

FOOD INNOVATIONS

ADULT ROOM CONSULTANT

Prior to the event

- Read all information provided from the Missouri FCCLA State office for the event thoroughly.
- Bring a calculator to the State Leadership Conference for totaling points. A phone with a calculator feature/app is acceptable, but please place phone in “airplane mode” during the competition times.

At the State Leadership Conference

- Attend room consultant orientation to review specific responsibilities.
- Please place phone in “airplane mode” during competition times.
- Prior to the event, check the room setup and materials. Review room consultant information and organize evaluator materials.
- Serve as doorkeeper for the event and enforce the no spectator policy. (Exception: Media Team may be escorted into events)
- Check off participant names on time schedule following the presentation.
- Allow participants to setup displays at designated participation time; other persons may not assist
- Ensure displays fit within the display dimensions as marked after setup time is completed. Fill out the room consultant information on the point summary for each entry before participants give their oral presentations for the evaluators.
- Following the participants’ presentations, encourage evaluators to make constructive and thorough comments on rubrics.
- Keep evaluators on schedule and check for blank areas on rubrics.
- Try to “dovetail” time allotment if possible
- Total points on rubrics and point summary form and indicate final rating. Show evaluators final ratings for each participant and have evaluators initial the rubric next to the Total Points box and in the space provided on the point summary form. If ratings are not consistent, remind evaluators that evaluation team is asked to be within a 10-point range. Level 1 cannot be below 60.
- Make sure participants take all materials with them at the end of their presentation.
- Collect and return rubrics and point summary forms to the Lead Consultant as completed.
- At the end of the day complete the volunteer evaluation form and submit to the youth room consultant.
- Collect and return supplies to the Lead Consultant.
- Assist with Recognition Session as needed.

DO NOT DISCUSS RATINGS WITH ANYONE PRIOR TO RECOGNITION SESSION.

FOOD INNOVATIONS

YOUTH ROOM CONSULTANT

Prior to the event

- ❑ Read all information provided from the Missouri FCCLA State office for the event thoroughly.
- ❑ Bring a calculator to the State Leadership Conference for totaling points. A phone with a calculator feature/app is acceptable, but please place phone in “airplane mode” during the competition times.

At the State Leadership Conference

- ❑ Attend room consultant orientation to review specific responsibilities.
- ❑ Please place phone in “airplane mode” during competition times.
- ❑ Assist adult room consultants as needed.
- ❑ Escort participants to the designated presentation area.
- ❑ Serve as timekeeper for the event.
 - allow participants 5 minutes to setup; other persons may not assist
 - begin timing as participants begin their oral presentation
 - hold up warning card at 9 minutes (one minute warning)
 - stop participants at 10 minutes
 - ensure that all audio or audiovisual recordings are limited to 3 minutes playing time during the presentation
 - allow 5 minutes for questioning by evaluators
 - usher participants to the side for up to 5 minutes for evaluators to review the display, then usher participants back to remove their display while evaluators complete rubric scoring.
- ❑ Direct participants outside of the event room after the evaluator questions so evaluators may complete rubrics. Make sure participants take their materials with them.
- ❑ Thank the participants for their work and presentation.
- ❑ Allow evaluators a few minutes to write comments and discuss the entry among themselves before ushering in the next participant.
- ❑ At the end of the day complete the volunteer evaluation form and collect completed evaluations from the evaluators and adult room consultant. Return evaluations to the Lead Consultant with the other competition materials.
- ❑ Thank evaluators at the end of the event.
- ❑ Assist with Recognition Session as needed.

DO NOT DISCUSS RATINGS WITH ANYONE PRIOR TO RECOGNITION SESSION.

FOOD INNOVATIONS

EVALUATOR

Prior to the event

- ❑ Read all information provided from the Missouri FCCLA State office for the event thoroughly.
- ❑ Bring a calculator to the State Leadership Conference for totaling points. A phone with a calculator feature/app is acceptable, but please place phone in “airplane mode” during the competition times.

At the State Leadership Conference

- ❑ Please place phone in “airplane mode” during competition times.
- ❑ Participants will give up to a 10 minute oral presentation of their display.
- ❑ Following the oral presentation, evaluators will have 5 minutes to question participants to determine their knowledge of the subject or to ask for clarification.
- ❑ Following the interview, evaluators will have 5 minutes to review display.
- ❑ Score the entry and discuss in private with the other evaluators on your team.
- ❑ Spend a few minutes reviewing strengths and areas for improvement of the presentation. Make written remarks on the rubric or the provided comment sheets.
- ❑ Complete the rubric and initial the rubric next to the “Total Score” box at the bottom of the second page.
- ❑ Submit the final rubric and any additional comment sheets to the adult room consultant for review.
- ❑ Once the adult room consultant has finished reviewing and totaling the participants’ score, double check for accuracy and initial the Point Summary Form where directed.
- ❑ At the end of the day complete the volunteer evaluation form and submit to the youth room consultant.
- ❑ Thank the room consultants for their assistance and work throughout the day.

