTRUCTIONAL STRATEGIES</b> <i>Instructional strategies encompass any type of learning technique a teacher uses to help students learn or gain a better understanding of the course material. They allow teachers to make the learning experience more fun and practical and can also encourage students to take more of an active role in their education. For more information, click <a href="#">here</a>.</i>
<b>DIFFERENTIATION/ACCOMODATIONS/MODIFICATIONS</b> <i>What strategies/methods would you use to differentiate for different learning styles? How can accommodations and modifications be made for special needs students (IEP)?</i>



**LESSON PLAN DEVELOPMENT AND MODIFICATIONS**  
**LESSON PLAN TEMPLATE (CONTINUED)**

<b>ACTIVITY #1</b>
Activity Title: Timeframe: 1 Materials Needed: Directions:
<b>ACTIVITY #2</b>
Activity Title: Timeframe: 1 Materials Needed: Directions:
<b>ACTIVITY #3</b>
Activity Title: Timeframe: 1 Materials Needed: Directions:
<b>FORMATIVE/SUMMATIVE ASSESSMENT</b> <i>What activity will teachers use to assess each student's attainment of the objective. Will this be done through oral, aural, written or applied performance assessments?</i>
<b>CLOSURE AND REFLECTION</b> <i>Provide questions or an activity that can be used for student to reflect on what they learned and assess their own progress towards achieving the instructional objective.</i>
<b>LIFE SKILL APPLICATION</b> <i>How will this skill taught or knowledge gained apply to their lives outside of class?</i>
<b>RESOURCES</b> <i>Please describe the resources provided for this lesson. (ex. graphic organizer, handouts, PowerPoint presentation, etc.)</i>
<b>SOURCES</b> <i>If applicable, please cite any published or copyrighted materials used in this lesson plan.</i>
<b>ADDITIONAL NOTES</b>



# PASTRY ARTS TECHNICAL DECORATING SKILLS

**NOT OFFERED: 2023-2024; OFFERED: 2024-2025**

## 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.

### ELIGIBILITY INFORMATION

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. The conference facility and schedule will determine the number of entries.
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.
4. Participants must be registered to attend the National Fall Conference and must stay at one of the official conference hotels. Hotel reservations will be verified prior to the meeting.

### GENERAL INFORMATION

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

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

CAREER PATHWAYS ALIGNMENT			
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
	■		

EVENT LEVELS			
Level 1: Through Grade 8	Level 2: Grades 9-10	Level 3: Grades 11-12	Level 4: Postsecondary
	■	■	

\*See page 7 for more information on event levels.

GENERAL INFORMATION			
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1	Equipment	6' of Table Space – Yes Ice – Yes Wall Space – No Supplies – No	Chef's Attire (as described)

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



## PASTRY ARTS TECHNICAL DECORATING SKILLS COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 2	LEVEL 3
<p>Participants must check in to the event holding room where they will be given a brief overview of the event and present tools and equipment for the equipment check.</p> <p>Participants will bring all necessary tools and equipment for this event, as listed in event specifications. Additional items are not allowed.</p> <p>Participants will remain in the holding room until their assigned presentation time and following the presentation may not return to the holding room.</p> <p>Participants may not bring reference materials for use in the holding room or competition.</p> <p>Total event time per rotation is 40 minutes.</p>		
<b>5 minutes</b>	Participants will have 5 minutes to set up the work station.	
<b>30 minutes</b>	Participants will have 30 minutes to produce the requested samples.	
<b>5 minutes</b>	Participants will have 5 minutes to clean the work area at the completion of the event.	
	Evaluators will score participants as they work and will complete the scoring within the 5-minute clean-up time period.	
<b>Total Time: 40 Minutes</b>		

## PASTRY ARTS TECHNICAL DECORATING SKILLS SPECIFICATIONS

EVENT FORMAT	
<b>Safety and Appearance</b>	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)). Facial jewelry is concealed with bandages. 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.

SPECIFICATIONS	LEVEL 2	LEVEL 3
<b>Clothing and Appearance</b>	Wear appropriate clothing and head covering, and present a well-groomed appearance.	
<b>Safety and Sanitation</b>	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.	

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

SPECIFICATIONS	LEVEL 2	LEVEL 3
<b>Equipment, Tools, and Techniques</b>	Use proper equipment, tools, products, vocabulary, and techniques. Only equipment listed on the Equipment Check-in Form are allowed in this event. No additional products or supplies will be available onsite.	



**PASTRY ARTS TECHNICAL DECORATING SKILLS  
SPECIFICATIONS (CONTINUED)**

<b>EVENT FORMAT</b>		
<b>Food Production</b>	The participant will prepare a sample board using information provided in the Client Sample Request Document. This document will be provided at the time of 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 the quality of techniques as compared to acceptable commercial cake decorating.	
<b>SPECIFICATIONS</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>
<b>Client Sample Request Document</b>	At the time of competition, participants will be given the Client Sample Request Document. This document will give participants the following information: <ul style="list-style-type: none"> <li>• Type of Event</li> <li>• Product Type (Cake, Cupcakes or Cookies), Size, And Shape</li> <li>• Icing Colors to Be Used</li> <li>• Writing Sample <ul style="list-style-type: none"> <li>○ Border Samples</li> <li>○ Flower Samples</li> <li>○ Additional Design Elements</li> </ul> </li> </ul>	
<b>Decorating Skills and Techniques</b>	Participants will produce samples as requested in the Client Sample Request Document. Any of the following decorating skills may be included in the request: numbers, individual flowers, flower clusters, script writing, block writing, borders, and any other design elements, as requested.  Skills may include, but are not limited to: Cornelli lace, brush embroidery, flower petals and blossoms, roses, stems with leaves, shells, stars, ruffles, beadwork, lattice, scrolls. Additional design elements may include balloons, bows, baby booties, or other basic figures.	
<b>Overall Appearance and Presentation</b>	Appropriate sizing of elements used for size of product, clean workmanship and display of techniques.	



**PASTRY ARTS TECHNICAL DECORATING SKILLS**  
EQUIPMENT CHECK-IN FORM

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

1. Only the following items are allowed in Pastry Arts Technical Decorating Skills. Any additional items will not be allowed for competition and must be removed from the participant’s supplies. Each student must have their own set of equipment and may not share items during competition.
2. Each student must have their own set of equipment and may not share items during competition.
3. Participants bringing all items as required will earn 5 points on the Point Summary Form.

