



IDAHO
STATE ASSOCIATION

2023

IDAHO Events
Competition Information
& Guidelines

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STUDENT COMPETITION CATEGORIES

- Level 1 – through grade 8
- Level 2 – grades 9-10
- Level 3 – grades 11-12
- Level 4 – postsecondary (Idaho does not currently offer postsecondary category events)

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General Information

A. GENERAL INFORMATION:

- Any member affiliated by March 1, 2023 is eligible to compete
- The \$10 entry non-refundable fee is to be paid with registration.
- Online orientation attendance is mandatory, non-attendees are disqualified.
- These contests are not STAR Events and will not advance to the national level, except National Spotlight on Projects. The top two in this category will represent Idaho at the National Leadership Conference.
- Awards will be presented at closing session.

B. EVENTS:

- FCCLA Knowledge Bowl – online tests will be completed prior to the conference. Participants will be informed of the top competitors moving onto the buzzer round, which will take place on Friday April 7, 2023.
- All IDAHO Events will take place on Friday April 7, 2023.
- Chapters will have the opportunity to show outstanding National Programs projects. The top two selected will represent Idaho in the Spotlight on National Projects at the National Leadership Conference.

C. 2023 KNOWLEDGE BOWL QUESTIONS are complete and located in the Appendix section of this guide. The document has also been posted on the Idaho FCCLA website under the “Resources” tab.

IDAHO EVENT FCCLA CREED SPEAKING

FCCLA Creed Speaking, an individual event, recognizes members through grade 10 for their ability to recite the FCCLA creed and interpret it within the context of their personal philosophy. This event provides an opportunity for members to gain self-confidence in public speaking while learning the values and philosophy expressed by the organization in which they hold membership.

EVENT CATEGORIES

- Level 1 and 2

CAREER CLUSTER

- Human Services

ELIGIBILITY

1. Participation is open to any nationally affiliated FCCLA member through grade 9.
2. Participants must be registered for the State Leadership Conference and may participate in one STAR event in addition to the FCCLA Creed Speaking & Interpretation event.

PROCEDURES & TIME REQUIREMENTS

1. Participants will complete the online event orientation prior to the event and submit the official documentation to the room consultant at their designated participation time.
2. The participant may not offer introductory remarks or concluding remarks. The participant will greet or thank the evaluators and shake their hands either before or after their event presentation.
3. The individual participant will recite the creed from memory to the evaluators. There is a maximum of 2 minutes for the creed presentation. Once the participant has begun reciting the creed, he/she may not stop and start over.
4. Participants may not use note cards. No other presentation elements such as music or visuals are allowed.
5. At the conclusion of the creed presentation, the evaluators will ask the participant to answer three (3) questions concerning the meaning of the creed and how the creed fits the participant's personal philosophy. There will be a 3-minute time limit for questions and answers.
6. Evaluators will score and write comments for each entry for approximately 5 minutes.
7. Total time required for participation in this event is approximately 10 minutes including presentation, questions, and evaluator scoring.

| GENERAL INFORMATION | | | | | | | | | |
|--------------------------|-----------------------|--------------------|-------------------|------------------------------|--|--------------------------------|---------------------------|------------------------|------------------|
| Individual or Team Event | Prepare Ahead of Time | Equipment Provided | Electrical Access | Participant Set Up/Prep Time | Room Consultant & Evaluator Review Times | Maximum Oral Presentation Time | Evaluation Interview Time | Evaluator Scoring Time | Total Event Time |
| Individual | Memorize Creed | | Not Provided | | | 2 minutes | 3 minutes | 5 minutes | 10 minutes |

IDAHO EVENT
FCCLA CREED SPEAKING
 Specifications

PRESENTATION & INTERVIEW

The participant may not offer introductory remarks or concluding remarks. The participant will greet or thank the evaluators and shake their hands either before or after their event presentation.

The individual participant will recite the creed from memory to the evaluators. There is a maximum of two (2) minutes for the creed presentation. Once the participant has begun reciting the creed, he/she may not stop and start over. At the conclusion of the creed presentation, the evaluators will ask the participant to answer three (3) questions concerning the meaning of the creed and how the creed fits the participant's personal philosophy. There will be a 3-minute time limit for questions and answers.

| | |
|--|---|
| Creed Memorization | Orally deliver the FCCLA creed in the correct order and with all the correct words. |
| Stage Presence/ Professionalism | Deliver creed and interpretation with poise, confidence and ease. Greet or thank evaluators and shake their hands in a professional manner. |
| Gestures/Mannerisms | Use appropriate gestures, movements that enhance the presentation. |
| Posture | Stand straight and face the audience in a relaxed and natural way. |
| Eye Contact | Maintain eye contact with evaluators and audience. |
| Enthusiasm | Facial expressions and body language generate a strong interest and enthusiasm about the topics. |
| Voice | Speak with appropriate force, pitch, and articulation. |
| Tempo | Use tempo or pauses to improve meaning and/or add dramatic impact. |
| Volume | Speak loudly enough to be heard by all throughout the presentation. |
| Clothing Choice | Wear clothing that meets the conference dress code. |
| Grammar/Word Usage/Pronunciation | Use proper grammar, word usage, and pronunciation in both creed presentation and interpretation responses. |
| Interpretation and Responses to Questions | Answer questions with concise, well-constructed, honest responses, and places the answers in context of their personal philosophy. |

IDAHO EVENT FCCLA CREED SPEAKING Point Summary Form

Name of Participant _____

Chapter Name _____ Category _____

DIRECTIONS:

1. Make sure all information at the top of this form is correct. If an individual does not show, please write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, 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 rubrics and staple all items related to the participant together.
3. At the end of the competition, double check all scores, names, and team numbers to ensure accuracy.
4. Please check with the Idaho Event Lead Consultant if there are any questions regarding the evaluation process.

| ROOM CONSULTANT CHECK | | | POINTS |
|---|--|---|--------|
| Online Event Orientation Documentation 0 <i>or</i> 5 points | 0 Official documentation not provided at presentation time or signed by adviser | 5 Official documentation provided at presentation time and signed by adviser | |
| Punctuality 0 <i>or</i> 5 points | 0 Participant did not arrive on time | 5 Participant arrived on time | |
| EVALUATORS' SCORES | | | |
| Evaluator 1 _____ | Initials _____ | ROOM CONSULTANT TOTAL: (10 points possible) | |
| Evaluator 2 _____ | Initials _____ | AVERAGE EVALUATOR SCORE: (90 points possible) | |
| Evaluator 3 _____ | Initials _____ | SCORE: ____. ____ | |
| Total Score _____ | divided by number of evaluators =AVERAGE EVALUATOR SCORE _____ Rounded to the nearest hundredth (i.e. 79.99 not 80.00) | FINAL SCORE: (Average Evaluator Score plus Room Consultant Total) ____. ____ | |

| | | | |
|-------------------------------------|---------------------|-------------------------|------------------------|
| RATING ACHIEVED (circle one) | Gold: 90-100 | Silver: 70-89.99 | Bronze: 1-69.99 |
|-------------------------------------|---------------------|-------------------------|------------------------|

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Room Consultant _____ Event Lead Consultant _____

IDAHO EVENT
FCCLA CREED SPEAKING
Rubric

Name of Participant _____

Chapter Name _____ Category _____

| PRESENTATION | | | | | POINTS |
|---|---|---|--|---|--------|
| Creed Memorization 0-15 points | 0-1-2-3 Attempted to recite the creed, started but did not finish | 4-5-6-7 Recited the creed but with 5 or more errors or omissions | 8-9-10-11 Recited the creed but with 2 errors or omissions | 12-13-14-15 Recited the creed in correct order with no more than 1 error or omission | |
| Stage Presence/ Professionalism 0-15 points | 0-1-2-3 Delivery and interpretation was shaky or overly nervous. Did not greet, thank, or shake hands with evaluators | 4-5-6-7 Fair delivery and interpretation, somewhat nervous, poise and confidence, and interaction with evaluators needs improvement | 8-9-10-11 Good delivery and interpretation, speaks with poise, confidence and ease. Greeted or thanked evaluators and shook hands in a professional manner | 12-13-14-15 Excellent delivery and interpretation, speaks with poise, confidence and ease. Greeted or thanked evaluators and shook hands in a professional manner | |
| Gestures/ Mannerisms 0-5 points | 0 None used | 1-2 Overuse of hand motions, too much movement | 3-4 Limited use of gestures | 5 Gestures appear natural and appropriate | |
| Posture 0-5 points | 0 Poor posture, turns away from audience | 1-2 Leans, sways, slouches, or posture is very tense | 3-4 Generally good posture and faces audience | 5 Straight posture, relaxed and faces audience | |
| Eye Contact 0-5 points | 0 No eye contact with evaluators or audience | 1-2 Limited eye contact with evaluators or audience | 3-4 Inconsistent eye contact with evaluators or audience | 5 Good eye contact with evaluators or audience | |
| Enthusiasm 0-5 points | 0 No enthusiasm for the presentation | 1-2 Very little use of facial expression or body language. Did not generate much interest in topic | 3-4 Facial expression and body language are used to try to generate enthusiasm but seem somewhat forced | 5 Facial expression and body language generate a strong interest and enthusiasm about the topic | |
| Voice 0-5 points | 0 Monotone voice, words are difficult to understand | 1-2 Below average use of emphasis, pitch and articulation | 3-4 Good use of emphasis, pitch, and articulation | 5 Excellent use of force, emphasis, pitch, and articulation | |
| Tempo 0-5 points | 0 Tempo or pauses were used in such a way that they were very distracting | 1-2 Tempo or pauses were not used to improve meaning or dramatic impact | 3-4 Tempo or pauses were intentionally used but were not effective in improving meaning or dramatic impact | 5 Tempo or pauses were helpful in improving meaning or dramatic impact | |
| Volume 0-5 points | 0 Unable to hear the presentation | 1-2 Volume often too soft to be heard by all | 3-4 Volume is loud enough to be heard by all at least 80% of the time | 5 Volume is loud enough to be heard 100% of the time | |
| Clothing Choice 0-5 points | 0 Inappropriate clothing not meeting dress code | 1-2 Appropriate conference attire but clothing is wrinkled, ill fitting, or stained | 3-4 Appropriate conference attire | 5 Appropriate conference attire, fits well and gives best impression | |

| | | | | | |
|--|--|---|---|--|--|
| Grammar/Word Usage Pronunciation 0-5 points | 0 Extensive (more than 5) grammatical and pronunciation errors | 1-2 Some (3-5) grammatical and pronunciation errors | 3-4 Few (1-2) grammatical and pronunciation errors | 5 Presentation has no grammatical or pronunciation errors | |
| Interpretation and Response to Evaluators' Questions 0-15 points | 0-1-2-3-4 Did not answer questions or answers but fails to elaborate or explain, shows little understanding of Creed | 5-6-7-8 Appropriate responses but appear rehearsed, unsure, or does not reflect good understanding of the Creed | 9-10-11-12 Concise, well-constructed, and genuine responses that convey thought, meaning and understanding of the Creed | 13-14-15 Concise, well-constructed and genuine responses that convey thought, meaning and understanding of the Creed within the context of their personal philosophy | |

Evaluators Comments:

TOTAL
(90 points possible)

VERIFICATION OF SCORE (please initial)

Evaluator _____

Room Consultant _____

FCCLA Creed

We are the Family, Career and Community Leaders of America.
We face the future with warm courage and high hope.

For we have the clear consciousness of seeking old and precious values.
For we are the builders of homes, Homes for America's future,
Homes where living will be the expression of everything that is good and fair,
Homes where truth and love and security and faith will be realities, not dreams.

We are the Family, Career and Community Leaders of America.
We face the future with warm courage and high hope.

IDAHO EVENT CULINARY KNIFE SKILLS

Culinary Knife Skills, an individual event, will showcase the best of participants' knife skills. Participants will produce six uniform pieces for each knife cut meeting industry standards and demonstrate proper safety and sanitation procedures.

EVENT CATEGORIES

- Level 2 and Level 3

CAREER CLUSTER

- Hospitality & Tourism

ELIGIBILITY

1. Participation is open to any nationally affiliated FCCLA member who is currently or has been enrolled in a Nutrition and Foods or Culinary Arts course.
2. Participants must be registered for the State Leadership Conference and may participate in one STAR event in addition to the Culinary Knife Skills Idaho event.

PROCEDURES & TIME REQUIREMENTS

1. Participants will complete the online event orientation prior to the event and submit the official documentation to the room consultant at their designated participation time.
2. Participants will bring all necessary tools and equipment for this event, as listed in event specifications. Additional items are not allowed.
3. Participants will report to the designated room at the specified time with all required equipment and wearing appropriate, clean attire. Ten minutes will be scheduled for equipment inventory check.
4. Participants will be assigned a work station and will have 5 minutes to set up the work station, 30 minutes to produce and arrange each of the knife cuts, and 5 minutes to clean the work area.
5. Evaluators will be given the 5 minutes during clean-up time and 10 additional minutes to complete the scoring.
6. Total event time per rotation is 60 minutes.
7. Entries will be scored by industry standards and participants must follow proper sanitation procedures.

| GENERAL INFORMATION | | | | | | | | | |
|--------------------------|-----------------------|--------------------|-------------------|-------------------------------|--|--|--------------------------|------------------------|------------------|
| Individual or Team Event | Prepare Ahead of Time | Equipment Provided | Electrical Access | Participant Set Up/ Prep Time | Room Consultant & Evaluator Review Times | Production/ Clean-up | Evaluator Interview Time | Evaluator Scoring Time | Total Event Time |
| Individual | Equipment | Table | Not Provided | 5 minutes | 10 minutes equipment inventory check | 30 minutes to produce cuts, 5 minutes clean-up | | 15 minutes | 60 minutes |

| PRESENTATION ELEMENTS ALLOWED | | | | | | | | | |
|-------------------------------|-------------|-------|-------------|---------------|-----------|-----------------|-------|------------------------|---------|
| Audio | Costumes | Easel | File Folder | Flip Chart(s) | Portfolio | Props/ Pointers | Skits | Presentation Equipment | Visuals |
| | Chef Attire | | | | | | | | |

IDAHO EVENT CULINARY KNIFE SKILLS

Specifications

SAFETY & APPEARANCE

Participants will be well groomed and wear appropriate, clean attire meeting restaurant and hotel industry standards including: chef coat or jacket (school name and logos are permitted); industry pants or commercial uniform; apron; hair covering or chef hat; closed- toe, low heel, nonskid leather shoes (canvas shoes are not appropriate); no jewelry (watches are acceptable); minimal make-up; no cologne or nail polish; facial hair is permitted if appropriate covering is used. Participants will also demonstrate the ability to keep their work area organized and clean in a safe and sanitary manner.

| | |
|-----------------------|---|
| Clothing & Appearance | Wear appropriate clothing and head covering and present a well-groomed appearance |
| Safety & Sanitation | Keep work area clean and organized and demonstrate appropriate safety and sanitation procedures according to industry standards. Participants have 5 minutes to set up their work area, and 5 minutes to clean the work area upon completion of the knife cuts. |

FOOD PRODUCTION

Participants may bring only the items listed below to the event. No other equipment will be allowed in the competition site. Additional items will be removed from the participants until after they have finished competing. Participants will demonstrate industry standards in use of equipment, tools, and techniques.

| | |
|--|--|
| Equipment, Tools, and Techniques | Use proper equipment, tools, products, vocabulary, and techniques. No external rulers are allowed. Only the following tools are allowed: <ul style="list-style-type: none"> ▪ Vegetable peeler ▪ Paring knife ▪ 8" or 10" French knife ▪ Cutting board and mat ▪ Parchment paper & pen ▪ Prepared sanitizer ▪ Towels ▪ Gloves ▪ 1/2 sheet pan ▪ Small compost/waste bucket/ bowl |
| Time Management/Scraps and Wasting of Supplies | Demonstrate careful planning for completing tasks efficiently. All scraps will be presented for evaluation of product waste. |

KNIFE SKILLS/ FOOD PRESENTATION

The participant will present all food items for evaluation at the end of the competition. There will be no extra time allowed to complete preparation or presentation. All work must stop at the time limit. Evaluation will be based on industry standards.

| | |
|---|---|
| Knife Cuts | A total of six uniform and appropriate pieces are cut from the vegetable provided to demonstrate three of the following list: <ul style="list-style-type: none"> ▪ Julienne ▪ Fine Julienne ▪ Brunoise ▪ Fine Brunoise ▪ Small, Medium, Large Dice ▪ Paysanne ▪ Batonnet ▪ Rondelle <p>Event evaluators will determine which three cuts from specific vegetables all participants will demonstrate during the competition. Dimensions are based on the basic classical knife cuts described in American Culinary Federation (ACF) published guidelines. Knife cuts will be displayed on one 1/2 sheet pan, and all cuts will be identified using the pen and parchment paper.</p> |
| Overall Product Appearance and Presentation | Prepare knife cuts consistently, with appropriate proportions. Demonstrate a high quality of workmanship. |

IDAHO EVENTS
CULINARY KNIFE SKILLS

Equipment Check-In Form

Name of Participant _____ Workstation # _____

Chapter Name _____ Category _____

Only the following items are allowed in Culinary Knife Skills. Any additional items will not be allowed for competition and must be removed from the participant's supplies.

