

Event Guidelines

Michigan STAR Events <i>These events do not advance to the National Leadership Conference</i>	Participant/ Team Size	Categories		
		8th grade and under	9th and 10th grades	11th and 12th grades
Community Service Challenge	2-4	Level 1	Level 2/3	
Creative Teaching - Redesigned and Updated for 2024	1-2	n/a	Level 2/3	
Cupcake Battle	1-2	Level 1/2		Level 3
FCCLA Scrapbook	1-4	<i>One entry per school, no level (team can be made up of mixed student levels)</i>		
Healthy Lifestyle Challenge	2-4	Level 1	Level 2/3	
Project Exhibit	1-4	Level 1	Level 2/3	
Toys That Teach - Storybook	1	Level 1	Level 2/3	
Toys That Teach - Toy	1	Level 1	Level 2/3	

The following are general guidelines for State Only 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 are no minimum or maximum numbers of students who can be involved from a 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 compete will be given a **Gold (100-90)**, **Silver (89-70)** or **Bronze (69-0)** rating based on their total score.
- Medals will be awarded based on the total score.
- 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 conference on site prior to competition, as listed in the State Leadership Conference Program.**



Redesigned and Updated for 2024!

This is a Michigan-Only Competitive Event.

No competition will be available at the National Leadership Conference.

Creative Teaching, an individual or team event, recognizes participants who coordinate with a partner teacher to plan, prepare and present a lesson developed with innovative and modern instruction methods aligned with current educational standards. Members will prepare a file folder including a lesson plan outline, self-evaluation and partner teacher evaluation.

EVENT LEVEL

- Levels 2-3 – grades 9-12

ELIGIBILITY

1. Chapters may submit any number of entries 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 submit a file folder containing the required documents, including a lesson plan outline, self-evaluation, and partner teacher evaluation
2. This event is a review of the full experience, including the planning, preparation and execution of the lesson in coordination with the partner teacher. This event is not a delivery of the developed lesson plan.

PROCEDURES & TIME REQUIREMENTS

1. All participants must attend the orientation meeting at the State Leadership Conference, at the time posted in the program.
2. Participants will check in to the designated room at their scheduled competition time and submit their file folder to the Event Coordinator.
3. The 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 5 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

Event Guidelines

FILE FOLDER

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

FILE FOLDER CONTENTS	
Project Identification Page (1 page)	8 1/2" x 11" topic identification page including: lesson title, event name, year, participant name(s), and school.
Planning Process Summary Page (1 page)	One (1) 8.5"x11" FCCLA Planning Process Summary Page with all categories completed according to Planning Process guidelines.
Lesson Plan Outline (2-4 pages)	One (1) completed Creative Teaching Lesson Plan Outline, including sources, standards used, objectives, materials, preparation and set-up, hook/anticipatory set, activation of prior knowledge, process, questioning techniques, special accommodations, conclusion of lesson, and assessments. Lesson plan should be typed. Participants should use the official Michigan FCCLA Lesson Plan Outline provided with these guidelines.
Evidence of Presentation (1 page)	One (1) page with at least 3 photos that demonstrate the presentation was given to at least five (5) students of the grade level indicated in the Lesson Plan Outline.
Evaluations (2-4 pages)	One (1) completed Creative Teaching Self-Evaluation and one (1) completed Creative Teaching Partner Teacher Evaluation. Evaluations should be completed after the lesson is given. The Partner Teacher Evaluation must be completed by the partner teacher for the lesson given. Evaluations may be handwritten or typed.
OTHER	
Appearance	File folder contents must be neat, legible, and use correct grammar and spelling.

ORAL PRESENTATION

The 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, use the lesson plan outline and FCCLA Planning Process to explain the planning, preparation and execution of the lesson plan, including any unexpected outcomes or challenges, and feedback from the evaluations.

Organization	Deliver oral presentation in an organized manner that follows the file folder.
Knowledge of Lesson	Demonstrate knowledge of lesson plan, rationale, and content.
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.
Communication	Use professional communication skills
Response to Evaluators' Questions	Provide clear and thoughtful answers to evaluators' questions regarding the lesson following the presentation.

Creative Teaching

Point Summary Form

NAME(S): _____

LEVEL: _____ CHAPTER ID: _____ SECTION: _____

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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 tabulation.
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 tabulation before going to lunch.
4. Please check with tabulation if there are any questions regarding the evaluation process.

