

**Nebraska FCCLA**  
**STAR Events Handbook**



**2018-2019**

## Contents

|   |       |
|---|-------|
| Introduction to STAR Events .....                                   | 3-4   |
| Nebraska Events   |       |
| National Events   |       |
| Management of State Competition                                     |       |
| Personnel .....   | 4     |
| Evaluator Information .....   | 5     |
| Orientation .....   | 5     |
| Advancing in STAR Events .....                                      | 6     |
| Fees .....  | 6     |
| General Project Rules.....  | 6     |
| General Presentation and Format Rules.....                          | 6-7   |
| Disqualification .....  | 7     |
| Awards .....  | 7     |
| Students with Special Needs.....                                    | 7     |
| State Terms .....   | 7     |
| Changes between District, State, and National Competitions .....    | 8-10  |
| State STAR Events Time Chart and Allowable Elements.....            | 10    |
| Online Event Information .....                                      | 10    |
| Event Categories .....  | 11    |
| Notes for an Adviser .....  | 11-12 |
| File Folders .....  | 13    |
| Works Cited Resources .....   | 13    |
| Scholarships .....  | 13-14 |
| STAR Events in Nebraska 2017-18 Diagram.....                        | 15    |
| Nebraska STAR Events Presentation Event Guidelines and Rubrics..... | 16-20 |

## Introduction to STAR Events

STAR Events (Students Taking Action with Recognition) are competitive events in which members are recognized for proficiency and achievement in chapter and individual projects, leadership skills, and career preparation.

FCCLA STAR Events offer individual skill development and application of learning through the following activities:

- Cooperative: teams work to accomplish specific goals
- Individualized: an individual member works alone to accomplish specific goals
- Competitive: individual or team performance is measured by an established set of criteria

STAR Events promote the FCCLA Mission to focus on the multiple roles of family member, wage earner, and community leader. Each event is designed to help members develop specific lifetime skills in character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation.

STAR Events encourage active student participation and recognize accomplishments of youth. The belief that everyone can be successful is the foundation of these events. Cooperation and competition are stressed in positive, constructive ways. Respect and interaction between youth and adults are fostered by establishing teams of adult and youth evaluators and event managers.

### Nebraska Events

Nebraska STAR Events enable members to demonstrate proficiency and achievement at the District and State level. Individuals or teams research a topic and make a presentation using visuals in one of the following sub divisions:

- Nebraska Consumer Issues (Junior only)
- Nebraska Family Challenges and Issues
- Nebraska Health and Wellness

Nebraska also offers a Parliamentary Procedure Test to Junior members only.

### National Events

These events are divided into four categories as listed below. These events enable members to demonstrate proficiency and achievement at the District, State, and National level.

- Foundational Events: These events, which build basic leadership and life skills, are for FCCLA members who want to get involved and improve upon themselves.
- Leadership Events: These events provide an opportunity for leaders to gain recognition for their work in their chapters. The event content is designed to be a chapter project led by the team who takes it to the competition.
- Career Preparation Events: These events are for students interested in a specific career area. Most events are for only senior and occupational participants who have spent time building career specific skills and knowledge, but a few events are open to junior participants who want to explore a specific career path.
- Online Events: These events have two participation levels. In Level I, participants submit their online, digital project for evaluation. In Level II, the twenty (20) highest scoring entries are

invited to present their digital project, plus an oral presentation, at the National Leadership Conference.

### District STAR Events Coordinators

| District | Name                       | Chapter         | Email Address                         |
|----------|----------------------------|-----------------|---------------------------------------|
| 1        | Nicki Pedeliski            | Platteview      | npedeliski@springfieldplatteview.org  |
| 2        | Mallory Gregory            | Waverly         | mallory.gregory@district145.org       |
| 3        | Carrie Mullendore-Dilsaver | Wahoo           | cmullenddil@esu2.org                  |
| 4        | Mary Lou Vossler           | Exeter-Milligan | mvossler@emwolves.org                 |
| 5        | Tonya Zegers               | David City      | zegers@dcscouts.org                   |
| 6        | Chelsey Greene             | Aurora          | cgreene@4rhuskies.org                 |
| 7        | Michelle Galles            | Wakefield       | mgalles@wakefieldschools.org          |
| 8        | Kimberly Scarborough*      | Neligh-Oakdale  | kscarborough@nowarriors.org           |
| 9        | Candace Cain               | Burwell         | candace.cain@burwellpublicschools.org |
| 10       | Diana Brost                | Mullen          | dibrost@mullenpublicschools.org       |
| 11       | Reba Deterding             | Cambridge       | reba.deterding@cambridgetrojans.org   |
| 12       | Suzanne Neefe              | Hemingford      | sneefe@hemingfordschools.org          |

\*Identifies members of the Nebraska FCCLA STAR Events Advisory Committee.

### Management of State Competition

#### Personnel

Many individuals are needed to assist in the management of the State STAR Event Competition. Both student members and adults play an important role in the success of the competition by serving in the following areas:

|  |   |
|--|---|
| <p><b>Lead Coordinator</b><br/>Adviser who handles the planning and overall coordination</p>   | <p><b>Assistant Lead Coordinator(s)</b><br/>Adults with experience in working with STAR Event Competitions who assist the Lead Coordinator prior to and during the State Competition.</p> |
| <p><b>Lead Consultants</b><br/>Three individuals per District including STAR Events Coordinators for the current year and coming year serve as event consultants during the State Competition.</p>   | <p><b>Tabulation Room Assistants</b><br/>Adults who assist with final tabulation verification and distributing materials to the appropriate districts.</p>                                |
| <p><b>Evaluators</b><br/>Evaluation teams composed of students, alumni and adults are responsible for evaluating entries, assigning rating to participants, and discussion strengths and areas for improvement. Advisers are asked to contribute names of individuals who can assist in this area.</p> | <p><b>Event Assistants</b><br/>Students or alumni that help time events, serve as runners, or with other responsibilities as needed by the Lead/Room Consultants.</p>                     |

## **Evaluator Information**

Evaluators play a vital role in the success of all students in STAR Events. These volunteers provide feedback and support to competitors not only in the competition but also that competitors can take back and continue to improve their knowledge and original project.

While Districts may set their own guidelines for arranging evaluators the following outlines how evaluators are recruited, trained, and recognized for their work.

### *Recruitment*

Annually, the State Leadership Conference requires over 90 evaluators to make events run smoothly. All efforts are made to ensure that three evaluators and one Lead Consultant are present for each competition. Evaluators from previous years are contacted at the beginning of December and are allowed to begin signing up for specific events. Evaluators can be former members, advisers, or other adults however all efforts are made to ensure that no one evaluates a group in which they have a connection with such as being from the same community. Students are only allowed to evaluate if they competed in *that* event at the National Leadership Conference. If that is not available, the student is not allowed to evaluate.

The State Association also works to recruit volunteers from future FACS teachers by working with teacher educators, business and industry representatives, organizational partners, and employees at the Nebraska Department of Education

### *Training*

Once events are organized and we can assign all evaluators to an event, each is sent the event guidelines including rubrics and links to view the actual event. These are sent by the first week of March to allow time to view and prepare.

In some situations, evaluators may be asked to evaluate more than one event. In these cases, additional materials are sent. All efforts are made to ensure that the events are at least similar in content.

### *Recognition*

The volunteerism from the STAR Events evaluators is extremely vital and all efforts to recognize these volunteers are encouraged. At the State Leadership Conference, evaluators are provided lunch, free parking, and a small gift. In addition, if evaluators wish to stay for the entire State Leadership Conference, they can receive a discounted registration which is equal to about 30% off.

## **Orientation**

An orientation for evaluators, hosted by the Lead Consultant is held just prior to STAR Event competitions. During this session, the following topics are addressed:

- STAR Events general information
- STAR Events competition philosophy
- Evaluation techniques and consistency
- Procedures clarification
- Rules and rubric clarification

### **Advancing in STAR Events**

District to State: At the district level, the top two participants may advance to the State competition, as long as they received a silver or gold rating. If only one competitor receives a silver at the district level, then they will be the only competitor in their category to advance to State STAR Events Competition from their district.

State to National: The State Champion and Runner-Up qualify for the National STAR Event competition. A minimum of silver score must be earned in order to advance to National STAR Event competition.

### **Fees**

District: Districts may set their own fees as stated in their policies.

State: Each participant in a team or individual event pays a fee to help cover STAR Events expenses such as room rental, certificates, evaluators, recognition session expenses, awards, and supplies. STAR Event fees are nonrefundable after the deadline date set by the State Adviser.

### **General Project Rules**

1. All STAR Event projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference.
2. All STAR Event projects must be planned and prepared by the participant(s) only. Supporting resources are acceptable as long as participants are coordinating their use and resources are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non-participant work.
3. No projects can be entered in more than one category of a single event or in more than one event. However, projects entered in any event may be included in the Chapter in Review events.
4. Chapter advisers should ensure that identical presentations of the same project are not entered into STAR Events multiple years.
5. All STAR Event participants must complete the Nebraska STAR Events report form to share what their project is concerning. This is in an effort to ensure that multiple projects are not entered and that projects are original.
6. Participants are responsible for their own event materials. Any items left behind are not the responsibility of FCCLA and may be discarded.

### **General Presentation and Format Rules**

1. When using resources such as audio visuals or graphics, participants need to work to coordinate their use and ensure that resources are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non-participant work. Participants are encouraged to use original materials, items licensed for reuse, or items in which copyright permission has been granted.
2. Avoid using materials that may be dangerous to others or that may damage property (i.e. glass, acids, glitter, etc.) Any cost related to clean-up assessed by the facility will be passed on to the responsible chapter.

3. No electricity will be provided
4. Participants are to maintain an appropriate appearance and attitude during all STAR Event activities.
5. Participants should be on time to avoid losing points.
6. Pages are to be single sided only and should be legible and in a size that is easy to read.
7. Participants may present in front, behind, or beside the designated table or space.
8. Any materials including technology or easels necessary to present must be provided by the participants.

### **Disqualification**

Disqualifications are unfortunate to everyone concerned. A disqualification may result due to the failure to send dues to National Headquarters and/or listing a student on the affiliation prior to the March 1 deadline. At the district and state level, a disqualification may result due to the failure of a student to submit their STAR Event information via the online report form.

### **Substitution**

In the event that substitutions/changes need to occur within a STAR Event prior, during, or after competition, the following guidelines must be followed. Deviation from these guidelines at any time will result in the disqualification of the individual or team.

At any point, if an individual who is competing as part of a group drops out for any reason, the team can compete without that group member. If the team advances to the next level, the individual who dropped may join back into the competition at that next level. The decision to allow that dropped individual to compete again is up to the discretion of the local chapter adviser. With the exception of Parliamentary Procedure and Culinary Arts events, only members whose names appear on the original registration can compete at the next level.

In Parliamentary Procedure and Culinary Arts, if a member(s) drops, another member from that chapter may take their place without their name appearing on the original registration form. Teams may only replace the same number of names as those that dropped from the original registration information.

If the event is an individual event or it is an individual competing in a team event, absolutely no substitutions can take place at any time or at any competition level.

If an individual or team drops out of an event, the next top finisher may be eligible if their scoring meets the minimum.

### **Awards**

The Nebraska Association will follow all scoring levels, guidelines, and rubrics provided by National FCCLA with the following exceptions:

- Nebraska STAR Events
- To receive a medal, students must score a minimum of 50 points

Advancement from the District level to the State level of competition is based on the District's policies. Advancement from the State level to the National level of competition is only permitted when the entry scores a Silver (70.00) or above.

All participants will receive a certificate for competing at the State Level. Medals will be awarded to member who receive 50 points or higher on the rubrics.

- 50-69.99—Bronze
- 70-89.99—Silver
- 90-100—Gold

The top score at the State Level becomes the State Champion in that event and the second top score becomes the Runner-Up. Both of these designations will qualify for the National STAR Event competition as long as the score is above 70 points. The decision of the evaluators is final. Only when scoring errors are discovered which impact the medal placement, will scores be altered.

### **Students with Special Needs**

IEPs may be presented when students register if accommodations are necessary for their specific event. This information will be shared with the event Evaluators and/or Room Consultant.

### **State Terms**

Sub Division: Nebraska STAR Events are divided into three sub divisions: Nebraska Consumer Issues, Nebraska Family Challenges and Issues, and Nebraska Health & Wellness

Event: a grouping of related presentation with a specific set of rules (i.e. Interpersonal Communications, Chapter in Review, etc.)

Entrant: A person who gives either an individual presentation or is a member of a team presentation

State Champion: The highest-rated presentation at the State STAR Event Competition

Team: consists of one to three persons, except for Parliamentary Procedure (4-8)

State Runner-Up: The second highest-rated presentation at the State STAR Event Competition

Category: membership level (i.e. Senior or Junior)



## Changes between District, State, and National Competition

| District Level  | State Level  | National Level  |
|---|--|---|
| <b>Extent of individual participation</b>   |  |   |
| Determined at District level  | Each person is limited to one event.   | Each person is limited to one event.  |
| <b>Documentation of number of presentations required (Proof of presentation)</b><br>(only applies to Nebraska Consumer Issues, Nebraska Family Challenges & Issues, Nebraska Health & Wellness, and Illustrated Talk) |  |   |
| Determined at District level  | Three. One must represent an outreach to an audience containing individuals who are not FCCLA members. If the District STAR Events Competition is used as one, do NOT include the rating sheet as documentation. | Three. Nebraska entrants are encouraged to use only presentations to groups; NOT the State or District competitions.  |
| <b>File Folder Label</b>  |  |   |
| Name of STAR Event and Category<br>Participant Name(s)<br>Chapter   | Name of STAR Event and Category<br>Participant Name(s)<br>State FCCLA<br>National Region (Nebraska is Central)   | Name of STAR Event and Category<br>Participant Name(s)<br>State FCCLA<br>National Region (Nebraska is Central)  |
| *For Nebraska STAR Events, use the sub division titles, i.e. Nebraska Consumer Issues   |  |   |
| <b>Registration and Orientation</b>   |  |   |
| Determined at the District level  | No on-site registration. At least one team member must be present at orientation to receive points.  | Adviser only attends registration. At least one team member must be present at orientation to receive points.   |
| <b>Evaluation Process</b>   |  |   |
| Evaluators will score and write comments on respective rating sheet.<br><br>It is recommended (not required) that evaluator ratings be within 10 points of each other.  | Evaluators will score and write comments on respective rating sheet.<br><br>It is recommended (not required) that evaluator ratings be within 10 points of each other.   | Evaluators will score and write comments on respective rating sheet.<br>They will then spend a few minutes reviewing the strengths and areas for improvement with the participants.<br><br>It is recommended (not required) that evaluator ratings be within 10 points of each other. |
| <b>Evaluators Required</b>  |  |   |
| Determined at the District level  | 2-6 events = 1 evaluator<br>7-11 events = 2 evaluators<br>12+ events = 3 evaluators<br><br>Should the evaluators opt to stay for the entire conference, they can receive a discounted SLC registration.          | 1 volunteer required for every 3 state participants   |
| <b>Evaluator Minimum Qualifications</b>   |  |   |
| Determined at the District level  | Students may only evaluate in STAR Events if they have competed in that event at the National level.   | Volunteers may represent any subgroup including students, advisers, adults, alumni, and sponsors.   |
| <b>Display Set-Up</b>   |  |   |
| Determined at the District level  | Participants will have 5 minutes to set up for their event in the space specified by the Lead/Room Consultant.   | Participants will have 5 minutes to set up for their event in the space specified by the Lead/Room Consultant.  |

| <b>Portfolio Submission</b>                             |   |  |
|---|---|--|
| Determined at the District level                        | <p>All materials are submitted at the time of participation.</p> <p>Entrants are asked to arrive at least 30 minutes prior to presentation time in order to accommodate review of the portfolio components. If utilizing an electronic portfolio, entrants should ensure that devices necessary have been charged.</p>  | Participants should check guidelines relative to their specific event.   |
| <b>Parliamentary Procedure</b>                          |   |  |
| Each room operates independently of each other          | Teams are given a written test. When it is necessary to use two rooms, the test scores will be used to determine placement in either the championship or consolation demonstration round.   | Each room operates independently of each other.  |
| <b>Supplemental Material Preparation Times</b>          |   |  |
| Determined at the District level                        | <ul style="list-style-type: none"> <li>• Applied Math for Culinary Management: test completed at Orientation or prior to event presentation time; case study completed at Orientation or prior to event</li> <li>• Early Childhood Education: Case study takes place at orientation or prior to event presentation time</li> <li>• Promote and Publicize FCCLA: writing sample completed at Orientation or prior to event presentation time</li> <li>• Parliamentary Procedure: test takes place at prior to event, generally day before; prep takes place immediately preceding demonstration               <ul style="list-style-type: none"> <li>• Hospitality: case study completion takes place at Orientation or prior to event presentation time</li> </ul> </li> <li>• Interpersonal Communication: case study prepared immediately following initial presentation</li> </ul> | Determined at the National level <ul style="list-style-type: none"> <li>• Applied Math for Culinary Management – Online Testing window May 7-23, 2018</li> <li>• Parliamentary Procedure – online testing window May 7-23, 2018</li> </ul> |
| <b>Handouts to Evaluators</b>                           |   |  |
| Not allowed; will be disregarded by the Evaluation Team | Not allowed; will be disregarded by the Evaluation Team   | Participants are NOT to distribute materials or product samples unless allowed in the specific event rules.  |
| <b>Advancing from Preliminary to Final Round</b>        |   |  |
| Determined at the District level                        | The two highest rated entries will advance to the final round   | No further advancements  |

| <b>Handling a Tie</b>  |  |  |
|--|--|--|
| Determined at the District level   | If a tie results in the first 3 positions, all efforts will be made to address it immediately so that the evaluators may make the determination. Participants may be asked to bring items back in or retake take an exam into order to break a tie.  | Determined at the National level   |
| <b>Resolving Conflicts</b>   |  |  |
| The District Association shall have the authority to determine action to be taken when situations arise. A minimum of three persons including students and adults, and each representing different chapters not related to the situation, shall decide what action shall be taken. | At the annual meeting of the District STAR Events Coordinators, a STAR Events Advisory Committee is selected for the purpose of resolving issues that may arise in the District (only if they cannot be resolved at that level) and State level programs/events. A new committee is selected each year with one member being selected per region. The current year's coordinators shall select this committee. | Issues would be referred to the Competitive Events Advisory Team for consideration during the next revision. |

## Nebraska State STAR Events Time Chart and Allowable Elements

| Event                               | Rm Con & Eval Review Time | Part Set Up/Prep Time | Oral Pres Max Time | Eval Interview Time | Equipment Provided | Outlet provided | Audio | Costumes/Uniforms | Easels | File Folder | Flip charts | Portfolio | Props/Points | Skits | Visual Equipment | Visuals |
|-------------------------------------|---------------------------|-----------------------|--------------------|---------------------|--------------------|-----------------|-------|-------------------|--------|-------------|-------------|-----------|--------------|-------|------------------|---------|
| NE Event CONS ISSUES                | 5                         | 5                     | 10                 | 5                   | Table              | NO              | ■     | ■                 | NP     | ■           | ■           |           | ■            | ■     | ■                | ■       |
| NE Event FAMILY CHALLENGES & ISSUES | 5                         | 5                     | 10                 | 5                   | Table              | NO              | ■     | ■                 | NP     | ■           | ■           |           | ■            | ■     | ■                | ■       |
| NE Event HEALTH & WELLNESS          | 5                         | 5                     | 10                 | 5                   | Table              | NO              | ■     | ■                 | NP     | ■           | ■           |           | ■            | ■     | ■                | ■       |
| NE Event PARLI PRO written TEST     | 30                        | Written test          |                    |                     |                    |                 |       |                   |        |             |             |           |              |       |                  |         |

NP=Not Provided

### Online Event Information

Online STAR Events have two participation levels. In Level I, participants submit their online, digital project for evaluation. The fifteen (15) highest scoring entries are invited to compete in Level II. In Level II participants present their digital project, plus an oral presentation at the National Leadership Conference

| Event                      | Ind or Team | # of Events per Chapter | Category of Events |        |
|----------------------------|-------------|-------------------------|--------------------|--------|
|                            |             |                         | Junior             | Senior |
| FCCLA Chapter Website      | 1-3         | 1/category              | Yes                | Yes    |
| Digital Stories for Change | 1-3         | 1/category              | Yes                | Yes    |

## Event Categories

Individual events evaluate one member's performance. Team events evaluate several participants' or a chapter's performance as one entry. Team events may have 1-3 participants, with the exception of Culinary Arts which requires at least 2 team members and Parliamentary Procedure which requires 4-8 team members.

An event category is determined by the participants' grade level during the school year preceding the National Leadership Conference. Event categories are defined as:

- Junior-FCCLA chapter members through grade 9
- Senior-FCCLA chapter members in grades 10-12, who are identified as comprehensive members on the national affiliation form
- Occupational-FCCLA chapter members in grades 10-12, who are identified as occupational members on the national affiliation form. To be considered Occupational, students must be enrolled in a Nebraska Department of Education approved Program of Study at their local school related to that STAR Event.
- A team composed of both junior and senior comprehensive or occupational members must enter the senior category.
- A team composed of both senior comprehensive and occupational members must enter the senior category.
- A team composed of both junior and occupational members must enter the senior category.
- Team events with only senior comprehensive and occupational categories may not include members through grade 9 (i.e. Culinary Arts, Applied Math for Culinary Management).

## Notes for an Adviser

Advisers play an integral role in a student's success in STAR Events. The following are some guidelines to assist you in the participation and management of STAR Events as well as ensure your student's have a positive experience. You can use the information below as well as access the Checklist for the Adviser from the National Competitive Events Handbook Page TBD.

**Become familiar with STAR Events and rule changes.** Make sure that you have printed the current year's National and Nebraska STAR Event Manuals. Never distribute last year's materials or use them in any decision making. Read through the rules for the National STAR Events manual which are not reproduced in this state manual. New advisers may want to be selective and only attempt a few events the first year unless they have some great students that will assist. Advisers are encouraged to contact others who have active STAR Event programs for advice. Advisers should pay close attention to the Eligibility and General Rules for All Levels of Competition from the National Competitive Events Handbook Page TBD.

**Decide what events are open to participation.** Consider integrating specific STAR Events into your classroom curriculum and make it known to your members in which events they may or may not participate in because of this integration. If you have questions about integrating STAR Events contact the State Adviser.

Also, be sure to check the list of Nebraska events (Page TBD) to ensure that the event is offered in Nebraska.

**Educate students about STAR Events.** Distribute information about STAR Events to your students. You might consider inviting a student from a neighboring school who has competed in an event to come share their experience. Another option is to view examples of presentations through the National FCCLA YouTube channel (search FCCLA YouTube on Google).

**Help avoid disappointment.** Check eligibility and requirements for each event. Assist students in selecting events appropriate for their ability, age, and interests. Emphasize that this is a learning experience and an opportunity for growth. Also work with students to ensure that the Nebraska STAR Event Information form is completed by each entrant online prior to the District competition deadline.

**Distribute materials to participants.** After members have selected their events, give them copies of all forms needed:

- All guidelines and rubrics for their event
- Glossary (page 351 from the National Competitive Events Guide)
- Checklist for Participants (page 92 from the National Competitive Events Guide)
- STAR Events Policies Section (page 85 from the National Competitive Events Guide)
- Frequently Asked Questions (page 89 from the National Competitive Events Guide)
- The FCCLA Planning Process for Individual and Team Action (page 94 from the National Competitive Events Guide)
- Obtain current STAR Events resources (if applicable) such as topics, scenarios, or templates in the Competitive Events section of the National FCCLA website.
- Direct them to the National FCCLA You Tube channel to see examples of STAR Event presentations. (search FCCLA YouTube on Google).

**Check eligibility.** Ensure that students are eligible for the event they have chosen. Also, double check that the student has been nationally affiliated. Students must be affiliated by January 1 to participate in District competition. Membership is not official until National dues are received at nationals. Students will not be allowed to participate without paying dues.

**Register and pay.** Ensure that registration for Districts is sent in by the deadline. See your District STAR Events Coordinator for more information as this varies by district. State STAR Events registration must be completed by March 1 with final payments due to the state office by March 17.

**Triple check.** Review projects with students to ensure all requirements are completed and guidelines are met. If advancing, make sure that any change in guidelines are addressed. Encourage students to utilize feedback from previous presentations to improve.

**Identify evaluators.** The District and State events require a large number of volunteer evaluators. The quality of evaluators is important to the success of STAR Events. Personnel selected should have expertise in the assigned event. Local advisers are discouraged from serving as an evaluator at the State STAR Event competition and absolutely may not evaluate if they have an entrant in that event.

## File Folders

If your event requires a file folder, follow guidelines in preparing the file folder.

- 1 file folder
- Three sets of requested materials, each set stapled together. Check the specific event guidelines for what *exactly* should be included as requested materials.
- File folder must be labeled in the following way for each Level
- The label should be placed on the outside of the folder in the top left corner.

### Criteria

| Name of STAR Event and Category<br>Participant Name(s)<br>Chapter | Name of STAR Event and Category<br>Participant Name(s)<br>State FCCLA<br>National Region (Nebraska is Central) | Name of STAR Event and Category<br>Participant Name(s)<br>State FCCLA<br>National Region (Nebraska is Central) |
|---|--|--|
|---|--|--|

### Example

|  |  |  |
|--|--|--|
| Nebraska Consumer Issues<br>Junior<br>Michael Doe<br>Kearney | Illustrated Talk<br>Senior<br>Julie Smith, Travis Johns<br>Nebraska<br>Central | Interior Design<br>Senior<br>Lucy Grace<br>Nebraska<br>Central |
|--|--|--|

## Works Cited Resources

Several STAR Events require participants to use MLA or APA citation style to cite all references. There are many resources available to assist with this including the FCCLA Quick Reference Chart found at <http://fclclainc.org/programs/resources.php>.

As a reminder to advisers and participants, just because something is cited, does not mean that you have permission to use it. Be diligent in protecting copyrighted work. If you have questions about what is okay to use, whether it be an image, song, document, or video clip, please visit the Fair Use Checklist through Columbia University for guidance at <http://copyright.columbia.edu/copyright/fair-use/fair-use-checklist/>.

## Scholarships

Nebraska FCCLA is honored to partner with individuals and businesses to provide scholarships for different Competitive Events. Over the next 4 years, our goal is to offer a scholarship for each Senior and Occupational level event. Please note that additional scholarships may be added throughout the year, however, at the time of this publication, the following scholarships are being offered to outstanding STAR Event finishers at the State STAR Events Competition.

### *Advocacy*

This year the Nebraska Corn Board will continue to provide two scholarships of \$1500 for the top two Senior Advocacy competitors whose projects focus on food, nutrition, and/or agricultural advocacy efforts. If a student is not a senior, funds will be held and disbursed upon their enrollment in a post-secondary institution.

### *Teach and Train*

Students that compete in Senior Teach and Train and explore teaching Family and Consumer Sciences are eligible to receive a scholarship from Chadron State College, University of Nebraska-Lincoln, or

Wayne State College if they declare a major in Family and Consumer Sciences Education. The amount of this scholarship depends on which college is selected but is matched by Nebraska FCCLA to equal at least \$500. If the student is not a senior, funds will be held and disbursed upon their enrollment at one of the eligible post-secondary institutions.

### *Culinary Arts*

Each year, different Culinary programs provide scholarships for the top 3 finishers in the Nebraska STAR Event competition. These include the Culinary Institute of America at \$2000-\$1000 and Escoffier at \$5000-\$2000 depending on the finishing place. These scholarships are provided to students attending these schools and students must be a high school senior at the time of competition.

## STAR Events in Nebraska 2017-2018

| Nebraska Events  | #<br>Entrants<br>in Event | Category of<br>Events |        |
|--|---------------------------|-----------------------|--------|
|  |                           | Junior                | Senior |
| Nebraska Consumer Issues— <i>file folder, visuals, oral presentation</i>                       | 1-3                       | YES                   | NO     |
| Nebraska Family Challenges & Issues— <i>file folder, visuals, oral presentation</i>            | 1-3                       | YES                   | YES    |
| Nebraska Health & Wellness— <i>file folder, visuals, oral presentation</i>                     | 1-3                       | YES                   | YES    |
| Nebraska Parliamentary Procedure— <i>written test</i>  | 1                         | YES                   | NO     |
| National Events  | Ind or<br>Team<br>Events  | Category of<br>Events |        |
|  |                           | Junior                | Senior |
| Advocacy— <i>portfolio, oral presentation</i>  | 1-3                       | YES                   | YES    |
| Applied Math for Culinary Management— <i>file folder, oral presentation, visuals, test</i>     | 1-3                       | NO                    | YES    |
| Career Investigation— <i>portfolio, oral presentation</i>                                      | 1                         | YES                   | YES    |
| Chapter Service Project Display— <i>display, oral presentation</i>                             | 1-3                       | YES                   | YES    |
| Chapter Service Project Portfolio— <i>portfolio, oral presentation</i>                         | 1-3                       | YES                   | YES    |
| Chapter in Review Display— <i>display, oral presentation</i>                                   | 1-3                       | YES                   | YES    |
| Chapter in Review Portfolio— <i>portfolio, oral presentation</i>                               | 1-3                       | YES                   | YES    |
| Culinary Arts— <i>develop plan, prepare menu items, present prepared items</i>                 | 3                         | NO                    | YES*   |
| Early Childhood Education – <i>portfolio, teaching supplies, case study, oral presentation</i> | 1                         | NO                    | YES*   |
| Entrepreneurship— <i>portfolio, oral presentation</i>  | 1-3                       | YES                   | YES    |
| Environmental Ambassador— <i>portfolio, oral presentation</i>                                  | 1-3                       | YES                   | YES    |
| Fashion Construction— <i>display, sample garment, oral presentation</i>                        | 1                         | NO                    | YES    |
| Fashion Design— <i>portfolio, oral presentation, sample garment</i>                            | 1                         | NO                    | YES    |
| Focus on Children— <i>display, oral presentation</i>   | 1-3                       | YES                   | YES    |
| Food Innovations— <i>display, oral presentation, product packaging</i>                         | 1-3                       | YES                   | YES    |
| Hospitality, Tourism, and Recreation— <i>portfolio, oral presentation, case study</i>          | 1-3                       | NO                    | YES    |
| Illustrated Talk— <i>file folder, visuals, oral presentation</i>                               | 1-3                       | YES                   | YES    |
| Interior Design— <i>file folder, visuals, oral presentation</i>                                | 1-3                       | NO                    | YES    |
| Interpersonal Communication— <i>file folder, oral presentation, response to case study</i>     | 1-3                       | YES                   | YES    |
| Job Interview— <i>portfolio, interview</i>   | 1                         | NO                    | YES    |
| Leadership— <i>portfolio, oral presentation</i>  | 1                         | NO                    | YES    |
| Life Event Planning— <i>portfolio, oral presentation</i>                                       | 1-3                       | YES                   | YES    |
| National Programs in Action— <i>file folder, visuals, oral presentation</i>                    | 1-3                       | YES                   | YES    |
| Nutrition & Wellness— <i>portfolio, oral presentation</i>                                      | 1                         | YES                   | YES    |
| Parliamentary Procedure— <i>test, demonstration meeting, minutes</i>                           | 4-8                       | NO                    | YES    |
| Promote & Publicize FCCLA!— <i>portfolio, oral presentation, writing sample</i>                | 1-3                       | YES                   | YES    |
| Recycle & Redesign— <i>display, oral presentation</i>  | 1                         | YES                   | YES    |
| Sports Nutrition— <i>file folder, oral presentation, demonstration</i>                         | 1-3                       | YES                   | YES    |
| Teach & Train— <i>portfolio, oral presentation, shadowing experience</i>                       | 1                         | YES                   | YES    |

\*must be Occupational affiliated members



## NEBRASKA STAR EVENT PRESENTATION EVENTS

Nebraska STAR Event Presentation Events, an individual or team event, recognizes participants who make an oral presentation about issues related to Family and Consumer Sciences. Participants must prepare a file folder containing the required documents, create and give an oral presentation emphasizing content and delivery and prepare visuals to illustrate the presentation.

### EVENT CATEGORIES

1. Junior: through grade 9
2. Senior: grades 10-12

### SPECIFIC EVENT SUB-DIVISIONS

- **Nebraska Consumer Issues** — JR Event only.

Examples are: resource management, consumer decisions related to clothing /foods/housing etc., money management, and advertising. Also, any issue related to the Financial Fitness program.

- **Nebraska Family Challenges & Issues** —

Examples are: living with peers, human growth and development, parenting issues, changing lifestyles, multi-generational living. Also, any issue related to the Families First program.

- **Nebraska Health & Wellness** — Examples are: emotional well-being, relationship of nutrition and health, dieting and weight control, drug use/abuse. Also, any issues related to the Student Body program.

### ELIGIBILITY

1. Districts may submit two entries in each sub-division of each event category.
2. Participation is open to any nationally affiliated FCCLA chapter member.
3. The State STAR Event presentation must be developed and completed within a one-year span beginning July 1 and ending prior to the State Leadership Conference.
4. Participant must register for the State Leadership Conference to officially enter the event. There is no advancement beyond the state level.

### PROCEDURES & TIME REQUIREMENTS

1. Each entry will submit a file folder with required documents to the event room consultant at orientation. (Districts may vary)

2. Room consultants and evaluators will have 5 minutes to preview the file folder before the presentation begins.

3. Participants will have 5 minutes to set up for the event. Other persons may not assist.

4. The oral presentation may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. Participants will be stopped at 10 minutes.

5. If audio recordings are used, they are limited to 1 minute playing time during the presentation.

6. Following the presentation, evaluators will have 5 minutes to interview participants.

7. Evaluators will use the rating sheet to score and write comments for each participant.

8. The total time required for this event is approximately 25 minutes.

### GENERAL INFORMATION

1. A table will be provided. Participants must bring all necessary supplies and/or equipment. Wall space and screens may not be available. No electricity will be provided.

2. Spectators may or may not observe the presentation of this event depending on space available.

3. The file folder will have the following information (typed or legibly written) on the upper left corner:

- Name of event (specific event sub-division)
- Category (Jr or Sr)
- Participant Name(s)
- Chapter and Nebraska FCCLA District number

## NEBRASKA STAR EVENT PRESENTATION SPECIFICATIONS

### FILE FOLDER

Participant will submit one letter-size folder containing three identical sets, with each set stapled, of the items listed below to the event room consultant at the designated time. (Note: At state, the designated time is during orientation.) The file folder must be labeled in the top left corner with name of event (sub-division), category, participant(s) name, chapter and Nebraska FCCLA district number.

|   |   |
|---|---|
| Identification Page   | Include 8 ½ x 11 identification page containing participant’s name, school, city, state FCCLA district, and title of presentation on plain paper. No other information, graphics or borders should be placed on this page.  |
| FCCLA Planning Process Summary Page   | Summarize how each step of the planning process was used to plan and present the topic. It should not exceed one page. Steps should be clearly labeled.   |
| Documentation of Three Prior Presentations of the talk to Different Audiences | Document three (only three) prior presentations, including date/ location/ and proof of prior presentation, such as photos, news clippings, and/or thank you notes. It is recommended that one represent an outreach to an audience containing persons who are not FCCLA members. |
| Work Cited/Bibliography   | Use an organized, consistent format to cite all references in alphabetical order. Resources should be reliable, current and appropriate to topic.   |

### ORAL PRESENTATION

The oral presentation may be up to 10 minutes in length and is delivered to evaluators and, if space permits, spectators. The presentation should deal with issues related to the sub-division and include how these issues can be addressed by FCCLA members. Handouts and samples can NOT be distributed.

|  |   |
|--|---|
| Introduction   | Use creative methods to capture audience attention  |
| Relationship to Family & Consumer Sciences and/or FCCLA Purposes | Reflect views and knowledge on issues of concern related to family and consumer sciences and/or the purposes of FCCLA   |
| Knowledge of Subject Matter                                      | Present current data and information to support viewpoints and issues of concern.   |
| How FCCLA Members Can Address Concerns                           | Describe suggested methods or techniques FCCLA members can use to address the issues of concern.  |
| Summary  | Summarize major points and/or issues of concern.  |
| Organization   | Deliver oral presentation in an organized, sequential manner as outlined.   |
| 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 note or note cards, if used.   |
| Grammar and Pronunciation  | Use proper grammar and pronunciation.   |
| Responses to Evaluators’ Questions                               | Provide clear and concise answers to evaluator’s questions. Questions are asked after the presentation and may be related to content or clarification of any evaluation criteria on the rating sheet. |

### VISUAL AIDS

Visual aids include, but are not limited to, PowerPoint, iMovie, puppets, slides, compact discs, and/or charts. Pre-recorded audio is limited to one minute total playing time during the presentation.

|                                |   |
|--------------------------------|---|
| Effectively Illustrate Content | Enhances and/or complements content of presentation.  |
| Creativity                     | Use creative methods to illustrate presentation.  |
| Appearance                     | Presentation aids must be visible to audience, neat and legible and use correct grammar and spelling. |

# Nebraska STAR Events Point Summary Form

(Revised August 2012)

Event:    \_\_\_ Consumer Issues    \_\_\_ Family Challenges & Issues    \_\_\_ Health & Wellness

Name of Participant(s) \_\_\_\_\_

Chapter \_\_\_\_\_ District: \_\_\_\_\_ Category: \_\_\_ Junior \_\_\_ Senior

**Directions:**

1. Make sure all information above is correct. If a student named is not participating, cross their name(s) off. If a team does not show, write "no show" across the top and return with other forms.
2. Before student presentation, the room consultant must check participants' file folder using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and paper clip all items related to the presentation together.
4. At the end of competition, double check all scores to assure accuracy. Transfer total points to Official Results Form. Organize results by order of presentation, place Official Results on top and turn in to the Tally Room.
5. Please check with the State STAR Events Coordinator (or assistant) for any questions regarding the evaluation process.

| <b>ROOM CONSULTANT CHECK</b>  |  |  |   | <b>POINTS</b>                               |
|---|--|--|---|---|
| <b>Registration and Orientation</b><br>0-3 points   | Registration completed by District/Chapter Advisers<br>Orientation attendance:<br>On time=3 points    2-5 minutes late=2 points    > 5 minutes late=0 points |  |   |   |
| <b>File Folder</b><br>0-4 points  | <b>0</b><br>No file folder   | <b>1-2</b><br>File folder presented with incorrect labeling/insufficient materials for evaluators (less than 3 copies of contents) | <b>3-4</b><br>File folder is presented with correct labeling and sufficient evaluator materials<br>• Project ID Page<br>• Planning Process Summary<br>• Prior Presentation Documentation<br>• Works Cited |   |
| <b>Project Identification Page</b><br>0-3 points  | <b>0</b><br>Project ID page is missing   | <b>1</b><br>Project ID page is present but includes incorrect information  | <b>2</b><br>Project ID page is present and completed correctly  |   |
| <b>Punctuality</b><br>0-1 points  | <b>0</b><br>Late for presentation  |  | <b>1</b><br>On time for presentation  |   |
| <b>Evaluators' Scores</b><br>Evaluator 1 _____ Initials _____<br>Evaluator 2 _____ Initials _____<br>Evaluator 3 _____ Initials _____<br>Total Score _____<br>(this number divided by number of evaluators for Average Evaluator Score) |  |  | <b>Room Consultant Total</b><br>(10 points possible)  |   |
|   |  |  | <b>Average Evaluator Score</b><br>(90 points possible)  |   |
| <b>RATING ACHIEVED:</b><br>69.99  | Gold: 90-100   | Silver: 70-89.99   | Bronze: 50-69.99  | <b>FINAL SCORE</b><br>(100 points possible) |

## NEBRASKA STAR EVENT RUBRIC

Event: \_\_\_\_\_ Consumer Issues \_\_\_\_\_ Family Challenges & Issues \_\_\_\_\_ Health & Wellness

Name of Participant(s) \_\_\_\_\_

Chapter \_\_\_\_\_ District: \_\_\_\_\_ Category: \_\_\_\_\_ Junior \_\_\_\_\_ Senior

| FILE FOLDER  |  |  |  |  |  |   | POINTS |
|--|--|--|--|--|--|---|--------|
| <b>FCCLA Planning Process Summary Page</b><br>0-5 points                             | <b>0</b><br>Planning Process Summary Not Provided      | <b>1</b><br>Inadequate steps in the Planning Process are presented                                   | <b>2</b><br>All Planning Process steps are presented but not summarized              | <b>3</b><br>All Planning Process steps are summarized  | <b>4</b><br>Evidence that the Planning Process was utilized to plan project  | <b>5</b><br>The Planning Process is used to plan the project. Each step is fully explained  |        |
| <b>Works Cited/Bibliography</b>  | <b>0</b><br>No resources listed                        | <b>1</b><br>Incomplete list of resources/resources listed are not current or appropriate for project | <b>2</b><br>Complete list of resources but incorrect style                           | <b>3</b><br>Complete list of appropriate resources, in MLA or APA style  |  |   |        |
| ORAL PRESENTATION  |  |  |  |  |  |   | POINTS |
| <b>Introduction</b><br>0-5 points  | <b>0</b><br>No obvious introduction                    | <b>1</b><br>Intro not relevant or appropriate for the presentation                                   | <b>2</b><br>Introduction not effective in capturing attention                        | <b>3</b><br>Somewhat creative and attention getting  | <b>4</b><br>Creative introduction  | <b>5</b><br>Introduction captured attention immediately   |        |
| <b>Relationship of Family and Consumer Sciences to selected topic</b><br>0-10 points | <b>0</b><br>No obvious relationship                    | <b>1-2</b><br>Not mentioned in presentation; no stated relationship when asked                       | <b>3-4</b><br>Not mentioned in presentation; weak response to question               | <b>5-6</b><br>Relationship implied in presentation OR excellent response to question                                 | <b>7-8</b><br>Relationship clear to segments of the presentation   | <b>9-10</b><br>Relationship integrated throughout presentation  |        |
| <b>Knowledge of Subject matter</b><br>0-10 points                                    | <b>0</b><br>Did not mention any methods and techniques | <b>1-2</b><br>Minimal evidence of knowledge  | <b>3-4</b><br>Some evidence of knowledge   | <b>5-6</b><br>Evidence of knowledge, but not used effectively in the presentation                                    | <b>7-8</b><br>Evidence of knowledge. Presentation is enhanced by participant's knowledge   | <b>9-10</b><br>Evidence of thorough knowledge. Effective presentation of current data and information to support viewpoints and issues of concern |        |
| <b>Methods or Techniques to Address the Issues of Concern</b><br>0-10 points         | <b>0</b><br>Did not mention any methods and techniques | <b>1-2</b><br>Methods and techniques were given, but not explained                                   | <b>3-4</b><br>Methods and techniques were given, but not clearly explained           | <b>5-6</b><br>Issues were examined with some methods and techniques to solve these concerns                          | <b>7-8</b><br>Methods and techniques were given and thoroughly explained in which one imagines consequences, conceptualized alternatives, and empathizes | <b>9-10</b><br>Multiple strategies are examined. Critical thinking is used to focus on deciding what to believe or do                             |        |
| <b>Summary</b><br>0-5 points   | <b>0</b><br>Not provided                               | <b>1-2</b><br>Poor summary with weak conclusion  | <b>3-4</b><br>Provided a summary but concluding statement could be stronger          | <b>5</b><br>Excellent summary with strong concluding statement   |  |   |        |
| <b>Length of Presentation</b><br>0-3 point   | <b>0</b><br>Did not speak                              | <b>1</b><br>Spoke very briefly or was stopped  | <b>2</b><br>Spoke an appropriate length but could have expanded more on presentation | <b>3</b><br>The presentation was within 10 minutes and all information was covered for an appropriate length of time |  |   |        |

|   |   |  |   |  |   |  |               |
|---|---|--|---|--|---|--|---------------|
| <b>Organization</b><br>0-10 points                            | <b>0</b><br>Presentation is not done or speaks briefly and does not cover components of the project | <b>1-2</b><br>Presentation covers some topic elements                                  | <b>3-4</b><br>Presentation covers all topic elements but with minimal information | <b>5-6</b><br>Presentation gives complete information, but does not explain the project well | <b>7-8</b><br>Presentation covers information completely and explains project fully | <b>9-10</b><br>Presentation covers all relevant information completely and explaining projects with a logical delivery |               |
| <b>Voice – pitch, tempo, volume</b><br>0-3 points             | <b>0</b><br>No voice qualities are used effectively   | <b>1</b><br>Voice quality is adequate  | <b>2</b><br>Voice is good, but could improve                                      | <b>3</b><br>Voice quality is outstanding and pleasing to listen to                           |   |  |               |
| <b>Body Language</b><br>0-3 points                            | <b>0</b><br>Body language shows nervousness and unease; inappropriate clothing                      | <b>1</b><br>Body language shows minimal amount of nervousness; clothing is appropriate | <b>2</b><br>Body language is good and clothing is professional                    | <b>3</b><br>Body language and clothing choice both enhance the presentation                  |   |  |               |
| <b>Grammar/Word Usage/Pronunciation</b><br>0-3 points         | <b>0</b><br>Extensive (more than 5) grammatical and pronunciation errors                            | <b>1</b><br>Some (3-5) grammatical and pronunciation errors                            | <b>2</b><br>Few (1-2) grammatical and pronunciation errors                        | <b>3</b><br>Presentation has no grammatical or pronunciation errors                          |   |  |               |
| <b>Responses to Evaluators' Questions</b><br>0-5 points       | <b>0</b><br>Did not answer evaluator's questions  | <b>1</b><br>Unable to answer some questions  | <b>2</b><br>Responded to some questions, but without ease or accuracy             | <b>3</b><br>Responded adequately to all questions  | <b>4</b><br>Gave appropriate responses to evaluators' questions                     | <b>5</b><br>Responses to questions were appropriate and given without hesitation                                       |               |
| <b>VISUAL/PROPS</b>   |   |  |   |  |   |  | <b>POINTS</b> |
| <b>Effectively Illustrate Content</b><br>0-5 points           | <b>0</b><br>Visuals not provided  | <b>1-2</b><br>Visuals are weak in supporting the presentation                          | <b>3-4</b><br>Visuals support the presentation but do not complement the content  | <b>5</b><br>Visuals support and complement the presentation                                  |   |  |               |
| <b>Creative Visuals to Enhance Presentation</b><br>0-5 points | <b>0</b><br>Visual are not used during the presentation   | <b>1-2</b><br>Visuals not original; lacking appeal                                     | <b>3-4</b><br>Somewhat original and appealing                                     | <b>5</b><br>Highly original; very appealing  |   |  |               |
| <b>Use of Visuals during presentation</b><br>0-5 points       | <b>0</b><br>Visuals not used during presentation  | <b>1</b><br>Visuals used to limit amount of speaking time                              | <b>2</b><br>Visuals used minimally during presentation                            | <b>3</b><br>Visuals incorporated throughout presentation                                     | <b>4</b><br>Visuals used effectively throughout presentation                        | <b>5</b><br>Presentation flows smoothly between oral presentation and visuals  |               |

EVALUATOR'S COMMENTS:

TOTAL: \_\_\_\_\_