DO NOT INFORM PARTICIPANTS OF THEIR SCORE OR RATING!



Food Innovations



Food Innovations, an *individual* or *team event*, recognizes participants who demonstrate knowledge of the basic concepts of food product development by creating an original *prototype formula*, testing the product through *focus groups*, and developing a marketing strategy. Participants will demonstrate their knowledge of food science, nutrition, food preparation safety, and product marketing. Participants must prepare a **display**, suggested **product packaging**, and an **oral presentation**.

2019–2020 COMPETITION TOPICS - All Food Innovations projects must be based on the correct topic as indicated on page 226.



EVENT LEVELS

Level 1: through grade 8

Level 2: grades 9-10

Level 3: grades 11–12

See page 83 for more information on event levels.

ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 85 prior to event planning and preparation.
2. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual presentation.
3. Items within the *display* may be used as in- hand *visuals* during the oral presentation, but must be returned within *display dimensions* when finished.
4. Participants are not allowed to provide food product samples to the evaluators.
5. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
6. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions prior to National Leadership Conference.

GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided	Competition Dress Code	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
1-3	Display, Product Packaging, Oral Presentation	Table/ Freestanding Space – yes Electrical Access – no Wall Space – no Supplies - no	Official dress -or- Professional dress – or costume appropriate to event	5 minutes	5 minutes following interview	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	30 minutes

PRESENTATION ELEMENTS ALLOWED

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

FOOD INNOVATIONS

Procedures and Time Requirements


5 minutes	At the designated participation time, participant(s) will have 5 minutes to set up their <i>display</i> . Other persons may not assist.
10 minutes	The oral presentation may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. Participants will be stopped at 10 minutes. If audio or audiovisual recordings are used, they are limited to a 3-minute playing time during the presentation. <i>Presentation equipment</i> , with no audio, may be used during the entire presentation.
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.
5 minutes	Following the interview, evaluators will have 5 minutes to review the <i>display</i> .
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.

Specifications

Display

A *display* should be used to document and illustrate the work of one project, using clearly defined presentation surfaces.

The *display* may be either freestanding or tabletop. Freestanding *displays* should not exceed a space 48" deep by 60" wide by 72" high, including *audiovisual equipment*. Tabletop *displays* should not exceed a space 30" deep by 48" wide by 48" high, including any *audiovisual equipment*. Information or *props* outside the *display* will be considered part of the *display* and subject to penalty (tablecloths, storage items, boxes below the table, etc.). Each *display* must include the following elements:

Project Identification Page	One 8 ½" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.
FCCLA Planning Process Summary Page	One 8 ½" x 11" summary page of how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.
Evidence of Online Project Summary Submission 	Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include signed proof of submission in the display.
Original Prototype Formula(s)	Present an original <i>prototype formula(s)</i> and the modified version(s) after each test and alteration, including the final formula(s). Changes from the previous version should be highlighted in each modified formula. The original <i>prototype formula(s)</i> must fit within the participants' level of the national food product topic. The final formula(s) may be from any stage of development, sufficient evidence is given to support the choice of the final formula(s) as the best option for manufacturing.
Product Testing Method	Participants will test their formula in <i>focus groups</i> and modify it two times. <i>Focus groups</i> should follow the following guidelines: Test #1—minimum five (5) individuals Test #2—minimum ten (10) individuals, who are part of the intended consumer <i>audience(s)</i> of the product. Display the method of evaluation for each stage of testing and include a sample of both negative and positive results from each stage. Selection of final product may occur at any stage of product testing.
Process Storyboard	Show pictures of the product at various stages of production and testing.
Nutrition Information	Level 1 —list of nutrients (no amounts needed) found in the product, exhaustive list of ingredients, allergy warnings, and consumption instructions, if needed. Level 2 and Level 3 —create a nutrition fact label for the product, following FDA guidelines, which includes the following items: serving size; amount per serving and % Daily Value of: total calories, fat calories, total fat, total carbohydrates, protein, sodium, and cholesterol; ingredients; allergy warnings; and consumption instructions.

Food Innovations Specifications (continued)

Equipment, Safety, and Sanitation	Develop a list of equipment used and safety precautions taken to ensure a safe test kitchen and sanitary product.
Product Summary	Includes product name, target market, appeal of product to target <i>audience</i> .
Actual and Suggested Pricing	Determine the actual cost of producing one serving and one package of the product. Develop a suggested price for retailing the product.
Appearance	The <i>display</i> must be neat, legible, <i>professional</i> and use correct grammar and spelling.

