

2016 SLC STAR EVENTS BREAKDOWN

This table is designed to help advisers mentor students during the STAR events selection process to identify a project that matches their interests, strengths and commitment level.

Levels of involvement:

- *Low*—Events/rubrics are easy to follow, but still require research and effort to complete.
- *Medium*—Events/rubrics are easy to follow, requires advisers/students to apply knowledge from a variety of courses in FCS as well non-FCS courses.
- *High*—Events/rubrics completion require technical knowledge and extensive research and time to complete project requirements.

Event	Short Description	Project Elements	Product to Oral Presentation Rubric Ratios	Level of Involvement
Advocacy	Students demonstrate their knowledge, skills, and ability to actively identify a local, state, national, or global concern, research the topic, identify a target audience and potential partnerships, form an action plan, and advocate for the issue in an effort to positively affect a policy or law.	Individual or Team Event Portfolio and Oral Presentation	Oral Presentation—44 Portfolio—56	Student will be responsible for identifying an issue that is relevant, current and based on actual need. They will research that need, develop a handout, elevator speech and collaborate with partners to implement the project. High
Applied Math for Culinary Mgmt.	Students use Family and Consumer Sciences skills to demonstrate the application of mathematical concepts in the culinary arts industry. Students must be enrolled in a culinary arts occupational program.	Individual or team event File folder, visuals and oral presentation	File folder—8 Oral presentation—21 Visuals—10 Case study—30	Student will take a test to demonstration knowledge. They will then create a project illustrating the use of applied math for culinary management and present that project in a file folder. During competition, students will participate in a case study and conduct an oral presentation of their findings. High
Career Investigation	Students will perform self-assessments, research and explore a career, set career goals, create a plan for achieving goals and describe the relationship of Family and Consumer Sciences coursework to the selected career.	Individual Event Digital or hardcopy portfolio and oral presentation.	Portfolio – 51 points Presentation – 39 points	Student will be responsible for conducting a self-assessment and career research. Materials will be assembled in a portfolio and presented to judges. Advisers will assist with assessments and determination of career to study. Low - Medium
Chapter Service Project Display	Recognizes chapters that develop and implement an in-depth worthwhile contribution to families, schools and communities. Students must use FCS content and skills to address and take	Team Event Display and oral presentation.	Display – 61 points Oral Presentation – 29 points	Students and adviser must work together to create a display that details the service project and its impact in the community. Medium

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Chapter in Review Portfolio	Members develop and implement a well-balanced program of work and promote FCCLA, Family and Consumer Sciences and/or related occupations and skills to the community. The members then document chapter planning and accomplishments	Team Event Detailed portfolio and oral presentations.	Portfolio – 56 points Oral Presentation – 34 points	This project involves the entire chapter. Each project is documented and detailed in the portfolio that details what the chapter has accomplished over the year. Medium
Culinary Arts	Members of the team will use the skills gained in their class work to produce a quality meal using industrial culinary arts/food service techniques and equipment.	Team Event Demonstration of skills required and outcome of the meal produced.	Safety and Appearance – 20 points Team Organization – 20 points Food Production – 20 points Food Taste/ Appearance – 40 points	Adviser will be heavily involved in the training of students, teaching them not only the skills necessary, but also upper level thinking and problem solving skills to be able to adapt to the situations they are presented with in the competition. High
Fashion Design	Students apply fashion design skills learned in Family and Consumer Sciences courses to design and market clothing styles.	Individual event Portfolio, sample garment, oral presentation	Portfolio—43 Collection sample—8 Oral presentation—39	Student is responsible for creating a clothing label, researching the intended audience, designing the label's first 4-piece collection and construction one collection sample using flat pattern design. Adviser provides in-depth content training to prepare student for the event. High
Focus on Children	Students will plan and conduct a child development project that has a positive impact on children and the community.	Individual or Team Event Portfolio and oral presentation	Portfolio – 31 points Oral Presentation – 59 points	Student is responsible for planning their event and determining the positive impact of the project. Adviser may need to help with presentation of the oral presentation. Low to Medium
Food Innovations	Students will follow the national guidelines and develop a food item that meets the guidelines. Once the original food is prepared, students will convene a tasting panel to evaluate and improve the original recipe. Once the food item is ready, a marketing plan for the food will be developed.	Individual or Team Event Display with oral presentation	Display – 43 points Suggested Product packaging – 8 points Oral Presentation – 39 points	Students will research the food challenge presented and find a recipe that meets the requirements. They will then use a focus group to taste and make suggestions. Once perfected, a marketing plan will be developed to market the product commercially. Lab time and adviser input will be essential. Medium - High

