



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**.

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

See page 30 for more information on event categories.

ELIGIBILITY

1. States may submit two entries in this event.
2. Participation is open to any nationally affiliated FCCLA chapter member.
3. 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.
4. The Food Innovations project 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.

PROCEDURES & TIME REQUIREMENTS

1. At the designated time, participants will have 30 minutes to set up a *display*. Only participants are allowed in the setup area. Other persons may not assist. *Displays* not set up at the designated time will not be allowed during the presentation.
2. The oral presentation **may be up to** 15 minutes in length. A one-minute warning will be given at 14 minutes. Participant(s) will be stopped at 15 minutes.
3. If audio or audiovisual recordings are used, they are limited to 3 minutes playing time during the presentation. *Visual equipment*, with no audio, may be used during the entire presentation.
4. Following the presentation, evaluators will have 5 minutes to interview participant(s).
5. Following the interview, evaluators will have 5 minutes to review the display.
6. Evaluators will use the rubric to score and write comments for participants. Then, evaluators will meet with each other to discuss participants' strengths and suggestions for improvement.
7. The total time required for the presentation and evaluation of this event is approximately 30 minutes.

GENERAL INFORMATION

1. Participants must bring all necessary supplies and/or equipment. Wall space will not be available.
2. Tables and electrical outlets must be requested through the state adviser. Extension cords and power strips are not provided.
3. Spectators may not observe any portion of this event.
4. Participant(s) may not carry in additional *visuals* or *props* for oral presentation. Items within the *display* (handouts, samples, etc.) may be used as in-hand *visuals* during the oral presentation, but must be returned within original *display* dimensions when finished.
5. The food product scenario for each category will be posted on the STAR Events page of the FCCLA national website on August 1.
6. **Presentation Elements:**
Allowed: *Audio, Costumes/Uniforms, Easel(s), Props/Pointers, Visual Equipment, Visuals.*
Not Allowed: *File Folders, Flip Chart(s), Manuals, Photo Albums, Portfolios, Skits.*

Display

A *display* should be used to document and illustrate the work of one project.

The *display* may be either freestanding or tabletop. Freestanding displays 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 1/2” x 11” page on plain paper, with no graphics or decorations; must include participant’s name(s), chapter name, school, city, state, FCCLA national region, and project title.
FCCLA Planning Process Summary Page	One 8 1/2” x 11” summary page of how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.
Original Prototype Formula(s)	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 online national food product scenario. 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 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.
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 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.

Food Innovations Specifications (continued)

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.

The suggested product packaging must be contained within the *dimensions* of the *display*, and movement of the *model* during the presentation must occur within the original *dimensions* only.

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	<p>Junior—The packaging should be appealing to the target audience. Minimum information required:</p> <ul style="list-style-type: none"> • Product Name • Ingredient List • Allergy Warning • Consumption Instructions <p>Senior and Occupational—The packaging should be appealing to the target audience and contain all of the appropriate information to be ready for sale. Minimum information required:</p> <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, professional, and visually appealing.

Oral Presentation

The oral presentation **may be up to** 15 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. *Visual 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 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 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.



STAR Events Point Summary Form FOOD INNOVATIONS



FOOD INNOVATIONS

Name(s) of Participant(s) _____

State _____ Team # _____ Group # _____ Category _____

DIRECTIONS:

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, please write "No Show" across the top and return with other forms. Do **NOT** change team or group 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 paper clip all items related to the presentation together. Please do **NOT** staple.
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. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration 0 or 5 points	0 Did not attend/incomplete team attendance		5 The individual or ALL participating members of the team attended
Display Set-up 0-1 points	0 Participants did not set up their display within the allotted time frame		1 Participants set up display during the allotted time period
Display Dimensions 0-1 points	0 Does not fit within the appropriate dimensions/objects move out of the display during the presentation		1 The display fits and stays within the appropriate dimensions
Project Identification Page 0-2 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 Participant(s) was late for presentation		1 Participant(s) 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**

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



FOOD INNOVATIONS

Name(s) of Participant(s) _____

State _____ Team # _____ Group # _____ Category _____

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	
Original Prototype Formula(s) 0-10 points	0 No prototype formula(s) provided/ formula(s) are do not fit within the current food product scenario	1-2 One or more versions of the prototype and final prototype presented and fit within the current food product scenario	3-4 Original, each modified version, and final prototype formula(s) are presented and fit within the current food product scenario, but are written poorly	5-6 Original, each modified version, within the current formula(s) are well-written, fit within the current food product scenario, and track changes from previous versions	7-8 Prototype formula(s) are well-written, fits within the current food product scenario, and tracks changes. The final formula(s) meets 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 scenario, and tracks changes. The final formula(s) meets 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. Feedback from testing is well-implemented	
Process Storyboard 0-2 points	0 No process storyboard presented	1 Limited photographs, confusing arrangement		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 information is correct	4 Nutrition information is complete (see specifications for requirements) and correct. Demonstrates an appropriate level of knowledge for participant category	5 Nutrition information is complete (see specifications for requirements) and correct. Demonstrates an advanced level of knowledge for participant category	
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 inappropriate		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)

Points

FOOD INNOVATIONS

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 and correct grammar and spelling used	

ORAL PRESENTATION						
Organization/Delivery 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 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 scenario and audience	2 Product choice explanation was brief but the product choice is appropriate for scenario and audience	3 Product choice explanation was clear and thorough. Product choice is appropriate for scenario and audience	4 Product choice explanation was clear and thorough. Some evidence that the product choice was thought out and it is appropriate for the current scenario and target audience	5 Product choice explanation was clear and thorough. It is evident that the product choice was thought out and it is highly appropriate for the current scenario 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 shared 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 are not used during presentation	1 Display and visuals are used to limit amount of speaking time	2 Display and visuals are used minimally during presentation	3 Display and visuals are incorporated throughout presentation	4 Display and visuals are used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation and display/visuals
Voice—pitch tempo, volume 0–3 points	0 No voice qualities are used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing to listen to		
Body Language/Clothing Choice 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 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 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:

Evaluator Initial _____

Room Consultant Initial _____

TOTAL

(90 points possible)