**REQUIRED EQUIPMENT, TOOLS AND SUPPLIES:**

<b>3# White Icing in One Container</b> (No Icing Will Be Provided Or Available Onsite)	<b>Towels or Paper Towels</b>	<b>Gloves</b>	<b>Prepared Sanitizer</b>	<b>Gel or Paste Icing Color Set</b> (Participant’s Choice Of Brand)	<b>Spatulas and/or Mixing Spoons</b>
<b>Flower Nail(s)</b>	<b>Brush for Brushed Embroidery</b>	<b>Pastry Bags and Couplers, Any Size/Type</b> (Bags May Be Preassembled With Couplers But May Not Be Filled With Icing)	<b>Containers for Mixing Colors</b>	<b>19” X 14” Grease-Proof Cake/Sample Board</b>	<b>Nonskid Mat to Place Under Sample Board</b>
<b>Pastry Tips</b> (Participants May Choose What Size From The Following)	<ul style="list-style-type: none"> <li>• <b>Round</b> (#3, #7, #10, #12)</li> <li>• <b>Open Star</b> (#14, #17, #20, #172)</li> <li>• <b>Closed Star</b> (#27, #28, #30, #35)</li> <li>• <b>Basket Weave</b> (#46, #47, #48)</li> <li>• <b>Leaf</b> (#68, #69, #112)</li> <li>• <b>Drop Flower</b> (#107, #109, #190, #2C, #1C, #1F)</li> <li>• <b>Petal</b> (#60, #104, #116)</li> <li>• <b>Ruffle</b> (#87, #340, #353)</li> </ul>				



## PASTRY ARTS TECHNICAL DECORATING SKILLS POINT SUMMARY FORM

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

5. Make sure all information at top is correct. If the participant does not show, write "No Show" across the top and return with other forms.
6. At the conclusion of scoring, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the participant together.
7. At the end of competition, double check all scores and participant information to ensure accuracy.
8. Check with the Event Consultant or National FCCLA Staff if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Check-in</b> 0 or 5 points	<b>0</b> Did not arrive on time for participant check-in	<b>5</b> Arrived on time for participant check-in	
<b>Required Equipment</b> 0 or 5 points	<b>0</b> Did not bring all required equipment per participant	<b>5</b> Brought all required equipment per participant	
<b>EVALUATORS' SCORES</b>			<b>ROOM CONSULTANT TOTAL</b> (10 points possible)
Evaluator 1: _____	Initials: _____		<b>AVERAGE EVALUATOR SCORE</b> (90 points possible)
Evaluator 2: _____	Initials: _____		<b>FINAL SCORE</b> (Average Evaluator Score plus Room Consultant Score)
Total Score: _____	<i>Divided by # of Evaluators</i>	➔	<b>FINAL SCORE</b>
_____	<b>= AVERAGE EVALUATOR SCORE</b>		
<b>VERIFICATION OF FINAL SCORE &amp; RATING</b> (please initial)			

Event Consultant/Volunteer Initials: \_\_\_\_\_



## PASTRY ARTS TECHNICAL DECORATING SKILLS EVENT RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ 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			
Clean Up 0-10 points	0 Work area not organized, not cleaned upon completion of event, time limits not met	5 Work area mostly organized, completely cleaned upon completion of event within time limits	10 Work area organized, completely cleaned upon completion of event within time limits			

EQUIPMENT AND TOOLS						POINTS
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						POINTS
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		
Flowers 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		
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		
Design Elements 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		





**PASTRY ARTS TECHNICAL DECORATING SKILLS  
EVENT RUBRIC (CONTINUED)**

<b>Overall Appearance and Presentation</b> 0-15 points	<b>0 1 2 3</b> Below acceptable commercial expectation for appearance, presentation, color, size, and workmanship for most items	<b>4 5 6 7</b> Below acceptable commercial expectation for appearance, presentation, color, size, and workmanship for some items	<b>8 9 10 11</b> Meets acceptable quality commercial expectations for appearance, presentation, color, size, and workmanship	<b>12 13 14 15</b> Meets or exceeds commercial quality expectations for appearance, presentation, color, size, and workmanship		

<b>Evaluator's Comments – Include two things done well and two opportunities for improvement:</b>          	<b>TOTAL</b> <b>(90 Points Possible)</b>	
	<b>Evaluator #:</b> _____	
	<b>Evaluator Initials:</b> _____ <b>RC Initials:</b> _____	



# SPEAK OUT FOR FCCLA

**NOT OFFERED: 2023-2024; OFFERED: 2024-2025**

## 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.”

## ELIGIBILITY INFORMATION

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. The number of entries will be determined by the conference facility and schedule.
3. Participation is open to any nationally affiliated FCCLA member.
4. 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.
5. Participants must be registered to attend the National Fall Conference and must stay at one of the official conference hotels. Hotel reservations will be verified prior to the meeting.

## GENERAL INFORMATION

1. A table will be provided. Participant must bring any necessary supplies for the demonstration of project. Wall space and electrical access will not be provided.
2. Spectators are not allowed.
3. Participants are not allowed to discuss the event with other participants. Doing so will result in disqualification.
4. Presentations may not be recorded or photographed during competition, except by the official FCCLA photographer.
5. Participants must follow the approved conference dress code for participation in this event.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

## CAREER PATHWAYS ALIGNMENT

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

## EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9-10	Level 3: Grades 11-12	Level 4: Postsecondary
■	■	■	

\*See page 7 for more information on event levels.

## GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1	Oral Presentation	Table – Yes Wall Space – No Supplies – No	FCCLA Official Dress

## PRESENTATION ELEMENTS ALLOWED

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



## SPEAK OUT FOR FCCLA COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVEL 3
Participants must attend an event orientation session where they will be given a brief overview of the event.			
Participants may not bring reference materials for use in the holding room. Participants are allowed to bring note cards and presentation promotional materials (if required).			
Total time required for participation in this event is approximately 15 minutes including set up, presentation, and evaluator scoring.			
<b>5 minutes</b>	At the designated participation time, participants will have up to 5 minutes to set up any presentation materials or visuals.		
<b>5 minutes</b>	Oral presentation may be up to 5 minutes in length. A 1-minute warning will be given at 4 minutes. Participants will be asked to stop at 5 minutes. Participants may use note cards.		
<b>5 minutes</b>	Evaluators will score and write comments for each entry for approximately 5 minutes. The decision of the evaluators is final.		
<b>Total Time: 15 Minutes</b>			

## SPEAK OUT FOR FCCLA SPECIFICATIONS

EVENT FORMAT	
<b>Oral Presentation</b>	<p>At the designated time, an event volunteer will introduce each participant. Participants have up to 5 minutes to set up for their presentation, but others may not assist. No electrical access or wall space will be available.</p> <p>The oral presentation may be up to 5 minutes in length and is delivered to the evaluators. The oral presentation must explain the specifics of the Speak Out for FCCLA project and utilize marketing and promotional content (membership posters, brochures, video content, etc.) as visuals.</p>

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3
<b>Organization/Delivery</b>	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.		
<b>Promotion of Family and Consumer Sciences and FCCLA</b>	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.		
<b>Use of the FCCLA Planning Process</b>	Explain how each step of the FCCLA Planning Process was used to implement the project.		
<b>Project Impact on Personal Leadership Skills</b>	Describe how the project has impacted your personal leadership skills.		
<b>Quality and Use of Marketing and Promotional Content/Visuals</b>	Create quality marketing and promotional content that effectively support the Speak Out for FCCLA project and membership.		
<b>Voice</b>	Speak with appropriate force, pitch and articulation.		
<b>Body Language/ Clothing Choice</b>	Use appropriate body language including gestures, posture, and mannerisms. Wear clothing that meets the conference dress code.		
<b>Grammar/Word Usage/ Pronunciation</b>	Use proper grammar, word usage and pronunciation.		
<b>Responses to Evaluators' Questions</b>	Provide clear and concise answers to evaluators' questions regarding the impact of the project.		



