STAR EVENTS

HOW TO PREPARE YOURSELF AND YOUR STUDENTS
WHY SHOULD I USE STAR EVENTS?

- STUDENTS LEARN, USE, AND PRACTICE SOFT SKILLS
- REINFORCES CLASSROOM INFORMATION
STEP #1: PLANNING PROCESS
A FIVE-STEP PROCESS

• IDENTIFY CONCERNS
• SET A GOAL
• FORM A PLAN
• ACT
• FOLLOW UP
IDENTIFY CONCernS

• BRAINSTORM A LIST OF COMMUNITY NEEDS
• EVALUATE EACH ITEM ON THE LIST
• DETERMINE ONE ISSUE TO FOCUS ON
SET A GOAL

• WRITE A GOAL THAT WILL ADDRESS THE SELECTED CONCERN

• GOALS SHOULD BE:
  • SPECIFIC
  • MEASURABLE
  • ATTAINABLE
  • REALISTIC
  • TIME BOUND
FORM A PLAN

• WHO WILL PARTICIPATE?
• WHAT WILL WE DO?
• WHERE WILL THE EVENT/ACTIVITIES TAKE PLACE?
• WHEN WILL IT OCCUR?
• HOW WILL BE ENSURE OUR PLAN TAKES PLACE (RESOURCES)?
• PUT YOUR PLAN INTO ACTION!

• READJUST PLANS IF NEEDED, BUT KEEP YOUR EYE ON YOUR GOAL THROUGHOUT YOUR ACTIONS/ACTIVITIES

• DON’T FORGET TO CONTACT THE MEDIA TO RECEIVE RECOGNITION, SHARE YOUR PROJECT, AND FURTHER PROMOTE ACTION BY OTHERS!
FOLLOW UP

• HOW WILL YOU MEASURE YOUR ACCOMPLISHMENTS? (CONSIDER GOAL VERSUS RESULTS)
• EVALUATE THE PROCESS AND RESULTS: WHAT WOULD YOU KEEP THE SAME AND WHAT WOULD YOU DO DIFFERENTLY?
• RECOGNIZE SUPPORTERS AND RESOURCES
• SEND PERSONAL THANK YOU NOTES
STEP #2: MANUAL

- NATIONAL MANUAL FOUND IN THE AFFILIATION PORTAL
- STATE MANUAL FOUND ON THE STATE WEBPAGE UNDER PROGRAMS->COMPETITIVE EVENTS
KEY PARTS OF THE NATIONAL MANUAL

- TABLE OF CONTENTS
- CAREER PATHWAYS THROUGH FCCLA
- EVENT INFORMATION
- POLICIES
- ELIGIBILITY AND GENERAL RULES
- FAQ

- CHECKLIST FOR THE ADVISER
- CHECKLIST FOR PARTICIPANTS
- REQUIREMENTS/POLICIES FOR NLC PARTICIPANTS
- GLOSSARY
WHAT WILL I FIND IN THE STATE MANUAL?

- State Specific Eligibility Requirements
- Disqualification
- # of Entries Allowed Per Chapter Per Event
- State Specific Event Guidelines
  - FCCLA Knowledge
  - Toward New Horizons
HOW TO READ THE GUIDELINES

- Event Title
- Eligible Grades
- Standards
- Career Clusters
- Allowable Presentation Elements
- Requirements & General Flow of Event
- Eligibility Information
- Quick Glance of Requirements and Flow
# Portfolio Events

## Hardcopy Requirements

The portfolio is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national supplier. A decorative and/or informative cover may be included. All materials, including the current scholar’s pages, must fit within the cover; be one-sided, and may not contain more than 30 pages. Decorative pages may extend up to 3” outside the cover. Once a hardcopy portfolio has been turned in to evaluators, participants may not switch to an electronic portfolio.