- Vegetable peeler
- Paring knife
- 8" or 10" French knife
- Cutting board and mat
- Parchment paper
- Pen
- Prepared sanitizer
- Towels
- Gloves
- 1/2 sheet pan
- Small compost/waste bucket or bowl

Room Consultant Initials _____

IDAHO EVENT CULINARY KNIFE SKILLS Point Summary Form

Name of Participant _____ Workstation # _____

Chapter Name _____ Category _____

DIRECTIONS:

1. Make sure all information at the top of this form is correct. If an individual does not show, please write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, 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 rubrics and staple all items related to the participant together.
3. At the end of the competition, double check all scores, names, and team numbers to ensure accuracy.
4. Please check with the Idaho Event Lead Consultant if there are any questions regarding the evaluation process.

| ROOM CONSULTANT CHECK | | | POINTS |
|--|--|--|--------|
| Online Event Orientation Documentation 0 or 5 points | 0 Official documentation not provided at presentation time or signed by adviser | 5 Official documentation provided at presentation time and signed by adviser | |
| Punctuality 0 or 5 points | 0 Participant did not arrive on time | 5 Participant arrived on time | |
| EVALUATORS' SCORES | | | |
| Evaluator 1 _____ | Initials _____ | ROOM CONSULTANT TOTAL: (10 points possible) | |
| Evaluator 2 _____ | Initials _____ | AVERAGE EVALUATOR SCORE: (90 points possible) _____ . _____ | |
| Evaluator 3 _____ | Initials _____ | | |
| Total Score _____ | divided by number of evaluators | FINAL SCORE: (Average Evaluator Score plus Room Consultant Total) _____ . _____ | |
| =AVERAGE EVALUATOR SCORE _____ | | Rounded to the nearest hundredth (i.e. 79.99 not 80.00) | |

| | | | |
|-------------------------------------|---------------------|-------------------------|------------------------|
| RATING ACHIEVED (circle one) | Gold: 90-100 | Silver: 70-89.99 | Bronze: 1-69.99 |
|-------------------------------------|---------------------|-------------------------|------------------------|

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Room Consultant _____ Event Lead Consultant _____

IDAHO EVENT CULINARY KNIFE SKILLS Rubric

Name of Participant _____ Workstation # _____

Chapter Name _____ Category _____

| SAFETY & APPEARANCE | | | | POINTS |
|---|--|---|---|--|
| Clothing and Appearance 0-10 points | 0-1-2-3-4 Non-professional appearance, attire and/or grooming | 5-6-7-8 Neat appearance, attire and grooming, but lacks professionalism | 9-10 Professional appearance, attire and grooming | |
| Safety and Sanitation 0-10 points | 0-1-2-3-4 Disregard of safety and sanitation practices, creating unsafe situation during preparation | 5-6-7-8 Shows minimal safety and sanitation concerns during preparation | 9-10 Follows all safety and sanitation practices | |
| Clean Up 0-5 points | 0 Work area not completely cleaned upon completion of event | 5 Work area completely cleaned upon completion of event | | |
| FOOD PRODUCTION | | | | |
| Equipment, Tools, and Techniques 0-10 points | 0-1-2-3-4 Selection and usage of tools/equipment lacks understanding and demonstration of skills | 5-6-7-8 Selection and usage of tools/equipment occasionally lacks appropriate industry techniques | 9-10 Selects and uses all tools and equipment correctly | |
| Mise en place, Time Management Scraps and Waste 0-10 points | 0-1-2-3-4 Did not manage time or utilize mise en place to complete each task, excessive waste | 5-6-7-8 Managed time and mise en place to complete most tasks on time, some waste | 9-10 Utilized time and mise en place to complete each task on time, minimum waste | |
| KNIFE SKILLS/FOOD PRESENTATION | | | | |
| Overall Product Appearance & Presentation Consistent, Correct proportions 0-15 points | 0-1-2-3 Lacks workmanship, some of the display unacceptable proportions | 4-5-6-7 Ordinary quality of workmanship, improvement needed in proportions | 8-9-10-11 Competent workmanship, acceptable proportions | 12-13-14-15 Extremely high-quality workmanship, accurate proportions |
| Knife Cut #1: _____ | 0-1 Incorrect cut or not uniform in size or shape | 2-3-4 Correct but pieces inconsistent in size and shape | 5-6-7 Correct cut, nearly all consistent in size and shape | 8-9-10 Correct cut, identical in size and shape |
| Knife Cut #2: _____ | 0-1 Incorrect cut or not uniform in size or shape | 2-3-4 Correct but pieces inconsistent in size and shape | 5-6-7 Correct cut, nearly all consistent in size and shape | 8-9-10 Correct cut, identical in size and shape |
| Knife Cut #3: _____ | 0-1 Incorrect cut or not uniform in size or shape | 2-3-4 Correct but pieces inconsistent in size and shape | 5-6-7 Correct cut, nearly all consistent in size and shape | 8-9-10 Correct cut, identical in size and shape |

Evaluators Comments:

TOTAL
(90 points possible)

VERIFICATION OF SCORE (please initial)

Evaluator _____

Room Consultant _____

CUPCAKE DECORATING

Cupcake Decorating, an individual event, that recognizes participants who demonstrate creativity and professionalism in creating an original cupcake focused on a theme with a specific client in mind. Following the customer’s specifications, as if the product was being sold in an industry setting, the participant will complete an order form, prepare the cupcakes, and present them in a display with professional qualities appropriate for the intended event.

EVENT CATEGORIES

- Level 2 and 3

CAREER CLUSTER

- Hospitality & Tourism

ELIGIBILITY

1. Chapters may submit one entry in this event.
2. Participation is open to any nationally affiliated FCCLA member.
3. Participants must be registered for the State Leadership Conference and may participate in one STAR event in addition to the Culinary Knife Skills Idaho event.

PROCEDURES & TIME REQUIREMENTS

1. Participants will complete the online event orientation prior to the event and submit the official documentation to the room consultant at their designated participation time.
2. Participants will bring all necessary tools and equipment for this event, as listed in event specifications.
3. Participants will report to the designated room at the specified time with all required equipment and wearing appropriate, clean attire.
4. Participants will be assigned a work station and will have 15 minutes to set up the work station, 60 minutes to decorate the cupcakes and prepare the cupcake display, and 15 minutes to clean the work area.
5. Evaluators will be given the 15 minutes during clean-up time and 10 additional minutes to complete the scoring.
6. Total event time per rotation is 100 minutes.

| GENERAL INFORMATION | | | | | | | | |
|--------------------------|---|--------------------|-------------------|-------------------------------|------------------------|---|------------------------|------------------|
| Individual or Team Event | Prepare Ahead of Time | Equipment Provided | Electrical Access | Participant Set Up/ Prep Time | Evaluator Review Times | Production/ Clean-up | Evaluator Scoring Time | Total Event Time |
| Individual | 1 dozen cupcakes, frosting/fondant, Decorating Supplies, Portable Display | Table | Not Provided | 15 minutes | | 60 minutes to decorate, 15 minutes clean-up | 20 minutes | 95 minutes |

| PRESENTATION ELEMENTS ALLOWED | | | | | | | | | |
|-------------------------------|-------------|-------|-------------|---------------|-----------|-----------------|-------|------------------------|---------|
| Audio | Costumes | Easel | File Folder | Flip Chart(s) | Portfolio | Props/ Pointers | Skits | Presentation Equipment | Visuals |
| | Chef Attire | | | | | | | | |

CUPCAKE DECORATING

Specifications

SAFETY & APPEARANCE

Participants will be well groomed and wear appropriate, clean attire meeting restaurant and hotel industry standards including: chef coat or jacket (school name and logos are permitted); industry pants or commercial uniform; apron; hair covering or chef hat; appropriate closed-toed shoes; no jewelry; minimal make-up; no cologne or nail polish; facial hair is permitted if appropriate covering is used. Disposable gloves **are required** for this event. Participants will also demonstrate the ability to keep their work area organized and clean in a safe and sanitary manner.

| | |
|-----------------------|---|
| Clothing & Appearance | Wear appropriate clothing and head covering and present a well-groomed appearance |
| Safety & Sanitation | Keep work area clean and organized and demonstrate appropriate safety and sanitation procedures according to industry standards. Participants have 15 minutes to set up their work area, and 15 minutes to clean the work area upon completion of the cupcakes. |

CUPCAKE DECORATING

Participants must bring their own decorating supplies and ingredients.

| | |
|------------------------------|--|
| Pre-baked Cupcakes | One dozen pre-baked cupcakes (any size/can be various sizes). Cupcakes must be decorated. Edible decorations are encouraged. Participants will assemble all twelve cupcakes for judging. Cupcakes do not have to be identical but need to correlate with the chosen theme. Minor variances in freshness due to travel will not be considered when scoring product taste. |
| Frosting/Fondant | Pre-made and ready to use (may be pre-colored, but not pre-shaped) |
| Frosting/Decorating Supplies | All equipment/supplies needed to frost and decorate the cupcakes. (Electricity will not be available) |
| Portable Display | Cupcakes must be presented in one cohesive display that does not exceed 24" deep by 24" wide by 24" high. The event is based on creativity and Industry Quality/Professionalism. Keep in mind the presentation is as if it is truly being sold in an industry setting. |
| Cupcake Description Form | Participants will be required to bring the completed cupcake description form to the competition and will display it in a sheet protector at their station during the competition and with the display at the conclusion of the competition. The cupcake description form will include the participants name, chapter name, type of cupcake, type of frosting/filling, and a detailed description of the cupcake theme/decoration/display. |

IDAHO EVENTS

CUPCAKE DECORATING

Cupcake Description Form

Name of Participant _____

Chapter Name _____ Category _____

Completed form will be displayed at your workstation during preparation and with the display at completion of the competition.

| TYPE OF CAKE | FROSTING FLAVOR(S) | FILLING (IF INCLUDED) |
|--------------|--------------------|-----------------------|
| | | |

CUPCAKE DESCRIPTION: Describe in detail the chosen theme, decorations, display, etc.

IDAHO EVENT

CUPCAKE DECORATING

Point Summary Form

Name of Participant _____ Workstation # _____

Chapter Name _____ Category _____

DIRECTIONS:

1. Make sure all information at the top of this form is correct. If an individual does not show, please write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, 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 rubrics and staple all items related to the participant together.
3. At the end of the competition, double check all scores, names, and team numbers to ensure accuracy.
4. Please check with the Idaho Event Lead Consultant if there are any questions regarding the evaluation process.

| ROOM CONSULTANT CHECK | | | POINTS |
|--|--|---|--------|
| Online Event Orientation Documentation 0 or 5 points | 0 Official documentation not provided at presentation time or signed by adviser | 5 Official documentation provided at presentation time and signed by adviser | |
| Punctuality 0 or 5 points | 0 Participant did not arrive on time | 5 Participant arrived on time | |
| EVALUATORS' SCORES | | | |
| Evaluator 1 _____ | Initials _____ | ROOM CONSULTANT TOTAL: (10 points possible) | |
| Evaluator 2 _____ | Initials _____ | AVERAGE EVALUATOR SCORE: (90 points possible) | |
| Evaluator 3 _____ | Initials _____ | SCORE: ____. ____ | |
| Total Score _____ | divided by number of evaluators =AVERAGE EVALUATOR SCORE _____ Rounded to the nearest hundredth (i.e. 79.99 not 80.00) | FINAL SCORE: (Average Evaluator Score plus Room Consultant Total) ____. ____ | |

| | | | |
|-------------------------------------|---------------------|-------------------------|------------------------|
| RATING ACHIEVED (circle one) | Gold: 90-100 | Silver: 70-89.99 | Bronze: 1-69.99 |
|-------------------------------------|---------------------|-------------------------|------------------------|

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Room Consultant _____ Event Lead Consultant _____

IDAHO EVENT

CUPCAKE DECORATING

Rubric

Name of Participant _____ Workstation # _____

Chapter Name _____ Category _____

| SAFETY & APPEARANCE | | | | POINTS |
|---|--|---|--|--|
| Clothing and Appearance 0-5 points | 0-1-2 Non-professional appearance, attire and/or grooming | 3-4 Neat appearance, attire and grooming, but lacks professionalism | 5 Professional appearance, attire and grooming | |
| Safety and Sanitation 0-10 points | 0-1-2-3-4 Disregard of safety and sanitation practices, creating unsafe situation during preparation | 5-6-7-8 Shows minimal safety and sanitation concerns during preparation | 9-10 Follows all safety and sanitation practices. | |
| Clean Up 0-5 points | 0 Work area not completely cleaned upon completion of event | 5 Work area completely cleaned upon completion of event | | |
| FOOD PRODUCTION | | | | |
| Skills & Techniques 0-10 points | 0-1-2 Poor techniques, low evidence of skill/performance | 3-4-5 Fair techniques, some evidence of skill/performance | 6-7-8 Good techniques, student is competent in skill/performance | 9-10 Professional quality and creative techniques, superior skill/performance |
| Equipment, Tools 0-10 points | 0-1-2 Did not use appropriate tools/equipment | 3-4-5 Poor Selection and usage of tools/equipment | 6-7-8 Tools/equipment are selected and used appropriately | 9-10 Tools and equipment are selected and used appropriately and in creative and innovative ways |
| Cupcake Description Form 0-5 points | 0 Form not completed | 1-2 Form is completed but lacks detail | 3-4 Form is completed appropriately | 5 Form is completed appropriately and in detail |
| Organization 0-5 points | 0-1 Work area not clean, unorganized | 2-3 Cleanliness and organization needs improvement | 4 Cleanliness and organization is acceptable | 5 Very clean an organized work area |
| Time Management 0-5 points | 0-1 Did not manage time effectively | 2-3 Time management could use improvement | 4 Utilized time effectively | 5 Exceptional use of time |
| FOOD PRESENTATION | | | | |
| Product Appearance 0-10 points | 0-1-2 Product is lacking in professional presentation | 3-4-5 Presentation is evident, but lacks professional qualities | 6-7-8 Presentation is acceptable | 9-10 Presentation is attractive, creative, and professional |
| Product Taste 0-5 points | 0-1 Questionable taste, components do not complement one another | 2-3 Adequate, but not outstanding | 4 Pleasing, appropriate taste | 5 Outstanding taste, all components are complementary to each other |
| Creativity and Theme 0-10 points | 0-1 Lacks creativity and does not | 2-3-4 Adequate, but not outstanding | 5-6-7 Creative and well-balanced, good | 8-9-10 Very creative and innovative, |

| | follow a theme | | representation of the theme | outstanding representation of the theme | |
|--|---|---|--|--|--|
| Presentation/Display 0-10 points | 0-1 Display does not add to or take away from the overall theme | 2-3-4 Adequate, but not outstanding | 5-6-7 Creative display, presentation is acceptable | 8-9-10 Display enhances and complements the overall theme, creative and has professional qualities | |

Evaluators Comments:

TOTAL
(90 points possible)

VERIFICATION OF SCORE (please initial)

Evaluator _____

Room Consultant _____

IDAHO EVENT FASHION SKETCH

Fashion Sketch, an individual event, recognizes members for their ability to design and sketch a croquis based upon a decided design scenario.