## SPEAK OUT FOR FCCLA POINT SUMMARY FORM

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

5. Make sure all information at top is correct. If the participant does not show, write "No Show" across the top and return with other forms.
6. At the conclusion of scoring, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the participant together.
7. At the end of competition, double check all scores and participant information to ensure accuracy.
8. Check with the Event Consultant or National FCCLA Staff if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Check-In</b> 0 or 5 points	<b>0</b>	<b>5</b>	
	Did not arrive on time for participant check-in	Arrived on time for participant check-in	
<b>EVALUATORS' SCORES</b>			<b>ROOM CONSULTANT TOTAL</b>
Evaluator 1: _____	Initials: _____		(5 points possible)
Evaluator 2: _____	Initials: _____		<b>AVERAGE EVALUATOR SCORE</b>
Total Score: _____	<i>Divided by # of Evaluators</i>	→	(95 points possible)
_____	<b>= AVERAGE EVALUATOR SCORE</b>		<b>FINAL SCORE</b>
			(Average Evaluator Score plus Room Consultant Score)
			<b>FINAL SCORE</b>
<b>VERIFICATION OF FINAL SCORE &amp; RATING</b> (please initial)			

Event Consultant/Volunteer Initials: \_\_\_\_\_



## SPEAK OUT FOR FCCLA EVENT RUBRIC

Participant Name: \_\_\_\_\_

Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

ORAL PRESENTATION					POINTS
<b>Organization/ Delivery</b> 0-11 points	<b>0 1 2</b> Presentation is not completed or does not explain the elements and principles of design	<b>3 4 5</b> Presentation covers all project elements and principles of design, however with minimal explanation	<b>6 7 8</b> Presentation gives complete information the elements and principles of design, however it does not flow well	<b>9 10 11</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Promotion of Family and Consumer Sciences and FCCLA</b> 0-16 points	<b>0 1 2 3</b> Very little effort to promote FCS and FCCLA	<b>4 5 6 7 8</b> Efforts to promote FCS and FCCLA did not include college and career readiness information	<b>9 10 11 12</b> Efforts to promote FCS and FCCLA included some college and career readiness information, and life skills	<b>13 14 15 16</b> Excellent promotion of FCS and FCCLA in terms of college and career readiness, as well as other life skills	
<b>Use of the FCCLA Planning Process</b> 0-16 points	<b>0 1 2 3</b> Inadequate explanation or omission of use of the planning process	<b>4 5 6 7 8</b> Minimal explanation of how the planning process was used	<b>9 10 11 12</b> Good explanation of how the planning process was used	<b>13 14 15 16</b> Fully explained how each step of the planning process was used	
<b>Project Impact on Personal Leadership Skills</b> 0-16 points	<b>0 1 2 3</b> Inadequate description or omission in presentation	<b>4 5 6 7 8</b> Minimal description of project impact on personal leadership skills	<b>9 10 11 12</b> Good explanation of project impact on personal leadership skills	<b>13 14 15 16</b> Fully described impact of project on personal leadership skills	
<b>Quality and Use of Marketing and Promotional Content/Visuals</b> 0-16 points	<b>0 1 2 3</b> Content and quality of promotion materials is poorly executed	<b>4 5 6 7 8</b> Content and quality of promotional materials is inconsistently executed	<b>9 10 11 12</b> Content and quality of promotional materials is well executed	<b>13 14 15 16</b> Content and quality of promotional materials is highly executed and could serve as a model for others	
<b>Voice</b> 0-5 points	<b>0</b> No voice qualities are used effectively	<b>1 2</b> Voice quality is adequate	<b>3 4</b> Voice quality is good, though could improve	<b>5</b> Voice quality is outstanding and pleasing to listen to	
<b>Body Language/ Clothing Choice</b> 0- 5points	<b>0</b> Body language shows nervousness and unease/inappropriate clothing	<b>1 2</b> Body language shows minimal amount of nervousness/ appropriate conference attire	<b>3 4</b> Body language portrays participant at ease/ appropriate conference attire	<b>5</b> Body language enhances the presentation/ appropriate conference attire	
<b>Grammar/ Word Usage Pronunciation</b> 0-5 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1 2</b> Some (3-5) grammatical and pronunciation errors	<b>3 4</b> Few (1-2) grammatical and pronunciation errors	<b>5</b> Presentation has no grammatical or pronunciation errors	
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b> Did not answer evaluators' questions	<b>1 2</b> Responses to questions did not indicate adequate understanding of skills needed	<b>3 4</b> Responses to questions were appropriate and reflect good understanding of skills needed	<b>5</b> Responses to questions were appropriate and reflect excellent understanding of skills needed	

<b>Evaluator's Comments – Include two things done well and two opportunities for improvement:</b>  <div style="height: 40px;"></div>	<div style="background-color: #eee; padding: 5px; border: 1px solid black; margin-bottom: 5px;"> <b>TOTAL</b>  <b>(95 Points Possible)</b> </div> Evaluator #: _____ Evaluator Initials: _____ RC Initials: _____
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# #TEACHFCS

## #TEACHFCS

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.”

### ELIGIBILITY INFORMATION

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. The number of entries will be determined by the conference facility and schedule.
3. Participation is open to any nationally affiliated FCCLA member.
4. Participants must be registered to attend the National Fall Conference and must stay at one of the official conference hotels. Hotel reservations will be verified prior to the meeting.

### GENERAL INFORMATION

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

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

CAREER PATHWAYS ALIGNMENT			
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
■		■	

EVENT LEVELS			
Level 1: Through Grade 8	Level 2: Grades 9-10	Level 3: Grades 11-12	Level 4: Postsecondary
■	■	■	
*See page 7 for more information on event levels.			