### Electronic Portfolio

An electronic portfolio may be either in PowerPoint, Free!, or other electronic format that can be viewed by the evaluators and review consultants prior to the oral presentation. The electronic portfolio and the hardware (method) to view it (i.e., equipment, file, presentation, computer, software) will be turned in to the review consultant on the designated participation time. Participants have the responsibility of providing the technology used to show the evaluators the project. Once an electronic portfolio is turned in to the evaluators, participants may not switch to a hardcopy portfolio. Portfolio may not exceed 41 slides, as described below.

### Portfolio Specifications

<table>
<thead>
<tr>
<th>Specification</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Identification Page</td>
<td>Must be the first page of the portfolio, include participant’s name, page number, and title.</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>Provide a complete list of all pages included in the portfolio.</td>
</tr>
<tr>
<td>Portfolio Pages or Sections</td>
<td>Include all pages in the order they appear in the portfolio.</td>
</tr>
<tr>
<td>Evidence of Change/Project Summary Page</td>
<td>Include all evidence of change or summary page related to the project.</td>
</tr>
<tr>
<td>Self-Assessment</td>
<td>Include a self-assessment of the project, including goals, strategies, and outcomes.</td>
</tr>
<tr>
<td>Evidence of Career Research</td>
<td>Include all evidence of career research, including interviews, observations, and evaluation.</td>
</tr>
<tr>
<td>Acceptance with Business, Industry, Agencies, and Organizations</td>
<td>Include all evidence of acceptance with business, industry, agencies, and organizations.</td>
</tr>
<tr>
<td>Samples of School Work</td>
<td>Include all samples of school work, including projects, presentations, and portfolios.</td>
</tr>
<tr>
<td>Use of Family and Consumer Sciences Coursework/Standards</td>
<td>Include all evidence of use of family and consumer sciences coursework and standards.</td>
</tr>
<tr>
<td>Career Planning</td>
<td>Include all evidence of career planning, including goals, strategies, and outcomes.</td>
</tr>
<tr>
<td>Wards and/or Bibliography</td>
<td>Include all evidence of wards and/or bibliographies related to the project.</td>
</tr>
</tbody>
</table>

**Note:** All materials must fit within the cover and extend up to 3” outside the cover.
## Oral Presentation Specifications

<table>
<thead>
<tr>
<th>Category</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Presentation</td>
<td></td>
</tr>
<tr>
<td>The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation is to describe research and career exploration efforts in detail. The portfolio will be used by the participant during the oral presentation. No written research or audiovisual equipment will be permitted.</td>
<td></td>
</tr>
<tr>
<td>Organization/Delivery</td>
<td>Deliver and presentation in an organized, sequential manner: concisely and thoroughly summarize research.</td>
</tr>
<tr>
<td>Knowledge of Selected Career</td>
<td>Present current data and show evidence of knowledge of selected career:</td>
</tr>
<tr>
<td>Relationship of Family and Consumer Sciences</td>
<td>Describe the relationship of family and Consumer Sciences coursework and standards to selected career.</td>
</tr>
<tr>
<td>Curriculum/Standards</td>
<td>Use of Portfolio: Use portfolio to describe all aspects of the project.</td>
</tr>
<tr>
<td>Voice</td>
<td>Speak clearly with appropriate pitch, tempo, and volume.</td>
</tr>
<tr>
<td>Body Language/Clothing Choice</td>
<td>Use appropriate body language including posture, gesture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear appropriate clothing for the nature of the presentation.</td>
</tr>
<tr>
<td>Grammar/Word Usage/Accents/Proclamation</td>
<td>Use proper grammar, word usage, and pronunciation.</td>
</tr>
<tr>
<td>Responses to Evaluators/Questions</td>
<td>Provide clear and concise answers to evaluators’ questions regarding project. Questions are asked after the presentation.</td>
</tr>
</tbody>
</table>
Display Requirements

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 40" deep by 48" wide by 72" high, including supplementary equipment. Tabletop displays should not exceed a space 20" 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 (disqualification, serious demerits, leaves below the table, etc.). Each display must include a project identification page and a Planning Process summary page.