EVENT CATEGORIES

- Level 2 and Level 3

CAREER CLUSTER

- Visual Arts & Design

ELIGIBILITY

1. Participation is open to any nationally affiliated FCCLA member. It is highly recommended that participants are currently enrolled in or have previously taken Fashion Strategies or Clothing and Textiles.
2. Participants must be registered for the State Leadership Conference and may participate in one STAR event in addition to the Fashion Sketch Idaho event.

PROCEDURES & TIME REQUIREMENTS

1. Participants will complete the online event orientation prior to the event and submit the official documentation to the room consultant at their designated participation time.
2. At the designated participation time, the room consultant will give the participants a design scenario. Once instructed, participants have 5 minutes to brainstorm. Using the design scenario, participants will have 35 minutes to design, sketch, color croquis, and complete the Elements and Principles of Design worksheet.
3. Participants are required to bring the following supplies: 1 file folder (plain, of any color); colored pencils, crayons, and/or markers; erasers; pencil sharpener(s), and ruler(s). No reference materials are allowed.
4. FCCLA will provide one copy of the Elements and Principles of Design worksheet, one croquis, and plain paper per participant. Participants may draw their own croquis if they choose. Croquis of various sexes, ages, and body sizes will be provided.
5. At the designated time, participants will deliver an oral presentation of up to 5 minutes in length, using the completed croquis and completed Elements and Principles of Design worksheet. A 1-minute warning will be given at 4 minutes. Participants will be asked to stop at 5 minutes. Following the oral presentation, the participant will provide the completed croquis and worksheet to evaluators in the file folder.
6. Evaluators will then have 5 minutes to ask questions and 5 minutes to score and write comments for each entry.
7. Total time required for participation in this event is 55 minutes.

| GENERAL INFORMATION | | | | | | | |
|--------------------------|---|---|--|--------------------------------|--------------------------|------------------------|------------------|
| Individual or Team Event | Prepare Ahead of Time | Equipment Provided | Participant Prep Time | Maximum Oral Presentation Time | Evaluator Interview Time | Evaluator Scoring Time | Total Event Time |
| Individual | 1 file folder, Colored Pencils, Crayons, and/or Markers, Erasers, Pencil Sharpener, ruler | Table, Design Scenario, Croquis, Plain Paper, Elements & Principles of Design Worksheet | 5 minutes brainstorm, 35 minutes design time | 5 minutes | 5 minutes | 5 minutes | 55 minutes |

FASHION SKETCH

Specifications

FASHION SKETCHING

At the designated time, each participant will receive a design scenario. Participants will have 5 minutes to brainstorm about an outfit to incorporate into the scenario, 35 minutes to design, sketch, and color one outfit on a croquis. Participants will complete the Principles and Elements of Design worksheet.

| | |
|-------------------------------|--|
| Sketching Techniques | Produce a design that is neatly rendered, sketched, colored and includes extra details (zippers, stitching, buttons, seamlines, etc.) |
| Design Scenario | Make appropriate choices to meet the design scenario. |
| Elements of Design | Evidence that all four parts of the elements of design are included in the sketch—color, line, texture, & shape. |
| Principles of Design | Evidence that all five parts of the principles of design are include in the sketch—proportion, balance, rhythm, emphasis, and harmony. |
| Accessories | Incorporate accessories into sketch—jewelry, gloves, hats, sunglasses, scarves, handkerchiefs, etc. |
| Creative and Original Designs | Execute original thought and planned out designs of croquis. |
| Craftsmanship | Croquis is clean and crisp with no excessive eraser marks. Outline the croquis in black pen or pencil. |

ORAL PRESENTATION

The oral presentation may be up to five (5) minutes in length and is delivered to evaluators. Evaluators will ask questions following the presentation.

| | |
|------------------------------------|--|
| Organization/Delivery | Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project. This delivery will need to explain the use of elements and principles of design in the sketch. |
| Content Knowledge | Show evidence of fashion design knowledge and skills. Participants may use the Elements and Principles of Design worksheet, if desired. |
| Voice | Speak with appropriate force, pitch, and articulation. |
| Body Language | Use appropriate body language including gestures, posture, and mannerisms. |
| Grammar/Word Usage/Pronunciation | Use proper grammar, word usage, and pronunciation. |
| Responses to Evaluators' Questions | Provide clear and concise answers to evaluators' questions regarding the project. Questions are asked after the presentation. |

IDAHO EVENT FASHION SKETCH Point Summary Form

Name of Participant _____

Chapter Name _____ Category _____

DIRECTIONS:

1. Make sure all information at the top of this form is correct. If an individual does not show, please write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, 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 rubrics and staple all items related to the participant together.
3. At the end of the competition, double check all scores, names, and team numbers to ensure accuracy.
4. Please check with the Idaho Event Lead Consultant if there are any questions regarding the evaluation process.

| ROOM CONSULTANT CHECK | | | | POINTS |
|--|--|---|--|--------|
| Online Event Orientation Documentation 0 or 2 points | 0 Official documentation not provided at presentation time or signed by adviser | 2 Official documentation provided at presentation time and signed by adviser | | |
| Punctuality 0 or 2 points | 0 Participant did not arrive on time | 2 Participant arrived on time | | |
| Sketch 0-3 points | 0 Sketch was not provided at the presentation time | 1 Sketch was provided in a file folder at presentation time but was not complete | 3 Completed Sketch was provided in a file folder at the presentation time | |
| Elements/ Principles of Design Worksheet 0-3 points | 0 Design worksheet was not provided at the presentation time | 1 Design worksheet was provided in a file folder at presentation time but was not complete | 3 Completed design worksheet was provided in a file folder at the presentation time | |

EVALUATORS' SCORES

Evaluator 1 _____ Initials _____

Evaluator 2 _____ Initials _____

Evaluator 3 _____ Initials _____

Total Score _____ divided by number of evaluators

=AVERAGE EVALUATOR SCORE

Rounded to the nearest hundredth (i.e. 79.99 not 80.00)

ROOM CONSULTANT TOTAL:
(10 points possible)

AVERAGE EVALUATOR SCORE:
(90 points possible)

FINAL SCORE:
(Average Evaluator Score plus Room Consultant Total)

____. ____

____. ____

RATING ACHIEVED (circle one) **Gold:** 90-100 **Silver:** 70-89.99 **Bronze:** 1-69.99

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Room Consultant _____ Event Lead Consultant _____

IDAHO EVENT FASHION SKETCH Rubric

Name of Participant _____

Chapter Name _____ Category _____

| SKETCH | | | | | POINTS |
|---|--|---|---|---|--------|
| Sketching Technique 0-15 points | 0-1-2-3 No attempt has been made to add realistic detail, shading or a variety of line to add texture and interest | 4-5-6-7 An attempt has been made to add realistic detail, shading or a variety of line to add texture and interest | 8-9-10-11 Student is able to add realistic detail, shading or a variety of line to add texture and interest | 12-13-14-15 Drawing techniques are applied in an expressive, thoughtful manner to add realistic detail, shading or a variety of lines to add texture and interest | |
| Design Scenario 0-3 points | 0 The situation was not taken into consideration when planning the outfit | 1-2 Situation was somewhat considered, but not fully realized in the planning of the outfit | 3 Situation was taken into consideration when planning this outfit | | |
| Elements of Design 0-14 points | 0-1-2-3 Only one element was utilized in the outfit | 4-5-6-7 Only two out of the four elements were visible in the outfit | 8-9-10-11 Only three out of the four elements were visible in the outfit | 12-13-14 It was evident that color, shape, texture, and line all played a role in designing the outfit | |
| Principles of Design 0-14 points | 0-1-2-3 Only one principle was utilized in the outfit | 4-5-6-7 Only two or three out of the five principles were visible in the outfit | 8-9-10-11 Only four out of the five elements were visible in the outfit | 12-13-14 It was evident that balance, rhythm, proportion, emphasis and harmony all played a role in designing the outfit | |
| Accessories 0-3 points | 0 No evidence of accessories | 1 One accessory was used | 2 Accessories were used to complement the outfit, but were not various in assortments | 3 Accessories were creatively used to complement the basic outfit. Various types of accessories were included | |
| Creative & Original Design 0-3 points | 0 Design shows little or no evidence of original thought | 1 Design lacks sincere originality | 2 Design demonstrates originality | 3 Design demonstrates a unique level of originality | |
| Craftsmanship 0-3 points | 0 Final sketch is not outlined. There are excessive erase marks. Lacks neat and clean presentation | 1 Final figure somewhat outlined. There are some eraser marks on sketch. It is a somewhat neat and clean presentation | 2 Final figure mostly outlined with eraser marks not apparent. There are some small scuff or other markings on paper. It is a neat and clean presentation | 3 Final figure outlined with eraser marks not apparent. There are no scuff or other markings on the paper. It is a neat and clean presentation | |
| ORAL PRESENTATION | | | | | |
| Organization/Delivery 0-10 points | 0-1-2 Presentation is not completed or does not explain the elements and principles of design | 3-4-5 Presentation covers all project elements and principles of design, however with minimal explanation | 6-7-8 Presentation give complete explanation of all elements and principles of design, but does not flow well | 9-10 Presentation covers all relevant information with a seamless and logical delivery | |
| Content Knowledge 0-5 points | 0 None shared or information shared was incorrect | 1-2 Minimal knowledge shared during presentation | 3-4 Knowledge of fashion design concepts is evident and shared at times during the | 5 Knowledge of fashion design concepts is evident and incorporated throughout the | |

| | | | | | |
|---|--|---|---|--|--|
| | | | presentation | presentation | |
| Voice 0-5 points | 0 Monotone Voice | 1-2 Voice quality is adequate | 3-4 Voice quality is good, though could improve | 5 Voice quality is outstanding and pleasing to listen to | |
| Body Language 0-5 points | 0 Body language shows nervousness and unease | 1-2 Body language shows minimal amount of nervousness | 3-4 Body language portrays participant at ease | 5 Body language enhances the presentation | |
| Grammar/Word Usage Pronunciation 0-5 points | 0 Extensive (more than 5) grammatical and pronunciation errors | 1-2 Some (3-5) grammatical and pronunciation errors | 3-4 Few (1-2) grammatical and pronunciation errors | 5 Presentation has no grammatical or pronunciation errors | |
| Response to Evaluators' Questions 0-5 points | 0 Did not answer evaluator's questions | 1-2 Responses to questions did not indicate adequate understanding of skills needed | 3-4 Responses to questions were appropriate and reflect good understanding of skills needed | 5 Responses to questions were appropriate and reflect excellent understanding of skills needed | |

Evaluators Comments:

TOTAL
(90 points possible)

VERIFICATION OF SCORE (please initial)

Evaluator _____

Room Consultant _____

IDAHO EVENT
FASHION SKETCH
Elements & Principles of Design Worksheet

Name of Participant _____

Chapter Name _____ Category _____

To be completed by participant at the designated participation time. Place completed worksheet in file folder, along with completed croquis, and provide to evaluators following the oral presentation.

Elements of Design

| Element | Explain Element and how it has been incorporated in the sketch |
|---------|--|
| Line | |
| Shape | |
| Texture | |
| Color | |

Principles of Design

| Principle | Explain the Principle and how it has been utilized in the sketch |
|------------|--|
| Proportion | |
| Balance | |
| Emphasis | |
| Rhythm | |
| Harmony | |

IDAHO EVENT TOUR IDAHO

Tour Idaho, an individual or team event, recognizes participants who use Family and Consumer Sciences skills to research and analyze a location in the state of Idaho and create a guide book. The participants must prepare a file folder, an oral presentation, and visuals.

EVENT CATEGORIES

- Level 1, Level 2, and Level 3

CAREER CLUSTER

- Hospitality & Tourism

ELIGIBILITY

1. Participation is open to any nationally affiliated FCCLA member.
2. Participants must be registered for the State Leadership Conference and may participate in one STAR event in addition to the Tour Idaho Event.