GENERAL INFORMATION			
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1	Oral Presentation	Table – Yes Wall Space – No Supplies – No	FCCLA Official Dress

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



## #TEACHFCS

### COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVEL 3
Participants must attend an event orientation session where they will be given a brief overview of the event.			
Participants may not bring reference materials for use in the holding room. Participants are allowed to bring note cards and project materials.			
Total time required for participation in this event is approximately 15 minutes including set up, presentation, and evaluator scoring.			
5 minutes	At the designated participation time, participants will have up to 5 minutes to set up any presentation materials or visuals.		
5 minutes	Oral presentation may be up to 5 minutes in length. A 1-minute warning will be given at 4 minutes. Participants will be asked to stop at 5 minutes. Participants may use note cards.		
5 minutes	Evaluators will score and write comments for each entry for approximately 5 minutes. The decision of the evaluators is final.		
<b>Total Time: 15 Minutes</b>			

## #TEACHFCS

### SPECIFICATIONS

EVENT FORMAT	
<b>Oral Presentation</b>	<p>At the designated time, an event volunteer will introduce each participant. Participants have up to 5 minutes to set up for their presentation, but others may not assist. No electrical access or wall space will be available.</p> <p>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 oral presentation may be up to five (5) minutes in length and is delivered to the evaluators. The oral presentation must explain the specifics of the week-long #TeachFCS project and utilize project promotional content (posters, display, websites, audiovisual content, etc.) as visuals.</p>

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3
<b>Organization/Delivery</b>	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.		
<b>Promotion of Family and Consumer Sciences and FCCLA</b>	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.		
<b>Use of the FCCLA Planning Process</b>	Explain how each step of the FCCLA Planning Process was used to implement the project.		
<b>Promotional Activities and Plan</b>	<p>Describe the promotional activities for the project, and include the daily activity plan. A minimum of 3 promotional activities must be planned and implemented prior to competition. All activities must relate to encourage FCS Education as a career choice.</p> <p>Create quality promotional activities that effectively promote the project and could serve as a model for other campaigns.</p>		
<b>Voice</b>	Speak with appropriate force, pitch and articulation.		
<b>Body Language/ Clothing Choice</b>	Use appropriate body language including gestures, posture, and mannerisms. Wear clothing that meets the conference dress code.		
<b>Grammar/Word Usage/ Pronunciation</b>	Use proper grammar, word usage and pronunciation.		
<b>Responses to Evaluators' Questions</b>	Provide clear and concise answers to evaluators' questions regarding the impact of the project.		



## #TEACHFCS POINT SUMMARY FORM

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

9. Make sure all information at top is correct. If the participant does not show, write "No Show" across the top and return with other forms.
10. At the conclusion of scoring, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the participant together.
11. At the end of competition, double check all scores and participant information to ensure accuracy.
12. Check with the Event Consultant or National FCCLA Staff if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Check-In/Holding Room</b> 0 or 5 points	<b>0</b>	<b>5</b>	
	Did not arrive on time for participant check-in	Arrived on time for participant check-in	
<b>EVALUATORS' SCORES</b>			<b>ROOM CONSULTANT TOTAL</b>
Evaluator 1: _____	Initials: _____		(5 points possible)
Evaluator 2: _____	Initials: _____		<b>AVERAGE EVALUATOR SCORE</b>
			(95 points possible)
Total Score: _____	<i>Divided by # of Evaluators</i>		<b>FINAL SCORE</b>
_____	<b>= AVERAGE EVALUATOR SCORE</b>		(Average Evaluator Score plus Room Consultant Score)
			<b>FINAL SCORE</b>
<b>VERIFICATION OF FINAL SCORE &amp; RATING</b> (please initial)			

Event Consultant/Volunteer Initials: \_\_\_\_\_





## #TEACHFCS EVENT RUBRIC

Participant Name: \_\_\_\_\_

Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

ORAL PRESENTATION					POINTS
<b>Organization/ Delivery</b> 0-11 points	<b>0 1 2</b> Presentation is not completed or does not explain the elements and principles of design	<b>3 4 5</b> Presentation covers all project elements and principles of design, however with minimal explanation	<b>6 7 8</b> Presentation gives complete information the elements and principles of design, however it does not flow well	<b>9 10 11</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Promotion of Family and Consumer Sciences and FCCLA</b> 0-16 points	<b>0 1 2 3</b> Very little effort to promote FCS and FCCLA	<b>4 5 6 7 8</b> Efforts to promote FCS and FCCLA did not include college and career readiness information	<b>9 10 11 12</b> Efforts to promote FCS and FCCLA included some college and career readiness information, and life skills	<b>13 14 15 16</b> Excellent promotion of FCS and FCCLA in terms of college and career readiness, as well as other life skills	
<b>Use of the FCCLA Planning Process</b> 0-16 points	<b>0 1 2 3</b> Inadequate explanation or omission of use of the planning process	<b>4 5 6 7 8</b> Minimal explanation of how the planning process was used	<b>9 10 11 12</b> Good explanation of how the planning process was used	<b>13 14 15 16</b> Fully explained how each step of the planning process was used	
<b>Promotional Activities and Plan</b> 0-16 points	<b>0 1 2 3</b> Inadequate description or less than 3 of activities planned and implemented	<b>4 5 6 7 8</b> Limited description of activities, activities repetitious	<b>9 10 11 12</b> Good explanation and variety of project activities	<b>13 14 15 16</b> 3 activities and implementation fully described, included variety and impact of project activities	
<b>Quality of Promotional Activities</b> 0-16 points	<b>0 1 2 3</b> Content and quality of promotion materials is poorly executed	<b>4 5 6 7 8</b> Content and quality of promotional materials is inconsistently executed	<b>9 10 11 12</b> Content and quality of promotional materials is well executed	<b>13 14 15 16</b> Content and quality of promotional materials is highly executed and could serve as a model for others	
<b>Voice</b> 0-5 points	<b>0</b> No voice qualities are used effectively	<b>1 2</b> Voice quality is adequate	<b>3 4</b> Voice quality is good, though could improve	<b>5</b> Voice quality is outstanding and pleasing to listen to	
<b>Body Language/ Clothing Choice</b> 0- 5points	<b>0</b> Body language shows nervousness and unease/inappropriate clothing	<b>1 2</b> Body language shows minimal amount of nervousness/ appropriate conference attire	<b>3 4</b> Body language portrays participant at ease/ appropriate conference attire	<b>5</b> Body language enhances the presentation/ appropriate conference attire	
<b>Grammar/ Word Usage Pronunciation</b> 0-5 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1 2</b> Some (3-5) grammatical and pronunciation errors	<b>3 4</b> Few (1-2) grammatical and pronunciation errors	<b>5</b> Presentation has no grammatical or pronunciation errors	
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b> Did not answer evaluators' questions	<b>1 2</b> Responses to questions did not indicate adequate understanding of skills needed	<b>3 4</b> Responses to questions were appropriate and reflect good understanding of skills needed	<b>5</b> Responses to questions were appropriate and reflect excellent understanding of skills needed	

<b>Evaluator's Comments – Include two things done well and two opportunities for improvement:</b>  <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	<b>TOTAL</b> <b>(95 Points Possible)</b>
<b>Evaluator #:</b> _____ <b>Evaluator Initials:</b> _____ <b>RC Initials:</b> _____	



# TECHNOLOGY IN TEACHING

**NOT OFFERED: 2023-2024; OFFERED: 2024-2025**

## 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.

## ELIGIBILITY INFORMATION

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. The number of entries will be determined by the conference facility and schedule.
2. Participation is open to any nationally affiliated FCCLA member.
3. Participants must be registered to attend the National Fall Conference and must stay at one of the official conference hotels. Hotel reservations will be verified prior to the meeting.