Suggested Product Packaging

The suggested product packaging should be an actual size, 3-D *model* of the intended product container, in addition to the *display*.

Design Effectiveness	The drawing or <i>model</i> should exhibit creativity and innovation and the design should be effective in containing, shipping, and storing the product. Include a description of actual materials to be used in the suggested product packaging.
Marketability	The packaging should be appealing to the target <i>audience</i> and contain all of the appropriate information to be ready for sale. Minimum information required: <ul style="list-style-type: none"> – Product Name – Nutrition Facts Label – Ingredient List – Allergy Warning – Consumption Instructions – Net Weight
Appearance	The drawing or <i>model</i> must be neat, legible, <i>professional</i> , and visually appealing.

Oral Presentation

The oral presentation **may be up to** 10 minutes in length and is delivered to evaluators. The presentation should explain the specifics of the project. The presentation may not be prerecorded. If audio or *audiovisual equipment* is used, it is limited to 3-minute playing time during the presentation. *Presentation equipment*, with no audio, may be used throughout the oral presentation. Participants may use any combination of *props*, materials, supplies, and/or equipment to demonstrate how to carry out the project.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Explanation of Product Choice	Explain why the particular food was chosen and its appeal to both the participant and potential consumers.
Knowledge of Subject Matter	Demonstrate thorough knowledge of food science, dietetics, and nutrition. Discuss the area of Food Science which was most directly relevant in creating and testing the <i>prototype formula</i> .
Use of <i>Display</i> and <i>Visuals</i> During Presentation	Use <i>display</i> and <i>visuals</i> to support, illustrate, or complement presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear FCCLA official dress, professional dress, or costume appropriate for the nature of the presentation.
Grammar/Word Usage/Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.

2019-2020 Competition Topics and Resource Information



Traditional American meal entrees rely heavily on animal-sourced ingredients such as meats, eggs, cheese, and milk. For the Food Innovations STAR Event, participants will develop a food product to be marketed for sale to the consumer group of their choice, replacing animal-sourced ingredients with plant-based ingredients.

Level 1 (through grade 8) – Develop a plant-based “traditional” breakfast entrée that is part of a healthy diet.

Level 2 (grades 9-10) – Develop a plant-based “traditional” lunch entrée that is part of a healthy diet.

Level 3 (grades 11-12) – Develop a plant-based “traditional” dinner entrée that is part of a healthy diet.

Sample Topic Resources:

<https://www.fooddive.com/news/plant-based-eating-makes-consumers-feel-healthier-study-says/542175/>

<https://www.forbes.com/sites/bernhardschroeder/2019/06/18/plant-based-food-products-started-with-milk-now-taking-on-meat-whats-next/#71ce076821da>



FOOD INNOVATIONS Rubric

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

DISPLAY							Points
FCCLA Planning Process Summary Page 0-5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project,	5 The Planning Process is used to plan the project. Each step is fully explained; no more than 1 page	
Original Prototype Formula(s) 0-10 points	0 No prototype formula(s) provided/formula(s) do not fit within the current food product topic	1 2 One or more versions of the prototype and final prototype presented and fit within the current food product topic	3 4 Original, each modified version, and final prototype formula(s) are presented and fit within the current food product topic, but are written poorly	5 6 Original, each modified version with the current formula(s) are well-written, fit the current food product topic, and track changes from previous versions	7 8 Prototype formula(s) are well-written, fits within the current food product topic, and tracks changes. The final formula(s) meet product goals and represents an adequate understanding of scientific and culinary principles	9 10 Prototype formula(s) are well-written, fits within the current food product topic, and tracks changes. The final formula(s) meet product goals and represents an extensive understanding of scientific and culinary principles	
Product Testing Method 0-10 points	0 No evidence of product testing provided	1 2 Product testing does not follow the specifications	3 4 Product testing followed specifications but the chosen method was not appropriate for the focus group audience	5 6 Product was tested twice according to specifications with an appropriate evaluation method for the focus group. Samples of the method and results are presented	7 8 Product was tested twice according to specifications with an appropriate evaluation method for the focus group. Samples of the method and results are presented. Most feedback from testing is implemented	9 10 Product was tested twice according to specifications with an appropriate evaluation method for the focus group. Samples of the method and results are presented in a professional manner. Most feedback from testing is well-implemented	
Process Storyboard 0-2 points	0 No process storyboard presented		1 Limited photographs, confusing arrangements		2 Appropriate number of photographs, arranged well to tell a story		
Nutrition Information 0-5 points	0 No nutrition information provided	1 Nutrition information does not meet specification requirements	2 Nutrition information is complete (see specifications for requirements) but most of the information is incorrect	3 Nutrition information is complete (see specifications for requirements) and the majority of the information is correct	4 Nutrition information is complete (see specifications for requirements) correct. Demonstrates an appropriate level of knowledge for participant level	5 Nutrition information is complete (see specifications for requirements) and correct. Demonstrates an advanced level of knowledge for participant level	
Equipment, Safety and Sanitation 0-3 points	0 No equipment list or safety and sanitation precautions	1 Both the equipment list is incomplete AND safety and sanitation precautions are inappropriate		2 The equipment list is incomplete OR safety and sanitation precautions are inappropriate		3 The equipment list is complete and safety and sanitation precautions are appropriate	
Product Summary 0-2 points	0 No product summary provided		1 Product summary is lacking information and/or is poorly written		2 Product summary is thorough and well-written		
Actual and Suggested Pricing 0-3 points	0 No pricing information provided	1 Actual cost of one serving and one package is missing or inaccurate AND suggested pricing is missing or inappropriate		2 Actual cost of one serving and one package is missing or inaccurate OR suggested pricing is missing or in appropriate		3 Actual cost of one serving and one package is accurate; suggested pricing is appropriate	
Appearance 0-3 points	0 Display is illegible and unorganized	1 Display is neat, but contains grammatical or spelling errors and is organized poorly		2 Display is neat, legible, and professional, with correct grammar and spelling		3 Neat and professional, correct grammar and spelling used, effective organization	