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 and its outcomes. Participants presenting a display may use audio and/or visual recordings, but they are limited to 2-minute presentation time. Participants may not carry in additional visual or props for the oral presentation. The display may be used as a visual during the oral presentation.

Evaluation Criteria

<table>
<thead>
<tr>
<th>Project Identification Page</th>
<th>Display should be neat, legible, professional, and creative and use correct grammar and spelling.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCCLA Planning Process Summary Page</td>
<td>Proof of design and research should be provided.</td>
</tr>
<tr>
<td>Evidence of Online Project Summary Submission</td>
<td>Evidence of creative design and research should be provided.</td>
</tr>
<tr>
<td>Display</td>
<td>The display should be visually appealing, and the project should be described more in depth in the oral presentation.</td>
</tr>
<tr>
<td>Identify Concerns: Address Specific Needs</td>
<td>The display should be visually appealing, and the project should be described more in depth in the oral presentation.</td>
</tr>
<tr>
<td>Identify Concerns: Target Audience</td>
<td>The display should be visually appealing, and the project should be described more in depth in the oral presentation.</td>
</tr>
<tr>
<td>Serve a Goal: Reflects FCCLA Mission</td>
<td>The display should be visually appealing, and the project should be described more in depth in the oral presentation.</td>
</tr>
<tr>
<td>Serve a Goal: Reflects Mission to Family and Consumer Sciences Content and Skills</td>
<td>The display should be visually appealing, and the project should be described more in depth in the oral presentation.</td>
</tr>
<tr>
<td>Form a Plan: Organization</td>
<td>The display should be visually appealing, and the project should be described more in depth in the oral presentation.</td>
</tr>
<tr>
<td>Form a Plan: Partners</td>
<td>The display should be visually appealing, and the project should be described more in depth in the oral presentation.</td>
</tr>
<tr>
<td>Form a Plan: Timeline</td>
<td>The display should be visually appealing, and the project should be described more in depth in the oral presentation.</td>
</tr>
<tr>
<td>Form a Plan: Activities</td>
<td>The display should be visually appealing, and the project should be described more in depth in the oral presentation.</td>
</tr>
<tr>
<td>Form a Plan: Budget</td>
<td>The display should be visually appealing, and the project should be described more in depth in the oral presentation.</td>
</tr>
</tbody>
</table>

Display and Oral Presentation Specifications

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### Chapter Service Project Display Specifications (continued)

<table>
<thead>
<tr>
<th>Task</th>
<th>Specifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Act: Project Impact</td>
<td>Include evidence that the intended impact of the project was reached or reasons why it was not.</td>
</tr>
<tr>
<td>Act: Youth Involvement and Volunteer Recruitment</td>
<td>Project to involve youth and involves volunteers. Nontraditional volunteers culturally diverse, special needs, older people, etc. are sought for their involvement.</td>
</tr>
<tr>
<td>Act: Uniqueness</td>
<td>Project should be uniquely designed by youth to meet the needs and audience targeted. Project that is an unusual project, a previous project or not unique will not receive as many points on the scale.</td>
</tr>
<tr>
<td>Follow-Up (Evaluation and Follow-Up)</td>
<td>Utilize methods for evaluation such as pre- and post-surveys, interviews, reports, observations, formal evaluations.</td>
</tr>
<tr>
<td>Organization/Delivery</td>
<td>Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.</td>
</tr>
<tr>
<td>Use of Display</td>
<td>Design original, appealing display. Use the display to support, illustrate, and complement the project description during the presentation.</td>
</tr>
<tr>
<td>Voice</td>
<td>Speak clearly with appropriate pitch, tempo and volume.</td>
</tr>
<tr>
<td>Body Language/Clarity of Delivery</td>
<td>Use appropriate body language including posture, gestures, eye contact and appropriate handling of display and visuals, or notes cards if used. Use appropriate clothing for the nature of the presentation.</td>
</tr>
<tr>
<td>Grammar/Word Usage/Punctuation</td>
<td>Use proper grammar, word usage, and punctuation.</td>
</tr>
<tr>
<td>Responses to Evaluators' Questions</td>
<td>Provide clear and concise answers to evaluators’ questions regarding project. Adjust communication to the evaluators’ questions. All team members involved in responding to questions.</td>
</tr>
</tbody>
</table>
### HOW TO READ THE RUBRIC