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Hospitality, Tourism and Recreation	Students demonstrate their knowledge of the hospitality, tourism, and recreation industries and ability to translate their knowledge into a hypothetical or real business.	Individual or team event Portfolio with oral presentation	Portfolio—48 Oral presentation—34 Case study—10	Student will research existing businesses which are similar to their project, develop a basic business plan and client services information, and create a website that highlights the business. Student will demonstrate their customer service knowledge and ability to problem solve through an onsite case study. High
Illustrated Talk	Students will make an oral presentation about issues concerning Family and Consumer Sciences and/or related occupations. In the presentation, participants will use visuals to illustrate the content.	Individual or Team Event Either posters or a digital presentation along with an oral presentation.	File Folder – 8 points Oral Presentation – 67 points Visuals/Props – 15 points	Students will prepare an informational presentation using visuals to instruct and educate others about the issue identified. Adviser will help students secure audiences to present to prior to competition at the state level. Low - Medium
Interpersonal Communications	Students apply communication techniques to develop a project designed to strengthen communication in a chosen area: community, employment relationships, family, peer groups, or school groups.	Individual or team event File folder and oral presentation.	File folder—8 Oral presentation—69 Case study—13	Students develop a project that strengthens communication and then provide a summary of the program in an oral presentation that is supplemented with a file folder. Their knowledge is further tested by participating in a case study. Medium
Job Interview	Students will develop a portfolio, participate in an interview and communicate a personal understanding of job requirements.	Individual Event Portfolio, job application and a job interview with judging panel.	Portfolio – 43 points Interview with Judges – 50 points	Student will complete an employment portfolio for a job of their choosing. Knowledge of the correct formatting of a resume, cover letter and interview procedures will be essential. Adviser will assist with the correct formatting of the required materials for the portfolio. Medium - High
Life Event Planning	Students plan a major event in their lives and develop a budget to illustrate how they can manage the cost of the event they have planned. Also consumerism in the completion of the project.	Individual or Team Event Portfolio and oral presentation	Portfolio – 44 points Oral Presentation – 46 points	Students must find a project that requires planning and a significant amount of money to carry out. Adviser may need to suggest ways to do comparison shopping and development of a realistic budget. Low - Medium
National Programs in Action	Students use the FCCLA Planning process to implement a national program project.	Individual or Team Event Display that shows what was done and the effectiveness of the project and an oral presentation	This event is not broken up into individual components	Students develop a project based on one of the national programs. Students may need adviser to help with project development and the completion of the project requirements. Low - Medium

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Nutrition and Wellness	Students will track food intake and physical activity for themselves, their family or a community group. Once the data is gathered, student will determine goals and strategies for improving their overall health.	Individual Event Detailed portfolio and oral presentation.	Portfolio – 52 points Oral Presentation – 39 points	Student will need to track food and physical activity, develop goals, menus and a plan for improvement. Research is needed for baseline requirements. Adviser will mentor and suggest adjustments for the plan. Medium to High
Parliamentary Procedure	Students develop a working knowledge of parliamentary law and conduct an FCCLA business meeting that demonstrates their knowledge.	Team Event Students conduct an FCCLA business meeting demonstrating the skills required.	Test – Average team score from 20 point test Meeting – 73 points Secretary Notes – 2 points	Students will need training and then the opportunity to practice the use of their parliamentary skills. Medium to High
Recycle and Redesign	Students will select a fashion or home apparel item to recycle into a new product.	Individual Event Completed Project, display and oral presentation	Display – 23 points Oral Presentation – 34 points Recycling and Redesign Skills presented in Project – 33 points	Student will find a project, recycle the project, track expense and time required. Complete a display board and develop an oral presentation. Adviser will give input to research and development of oral presentation. Low - Medium
Sports Nutrition	Students plan and develop an individualized nutritional plan to meet the needs of a competitive student athlete in a specific sport. Student acts as the dietitian or nutritionist and the judges act as the patient.	Individual or Team Event Interactive display and oral presentation	File Folder – 22 points Visual Nutrition and Hydration Plan – 35 points Oral Presentation – 33 points	Students will research the nutritional needs and other aspects of the sport they have chosen. They will then develop a plan for the student athlete they have chosen and present this to the judges as though they are the nutritionist and the judges are the athlete. This is the only event where students present in this way. Moderate amount of Adviser time will be needed to complete and practice this event. High

COMPETITIVE EVENTS & MCIS INTEREST INVENTORY

Holland Code Classifications

The Holland Code is a classification developed by Dr. John Holland based on his theory that people and work environments can be loosely classified into six different groups. While many people can have interest in or similarities to several of the six groups, you will be attracted primarily to only a few of the groups.

- *Realistic* – People who have athletic ability, prefer to work with objects, machines, tools, plants or animals, or to be outdoors.
- *Investigative* – People who like to observe, learn, investigate, analyze, evaluate or solve problems.
- *Artistic* – People who have artistic, innovative or intuitional abilities and like to work in unstructured situations using their imagination and creativity.
- *Social* – People who like to work with people to enlighten, inform, help, train or cure them or are skilled with words.
- *Enterprising* – People who like to work with people, influencing, persuading, leading or managing for organizational goals or economic gain.
- *Conventional* - People who like to work with data, have clerical or numerical ability, carry out tasks in detail, or follow through on others' instructions.

Montana Career Information System testing links students to their Holland code through their testing for ability, values and interests. The following table may be helpful in helping students determine which project may be of more interest to them based on this testing.

http://www.wiu.edu/advising/docs/Holland_Code.pdf

Holland Code Categories	Realistic	Investigative	Artistic	Social	Enterprising	Conventional	Foundational Work Place Skills
Careers In Each Area	Athletic Trainer, Floral Designer, Laboratory technician, Property Manager, Landscaper	Economist, Technical Writer, Biochemist, Psychologist	Architect, Artist, Fashion Illustrator, Interior Designer, Graphic Designer	Dietitian, Consumer Affairs Director, Real Estate Appraiser, Teacher, Social Worker, Police Officer, Nurse	Banker/ Financial Stockbroker, Tax Accountant, Credit Analyst, Lawyer, Public Relations	Accountant, Teacher, Financial Analyst, Travel Agent	
FCCLA Events	Sports Nutrition, Toys that Teach	Illustrated Talk, Food Innovation	Fashion Design, Interior Design, Fashion Sketch, Recycle & Redesign,	Sports Nutrition, Nutrition & Wellness	Life Event Planning, Culinary Arts	Early Childhood, Focus on Children	Job Interview, Career Investigation, National Programs in Action, Parliamentary Procedure