



NEBRASKA STATE STAR EVENTS

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

Junior: through grade 9
Senior: grades 10-12

SPECIFIC EVENT SUB-DIVISIONS

- **Nebraska Consumer Issues** — Junior 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 & GENERAL INFORMATION

1. Participation is open to any nationally affiliated FCCLA chapter member.
2. 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.
3. Participant must register for the State Leadership Conference to officially enter the event. There is no advancement beyond the state level.
4. 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.
5. Spectators may or may not observe the presentation of this event depending on space available.

GENERAL EVENT INFORMATION								
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for In-Person Competition	Competition Dress Code	In-Person Competition Participant Set Up/ Prep Time	In-Person Competition Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	In-Person Competition Evaluation Interview Time	In-Person Competition Total Event Time
1-3	File Folder, Oral Presentation, Visual Aids	Table	Official Dress - or- Professional Dress -or- Costume Appropriate to Event	5 minutes	5 minutes	In-person: 1-min. warning at 9 min.; stopped at 10 min. Virtual: 11 min. to include additional questions	5 minutes	25 minutes

PRESENTATION ELEMENTS ALLOWED									
Audio	Costumes/Uniforms	Easels	File Folder	Flip charts	Portfolio	Prop/Pointers	Skits	Presentation Equipment	Visuals
■	■	■	■	■		■	■	■	■

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Procedures and Time Requirements for In-Person Competition

Each entry will submit a file folder with required documents to the event room consultant at orientation.	
5 minutes	Participants will have 5 minutes to set up for the event. Other persons may not assist.
	Room consultants and evaluators will have 5 minutes to preview the file folder before the presentation begins.
10 minutes	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. If audio or audiovisual recordings are used, they are limited to 1-minute playing time during the presentation.
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.
5 minutes	Evaluators will have up to 5 minutes to use the rating sheet to score and write comments for each participant.

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 regarding the project. For virtual competitions, include responses to the following questions at the end of the oral presentation: <ol style="list-style-type: none"> 1. What is one skill that you learned or improved upon during your project that you will use in school next year or in your future career? 2. What obstacles caused challenges in your work, and how did you address them?

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.



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Point Summary Form

Name of Participant _____

Chapter _____ District _____ Category: ____ Junior ____ Senior

Event Sub-Division: ____ Consumer Issues ____ Family Challenges & Issues ____ Health & Wellness

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.

ROOM CONSULTANT CHECK			POINTS
Registration and Orientation 0-3 points	Registration completed by District/Chapter Advisers Orientation attendance: On time=3 points 2-5 minutes late=2 points > 5 minutes late=0 points		
File Folder 0-4 points	0 No file folder	1-2 File folder presented with incorrect labeling/insufficient materials for evaluators (less than 3 copies of contents)	3-4 File folder is presented with correct labeling and sufficient evaluator materials • Project ID Page • Planning Process Summary • Prior Presentation Documentation • Works Cited
Project Identification Page 0-3 points	0 Project ID page is missing	1 Project ID page is present but includes incorrect information	2 Project ID page is present and completed correctly
Punctuality 0-1 points	0 Late for presentation	1 On time for presentation	
EVALUATORS' SCORES			ROOM CONSULTANT TOTAL (10 points possible)
Evaluator 1 _____	Initials _____	AVERAGE EVALUATOR SCORE (90 points possible)	
Evaluator 2 _____	Initials _____	_____ . _____	
Evaluator 3 _____	Initials _____	FINAL SCORE (Average Evaluator Score plus Room Consultant Total)	
Total Score _____	divided by number of evaluators = AVERAGE EVALUATOR SCORE <i>Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)</i>		_____ . _____

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 _____ Adult Room Consultant _____ Event Lead Consultant _____



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Rubric

Name of Participant _____

Chapter _____ District _____ Category: _____ Junior _____ Senior

Event Sub-Division: _____ Consumer Issues _____ Family Challenges & Issues _____ Health & Wellness

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

Length of Presentation 0-3 point	0 Did not speak	1 Spoke very briefly or was stopped	2 Spoke an appropriate length but could have expanded more on presentation	3 The presentation was within 10 minutes and all information was covered for an appropriate length of time		
Organization 0-10 points	0 Presentation is not done or speaks briefly and does not cover components of the project	1-2 Presentation covers some topic elements	3-4 Presentation covers all topic elements but with minimal information	5-6 Presentation gives complete information, but does not explain the project well	7-8 Presentation covers information completely and explains project fully	9-10 Presentation covers all relevant information completely and explaining projects with a logical delivery
Voice – pitch, tempo, volume 0-3 points	0 No voice qualities are used effectively	1 Voice quality is adequate	2 Voice is good, but could improve	3 Voice quality is outstanding and pleasing to listen to		
Body Language 0-3 points	0 Body language shows nervousness and unease; inappropriate clothing	1 Body language shows minimal amount of nervousness; clothing is appropriate	2 Body language is good and clothing is professional	3 Body language and clothing choice both enhance the presentation		
Grammar/Word Usage/Pronunciation 0-3 points	0 Extensive (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		
Responses to Evaluators' Questions 0-5 points	0 Did not answer evaluator's questions	1 Unable to answer some questions	2 Responded to some questions, but without ease or accuracy	3 Responded adequately to all questions	4 Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation
VISUAL/PROPS						
Effectively Illustrate Content 0-5 points	0 Visuals not provided	1-2 Visuals 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		
Creative Visuals to Enhance Presentation 0-5 points	0 Visual are not used during the presentation	1-2 Visuals not original; lacking appeal	3-4 Somewhat original and appealing	5 Highly original; very appealing		
Use of Visuals during presentation 0-5 points	0 Visuals not used during presentation	1 Visuals used to limit amount of speaking time	2 Visuals used minimally during presentation	3 Visuals incorporated throughout presentation	4 Visuals used effectively throughout presentation	5 Presentation flows smoothly between oral presentation and visuals

Evaluator's Comments – include two things done well and two opportunities for improvement:

TOTAL
(90 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____