



Michigan FCCLA

# State STAR Events General Guidelines

## State Only Events

The following state only events will be offered to students at the State Leadership Conference and do **NOT** advance to the National Leadership Conference.

EVENT	JUNIOR		SENIOR/OCCUPATIONAL	
	Individual	Team	Individual	Team
Community Service Challenge		✓ (2-4)		✓ (2-4)
Creative Teaching			✓	✓ (1-2)
Cupcake Battle		✓ (1-2)		✓ (1-2)
FCCLA Scrapbook	<i>One entry per school</i>			
Healthy Lifestyle Challenge		✓ (2-4)		✓ (2-4)
Project Exhibit	✓	✓ (1-4)	✓	✓ (1-4)
Serving Up Success	✓		✓	
Toys That Teach (Storybook or Toy)	✓		✓	

The following are general guidelines for State STAR Events:

- Students may enter only one STAR Event (State or National). In addition, they may enter the FCCLA Scrapbook Competition, Door Sign Competition and participate in the Power of One program.
- There will be no minimum or maximum numbers of students who can be involved from any one chapter in any event.
- Chapters can have one or more entries in any of these events.
- All students will be required to pre-register for a specific event. This includes the FCCLA Scrapbook Competition.
- All students that participate will be given a Gold (100-85), Silver (84-70) or Bronze (69-0) rating.
- Each student that receives a Gold, Silver or Bronze rating will receive a medal and a certificate.
- An overall state winner will not be identified in the State STAR Events. **There is no national competition for these events.**
- **All competition participants must attend a mandatory registration meeting on site prior to competition, as listed in the State Leadership Conference Program.**
- Refer to the specific guidelines for each event in the STAR Event Manual, which is available for download annually from <http://fcclainc.org>.



# Community Service Challenge

*Michigan FCCLA State STAR Event*

***This is a Michigan-Only STAR Event.  
No competition will be available at the National Leadership Meeting.***

**C**ommunity Service Challenge, a team event, recognizes participants who develop a project in response to a case study related to an FCCLA-appropriate community service situation provided to them at the State Leadership Conference.

## **EVENT CATEGORIES**

- Junior – grades 6-9
- Senior/Occupational – grades 10-12

## **ELIGIBILITY**

1. Chapters may submit any number of teams in this event.
2. Teams of two to four people may enter this event.
3. Participation is open to any national affiliated FCCLA chapter member.

## **PROCEDURES & TIME REQUIREMENTS**

1. All participants must attend the orientation session on Wednesday evening at the State Leadership Conference.
2. Participants will check in to the designated room at their scheduled time.
3. Participants will be given a challenge in the form of a case study. The team will then have 30 minutes to discuss the challenge and prepare their solution. All visual aids must be prepared during this time.
4. Participants will have up to 10 minutes to present their solution to evaluators.

## **GENERAL INFORMATION**

1. Teams must bring FCCLA planning process sheets and purposes to be used in presentation.
2. Teams must supply their own materials to work with (poster board, markers, crayons, scissors, construction paper, tape, etc.).
3. Only visual aids prepared during the time allotted will be allowed.

## **PROHIBITED MATERIALS**

- Glitter may not be used
- Any visual aids or elements that have been prepared prior to competition
- Any visual aids or elements that have been commercially prepared or produced

# Community Service Challenge Point Summary Form

Names of Participants: \_\_\_\_\_ Chapter: \_\_\_\_\_

Category: \_\_\_ Junior \_\_\_ Senior/Occupational

Place Label Here

## Instructions:

1. Please make sure all information on the label is correct. If a team does not show, please write "No Show" across the top and return it with the other forms.
2. At the end of the students' presentation, 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 score sheets and paper clip all items related to the presentation together.
3. At the end of competition in the room, double check all scores, names and team numbers to ensure accuracy. Sort results by team number and turn in to the Ensign Room before going to lunch.
4. Please check with the headquarters room if there are any questions regarding the evaluation process.

## EVALUATORS' SCORES

Evaluator 1: \_\_\_\_\_ Initials: \_\_\_\_\_

Evaluator 2: \_\_\_\_\_ Initials: \_\_\_\_\_

Evaluator 3: \_\_\_\_\_ Initials: \_\_\_\_\_

Evaluator 4: \_\_\_\_\_ Initials: \_\_\_\_\_

Total Score *from all Evaluators:* \_\_\_\_\_

Average Score *Divided by # of Evaluators:* \_\_\_\_\_

Any use of prohibited materials  
is a 10 point deduction: \_\_\_\_\_

**Final Score:** \_\_\_\_\_

## RATING ACHIEVED:

Circle One:

**Gold (100-85)**

**Silver (84-70)**

**Bronze (69 and lower)**

\_\_\_\_\_  
Event Coordinator

# Community Service Challenge Rubric

Names of Participants: \_\_\_\_\_ Chapter: \_\_\_\_\_

Category: \_\_\_ Junior \_\_\_ Senior/Occupational

**Instructions:** Write the appropriate rating in the "Score" column. Make comments to help participants identify their strengths and areas for improvement. Use the back of this sheet if necessary. Total the students' score at the bottom of the page. Please double check your math.

Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Score	COMMENTS
<b>RELATIONSHIP TO FCCLA</b>							
Use of FCCLA Planning Process	0-2	3-4	5-6	7-8	9-10		
Related to FCCLA's Purposes	0-2	3-4	5-6	7-8	9-10		
<b>VALUE OF PROJECT</b>							
Demonstrates content knowledge, content matches the topic selected, response to the case is appropriate	0-2	3-4	5-6	7-8	9-10		
<b>PRESENTATION DELIVERY</b>							
Organized oral presentation; presentation is logical, provides clarity, and shows creativity	0-3	4-6	7-9	10-12	13-15		
Presentation is convincing and effective, Preparation of content is organized & clearly demonstrates a process for solving the problem/challenge	0-3	4-6	7-9	10-12	13-15		
Visuals provide appropriate content & are legible and visible to audience	0-2	3-4	5-6	7-8	9-10		
Used appropriate gestures, eye-contact, grammar, & pronunciation, pitch, tempo and volume	0-2	3-4	5-6	7-8	9-10		
<b>RELATION TO CURRICULUM</b>							
Goals of the project are clearly stated and reflect content of the family & consumer science, early childhood, teacher preparation, or related curriculum	0-2	3-4	5-6	7-8	9-10		
Provided clear and informed responses to evaluator's questions	0-2	3-4	5-6	7-8	9-10		

**Total Score:** \_\_\_\_\_

Verification of Total Score Evaluator: \_\_\_\_\_

Event Coordinator: \_\_\_\_\_

**Circle Rating Achieved:**      **Gold (100-85)**      **Silver (84-70)**      **Bronze (69 and lower)**



# STAR Creative Teaching

*Michigan FCCLA State STAR Event*

***This is a Michigan-Only STAR Event.  
No competition will be available at the National Leadership Meeting.***

**C**reative Teaching, an individual or team event, recognizes participants who plan, prepare and present a complete lesson appropriate in a preschool or elementary education setting.

## **EVENT CATEGORY**

- Senior/Occupational – grades 10-12

## **ELIGIBILITY**

1. Chapters may submit any number of teams in this event.
2. Individuals or teams of two people may enter this event.
3. Participation is open to any national affiliated FCCLA chapter member.

## **GENERAL INFORMATION**

1. Participants must bring the lesson plan, supplies, materials and equipment used in their presentation and assume responsibility for all items.
2. Spectators are not allowed to observe this event.

## **PROCEDURES & TIME REQUIREMENTS**

1. All participants must attend the orientation session on Wednesday evening at the State Leadership Conference.
2. Participants will submit his/her file folder to the room consultant at the designated participation time.
3. The room consultant and evaluators will have 10 minutes to review the file folder before the presentation begins.
4. The oral presentation may be up to 10 minutes long. A one minute warning will be given at nine minutes. Participants will be stopped at 10 minutes.
5. Following the presentation, evaluators will have up to 10 minutes to interview the participants.
6. The lesson plan, samples of the equipment, materials or supplies used during the activity and completed examples of the activity are permitted to be used as visual aids during the oral presentation.

# Creative Teaching

## File Folder

At the time and in the room designated, participants will submit to the Event Coordinator a letter-size file folder that contains three identical sets, each stapled, of the items below. The file folder must be labeled in the top left corner with name of event, event category, participant's name, and school/chapter name. The lesson plan must follow the outline included with these guidelines.

Lesson Identification Page (1 page)	8 1/2" x 11" topic identification page including: lesson title, event name, year, participant name(s), and school.
Rationale, Activity Description, Area of Focus, and Goals & Objectives (1-2 pages)	<p><b>Rationale:</b> Indicate for whom the activity is designed and describe audience characteristics, special needs and/or interests considered in the selection of this activity.</p> <p><b>Activity Description &amp; Area of Focus</b> Describe the activity and define area(s) of focus (art, science, music, safety, fine motor, large motor, mathematics, language, wellness/nutrition, community awareness, outdoor education or other)</p> <p><b>Goals &amp; Objectives</b> Describe what is to be accomplished through this activity.</p>
Lesson Plan (1-2 page)	Using the Creative Teaching Lesson Plan Outline, develop an age-appropriate lesson which will be presented to an audience of at least 5 children.
Evaluation (1 page)	Present methods of evaluating the plan; include strengths and areas for improvement.
Appearance	Lesson plan must be neat, legible, and use correct grammar and spelling.