PROCEDURES & TIME REQUIREMENTS

1. Participants will complete the online event orientation prior to the event and submit the official documentation to the room consultant at their designated participation time.
2. Participants will submit a file folder with required documents to the Event Consultant at the designated participation time.
3. Participants will have 5 minutes to set up for the event. Other persons may not assist.
4. Evaluators will have 5 minutes to preview the file folder before each presentation begins, during participant set up time.
5. The oral presentation may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. Participants will be asked to stop at 10 minutes.
6. Following the presentation evaluators will have 5 minutes to interview the participant(s).
7. Evaluators will score and write comments for each entry for approximately 5 minutes.
8. Total time required for participation in this event is approximately 25 minutes including set-up time, presentation, and evaluator scoring.

| GENERAL INFORMATION | | | | | | | | | |
|--------------------------|---|--------------------|-------------------|------------------------------|--|--------------------------------|--------------------------|------------------------|------------------|
| Individual or Team Event | Prepare Ahead of Time | Equipment Provided | Electrical Access | Participant Set Up/Prep Time | Room Consultant & Evaluator Review Times | Maximum Oral Presentation Time | Evaluator Interview Time | Evaluator Scoring Time | Total Event Time |
| Individual or Team | File Folder, Oral Presentation, Visuals | Table | Not Provided | 5 minutes | 5 minutes | 10 minutes | 5 minutes | 5 minutes | 25 minutes |

| PRESENTATION ELEMENTS ALLOWED | | | | | | | | | |
|-------------------------------|----------|-------|-------------|---------------|-----------|----------------|-------|------------------------|---------|
| Audio | Costumes | Easel | File Folder | Flip Chart(s) | Portfolio | Props/Pointers | Skits | Presentation Equipment | Visuals |
| X | | X | X | | | X | | X | X |

TOUR IDAHO GUIDEBOOK

Specifications

FILE FOLDER

Participants will submit 1 file folder containing 3 identical sets, with each set stapled separately, of the items listed below to the Event Consultants at the designated participation time. The file folder must be identified in the top left corner with name of event, event category, participant's name, and chapter name.

| | | |
|---------------------------------|------------------------|--|
| Project Identification Page | 1 -8 ½" x 11" page | Use plain paper, with no graphics or decorations; must include participant's name, school, city, state, and theme. |
| FCCLA Planning Process | 1 -8 ½" x 11" page | Summarize how each step of the Planning Process was used to develop the project |
| Guide Book Components Checklist | 1 -8 ½" x 11" page | Identify the components contained in the guide book on the Guide Book Components Sheet |
| Idaho Destination Guide Book | 1- 5 ½" x 8 ½" Booklet | A self-created guide book featuring a location in the state of Idaho. |
| Work Cited/ Bibliography | 1 -8 ½" x 11" page | Use MLA or APA citation style to cite all references. Resources should be reliable and current. |

GUIDE BOOK

Participants will design, develop, and present a guide book that targets a specific tourist destination in Idaho. Contents of the guide book are as follows

| | |
|---------------------|---|
| Specifications | The guide book must be typed and measure 5 ½" wide x 8 ½" long. It should contain a minimum of 8 pages and not exceed 16 pages. A page is considered one side of the paper. The guidebook should contain the 7 general components and a minimum of 3 specific components as listed below. Additional components relevant to the specific destination may be included. |
| General Components | Table of Contents, Name of Idaho Destination, History of Destination, Climate, Transportation, Map, Calendar of Events |
| Specific Components | Lodging, Shopping, Dining, Museums, Theater, Sports and Recreation, Beaches, Parks and/or Campgrounds, Visitor Services |

ORAL PRESENTATION

The presentation is intended to be a 10-minute presentation during which the student will discuss the guide book and location in detail. Visuals can be used by the participant during the oral presentation. If audio or audiovisual recordings are used, they are limited to 1-minute playing time.

| | |
|---|--|
| Organization/ Delivery | Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research |
| General components | Provide detailed information on the destination's history, climate during all seasons of the year, transportation available to and while visiting, calendar of events, and map of the area |
| Selected Specific Components | Provide detailed information on a minimum of three of the following areas available at the destination: Lodging, shopping, dining, museums, theater, sports and recreation, beaches, parks, and or campgrounds, visitor's services |
| Use of Visual/Props during Presentation | The visuals chosen present the information in a way that is clear, concise, and visually appealing. |
| 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 visuals or notecards if used. |
| Grammar/Pronunciation | Use proper grammar and pronunciation. |
| Responses to Evaluators' Questions | Provide clear and concise answers to evaluators' questions regarding the project. |

IDAHO EVENT TOUR IDAHO Point Summary Form

Name of Participant(s) _____

Chapter Name _____ Category _____

DIRECTIONS:

1. Make sure all information at the top of this form is correct. If an individual does not show, please write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, 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 rubrics and staple all items related to the participant together.
3. At the end of the competition, double check all scores, names, and team numbers to ensure accuracy.
4. Please check with the Idaho Event Lead Consultant if there are any questions regarding the evaluation process.

| ROOM CONSULTANT CHECK | | | POINTS |
|--|--|---|--|
| Online Event Orientation Documentation 0 or 2 points | 0 Official documentation not provided at presentation time or signed by adviser | 2 Official documentation provided at presentation time and signed by adviser | |
| Punctuality 0 or 3 points | 0 Participant did not arrive on time | 3 Participant arrived on time | |
| File Folder 0-5 points | 0 File Folder not provided | 1-2 File Folder presented with incorrect labeling, insufficient materials for evaluators (less than 3 copies of contents), incomplete content, or exceeds the maximum page limit | 3-4-5 File Folder is presented with correct labeling and sufficient evaluators material <ul style="list-style-type: none"> Project ID page FCCLA Planning Process Summary Guidebook Components Sheet Idaho Destination Guidebook Works Cited/Bibliography |

EVALUATORS' SCORES

Evaluator 1 _____ Initials _____

Evaluator 2 _____ Initials _____

Evaluator 3 _____ Initials _____

Total Score _____ divided by number of evaluators

=AVERAGE EVALUATOR SCORE

Rounded to the nearest hundredth (i.e. 79.99 not 80.00)

ROOM CONSULTANT TOTAL:
(10 points possible)

AVERAGE EVALUATOR SCORE:
(90 points possible)

FINAL SCORE:
(Average Evaluator Score plus Room Consultant Total)

| | | | |
|-------------------------------------|---------------------|-------------------------|------------------------|
| RATING ACHIEVED (circle one) | Gold: 90-100 | Silver: 70-89.99 | Bronze: 1-69.99 |
|-------------------------------------|---------------------|-------------------------|------------------------|

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Room Consultant _____ Event Lead Consultant _____

IDAHO EVENT TOUR IDAHO

Guidebook Components Checklist

Name of Participant(s) _____

Chapter Name _____ Category _____

The guidebook should contain all seven general components and a minimum of three specific components as listed below. Participants should place a check in the box of each item listed below that they have included in their guidebook. Participants may select more than the 3 specific components, if desired. Three copies of this completed checklist must be included in the event file folder.

| REQUIRED COMPONENTS | |
|--|--------------------------|
| Table of Contents | <input type="checkbox"/> |
| Name of Idaho Destination | <input type="checkbox"/> |
| History of Destination | <input type="checkbox"/> |
| Climate of Destination | <input type="checkbox"/> |
| Transportation available to destination/while visiting destination | <input type="checkbox"/> |
| Map of Destination | <input type="checkbox"/> |
| Calendar of Events for Destination | <input type="checkbox"/> |

| SELECTED SPECIFIC COMPONENTS | |
|------------------------------------|--------------------------|
| Lodging | <input type="checkbox"/> |
| Shopping | <input type="checkbox"/> |
| Dining | <input type="checkbox"/> |
| Museums | <input type="checkbox"/> |
| Theater | <input type="checkbox"/> |
| Sports & Recreation | <input type="checkbox"/> |
| Beaches, Parks, and/or Campgrounds | <input type="checkbox"/> |
| Visitor Services | <input type="checkbox"/> |
| Other Area: | <input type="checkbox"/> |
| Other Area: | <input type="checkbox"/> |
| Other Area: | <input type="checkbox"/> |

IDAHO EVENT TOUR IDAHO Rubric

Name of Participant _____

Chapter Name _____ Category _____

| FILE FOLDER | | | | | | POINTS |
|--|--|---|--|--|--|--------|
| FCCLA Planning Process 0-5 points | 0 Planning Process not provided | 1-2 All Planning Process steps are present but not summarized | 3 All Planning Process steps are summarized | 4 Evidence that the Planning Process was utilized to plan project but not fully explained | 5 The Planning Process is used to plan the project and each step is fully explained | |
| Guidebook Components Checklist 0-3 points | 0 Checklist not provided | 1-2 Checklist is provided but incomplete | | 3 Checklist is provided and completed appropriately | | |
| Guidebook General Components 0-15 points | 0 Not provided | 1-2-3-4 Information provided on only a few general components | 5-6-7-8 All general components are covered, limited information is provided and/or briefly described | 9-10-11-12 All general components covered adequately | 12-13-14-15 All general components are covered, detailed information is provided | |
| Guidebook Specific Components 0-10 points | 0 Not provided | 1-2 Information provided on only 1-2 specific components | 3-4-5 3 specific components are covered, limited information is provided and/or briefly described | 6-7-8 At least 3 specific components covered adequately | 9-10 At least 3 specific components are covered, detailed information is provided | |
| Appearance of Guidebook 0-5 points | 0 Guidebook is illegible and unorganized | 1-2 Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly | 3-4 Portfolio is neat, and professional with correct grammar and spelling | 5 Neat, legible, professional, correct grammar and spelling used with effective organization information | | |
| Works Cited/ Bibliography 0-3 points | 0 No resources listed | 1-2 Incomplete list of resources/does not use correct MLA or APA style | | 3 Complete list of reliable, appropriate resources in a consistent MLA or APA style | | |
| ORAL PRESENTATION | | | | | | |
| Organization/ Delivery 0-10 points | 0-1-2 Presentation does not cover all relevant information | 3-4-5 Presentation covers relevant information but with minimal explanation | | 6-7-8 Presentation explains all relevant information but does not flow well | 9-10 Presentation explains all relevant information with a seamless and logical delivery | |
| Destination Selection Rationale 0-3 points | 0 No destination selected, destination is not in Idaho | 1-2 Briefly explained rationale for selection of destination | | 3 Detailed summary of rationale for selection of destination | | |
| History 0-3 points | 0 History not provided | 1-2 Brief or limited history of destination provided, some information is inaccurate | | 3 Detailed history of destination provided, information is clear and accurate | | |

| | | | | |
|---|---|---|--|---|
| Climate 0-3 points | 0 Climate not provided | 1-2 Brief description of climate provided, some information is inaccurate | 3 Detailed description of climate provided, information is clear and accurate | |
| Calendar of Events 0-3 points | 0 Calendar of Events not provided | 1-2 Briefly shows or discusses a Calendar of Events | 3 Calendar of Events is shown and discussed in detail, information is clear and accurate | |
| Specific Components 0-5 points | 0 Information about specific components is not included | 1-2 Briefly describes 1 or 2 specific components, limited information is provided | 3-4 A minimum of 3 specific components are described adequately | 5 At least 3 specific components are described, detailed information is provided, information is clear and accurate |
| Voice 0-3 points | 0 Monotone voice, words difficult to understand | 1 Below average use of emphasis, pitch and articulation | 2 Good use of emphasis, pitch, and articulation | 3 Excellent use of force, emphasis, pitch, and articulation |
| Body Language 0-3 points | 0 Body Language shows unease | 1 Body language shows minimal amount of nervousness | 2 Body language portrays participant at ease | 3 Body language enhances the presentation |
| Grammar/Word Usage Pronunciation 0-3 points | 0 More than 5 grammatical and pronunciation errors | 1 Some (3-5) grammatical and pronunciation errors | 2 Few (1-2) grammatical and pronunciation errors | 3 Presentation has no grammatical or pronunciation errors |
| Response to Evaluators' Questions 0-3 points | 0 Did not answer questions | 1 Appropriate responses but appears unsure | 2 Appropriate responses that reflect good understanding of project | 3 Concise, well-constructed, genuine responses that convey a strong understanding of project |
| VISUALS/PROPS | | | | |
| Effectively Illustrates Content 0-5 points | 0 Visuals not provided | 1-2 Visual are weak in supporting the presentation | 3-4 Visuals support the presentation but do not complement the content | 5 Visuals support and complement the presentation |
| Use of Visuals during Presentation 0-5 points | 0 Visuals are not used during the presentation | 1-2 Minimal use of visuals during the presentation | 3-4 Visuals are incorporated throughout the presentation | 5 Presentation moves seamlessly between visuals and oral presentation |

Evaluators Comments:

TOTAL
(90 points possible)

VERIFICATION OF SCORE (please initial)

Evaluator _____

Room Consultant _____

IDAHO EVENT IMPROMPTU SPEAKING

Impromptu Speaking, an individual event, recognizes participants for their ability to address a topic relating to FCCLA and Family and Consumer Sciences without prior preparation. The ability to express one’s thoughts in an impromptu situation while maintaining poise, self-confidence, logical organization of point, and conversational speaking are important assets in family, career and community situations.

EVENT CATEGORIES

- Level 1, Level 2, and Level 3

CAREER CLUSTER

- Human Services

ELIGIBILITY

1. Participation is open to any nationally affiliated FCCLA member.
2. Participants must be registered for the State Leadership Conference and may participate in one STAR event in addition to the Impromptu Speaking Idaho Event.

PROCEDURES & TIME REQUIREMENTS

1. Participants will complete the online event orientation prior to the event and submit the official documentation to the room consultant at their designated participation time.
2. At the designated time, the participant will select a topic. The participant may see the three topics before choosing one to use. The topics will relate to the FCCLA purposes, activities, current programs and/or Family & Consumer Sciences topics.
3. Participants may not bring reference materials for use during the 10-minute preparation period.
4. One 4" x 6" card may be used during the preparation and performance. Information may be written on both sides of the note card. The note card must be left with the event coordinator at the conclusion of the oral presentation.
5. An event volunteer will introduce each participant.
6. Each speech should be 5 minutes in length. A 1-minute warning will be given at 4 minutes. Participants will be asked to stop at 5 minutes.
7. Evaluators will score and write comments for each entry for approximately 5 minutes.
8. Total time required for participation in this event is approximately 20 minutes including preparation time, presentation, and evaluator scoring.

| GENERAL INFORMATION | | | | | | | | | |
|--------------------------|-----------------------|--------------------|-------------------|------------------------------|--|--------------------------------|--------------------------|------------------------|------------------|
| Individual or Team Event | Prepare Ahead of Time | Equipment Provided | Electrical Access | Participant Set Up/Prep Time | Room Consultant & Evaluator Review Times | Maximum Oral Presentation Time | Evaluator Interview Time | Evaluator Scoring Time | Total Event Time |
| Individual | | Table Notecard | Not Provided | 10 minutes | | 5 minutes | | 5 minutes | 20 minutes |

IMPROMPTU SPEAKING

Specifications

ORAL PRESENTATION

The oral presentation may be up to 4 minutes in length and is delivered to evaluators. The presentation should be based on the topic chosen and should not be scripted.

| | |
|---|--|
| Introduction | Uses creative methods to capture audience attention. |
| Relationship to Family and Consumer Sciences and/or Related Careers | Reflect views and knowledge of issues related to areas of Family and Consumer Sciences and/or related careers. |
| Relationship to FCCLA Purposes, Programs, and/or Activities | Referenced FCCLA purposes, programs, or activities in relationship to the chosen topic. |
| Purpose and Focus | Establishes a purpose early in the presentation and maintains a clear focus throughout the oral presentation. |
| Idea Organization | Ideas effectively organized and remain aligned with chosen topic. |
| Topic Development | Fully addresses the chosen topic and the oral presentation is not scripted. |
| Summary/Ending | Summarize major points related to the chosen topic. |
| Enthusiasm | Facial expressions and body language generate a strong interest and enthusiasm about the topics in others. |
| Tempo | Use tempo or pauses to improve meaning and/or add dramatic impact. |
| Volume | Speak loudly enough to be heard by all throughout the presentation. |
| Eye Contact | Maintain eye contact with evaluators and audience. |
| Body Language | Use appropriate body language including gestures, posture, and mannerisms. |
| Grammar/Word Usage/ Pronunciation | Use proper grammar, word usage, and pronunciation. |

IDAHO EVENT IMPROMPTU SPEAKING Point Summary Form

Name of Participant _____

Chapter Name _____ Category _____

DIRECTIONS:

1. Make sure all information at the top of this form is correct. If an individual does not show, please write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, 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 rubrics and staple all items related to the participant together.
3. At the end of the competition, double check all scores, names, and team numbers to ensure accuracy.
4. Please check with the Idaho Event Lead Consultant if there are any questions regarding the evaluation process.

| ROOM CONSULTANT CHECK | | | POINTS |
|--|--|--|--------|
| Online Event Orientation Documentation 0 or 5 points | 0 Official documentation not provided at presentation time or signed by adviser | 5 Official documentation provided at presentation time and signed by adviser | |
| Punctuality 0 or 5 points | 0 Participant did not arrive on time | 5 Participant arrived on time | |
| EVALUATORS' SCORES | | | |
| Evaluator 1 _____ | Initials _____ | ROOM CONSULTANT TOTAL: (10 points possible) | |
| Evaluator 2 _____ | Initials _____ | AVERAGE EVALUATOR SCORE: (90 points possible) _____ . _____ | |
| Evaluator 3 _____ | Initials _____ | | |
| Total Score _____ | divided by number of evaluators | FINAL SCORE: (Average Evaluator Score plus Room Consultant Total) _____ . _____ | |
| =AVERAGE EVALUATOR SCORE _____ | | Rounded to the nearest hundredth (i.e. 79.99 not 80.00) | |

| | | | |
|-------------------------------------|---------------------|-------------------------|------------------------|
| RATING ACHIEVED (circle one) | Gold: 90-100 | Silver: 70-89.99 | Bronze: 1-69.99 |
|-------------------------------------|---------------------|-------------------------|------------------------|

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Room Consultant _____ Event Lead Consultant _____

IDAHO EVENT

IMPROMPTU SPEAKING

Rubric

Name of Participant _____

Chapter Name _____ Category _____

| PRESENTATION | | | | | POINTS |
|--|---|---|--|---|--------|
| Introduction 0-5 points | 0 No obvious introduction | 1-2 Introduction not effective in capturing attention | 3-4 Somewhat creative and attention getting | 5 Introduction captured attention immediately | |
| Relationship to Family & Consumer Sciences Coursework and Standards 0-5 points | 0 No evidence of relationship to areas of Family and Consumer Sciences and/or related careers | 1-2 Minimal evidence of relationship to areas of Family and Consumer Sciences and/or related careers. | 3-4 Knowledge of relationship to areas of Family and Consumer Sciences and/or related careers is evident and explained | 5 Knowledge of relationship to areas of Family and Consumer Sciences and/or related careers is evident and well explained | |
| Relationship to FCCLA Programs, Purposes, & Activities 0-5 points | 0 None evidence of relationship to FCCLA | 1-2 Referenced FCCLA purposes, programs, or activities but not in relation to topic | 3-4 Used one example of FCCLA purposes, programs, or activities in relation to topic | 5 Used multiple examples of FCCLA purposes, programs, or activities in relation to topic | |
| Purpose & Focus 0-10 points | 0-1 Purpose and focus is missing | 2-3-4 Purpose and focus is weak and difficult to figure out | 5-6-7 Purpose and focus is implied and fairly clear | 8-9-10 Establishes a purpose early and maintains focus for most of the presentation | |
| Idea Organization 0-10 points | 0-1 Ideas not organized, hard to follow, audience left confused by disorganization | 2-3-4 Ideas lack coherence, consistency and flow, audience needs to make assumptions to follow | 5-6-7 Ideas mostly coherent but not clearly supported, portions are hard to follow | 8-9-10 Ideas coherent and organized, flows well and is easy to follow | |
| Topic Development 0-10 points | 0-1 Presentation is not related to chosen topic | 2-3-4 Very little relationship between presentation and chosen topic | 5-6-7 Presentation somewhat centers on chosen topic | 8-9-10 Topic is addressed and well developed | |
| Summary/Ending 0-5 points | 0 Ending is abrupt, weak, or missing | 1-2 Ending is somewhat developed, but does not provide closure | 3-4 Ending is developed and provides closure | 5 Ending is creative and closes the presentation well | |
| Enthusiasm 0-5 points | 0 No enthusiasm for the presentation | 1-2 Very little use of facial expression or body language. Did not generate much interest in topic | 3-4 Facial expression and body language are used to try to generate enthusiasm but seem somewhat forced | 5 Facial expression and body language generate a strong interest and enthusiasm about the topic | |
| Voice 0-5 points | 0 Monotone voice, words are difficult to understand | 1-2 Below average use of emphasis, pitch and articulation | 3-4 Good use of emphasis, pitch, and articulation | 5 Excellent use of force, emphasis, pitch, and articulation | |
| Volume 0-5 points | 0 Unable to hear the presentation | 1-2 Volume often too soft to be heard by all | 3-4 Volume is loud enough to be heard by all at least 80% of the time | 5 Volume is loud enough to be heard 100% of the time | |

| | | | | | |
|---|---|---|--|--|--|
| Tempo 0-5 points | 0 Tempo or pauses were used in such a way that they were very distracting | 1-2 Tempo or pauses were not used to improve meaning or dramatic impact | 3-4 Tempo or pauses were intentionally used but were not effective in improving meaning or dramatic impact | 5 Tempo or pauses were helpful in improving meaning or dramatic impact | |
| Eye Contact 0-5 points | 0 No eye contact with evaluators | 1-2 Limited eye contact | 3-4 Inconsistent eye contact | 5 Good Eye Contact | |
| Body Language 0-5 points | 0 Body Language shows nervousness and unease | 1-2 Body language shows minimal amount of nervousness | 3-4 Body language portrays participant at ease | 5 Body language enhances the presentation | |
| Grammar/Word Usage Pronunciation 0-5 points | 0 Extensive (more than 5) grammatical and pronunciation errors | 1-2 Some (3-5) grammatical and pronunciation errors | 3-4 Few (1-2) grammatical and pronunciation errors | 5 Presentation has no grammatical or pronunciation errors | |
| Time 0-5 points | 0 Presentation is less than 1 minutes | 1-2 Presentation is less than 2 minutes | 3-4 Presentation is between 2 and 3 minutes in length | 5 Presentation is 4-5 minutes in length | |

Evaluators Comments:

TOTAL
(90 points possible)
VERIFICATION OF SCORE (please initial)

Evaluator _____

Room Consultant _____

IDAHO EVENT INTERNATIONAL EXPERIENCE

International Experience, an individual or team event, recognizes participants who use Family and Consumer Sciences skills to research and analyze the social, cultural, and economic conditions in a country outside of the states and territories of the United States of America. The participants must prepare a file folder, an oral presentation, and visuals.

EVENT CATEGORIES

- Level 1, Level 2, and Level 3

ELIGIBILITY

1. Participation is open to any nationally affiliated FCCLA member.
2. Participants must be registered for the State Leadership Conference and may participate in one STAR event in addition to the International Experience Idaho Event.

PROCEDURES & TIME REQUIREMENTS

1. Participants will complete the online event orientation prior to the event and submit the official documentation to the room consultant at their designated participation time.
2. Participants will submit a file folder with required documents to the Event Consultant at the designated participation time.
3. Participants will have 5 minutes to set up for the event. Other persons may not assist.
4. Evaluators will have 5 minutes to preview the file folder before each presentation begins, during participant set up time.
5. The oral presentation may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. Participants will be asked to stop at 10 minutes.
6. Evaluators will score and write comments for each entry for approximately 5 minutes.
7. Total time required for participation in this event is approximately 20 minutes including set-up time, presentation, and evaluator scoring.

| GENERAL INFORMATION | | | | | | | | | |
|--------------------------|---|--------------------|-------------------|------------------------------|--|--------------------------------|--------------------------|------------------------|------------------|
| Individual or Team Event | Prepare Ahead of Time | Equipment Provided | Electrical Access | Participant Set Up/Prep Time | Room Consultant & Evaluator Review Times | Maximum Oral Presentation Time | Evaluator Interview Time | Evaluator Scoring Time | Total Event Time |
| Individual or Team | File Folder, Oral Presentation, Visuals | Table | Not Provided | 5 minutes | 5 minutes | 10 minutes | 5 minutes | 5 minutes | 30 minutes |

| PRESENTATION ELEMENTS ALLOWED | | | | | | | | | |
|-------------------------------|----------|-------|-------------|---------------|-----------|----------------|-------|------------------------|---------|
| Audio | Costumes | Easel | File Folder | Flip Chart(s) | Portfolio | Props/Pointers | Skits | Presentation Equipment | Visuals |
| X | X | X | X | | | X | | X | X |

INTERNATIONAL EXPERIENCE

Specifications

FILE FOLDER

Participants will submit 1 file folder containing 3 identical sets, with each set stapled separately, of the items listed below to the Event Consultants at the designated participation time. The file folder must be identified in the top left corner with name of event, event category, participant's name, and chapter name.

| | | |
|--|--------------------------|---|
| Project Identification Page | 1 - 8 ½" x 11" page | Use plain paper, with no graphics or decorations; must include participant's name, school, city, state, and title of project. |
| FCCLA Planning Process | 1 - 8 ½" x 11" page | Summarize how each step of the Planning Process was used to develop the project |
| International Experience Research Area Checklist | 1 - 8 ½" x 11" page | Submit the International Experience Research Area Checklist, indicating the optional research areas chosen for project. |
| Investigative Research Methods | 1 - 3 - 8 ½" x 11" pages | Summarize project research methods. Examples of research may include interviews with citizens/scholars of the researched country, personal travel narrative, interviews with frequent travelers, written and photographic documentation review, and official embassy contact. |
| Additional Research Areas | 1 - 5 - 8 ½" x 11" pages | Use proper grammar, word usage, and pronunciation. |
| Works Cited/Bibliography | 1 - 8 ½" x 11" page | Use MLA or APA citation style to cite all references. Resources should be reliable and current. |

ORAL PRESENTATION

The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation is to describe research in detail. Visuals will be used by the participant during the oral presentation. If audio or audiovisual recordings are used, they are limited to 1-minute playing time.

| | |
|------------------------------------|--|
| Organization/ Delivery | Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research. |
| Country Selection | Summarize reasons for choice of selected country, including personal interests, career opportunities. |
| Research: Demographics | Provide current statistical data such as population, gender, age, ethnicity, family, languages, and religion. |
| Research: Economic Conditions | Provide current overall employment data for the selected country. Include information on fastest growing occupations, salaries, and employment trends. |
| Research: Estimated Cost of Living | Provide current estimated cost of living for one of the following: individual, couple, or family. Include housing, food, utilities, transportation, school fees and/or child care, communications/media (Internet/ Phone/TV), and health care costs. Choose average costs based on a rural, suburban, or urban area. |
| Visual/Props | Presentation software, posters/photographs, authentic materials, etc. |
| 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 visuals or notecards if used. |
| Grammar/Pronunciation | Use proper grammar and pronunciation. |
| Responses to Evaluators' Questions | Provide clear and concise answers to evaluators' questions regarding the project. |

IDAHO EVENT
INTERNATIONAL EXPERIENCE
Research Area Checklist

Name of Participant(s) _____

Chapter Name _____ Category _____

Each team's project must represent all 3 required items, plus an additional 3 (minimum) optional research areas as listed below. Participants may select more than the 3 optional areas, if desired. 3 copies of this completed checklist must be included in the event file folder.

| REQUIRED RESEARCH | |
|---|--------------------------|
| Demographic Facts | <input type="checkbox"/> |
| Economic Conditions: Including employment outlook and job growth data | <input type="checkbox"/> |
| Estimated Cost of Living | <input type="checkbox"/> |

| OPTIONAL RESEARCH | |
|-----------------------------------|--------------------------|
| Art, Music, and Literature | <input type="checkbox"/> |
| Clothing | <input type="checkbox"/> |
| Cuisine | <input type="checkbox"/> |
| Educational Systems | <input type="checkbox"/> |
| Family Structure/Cultural Customs | <input type="checkbox"/> |
| Geography | <input type="checkbox"/> |
| Government & Politics | <input type="checkbox"/> |
| Health & Social Services | <input type="checkbox"/> |
| History | <input type="checkbox"/> |
| Justice System | <input type="checkbox"/> |
| Science & Technology | <input type="checkbox"/> |
| Sports and Entertainment | <input type="checkbox"/> |
| Tourism | <input type="checkbox"/> |
| Other Area: | <input type="checkbox"/> |

IDAHO EVENT INTERNATIONAL EXPERIENCE Point Summary Form

Name of Participant(s) _____

Chapter Name _____ Category _____

DIRECTIONS:

1. Make sure all information at the top of this form is correct. If an individual does not show, please write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, 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 rubrics and staple all items related to the participant together.
3. At the end of the competition, double check all scores, names, and team numbers to ensure accuracy.
4. Please check with the Idaho Event Lead Consultant if there are any questions regarding the evaluation process.

| ROOM CONSULTANT CHECK | | | POINTS |
|---|---|---|--|
| Online Event Orientation Documentation 0 or 2 points | 0 Official documentation not provided at presentation time or signed by adviser | 2 Official documentation provided at presentation time and signed by adviser | |
| Punctuality 0 or 3 points | 0 Participant did not arrive on time | 3 Participant arrived on time | |
| File Folder 0-5 points | <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p style="text-align: center;">0 No file folder provided</p> </div> <div style="width: 45%;"> <p style="text-align: center;">1-2 File Folder presented with incorrect labeling, insufficient materials for evaluators (less than 3 copies of contents), incomplete content, or exceeded page limit</p> </div> </div> | <p style="text-align: center;">3-4-5 File Folder is presented with correct labeling and sufficient evaluators material</p> <ul style="list-style-type: none"> Project ID page FCCLA Planning Process Summary International Experience Research Area Checklist Investigative Research Methods Additional Research Areas Works Cited/Bibliography | |
| <p style="text-align: center;">EVALUATORS' SCORES</p> <p>Evaluator 1 _____ Initials _____</p> <p>Evaluator 2 _____ Initials _____</p> <p>Evaluator 3 _____ Initials _____</p> <p>Total Score _____ divided by number of evaluators</p> <p>_____ = AVERAGE EVALUATOR SCORE Rounded to the nearest hundredth (i.e. 79.99 not 80.00)</p> | | | <p style="text-align: right;">ROOM CONSULTANT TOTAL: (10 points possible)</p> <hr/> <p style="text-align: right;">AVERAGE EVALUATOR SCORE: (90 points possible) ____.____</p> <hr/> <p style="text-align: right;">FINAL SCORE: (Average Evaluator Score plus Room Consultant Total) ____.____</p> |

RATING ACHIEVED (circle one) **Gold:** 90-100 **Silver:** 70-89.99 **Bronze:** 1-69.99

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Room Consultant _____ Event Lead Consultant _____

