

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**.

NEW JERSEY CORE CURRICULUM STANDARDS

- L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.
- 9.3.12 AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- HSG-MG.A.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints; working with typographic grid systems based on ratios).
- HSF-LE.A.1a Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.

CAREER READY PRACTICES

- ✓ Act as a responsible and contributing citizen and employee.
- ✓ Apply appropriate academic and technical skills
- ✓ Communicate clearly and effectively with reason
- ✓ Consider the environmental, social and economic impacts of a decision.
- ✓ Demonstrate creativity and innovation.
- ✓ Employ valid and reliable research strategies.
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them.
- ✓ Model integrity, ethical leadership and effective management.
- ✓ Use technology to enhance productivity.
- ✓ Work productively in teams while using cultural global competencies.

NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES

- 8.2.1 Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
- 8.2.2 Employ food service management safety/sanitation program procedures, including CPR and first aid.
- 8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods.
- 8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.
- 8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.
- 14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.
- 14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.
- 14.4.1 Analyze conditions and practices that promote safe food handling.

EVENT CATEGORIES

Junior: Participants in grades 6 – 9

Senior: Participants in a comprehensive program in grades 10 – 12

Occupational: Participants in an occupational program in grades 10 – 12

****2018-2019 COMPETITION TOPICS****

As a response to many of life's stressors, many consumers reach for indulgent, nostalgic foods that remind them of simpler time with no worries of whether a food is low calorie or particularly healthy.. Indulgence foods, while not a staple in one's diet, do have a place since nearly everyone tends to eat them occasionally.

For the FCCLA Food Innovations STAR Event, participants will develop a food product to be marketed for sale to the consumer group of their choice.

Junior – Develop an indulgent appetizer

Senior – Develop an indulgent main-course salad

Occupational – Develop an indulgent dessert

Sample Topic Resources:

<https://www.fooddive.com/news/an-uncertain-future-may-mean-more-comfort-food/511506/>

<https://www.foodnavigator-usa.com/Article/2017/11/21/Consumers-will-look-for-comfort-escape-from-food-in-2018>

<https://www.fona.com/trend-insight-snacking-indulgence>

ELIGIBILITY

1. A chapter may register one (1) entry in each event category.
2. An entry is defined as one (1) participant or one (1) team comprised of a maximum of three (3) members.
3. An event category is determined by a member's grade in school and affiliation status.
4. Participation is open to any affiliated FCCLA chapter member.

PROCEDURES & REGULATIONS

1. The Food Innovations project must be developed and completed within a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference.
2. The Food Innovations project must be planned and prepared by the participant(s) only. Supporting resources are acceptable as long as participant(s) 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. At the time and location designated in the State Leadership Conference program, each entry will have five (5) minutes to set up for the event. Other persons may not assist. Displays not set up at the designated time will not be allowed during the presentation.
4. The oral presentation **may be up to** ten (10) minutes in length.
5. If audio or audiovisual recordings are used, they are limited to three (3) minutes playing time during the presentation. *Presentation equipment* with no audio, may be used during the entire presentation.
6. Following the presentation, evaluators may interview the participant(s).
7. Evaluators will use the rating sheet to score and write comments for each participant.
8. A table will be provided. Participants must bring all other necessary supplies and/or equipment. Participant(s) may not carry in additional *visuals* or *props* for the oral presentation. Wall space electrical outlets/equipment, and wireless internet connection will not be available.
9. Items within the *display* (handouts, samples, etc.) may be used as in-hand *visuals* during the oral presentation, but must be returned within *display dimensions* when finished.
10. Spectators may not observe any portion of this event.
11. Participants are not allowed to provide food product samples to the evaluators.
12. Two (2) individuals/teams may be chosen from each event category to represent New Jersey at the National Leadership Conference.

General Information					
Individual or Team Event	Prepare Ahead of Time	Participant Set Up/ Prep Time	Maximum Oral Presentation Time	Equipment Provided	Electrical Access
Individual or Team	Display, Product Packaging, Oral Presentation	5 minutes	10 minutes	Table	Not provided


Presentation Elements Allowed									
Audio	Costumes	Easel(s)	File Folder	Large Newsprint Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
■	■	■				■		■	■

FOOD INNOVATIONS SPECIFICATIONS

Display

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

<i>Project Identification Page</i>	One 8½” x 11” page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant’s name(s), chapter name, school, city, state, event name, and project title.
<i>FCCLA Planning Process Summary Page</i>	One 8½” x 11” summary page of how each step of the <i>Planning Process</i> was used to plan and implement the project; use of <i>the Planning Process</i> may also be described in the oral presentation. Each step is fully explained.