## Oral Presentation

The oral presentation may be up to 10 minutes in length and is delivered to the evaluators. The presentation should be professional in nature. During the presentation, explain the plan, show examples of the materials, supplies and/or equipment used during the lesson, samples of the finished activity, and evidence that the lesson was presented to an audience of at least 5 age-appropriate children.

Organization	Deliver oral presentation in an organized, sequential manner.
Knowledge of Subject	Demonstrate knowledge of lesson plan, rationale, and content.
Evidence of Presentation	Provide evidence that the lesson was presented to an audience of at least 5 age-appropriate children.
Voice	Speak clearly with appropriate pitch, tempo and volume.
Body Language	Use appropriate body language including: gestures, posture, mannerisms, eye contact and appropriate handling of notes.
Grammar and Pronunciation	Use proper grammar and pronunciation.
Response to Evaluators' Questions	Provide clear and thoughtful answers to evaluators' questions regarding the lesson following the presentation.



# Creative Teaching Lesson Plan Outline

---

***Use this outline with these headings (in this order) when preparing your lesson. The Lesson Plan may not exceed two pages in length.***

1. Participant Name(s):
2. Area of Focus: *(art, science, music, safety, fine motor, large motor, mathematics, language, wellness/nutrition, community awareness, outdoor education or other)*
3. Lesson Title:
4. Target Grade/Age Group:
5. Estimated time required for the lesson:
6. Purpose/Objectives/Outcomes:
7. Assessment of Student Outcomes:
8. Curriculum Standards Addressed:
9. Materials/Resources/Technology:
10. Instructional Strategies & Student Activities:

# Creative Teaching Point Summary Form

Names of Participants: \_\_\_\_\_ Chapter: \_\_\_\_\_  
\_\_\_\_\_

Place Label Here

## Instructions:

1. Please make sure all information on the label is correct. If a team does not show, please write "No Show" across the top and return it with the other forms.
2. At the end of the students' presentation, 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 score sheets and paper clip all items related to the presentation together.
3. At the end of competition in the room, double check all scores, names and team numbers to ensure accuracy. Sort results by team number and turn in to the Ensign Room before going to lunch.
4. Please check with the headquarters room if there are any questions regarding the evaluation process.

## EVALUATORS' SCORES

Evaluator 1: \_\_\_\_\_ Initials: \_\_\_\_\_

Evaluator 2: \_\_\_\_\_ Initials: \_\_\_\_\_

Evaluator 3: \_\_\_\_\_ Initials: \_\_\_\_\_

Evaluator 4: \_\_\_\_\_ Initials: \_\_\_\_\_

Total Score *from all Evaluators:* \_\_\_\_\_

Average Score *Divided by # of Evaluators:* \_\_\_\_\_

**Final Score:** \_\_\_\_\_

## RATING ACHIEVED:

Circle One:

**Gold (100-85)**

**Silver (84-70)**

**Bronze (69 and lower)**

\_\_\_\_\_  
Event Coordinator



# Creative Teaching Rubric

Names of Participant(s): \_\_\_\_\_ Chapter: \_\_\_\_\_

**Instructions:** Write the appropriate rating in the "Score" column. Make comments to help participants identify their strengths and areas for improvement. Use the back of this sheet if necessary. Total the students' score at the bottom of the page. Please double check your math.

Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Score	<b>COMMENTS</b>
<b>FILE FOLDER</b>							
Lesson Identification Page included lesson title, event name, year, participant name(s), and school	0-1	2	3	4	5		
Rationale clearly stated	0-2	3-4	5-6	7-8	9-10		
Described activity and defined area of focus. Creativity is evident.	0-3	4-6	7-9	10-12	13-15		
Goals and objectives of the plan were clear and appropriate for the audience	0-1	2	3	4	5		
Followed the Creative Teaching Lesson Plan Template and included all necessary information in the correct order with the correct headings	0-3	4-6	7-9	10-12	13-15		
Described methods of evaluating the lesson; identified strengths and areas for improvement	0-2	3-4	5-6	7-8	9-10		
Appearance was neat, legible, and used correct spelling and grammar	0-1	2	3	4	5		
<b>ORAL PRESENTATION</b>							
Organized, sequential presentation of the lesson plan	0-1	2	3	4	5		
Demonstrated knowledge of the plan, rationale and content	0-1	2	3	4	5		
Provided evidence of presentation to five age-appropriate children	0-1	2	3	4	5		
Spoke clearly with appropriate pitch, tempo and volume	0-1	2	3	4	5		
Used appropriate gestures, posture, mannerisms, eye contact; handled notes, samples and examples well	0-1	2	3	4	5		
Used proper grammar and pronunciation	0-1	2	3	4	5		
Provided clear answers to evaluators' questions	0-1	2	3	4	5		

**Total Score:** \_\_\_\_\_

Verification of Total Score Evaluator: \_\_\_\_\_

Event Coordinator: \_\_\_\_\_

**Circle Rating Achieved:**

**Gold (100-85)**

**Silver (84-70)**

**Bronze (69 and lower)**



# STAR Cupcake Battle

*Michigan FCCLA State STAR Event*

***This is a Michigan-Only STAR Event.  
No competition will be available at the National Leadership Meeting.***

Cupcake Battle promotes Hospitality and Culinary Arts. Participants must bake, decorate and display six cupcakes, prepare a file folder, and respond to evaluator questions. Cupcakes will be evaluated on overall appearance, cake flavor, texture, doneness, frosting consistency, flavor, and originality.

## **EVENT CATEGORY**

- Junior – grades 6-9
- Senior/Occupational – grades 10-12

## **ELIGIBILITY**

1. Chapters may submit any number of teams in this event.
2. Individuals or teams of one to two (1-2) students may enter this event.
3. Participation is open to any national affiliated FCCLA chapter.
4. This competition is intended for amateur student bakers only. Professional bakers, chefs, or those who earn a portion of their livelihood from baking or cooking may not enter the event or assist students.

## **GENERAL INFORMATION**

1. Participants will adhere to the culinary dress code.
2. Participants will bring cupcakes already made and decorated for state competition.
3. The cupcakes must be baked by the participant only.
4. All cupcakes, icing, and decorations must be made from scratch. Box mixes of any kind, store bought icing, or packaged decorations (including sugar -work and candy) may not be used. If store bought items are included in the participant's recipe, they must not be in their original form. *For example, participants may smash graham crackers or candy to a make a crust, but may not use a graham cracker or candy as a garnish.*

5. Props, plates, decorations, and other items may be used to showcase the cupcakes. All items must fit inside the display dimensions of 2 feet by 3 feet. No trademarked logos are allowed on cupcakes or displays.

## **PROCEDURES & TIME REQUIREMENTS**

1. Participants must submit their file folder at event check-in at the time listed in the State Leadership Conference Program.
2. Participants will have a five (5) minute set up time prior to evaluating. Participants will set up their display on the evaluating table. Other persons may not assist. Participants will measure and tape off display dimensions to ensure the display is within designated measurement requirements. The official measuring by the lead consultant/room consultant will be completed prior to the beginning of the presentation.
3. Participants will remove displays at the completion of evaluating.
4. Evaluators will have five (5) minutes to interview participants.
5. Participants will have five (5) minutes to clean up their display. Participants will leave two (2) of the six (6) cupcakes behind for evaluators to taste and score.
6. Evaluators will taste and score cupcakes after the participant exits the competition room.

# Cupcake Battle

---

## DISPLAY SPECIFICATIONS

1. Each participant must bake, decorate, and display six (6) cupcakes. Six (6) cupcakes will be displayed and two (2) of the six (6) cupcakes will remain for evaluation.
2. Cupcakes will be evaluated on overall appearance, cake flavor, texture, doneness, frosting consistency, flavor, and originality.
3. Include one copy of the recipe as part of the display. Recipe needs to include the name of the recipe, ingredient list, directions, baking time and temperature, and number and size of servings. Recipe needs to include proper identification information including: participant name, school/chapter name, and category. See recipe template. *Hint: Make it look nice.*
4. All items must fit inside the display dimensions of 2 feet by 3 feet.
5. All decorations for the display must fit into one 20-gallon container.

## FILE FOLDER

Participants will submit one letter-size file folder containing two identical sets, with each set stapled separately, of the items listed below to the Event Coordinator at competitive event check-in. The file folder must be labeled in the top left corner with name of event, event category, participant's name, and school/chapter name.