## GENERAL INFORMATION

1. A table will be provided. Participant must bring any necessary supplies for demonstration of project. Wall space, Internet access, audiovisual equipment, and electrical access will not be provided.
2. Spectators are not allowed.
3. Participants are not allowed to discuss the event with other participants. Doing so will result in disqualification.
4. Presentations may not be recorded or photographed during competition during competition, except by the official FCCLA photographer.
5. Participants must follow the approved conference dress code for participation in this event.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

## CAREER PATHWAYS ALIGNMENT

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

## EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9-10	Level 3: Grades 11-12	Level 4: Postsecondary
■	■	■	

\*See page 7 for more information on event levels.

## GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1	Oral Presentation	Table – Yes Wall Space – No Supplies – No	FCCLA Official Dress

## PRESENTATION ELEMENTS ALLOWED

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



## TECHNOLOGY IN TEACHING

### COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVEL 3
<p>Participants must attend an event orientation session where they will be given a brief overview of the event.</p> <p>Participants may not bring reference materials for use in the holding room. Participants are allowed to bring note cards, the completed project, and demonstration supplies.</p> <p>At the designated participation time, the participant will give two (2) completed copies of the Application Checklist to evaluators for use during the oral presentation. The copies will not be returned.</p> <p>Participants may use note cards. Items required for demonstration of the app are permitted.</p> <p>Total time required for participation in this event is approximately 15 minutes including set up, presentation, and evaluator scoring.</p>			
<b>5 minutes</b>	Participants will have up to 5 minutes to set up their demonstration, if needed.		
<b>5 minutes</b>	Oral presentations may be up to 5 minutes in length. A 1-minute warning will be given at 4 minutes. Participants will be asked to stop at 5 minutes.		
<b>5 minutes</b>	Evaluators will score and write comments for each entry for approximately 5 minutes. The decision of the evaluators is final.		
<b>Total Time: 15 Minutes</b>			

## TECHNOLOGY IN TEACHING

### SPECIFICATIONS

EVENT FORMAT	
<b>Application Selection and Checklist</b>	Each participant will select and critically evaluate an app for a tablet that could be used by students as part of a class offered in the Family and Consumer Sciences program. Examples may include, but are not limited to, apps related to early childhood, parenting and human development, health and fitness, fashion or interior design, online safety, or classroom or consumer tools. The member will submit (2) copies of the completed App Review Checklist, to be given to the evaluators prior to the start of the oral presentation.

EVENT FORMAT	
<b>Oral Presentation and Demonstration</b>	The oral presentation may be up to five (5) minutes in length and is delivered to the evaluators. The oral presentation must contain pertinent information from the review checklist. The app must be demonstrated during the presentation. Only items required for use in demonstrating the app are permitted. The participant may demonstrate the app on a tablet, or use a larger screen device. The participant may approach the evaluators to demonstrate the app, but evaluators are not required to actively participate in the demonstration. The app must be able to be demonstrated without an Internet connection, but if a connection is available, it may be used. FCCLA does not provide wall space, audiovisual equipment, electrical access, or Internet access.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3
<b>Organization/Delivery</b>	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.		
<b>Educational Technology Instructional Concepts</b>	Demonstrate knowledge of educational technology instructional concepts in relation to use of the app in learning and instruction.		
<b>Demonstration Techniques</b>	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.		
<b>Relationship to Family and Consumer Sciences</b>	Describe the relationship of the application to Family and Consumer Sciences coursework and/or standards.		



**TECHNOLOGY IN TEACHING**  
SPECIFICATIONS (CONTINUED)

<b>Audience and Purpose</b>	Describe the audience, developmental goals, and age appropriateness in the context of the application's intended purpose.
<b>Classroom/Educational Use</b>	Explain how the app may be used in the classroom or educational program, including strengths, areas of improvement, or modifications required.
<b>Learning Opportunities</b>	Describe the ways that the app supports learning opportunities, as indicated in the app checklist.
<b>Final Recommendations</b>	Provide final recommendation(s) on the use of the app in the intended educational setting.
<b>Voice</b>	Speak with appropriate force, pitch and articulation.
<b>Body Language/ Clothing Choice</b>	Use appropriate body language including gestures, posture, and mannerisms. Wear clothing that meets the conference dress code.
<b>Grammar/Word Usage/ Pronunciation</b>	Use proper grammar, word usage and pronunciation.
<b>Responses to Evaluators' Questions</b>	Provide clear and concise answers to evaluators' questions regarding the impact of the project.



## TECHNOLOGY IN TEACHING POINT SUMMARY FORM

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

13. Make sure all information at top is correct. If the participant does not show, write "No Show" across the top and return with other forms.
14. At the conclusion of scoring, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the participant together.
15. At the end of competition, double check all scores and participant information to ensure accuracy.
16. Check with the Event Consultant or National FCCLA Staff if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Check - In</b> 0 or 5 points	<b>0</b>	<b>5</b>	
	Did not arrive on time for participant check-in	Arrived on time for participant check-in	
<b>EVALUATORS' SCORES</b>			<b>ROOM CONSULTANT TOTAL</b> (5 points possible)
Evaluator 1: _____	Initials: _____		<b>AVERAGE EVALUATOR SCORE</b> (95 points possible)
Evaluator 2: _____	Initials: _____		<b>FINAL SCORE</b> (Average Evaluator Score plus Room Consultant Score)
Total Score: _____	<i>Divided by # of Evaluators</i>	→	<b>FINAL SCORE</b>
_____	<b>= AVERAGE EVALUATOR SCORE</b>		
<b>VERIFICATION OF FINAL SCORE &amp; RATING</b> (please initial)			