Food Innovations Rubric (continued)

Points

SUGGESTED PRODUCT PACKAGING						
Design Effectiveness 0-3 points	0 Suggested product packaging not provided	1 Packaging design does not exhibit creativity and innovation, and/or would not be effective in containing, shipping, and storing the product	2 Packaging design exhibits creativity and innovation, and would be effective in containing, shipping, and storing the product	3 Packaging design exhibits creativity and innovation, and would be effective in containing, shipping, and storing the product. Description of actual materials to be used is included		
Marketability 0-3 points	0 Suggested product packaging not provided	1 Packaging is missing required information (see specifications) and/or lacks visual appeal for the intended audience	2 Packaging contains all of the required information (see specifications) and has some visual appeal for the intended audience	3 Packaging contains all of the required information (see specifications) and has high visual appeal for the intended audience		
Appearance 0-2 points	0 Suggested product packaging not provided	1 Packaging is unprofessional, not of high quality and/or contains grammatical or spelling errors	2 Packaging is professional, of high quality, legible, and correct grammar and spelling used			
ORAL PRESENTATION						
Organization/Delivery 0 – 10 points	0 Presentation is not done or presented briefly and does not cover components of the project	1 2 Presentation covers some topic elements	3 4 Presentation covers all topic elements but with minimal information	5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery
Explanation of Product Choice 0-5 points	0 No product choice explanation	1 Product choice explanation was brief and product choice is not thought out or appropriate for topic and audience	2 Product choice explanation was brief but the product choice is appropriate for topic and audience	3 Product choice explanation was clear and thorough. Product choice is appropriate for topic and audience	4 Product choice explanation was clear and thorough. Some evidence that the product choice was thought out and appropriate for topic and target audience	5 Product choice explanation was clear and thorough. It is evident that the product choice was thought out and highly appropriate for topic and target audience
Knowledge of Subject Matter 0-5 points	0 Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	3 Knowledge of subject matter is evident but not effectively used in presentation	4 Knowledge of subject matter is evident and shared at times in the presentation	5 Knowledge of subject matter is evident and incorporated throughout the presentation
Use of Display and Visuals during Presentation 0-5 points	0 Display and visuals not used during presentation	1 Display and visuals used to limit amount of speaking time	2 Display and visuals used minimally during presentation	3 Display and visuals incorporated throughout presentation	4 Display and visuals used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation and display
Voice – pitch, tempo, volume 0-3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		
Body Language/Clothing Choice 0-3 points	0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	1 Gestures, posture, mannerisms and eye contact is inconsistent/clothing is appropriate	2 Gestures, posture, mannerisms, eye contact, and clothing are appropriate	3 Gestures, posture, mannerisms, eye contact, and clothing enhance presentation		
Grammar/Word Usage/Pronunciation 0-3 points	0 Extensive (more than 5) grammatical and pronunciation errors	1 Some (3-5) grammatical and pronunciation errors	2 Few (1-2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors		
Responses to Evaluators' Questions 0-5 points	0 Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions but without ease or accuracy	3 Responded adequately to all questions	4 Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation

Evaluator's Comments – include two things done well and two opportunities for improvement:

TOTAL
(90 points possible)

Evaluator Initial _____
Room Consultant Initial _____
Evaluator # _____