EVENT COORDINATOR (0 to 10 possible points)					POINTS
File Folder Pages 0-3 points	0 File Folder exceeds the page limit	1 File Folder has 2 or more errors	2 File Folder has 1 error	3 File Folder has no errors	
File Folder must be completed correctly and does not exceed 11 single-sided pages, including: <ul style="list-style-type: none"> • 1 Project ID page • 1 Planning Process Summary page • 2-4 Lesson Plan Outline pages • 1 Evidence of Presentation page • 2-4 Evaluations pages 					
Punctuality 0 or 1 point	0 Participant was late for presentation		1 Participant was on time for presentation		
Dress Code 0 or 1 point	0 Event Dress Code was not followed		1 Event Dress Code was followed		
EVALUATOR'S SCORES					
Evaluator 1 _____ Initials _____					EVENT COORDINATOR SCORE (5 points possible)
Evaluator 2 _____ Initials _____					AVERAGE EVALUATOR SCORE
Evaluator 3 _____ Initials _____					(95 points possible)
Total Score _____ divided by number of Evaluators					FINAL SCORE
_____ = AVERAGE EVALUATOR SCORE					(Average Evaluator Score + Event Coordinator's Total)
RATING ACHIEVED:					

Circle One:

Gold (100-90)

Silver (89-70)

Bronze (69 and lower)

EVENT COORDINATOR SIGNATURE _____

Creative Teaching

Rubric

NAME(S): _____

LEVEL: _____ CHAPTER ID: _____ SECTION: _____

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FILE FOLDER							POINTS
Project Identification Page	0 Page not submitted	1 Four+ items are missing or incomplete	2 Three items are missing or incomplete	3 Two items are missing or incomplete	4 One item is missing or incomplete	5 Page meets all requirements	
Planning Process Summary Page	0 Page not submitted	1 2 3 Four+ items are missing or incomplete	4 5 6 Three items are missing or incomplete	7 8 9 Two items are missing or incomplete	10 11 12 One item is missing or incomplete	13 14 15 Page meets all requirements	
Lesson Plan Outline	0 Outline not submitted	1 2 3 4 Four+ items are missing or incomplete	5 6 7 8 Three items are missing or completed incorrectly	9 10 11 12 Two items are missing or completed incorrectly	13 14 15 16 One item is missing or completed incorrectly	17 18 19 20 Outline meets all requirements	
Evidence of Presentation	0 Evidence not submitted	1 Four+ items are missing or incomplete	2 Three items are missing or completed incorrectly	3 Two items are missing or completed incorrectly	4 One item is missing or completed incorrectly	5 Page meets all requirements	
Evaluations	0 Evaluations not submitted	1 2 One evaluation is missing, and the other is incomplete	3 4 One evaluation is missing and the other is complete	5 6 Both evaluations submitted, but both are incomplete	7 8 Both evaluations submitted, but at least one is incomplete	9 10 Both evaluations submitted and complete	
Appearance	0 Evidence not submitted	1 Four+ items are missing or incomplete	2 Three items are missing or completed incorrectly	3 Two items are missing or completed incorrectly	4 One item is missing or completed incorrectly	5 File Folder is neatly organized, follows event guidelines and has proper grammar and punctuation	

PRESENTATION SKILLS							
Organization	0 Presentation is incomplete and does not cover any components of the project	1 2 Four+ items are missing or incomplete	3 4 Presentation covers some topic elements with limited information	5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers all information and explains completely but does not flow well	9 10 Presentation covers all information with a seamless and logical delivery	
Knowledge of Lesson	0 Presenter does not address the lesson	1 2 Four+ items are missing or incomplete	3 4 Presenter demonstrates limited understanding of the lesson	5 6 Presenter demonstrates satisfactory understanding of the lesson	7 8 Presenter demonstrates complete understanding of the lesson	9 10 Presenter demonstrates rigorous understanding of the lesson	
Voice	0 Voice qualities used inappropriately	1 Four+ items are missing or incomplete	2 Voice quality is below satisfactory	3 Voice quality is satisfactory, with room for improvement	4 Voice quality is strong, with room for refinement	5 Voice quality is outstanding and pleasing	
Body Language	0 Inappropriate gestures, posture, mannerisms, avoids eye contact	1 Four+ items are missing or incomplete	2 Gestures, posture, mannerisms and eye contact are inconsistent	3 Gestures, posture, mannerisms and eye contact are consistent and appropriate	4 Gestures, posture, mannerisms and eye contact are strong and professional	5 Gestures, posture, mannerisms, and eye contact are high-quality and professional	
Response to Evaluators' Questions	0 Did not answer questions	1 Four+ items are missing or incomplete	2 Questions were answered ineffectively	3 Questions were answered effectively	4 Questions were answered with detail	5 Questions were answered with complete detail and professionalism	