#### Room Consultant Points

<table>
<thead>
<tr>
<th>Room Consultant Points</th>
<th>Room Consultant Total</th>
<th>Final Score</th>
<th>Evaluator Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

- **Room Consultant Points**: Points awarded by consultants based on performance criteria.
- **Room Consultant Total**: Sum of all room consultant points.
- **Final Score**: Calculated by averaging the room consultant totals.
- **Evaluator Average**: Average score given by evaluators.

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**STAR Events Point Summary Form**

**CAREER INVESTIGATION**

**Evaluator**: [Name]

**Evaluator Comments**:

- [Evaluator's comments]

---

**Evaluator**: [Name]

**Evaluator Comments**:

- [Evaluator's comments]
# CAREER INVESTIGATION

## Rubric

### Criteria

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning Process (40 points)</td>
<td>Planning Process is clear and organized. All Planning Process steps are documented and evaluated.</td>
</tr>
<tr>
<td>Self-Assessment (30 points)</td>
<td>Self-Assessment is clear and organized. All Self-Assessment steps are documented and evaluated.</td>
</tr>
<tr>
<td>Existence of Career (30 points)</td>
<td>Existence of Career is clear and organized. All Existence of Career steps are documented and evaluated.</td>
</tr>
<tr>
<td>Experiences (40 points)</td>
<td>Experiences are clear and organized. All Experiences steps are documented and evaluated.</td>
</tr>
<tr>
<td>Summary of Related Skills (20 points)</td>
<td>Summary of Related Skills is clear and organized. All Summary of Related Skills steps are documented and evaluated.</td>
</tr>
<tr>
<td>Use of Family and Community Resources (30 points)</td>
<td>Use of Family and Community Resources is clear and organized. All Use of Family and Community Resources steps are documented and evaluated.</td>
</tr>
<tr>
<td>Career Planning (20 points)</td>
<td>Career Planning is clear and organized. All Career Planning steps are documented and evaluated.</td>
</tr>
<tr>
<td>Appearance (10 points)</td>
<td>Appearance is clear and organized. All Appearance steps are documented and evaluated.</td>
</tr>
</tbody>
</table>

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## Career Investigation Rubric (continued)

### ORAL PRESENTATION

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Current and Relevant</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Knowledge of Career Path</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Use of Language</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Presentation Skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Use of Visual Aids</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

**Evaluator’s Comments:**

TOTAL: [ ]

Evaluator: [ ]
Evaluation Date: [ ]
Reviewer Consultant Initial: [ ]
CHANGES COMING FOR NEXT YEAR

• NEW CATEGORY STRUCTURE:
  • LEVEL 1- THROUGH 8TH GRADE
  • LEVEL 2- 9TH – 10TH
  • LEVEL 3- 11TH – 12TH
EVENT CHANGES

- LIFE EVENT PLANNING WILL NO LONGER BE OFFERED

- NEW EVENTS:
  - BAKING AND PASTRY
  - EVENT MANAGEMENT
  - INSTRUCTIONAL VIDEO DESIGN

- EVENTS THAT WILL BE INDIVIDUAL OR TEAM
  - FASHION DESIGN
  - REPURPOSE AND REDESIGN
  - NUTRITION AND WELLNESS
EVENT NAME CHANGES

- ADVOCACY WILL NOW BE PUBLIC POLICY ADVOCATE
- APPLIED MATH FOR CULINARY MANAGEMENT WILL BE CULINARY MATH MANAGEMENT
- ENVIRONMENTAL AMBASSADOR WILL BE SUSTAINABILITY CHALLENGE
- ILLUSTRATED TALK WILL BE PROFESSIONAL PRESENTATION
- RECYCLE AND REDESIGN WILL BE REPURPOSE AND REDESIGN
NLC CHANGES

• RECOGNITION OF TOP 3 IN EVERY CATEGORY IN EVERY EVENT
• RECOGNITION WILL BE MISSOURI ONLY
• STANDARD DEVIATION USED TO DETERMINE PLACEMENT
WHERE DO I START?