IDAHO EVENT

INTERNATIONAL EXPERIENCE

Rubric

Name of Participant _____

Chapter Name _____ Category _____

| FILE FOLDER | | | | | | POINTS |
|---|--|---|---|--|---|---|
| FCCLA Planning Process 0-5 points | 0 Planning Process not provided | 1-2 All Planning Process steps are present but not summarized | 3 All Planning Process steps are summarized | 4 Evidence that the Planning Process was utilized to plan project but not fully explained | 5 The Planning Process is used to plan the project and each step is fully explained | |
| Investigative Research 0-3 points | 0 Research was not provided | 1-2 Research was conducted but was not extensive and had few sources. | | 3 Extensive research was conducted, and multiple sources were utilized. | | |
| Optional Research #1 0-3 points | 0 Research was not provided | 1-2 Some of the information is current and relevant, few unique characteristics mentioned, trends are briefly discussed | | 3 Information is current, well organized, and trends are thoroughly described | | |
| Optional Research #1 0-3 points | 0 Research was not provided | 1-2 Some of the information is current and relevant, few unique characteristics mentioned, trends are briefly discussed | | 3 Information is current, well organized, and trends are thoroughly described | | |
| Optional Research #1 0-3 points | 0 Research was not provided | 1-2 Some of the information is current and relevant, few unique characteristics mentioned, trends are briefly discussed | | 3 Information is current, well organized, and trends are thoroughly described | | |
| Works Cited/ Bibliography 0-3 points | 0 No resources listed | 1-2 Incomplete list of resources/does not use correct MLA or APA style | | 3 Complete list of reliable, appropriate resources in a consistent MLA or APA style | | |
| ORAL PRESENTATION | | | | | | |
| Organization/ Delivery 0-10 points | 0-1-2 Presentation does not cover all relevant information | 3-4-5 Presentation covers relevant information but with minimal explanation | | 6-7-8 Presentation explains all relevant information but does not flow well | | 9-10 Presentation explains all relevant information with a seamless and logical delivery |
| Country Selection Rationale 0-3 points | 0 No country selected, or country selected did not meet guidelines | 1 Rationale includes only personal interests or career opportunities, not both | | 2 Rationale includes personal interest and career opportunities | | 3 Detailed summary of rationale with personal interests, career opportunities, and other relevant criteria |
| Research: Demographics 0-10 points | 0-1-2 Less than 3 demographic areas are included | 3-4-5 Statistical information for all 6 demographic areas is included, no description provided | | 6-7-8 Statistical information on all 6 demographic areas is included and described as needed | | 9-10 Statistical information on population, gender, age, ethnicity, language, and religion are described and referenced in detail |
| Research: Economic Conditions 0-10 points | 0-1-2 Few employment related categories are mentioned and information is minimal | 3-4-5 Some employment related categories are mentioned/ information is not current or viable | | 6-7-8 All areas are mentioned but lack research and depth | | 9-10 Current employment data, fast growing occupations, salaries and employment trends are described and referenced in detail |

| | | | | | |
|--|---|---|---|---|--|
| Research: Estimated Cost of Living 0-10 points | 0-1-2 Only a few employment categories are mentioned completely | 3-4-5 Most of the areas are mentioned completely | 6-7-8 All areas are mentioned but lack research and depth/variables that impact the average are included | 9-10 Average food, utility, transportation, communication, and health care are researched/ variables that may impact the averages are included | |
| Voice 0-3 points | 0 Monotone voice, words difficult to understand | 1 Below average use of emphasis, pitch and articulation | 2 Good use of emphasis, pitch, and articulation | 3 Excellent use of force, emphasis, pitch, and articulation | |
| Body Language 0-3 points | 0 Body Language shows unease | 1 Body language shows minimal amount of nervousness | 2 Body language portrays participant at ease | 3 Body language enhances the presentation | |
| Grammar/Word Usage Pronunciation 0-3 points | 0 More than 5 grammatical and pronunciation errors | 1 Some (3-5) grammatical and pronunciation errors | 2 Few (1-2) grammatical and pronunciation errors | 3 Presentation has no grammatical or pronunciation errors | |
| Response to Evaluators' Questions 0-3 points | 0 Did not answer questions | 1 Appropriate responses but appears unsure | 2 Appropriate responses that reflect good understanding of project | 3 Concise, well-constructed, genuine responses that convey a strong understanding of project | |
| VISUALS/PROPS | | | | | |
| Effectively Illustrates Content 0-5 points | 0 Visuals not provided | 1-2 Visual are weak in supporting the presentation | 3-4 Visuals support the presentation but do not complement the content | 5 Visuals support and complement the presentation | |
| Creativity 0-5 points | 0 Visuals not provided | 1-2 Visuals are not original, lack appeal | 3-4 Visuals are original and appealing | 5 Visuals highly original and very appealing | |
| Use of Visuals during Presentation 0-5 points | 0 Visuals are not used during the presentation | 1-2 Minimal use of visuals during the presentation | 3-4 Visuals are incorporated throughout the presentation | 5 Presentation moves seamlessly between visuals and oral presentation | |

Evaluators Comments:

TOTAL
(90 points
possible)

VERIFICATION OF SCORE
(please initial)

Evaluator

Room Consultant

IDAHO EVENT

MENU PLANNING & TABLE DISPLAY

Menu Planning and Table Display, an individual or team event, recognizes participants who create a menu plan and table setting. Participants will plan a lunch or dinner menu and create a table setting for two people based on a theme they choose.

EVENT CATEGORIES

- Level 1, Level 2, and Level 3

CAREER CLUSTER

- Hospitality & Tourism

ELIGIBILITY

1. Participation is open to any nationally affiliated FCCLA member.
2. Participants must be registered for the State Leadership Conference and may participate in one STAR event in addition to the Menu Planning & Table Display Idaho Event.

PROCEDURES & TIME REQUIREMENTS

1. Participants will complete the online event orientation prior to the event and submit the official documentation to the room consultant at their designated participation time.
2. Participants will submit a file folder with required documents to the Event Consultant at the designated participation time.
3. Participants will have 10 minutes to set up for the event. Other persons may not assist.
4. Evaluators will have 10 minutes to preview the file folder before each presentation begins, during participant set up time.
5. The oral presentation may be up to 3 minutes in length. A one-minute warning will be given at 2 minutes. Participants will be asked to stop at 3 minutes.
6. Following the presentation evaluators will have 2 minutes to interview the participant(s).
7. Evaluators will score and write comments for each entry for approximately 5 minutes.
8. Total time required for participation in this event is approximately 20 minutes including set-up time, presentation, and evaluator scoring.

| GENERAL INFORMATION | | | | | | | | | |
|--------------------------|---|--------------------|-------------------|------------------------------|--|--------------------------------|--------------------------|------------------------|------------------|
| Individual or Team Event | Prepare Ahead of Time | Equipment Provided | Electrical Access | Participant Set Up/Prep Time | Room Consultant & Evaluator Review Times | Maximum Oral Presentation Time | Evaluator Interview Time | Evaluator Scoring Time | Total Event Time |
| Individual or Team | File Folder, Oral Presentation, Table Display | Table | Not Provided | 10 minutes | 10 minutes | 3 minutes | 2 minutes | 5 minutes | 20 minutes |

| PRESENTATION ELEMENTS ALLOWED | | | | | | | | | |
|-------------------------------|----------|-------|-------------|---------------|-----------|----------------|-------|------------------------|---------|
| Audio | Costumes | Easel | File Folder | Flip Chart(s) | Portfolio | Props/Pointers | Skits | Presentation Equipment | Visuals |
| | | | X | | | X | | | X |

MENU PLANNING & TABLE DISPLAY

Specifications

FILE FOLDER

Participants will submit 1 file folder containing 3 identical sets, with each set stapled separately, of the items listed below to the Event Consultants at the designated participation time. The file folder must be identified in the top left corner with name of event, event category, participant's name, and chapter name.

| | | |
|-----------------------------|-----------------------|---|
| Project Identification Page | 1 -8 ½" x 11" page | Use plain paper, with no graphics or decorations; must include participant's name, school, city, state, and theme. |
| FCCLA Planning Process | 1 -8 ½" x 11" page | Summarize how each step of the Planning Process was used to develop the project |
| Menu | 1 -8 ½" x 11" page | Menu for given meal for two based on participants chosen theme |
| Recipes | 1-5 -8 ½" x 11" pages | All recipes with ingredients and directions used in the menu. No photocopies of recipes from books or textbooks will be allowed. Beverages recipes are optional. |
| Nutritional Analysis | 1-5 -8 ½" x 11" pages | Create a nutritional analysis for each recipe that includes the following: <ul style="list-style-type: none"> • Serving Size • Calories • Protein • Fat • Cholesterol • Carbohydrates • Sodium |

TABLE SETTING

The participant will develop a table display for two people relating to the participants menu and theme.

| | |
|---------------|---|
| Place Setting | A place setting for two based on a theme chosen by participants. May include tablecloth, salt and pepper shakers, flowers, dinnerware, glassware, napkins, flatware, etc. |
| Centerpiece | May be Edible or Non-edible |
| Napkins | Fold 2 napkins in a creative and consistent manner |
| Menu Card | The printed card shall be no larger than 4" x 6" (mounting or frame may be larger). The card must list the title of the display/theme and menu. The title can be the selected theme or a creative name incorporating the theme. |

ORAL PRESENTATION

The presentation is intended to be a 3-minute presentation during which the student will discuss the rationale for choosing their menu as it relates to the theme, how the menu is a balanced meal and meal appeal (flavor, texture, form or shape, method of preparation, taste, and color) Following the presentation, evaluators and participants will have a 2-minute follow-up question and answer period.

| | |
|------------------------------------|---|
| Organization/ Delivery | Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research. |
| 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 visuals or notecards if used. |
| Grammar/Pronunciation | Use proper grammar and pronunciation. |
| Responses to Evaluators' Questions | Provide clear and concise answers to evaluators' questions regarding the project. |

IDAHO EVENT MENU PLANNING & TABLE DISPLAY Point Summary Form

Name of Participant(s) _____

Chapter Name _____ Category _____

DIRECTIONS:

1. Make sure all information at the top of this form is correct. If an individual does not show, please write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, 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 rubrics and staple all items related to the participant together.
3. At the end of the competition, double check all scores, names, and team numbers to ensure accuracy.
4. Please check with the Idaho Event Lead Consultant if there are any questions regarding the evaluation process.

| ROOM CONSULTANT CHECK | | | | POINTS |
|--|--|---|--|--------|
| Online Event Orientation Documentation 0 or 2 points | 0 Official documentation not provided at presentation time or signed by adviser | 2 Official documentation provided at presentation time and signed by adviser | | |
| Punctuality 0 or 3 points | 0 Participant did not arrive on time | 3 Participant arrived on time | | |
| File Folder 0-5 points | 0 File Folder not provided | 1-2 File Folder presented with incorrect labeling/ insufficient materials for evaluators (less than 3 copies of contents), incomplete content, or exceeds the maximum page limit | 3-4-5 File Folder is presented with correct labeling and sufficient evaluators material <ul style="list-style-type: none"> Project ID page FCCLA Planning Process Summary Menu Recipes Nutritional Analysis | |

| | | | |
|-------------------|---|---|-------|
| | EVALUATORS' SCORES | ROOM CONSULTANT TOTAL: (10 points possible) | |
| Evaluator 1 _____ | Initials _____ | | |
| Evaluator 2 _____ | Initials _____ | | |
| Evaluator 3 _____ | Initials _____ | | |
| Total Score _____ | divided by number of evaluators | | |
| | =AVERAGE EVALUATOR SCORE | AVERAGE EVALUATOR SCORE: (90 points possible) | _____ |
| | Rounded to the nearest hundredth (i.e. 79.99 not 80.00) | FINAL SCORE: (Average Evaluator Score plus Room Consultant Total) | _____ |

| | | | | |
|-------------------------------------|---------------------|-------------------------|-------------------------|-------------------------------------|
| RATING ACHIEVED (circle one) | Gold: 90-100 | Silver: 70-89.99 | Bronze: 50-69.99 | Cert. of Completion: 1-49.99 |
|-------------------------------------|---------------------|-------------------------|-------------------------|-------------------------------------|

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Room Consultant _____ Event Lead Consultant _____

IDAHO EVENT

MENU PLANNING & TABLE SETTING

Rubric

Name of Participant _____

Chapter Name _____ Category _____

| FILE FOLDER | | | | | | POINTS |
|---|---|--|--|---|---|--------|
| FCCLA Planning Process 0-5 points | 0 Planning Process not provided | 1-2 All Planning Process steps are present but not summarized | 3 All Planning Process steps are summarized | 4 Evidence that the Planning Process was utilized to plan project but not fully explained | 5 The Planning Process is used to plan the project and each step is fully explained | |
| Menu 0-10 points | 0 Menu not provided | 1-2 Not appropriate to theme, does not have variety, color, texture | 3-4-5 Somewhat appropriate to theme. Limited variety, color, texture | 6-7-8 Appropriate to the theme. Adequate variety, color, texture | 9-10 Appropriate to the theme, has variety, color, texture, shape, and is well balanced | |
| Recipes 0-10 points | 0 Recipes not provided | 1-2 Recipes are incomplete and poorly written | 3-4-5 Recipes are complete, but lack detail and consistency | 6-7-8 Recipes are complete and detailed with minimal discrepancies | 9-10 Recipes are typed, complete, concise, well written, and consistent throughout | |
| Nutritional Analysis 0-10 points | 0 Nutritional Analysis not provided | 1-2 Minimal information provided | 3-4-5 Analysis is incomplete | 6-7-8 Analysis is complete, presented in a consistent format, and contains most recipes | 9-10 Analysis is complete, presented in a consistent format and contains all recipes | |
| TABLE SETTING | | | | | | |
| Place Setting 0-10 points | 0 Place Setting not provided | 1-2 Place setting does not reflect the theme or menu, several items are missing or misplaced | 3-4-5 Place setting is somewhat appropriate to theme and menu, some items are missing or misplaced | 6-7-8 Place setting reflects theme, minimal items misplaced, appropriate for menu | 9-10 Place setting reflects and matches theme, appropriately placed, appropriate for menu | |
| Centerpiece 0-5 points | 0 Centerpiece not provided | 1 Does not reflect theme, inappropriate size and height | 2-3 Somewhat reflects theme, fairly creative, appropriate size and height | 4 Somewhat reflects theme, decorative and visually pleasing, appropriate size and height | 5 Reflects theme, creative, appropriate to meal service, appropriate size and height | |
| Napkin Fold 0-5 points | 0 Napkin fold not provided | 1 Inconsistent folds, no creative effort made | 2-3 Basic Fold used | 4 Appealing, creative, folds are inconsistent | 5 Appealing, creative, both folds are consistent | |

| | | | | | |
|--|---|--|---|--|--|
| Menu Card 0-5 points | 0 Menu card not provided | 1 Does not state title of the display and or theme, inappropriate size, inaccurate to menu | 2-3 Somewhat states title of the display and theme, card is appropriate size, some errors on card | 4 States title of the display and theme, card is appropriate size, accurate to menu, minimal errors | 5 Clearly states title of the display and theme, appropriate size, well formatted with no errors, accurate to menu, shows creativity |
| Appearance | 0 None of the items used in the table setting support the chosen theme, items are not visually pleasing | 1 Few items in the table setting support the chosen theme, items are not visually pleasing, lacks creativity | 2-3 Some items in the table setting support the theme, some items are visually appealing, lacks originality | 4 Most items in the table setting support the theme, most items are visually appealing, demonstrates originality | 5 All items in the table setting support the theme, are visually appealing, demonstrates a unique level of originality |
| ORAL PRESENTATION | | | | | |
| Organization/Delivery 0-10 points | 0 Presentation does not cover all relevant information | 1-2 Presentation covers relevant information but with minimal explanation | 3-4 Presentation explains all relevant information but does not flow well | 5 Presentation explains all relevant information with a seamless and logical delivery | |
| Voice 0-3 points | 0 Monotone voice, words difficult to understand | 1-2 Below average use of emphasis, pitch and articulation | 3-4 Good use of emphasis, pitch, and articulation | 5 Excellent use of force, emphasis, pitch, and articulation | |
| Body Language 0-3 points | 0 Body Language shows unease | 1-2 Body language shows minimal amount of nervousness | 3-4 Body language portrays participant at ease | 5 Body language enhances the presentation | |
| Grammar/Pronunciation 0-3 points | 0 More than 5 grammatical and pronunciation errors | 1-2 Some (3-5) grammatical and pronunciation errors | 3-4 Few (1-2) grammatical and pronunciation errors | 5 Presentation has no grammatical or pronunciation errors | |
| Response to Evaluators' Questions 0-5 points | 0 Did not answer questions | 1-2 Appropriate responses but appears unsure | 3-4 Appropriate responses that reflect good understanding of project | 5 Concise, well-constructed, genuine responses that convey a strong understanding of project | |

Evaluators Comments:

TOTAL
(90 points possible)

VERIFICATION OF SCORE (please initial)

Evaluator

Room Consultant

IDAHO EVENT SPOTLIGHT ON PROJECTS

Spotlight on Projects, an individual or team event, recognizes members/chapters who want to spotlight projects related to FCCLA national programs. The top two projects will represent Idaho at the Spotlight on Projects session at the National Leadership Conference. This event will not have a junior, senior, and occupational category; all participants will compete together.