Evidence of Online Project Summary Submission 	Complete the online project summary form located on the “Surveys” tab of the FCCLA Portal, and include proof of submission on the <i>display</i> .
Original <i>Prototype Formula(s)</i>	Present an original <i>prototype formula(s)</i> 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 <i>prototype formula(s)</i> must fit within the participants’ category 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 <i>focus groups</i> and modify it two times. <i>Focus groups</i> should follow the following guidelines: Test #1 – Minimum five (5) individuals Test #2 – Minimum ten (10) individuals, who are part of the intended consumer <i>audience(s)</i> 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	Junior – List of nutrients (no amounts needed) found in the product, exhaustive list of ingredients, allergy warnings, and consumption instructions, if needed. Senior and Occupational – 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.
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 <i>audience</i> .
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 <i>display</i> must be neat, legible, <i>professional</i> , and use correct grammar and spelling.

SUGGESTED PRODUCT PACKAGING

Junior – The suggested product packaging should be a 2-D rendition of the intended product container, either drawn by hand or with a digital program, displayed either on or in addition to the *display*.

Senior and Occupational – 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 <i>model</i> 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	Junior – The packaging should be appealing to the target <i>audience</i> . Minimum information required: <ul style="list-style-type: none"> ▪ Product Name ▪ Ingredient List ▪ Allergy Warning ▪ Consumption Instructions Senior and Occupational – The packaging should be appealing to the target <i>audience</i> and contain all of the appropriate information to be ready for sale. Minimum information required: <ul style="list-style-type: none"> ▪ Product Name ▪ Nutrition Fact Label ▪ Ingredient List ▪ Allergy Warning ▪ Consumption Instructions ▪ Net Weight
Appearance	The drawing or <i>model</i> must be neat, legible, <i>professional</i> , and visually appealing.

Oral Presentation

The oral presentation **may be up to ten (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 three (3) minutes 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 <i>prototype formula</i> .
Use of <i>Display</i> and <i>Visuals</i> During Presentation	Use <i>display</i> and <i>visuals</i> 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 appropriate clothing 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.

Food Innovations Rating Sheet

Name(s) of Participant(s) _____ **School** _____

Category: _____ **Junior** _____ **Senior** _____ **Occupational**

INSTRUCTIONS:

1. Before student presentation, evaluators must check the participants' portfolio using the criteria and standards in the guidelines. If there is a discrepancy over or under the required number of items, please complete the Point Deduction sheet as necessary.
2. Write the appropriate rating in the "Score" column. Points given may range between 0 and the maximum number indicated. Total the points and enter under "TOTAL SCORE". Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary.

Evaluation Criteria	Very					Score	Comments
	Poor	Fair	Good	Good	Excellent		
<i>DISPLAY</i>							
FCCLA <i>Planning Process</i> Summary	0-1	2	3	4	5		
Original Prototype Formula(s)	0-2	3-4	5-6	7-8	9-10		
Product Testing Method	0-2	3-4	5-6	7-8	9-10		
Process Storyboard	0-1	2	3	4	5		
Nutrition Information	0-1	2	3	4	5		
Equipment, Safety and Sanitation	0-1	2	3	4	5		
Product Summary	0	1	2	3	4		
Actual and Suggested Pricing	0	1	2	3	4		
Appearance	0-1	2	3	4	5		
<i>SUGGESTED PRODUCT PACKAGING</i>							
Design Effectiveness	0	1	2	3	4		
Marketability	0	1	2	3	4		
Appearance	0	1	2	3	4		
<i>ORAL PRESENTATION</i>							
Organization/Delivery	0-2	3-4	5-6	7-8	9-10		
Explanation of Product Choice	0-1	2	3	4	5		
Knowledge of Subject Matter	0-1	2	3	4	5		
Use of Display and Visuals During Presentation	0-1	2	3	4	5		
Voice, Body Language, Grammar and Pronunciation	0-1	2	3	4	5		
Responses to Evaluators' Questions	0-1	2	3	4	5		

Total Score _____

Verification of Total Score (please initial)

Evaluator _____
Room Consultant _____
Lead Consultant _____

Circle Rating Achieved:

Gold: 90-100

Silver: 79-89

Bronze: 70-78