<b>FCCLA Planning Process Summary Page</b>	Summarize how each step of the Planning Process was used to plan and implement the project.
<b>Recipe Sheet</b>	A copy of the recipe must be included in the file folder. Recipe needs to include the name of the recipe, ingredient list, directions, baking time and temperature, and number and size of servings. Recipe needs to include proper identification information including: participant name, school/chapter name, and category. Refer to the Recipe Template for the format.
<b>Food Cost Calculation Form</b>	A correctly calculated and filled in Food Cost Calculation Form for the entry.
<b>Cupcake Display Diagram</b>	Participants will need to include a diagram/drawing of their cupcake display. This needs to be on a 8.5"x11" paper, and must include the participant name and school/chapter name.



# Cupcake Battle Food Cost Calculation

Name of Participant: \*\*SAMPLE\*\* Chapter: \*\*SAMPLE\*\*

Number of Portions: 24 Name of Recipe: Superior Chocolate Plus

INGREDIENTS						INGREDIENT COSTS		
Item	Original Container	Price Per Original Container	Number Units in Original Container	Recipe Units	Unit Cost	Amount Used in Recipe (number or fraction)	Cost for Recipe	Cost Per Portion (Per Cupcake)
All-Purpose Flour	5lb bag	\$2.46	19	cup	\$0.13	2.50	\$0.33	\$0.01
Unsweetened Cocoa Powder	8oz can	\$2.66	3	cup	\$0.89	0.50	\$0.45	\$0.02
Baking Soda	16 oz box	\$0.58	101	tsp.	\$0.01	1.00	\$0.01	\$0.00
Salt	26oz box	\$0.62	123	tsp.	\$0.01	0.50	\$0.01	\$0.00
Butter	16oz pkg	\$2.98	2	cup	\$1.49	1.25	\$1.86	\$0.08
Granulated Sugar	4lb bag	\$1.98	9.5	cup	\$0.21	2.00	\$0.42	\$0.02
Eggs - Large	carton	\$2.80	18	egg	\$0.16	4.00	\$0.64	\$0.03
Sour Cream	1lb carton	\$1.98	16	oz	\$0.12	8.00	\$0.96	\$0.04
Milk	1 gallon	\$3.58	16	cup	\$0.22	1.00	\$0.22	\$0.01
Red Food Coloring	1oz bottle	\$2.48	1	oz	\$2.48	1.00	\$2.48	\$0.10
Pure Vanilla Extract	2oz bottle	\$4.12	12	tsp.	\$0.34	2.00	\$0.68	\$0.03
Cream Cheese	8oz pkg	\$2.18	8	oz	\$0.27	4.00	\$1.08	\$0.05
Powdered Sugar	32oz bag	\$1.86	32	oz	\$0.06	16.00	\$0.96	\$0.04
Peppermint Extract	1oz bottle	\$2.98	1	oz	\$2.98	0.04	\$0.12	\$0.00
Cupcake Liners	package	\$1.99	75	-	\$0.03	24.00	\$0.72	\$0.03

## Calculations

**Unit Cost** = Price for Original Container ÷ Number of Units per Original Container

**Cost for Recipe** = Unit Cost x Amount Used in Recipe

**Cost Per Portion** = Cost for Recipe ÷ Number of Portions

**Selling Price** = Cost Per Portion x \$3.00

<b>Total Recipe Cost</b>	\$10.94	
<b>Per Portion Cost</b>		\$0.46
<b>Selling Price</b>		\$1.38



# Cupcake Battle

## Point Summary Form

Name of Participant: \_\_\_\_\_ Category: \_\_\_\_\_ Junior \_\_\_\_\_ Senior/Occupational

### EVENT COORDINATOR DIRECTIONS:

1. Please make sure all information on the label is correct. If a participant does not show, please write "No Show" across the top and return it with the other forms to the Ensign Room.
2. At the end of the students' presentation, 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 score sheets and paper clip all items related to the presentation together.
3. At the end of competition in the room, double check all scores, names and team numbers to ensure accuracy. Turn in to the Ensign Room before going to lunch.
4. Please check with the Ensign Room if there are any questions regarding the evaluation process.

EVENT COORDINATOR (0 to 10 possible points)			POINTS
<b>Orientation/ Holding Room</b> 0 or 5 points	<b>0</b> Did not arrive on-time for participant orientation/holding room	<b>5</b> Arrived on-time for participant orientation/holding room	
<b>Dress Guidelines Followed</b> 0-5 points	<b>0-1</b> Inappropriate dress; did not adhere to dress code for this event	<b>2-3-4</b> Participant partially followed dress code for this event	<b>5</b> Participant wore professional and appropriate apparel in accordance with the dress code for this event
<b>EVALUATOR'S SCORES</b>			<b>AVERAGE EVALUATOR SCORE</b> (90 points possible)
Evaluator 1 _____ Initials _____			<b>FINAL SCORE</b> (Average Evaluator Score + Event Coordinator's Total)
Evaluator 2 _____ Initials _____			
Evaluator 3 _____ Initials _____			
Total Score _____ divided by number of Evaluators  _____ = <b>AVERAGE EVALUATOR SCORE</b>			

### RATING ACHIEVED:

Circle One:

**Gold (100-85)**

**Silver (84-70)**

**Bronze (69 and lower)**

\_\_\_\_\_  
Event Coordinator

# Cupcake Battle Rubric

Name of Participant: \_\_\_\_\_ Chapter: \_\_\_\_\_

CUPCAKE DISPLAY DIMENSIONS (0 to 1 possible point)			POINTS
<b>Cupcake Display Dimensions</b> 0-1 point	<b>0</b> Cupcake Display does not fit within the appropriate dimensions	<b>1</b> Cupcake Display does fit within the appropriate dimensions	

## FILE FOLDER - REQUIRED MATERIALS (0 to 14 possible points)

	0-1-2	3-4-5	6-7-8	9	POINTS	
<b>Recipe, Food Cost Calculation Form and Display Diagram</b> 0-9 points	None of the items are included (Recipe, food cost calculation form, display diagram); or items included are incomplete or have many errors	One or two items included; more than one item has errors	All items are included; but some items have errors	All items are included (recipe, food cost calculation form, display diagram) and items have no errors		
<b>Use of Planning Process for Completion of Project</b> 0-5 points	<b>0</b> Planning Process summary not provided	<b>1</b> Inadequate steps in the Planning Process are presented	<b>2</b> All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained

## RESPONSE (0 to 5 possible points)

	0	1	2	3	4	5	POINTS
<b>Response to Evaluator's Questions</b> 0-5 points	Did not answer evaluator's questions	Unable to answer some questions	Responded to all questions, but without ease or accuracy	Responded adequately to all questions	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation	

## OVERALL CUPCAKE APPEARANCE/ORIGINALITY (0 to 20 possible points)

	0-1-2-3	4-5-6-7	8-9-10-11	12-13-14-15	POINTS
<b>Creative and Visually Appealing</b> 0-15 points	Poor	Fair	Good	Excellent	
<b>Display Appearance</b> 0-5 points	<b>0-1</b> Poor	<b>2</b> Fair	<b>3-4</b> Good	<b>5</b> Excellent	

## CAKE (0 to 30 possible points)

	0-1-2	3-4	5-6-7	8-9-10	POINTS
<b>Cake Flavor</b> 0-10 points	Poor	Fair	Good	Excellent	
<b>Cake Texture</b> 0-10 points	Poor	Fair	Good	Excellent	
<b>Cake Doneness</b> 0-10 points	Poor	Fair	Good	Excellent	

## FROSTING (0 to 20 possible points)

	0-1-2	3-4	5-6-7	8-9-10	POINTS
<b>Consistency</b> 0-10 points	Poor	Fair	Good	Excellent	
<b>Flavor</b> 0-10 points	Poor	Fair	Good	Excellent	

<b>VERIFICATION OF SCORE</b> (please initial):	<b>TOTAL</b>	
(90 points possible)		
Evaluator _____ Event Coordinator _____		

Evaluators, please write comments on back





# STAR FCCLA Scrapbook

*Michigan FCCLA State STAR Event*

***This is a Michigan-Only STAR Event.  
No competition will be available at the National Leadership Meeting.***

**F**CCCLA Scrapbook is a team event that recognizes chapters that have compiled outstanding scrapbooks depicting their programs and activities for the school year. The scrapbook may contain both integrated and out-of-class activities.

## **EVENT CATEGORY**

*This event is not broken down into categories.*

## **ELIGIBILITY**

1. Each chapter may submit only one entry in this event.
2. Individuals or teams of up to four people may represent the chapter in this event.
3. Participation is open to any national affiliated FCCLA chapter.
4. Participants in this event may compete in one other state or national STAR Event.

## **PROCEDURES & TIME REQUIREMENTS**

1. Participants must submit their Scrapbook at the time listed in the State Leadership Conference Program.
2. Scrapbooks that are not submitted at the time listed in the program will not be evaluated.
3. Evaluators will rate the Scrapbook during the allotted time at the State Leadership Conference. Participants will not be present during the evaluation period.
4. The Scrapbooks must be picked up at the scheduled time. Michigan FCCLA is not responsible for any Scrapbook left in the competition room after the end of the scheduled pickup time.
5. Winning chapters will be announced at the Grand Awards Session and will be presented with bronze, silver or gold medals.

# FCCLA Scrapbook Point Summary Form

Names of Participants: \_\_\_\_\_ Chapter: \_\_\_\_\_

\_\_\_\_\_

Place Label Here

## Instructions:

1. Please make sure all information on the label is correct. If a team does not show, please write "No Show" across the top and return it with the other forms.
2. 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 score sheets and paper clip all items related to the presentation together.
3. At the end of competition in the room, double check all scores, names and team numbers to ensure accuracy. Sort results by team number and turn in to the Ensign Room before going to lunch.
4. Please check with the headquarters room if there are any questions regarding the evaluation process.

## EVALUATORS' SCORES

Evaluator 1: \_\_\_\_\_ Initials: \_\_\_\_\_

Evaluator 2: \_\_\_\_\_ Initials: \_\_\_\_\_

Evaluator 3: \_\_\_\_\_ Initials: \_\_\_\_\_

Evaluator 4: \_\_\_\_\_ Initials: \_\_\_\_\_

Total Score *from all Evaluators:* \_\_\_\_\_

Average Score *Divided by # of Evaluators:* \_\_\_\_\_

**Final Score:** \_\_\_\_\_

## RATING ACHIEVED:

Circle One:

**Gold (100-85)**

**Silver (84-70)**

**Bronze (69 and lower)**

\_\_\_\_\_  
Event Coordinator

# FCCLA Scrapbook Rubric

Names of Participants: \_\_\_\_\_ Chapter: \_\_\_\_\_  
 \_\_\_\_\_

**Instructions:** Write the appropriate rating in the "Score" column. Make comments to help participants identify their strengths and areas for improvement. Use the back of this sheet if necessary. Total the students' score at the bottom of the page. Please double check your math.

Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Score	COMMENTS
<b>APPEARANCE</b>							
Secure Binding Neatness Cleanliness	0-4	5-9	10-14	15-19	20-25		
<b>FORMAT</b>							
Organized Clear & Concise	0-4	5-9	10-14	15-19	20-25		
<b>CREATIVITY</b>							
Title Page Materials Captions	0-4	5-9	10-14	15-19	20-25		
<b>CLARITY</b>							
Clear Understanding Properly Identified Captions	0-4	5-9	10-14	15-19	20-25		

**Total Score:** \_\_\_\_\_

Verification of Total Score Evaluator: \_\_\_\_\_ Event Coordinator: \_\_\_\_\_

**Circle Rating Achieved:**      **Gold (100-85)**      **Silver (84-70)**      **Bronze (69 and lower)**



# Healthy Lifestyle Challenge

*Michigan FCCLA State STAR Event*

***This is a Michigan-Only STAR Event.  
No competition will be available at the National Leadership Meeting.***

**H**ealthy Lifestyle Challenge, a team event, recognizes participants who develop a project in response to a case study situation related to healthy lifestyles provided to them at the State Leadership Conference.

## EVENT CATEGORIES

- Junior – grades 6-9
- Senior/Occupational – grades 10-12

## ELIGIBILITY

1. Chapters may submit any number of teams in this event.
2. Teams of two to four people may enter this event.
3. Participation is open to any national affiliated FCCLA chapter member.

## PROCEDURES & TIME REQUIREMENTS

1. All participants must attend the orientation session on Wednesday evening at the State Leadership Conference.
2. Participants will check in to the designated room at their scheduled time.
3. Participants will be given a challenge in the form of a case study. The team will then have 30 minutes to discuss the challenge and prepare their solution. All visual aids must be prepared during this time.
4. Participants will have up to 10 minutes to present their solution to evaluators.

## GENERAL INFORMATION

1. Teams must bring FCCLA planning process sheets and purposes to be used in presentation.
2. Teams must supply their own materials to work with (poster board, markers, crayons, scissors, construction paper, tape, etc.)
3. Only visual aids prepared during the time allotted will be allowed.
4. The content of the Healthy Lifestyle Challenge will closely relate to the National Student Body Program. Familiarity with this program may be of assistance to members in preparing for this State STAR Event.

## PROHIBITED MATERIALS

- Glitter may not be used
- Any visual aids or elements that have been prepared prior to competition
- Any visual aids or elements that have been commercially prepared or produced

# Healthy Lifestyle Challenge Point Summary Form

Names of Participants: \_\_\_\_\_ Chapter: \_\_\_\_\_

\_\_\_\_\_

Category: \_\_\_ Junior \_\_\_ Senior/Occupational

Place Label Here

## Instructions:

1. Please make sure all information on the label is correct. If a team does not show, please write "No Show" across the top and return it with the other forms.
2. At the end of the students' presentation, 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 score sheets and paper clip all items related to the presentation together.
3. At the end of competition in the room, double check all scores, names and team numbers to ensure accuracy. Sort results by team number and turn in to the Ensign Room before going to lunch.
4. Please check with the headquarters room if there are any questions regarding the evaluation process.

## EVALUATORS' SCORES

Evaluator 1: \_\_\_\_\_ Initials: \_\_\_\_\_

Evaluator 2: \_\_\_\_\_ Initials: \_\_\_\_\_

Evaluator 3: \_\_\_\_\_ Initials: \_\_\_\_\_

Evaluator 4: \_\_\_\_\_ Initials: \_\_\_\_\_

Total Score *from all Evaluators:* \_\_\_\_\_

Average Score *Divided by # of Evaluators:* \_\_\_\_\_

Any use of prohibited materials  
is a 10 point deduction: \_\_\_\_\_

**Final Score:** \_\_\_\_\_

## RATING ACHIEVED:

Circle One:

**Gold (100-85)**

**Silver (84-70)**

**Bronze (69 and lower)**

\_\_\_\_\_  
Event Coordinator

# Healthy Lifestyle Challenge Rubric

Names of Participants: \_\_\_\_\_ Chapter: \_\_\_\_\_

Category: \_\_\_ Junior \_\_\_ Senior/Occupational

**Instructions:** Write the appropriate rating in the "Score" column. Make comments to help participants identify their strengths and areas for improvement. Use the back of this sheet if necessary. Total the students' score at the bottom of the page. Please double check your math.

Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Score	COMMENTS
<b>RELATIONSHIP TO FCCLA</b>							
Use of FCCLA Planning Process	0-2	3-4	5-6	7-8	9-10		
Related to FCCLA's Purposes	0-2	3-4	5-6	7-8	9-10		
<b>VALUE OF PROJECT</b>							
Demonstrates content knowledge, content matches the topic selected, response to the case is appropriate	0-2	3-4	5-6	7-8	9-10		
<b>PRESENTATION DELIVERY</b>							
Organized oral presentation; presentation is logical, provides clarity, and shows creativity	0-3	4-6	7-9	10-12	13-15		
Presentation is convincing and effective, Preparation of content is organized & clearly demonstrates a process for solving the problem/challenge	0-3	4-6	7-9	10-12	13-15		
Visuals provide appropriate content & are legible and visible to audience	0-2	3-4	5-6	7-8	9-10		
Used appropriate gestures, eye-contact, grammar, & pronunciation, pitch, tempo and volume	0-2	3-4	5-6	7-8	9-10		
<b>RELATION TO CURRICULUM</b>							
Goals of the project are clearly stated and reflect content of the family & consumer science, early childhood, teacher preparation, or related curriculum	0-2	3-4	5-6	7-8	9-10		
Provided clear and informed responses to evaluator's questions	0-2	3-4	5-6	7-8	9-10		

**Total Score:** \_\_\_\_\_

Verification of Total Score Evaluator: \_\_\_\_\_ Event Coordinator: \_\_\_\_\_

**Circle Rating Achieved:**      **Gold (100-85)**      **Silver (84-70)**      **Bronze (69 and lower)**



# STAR Project Exhibit

*Michigan FCCLA State STAR Event*

***This is a Michigan-Only STAR Event.  
No competition will be available at the National Leadership Meeting.***

**P**roject Exhibit, an individual or team event, recognizes participants who develop a project related to the family and consumer sciences, early childhood, teacher preparation or related curriculum. Participants must prepare a display and an oral presentation.

## EVENT CATEGORIES

- Junior – grades 6-9
- Senior/Occupational – grades 10-12

## ELIGIBILITY

1. Chapters may submit any number of teams in this event.
2. Individuals or teams of up to four people may enter this event.
3. Participation is open to any national affiliated FCCLA chapter member.

## CONTENT AREAS

Chapter Promotion  
Citizenship/Community Service  
Curriculum-Related

Examples of projects in each content area include:

**Chapter Promotion:** *Membership Recruitment, Public Relations Activities, Year-in-review, etc.*

**Citizenship/Community Service:** *Chapter, state, or national community service projects, leadership development, personal improvement, etc.*

**Curriculum-related:** *Family health, interpersonal communication, career exploration, parenting, teaching skills (example: Develop a teaching unit), child development, nutrition and fitness, etc.*

# Project Exhibit

---

## PROCEDURES & TIME REQUIREMENTS

1. All participants must attend the orientation session on Wednesday evening at the State Leadership Conference.
2. Participants will set up the exhibit on the morning of competition at the designated time printed in the conference program and report for competition at their scheduled time.
3. The exhibit may be either freestanding or tabletop. Freestanding displays may not exceed a space 30" deep by 48" wide by 72" high. Tabletop displays may not exceed a space 30" deep by 48" wide by 48" high, including any audiovisual equipment. Information or props outside the display (tablecloths, storage items, boxes below the table, etc.) will be considered part of the display and subject to penalty.
4. Visuals or props used during the oral presentation of the display must be contained within the dimensions of the display and movement of the display during the presentation must occur within the original dimensions only. Scrapbooks, flip charts, manuals and photo albums are not allowed.
5. Participants will have up to 5 minutes to give an oral presentation explaining the exhibit.

## GENERAL INFORMATION

1. The exhibit is a visual representation of a project already carried out in your FCCLA chapter or family & consumer sciences classroom.
2. The exhibit will correlate with one of the designated content areas above.
3. One page must be displayed on the exhibit stating project title, event name, year, school, and participant names.
4. It is preferred that all information be typed or word processed.
5. A Planning Process Summary must be included on the display. This form must summarize how each step of the planning process was used to plan and implement the project.
6. Use of the planning process must be described in the oral presentation.



# Project Exhibit Point Summary Form

Names of Participants: \_\_\_\_\_ Chapter: \_\_\_\_\_

Category: \_\_\_ Junior \_\_\_ Senior/Occupational

Place Label Here

## Instructions:

1. Please make sure all information on the label is correct. If a team does not show, please write "No Show" across the top and return it with the other forms.
2. At the end of the students' presentation, 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 score sheets and paper clip all items related to the presentation together.
3. At the end of competition in the room, double check all scores, names and team numbers to ensure accuracy. Sort results by team number and turn in to the Ensign Room before going to lunch.
4. Please check with the headquarters room if there are any questions regarding the evaluation process.

## EVALUATORS' SCORES

Evaluator 1: \_\_\_\_\_ Initials: \_\_\_\_\_

Evaluator 2: \_\_\_\_\_ Initials: \_\_\_\_\_

Evaluator 3: \_\_\_\_\_ Initials: \_\_\_\_\_

Evaluator 4: \_\_\_\_\_ Initials: \_\_\_\_\_

Total Score *from all Evaluators:* \_\_\_\_\_

Average Score *Divided by # of Evaluators:* \_\_\_\_\_

**Final Score:** \_\_\_\_\_

## RATING ACHIEVED:

Circle One:

**Gold (100-85)**

**Silver (84-70)**

**Bronze (69 and lower)**

\_\_\_\_\_  
Event Coordinator

# Project Exhibit Rubric

Names of Participants: \_\_\_\_\_ Chapter: \_\_\_\_\_

Category: \_\_\_ Junior \_\_\_ Senior/Occupational

**Instructions:** Write the appropriate rating in the "Score" column. Make comments to help participants identify their strengths and areas for improvement. Use the back of this sheet if necessary. Total the students' score at the bottom of the page. Please double check your math.

Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Score	COMMENTS
<b>EXHIBIT</b>							
Inclusion and demonstration of the use of the FCCLA Planning Process	0-2	3-4	5-6	7-8	9-10		
Project identification page including project title, event name, year, school, and participant names	0-2	3-4	5-6	7-8	9-10		
Materials accurately described project	0-2	3-4	5-6	7-8	9-10		
Visuals provide appropriate content and are legible and visible to audience	0-2	3-4	5-6	7-8	9-10		
Display was creative and effective	0-2	3-4	5-6	7-8	9-10		
<b>PRESENTATION</b>							
Organized oral presentation; presentation is logical, provides clarity, and shows creativity	0-2	3-4	5-6	7-8	9-10		
Used appropriate gestures, eye-contact, grammar, pronunciation, pitch, tempo and volume	0-2	3-4	5-6	7-8	9-10		
Provided clear and informed responses to evaluator's questions	0-2	3-4	5-6	7-8	9-10		
<b>RELATION TO CURRICULUM</b>							
Goals of the project are clearly stated and are related to family & consumer sciences, early childhood, teacher preparation, or related curriculum	0-2	3-4	5-6	7-8	9-10		
Shows a benefit of the project to one of the following: the chapter, community, and/or family, and addressed specific interests and/or concerns of the members	0-2	3-4	5-6	7-8	9-10		

**Total Score:** \_\_\_\_\_

Verification of Total Score Evaluator: \_\_\_\_\_

Event Coordinator: \_\_\_\_\_

**Circle Rating Achieved:**

**Gold (100-85)**

**Silver (84-70)**

**Bronze (69 and lower)**



# STAR Serving Up Success

*Michigan FCCLA State STAR Event*

***This is a Michigan-Only STAR Event.  
No competition will be available at the National Leadership Meeting.***

**S**erving Up Success is an individual event that introduces students to the food and beverage industry. It has three parts: a pre-event interview, a restaurant serving simulation, and a situation question.

## **EVENT CATEGORY**

- Junior – grades 6-9
- Senior/Occupational – grades 10-12

## **ELIGIBILITY**

1. Chapters may submit any number of participants in this event.
2. This event is for individuals only.
3. Participation is open to any national affiliated FCCLA chapter.

## **GENERAL INFORMATION**

1. Participant will wear proper attire consisting of a white collared shirt, black pants or skirt, appropriate shoes, appropriate hair restraint. (no denim or tennis shoes) Participant should be neat and professional.
2. The following items will be provided:
  - Cloth table coverings and cloth napkins
  - Flatware, glassware
  - Menu
  - Food and beverages from menu (as models)
  - Condiments
  - Pads to take order
  - Participants are not allowed to bring additional items

## **PROCEDURES & TIME REQUIREMENTS**

1. Participants must provide documentation of at least one work-based learning experience from the following options:
  - Job Shadowing (5 hours or more)
  - Internships (minimum of 10 hours)
  - Co-Op Work Based Learning or School-To-Work Experience (minimum of 40 hours)
2. Prior to the State Leadership Conference, Serving Up Success participants must conduct a field observation/interview with the manager on duty at a local restaurant or food establishment. The purpose of this interview is for students to understand the scope of the food and beverage industry as it relates to food service and appreciate the training and skills necessary to become successful in this field.
3. At the State Leadership Conference event check-in, the participant will be handed a food and beverage situation. The participants will have five (5) minutes to complete their response to the situation. The response will be completed on the back of the situation, and will be reviewed by the evaluators prior to their event time. The participant will have time to justify their response to the situation after they have completed their serving simulation.
4. Students will simulate a restaurant's food service operation. The serving demonstration is not to exceed 20 minutes. See demonstration on the next page for procedures demonstrated during event.
5. Evaluators will have up to five (5) minutes to question the participants regarding their situation card and the participant response. Participants must be able to answer questions that may include but are not limited to health and safety.

# Serving Up Success

---

## FILE FOLDER

Participants will submit one letter-size file folder containing two (2) identical sets, with each set stapled separately, of the items listed below to the Event Coordinator at competitive event check-in. The file folder must be labeled in the top left corner with name of event, event category, participant's name, and school/ chapter name.

<p><b>Documentation of Work-Based Learning</b></p>	<p>Participants must provide documentation of at least one work-based learning experience from the following options:</p> <ul style="list-style-type: none"> <li>• Job Shadowing (<i>5 hours or more</i>)</li> <li>• Internships (<i>minimum of 10 hours</i>)</li> <li>• Co-Op Work Based Learning or School-To-Work Experience (<i>minimum of 40 hours</i>)</li> </ul> <p>The documentation can be a copy of hours completed, a contract, confirmation letter or similar document. Document must be signed by the manager/supervisor, AND your teacher or guidance counselor.</p>
<p><b>Field Observation and Interview Form</b></p>	<p>Visit a reputable restaurant for the purpose of observing skilled servers on the job. It is recommended that you call ahead to schedule a time and day for this observation and interview. Avoid peak business hours, and upon arrival explain your objectives to the manager on duty. When appropriate, interview the manager on duty or a server. Complete the Observation Interview Form, including the manager's signature.</p>
<p><b>Restaurant Interview and Comprehensive Responses</b></p>	<p>On one 8 ½" x 11" plain paper, document your interview with a minimum of five (5) questions; three (3) required questions are provided below to launch the interview process, and come up two (2) questions on your own. Use correct spelling, grammar and punctuation. Paperwork should be neat and legible, typed if possible.</p> <p><b>Required Questions:</b></p> <ol style="list-style-type: none"> <li>1. What are three advantages of being a server?</li> <li>2. What type of training is needed in order to become an excellent server?</li> <li>3. How do personality, attitude, and communication skills help you interact with difficult situations that arise with customers and coworkers?</li> </ol>

## SITUATION RESPONSE

After event check-in, the participant will be handed a food and beverage situation. Participant will have five (5) minutes to complete their response to the situation. The response will be completed on the back of the situation, and will be reviewed by the evaluators prior to their event time.