• AFFILIATE!
• INCORPORATE THEM INTO YOUR CLASSROOM
• IDENTIFY STUDENTS WHO ARE INTERESTED
• REGISTER
HOW TO PREPARE AS AN ADVISER

• UNDERSTAND THE EVENT
• VOLUNTEER
• NETWORK WITH EXPERIENCED ADVISERS
• STICK TO THE BASICS
• STAR EVENTS RESOURCES PAGE
HOW TO PREPARE YOUR STUDENTS

• UNDERSTAND THE EVENT
• MAKE SURE STUDENTS UNDERSTAND THE TIME PERIOD INVOLVED
• SAVE, SAVE, SAVE
• PRACTICE, PRACTICE, PRACTICE
• BRING IN A MOCK EVALUATION TEAM
• PRACTICE WORST CASE SCENARIOS
USING THE RUBRIC TO DEVELOP YOUR PROJECT

• LOOK AT RUBRIC BEFORE FINALIZING THE PROJECT
• LOOK IN THE COLUMN WITH THE HIGHEST POINT VALUES
WHAT ARE JUDGES LOOKING FOR?

- KEYWORDS
- PROFESSIONAL DRESS
- ORAL PRESENTATION VS RUBRIC ORDER
PLANNING PROCESS

• LIST EACH STEP
• USE THE CORRECT FORM
• DATA
• DETAILS ON FOLLOW UP
NERVES

- STRETCH AND LOOSEN MUSCLES
- DEEP BREATHS
HOW DO YOU PICK AN EVENT?

• OWNERSHIP
• STUDENT INTERESTS
• PROJECT HAS TO OCCUR JULY 1-JUNE 30
BEWARE-COURSE REQUIREMENTS

- BAKING AND PASTRY
- CULINARY ARTS
- CULINARY MATH MANAGEMENT
- EARLY CHILDHOOD EDUCATION
- FASHION DESIGN
- HOSPITALITY, TOURISM AND RECREATION
- INTERIOR DESIGN
- EVENT MANAGEMENT
- SPORTS NUTRITION
- TEACH AND TRAIN
MANAGING STUDENT’S PROJECTS

• UNDERSTAND THE EVENT
• MAKE CHECKLISTS
• TRACK PROGRESS
• CONSERVE TIME
• WORK NIGHTS/DAYS
• CONTRACT
• GOOGLE DRIVE
DETERMINING TEAM MEMBERS

- Allow students to participate in choosing teammates
- Schedules/extra-curricular activities
MULTIPLE TEAMS INTERESTED IN THE SAME EVENT

- SET A DATE FOR A DRAFT PLANNING PROCESS AND PROJECT DESCRIPTION TO BE DUE
- SENIORITY/PARTICIPATION
ANSWERING JUDGE QUESTIONS

• KNOW THE NATIONAL PROGRAMS
• KNOW THE PURPOSES
• BE POSITIVE
• IT IS OK TO PAUSE BEFORE RESPONDING
• HOW DOES IT RELATE TO FCS?
KEEPING STUDENTS MOTIVATED

- CELEBRATE THE SMALL ACCOMPLISHMENTS
- RECOGNIZE THEM
- HAVE FUN
TIPS

• ON SITE SUPPLIES
• PREPARE MATERIALS FOR TRAVEL
• SPEECH VS CONVERSATION
• RECORD PRESENTATIONS
• PREPARE/PACK MATERIALS THE DAY BEFORE