## TECHNOLOGY IN TEACHING EVENT RUBRIC

Participant Name: \_\_\_\_\_

Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

APPLICATION CHECKLIST					POINTS
<b>Application General Information Provided</b> 0–3 points	<b>0</b> 0 or 1 general information items provided	<b>1</b> 2 general information items provided	<b>2</b> 3 general information items provided	<b>3</b> 4 general information items provided	
<b>Relationship to Family and Consumer Sciences Indicated</b> 0 or 1 points	<b>0</b> None checked	<b>1</b> At least one area checked and/or specified			
<b>Audience</b> 0-4 points	<b>0</b> Not identified	<b>1</b> Audience identified	<b>2</b> Audience, developmental goals and age appropriateness identified	<b>3 4</b> Audience, developmental goals and age appropriateness are identified and explained	
<b>Purpose</b> 0-4 points	<b>0</b> Not identified	<b>1</b> Purpose minimally identified	<b>2</b> Purpose identified and described	<b>3 4</b> Purpose identified and described in relation to use	
<b>Classroom/Educational Use</b> 0-4 points	<b>0</b> Not identified	<b>1</b> Minimally explained or examples given are not appropriate	<b>2</b> Use identified and described with at least one appropriate example	<b>3 4</b> Use identified and described with at least two appropriate examples	
<b>Strengths/Areas of Improvement</b> 0-4 points	<b>0</b> Not identified	<b>1</b> Only strengths or only areas of improvement are identified, not both	<b>2</b> Strengths and areas of improvement are identified	<b>3 4</b> Strengths, areas of improvement, or modifications required for successful implementation are identified	
<b>Learning Opportunities</b> 0-4 points	<b>0</b> Not identified	<b>1</b> Incorrectly identified or unsupportive examples	<b>2</b> Appropriately identified but not supported with example(s)	<b>3 4</b> Appropriately identified and supported with at least one example for each area	
<b>Final Recommendations</b> 0 or 1 point	<b>0</b> None checked	<b>1</b> One recommendation checked			

ORAL PRESENTATION					POINTS
<b>Organization/Delivery</b> 0-10 points	<b>0 1 2</b> Presentation is not completed or does not explain the elements and principles of design	<b>3 4 5</b> Presentation covers all project elements and principles of design, however with minimal explanation	<b>6 7 8</b> Presentation gives complete information the elements and principles of design, however it does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Educational Technology Instructional Concepts</b> 0-5 points	<b>0</b> None shared or information shared was incorrect	<b>1 2</b> Minimal knowledge shared during presentation	<b>3 4</b> Knowledge of educational technology instructional concepts is evident and shared at times during presentation	<b>5</b> Knowledge of educational technology instructional concepts is evident and incorporated throughout the presentation	
<b>Demonstration Techniques</b> 0-5 points	<b>0</b> Not demonstrated	<b>1 2</b> Minimally demonstrates design and safety; limited support of project research; difficult to view app content	<b>3 4</b> Generally demonstrates design and safety; supports project research, is professional, and evaluators can view app content	<b>5</b> 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	



## TECHNOLOGY IN TEACHING EVENT RUBRIC (CONTINUED)

<b>Relationship to Family and Consumer Sciences</b> 0-5 points	<b>0</b> Not identified	<b>1 2</b> Relationship to FCS coursework is questionable for implementation	<b>3 4</b> Relationship to FCS coursework is generally appropriate	<b>5</b> Relationship to FCS coursework is appropriate, evident and explained well		
<b>Audience and Purpose</b> 0-7 points	<b>0</b> Not identified	<b>1 2 3</b> Limited information for audience, developmental goals, age appropriateness, and intended purpose are provided	<b>4 5 6</b> General information for audience, developmental goals, age appropriateness, and context of intended purpose are provided	<b>7</b> Detailed information for audience, developmental goals, age appropriateness, and context of intended purpose are provided		
<b>Classroom/ Educational Use</b> 0-8 points	<b>0</b> Not identified	<b>1 2 3</b> Explains use of app in classroom or educational program; includes strengths or areas of improvement	<b>4 5 6</b> Explains and provides examples of use of app in classroom or educational program, including strengths and areas of improvement	<b>7 8</b> Explains and provides realistic examples of use of app in classroom or educational program, including strengths, areas of improvement, or modifications required		
<b>Learning Opportunities</b> 0-5 points	<b>0</b> Not identified	<b>1 2</b> Explains identified learning opportunities	<b>3 4</b> Explains and provides at least one example for each identified learning opportunity	<b>5</b> Explains and provides one or more realistic example for each identified opportunity		
<b>Final Recommendations</b> 0-5 points	<b>0</b> Not identified	<b>1 2</b> Recommendation contradicts checklist content	<b>3 4</b> Recommendation explained, but not fully supported by checklist content	<b>5</b> Recommendation explained well and fully supported by checklist content		
<b>Voice</b> 0-5 points	<b>0</b> No voice qualities are used effectively	<b>1 2</b> Voice quality is adequate	<b>3 4</b> Voice quality is good, though could improve	<b>5</b> Voice quality is outstanding and pleasing to listen to		
<b>Body Language/ Clothing Choice</b> 0- 5points	<b>0</b> Body language shows nervousness and unease/inappropriate clothing	<b>1 2</b> Body language shows minimal amount of nervousness/ appropriate conference attire	<b>3 4</b> Body language portrays participant at ease/ appropriate conference attire	<b>5</b> Body language enhances the presentation/ appropriate conference attire		
<b>Grammar/ Word Usage Pronunciation</b> 0-5 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1 2</b> Some (3-5) grammatical and pronunciation errors	<b>3 4</b> Few (1-2) grammatical and pronunciation errors	<b>5</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b> Did not answer evaluators' questions	<b>1 2</b> Responses to questions did not indicate adequate understanding of skills needed	<b>3 4</b> Responses to questions were appropriate and reflect good understanding of skills needed	<b>5</b> Responses to questions were appropriate and reflect excellent understanding of skills needed		

<b>Evaluator's Comments – Include two things done well and two opportunities for improvement:</b>	<b>TOTAL</b> <b>(95 Points Possible)</b>
	Evaluator #: _____
	Evaluator Initials: _____
RC Initials: _____	



**TECHNOLOGY IN TEACHING**  
TECHNOLOGY IN TEACHING APP REVIEW CHECKLIST

Participant Name: \_\_\_\_\_  
Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

1. Bring 2 copies of this completed worksheet to give to the evaluators prior to your oral presentation and app demonstration.

**RELATIONSHIP TO FAMILY AND CONSUMER SCIENCES (App relates to these area(s) of Family and Consumer Sciences)**

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	Consumer Education and Personal Finance	Culinary Arts	Early Childhood, Family, Parenting and Human Development	Education and Teaching
Food Science, Dietetics, Nutrition and Wellness	Hospitality, Tourism and Recreation	Housing and Interior Design	Textiles, Fashion and Apparel	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?	