EVENT CATEGORIES

- All participants will compete in one category.

CAREER CLUSTER

- Visual Arts & Design
- Human Services

ELIGIBILITY

1. Each chapter may submit one entry in this event.
2. Participation is open to teams comprised of 1-3 nationally affiliated FCCLA members.
3. The project uses one of the following FCCLA National Programs.
 - Career Connection
 - Financial Fitness
 - Community Service
 - Power of One
 - FACTS
 - Student Body
 - Families First
 - Stop the Violence
4. Participants must be registered for the State Leadership Conference and may participate in one STAR event in addition to the Spotlight on Projects Idaho Event.

PROCEDURES & TIME REQUIREMENTS

1. Participants will complete the online event orientation prior to the event and submit the official documentation to the room consultant at their designated participation time.
2. Participants will create a display and a tri-fold brochure that reflects a project that utilized one of the FCCLA National Programs.
3. Participants will have 5 minutes to set up for the event. Other persons may not assist.
4. Evaluators will have 5 minutes to preview the brochure during participant set-up time.
5. At the designated time, participant(s) will present a 1 minute “infomercial” describing the project.
6. At the conclusion of the infomercial, the evaluators will ask the participant(s) questions about the project. There will be a 3-minute time limit for questions and answers.
7. Evaluators will score and write comments for each entry for approximately 5 minutes.
8. Total time required for participation in this event is approximately 10 minutes.
9. Displays and tri-fold brochures will remain on display for advisors and FCCLA members to view at the conclusion of the event.

| GENERAL INFORMATION | | | | | | | | | |
|--------------------------|--------------------------------|--------------------|-------------------|------------------------------|--|--------------------------------|--------------------------|------------------------|------------------|
| Individual or Team Event | Prepare Ahead of Time | Equipment Provided | Electrical Access | Participant Set Up/Prep Time | Room Consultant & Evaluator Review Times | Maximum Oral Presentation Time | Evaluator Interview Time | Evaluator Scoring Time | Total Event Time |
| Individual or Team | Display, Brochure, Infomercial | Table | Not Provided | 5 minutes | 5 minutes | 1 minutes | 3 minutes | 5 minutes | 15 minutes |

SPOTLIGHT ON PROJECTS

Specifications

DISPLAY

A display should be used to document and illustrate the work of one national program. The display should be a tabletop display board that does not exceed a space 30" deep by 48" wide by 48" high. The display must include a project title, the national program used, and the FCCLA Planning Process.

| | |
|------------------------|---|
| Project Title | Project title provided and easy to identify |
| FCCLA Planning Process | The Planning Process is used to plan the project and each step is fully explained |
| National Program Used | A specific National Program is clearly discussed |
| Display Appearance | Display has strong content, is creative, appropriate and of high quality |

TRI-FOLD BROCHURE

50 copies of a tri-fold brochure should be available for FCCLA chapters to pick up during the project viewing period. The brochure must include the project title, FCCLA Planning Process, pictures of the project, national program used and chapter contact information.

| | |
|-----------------------------|---|
| Project Title | Project title provided and easy to identify |
| FCCLA Planning Process | The Planning Process is used to plan the project and each step is fully explained |
| Project Pictures | A variety of pictures are included to help illustrate the project |
| Chapter Contact Information | Chapter contact information is included |
| National Program Used | A specific National Program is clearly discussed |
| Brochure Appearance | Brochure has strong content, is creative, appropriate and of high quality |

ORAL PRESENTATION

At the designated time, participants will present a 1 minute "infomercial" summarizing the project. At the conclusion of the presentation evaluators will ask questions about the project.

| | |
|---|--|
| Infomercial | Uses creative methods to capture audience attention, references national program used and effectively summarizes project |
| Enthusiasm | Facial expressions and body language generate a strong interest and enthusiasm about the topics in others. |
| Volume | Speak loudly enough to be heard by all throughout the presentation. |
| Eye Contact | Maintain eye contact with evaluators and audience. |
| Grammar/Word Usage/ Pronunciation | Use proper grammar, word usage, and pronunciation. |
| Interpretation and Responses to Questions | Answer questions with concise, well-constructed, genuine responses |

IDAHO EVENT SPOTLIGHT ON PROJECTS Point Summary Form

Name of Participant(s) _____

Chapter Name _____ Category _____

DIRECTIONS:

1. Make sure all information at the top of this form is correct. If an individual does not show, please write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, 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 rubrics and staple all items related to the participant together.
3. At the end of the competition, double check all scores, names, and team numbers to ensure accuracy.
4. Please check with the Idaho Event Lead Consultant if there are any questions regarding the evaluation process.

| ROOM CONSULTANT CHECK | | | POINTS |
|--|--|---|--|
| Online Event Orientation Documentation 0 or 5 points | 0 Official documentation not provided at presentation time or signed by adviser | 5 Official documentation provided at presentation time and signed by adviser | |
| Punctuality 0 or 5 points | 0 Participant did not arrive on time | 5 Participant arrived on time | |
| EVALUATORS' SCORES | | | |
| Evaluator 1 _____ | Initials _____ | | ROOM CONSULTANT TOTAL: (10 points possible) |
| Evaluator 2 _____ | Initials _____ | | |
| Evaluator 3 _____ | Initials _____ | | |
| Total Score _____ | divided by number of evaluators | | AVERAGE EVALUATOR SCORE: (90 points possible) |
| _____ | =AVERAGE EVALUATOR SCORE Rounded to the nearest hundredth (i.e. 79.99 not 80.00) | | SCORE: ____.____ |
| | | | FINAL SCORE: (Average Evaluator Score plus Room Consultant Total) ____.____ |

| | | | |
|-------------------------------------|---------------------|-------------------------|------------------------|
| RATING ACHIEVED (circle one) | Gold: 90-100 | Silver: 70-89.99 | Bronze: 1-69.99 |
|-------------------------------------|---------------------|-------------------------|------------------------|

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Room Consultant _____ Event Lead Consultant _____

IDAHO EVENT SPOTLIGHT ON PROJECTS Rubric

Name of Participant _____

Chapter Name _____ Category _____

| DISPLAY | | | | | | POINTS |
|--|---|---|---|---|--|--------|
| Project Title 0-3 points | 0 Project Title not provided | 1-2 Project title provided by hard to find | 3 Project title provided and easy to identify | | | |
| FCCLA Planning Process 0-10 points | 0 Planning Process not provided | 1-2-3 Inadequate steps in the Planning Process are presented | 4-5-6 All Planning Process steps are summarized | 7-8 Evidence that the Planning Process was utilized to plan project but not fully explained | 9-10 The Planning Process is used to plan the project and each step is fully explained | |
| National Program 0-5 points | 0 Project did not address a specific National Program | 1-2 A specific National Program is addressed but is somewhat unclear or vague | 3 A specific National Program is clearly addressed | 4 A specific National Program is clearly addressed and utilized in project | 5 A specific National Program is extensively addressed and utilized in project | |
| Display Appearance 0-12 points | 0 Display does not document or illustrate project | 1-2-3 Display has errors and is not aesthetically pleasing | 4-5-6 Display needs some improvement in content and design | 7-8-9 Display is creative but lacks content/Display has strong content but lacks creativity | 10-11-12 Display has strong content and is creative, appropriate and of high quality | |
| BROCHURE | | | | | | |
| Project Title 0-3 points | 0 Project Title not provided | 1-2 Project title provided by hard to find | 3 Project title provided and easy to identify | | | |
| Pictures of Project 0-3 points | 0 Pictures not included | 1-2 Few pictures are included | 3 A variety of pictures are included to help illustrate the project | | | |
| Contact Information 0-3 points | 0 Chapter contact information is not provided | 1-2 Chapter contact information is provided but is hard to find | 3 Chapter contact information is provided and is easy to find | | | |
| Copies/Format 0-3 points | 0 Did not provide 50 Brochures | 1-2 50 Brochures were provided but did not use the tri-fold format | 3 50 tri-fold brochures were provided | | | |
| National Program 0-3 points | 0 Does not address a specific National Program | 1-2 A specific National Program is addressed but is somewhat unclear or vague | 3 A specific National Program is clearly discussed | | | |
| FCCLA Planning Process 0-5 points | 0 Planning Process not provided | 1-2 Minimal explanation of how the planning process was used to plan project | 3-4 All Planning Process Steps are summarized | 5 The Planning Process is used to plan the project and each step is fully explained | | |
| Brochure Appearance 0-5 points | 0-1 Brochure has errors and is not aesthetically pleasing | 2-3 Brochure needs some improvement in content and design | 4 Brochure is creative and appropriate | 5 Brochure has strong content, is creative, appropriate and of high quality | | |
| INFOMERCIAL | | | | | | |

| | | | | | |
|--|--|---|--|---|--|
| Infomercial Content 0-10 points | 1-2-3 Did not reference national program or summarize the project. | 4-5-6 Referenced national program and summarized project but was too short/long | 7-8-9 Was approximately one minute and referenced the national program and summarized the project | 9-10 Used creative methods to capture audience attention, references national program used and effectively summarizes project | |
| Enthusiasm 0-5 points | 0 No enthusiasm for the presentation | 1-2 Very little use of facial expression or body language. Did not generate much interest in topic | 3 Facial expression and body language are used to try to generate enthusiasm but seem somewhat forced | 4-5 Excellent delivery and interpretation, speaks with enthusiasm confidence and ease | |
| Volume 0-5 points | 0 Unable to hear the presentation | 1-2 Volume often too soft to be heard by all | 3-4 Volume is loud enough to be heard by all at least 80% of the time | 5 Volume is loud enough to be heard 100% of the time | |
| Eye Contact 0-5 points | 0 No eye contact with evaluators or audience | 1-2 Limited eye contact with evaluators or audience | 3-4 Inconsistent eye contact with evaluators or audience | 5 Good eye contact with evaluators or audience | |
| Grammar/Word Usage Pronunciation 0-5 points | 0 More than 5 grammatical and pronunciation errors | 1-2 Some (3-5) grammatical and pronunciation errors | 3-4 Few (1-2) grammatical and pronunciation errors | 5 Presentation has no grammatical or pronunciation errors | |
| Response to Evaluators' Questions 0-5 points | 0 Did not answer questions | 1-2-3 Appropriate responses but appear unsure or does not reflect good understanding of the project | 4-5 Concise, well-constructed, and genuine responses that convey a strong understanding of the project | | |

Evaluators Comments:

TOTAL
(90 points possible)

VERIFICATION OF SCORE (please initial)

Evaluator _____

Room Consultant _____

IDAHO EVENT TOYS THAT TEACH

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

EVENT CATEGORIES

- Level 1, Level 2, and Level 3

CAREER CLUSTER

- Education & Training

ELIGIBILITY

3. Participation is open to any nationally affiliated FCCLA member. It is highly recommended that participants are currently enrolled in or have previously taken Child Development or Early Childhood Education.
4. Participants must be registered for the State Leadership Conference and may participate in one STAR event in addition to the Toys that Teach Idaho event.

PROCEDURES & TIME REQUIREMENTS

1. Participants will complete the online event orientation prior to the event and submit the official documentation to the room consultant at their designated participation time.
2. At the designated participation time, the participant will give three completed copies of the Toy Design Worksheet to evaluators for use during the oral presentation. The copies will not be returned.
3. Participants will have up to 5 minutes to set up their toy demonstration, if needed. Oral presentations may be up to 5 minutes in length. A 1-minute warning will be given at 4 minutes. Participants will be asked to stop at 5 minutes.
4. Evaluators will then have 5 minutes to ask questions and 5 minutes to score and write comments for each entry.
5. Items required for demonstration of the toy are permitted.
6. Total time required for participation in this event is approximately 20 minutes

| GENERAL INFORMATION | | | | | | | | | |
|--------------------------|--------------------------|--------------------|-------------------|------------------------------|--|--------------------------------|--------------------------|------------------------|------------------|
| Individual or Team Event | Prepare Ahead of Time | Equipment Provided | Electrical Access | Participant Set Up/Prep Time | Room Consultant & Evaluator Review Times | Maximum Oral Presentation Time | Evaluator Interview Time | Evaluator Scoring Time | Total Event Time |
| Individual | Toy Toy Design Worksheet | Table | Not Provided | 5 minutes | | 5 minutes | 5 minutes | 5 minutes | 20 minutes |

TOYS THAT TEACH

Specifications

TOY DESIGN

Each participant will design and construct an original toy 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. Three copies of the completed Toy Design Worksheet will be given to the evaluators prior to the start of the oral presentation.

| | |
|--------------------------------|---|
| Name of Toy | Choose a creative name for the original toy. |
| Age Group | Design and construct an original toy to meet the developmental needs of one of the following age groups: Birth – 12 months; 12 months -25 months; 2 – 4 years; or 5 -7 years. |
| Category of Play | Select applicable category of play such as: quiet play, active play, cooperative play, manipulative play, make-believe play, creative play, and learning play. |
| Design and Construction | Construct a toy using common, everyday items. Items may include, but are not limited to: paper goods, containers, household objects, sewing and craft items, and wood. Toy is creative, stimulates play, visually appealing, and well-made. |
| Safety, Sanitation and Storage | Design and construct the toy to meet safety and sanitation needs for the selected age group. |