# Serving Up Success

---

## SERVING DEMONSTRATION

The demonstration is not to exceed 20 minutes, which includes table set-up time. Students will simulate a restaurant's food service operation. The menu items will be food models.

<b>Organization</b>	Keep a clean and organized work area. Participant is required to clean the work area in preparation for the next participant.
<b>Appropriate Attire</b>	Participant will wear proper attire consisting of a white collared shirt, black pants or skirt, appropriate shoes, appropriate hair restraint. (no denim or tennis shoes) Participant should be neat and professional.
<b>Set Table</b>	Participant will be responsible for insuring the table is set correctly and serving the items ordered by the Evaluator(s).
<b>Seating</b>	Politely greet and seat guests (Evaluators). Participant will begin the serving process by offering a menu, taking beverage orders, etc. Participant should consider the appropriate sequence of courses.
<b>Table Order</b>	Record food and beverage order correctly.
<b>Serving</b>	Serve food correctly and elegantly.
<b>Safety and Sanitation</b>	Use proper precautions for health, safety, and sanitation.
<b>Check Preparation and Delivery</b>	Use of time allotted wisely. Tax will be added to the check at the rate of 6% and gratuity at the rate of 18%. Calculators and cell phones are allowed.
<b>Communication Skills</b>	Speak clearly with appropriate pitch, tempo, and volume. Use proper grammar and pronunciation.
<b>Knowledge of Food and Beverage Industry</b>	Provide clear and concise answers to Evaluator's questions regarding subject matter.

Restaurant guests (Evaluators) will be ordering from this menu during the Serving Demonstration. You are to set the table and serve items ordered with the correct silverware, place setting, and accompaniments.

---

## Serving Up Success Menu

*Serving Up Success prides itself on serving meals that are delicious and satisfying.  
Specials are prepared daily ensuring quality and freshness.*

### **ENTREES**

*All entrees are served with a green salad and fresh baked bread*

**Surf and Turf** **\$18.95**

Top Sirloin grilled to perfection with a lobster tail with drawn butter. Served with a stuffed baked potato.

**Chicken Marsala** **\$16.95**

Chicken breast, topped with sauce and mushrooms; accompanied with garlic mashed potatoes and snap peas and carrot medley.

### **DESSERTS**

**Brownie a la Mode** **\$6.00**

Rich pecan fudge brownie topped with vanilla ice cream and hot fudge.

**Strawberries and Cream** **\$5.00**

Fresh, healthy strawberries served with whipped cream.

### **BEVERAGES**

**Coffee** **\$1.95**

**Iced Tea** **\$1.95**

**Soft Drinks** **\$1.95**

# Serving Up Success Field Observation and Interview Form

Name of Participant: \_\_\_\_\_ Chapter: \_\_\_\_\_

Name of Restaurant/Establishment: \_\_\_\_\_

Address of Restaurant/Establishment: \_\_\_\_\_ Date of Visit: \_\_\_\_\_

Manager Interviewed: \_\_\_\_\_

*Printed Name*

*Signature*

## NOTES:

# Serving Up Success

## Point Summary Form

Name of Participant: \_\_\_\_\_ Category: \_\_\_Junior \_\_\_Senior/Occupational

### EVENT COORDINATOR DIRECTIONS:

1. Please make sure all information on the label is correct. If a participant does not show, please write "No Show" across the top and return it with the other forms to the Ensign Room.
2. At the end of the students' presentation, 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 score sheets and paper clip all items related to the presentation together.
3. At the end of competition in the room, double check all scores, names and team numbers to ensure accuracy. Turn in to the Ensign Room before going to lunch.
4. Please check with the Ensign Room if there are any questions regarding the evaluation process.

EVENT COORDINATOR (0 to 21 possible points)				POINTS
<b>Dress Guidelines Followed</b> 0-5 points	<b>0-1</b> Inappropriate dress; did not adhere to dress code for this event	<b>2-3-4</b> Participant partially followed dress code for this event	<b>5</b> Participant wore professional and appropriate apparel in accordance with the dress code for this event	
<b>File Folder</b> 0-1 point	<b>0</b> No file folder presented, or presented with incorrect labeling/insufficient materials for evaluators, or less than two copies of contents	<b>1</b> File folder is presented with correct labeling, and sufficient evaluator materials, including Documentation of Work-Based Learning, Field Observation and Interview Form, and Restaurant Interview and Comprehensive Responses		
<b>Documentation of Work-Based Learning</b> 0-5 points	<b>0-1</b> No evidence of work-based learning, with no documentation	<b>2-3</b> Completed a portion of work-based learning; signatures are included; some grammatical/spelling errors	<b>4-5</b> Successful completion of work-based learning, and have documentation from manager/supervisor and teacher/guidance counselor; correct spelling, grammar and punctuation; all questions answered	
<b>Response to Situation</b> 0-5 points	<b>0-1</b> Answer to the situation not appropriate	<b>2-3</b> Answered situation; not enough depth given	<b>4-5</b> Answered situation in an effective way and in-depth to positively respond to the provided situation	
<b>Conducted Field Interview &amp; Comprehensive Responses</b> 0-5 points	<b>0</b> No evidence of Field Interview or Comprehensive Responses	<b>1-2-3</b> Partially completed the Field Interview and/or Comprehensive Responses	<b>4-5</b> Field Interview Conducted with signatures included, has included Comprehensive Responses	

### EVALUATOR'S SCORES

Evaluator 1 \_\_\_\_\_ Initials \_\_\_\_\_

Evaluator 2 \_\_\_\_\_ Initials \_\_\_\_\_

Evaluator 3 \_\_\_\_\_ Initials \_\_\_\_\_

Total Score \_\_\_\_\_ divided by number of Evaluators

\_\_\_\_\_ = **AVERAGE EVALUATOR SCORE**

**EVENT COORDINATOR'S SCORE**  
(21 points possible)

**AVERAGE EVALUATOR SCORE**  
(79 points possible)

**FINAL SCORE**  
(Average Evaluator Score +  
Event Coordinator's Total)

### RATING ACHIEVED:

Circle One:            **Gold (100-85)**                      **Silver (84-70)**                      **Bronze (69 and lower)**

\_\_\_\_\_  
Event Coordinator



# Serving Up Success Rubric

Name of Participant: \_\_\_\_\_ Category: \_\_\_Junior \_\_\_Senior/Occupational

SERVING DEMONSTRATION (0 to 79 possible points)							POINTS
<b>Organization</b> 0-10 points	<b>0-1</b> Work station not clean or organized	<b>2-3</b> Few signs of work station cleanliness or organization	<b>4-5</b> Some signs of work station cleanliness or organization	<b>6-7</b> Work station organized with moderate cleanliness	<b>8-9</b> Work station well organized and clean	<b>10</b> Work station extremely well organized and clean	
<b>Table Setting</b> 0-10 points	<b>0-1</b> Table is not set correctly	<b>2-3</b> Attempts seen to set table, although some errors occur	<b>4-5</b> Table set with some small errors	<b>6-7</b> Table setting meets standards	<b>8-9</b> Table setting appropriate and correct for the meal	<b>10</b> Table setting above expectations	
<b>Seating</b> 0-5 points	<b>0</b> Guests not properly seated	<b>1-2</b> Guests were seated in an acceptable manner		<b>3-4</b> Guests were properly seated		<b>5</b> Guests were seated in an excellent manner	
<b>Communication Skills</b> 0-5 points	<b>0</b> Guest not greeted properly; proper grammar and pronunciation not used	<b>1</b> Communication skills and language needs improving	<b>2</b> Moderate communication skills used	<b>3</b> Adequate communication skills	<b>4</b> Good communication skills	<b>5</b> Excellent communication skills	
<b>Table/ Order/ Serving</b> 0-10 points	<b>0-1</b> Food and beverage orders not taken correctly; food not served correctly or elegantly	<b>2-3</b> Food and beverage orders not accurate; some effort made to serve food correctly	<b>4-5</b> Food and beverage orders taken with order; served correctly	<b>6-7</b> Food and beverage orders accurate; food served correctly	<b>8-9</b> Food and beverage orders taken correctly; food served correctly	<b>10</b> Food and beverage orders taken in professional manner; food served correctly and elegantly	
<b>Time Management</b> 0-10 points	<b>0-1</b> Never showed any signs of time management skills	<b>2-3</b> Some effort using time management skills	<b>4-5</b> Signs of using time management skills	<b>6-7</b> Effort shown is using time management skills effectively	<b>8-9</b> Used time management to effectively complete task	<b>10</b> Expertly followed time management plan	
<b>Safety and Sanitation</b> 0-10 points	<b>0-1</b> No signs of proper health, safety and sanitation precautions used	<b>2-3</b> Some signs of proper health, safety and sanitation precautions used	<b>4-5</b> Minimal use of proper health, safety and sanitation	<b>6-7</b> Some use of proper health, safety and sanitation	<b>8-9</b> Proper health, safety and sanitation precautions used	<b>10</b> Proper health, safety and sanitation precautions used beyond requirements	
<b>Check Preparation and Delivery</b> 0-10 points	<b>0</b> Check not presented in timely fashion; gratuity and tax not prepared correctly		<b>1-2-3</b> Check presented, although not without request, error in calculations	<b>4-5-6-7</b> Check presented in timely fashion with no major errors	<b>8-9-10</b> Check presented in timely fashion with no errors; customer very pleased with service		
<b>Knowledge of Food and Beverage Industry</b> 0-9 points	<b>0</b> Demonstrated no knowledge of the food and beverage industry		<b>1-2-3</b> Demonstrated limited knowledge of the food and beverage industry	<b>4-5-6</b> Demonstrated some knowledge of the food and beverage industry	<b>7-8-9</b> Demonstrated excellent knowledge of the food and beverage industry		

**VERIFICATION OF SCORE** (please initial):  
 Evaluator \_\_\_\_\_ Event Coordinator \_\_\_\_\_

**TOTAL**  
(79 points possible)

--

Evaluators, please write comments on back



# STAR Toys that Teach

## Michigan FCCLA State STAR Event

***This is a Michigan-Only STAR Event.  
No competition will be available at the National Leadership Meeting.***

**T**oys That Teach, an individual event, recognizes members for their ability to design, build, and demonstrate an original homemade toy or storybook which provides learning and play for either an individual child or a small group of children. The toy or storybook is to be constructed of common, everyday household items, meet safety guidelines, and be easy to carry and use.

### EVENT CATEGORIES

- Junior – grades 6-9
- Senior/Occupational – grades 10-12

### ELIGIBILITY

1. Chapters may submit any number of teams in this event.
2. Only individuals may enter this event.
3. Participation is open to any national affiliated FCCLA chapter member.

### GENERAL INFORMATION

1. A table will be provided. Participant must bring any necessary supplies for demonstration of project. Wall space and electrical access will not be provided.
2. Participants are not allowed to discuss the event with other participants or receive coaching. Doing so will result in disqualification.
3. Participants should follow the approved conference dress code for participation in this event.

### PROCEDURES & TIME REQUIREMENTS

1. All participants must attend the orientation session on Wednesday evening at the State Leadership Conference.
2. Participants may not bring reference materials for use in the holding room. Participants are allowed to bring a pencil and note cards, the completed project, and demonstration supplies (if used).
3. 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. A Design Worksheet is not needed for a storybook.
4. Participants will have up to ten minutes, which includes set up time AND the oral presentation. *(A toy demonstration may need 5 minutes to set up and 5 minutes for the demonstration of the toy, whereas a storybook may need 10 minutes for the presentation and reading of the storybook.)* A one minute warning will be given at nine minutes. Participants will be asked to stop at ten minutes.
5. Participants may use note cards. Items required for demonstration of the toy or reading of the storybook are permitted.
6. Evaluators will score and write comments for each entry. The decision of the evaluators is final.
7. Total time required for participation in this event is approximately 10 minutes including setup time, presentation and scoring.

# Toys That Teach

## Specifications

### TOY OR STORYBOOK DESIGN

Each participant will design and construct an original toy or storybook for a child that meets the developmental and educational needs of a specific age group. Safety should be a primary concern in the planning and construction of the toy or storybook. Two (2) copies of the completed Toy Design Worksheet will be given to evaluators prior to the start of the oral presentation. A Design Worksheet is not needed for a storybook.

Name of Toy or Storybook	Choose a creative name for the original toy or storybook.
Age Group	Design and construct an original toy or storybook to meet the developmental needs of one of the following age groups: Birth-12 months; 12-24 months; 2-4 years; 5-7 years, or 8 & up.
Category of Play	Select applicable category of play such as: quiet play, active play, cooperative play, manipulative play, make-believe play, creative play or learning play. <i>(Not applicable for a storybook.)</i>
Design and Construction	Construct a toy or storybook using common, everyday items. Items may include, but are not limited to: paper goods, containers, household objects, sewing and craft items and wood. Toy or Storybook is creative, stimulates play, visually appealing and well-made.
Safety, Sanitation and Storage	Design and construct the toy or storybook to meet safety and sanitation needs for the selected age group. <i>(Not applicable for a storybook.)</i>
Storybook Structure	Storybook should have a clear structure of story with a beginning, middle and end. A life lesson, dilemma or problem should be apparent in the story with a resolution. <i>(Not applicable for a toy.)</i>

### ORAL PRESENTATION

Ten (10) minutes will be given, which includes both set-up time and the oral presentation delivered to the evaluators. The oral presentation should explain the specifics of the project. The toy should be demonstrated, or the storybook should be read during the presentation. Only items required for use in demonstrating the toy or storybook are permitted.

Organization/ Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Knowledge of Child Development	Show evidence of child development knowledge and skills by explaining how the toy addresses the developmental and educational needs of the selected age group.
Safety, Sanitation and Storage	Describe safety and sanitation considerations for the selected age group and how this has been addressed in the toy or storybook design. Explain how the toy or storybook should be maintained, cleaned and stored.
Appeal for Children/ Adults	Explain why the toy or storybook would appeal to children of the selected age group, and to adults who may recreate or purchase this toy or storybook for a child.
Demonstration	Demonstrate use of the toy, or read the storybook aloud during your presentation. Also point out any unique aspects of design, safety, or adaptive uses for special needs children, if applicable.
Voice	Speak with appropriate force, pitch and articulation.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture and mannerisms. Wear clothing that meets the conference dress code.
Grammar/ Word Usage / Pronunciation	Use proper grammar, word usage and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluator's questions regarding the project. Questions are asked after the presentation.
Lesson, Dilemma, Problem or Skill	For a toy; demonstrate a lesson or skill. For a storybook; show evidence of a life lesson, dilemma or problem, and how it is resolved in the story.

# Toys That Teach

## Point Summary Form

Name of Participant: \_\_\_\_\_ Category: \_\_\_\_\_ Junior \_\_\_\_\_ Senior/Occupational

### EVENT COORDINATOR DIRECTIONS:

1. Please make sure all information on the label is correct. If a participant does not show, please write "No Show" across the top and return it with the other forms to the Ensign Room.
2. At the end of the students' presentation, 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 score sheets and paper clip all items related to the presentation together.
3. At the end of competition in the room, double check all scores, names and team numbers to ensure accuracy. Turn in to the Ensign Room before going to lunch.
4. Please check with the Ensign Room if there are any questions regarding the evaluation process.

EVENT COORDINATOR (0 to 10 possible points)			POINTS
<b>Orientation/ Holding Room</b> 0 or 5 points	<b>0</b> Did not arrive on-time for participant orientation/holding room	<b>5</b> Arrived on-time for participant orientation/holding room	
<b>Dress Guidelines Followed</b> 0-5 points	<b>0-1</b> Inappropriate dress; did not adhere to dress code for this event	<b>2-3-4</b> Participant partially followed dress code for this event	<b>5</b> Participant wore professional and appropriate apparel in accordance with the dress code for this event
<b>EVALUATOR'S SCORES</b>			<b>AVERAGE EVALUATOR SCORE</b> (90 points possible)
Evaluator 1 _____ Initials _____			<b>FINAL SCORE</b> (Average Evaluator Score + Event Coordinator's Total)
Evaluator 2 _____ Initials _____			
Evaluator 3 _____ Initials _____			
Total Score _____ divided by number of Evaluators			
_____ = <b>AVERAGE EVALUATOR SCORE</b>			

### RATING ACHIEVED:

Circle One:

**Gold (100-85)**

**Silver (84-70)**

**Bronze (69 and lower)**

\_\_\_\_\_  
Event Coordinator

# Toys That Teach

## Rubric for a Toy

Name of Participant: \_\_\_\_\_ Category: \_\_\_\_\_ Junior \_\_\_\_\_ Senior/Occupational