## TECHNOLOGY IN TEACHING

### TECHNOLOGY IN TEACHING APP REVIEW CHECKLIST (CONTINUED)

<p><b>What areas need improvement? Are there any modifications for educational use?</b></p>	
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<b>AUDIENCE AND PURPOSE</b>	
<p><b>Collaboration And Idea Sharing – Example:</b></p>	
<p><b>Creativity And Imagination – Example:</b></p>	
<p><b>Diversity – Example:</b></p>	
<p><b>Engagement And Interaction – Example:</b></p>	
<p><b>Feedback And Assessment – Example:</b></p>	
<p><b>Higher Order Thinking Skills – Example:</b></p>	
<p><b>Increase Understanding – Example:</b></p>	
<p><b>Problem-Solving – Example:</b></p>	



## TECHNOLOGY IN TEACHING

### TECHNOLOGY IN TEACHING APP REVIEW CHECKLIST (CONTINUED)

<b>FINAL RECOMMENDATION</b>		
<b>Not Recommended For Use</b>	<b>Recommended For Use, But Only With Modifications</b>	<b>Recommended For Use</b>



# 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.

**ELIGIBILITY INFORMATION**

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. The number of entries will be determined by the conference facility and schedule.
2. Participation is open to any nationally affiliated FCCLA member.
3. Participants must be registered to attend the National Fall Conference and must stay at one of the official conference hotels. Hotel reservations will be verified prior to the meeting.

**GENERAL INFORMATION**

1. A table will be provided. Participant must bring any necessary supplies for demonstration of project. Wall space, Internet access, audiovisual equipment, and electrical access will not be provided.
2. Spectators are not allowed.
3. Participants are not allowed to discuss the event with other participants. Doing so will result in disqualification.
4. Presentations may not be recorded or photographed during competition during competition, except by the official FCCLA photographer.
5. Participants must follow the approved conference dress code for participation in this event.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

CAREER PATHWAYS ALIGNMENT			
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
		■	

EVENT LEVELS			
Level 1: Through Grade 8	Level 2: Grades 9-10	Level 3: Grades 11-12	Level 4: Postsecondary
■	■	■	

\*See page 7 for more information on event levels.

GENERAL INFORMATION			
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1	Oral Presentation	Table – Yes Wall Space – No Supplies – No	FCCLA Official Dress

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



## TOYS THAT TEACH

### COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVEL 3
Participants must attend an event orientation session where they will be given a brief overview of the event.			
Participants may not bring reference materials for use in the holding room. Participants are allowed to bring note cards, the completed project, and demonstration supplies (if required).			
At the designated participation time, the participant will give two (2) completed copies of the Toy Design Worksheet to evaluators for use during the oral presentation. The copies will not be returned.			
Participants may use note cards. Items required for the demonstration of the toy are permitted.			
Total time required for participation in this event is approximately 15 minutes including set up, presentation, and evaluator scoring.			
<b>5 minutes</b>	Participants will have up to 5 minutes to set up their toy demonstration if needed.		
<b>5 minutes</b>	Oral presentations may be up to 5 minutes in length. A 1-minute warning will be given at 4 minutes. Participants will be asked to stop at 5 minutes.		
<b>5 minutes</b>	Evaluators will score and write comments for each entry for approximately 5 minutes. The decision of the evaluators is final.		
<b>Total Time: 15 Minutes</b>			

## TOYS THAT TEACH

### SPECIFICATIONS

EVENT FORMAT	
<b>Toy Design Worksheet</b>	Each participant must use the Toy Design Worksheet to design and construct an original toy for a child that meets the developmental and educational needs of the selected age group. Safety must be a primary concern in the planning and construction of the toy. 2 copies of the completed Toy Design Worksheet will be given to the evaluators prior to the start of the oral presentation.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3
<b>Name of Toy</b>	Choose a creative name for the original toy.		
<b>Age Group</b>	Design and construct an original toy to meet the developmental needs of one of the following age groups: <ul style="list-style-type: none"> <li>• Birth–12 months</li> <li>• 12 months–24 months</li> <li>• 2–4 years</li> <li>• 5–7 years</li> </ul>		
<b>Category of Play</b>	Select applicable category of play such as: quiet play, active play, cooperative play, manipulative play, make-believe play, creative play, and learning play.		
<b>Design and Construction</b>	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.		
<b>Safety, Sanitation and Storage</b>	Design and construct the toy to meet safety and sanitation needs for the selected age group.		

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



**TOYS THAT TEACH**  
SPECIFICATIONS (CONTINUED)

<b>SPECIFICATIONS</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>
<b>Organization/Delivery</b>	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.		
<b>Knowledge of Child Development</b>	Show evidence of child development knowledge and skills by explaining how the toy addresses the developmental and educational needs of the selected age group.		
<b>Toy Name Explanation</b>	Explain why or how the toy’s name was selected.		
<b>Knowledge of Safety, Sanitation and Storage</b>	Describe safety and sanitation considerations for the selected age group and how this has been addressed in the toy design. Explain how the toy must be maintained, cleaned, and stored.		
<b>Appeal for Children/Adults</b>	Explain why the toy would appeal to children of the selected age group and adults who may recreate or purchase this toy for a child.		
<b>Toy Demonstration</b>	Demonstrate use of the toy, pointing out any unique aspects of design, safety, or adaptive uses for special needs children, if applicable.		
<b>Voice</b>	Speak with appropriate force, pitch and articulation.		
<b>Body Language/ Clothing Choice</b>	Use appropriate body language including gestures, posture, and mannerisms. Wear clothing that meets the conference dress code.		
<b>Grammar/Word Usage/ Pronunciation</b>	Use proper grammar, word usage and pronunciation.		
<b>Responses to Evaluators’ Questions</b>	Provide clear and concise answers to evaluators’ questions regarding the impact of the project.		



