STAR EVENTS — Food Innovations

Food Innovations, an *individual* or *team event*, recognizes participants who demonstrate knowledge of the basic concepts of food product development by creating an original *prototype formula*, testing the product through *focus groups*, and developing a marketing strategy. Participants will demonstrate their knowledge of food science, nutrition, food preparation safety, and product marketing. Participants must prepare a *display*, suggested **product packaging**, and an **oral presentation**.

2019–2020 COMPETITION TOPICS - All Food Innovations projects must be based on the correct topic as indicated on page 221.

EVENT LEVELS

Level 1: through grade 8
Level 2: grades 9-10
Level 3: grades 11–12

See page 83 for more information on event levels.

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 85 prior to event planning and preparation.
2. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual presentation.
3. Items within the *display* may be used as in- hand *visuals* during the oral presentation, but must be returned within *display dimensions* when finished.
4. Participants are not allowed to provide food product samples to the evaluators.
5. Chapters with multiple entries in this event must submit different projects for each entry. All 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, and must be the work of the participant(s) only.
6. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions prior to National Leadership Conference.

GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided	Competition Dress Code	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
1-3	Display, Product Packaging, Oral Presentation	Table/ Freestanding Space – yes Electrical Access – no Wall Space – no Supplies - no	Official dress -or- Professional dress – or costume appropriate to event	5 minutes	5 minutes following interview	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	30 minutes

PRESENTATION ELEMENTS ALLOWED

Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
■	■	■				■		■	■

FOOD INNOVATIONS

Procedures and Time Requirements

5 minutes	At the designated participation time, participant(s) will have 5 minutes to set up their *display*. Other persons may not assist.
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 a 3-minute playing time during the presentation. *Presentation equipment*, with no audio, may be used during the entire presentation.
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.
5 minutes	Following the interview, evaluators will have 5 minutes to review the *display*.
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.

Specifications

Display

A *display* should be used to document and illustrate the work of one project, using clearly defined presentation surfaces.

The *display* may be either freestanding or tabletop. Freestanding *display*s should not exceed a space 48" deep by 60" wide by 72" high, including *audiovisual equipment*. Tabletop *displays* should not exceed a space 30" deep by 48" wide by 48" high, including any *audiovisual equipment*. Information or *props* outside the *display* will be considered part of the *display* and subject to penalty (tablecloths, storage items, boxes below the table, etc.). Each *display* must include the following elements:

Project Identification Page	One 8 ½" x 11" page on *plain paper*, with no *graphics* or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.
FCCLA *Planning Process* Summary Page	One 8 ½" x 11" summary page of how each step of the *Planning Process* was used to plan and implement the project; use of the *Planning Process* may also be described in the oral presentation.
Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include signed proof of submission in the display.
Original *Prototype Formula(s)*	Present an original *prototype formula(s)* and the modified version(s) after each test and alteration, including the final formula(s). Changes from the previous version should be highlighted in each modified formula. The original *prototype formula(s)* must fit within the participants' level of the national food product topic. The final formula(s) may be from any stage of development, sufficient evidence is given to support the choice of the final formula(s) as the best option for manufacturing.

Product Testing Method	Participants will test their formula in *focus groups* and modify it two times. *Focus groups* should follow the following guidelines:
	    Test #1—minimum five (5) individuals
	    Test #2—minimum ten (10) individuals, who are part of the intended consumer *audience(s)* of the product.
	Display the method of evaluation for each stage of testing and include a sample of both negative and positive results from each stage. Selection of final product may occur at any stage of product testing.

Process Storyboard	Show pictures of the product at various stages of production and testing.
Nutrition Information	**Level 1** —list of nutrients (no amounts needed) found in the product, exhaustive list of ingredients, allergy warnings, and consumption instructions, if needed. **Level 2 and Level 3**—create a nutrition fact label for the product, following FDA guidelines, which includes the following items: serving size; amount per serving and % Daily Value of: total calories, fat calories, total fat, total carbohydrates, protein, sodium, and cholesterol; ingredients; allergy warnings; and consumption instructions.

Food Innovations Specifications (continued)

Equipment, Safety, and Sanitation	Develop a list of equipment used and safety precautions taken to ensure a safe test kitchen and sanitary product.
Product Summary	Includes product name, target market, appeal of product to target *audience*.
Actual and Suggested Pricing	Determine the actual cost of producing one serving and one package of the product. Develop a suggested price for retailing the product.
Appearance	The *display* must be neat, legible, *professional* and use correct grammar and spelling.

Suggested Product Packaging

The suggested product packaging should be an actual size, 3-D *model* of the intended product container, in addition to the *display*.

Design Effectiveness	The drawing or *model* should exhibit creativity and innovation and the design should be effective in containing, shipping, and storing the product. Include a description of actual materials to be used in the suggested product packaging.

Marketability	The packaging should be appealing to the target *audience* and contain all of the appropriate information to be ready for sale. Minimum information required:
	   − Product Name
	   − Nutrition Facts Label
	   − Ingredient List
	   − Allergy Warning
	   − Consumption Instructions
	   − Net Weight

Appearance	The drawing or *model* must be neat, legible, *professional*, and visually appealing.