Michigan STAR Events

VERIFICATION OF SCORE (please initial):
 Evaluator _____ Event Coordinator _____

TOTAL
(95 points possible)

Evaluators, please write your constructive feedback below:

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Creative Teaching Lesson Plan Outline

Sample Guide for Competitors

All Michigan FCCLA competitors in the Creative Teaching event are encouraged to use this guide to help them understand how to properly complete the lesson plan outline according to the new competition guidelines. This guide has been developed with the latest industry knowledge and practices available. This guide will follow Jane Smith, an FCCLA member who is preparing a 4th-grade math lesson plan. **Black Text will appear on the actual outline. Red Text will explain fields where necessary. Blue Text is an example of what the competitor would write in this field**

NAME: Jane Smith		DATE OF LESSON: 12/3/2023
FCCLA CHAPTER: Example High School		
GRADE LEVEL: 4	SUBJECT: Mathematics	TIME FRAME: 40 minutes

Sources: List all sources used for your lesson including titles, page numbers, weblink, and specific locations! If it is a person, include his/her first and last name.
<p>Math Standard (page 30): https://www.michigan.gov/mde/-/media/Project/Websites/mde/Literacy/Content-Standards/Math_Standards.pdf?rev=1e793e2b1e314e4fa1abc754251b5dc9&hash=0E881E0BC70D72613FBC257934126A2C</p> <p>Fractions Worksheet (page 1): https://www.mathworksheets4kids.com/fractions/addition/like-fractions/proper-horizontal-easy-1.pdf</p>

Standard: Please list the learning standard addressed in the lesson as specified in the MDE Academic Standards . When Michigan standards are not available, defer to National Academic Standards. You should write it like the standard is written below.
<p>Mathematics Grade 4 Numbers and Operations-Fractions</p> <p style="text-align: center;">Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p style="text-align: center;">3. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p style="text-align: center;"> b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by</p>



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Creative Teaching Lesson Plan Outline

Sample Guide for Competitors

an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$

Objective: Your objective should include an Audience, Behavior, and Conditions. You can write as a sentence or use the ABC model.

The students will use a Unifix cube set to create a model of a fraction and write the corresponding fraction on a worksheet.

Before Your Lesson

Materials: List everything needed to complete the lesson, including size and amounts. If you are using a book, include the title of the book and the author's name.

5 sets of Unifix Cubes, and Fractions Worksheet, and 6 Hershey's Chocolate Bars

Preparation and Set-Up: What resources need to be created or prepared before you can teach this lesson? Explain how everything will look before you start teaching the lesson.

I need to buy the chocolate bars, find and print 5 copies of an appropriate Fractions Worksheet, print 1 copy of the Fractions Worksheet Answer Key, and prepare a set of Unifix Cubes for each student. I'll sit the students around a circular table and place a worksheet and cube set at each seat. The chocolate bars will start in my possession.

During Your Lesson

Hook/Anticipatory Set: What will you say and/or model to the students to spark their interest in your lesson? Could include a prop, model, video, question, etc.

I will start by showing the students that fraction addition is all around us. I will model this by breaking a chocolate bar in half, and showing how adding $\frac{1}{2}$ of a chocolate bar to another $\frac{1}{2}$ makes 1 whole chocolate bar.

Activation of Prior Knowledge: How will you find out what they already know about the topic?

I'll invite the students to demonstrate a few basic fractions using their own chocolate bars. If they are able to break their chocolate bars into halves, thirds, fourths, and twelfths, they get to eat the chocolate. I will watch throughout this activity to gauge their current competency.



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Sample Guide for Competitors

Process: Write clear, detailed step-by-step instructions for your main activity. You can number your steps or write them in paragraph form. If a discussion is part of the activity, write down the questions you will be asking and items that will be discussed.

1. I will invite the students to pick up the cubes and separate them into singular pieces.
2. I will ask the students to set aside 6 pieces.
3. I will ask the students to focus on these 6 pieces, and create a $\frac{4}{6}$ fraction by combining 4 of the cubes.
4. I will ask the students to identify $\frac{1}{6}$ out of the remaining cubes.
5. I will ask the students to combine the $\frac{4}{6}$ cube and the $\frac{1}{6}$ cube to see what the sum of the two fractions is. Then, they should write this down on their worksheet.
6. I will repeat the process with the first 6 fractions on the worksheet.
7. I will direct the students to work as a table to complete the remaining 8 problems on the worksheet

Questioning Techniques: Write at least three (3) open-ended questions you will ask during your lesson to encourage critical thinking and understanding of the content. Include at least one (1) new vocabulary word you can introduce to the students relating to your topic.