## TOYS THAT TEACH POINT SUMMARY FORM

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

1. Make sure all information at top is correct. If the participant does not show, write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the participant together.
3. At the end of competition, double check all scores and participant information to ensure accuracy.
4. Check with the Event Consultant or National FCCLA Staff if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Check-In</b> 0 or 5 points	<b>0</b>	<b>5</b>	
	Did not arrive on time for participant check-in	Arrived on time for participant check-in	
<b>EVALUATORS' SCORES</b>			<b>ROOM CONSULTANT TOTAL</b>
Evaluator 1: _____	Initials: _____		(5 points possible)
Evaluator 2: _____	Initials: _____		<b>AVERAGE EVALUATOR SCORE</b>
Total Score: _____	<i>Divided by # of Evaluators</i>	→	(95 points possible)
_____	<b>= AVERAGE EVALUATOR SCORE</b>		<b>FINAL SCORE</b>
			(Average Evaluator Score plus Room Consultant Score)
			<b>FINAL SCORE</b>
<b>VERIFICATION OF FINAL SCORE &amp; RATING</b> (please initial)			



## TOYS THAT TEACH EVENT RUBRIC

Participant Name: \_\_\_\_\_

Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

TOY DESIGN WORKSHEET					POINTS
<b>Name of Toy</b> 0-5 points	<b>0</b> Toy name is not named	<b>1 2</b> Toy name is either not shared or lacks creativity	<b>3 4</b> Toy name is shared and is creative	<b>5</b> Toy name is shared and highly creative	
<b>Age Group</b> 0-5 points	<b>0</b> No age group identified	<b>1 2</b> Toy is inappropriate for the developmental needs of the selected age group	<b>3 4</b> Toy is appropriate for the developmental needs of the selected age group	<b>5</b> Toy is highly appropriate for the developmental needs of the selected age group	
<b>Category of Play</b> 0-5 points	<b>0</b> No category of play identified	<b>1 2</b> Applicable category of play unclear	<b>3 4</b> Applicable category of play identified	<b>5</b> Applicable category of play clearly identified	
<b>Design and Construction</b> 0-10 points	<b>0</b> No toy presented	<b>1 2 3 4</b> Toy design and construction either lacks creativity, fails to stimulate play, is not visually appealing, or is poorly made	<b>5 6 7 8</b> Toy design and construction is creative, generally stimulates play, is visually appealing, and well-made	<b>9 10</b> Toy design and construction is highly creative, stimulates play, is visually appealing, and well-made	
<b>Safety, Sanitation and Storage</b> 0-10 points	<b>0</b> Safety and sanitation needs for the selected age group not considered in design and construction	<b>1 2 3 4</b> Safety and sanitation needs for the selected age group unclear in design and construction	<b>5 6 7 8</b> Safety and sanitation needs for the selected age group generally considered in design and construction	<b>9 10</b> Safety and sanitation needs for the selected age group clearly considered in design and construction	

ORAL PRESENTATION					POINTS
<b>Organization/Delivery</b> 0-10 points	<b>0</b> Presentation is not completed or does not explain the elements and principles of design	<b>1 2 3 4</b> Presentation covers all project elements and principles of design, however with minimal explanation	<b>5 6 7 8</b> Presentation gives complete information the elements and principles of design, however it does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Toy Name Explanation</b> 0-5 points	<b>0</b> No explanation for toy name selection provided	<b>1 2</b> Explanation of toy name selection unclear and mentioned briefly in presentation	<b>3 4</b> Explanation of toy name selection generally evident and incorporated in presentation	<b>5</b> Explanation of toy name selection clearly evident and incorporated in presentation	
<b>Knowledge of Child Development</b> 0-5 points	<b>0</b> No evidence of child development knowledge and/or no mention of how toy meets needs during presentation	<b>1 2</b> Knowledge of child development and how toy addresses needs is unclear or briefly mentioned during presentation	<b>3 4</b> Knowledge of child development and how toy addresses needs is evident and incorporated throughout presentation	<b>5</b> Knowledge of child development and how toy addresses needs is clearly evident and incorporated throughout presentation	
<b>Knowledge of Safety, Sanitation and Storage</b> 0-5 points	<b>0</b> Toy maintenance, cleaning and storage unclear. Knowledge of safety and sanitation not mentioned during presentation	<b>1 2</b> Toy maintenance, cleaning and storage unclear. Knowledge of safety and sanitation briefly mentioned during presentation	<b>3 4</b> Toy maintenance, cleaning and storage generally evident. Knowledge of safety and sanitation incorporated throughout presentation	<b>5</b> Toy maintenance, cleaning and storage clearly evident. Knowledge of safety and sanitation incorporated throughout presentation	
<b>Appeal for Children/Adults</b> 0-5 points	<b>0</b> Toy is not appealing to children or adults or is not explained	<b>1 2</b> Toy has minimal appeal to children and adults or is poorly explained	<b>3 4</b> Toy is generally appealing to children and adults and generally explained	<b>5</b> Toy appeal for children and adults is high and explained well	
<b>Toy Demonstration</b> 0-10 points	<b>0</b> Did not demonstrate toy	<b>1 2 3 4</b> Demonstrated toy but did not point out unique features	<b>5 6 7 8</b> Toy use, safety, and unique aspects demonstrated	<b>9 10</b> Toy use, safety, unique aspects, and adaptive uses demonstrated	
<b>Voice</b> 0-5 points	<b>0</b> No voice qualities are used effectively	<b>1 2</b> Voice quality is adequate	<b>3 4</b> Voice quality is good, though could improve	<b>5</b> Voice quality is outstanding and pleasing to listen to	



**TOYS THAT TEACH  
EVENT RUBRIC (CONTINUED)**

<b>Body Language/ Clothing Choice</b> 0-5points	<b>0</b> Body language shows nervousness and unease/inappropriate clothing	<b>1 2</b> Body language shows minimal amount of nervousness/appropriate conference attire	<b>3 4</b> Body language portrays participant at ease/appropriate conference attire	<b>5</b> Body language enhances the presentation/appropriate conference attire		
<b>Grammar/ Word Usage Pronunciation</b> 0-5 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1 2</b> Some (3-5) grammatical and pronunciation errors	<b>3 4</b> Few (1-2) grammatical and pronunciation errors	<b>5</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b> Did not answer evaluators' questions	<b>1 2</b> Responses to questions did not indicate adequate understanding of skills needed	<b>3 4</b> Responses to questions were appropriate and reflect good understanding of skills needed	<b>5</b> Responses to questions were appropriate and reflect excellent understanding of skills needed		

<b>Evaluator's Comments – Include two things done well and two opportunities for improvement:</b>	<b>TOTAL (95 Points Possible)</b>	
	<b>Evaluator #:</b> _____ <b>Evaluator Initials:</b> _____ <b>RC Initials:</b> _____	





**TOYS THAT TEACH**  
TOY DESIGN WORKSHEET

Participant Name: \_\_\_\_\_  
Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

1. Bring 2 copies of this completed worksheet to give to the evaluators prior to your oral presentation and app demonstration.

TOY INFORMATION		
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?	

STORAGE AND CARE	
Explain how to maintain, clean and store the toy.	



## ADDITIONAL RESOURCES

### RESOURCES

- FCCLA national website ([www.fcclainc.org](http://www.fcclainc.org))
- Library
- Magazines
- Newspapers
- Books
- State Adviser
- Chapter Adviser
- School Personnel
- Other Youth Groups
- School Counselor
- Professionals in Subject Area
- Peers
- Family

### PLEASE NOTE

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## COMPETITIVE EVENTS GLOSSARY

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, peers, 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 an end consumer has discarded. 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.

**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.

**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.



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