<b>TOY DESIGN (0 to 30 possible points)</b>					<b>POINTS</b>
<b>Toy Design Worksheet</b> 0-10 points	<b>0-1-2</b> Did not provide or not completed	<b>3-4-5</b> Minimal information, many grammar or spelling errors	<b>6-7-8</b> Completed with all required information, lacking detail, minor grammar or spelling errors	<b>9-10</b> Completed with all required information, details given, correct grammar and spelling	
<b>Age Appropriateness/ Play Category</b> 0-10 points	<b>0-1-2</b> Not age appropriate or does not address play category	<b>3-4-5</b> Limited age appropriateness or application to play category	<b>6-7-8</b> Generally age appropriate and addresses the selected play category	<b>9-10</b> Age appropriate and correctly addresses the selected play category	
<b>Design and Construction</b> 0-10 points	<b>0-1-2</b> Little creativity shown, does not stimulate play, is not appealing, poorly made	<b>3-4-5</b> Inconsistent in efforts of creativity, play, appeal and construction	<b>6-7-8</b> Generally creative, stimulates play, appealing, well-made	<b>9-10</b> Used a variety of materials, is creative, stimulates play, visually appealing and well-made/durable	
<b>ORAL PRESENTATION (0 to 60 possible points)</b>					<b>POINTS</b>
<b>Organization/ Delivery</b> 0-5 points	<b>0</b> Presentation is not done or does not cover all the project elements	<b>1-2</b> Presentation covers all project elements though with minimal information	<b>3-4</b> Presentation gives complete information though does not flow well	<b>5</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Safety, Sanitation Storage</b> 0-5 points	<b>0</b> Does not meet safety, sanitation or storage needs for selected age group	<b>1-2</b> Needs multiple changes to meet safety standards, be easy to clean/sanitize and store	<b>3-4</b> With minor changes, would pose no known safety hazard, be easy to clean/sanitize and store	<b>5</b> Poses no known safety hazards, is easy to clean/sanitize and store	
<b>Appeal of the Toy to Children or Adults</b> 0-5 points	<b>0</b> Toy is not appealing	<b>1-2</b> Toy is minimally appealing	<b>3-4</b> Toy is generally appealing	<b>5</b> Toy has high appeal	
<b>Toy Demonstration</b> 0-5 points	<b>0</b> Did not demonstrate	<b>1-2</b> Demonstrated, but did not point out unique features	<b>3-4</b> Use, safety, and unique aspects demonstrated	<b>5</b> Use, safety, unique aspects, and adaptive uses demonstrated	
<b>Knowledge of Child Development</b> 0-10 points	<b>0-1-2</b> None shared, or information was not correct	<b>3-4-5</b> Minimal knowledge shared during presentation	<b>6-7-8</b> Knowledge of child development is evident and shared at times in the presentation	<b>9-10</b> Knowledge of child development is evident and incorporated throughout the presentation	
<b>Demonstrates a Lesson or Skill</b> 0-10 points	<b>0-1-2</b> Toy does not demonstrate a lesson or skill	<b>3-4-5</b> Toy minimally addresses a lesson or skill	<b>6-7-8</b> Toy generally addresses a lesson or skill	<b>9-10</b> Toy clearly addresses a lesson or skill	
<b>Body Language</b> 0-5 points	<b>0</b> Body language shows nervousness and unease	<b>1-2</b> Body language shows minimal amount of nervousness	<b>3-4</b> Body language portrays participant at ease	<b>5</b> Body language enhances the presentation	
<b>Grammar, Voice Word Usage, and Pronunciation</b> 0-10 points	<b>0-1-2</b> Extensive (more than 5) grammatical and pronunciation errors	<b>3-4-5</b> Some (3-5) grammatical and pronunciation errors	<b>6-7-8</b> Few (1-2) grammatical and pronunciation errors	<b>9-10</b> Presentation has no grammatical or pronunciation errors	
<b>Response to Evaluator's Questions</b> 0-5 points	<b>0</b> Did not answer evaluator's 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	

**VERIFICATION OF SCORE** (please initial):

Evaluator \_\_\_\_\_ Event Coordinator \_\_\_\_\_

**Evaluators, please write comments on back**

**TOTAL**  
(90 points possible)

# Toys That Teach

## Rubric for a Storybook

Name of Participant: \_\_\_\_\_ Category: \_\_\_\_\_ Junior \_\_\_\_\_ Senior/Occupational

<b>STORYBOOK DESIGN (0 to 30 possible points)</b>					<b>POINTS</b>
<b>Storybook Structure</b> 0-10 points	<b>0-1-2</b> Missing all or many elements of a structured story with a beginning, middle and end	<b>3-4-5</b> Minimal structured story with a beginning, middle and end	<b>6-7-8</b> Most elements of a structured story with a beginning, middle and end, but lacks clarity or resolution	<b>9-10</b> Clear structure of story with a beginning, middle and end, with rising action and resolution	
<b>Grammar and Spelling</b> 0-10 points	<b>0-1-2</b> Many errors, interferes with understanding	<b>3-4-5</b> Several errors, somewhat interferes with understanding	<b>6-7-8</b> Minimal grammar and spelling errors	<b>9-10</b> Near perfect, with correct grammar and spelling	
<b>Design and Construction</b> 0-10 points	<b>0-1-2</b> Little creativity shown, is not appealing, poorly made	<b>3-4-5</b> Inconsistent in efforts of creativity, appeal and construction	<b>6-7-8</b> Generally creative, appealing, well-made	<b>9-10</b> Is creative, visually appealing and well-made/durable	
<b>ORAL PRESENTATION (0 to 60 possible points)</b>					<b>POINTS</b>
<b>Organization/Delivery</b> 0-5 points	<b>0</b> Presentation is not done or does not cover all the project elements	<b>1-2</b> Presentation covers all project elements though with minimal information	<b>3-4</b> Presentation gives complete information though does not flow well	<b>5</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Safety, Sanitation Storage</b> 0-5 points	<b>0</b> Does not meet safety, sanitation or storage needs for selected age group	<b>1-2</b> Needs multiple changes to meet safety standards, be easy to clean/sanitize and store	<b>3-4</b> With minor changes, would pose no known safety hazard, be easy to clean/sanitize and store	<b>5</b> Poses no known safety hazards, is easy to clean/sanitize and store	
<b>Appeal of the Storybook to Children or Adults</b> 0-5 points	<b>0</b> Storybook is not appealing	<b>1-2</b> Storybook is minimally appealing	<b>3-4</b> Storybook is generally appealing	<b>5</b> Storybook has high appeal	
<b>Oral Reading of the Storybook</b> 0-5 points	<b>0</b> Did not read storybook aloud	<b>1-2</b> Read storybook, but lacked fluency or expression	<b>3-4</b> Read with some fluency or expression	<b>5</b> Clearly read with fluency or expression	
<b>Knowledge of Lesson, Dilemma, or Problem</b> 0-10 points	<b>0-1-2</b> None shared, or information was not correct	<b>3-4-5</b> Minimal knowledge shared during presentation	<b>6-7-8</b> Knowledge of lesson, dilemma, or problem is evident	<b>9-10</b> Knowledge of lesson, dilemma, or problem is evident and incorporated throughout the storybook	
<b>Demonstrates a Lesson, Dilemma, or Problem</b> 0-10 points	<b>0-1-2</b> Storybook does not demonstrate a lesson, dilemma or problem	<b>3-4-5</b> Storybook minimally addresses a lesson, dilemma or problem	<b>6-7-8</b> Storybook generally addresses a lesson, dilemma or problem	<b>9-10</b> Storybook clearly addresses a lesson, dilemma or problem	
<b>Body Language</b> 0-5 points	<b>0</b> Body language shows nervousness and unease	<b>1-2</b> Body language shows minimal amount of nervousness	<b>3-4</b> Body language portrays participant at ease	<b>5</b> Body language enhances the presentation	
<b>Grammar, Voice Word Usage, and Pronunciation</b> 0-10 points	<b>0-1-2</b> Extensive (more than 5) grammatical and pronunciation errors	<b>3-4-5</b> Some (3-5) grammatical and pronunciation errors	<b>6-7-8</b> Few (1-2) grammatical and pronunciation errors	<b>9-10</b> Presentation has no grammatical or pronunciation errors	
<b>Response to Evaluator's Questions</b> 0-5 points	<b>0</b> Did not answer evaluator's 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	

**VERIFICATION OF SCORE** (please initial):

Evaluator \_\_\_\_\_ Event Coordinator \_\_\_\_\_

**Evaluators, please write comments on back**

**TOTAL**  
(90 points possible)

--

# Toys That Teach

## Toy Design Worksheet

*Not needed for a storybook*

Name of Participant: \_\_\_\_\_ Category: \_\_\_\_\_ Junior \_\_\_\_\_ Senior/Occupational

Bring two (2) copies of this completed worksheet to give to the evaluators prior to your oral presentation.

<b>Name of Toy:</b>	<b>Child Age Group:</b>	<b>Category of Play:</b>
<b>Developmental and Educational Needs:</b> <i>How does this meet the developmental and educational needs of the selected age group?</i>		
<b>Demonstrates a Lesson or Skill:</b> <i>Describe the lesson or skill that you anticipate will leave a lasting impression.</i>		
<b>Appeal:</b> <i>Describe how this will appeal to children of selected age group, and to adults who may recreate or purchase for a child.</i>		
<b>Supplies:</b> <i>List the common, everyday items used to create the toy.</i>		
<b>Safety:</b> <i>What safety concerns did you address in design and construction?</i>	<b>Suggested Storage and Care:</b>	