ORAL PRESENTATION

The oral presentation may be up to five minutes in length and is delivered to evaluators. The oral presentation should explain the specifics of the project. The toy should be demonstrated during the presentation. Only items required for use in demonstrating the toy 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 design. Explain how the toy should be maintained, cleaned, and stored. |
| Appeal for Children/Adults | Explain why the toy would appeal to children of the selected age group, and to adults who may recreate or purchase this toy for a child. |
| Toy Demonstration | Demonstrate use of the toy, pointing 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 | Use appropriate body language including gestures, posture, and mannerisms. |
| Grammar/Word Usage/Pronunciation | Use proper grammar, word usage, and pronunciation. |
| Responses to Evaluators' Questions | Provide clear and concise answers to evaluators' questions regarding the project. Questions are asked after the presentation. |

IDAHO EVENT TOYS THAT TEACH Point Summary Form

Name of Participant _____

Chapter Name _____ Category _____

DIRECTIONS:

1. Make sure all information at the top of this form is correct. If an individual does not show, please write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, 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 rubrics and staple all items related to the participant together.
3. At the end of the competition, double check all scores, names, and team numbers to ensure accuracy.
4. Please check with the Idaho Event Coordinator if there are any questions regarding the evaluation process.

| ROOM CONSULTANT CHECK | | | POINTS |
|--|--|---|--------|
| Online Event Orientation Documentation 0 or 5 points | 0 Official documentation not provided at presentation time or signed by adviser | 5 Official documentation provided at presentation time and signed by adviser | |
| Punctuality 0 or 5 points | 0 Participant did not arrive on time | 5 Participant arrived on time | |

| | |
|---|---|
| <p style="text-align: center;">EVALUATORS' SCORES</p> <p>Evaluator 1 _____ Initials _____</p> <p>Evaluator 2 _____ Initials _____</p> <p>Evaluator 3 _____ Initials _____</p> <p>Total Score _____ divided by number of evaluators</p> <p style="text-align: center;">=AVERAGE EVALUATOR SCORE</p> <p style="text-align: center;">Rounded to the nearest hundredth (i.e. 79.99 not 80.00)</p> | <p style="text-align: center;">ROOM CONSULTANT TOTAL: (10 points possible)</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div> <p style="text-align: center;">AVERAGE EVALUATOR SCORE: (90 points possible)</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">FINAL SCORE: (Average Evaluator Score plus Room Consultant Total)</p> <p style="text-align: center;">_____</p> |
|---|---|

| |
|--|
| RATING ACHIEVED (circle one) Gold: 90-100 Silver: 70-89.99 Bronze: 1-69.99 |
|--|

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Room Consultant _____ Event Lead Consultant _____

IDAHO EVENT TOYS THAT TEACH Rubric

Name of Participant _____

Chapter Name _____ Category _____

| TOY DESIGN | | | | | POINTS |
|--|---|--|---|---|--------|
| Toy Design Worksheet 0-15 points | 0-1-2-3 Did not provide or not completed | 4-5-6-7 Minimal information, many grammar or spelling errors | 8-9-10-11 Completed with all required information, lacking detail, minor grammar or spelling errors | 12-13-14-15 Complete with all required information, details given, correct grammar and spelling | |
| Age Appropriateness /Play Category 0-15 points | 0-1-2-3 Not age appropriate or does not address play category | 4-5-6-7 Limited age appropriateness or application to play category | 8-9-10-11 Generally appropriate and addresses the selected play category | 12-13-14-15 Toy is age appropriate and correctly addresses the selected play category | |
| Design and Construction 0-10 points | 0-1-2 Little creativity shown, does not stimulate play, is not appealing and is poorly made | 3-4-5 Inconsistent in efforts of creativity, play, appeal, and construction | 6-7-8 Generally creative, stimulates play, appealing, well-made | 9-10 Used a variety of material's is creative, stimulates play, visually appealing, and well-made/durable | |
| Knowledge of Child Development 0-15 points | 0-1-2-3 None shared or information shared was incorrect | 4-5-6-7 Minimal knowledge shared during presentation | 8-9-10-11 Knowledge of child development is evident and shared at times in the presentation | 12-13-14-15 Knowledge of child development is evident and incorporated throughout the presentation | |
| Safety, Sanitation, Storage 0-10 points | 0-1-2 Toy does not meet safety, sanitation, or storage needs for selected age group | 3-4-5 Toy need multiple changes to meet safety standards, be easy to clean/sanitize, and store | 6-7-8 With minor changes, toy would pose no known safety hazard, be easy to clean/sanitize, and store | 9-10 Toy poses no known safety hazards, is easy to clean/sanitize, and store | |
| Appeal of Toy to Children or Adults 0-5 points | 0 Toy is not appealing | 1-2 Toy is minimally appealing | 3-4 Toy is generally appealing | 5 Toy has high appeal | |
| Toy Demonstration 0-5 points | 0 Did not demonstrate toy | 1-2 Demonstrated toy but did not point out unique features | 3-4 Toy use, safety, and unique aspects demonstrated | 5 Toy use, safety, unique aspects, and adaptive uses demonstrated | |
| ORAL PRESENTATION | | | | | |
| Voice 0-5 points | 0 Monotone Voice | 1-2 Voice quality is adequate | 3-4 Voice quality is good, though could improve | 5 Voice quality is outstanding and pleasing to listen to | |
| Body Language 0-5 points | 0 Body language shows nervousness and unease | 1-2 Body language shows minimal amount of nervousness | 3-4 Body language portrays participant at ease | 5 Body language enhances the presentation | |

| | | | | | |
|---|-----------------------------|--------------------------|-------------------------------------|---------------------------------|--|
| Grammar/Word Usage Pronunciation | 0 Extensive (more | 1-2 Some (3-5) | 3-4 Few (1-2) grammatical | 5 Presentation has no | |
|---|-----------------------------|--------------------------|-------------------------------------|---------------------------------|--|

| | | | | | |
|--|--|---|---|--|--|
| 0-5 points | than 5) grammatical and pronunciation errors | grammatical and pronunciation errors | and pronunciation errors | grammatical or pronunciation errors | |
| Response to Evaluators' Questions 0-5 points | 0 Did not answer evaluator's questions | 1-2 Responses to questions did not indicate adequate understanding of skills needed | 3-4 Responses to questions were appropriate and reflect good understanding of skills needed | 5 Responses to questions were appropriate and reflect excellent understanding of skills needed | |

Evaluators Comments:

TOTAL
(90 points possible)

VERIFICATION OF SCORE (please initial)

Evaluator _____

Room Consultant _____

Event consultant _____

IDAHO EVENT TOYS THAT TEACH

Toy Design Worksheet

Name of Participant _____

Chapter Name _____ Category _____

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

| NAME OF TOY | CHILD AGE GROUP | CATEGORY OF PLAY |
|---|-----------------|------------------------------------|
| DEVELOPMENTAL AND EDUCATIONAL NEEDS: How does this toy meet the developmental and intellectual needs of the selected age group? | | |
| APPEAL: Describe how this toy will appeal to children of selected ages group, and to adults who may recreate or purchase this toy for a child. | | |
| SUPPLIES: List the common, everyday items used to create the toy. | | |
| SAFETY: What safety concerns did you address in design and construction? | | SUGGESTED STORAGE AND CARE: |
| | | |

2023 Idaho FCCLA Knowledge Bowl Questions



1. What do the letters of FCCLA Stand for?
Family, Career and Community Leaders of America
2. What is the tagline for FCCLA?
The Ultimate Leadership Experience
3. What is the follower of FCCLA?
The red rose
4. Name four (4) “skills for life” that are developed through involvement in FCCLA
 - Planning
 - Goal setting
 - Problem solving
 - Decision making
 - Interpersonal communication
5. What does the flower of the organization represent?
The search for beauty in everyday living
6. Name the five (5) components of the planning process
Identify concerns, set your goal, form a plan, act, and follow up
7. What are the colors of FCCLA?
Red and white
8. What do the colors represent?
Red is strength and white is sincerity
9. How many FCCLA districts are in Idaho?
Six (6)
10. Who is the FCCLA Manager
Teresa Danielson
11. Where is the current (2022-2023) Idaho State President from?
Renaissance High School
12. Who is the current (2022-2023) Idaho State President?
Liberty McGuire
13. Where is the headquarter for the Idaho State Association located?
Boise, Idaho



IDAHO
STATE ASSOCIATION

14. What is the State and national theme for this year?

- State: "IncREDibly Me. Bee you, for you."
- National: "IncREDible"

15. What are the names of the National Newsletters?

FCCLA Member Minute

FCCLA Fast Facts

16. Where is the current (2022-2023) National President from?

Alabama

17. Who is the current (2022-2023) National President?

Mary Katherine Gunn

18. How many state officers does Idaho have this year (2022-2023)?

Five (5)

19. How many National Officers (students) are elected by the voting delegates?

Ten (10)

20. Where will the National Leadership Conference be held in 2023?

Denver, CO

21. FCCLA provides opportunities for active student participation at what level?

Local, state, and national

22. FCCLA is the only in-school organization that focuses on _____.

Family

23. Local groups of FCCLA are referred to as

Chapters

24. Name five (5) current youth concerns FCCLA chapter projects focus on

- Family relationships
- Sustainability
- Peer pressure
- Nutrition
- Fitness
- Leadership and personal growth
- Career preparation
- Peer violence
- Parenting
- Substance abuse

25. What is the FCCLA motto?

Toward New Horizons

26. Meetings should be opened with official _____.

Ceremonies

27. What is the current membership of the Idaho Association?

800 (as of 1/11/2023)

28. Finish the phrase from the creed: "We face the future with ..."

"...warm courage and high hope"

29. What is the name of the fall conference offered by IDCTE and FCCLA

BASIC: Building and Achieving Success in Idaho Chapters

30. What are the four national FCCLA Regions?

North Atlantic, Southern, Central, and Pacific

31. Idaho is located in what region?

Pacific

32. What is the Program of Work?

Chapters' written plans and goals for the year

33. FCCLA is a CTE student organization. What does CTE stand for?

Career and Technical Education

34. Name one of the eight (8) purposes of FCCLA

1. To provide opportunities for personal development and preparation for adult life.
2. To strengthen the family as a basic unit of society.
3. To encourage democracy through cooperative action in the home and community.
4. To encourage individual and group involvement in helping achieve global cooperation and harmony.
5. To promote greater understanding between youth and adults
6. To provide opportunities for making decisions and for assuming responsibilities.
7. To prepare for the multiple roles of men and women in today's society.
8. To promote Family and Consumer Sciences and related occupations.

35. What are bylaws?

Rules adopted by an organization for governing its activities

36. Name the four (4) kinds of membership in FCCLA

Active, Alumni, Associate, and Honorary

37. How many members are needed to form a chapter?

A minimum of twelve (12) members are required

38. Where should the FCCLA emblem be worn?

Over the heart or on the red jacket pocket left side

39. Who was the first National Adviser?

Dr. Hazel Frost

40. What was the amount of the first dues in 1945?

10 cents

41. When was Future Homemakers of America Founded?

June, 1945

42. Where was Future Homemakers of America Founded?

Chicago, Illinois

43. Where was the first National Convention held?

Kansas City, MO

44. STAR events began in what year?

1983

45. When was the name changed to Family, Career and Community Leaders of America?

July, 1999

46. Where was the name changed to Family, Career and Community Leaders of America?

Boston, MA

47. What year was Idaho chartered as a State Association?

1946

48. What are the National dues for FCCLA?

\$9

49. By what procedure are all FCCLA meetings to be conducted?

Parliamentary Procedure, using Robert's Rules of Order

50. What is the URL address for the National FCCLA website?

www.fcclainc.org

51. What is the meaning of the acronym STAR in STAR Events?

Students Taking Action with Recognition

52. What is the National Membership of FCCLA

Over 155,000 members



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STATE ASSOCIATION

53. FCCLA covers chapters in the US, and what other location?

Puerto Rico

54. Where is the Capitol Leadership Conference Held?

Washington, DC

55. Where is the 2023 National Fall Conference?

Birmingham, AL

56. Where is the Industry Immersion?

Chicago, IL and Kansas City, MO

57. Which National Program is used to help members learn how to make, save, and spend money wisely?

Financial Fitness

58. How many National Programs are there?

Eight (8)

59. Name one of the four (4) types of STAR Events

- Foundational Events
- Leadership Events
- Career Focused Events
- Online Events

60. How many STAR event competitions are there?

32

61. What is the theme for the 2022-2023 Safe Rides – Save Lives PSA Contest?

Speed Prevention

62. What are the state dues for FCCLA?

\$9

63. What does FACTS stand for?

Families Acting for Community Traffic Safety

64. Name one of the units in Families First:

- Families Today
- You-Me-Us
- Meet the Challenge
- Balancing Family and Career
- Parent Practice

65. Name a sponsor for the Financial Fitness Program:

Jump\$tart Coalition for Personal Financial Literacy or Knowledge Matters

66. How many units are in Power of One?

Five (5)

67. Students taking on prevention is tied to what National Program?

Stand Up

68. This FCCLA National Program helps members learn to make informed, responsible choices for their physical and mental health while also providing opportunities to teach others.

Student Body

69. On what social medial platforms can you find information about Idaho FCCLA?

Facebook, Instagram, and Twitter

70. What month is "CTE Month"?

February

71. When was FCCLA Week for 2023

Feb 13-17

72. How many Idaho events are there?

10

73. Name one of the Idaho Events:

- Creed Speaking
- Culinary Knife Skills
- Cupcake Decorating
- Fashion Sketch
- Hospitality Tourism Guidebook
- Impromptu Speaking
- International Experience
- Menu Planning Table Setting
- Spotlight on Projects
- Toys that Teach

74. Who is the FCCLA National Executive Director?

Sandy Spavone

75. When did red blazers become mandatory at NLC?

2018

76. What is an FCCLA Competitive Event Category?

- STAR Events
- Skill Demonstration Events
- FCCLA/LifeSmarts Knowledge Bowl
- FCCLA/Knowledge Matters Simulation

77. What are the four (4) divisions within most STAR Events?

- Level 1 (through grade 8)
- Level 2 (grades 9-10)
- Level 3 (grades 11-12)
- Level 4 (Postsecondary)

78. Name a Unit of Power of One:

- A Better You – improve personal traits
- Family Ties – get along better with family members
- Working on Working – explore work options, prepare for a career, or sharpen skills useful in business
- Take the Lead – develop leadership qualities
- Speak Out for FCCLA – tell others about positive experiences in FCCLA

79. What is the leadership training opportunity created by FCCLA to empower students with the leadership and life skills they need to thrive in the 21st Century, and five members the opportunity to be recognized for their personal growth efforts?

Leadership Academy

80. Besides FCCLA, what is another Career & Technical Student Organization available in Idaho?

TSA, BPA, SkillsUSA, DECA, FFA, or HOSA

81. What should Idaho FCCLA State Officers wear to FCCLA meetings, activities, or when representing FCCLA?

The official FCCLA uniform

82. What is the National FCCLA Dress Code for General Sessions, Business Session, Exhibits, Workshops, or STAR Events Recognition sessions?

- FCCLA red blazer
- Professional white or black shirt
- Neckwear to include neckwear from official emblematic supplier, black or red tie or bowtie, single strand of pearls, red, black, and/or white scarf, or no neckwear
- Black bottoms (slacks, skirt, sheath dress)
- Shoes (black preferred)



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83. Name the 4 Career Pathways FCCLA members explore through participation in FCCLA.SOCIATION
- Human Services
 - Hospitality and Tourism
 - Education and Training
 - Visual Arts and Design