Oral Presentation

The oral presentation **may be up to** 10 minutes in length and is delivered to evaluators. The presentation should explain the specifics of the project. The presentation may not be prerecorded. If audio or *audiovisual equipment* is used, it is limited to 3-minute playing time during the presentation. *Presentation equipment*, with no audio, may be used throughout the oral presentation. Participants may use any combination of *props*, materials, supplies, and/or equipment to demonstrate how to carry out the project.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Explanation of Product Choice	Explain why the particular food was chosen and its appeal to both the participant and potential consumers.
Knowledge of Subject Matter	Demonstrate thorough knowledge of food science, dietetics, and nutrition. Discuss the area of Food Science which was most directly relevant in creating and testing the *prototype formula*.
Use of *Display* and *Visuals* During Presentation	Use *display* and *visuals* to support, illustrate, or complement presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear FCCLA official dress, professional dress, or costume appropriate for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.

2019-2020 Competition Topics and Resource Information

Traditional American meal entrees rely heavily on animal-sourced ingredients such as meats, eggs, cheese, and milk. For the Food Innovations STAR Event, participants will develop a food product to be marketed for sale to the consumer group of their choice, replacing animal-sourced ingredients with plant-based ingredients.

Level 1 (through grade 8) – Develop a plant-based "traditional" breakfast entrée that is part of a healthy diet.

Level 2 (grades 9-10) – Develop a plant-based "traditional" lunch entrée that is part of a healthy diet.

Level 3 (grades 11-12) – Develop a plant-based "traditional" dinner entrée that is part of a healthy diet.

Sample Topic Resources:

https://www.fooddive.com/news/plant-based-eating-makes-consumers-feel-healthier-study-says/542175/

https://www.forbes.com/sites/bernhardschroeder/2019/06/18/plant-based-food-products-started-with-milk-now-taking-on-meat-whats-next/#71ce076821da

FOOD INNOVATIONS
Point Summary Form

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Level_____

1. Make sure all information at top 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. Do **NOT** change team or station numbers.
2. Before student presentation, the room consultants must check participants' *display* 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 staple all items related to the presentation together.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
5. Check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time		
	No **0**	Yes **3**	
Event Online Orientation Documentation 0 *or* 2 points	**0** Official documentation not provided at presentation time or signed by adviser	**2** Official documentation provided at presentation time and signed by adviser	
Display Set-Up 0-1 point	**0** Participants did not set up their display within allotted time period	**1** Participants set up display during allotted time period	
Display Dimensions 0–1 point	**0** Does not fit with the appropriate dimensions/objects not returned within display after presentation	**1** The display fits/objects returned within display after presentation	
Project Identification Page 0–1 point	**0** Project ID page is missing or incomplete	**1** Project ID page is present and completed correctly	
Project Summary Submission Proof 0–1 point	**0** Project Summary Submission missing	**1** Project Summary Submission present	
Punctuality 0–1 point	**0** Participant was late for presentation	**1** Participant was on time for presentation	

EVALUATORS' SCORES

Evaluator 1_____   Initials _____

Evaluator 2_____   Initials _____

Evaluator 3_____   Initials _____

Total Score_____   divided by number of evaluators

= AVERAGE EVALUATOR SCORE
_____   *Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)*

ROOM CONSULTANT TOTAL
(10 points possible)

AVERAGE EVALUATOR SCORE
(90 points possible)   _ _ . _ _

FINAL SCORE
(Average Evaluator Score plus Room Consultant Total)   _ _ . _ _

RATING ACHIEVED (circle one)   **Gold:** 90-100   **Silver:** 70-89.99   **Bronze:** 1-69.99
VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1_____   Evaluator 2_____   Evaluator 3_____   Adult Room Consultant_____   Event Lead Consultant_____