1. What do the top and bottom numbers of a fraction mean? (numerator and denominator)
2. What does it mean if the bottom number is bigger than the top number? (proper fraction)
3. What if the top number is bigger than the bottom number, after we add two fractions together? (improper fraction)
4. How can we write a fraction where the top number is larger than the bottom number? (improper fraction OR mixed number)

Questions 1-2 are grade 3 standard recall, questions 3-4 are new concepts. Vocab word: Improper Fraction, Proper Fraction, Mixed Number

Special Accommodations: Are there any learners in your class that you know will need any kind of extra help? What will you do to encourage all students to participate? What will you do to extend the learning for students who finish quickly or easily?

If I know one of my students is allergic to chocolate, I will acquire a food item that they can use to participate. If students need extra help I will walk around and initiate the first step of their problem (giving them the denominator). Students who finish easily will be encouraged to get extra unifix cubes and try to make the most interesting proper, improper and mixed number fractions they can with any number of blocks they choose (ex, work with 15s instead of 12s).



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Sample Guide for Competitors

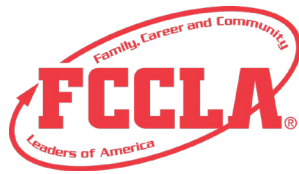
Conclusion of Lesson: What will you say to students to wrap up the lesson and validate their time and work? What will the students have to do to clean up their area before leaving? What will you do with the student's work? What additional clean-up do you need to do before you are officially done?

I will thank them for being good students and listeners. I will also encourage them to look for fractions in the real world and see if they know how to add them, and remind them that what they learned today is really going to help them in 5th grade math. The students will need to clean up their unifix cubes and put them back in the box. I will collect student worksheets and discuss grading procedures with my partner teacher. I will sanitize the working area so it is ready for the next lesson.

After Your Lesson

Assessments: How do you know if learners met your objective? Will this lesson include a test, quiz, an assignment to be handed in, a group project, a class discussion, etc? Identify whether this assessment is a formative or summative assessment. Is there a rubric or specific grading scale you are using for this assessment?

I will look at the results of the fractions worksheet to determine if students were understanding the concept (formative). I would ask the teacher for a report on what percentage of fraction addition questions were answered correctly by my students in their next unit test (summative). I will also consider the results of our critical thinking questions (formative). There will be no independent rubric or scale for this lesson.



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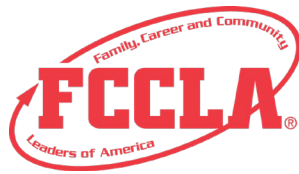
Creative Teaching Lesson Plan Outline

NAME:		DATE OF LESSON:
FCCLA CHAPTER:		
GRADE LEVEL:	SUBJECT:	TIME FRAME:

Sources:

Standard:

Objective:



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Creative Teaching Lesson Plan Outline

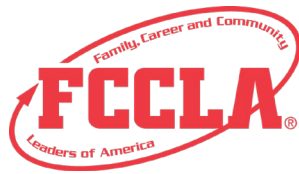
Before Your Lesson

Materials:

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Preparation and Set-Up:

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During Your Lesson

Hook/Anticipatory Set:

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Activation of Prior Knowledge:

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Process:

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Questioning Techniques:

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Creative Teaching Lesson Plan Outline

Special Accommodations:

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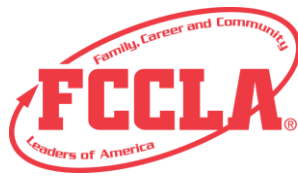
Conclusion of Lesson:

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After Your Lesson

Assessments:

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Creative Teaching Self-Assessment
To Be Completed by the FCCLA Member

NAME:		DATE OF LESSON:
FCCLA CHAPTER:		
GRADE LEVEL:	SUBJECT:	TIME FRAME:

<u>Standard:</u>



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Creative Teaching Self-Assessment
To Be Completed by the FCCLA Member

Write at least two sentences for each reflective response.

