



## Students Taking Action with Recognition (STAR) Events: Entrepreneurship, Event Management, Job Interview, National Programs in Action, & Public Policy Advocate

| Event                                       | Entrepreneurship   | Event Management  | Job Interview  | National Programs in Action   | Public Policy Advocate  |
|---|--|---|--|---|---|
| <b>Team or Individual Event</b>             | Team of 1-3  | Team of 1-3   | Individual   | Team of 1-3   | Team 1-3  |
| <b>Levels offered in California</b>         | Levels 1,2 3   | Levels 1,2,3  | Levels 1,2, 3  | Levels 1, 2 or 3  | Levels 1,2, 3   |
| <b>Requires capstone course enrollment?</b> | No   | No  | No   | No  | No  |
| <b>Course that it best integrates with</b>  | Concentration or Capstone  | Concentration or Capstone   | Concentration or Capstone  | Introductory, Concentration or Capstone   | Concentration, Capstone   |
| <b>Summary</b>                              | Develop a small business using FCS skills & sound business practices. Must relate to an area taught in FCS Education | Plan an event for an educational institution, community or non-profit organization, business or governmental institution  | Develop a portfolio including job application, participate in job interview and communicate a personal understanding of job requirements; demonstrate communication skills through interview | Explain how the FCCLA Planning Process was used to implement a national program project | Identify local, state, national, or global concern relating to an area in FCS and/or related occupations, research topic, identify target audience and potential partnerships, form action plan & advocate for the issue to positively affect policy or law |
| <b>Elements</b>                             | Portfolio, implemented written business plan, oral presentation  | Portfolio, event volunteering experience, researched proposal for an educational institution, community or non-profit organization, business, or governmental organization, oral presentation | Portfolio, job application, live interview   | File Folder, oral presentation, visuals   | Portfolio, oral presentation  |

| Event                                   | Entrepreneurship  | Event Management  | Job Interview  | National Programs in Action  | Public Policy Advocate          |
|---|---|---|--|--|---------------------------------|
| <b>Portfolio required</b>               | Yes   | Yes   | Yes  | No   | Yes                             |
| <b>File Folder required</b>             | No  | No  | No   | Yes  | No                              |
| <b>Oral presentation</b>                | Yes   | Yes   | Interview  | Yes  | Yes                             |
| <b>Display</b>                          | Can include visuals   | Can include   | No   | Yes  | No                              |
| <b>Theme posted on CA-FCCLA website</b> | Business must relate to FCS education or related occupation | No; prohibited events listed in rules   | No   | In rules   | No                              |
| <b>Notes</b>                            | Rubrics are scaffolded by level                             | Participants must have completed a unit or course in consumer management or financial education in an FCS class.<br>Level 2 project does not have to be implemented; level 3 project must be implemented<br>Rubrics are scaffolded by level | California Educators Together has several lessons in job interview This has good elements but the rules are a bit different than this event.<br>Link to event:<br><a href="https://www.caeducatorstogether.org/lesson-plans/1y894e/preparing-for-competitive-events-the-job-application-and-interview-event">https://www.caeducatorstogether.org/lesson-plans/1y894e/preparing-for-competitive-events-the-job-application-and-interview-event</a><br>Rubrics are scaffolded by level | The National FCCLA website has good information on this <a href="https://fcclainc.org/engage/national-programsnk">https://fcclainc.org/engage/national-programsnk</a><br>Rubrics are scaffolded by level | Rubrics are scaffolded by level |



## STAR Events: Chapter Service Project Display, Leadership, Parliamentary Procedure, & Professional Presentation

| Event                                       | Chapter Service Project Display  | Leadership   | Parliamentary Procedure   | Professional Presentation   |
|---|--|--|---|---|
| <b>Team or Individual Event</b>             | Team of 1-3  | Individual   | Team of 4-8   | Team of 1-3   |
| <b>Levels offered in California</b>         | Levels 1,2,3   | Levels 1,2,3   | Levels 1, 2 or 3  | Levels 1,2,3  |
| <b>Requires capstone course enrollment?</b> | No   | No   | No  | No  |
| <b>Course that it best integrates with</b>  | Introductory, Concentration, or Capstone   | Introductory, Concentration or Capstone  | Introductory, Concentration or Capstone<br>This also works well as the chapter integrates these skills into chapter meetings. | Introductory, Concentration or Capstone   |
| <b>Summary</b>                              | Develop and implement an in-depth service project that makes a worthwhile contribution to families, schools, and communities | Read a leadership book, investigate leadership abilities & skills. Develop and implement a place to further leadership development | Develop a working knowledge of parliamentary law and the ability to conduct a business meeting                                | Make an oral presentation about issues concerning FCS and/or related occupations & provide visuals to illustrate the presentation |
| <b>Elements</b>                             | Display, oral presentation,  | Portfolio, oral presentation   | Online exam (national level),<br>In person exam (State)<br>demonstration of a business meeting at competition                 | File folder, oral presentation, visuals   |
| <b>Competes at region and state?</b>        | <b>Yes</b>   | <b>Yes</b>   | State only  | Yes   |
| <b>Portfolio required</b>                   | No   | Yes  | No  | No  |
| <b>File Folder required</b>                 | No   | No   | No  | Yes   |
| <b>Oral presentation</b>                    | Yes  | Yes  | Yes   | Yes   |
| <b>Display</b>                              | No   | No   | No  | Yes   |

| <b>Event</b>                            | <b>Chapter Service Project Display</b> | <b>Leadership</b>               | <b>Parliamentary Procedure</b>   | <b>Professional Presentation</b> |
|---|--|---------------------------------|--|----------------------------------|
| <b>Theme posted on CA-FCCLA website</b> | No                                     | No                              | No   | Issue must relate to FCS         |
| <b>Works Cited</b>                      | No                                     | Yes                             | No   | Yes                              |
| <b>Exam</b>                             | No                                     | No                              | At SLC; online for National  | No                               |
| <b>Notes</b>                            | Rubrics are scaffolded by level        | Rubrics are scaffolded by level | The Riverside Parliamentarians have offered to coach a team anywhere in California via ZOOM. Contact information: Bob Palmer, <a href="mailto:judd3@aol.com">judd3@aol.com</a> | Rubrics are scaffolded by level  |



**STAR Events: Focus on Children, Say Yes to FCS and Teach or Train  
& C-STAR Event: Child Development**

| <b>Event</b>  | <b>Child Development</b>  | <b>Focus on Children</b>   | <b>Say Yes to FCS Education</b>  | <b>Teach or Train</b>   |
|---|---|--|--|---|
| <b>Team or Individual Event</b>                     | Individual  | Team of 1-3  | Individual   | Individual  |
| <b>Levels offered in California</b>                 | 1,2,3   | 1,2,3  | 1,2,3  | Levels 1,2,3  |
| <b>Requires current capstone course enrollment?</b> | No  | No   | No   | No  |
| <b>Course that it best integrates with</b>          | Introductory, Concentration   | Introductory, Concentration, Capstone  | Concentration, Capstone  | Concentration, Capstone   |
| <b>Summary</b>                                      | Present a song, story, or educational activity suitable for a group of preschool children 3 to 4 years in age | Plan and conduct a child development project that has a positive impact on children and the community. | Demonstrate the knowledge & skills needed to explore and experience the career of being an FCS teacher         | Explore/experience the career of teaching                               |
| <b>Elements</b>                                     | File folder, oral presentation  | Display, Oral Presentation   | Portfolio, Classroom observations, Plan/execute a lesson, develop an FCCLA integration plan, oral presentation | Portfolio, plan/execute a lesson, oral presentation, shadow an educator |
| <b>Addresses a specific need</b>                    | No  | Yes  | No   | No  |
| <b>Portfolio required</b>                           | No  | No   | Yes  | Yes   |
| <b>File folder required</b>                         | Yes   | No   | No   | No  |
| <b>Requirement: work with children in project</b>   | Demonstration of song/story to judges   | Yes  | Yes; execution of lesson   | Yes; any grade level for lesson presentation                            |
| <b>Oral presentation</b>                            | Yes   | Yes  | Yes  | Yes   |
| <b>Display</b>                                      | No; visuals may be used in presentation   | Yes  | Visuals used in presentation   | Visuals used in presentation  |
| <b>Career Exploration</b>                           | No  | No   | No   | Yes   |
|   |   |  |  |   |

| Event                                  | Child Development   | Focus on Children  | Say Yes to FCS   | Teach or Train   |
|--|---|--|--|--|
| Research of postsecondary institutions | No  | No   | Yes; 3 colleges required *   | No   |
| Interview of an educator               | No  | No   | Yes; two; can be done electronically   | No   |
| Classroom observations required        | No  | No   | Yes; two required; template provided;  | Job shadow required  |
| FCCLA Integration Plan                 | No  | No   | Consideration of 3 National Programs; template provided  | No   |
| Lesson Plan                            | Template provided   | No   | Required theme: marketing FCCLA to middle/high school students; Tie to FCCLA week  | Grade level: K-12, template provided; use of technology required in lesson   |
| Works cited                            | No  | No   | Yes  | Yes  |
| Notes                                  | Lesson plan for this at California Educators Together (it says FHA-HERO but the event is the similar to this: <a href="https://www.caeducatorstogether.org/lesson-plans/1r6nb9/storytelling">https://www.caeducatorstogether.org/lesson-plans/1r6nb9/storytelling</a> Rubrics are scaffolded by level | Lesson Plan for this at California Educators Together: <a href="https://www.caeducatorstogether.org/projects/xjcx55/focus-on-children-preparing-for-the-fccla-star-event">https://www.caeducatorstogether.org/projects/xjcx55/focus-on-children-preparing-for-the-fccla-star-event</a> Rubrics are scaffolded by level | *Pat Peck can provide you with a list of colleges <a href="mailto:patpeck47@gmail.com">patpeck47@gmail.com</a> Rubrics are scaffolded by level | Lesson plans at California Educators Together: <a href="https://www.caeducatorstogether.org/projects/ek28vs/fccla-star-event-teach-and-train-pbl-project">https://www.caeducatorstogether.org/projects/ek28vs/fccla-star-event-teach-and-train-pbl-project</a> Rubrics are scaffolded by level |

**Other events that can be tied to Child Development Curriculum**

- Chapter Service Project Display\*, Levels 1,2 or 3
- Entrepreneurship\* Level 1,2, 3
- Event Management\*, Levels 1,2, 3
- Job Interview, Levels 1,2,3
- National Programs in Action\*, Levels 1,2, or 3
- Professional Presentation\*, Levels 1,2, or 3
- Public Policy Advocate\* Levels 1,2, 3
- Interior Design\*, Levels 1,2, 3

\*Can choose a theme that is related to Child Development

| <b>Event</b>  | <b>Culinary Display</b>   | <b>Menu Planning &amp; Table Display</b>                                      | <b>Salad Preparation</b>   | <b>Baking and Pastry</b>   | <b>Culinary Arts</b>   |
|---|---|---|--|--|--|
| <b>Team or Individual Event</b>                     | Individual  | Individual  | Individual   | Individual   | Individual   |
| <b>Levels offered in California</b>                 | 1,2,3   | 1,2, 3  | 1,2,3  | 3  | 3  |
| <b>Requires capstone course enrollment?</b>         | No  | No  | No   | Yes  | Yes  |
| <b>Course that it best integrates with</b>          | Introductory, Concentration or Capstone Course in Culinary Arts dependent on level            | Introductory or Concentration Course in Culinary Arts                         | Introductory or Concentration Course in Culinary Arts  | Capstone Course in Culinary Arts   | Capstone Course in Culinary Arts   |
| <b>Summary</b>                                      | Student demonstrates skills in presenting foods for a buffet table/or fine restaurant dining. | Student demonstrates skills in menu planning & table display based on a theme | Student demonstrates knife skills/safety and sanitation skills to prepare a salad & dressing | Student demonstrates culinary skills in preparing a quick bread, choux pastry, cookies, and cake decorating. | Student demonstrates culinary skills to produce a quality meal using industrial culinary techniques and equipment. |
| <b>Elements</b>                                     | File folder, project display, oral presentation, placard                                      | File folder, recipes, nutritional analysis, table display, menu card          | File folder, food and equipment, cost analysis, presentation                                 | Timeline, equipment, food preparation, food presentation   | Timeline, equipment, food preparation, food presentation   |
| <b>Food preparation required during competition</b> | Yes   | No  | Yes  | Yes  | Yes  |

| Event                            | Culinary Display  | Menu Planning & Table Display                                       | Salad Preparation  | Baking and Pastry   | Culinary Arts   |
|----------------------------------|---|---|--|---|---|
| Competes at region and state?    | Yes   | Yes   | Yes  | Only at State   | Yes   |
| Chef attire required             | Yes   | No  | Yes  | Yes   | Yes   |
| Portfolio required               | No  | No  | No   | No  | No  |
| File Folder required             | Yes   | Yes   | Yes  | No  | No  |
| Oral presentation                | Yes   | Yes   | Question/Answer Period   | Food Production   | Food Production   |
| Display                          | Yes   | Yes   | Yes; demonstration   | Finished Products   | Finished Products   |
| Title Placard Required           | Yes   | Menu Card   | No   | No  | No  |
| Theme posted on CA-FCCLA website | Yes   | Yes   | Yes  | Recipes posted on CA website before competition   | Recipes posted on website before competition  |
| Must include recipes             | No  | Yes   | Yes  | No  | No  |
| Nutritional Analysis             | No  | Yes   | No<br>Cost analysis required   | No  | No  |
| Notes                            | This event has several categories and multiple levels. See rules for current offerings. Themes change annually; see the CA-FCCLA Website for current themes | Themes change annually; see the CA-FCCLA Website for current themes | This California Educators Together lesson will help in integrating this project into your curriculum: <a href="https://www.caeducatorstogether.org/projects/fx8are/salad-prep-pbl-project">https://www.caeducatorstogether.org/projects/fx8are/salad-prep-pbl-project</a><br>Visit <a href="http://www.ca-fccla.org">www.ca-fccla.org</a> for current themes | The recipes for the State competition will be on the CA website and will be provided for National competition | The recipes for the State competition will be on the CA website and will be provided for National competition |

|  |  |                           |
|--|--|---------------------------|
| <b>Other events that can be tied to Culinary Arts Curriculum</b> <ul style="list-style-type: none"> <li>Chapter Service Project Display* Levels 1,2,3</li> <li>Entrepreneurship * Level 1,2,3</li> <li>Event Management*, Levels 1,2, 3</li> </ul> | <ul style="list-style-type: none"> <li>Job Interview, Levels 1,2, 3</li> <li>National Programs in Action* Levels 1,2,3</li> <li>Professional Presentation* Levels 1,2,3</li> <li>Public Policy Advocate* Levels 2,3</li> </ul> | *can choose related theme |
|--|--|---------------------------|



**STAR Events: Food Innovations; Hospitality, Tourism & Recreation;  
Nutrition and Wellness, & Sports Nutrition**

| <b>Event</b>                                | <b>Food Innovations</b>   | <b>Hospitality, Tourism and Recreation</b>   | <b>Nutrition and Wellness</b>  | <b>Sports Nutrition</b>   |
|---|---|--|--|---|
| <b>Team or Individual Event</b>             | Team of 1-3 people  | Team of 1-3 people   | Team of 1-3 people   | Team of 1-3 people  |
| <b>Levels offered in California</b>         | Levels 1,2,3  | Levels 1,2,3   | Levels 1,2,3   | Levels 1,2,3  |
| <b>Requires capstone course enrollment?</b> | No  | No   | No   | No  |
| <b>Course that it best integrates with</b>  | Introductory, Concentration, Capstone   | Concentration, Capstone  | Introductory, Concentration, Capstone  | Introductory, Concentration, Capstone   |
| <b>Summary</b>                              | Create an original prototype formula for a food product, test the product through focus groups and develop a marketing strategy for the product; themes change annually; see the FCCLA Website for current themes | Demonstrate knowledge of the HTR industries and translate it into a hypothetical or real business. Project must relate to culinary, lodging, recreation, tourism or event coordination | Track food intake & physical activity for a subject; determine goals & strategies for improving overall health | Plan and develop an individualized nutritional plan to meet the needs of a competitive student athlete in a specific sport. This includes a sample nutrition & hydration plan based upon nutritional & energy needs of the student athlete. |
| <b>Elements</b>                             | Display, product and packaging, oral presentation   | Portfolio, oral presentation, case study   | Portfolio, visuals, oral presentation  | File folder, oral presentation, management tool, visuals  |

| Event                            | Food Innovations   | Hospitality, Tourism and Recreation | Nutrition and Wellness          | Sports Nutrition                |
|----------------------------------|--|-------------------------------------|---------------------------------|---------------------------------|
| Competes at region and state?    | Yes  | Yes                                 | Yes                             | Yes                             |
| Chef attire required             | No   | No                                  | No                              | No                              |
| Portfolio required               | No   | Yes                                 | Yes                             | No                              |
| File Folder required             | Included in display  | No                                  | No                              | Yes                             |
| Oral presentation                | Yes  | Yes                                 | Yes                             | Yes                             |
| Display                          | Yes  | No                                  | No                              | Visuals                         |
| Title Placard Required           | Product packaging must be developed  | No                                  | No                              | No                              |
| Theme posted on CA-FCCLA website | In rules   | No                                  | No                              | No                              |
| Works cited                      | No   | Yes                                 | Yes                             | Yes                             |
| Notes                            | Lesson Plans at California Educators Together:<br><a href="https://www.caeducatorstogether.org/projects/fbm7ct/food-innovations-pbl-project">https://www.caeducatorstogether.org/projects/fbm7ct/food-innovations-pbl-project</a><br>Rubrics are scaffolded by level | Rubrics are scaffolded by level     | Rubrics are scaffolded by level | Rubrics are scaffolded by level |

**Other events that can be tied to Hospitality, Tourism and Recreation**

- Chapter Service Project Display \*, Levels 1,2,3
- Entrepreneurship\*, Levels 1,2 3
- Event Management\*, Levels 1, 2, 3
- Job Interview\*, Levels 1,2, 3
- National Programs in Action\*, Levels 1,2,3
- Professional Presentation\*, Levels 1,2,3
- Public Policy Advocate\*, Levels 1,2,3

\*Can choose a theme that is related to Culinary Arts



**STAR Events: Interior Design, Fashion Construction (Levels 2,3), Fashion Design, Repurpose & Redesign, & C-STAR Events: Room Design and Fashion Construction (Level 1)**

| Event                                       | Fashion Construction  | Fashion Design  | Repurpose & Redesign   | Room Design  | Interior Design  |
|---|---|---|--|--|--|
| <b>Team or Individual Event</b>             | Individual  | Team of 1-3 members   | Team of 1-3 members  | Individual   | Team of 1-3 members  |
| <b>Levels offered in California</b>         | Levels 1,2,3<br>(Level 1 does not advance to national)  | Level 3   | Levels 1,2,3   | Level 1  | Levels 1,2,3   |
| <b>Requires capstone course enrollment?</b> | No  | No  | No   | No   | No   |
| <b>Course that it best integrates with</b>  | Introductory, Concentration   | Concentration, Capstone   | Introductory, Concentration, Capstone  | Introductory   | Introductory, Concentration, Capstone  |
| <b>Summary</b>                              | Apply fashion construction skills to create a display using samples of skills; construct a garment or ensemble ahead of time. | Apply fashion design skills to design & market clothing styles with a 4-piece collection; construct one collection sample | Apply recycling & redesign skills to create a display with a used fashion, home or other post-consumer item to repurpose into a new product. | Apply interior design skills to design interior space to meet theme requirements | Apply interior design skills to design interior space to meet theme requirements |
| <b>Elements</b>                             | File folder, oral presentation, display, sample garment, skill area selection chart   | Portfolio, oral presentation, sample garment, display   | Display, oral presentation, skills selection chart, time log, cost itemization, material profile, photo storyboard, marketing plan           | File folder, visuals, oral presentation  | File folder, visuals, oral presentation  |

| Event   | Fashion Construction  | Fashion Design                     | Repurpose & Redesign               | Room Design | Interior Design |
|---|---|------------------------------------|------------------------------------|-------------|-----------------|
| Portfolio required  | No  | Yes                                | No                                 | No          | No              |
| File Folder required  | Yes   | No                                 | No                                 | Yes         | Yes             |
| Oral presentation   | Yes   | Yes                                | Yes                                | Yes         | Yes             |
| Display   | Yes   | Allowed                            | Yes                                | Yes         | Yes             |
| Sample Garment  | Yes   | Yes                                | Sample Product                     | N/A         | N/A             |
| Notes   | Effective 2023-2024,<br>Level 1 advances to<br>National Competition<br><br>Rubrics are scaffolded<br>by level | Rubrics are scaffolded<br>by level | Rubrics are scaffolded<br>by level |             |                 |
| <b>Other events that can be tied to Fashion and Interior Design Curriculum:</b> <ul style="list-style-type: none"> <li>• Chapter Service Project Display*, Levels 1, 2, 3</li> <li>• Entrepreneurship* Levels 1,2, 3</li> <li>• Job Interview*, Levels 1,2, 3</li> <li>• National Programs in Action* Levels 1,2,3</li> <li>• Public Policy Advocate* Levels 1, 2,3</li> </ul> <p style="text-align: right;">*Can choose a theme that is related to Fashion/Interior Design</p> |   |                                    |                                    |             |                 |