FOOD INNOVATIONS
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Level_____

DISPLAY							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; no more than 1 page	
Original Prototype Formula(s) 0-10 points	**0** No prototype formula(s) provided/formula(s) do not fit within the current food product topic	**1 2** One or more versions of the prototype and final prototype presented and fit within the current food product topic	**3 4** Original, each modified version, and final prototype formula(s) are presented and fit within the current food product topic, but are written poorly	**5 6** Original, each modified version with the current formula(s) are well-written, fit the current food product topic, and track changes from previous versions	**7 8** Prototype formula(s) are well-written, fits within the current food product topic, and tracks changes. The final formula(s) meet product goals and represents an adequate understanding of scientific and culinary principles	**9 10** Prototype formula(s) are well-written, fits within the current food product topic, and tracks changes. The final formula(s) meet product goals and represents an extensive understanding of scientific and culinary principles	
Product Testing Method 0-10 points	**0** No evidence of product testing provided	**1 2** Product testing does not follow the specifications	**3 4** Product testing followed specifications but the chosen method was not appropriate for the focus group audience	**5 6** Product was tested twice according to specifications with an appropriate evaluation method for the focus group. Samples of the method and results are presented	**7 8** Product was tested twice according to specifications with an appropriate evaluation method for the focus group. Samples of the method and results are presented. Most feedback from testing is implemented	**9 10** Product was tested twice according to specifications with an appropriate evaluation method for the focus group. Samples of the method and results are presented in a professional manner. Most feedback from testing is well-implemented	
Process Storyboard 0-2 points	**0** No process storyboard presented		**1** Limited photographs, confusing arrangements		**2** Appropriate number of photographs, arranged well to tell a story		
Nutrition Information 0-5 points	**0** No nutrition information provided	**1** Nutrition information does not meet specification requirements	**2** Nutrition information is complete (see specifications for requirements) but most of the information is incorrect	**3** Nutrition information is complete (see specifications for requirements) and the majority of the information is correct	**4** Nutrition information is complete (see specifications for requirements) correct. Demonstrates an appropriate level of knowledge for participant level	**5** Nutrition information is complete (see specifications for requirements) and correct. Demonstrates an advanced level of knowledge for participant level	
Equipment, Safety and Sanitation 0-3 points	**0** No equipment list or safety and sanitation precautions	**1** Both the equipment list is incomplete AND safety and sanitation precautions are inappropriate		**2** The equipment list is incomplete OR safety and sanitation precautions are inappropriate		**3** The equipment list is complete and safety and sanitation precautions are appropriate	
Product Summary 0-2 points	**0** No product summary provided		**1** Product summary is lacking information and/or is poorly written		**2** Product summary is thorough and well-written		
Actual and Suggested Pricing 0-3 points	**0** No pricing information provided	**1** Actual cost of one serving and one package is missing or inaccurate AND suggested pricing is missing or inappropriate		**2** Actual cost of one serving and one package is missing or inaccurate OR suggested pricing is missing or in appropriate		**3** Actual cost of one serving and one package is accurate; suggested pricing is appropriate	
Appearance 0-3 points	**0** Display is illegible and unorganized	**1** Display is neat, but contains grammatical or spelling errors and is organized poorly		**2** Display is neat, legible, and professional, with correct grammar and spelling		**3** Neat and professional, correct grammar and spelling used, effective organization	

Food Innovations Rubric (continued)

SUGGESTED PRODUCT PACKAGING

Design Effectiveness 0-3 points	**0** Suggested product packaging not provided	**1** Packaging design does not exhibit creativity and innovation, and/or would not be effective in containing, shipping, and storing the product	**2** Packaging design exhibits creativity and innovation, and would be effective in containing, shipping, and storing the product	**3** Packaging design exhibits creativity and innovation, and would be effective in containing, shipping, and storing the product. Description of actual materials to be used is included	
Marketability 0-3 points	**0** Suggested product packaging not provided	**1** Packaging is missing required information (see specifications) and/or lacks visual appeal for the intended audience	**2** Packaging contains all of the required information (see specifications) and has some visual appeal for the intended audience	**3** Packaging contains all of the required information (see specifications) and has high visual appeal for the intended audience	
Appearance 0-2 points	**0** Suggested product packaging not provided	**1** Packaging is unprofessional, not of high quality and/or contains grammatical or spelling errors	**2** Packaging is professional, of high quality, legible, and correct grammar and spelling used		

ORAL PRESENTATION

Organization/ Delivery 0 – 10 points	**0** Presentation is not done or presented 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 but does not flow well	**9 10** Presentation covers all relevant information with a seamless and logical delivery	
Explanation of Product Choice 0-5 points	**0** No product choice explanation	**1** Product choice explanation was brief and product choice is not thought out or appropriate for topic and audience	**2** Product choice explanation was brief but the product choice is appropriate for topic and audience	**3** Product choice explanation was clear and thorough. Product choice is appropriate for topic and audience	**4** Product choice explanation was clear and thorough. Some evidence that the product choice was thought out and appropriate for topic and target audience	**5** Product choice explanation was clear and thorough. It is evident that the product choice was thought out and highly appropriate for topic and target audience	
Knowledge of Subject Matter 0-5 points	**0** Little or no evidence of knowledge	**1** Minimal evidence of knowledge	**2** Some evidence of knowledge	**3** Knowledge of subject matter is evident but not effectively used in presentation	**4** Knowledge of subject matter is evident and shared at times in the presentation	**5** Knowledge of subject matter is evident and incorporated throughout the presentation	
Use of Display and Visuals during Presentation 0-5 points	**0** Display and visuals not used during presentation	**1** Display and visuals used to limit amount of speaking time	**2** Display and visuals used minimally during presentation	**3** Display and visuals incorporated throughout presentation	**4** Display and visuals used effectively throughout presentation	**5** Presentation moves seamlessly between oral presentation and display	
Voice – pitch, tempo, volume 0-3 points	**0** Voice qualities not used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing		
Body Language/ Clothing Choice 0-3 points	**0** Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	**1** Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	**2** Gestures, posture, mannerisms, eye contact, and clothing are appropriate	**3** Gestures, posture, mannerisms, eye contact, and clothing enhance 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 evaluators' questions	**1** Unable to answer some questions	**2** Responded to all 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	

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

TOTAL (90 points possible)

Evaluator Initial _____

Room Consultant Initial _____

Evaluator # _____