REFLECTIVE QUESTIONS:	REFLECTIVE RESPONSES:
On a scale of one to five (one being low performance, and five being high performance) how do you believe the lesson went overall? Provide a rationale for your number choice.	<div style="display: flex; justify-content: space-around; width: 100%;"> 1 2 3 4 5 </div>
What were you pleased with most about the lesson you taught? Why?	
What were you disappointed/unhappy with in regard to your lesson? Why?	
What is something you learned about being a teacher from this lesson?	
How accurate was your estimated lesson time? Were students able to stay engaged?	
What will you do differently to improve next time?	
What key points of advice would you give to someone who has not taught this lesson yet?	



Creative Teaching Lesson Evaluation
To Be Completed by the Partner Teacher

Thank you for serving as a Michigan FCCLA Partner Teacher for the Creative Teaching competitive event! Please indicate the FCCLA member's level of performance for the areas listed below. The evaluation score should reflect a rating for the entire category. Please note specific performance tasks for each category. Your evaluation score will not influence the FCCLA member's competition score. The FCCLA member will earn points for submission of this completed form.

PARTNER TEACHER NAME:		DATE OF LESSON:
FCCLA MEMBER NAME:		
GRADE LEVEL:	SUBJECT:	TIME FRAME: 40 minutes

<p><u>PREPARATION:</u> <i>The FCCLA Member:</i></p> <ul style="list-style-type: none"> ● Was dressed professionally and appropriately. ● Gave appropriate advance notice of plans. ● Completed and turned in their lesson plan prior to teaching. ● Made necessary arrangements for equipment and supplies prior to teaching. ● Used available technology and resources to be productive. ● Planned a developmentally appropriate activity that supported content standards. ● Considered possible health and safety issues. <p>Was the student's lesson plan shared with you prior to teaching?</p> <p style="text-align: center;">Yes No</p>	<table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px;">Outstanding</td> <td style="padding: 2px;">Excellent</td> <td style="padding: 2px;">Meets Standard</td> <td style="padding: 2px;">Below Standard</td> <td style="padding: 2px;">Not Acceptable</td> </tr> <tr> <td style="padding: 2px;">5</td> <td style="padding: 2px;">4</td> <td style="padding: 2px;">3</td> <td style="padding: 2px;">2</td> <td style="padding: 2px;">1</td> </tr> </table> <p>Positive Praise:</p> <p>Areas of Improvement:</p>	Outstanding	Excellent	Meets Standard	Below Standard	Not Acceptable	5	4	3	2	1
Outstanding	Excellent	Meets Standard	Below Standard	Not Acceptable							
5	4	3	2	1							

<p><u>PRESENTATION:</u> <i>The FCCLA Member:</i></p> <ul style="list-style-type: none"> ● Used materials appropriately. ● Introduced activity with enthusiasm and interacted with students for the duration of the lesson. ● Presented accurate information, introduced new vocabulary, and asked open ended learning questions. ● Appeared comfortable in an authority role. ● Gave clear directions to co-workers and students. ● Demonstrated sensitivity to the mood, atmosphere, and special needs of all students. ● Addressed guidance, safety, and health situations appropriately. 	<table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px;">Outstanding</td> <td style="padding: 2px;">Excellent</td> <td style="padding: 2px;">Meets Standard</td> <td style="padding: 2px;">Below Standard</td> <td style="padding: 2px;">Not Acceptable</td> </tr> <tr> <td style="padding: 2px;">5</td> <td style="padding: 2px;">4</td> <td style="padding: 2px;">3</td> <td style="padding: 2px;">2</td> <td style="padding: 2px;">1</td> </tr> </table> <p>Positive Praise:</p> <p>Areas of Improvement:</p>	Outstanding	Excellent	Meets Standard	Below Standard	Not Acceptable	5	4	3	2	1
Outstanding	Excellent	Meets Standard	Below Standard	Not Acceptable							
5	4	3	2	1							



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Creative Teaching Lesson Evaluation
To Be Completed by the Partner Teacher

FOLLOW UP: *The FCCLA Member:*

- Allowed adequate time for clean-up at the end of their lesson.
- Gave clean-up directions in a clear, orderly manner, including children in the clean-up process.

Please have a short debriefing with the high school student to provide feedback, allow for self-reflection and make a plan for growth. Can they...

- Recognize what went well?
- Recognize problem areas of their activity and provide suggestions for future changes?
- Accept suggestions as constructive criticism?

Outstanding	Excellent	Meets Standard	Below Standard	Not Acceptable
5	4	3	2	1

Positive Praise:

Areas of Improvement:

Signature of Partner Teacher: _____

Please offer at least one positive and one constructive suggestion to help the FCCLA member improve their teaching skills and prepare for their career as a future educator: