Appendix

F

Documents from 2005
STAR Events
February 2005

Thank you for responding that you would like to be an evaluator and/or room consultant for STAR Events at the 2005 State Leadership Meeting at the Adam’s Mark Airport Hotel. We appreciate your willingness to help.

In looking at the responses that you have given, we have scheduled you for the following:

<table>
<thead>
<tr>
<th>Thursday PM:</th>
<th>Friday AM:</th>
<th>Friday PM:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Technology</td>
<td>Early Childhood Food Preparation</td>
<td>Career Investigation</td>
</tr>
<tr>
<td>Chapter Service Manual</td>
<td>Early Childhood Learning Pac</td>
<td>Creed Presentation</td>
</tr>
<tr>
<td>Chapter Service Display</td>
<td>Early Childhood Lesson Planning</td>
<td>FACS Learning Pac</td>
</tr>
<tr>
<td>Chapter Showcase Manual</td>
<td>Early Childhood Focus on Children</td>
<td>Illustrated Talk</td>
</tr>
<tr>
<td>Chapter Showcase Display</td>
<td></td>
<td>Job Interview</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>Parliamentary Procedure</td>
<td></td>
</tr>
<tr>
<td>Hospitality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpersonal Communications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Programs in Action</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Orientation is very important to attend. Please arrive early so that the events can begin on time. The orientation and event schedule is attached and highlighted for your convenience.

Please let us know as soon as possible if you are unable to attend the times and/or days assigned. Specific event guidelines and the FCCLA Planning process are enclosed. Please be familiar with these before coming to the conference. Note any questions you may have.

If you have any questions feel free to call the State FCCLA Office or e-mail Indiana STAR Events at indianastarevent@hotmail.com. Thank you once again for participating in the lives of youth.

Sincerely,

Laura Dragoo
STAR Events Coordinator

Emily Shearer
Assistant Lead Coordinator

Jen Staley
State Adviser
Indiana FCCLA

Laura Dragoo
Honors Thesis Appendix 88
### 2005 State Leadership Conference
#### Adam's Mark Hotel
March 10-12, 2005

**FRIDAY MORNING**
**STAR EVENT SCHEDULE**

**Friday, March 11**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 a.m.</td>
<td>Check-in for Evaluators and Chairs</td>
<td>Golden Ballroom 2 &amp; 3</td>
</tr>
<tr>
<td>8:15 a.m.</td>
<td>Orientation for Evaluators and Chairs</td>
<td>Golden Ballroom 2 &amp; 3</td>
</tr>
<tr>
<td>8:30 a.m.</td>
<td>Specific Event Orientation for Evaluators and Chairs</td>
<td>General Orientation for Participants</td>
</tr>
<tr>
<td>8:45 a.m.</td>
<td>Specific Event Orientation for Participants</td>
<td></td>
</tr>
<tr>
<td>9:00 a.m.</td>
<td>Friday Morning STAR Events Begin</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Early Childhood Food Preparation</td>
<td>Directors Row 1</td>
</tr>
<tr>
<td></td>
<td>Early Childhood Learning Pac</td>
<td>Fortune Square D</td>
</tr>
<tr>
<td></td>
<td>Early Childhood Lesson Planning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Roll Call - 7:15 a.m. (Bused to J. Everett Light Career Center)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Early Childhood Roll Call – 7:15 a.m. (Bused to J. Everett Light Career Center)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Focus on Children</td>
<td>Golden Ballroom 4</td>
</tr>
<tr>
<td></td>
<td>Parliamentary Procedure</td>
<td>Directors Row 3</td>
</tr>
</tbody>
</table>

---

Laura Dragoo
Honors Thesis Appendix 89
2005 State Leadership Conference
Adam's Mark Hotel
March 10-12, 2005

FRIDAY AFTERNOON
STAR EVENT SCHEDULE

Friday, March 11

3:00 p.m.  Check-in for Evaluators and Chairs
            Golden Ballroom 2 & 3

3:15 p.m.  Orientation for Evaluators and Chairs
            Golden Ballroom 2 & 3

3:30 p.m.  Specific Event Orientation for Evaluators and Chairs
            General Orientation for Participants

3:45 p.m.  Specific Event Orientation for Participants

4:00 p.m.  Friday Afternoon STAR Events Begin
            Career Investigation  Golden Ballroom 6
            Creed Presentation  Directors Row 3
            FACS Learning Pac  Fortune Square A
            Illustrated Talk  Fortune Square D
            Job Interview  Directors Row 2
Thursday Evening

Applied Technology (DR 3; 25 min)
1. Stacy Trambaugh
2. Ashley Young (PU)
3. Amy Cessna (PU)
Chair Bryan Tolle

Applied Technology (FS A; 25 min)
1. Carolyn White (DOE)
2. Shannon Clark
3. Amy Corrover (PU)
Chair Lesley Love

Chapter Service Manual (GB 6; 20 min)
1. Phil Roth (DOE)
2. Michelle Sullivan (DOE)
3. Megan Phare (PU)
Chair Ashley Ewing

Chapter Service Manual (GB 7; 20 min)
1. Kristin Fisk
2. Emily Minich (PU)
3. Amy Manual (BSU)
Chair Megan Rockwell
Asst.

Chapter Service Display (GB 5; 20 min)
1. Ashley Banter
2. Amber Surber (PU)
3. Amanda Todd
Chair Samantha Phipps

Chapter Service Display (GB 5; 20 min)
1. Shauna Roberts
2. Tracy Schlundt (PU)
3. Lynn Deddens
Chair Dedra Dyer

Hospitality/Entrepreneurship (FS A 20 min)
1. Amber Cunningham (PU)
2. Robyn Ringler (BSU)
3. Brittany Cottrell (Carroll)
Chair Molly Vaught (PU)

Chapter Showcase Display (GB 4; 20 min)
1. Melissa Jones
2. Tiffany Bailey
3. Sarah Krzus (PU)
Chair Wilma Domele
Asst.

Chapter Showcase Manual (GB 1; 20 min)
1. Julie Yeater
2. Shannon Sheidel (PU)
3. Stephanie Sebastian (DOE)
Chair Jane Hiltz

Entrepreneurship (FS B; 25 min)
1. Carol Carmody
2. Randy Staley
3. Greg Sipe (PU)
Chair Bridget McClatchey

Interpersonal Communications (DR 2; 25 min)
1. Cari Peterson (DR 1/case st)
2. Duke Meyer
3. Krystal Bolander (PU)
Chair Janet Thorley

National Programs in Action (FS C; 20 min)
1. Mary Lembcke
2. Ali Lentz (PU)
3. Judy Egolf
Chair Tiffany Frush

National Programs in Action (FS D; 20 min)
1. Lindsay Toler (PU)
2. Sara Barnhart (PU)
3. Diane Tiede
Chair Kaycee Wynn

Alternate
Cindy Reinke
Elizabeth Howlett
Lori Wilson
Brenda LaChance

Student Assistants

Laura Dragoo
Honors Thesis Appendix 91
Friday Morning

**EC Food Preparation** (DR 1; 15 min)
1. Chris Siler
2. Joanna Lee (ISU)
3. Megan Ramset (PU)
Chair Nancy Staley

**Focus on Children** (FS A; 20 min)
1. Becky Ellsworth
2. Diane Tiede
3. Shannon Clark
Chair Alice Crouse

**EC Learning Pac** (FS B; 20 min)
1. Fay Domele
2. Janell Emeret (ISU)
3. Jen Skinner
Chair Kaycee Wynn

**EC Learning Pac** (FS C; 20 min)
1. Stacy Trambaugh
2. Amy Manual (BSU)
3. Ashley Banter
Chair Megan Rockwell

**EC Learning Pac** (FS D; 20 min)
1. Jamie Blanton (ISU)
2. Karen White
3. Julie Percy-Niman
Chair Ashley Ewing

**EC Lesson Planning** (JEL)
1. Mindy Armstrong
2. Charlotte McCall
3. Heidi Wallace
Chair Bennie Silver

**Early Childhood** (JEL)
1. Amber Vickery
2.
3.
Chair Bennie Silver

**Focus on Children** (GB 5; 20 min)
1. Phil Roth
2. Julie Yeater
3. Erica Rich
Chair Dedra Dyer

**Focus on Children** (GB 5; 20 min)
1. Wilma Domele
2. Patti Shutt
3. April Hardegree
Chair Bryan Tolle

**Focus on Children** (GB 4; 20 min)
1. Kathryn Weaver (ISU)
2. Mary Lembcke
3. Mark Broderick (DOE)
Chair Samantha Phipps

**Focus on Children** (GB 4; 20 min)
1. Judy Egolf
2. Suzanne Taylor
3. Brenda LaChance
Chair Suzanne Taylor

**Parliamentary Procedure** (DR 2; 35 min)
1. Duke Meyer (DR 3; planning)
2. Randy Staley
3. FFA State Officer
Chair Carol VB

Alternate

Student Assistants
Friday Evening

**Career Investigation (GB 6; 20 min)**
1. Fay Domele
2. Patti Shutt
3. Susan Ivers (ISU)
Chair Shannon Clark

**Career Investigation (GB 7; 20 min)**
1. Melissa Jones (ISU)
2. Jen Skinner
3. Judy Egolf
Chair Bridget McClatchey

**Creed Presentation (DR 3; 15 min)**
1. Rita Dragoo
2. Ashley Banter
3. Shauna Roberts
Chair Gina Weaver

**FACS Learning Pac (FS A; 20 min)**
1. Breanna Tanner (ISU)
2. Stacy Trambaugh
3. 
Chair Renee Sigmon

**Illustrated Talk (FS D; 20 min)**
1. LaDna Hylton
2. Tristan Grubb
3. Duke Meyer
Chair Dedra Dyer

**Illustrated Talk (FS C; 20 min)**
1. Mary Lembcke
2. Tiffany Bailey
3. Amy Manual (BSU)
Chair Megan Rockwell

**Illustrated Talk (FS B; 20 min)**
1. Jessica Huff (BSU)
2. Rachel DeYoung (BSU)
3. Jen Skinner
Chair Ashley Ewing

**Illustrated Talk (; 20 min)**
1. Elaine Buchanan
2. Lori Wilson
3. Nancy Staley
Chair Emily Shearer

**Illustrated Talk (; 20 min)**
1. 
2. 
3. Chair

**Job Interview (DR 2; 30 min)**
1. Carol Carmody
2. Melissa Jones
3. Wilma Domele
Chair Samantha Phipps

**Job Interview (DR 1; 30 min)**
1. Melanie Williams (ISU)
2. April Hardegree
3. Julie Percy-Niman
Chair Bryan Tolle

Alternates

Student Assistants

Laura Dragoo
Honors Thesis Appendix 93
Folder Contents

Evaluator Folders
- Evaluator Checklist
- Event Regulations
- Sample Questions
- Planning Process
- Words for Constructive Criticism
- Rating Sheets
- Evaluator/Chair Information Cards
- Evaluator/Chair Evaluation

*For some events, case studies/scenarios will also be provided

Room Chair Folders
- Room Chair Checklist
- Room Evaluator List
- Extra Rating Sheets
- Point Summary Forms
- Room Student List
- Event Regulations
- Student Evaluations
- Evaluator/Chair Information Cards
- Evaluator/Chair Evaluation

*For some events, case studies/scenarios will also be provided

Lead Consultant Folders
- Lead Consultant Checklist
- Event Evaluator/Chair Orientation Agenda
- Event Student Orientation Agenda
- Event No-show List
- Master Evaluator/Chair list for time
- Copy of Student list (for orientation attendance purposes)
- Extra Regulations
- Extra Point Summary Forms
- Extra Chair/Evaluator Checklists
- Extra Student Evaluations
- Extra Evaluator/Chair Orientation

*For some events, case studies/scenarios will also be provided
**Special needs forms will also be provided if necessary
Updates for 2005

- Mark all “no-shows” on the No-Show Form and hand it to the STAR Events table.
- Make sure all judges and chairs have checked in with the STAR Events table and didn’t just grab their nametag. I need to know if they are there!
- Attend the General Evaluator Orientation; Inform the STAR Events table if all of your evaluators are not present. We will try to find a replacement if at all possible.
- Please notify the STAR Events table if water has not been provided for your evaluators and chairs.
- Double-check rating sheets. If an evaluator has deducted points they need to SPECIFY why. If a required element is present, the participant should receive full points in that column. If the evaluator has a problem with appearance, it should be addressed ONLY in the appearance column.
- Encourage each evaluator to ask a question.
- Students raved about evaluator’s attitudes last year; encourage them to continue being positive.
- Make sure the STAR Events Table gives you enough gifts for your event (1 for every evaluator, room chair, and lead consultant).
Lead Consultant Training Agenda

1. Welcome and Introductions

2. 2004 Evaluations

3. "A Day in the Life of a Lead Consultant"
   - Job Description
   - State STAR Events updates
   - STAR Event Process
     - Lead Consultant Refresher Course
     - General Evaluator Orientation
     - General Student Orientation
     - Specific Evaluator Orientation
     - Specific Student Orientation
     - STAR Events Begin
     - Duties during the STAR Event
     - After event ends
     - STAR Event Line-up
     - State Conference Evaluation Meeting

4. Updates

5. Questions
No-Show List

Event: ____________________________

<table>
<thead>
<tr>
<th>Student Name</th>
<th>School</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex: Jane Doe</td>
<td>ABC High School</td>
<td>Jr</td>
</tr>
</tbody>
</table>

Lead Consultant: ____________________________

Laura Dragoo
Honors Thesis Appendix 97
Appendix

G

Revised State STAR Manual
Creed Presentation

Creed Presentation, an *individual event*, recognizes participants who recite the FCCLA creed and give an oral presentation identifying how their activities in FCCLA this year have helped them achieve one or more of the FCCLA purposes. Participants must prepare a *file folder* and an *oral presentation*.

**Event Categories**
- **Junior**: through grade 9
- **Senior**: grades 10-12
- **Occupational**: grades 10-12

**Eligibility**
1. Chapters may submit one entry in each category of this event.
2. Participation is open to any nationally affiliated member of Indiana FCCLA.
3. The Creed Presentation project must be developed within the time span beginning April 1 the year before and ending March 1 of the year in which they are participating in this event at the State Leadership Conference.
4. The Creed Presentation project and all supporting materials must be planned, prepared, and conducted by the participant only.

**Procedures & Time Requirements**
1. Each participant will submit a *file folder* with required documents to the room consultant at the designated participation time.
2. Room consultants and evaluators will have 5 minutes to preview the *file folder* before the presentation begins.
3. Participant will have 5 minutes to set up for the event. Other persons may not assist.
4. The *oral presentation may be up to* 8 minutes in length. A one-minute warning will be given at 7 minutes. The participant will be stopped at 8 minutes.
5. Following the presentation, evaluators will have 5 minutes to interview the participant.
6. Evaluators will use the rating sheet to score and write comments for participant. Then, evaluators will meet with each other to discuss the participant’s strengths and suggestions for improvement.
7. The total time required for this event is approximately 20 minutes.

**General Information**
1. A table will be provided. A podium will not be provided.
2. The use of video recordings, props, pointers, visuals, note cards, or notes is not allowed.
3. Participant may refer verbally to documents in their *file folder*, but may not use them during the event.
4. Observers are allowed for this event. See Policies Regarding Observers on page 9 of the State STAR Events manual.
5. See the Allowable Presentation Elements on page 7 of the State STAR Events manual.
6. Words in *italics* are defined in the glossary.
Creed Presentation Specifications

File Folder
Participant must submit one letter-sized file folder containing three identical sets, with each set stapled separately, of the items listed below to the event room consultant at the designated participation time. The file folder must be labeled in the top left corner with name of event, event category, participant’s name, state, and FCCLA Central Region.

<table>
<thead>
<tr>
<th>Project Identification Page</th>
<th>One 8 ½” x 11” page on plain paper; with no graphics or decorations; must include ONLY participant’s name, Event category (Junior, Senior, or Occupational), school, city, state, FCCLA Central Region, and Event title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCCLA Planning Process Summary Page</td>
<td>One 8 ½” x 11” summary page of how each step of the planning process was used to plan and implement the project.</td>
</tr>
<tr>
<td>Documentation of One Prior Presentation of The Creed to an Audience.</td>
<td>Document one prior presentation of the Creed, including date, location, and proof (such as photos, news clippings, thank you note), up to 2 pages.</td>
</tr>
</tbody>
</table>

Oral Presentation
The oral presentation may be up to 8 minutes in length and is delivered to evaluators. The presentation shall include reciting the Creed and then explaining how the Creed relates to FCCLA activities that have led to achieving one or more of the FCCLA purposes.

<table>
<thead>
<tr>
<th>Creed Recitation</th>
<th>Recite Creed to the evaluators.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creed Interpretation</td>
<td>Explain how Creed relates to FCCLA activities that led to achieving one or more of the FCCLA purposes.</td>
</tr>
<tr>
<td>Organization</td>
<td>Deliver presentation in an organized sequential manner.</td>
</tr>
<tr>
<td>Voice</td>
<td>Speak clearly with appropriate pitch, tempo, and volume.</td>
</tr>
<tr>
<td>Body Language</td>
<td>Use appropriate body language including gestures, posture, mannerisms, and eye contact.</td>
</tr>
<tr>
<td>Creativity</td>
<td>Demonstrate creativity in explanation of activities, gestures, or other.</td>
</tr>
<tr>
<td>Grammar and Pronunciation</td>
<td>Use proper grammar and pronunciation.</td>
</tr>
<tr>
<td>Responses to Evaluators’ Questions</td>
<td>Provide clear and concise answers to evaluators’ questions regarding the project. Questions are asked after the presentation.</td>
</tr>
</tbody>
</table>
The FCCLA Creed
We are the Family, Career, and Community Leaders of America. We face the future with warm courage and high hope.

For we have the clear consciousness of seeking old and precious values. For we are the builders of homes, homes for America’s future. Homes where living will be the expression of everything that is good and fair. Homes where truth and love and security and faith will be realities, not dreams.

We are the Family, Career, and Community Leaders of America. We face the future with warm courage and high hope.

The FCCLA Purposes
1. To provide opportunities for personal development and preparation for adult life;
2. To strengthen the function of the family as a basic unit of society;
3. To encourage democracy through cooperative action in the home and community;
4. To encourage individual and group involvement in helping achieve global cooperation and harmony;
5. To promote greater understanding between youth and adults;
6. To provide opportunities for making decisions and for assuming responsibilities;
7. To prepare for the multiple roles of men and women in today’s society;
8. To promote family and consumer sciences and related occupations.

Sample Questions Evaluators May Ask
1. Do you think that your involvement in FCCLA has affected those around you?
2. Does your chapter know how you feel about the creed?
3. How has your chapter used the creed to build programs or projects?
Academic Standards - Creed Presentation

FACS Academic Standards Related to Creed Presentation
1.0 Explain, demonstrate, and integrate processes of thinking, communication, leadership, and management in order to apply family and consumer sciences knowledge and skills.
FACS Courses in which this standard is found: Adult Roles and Responsibilities; Child Development; Consumer Economics; Early Childhood Education; FACS Issues and Applications; Housing and Interiors; Interpersonal Relationships; Nutrition and Wellness; Orientation to Life and Careers; Textiles and Fashion Technologies

A variety of standards in the High School FACS Course Frameworks can be achieved, depending upon the course and the student’s particular focus. Likewise, a variety of standards in the Middle School FACS Framework can be achieved, depending on which of the FCCLA purposes the student focuses on.

English/Language Arts
2.0 Reading and Comprehension
7.0 Listening & Speaking: Skills, Strategies, and Applications
Creed Presentation Rating Sheet

Name of Participant ___________________________________________________ School __________________________ 

Category  □ Junior  □ Senior  □ Occupational 

Instructions: Circle the appropriate score for each item. Write the same score in the “Score” column. Add each score and record total points. Room consultant is to verify that the point total is correct and initial form. Evaluators are to provide constructive comments for each participant in order to help participants identify their strengths and areas for improvement. Write comments on the back of the rating sheet.

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>FILE FOLDER</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Identification Page</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Planning Process Summary Page</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Documentation of One Prior Presentation</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>DOCUMENTATION OF ONE PRIOR PRESENTATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ORAL PRESENTATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creed Recitation</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Creed Interpretation</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Organization</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Voice</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Body Language</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Creativity</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Grammar and Pronunciation</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Responses to Evaluators’ Questions</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Evaluator’s signature ____________________________

TOTAL SCORE

Laura Dragoo
Honors Thesis Appendix 103
Indiana STAR Events Point Summary Form
Creed Presentation

VITAL INFORMATION...complete all sections accurately!

Category (circle one): Junior Senior Occupational

Participant's Name(s): _______________________________________________________________

School: ___________________________ Participant(s) Number: _____________

Directions:
1. Before student presentation, room consultant must check participant's file folder using the criteria and in the
   specifications. If there is a discrepancy under or over the required number of items, record in the comment section
   and notify event lead consultant to verify point deductions.
2. At the conclusion of presentation, place this form in front of the completed rating sheets. Paper clip items related to
   one presentation together ON THE LEFT SIDE OF THE PAGE ONLY. Do not staple or in any way deform the top
   of the scoring sheets.

Evaluators' Scores

Evaluator 1 _______ Initials _______
Evaluator 2 _______ Initials _______
Evaluator 3 _______ Initials _______

Total Score _______ divided by number of evaluators = Average Score _______

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Standards and Penalty Points</th>
<th>Point Deduction</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>One file folder</td>
<td>Failure of the file folder to be letter size and include the following information typed or written in the upper left corner: name of event, category, participant's name, state, and FCCLA national region (Central) will result in the loss of two points.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The folder must include three separately stapled identical sets of required information.</td>
<td>Failure to follow page rules or number of document sets will result in the loss of two points per identical set, not to exceed 10 points.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Criteria</td>
<td>Failure to attend participant registration will result in the loss of 5 points per individual.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Failure to follow specific event guidelines not listed in any other criteria may result in additional point deductions, not to exceed 10 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Deduction</td>
<td>Maximum of 10 Points</td>
<td></td>
</tr>
</tbody>
</table>

Final Score: ______________________


Verification of final score and rating (please initial)

Evaluator 1 _______ Evaluator 2 _______ Evaluator 3 _______
Room Consultant _______ Event Lead Consultant _______

Laura Dragoo
Honors Thesis Appendix 104
Early Childhood Food Preparation

Early Childhood Food Preparation, an *individual event*, recognizes participants who give an oral presentation about an experience in guiding children through a meaningful activity involving a nutritious snack. Participants must prepare a *file folder*, an *oral presentation*, and a *portfolio* that documents their experience.

**Event Categories**
- **Junior**: through grade 9
- **Senior**: grades 10-12
- **Occupational**: grades 10-12

**Eligibility**
1. Comprehensive chapters may submit one entry in the junior and senior categories. Occupational chapters may submit up to 3 entries in the occupational category.
2. Participation is open to any nationally affiliated member of Indiana FCCLA.
3. The Early Childhood Food Preparation project must be developed within the time span beginning April 1 the year before and ending March 1 of the year in which they are participating in this event at the State Leadership Conference.
4. The Early Childhood Food Preparation project and all supporting materials must be planned, prepared, and conducted by the participant only.

**Procedures & Time Requirements**
1. Each participant will submit a *file folder* with required documents to the room consultant at the designated participation time.
2. Room consultants and evaluators will have 5 minutes to preview the *file folder* before the presentation begins.
3. Participant will have 5 minutes to set up for the event. Other persons may not assist.
4. The *oral presentation may be up to* 10 minutes in length. A one-minute warning will be given at 9 minutes. The participant will be stopped at 10 minutes.
5. Following the presentation, evaluators will have 5 minutes to interview the participant. Room consultant will check the portfolio during this time.
6. Evaluators will use the rating sheet to score and write comments for participant. Then, evaluators will meet with each other to discuss the participant’s strengths and suggestions for improvement.
7. The total time required for this event is approximately 25 minutes.

**General Information**
1. A table will be provided. Easels will not be provided, but participant may bring an easel if desired. Participant must bring any other necessary supplies and/or equipment.
2. Participants will use the Portfolio during their oral presentation.
3. The use of video recordings, props, pointers, visuals, note cards, or notes is not allowed.
4. Observers are allowed for this event. See policies regarding observers on page 7 of the State STAR Events manual.
5. See the allowable presentation elements on page 9 of the State STAR Events manual.
6. Words in *italics* are defined in the glossary.
Early Childhood Food Preparation Specifications

File Folder
Participant must submit one letter-sized file folder containing three identical sets, with each set stapled separately, of the items listed below to the event room consultant at the designated participation time. The file folder must be labeled in the top left corner with name of event, event category, participant’s name, state, and FCCLA Central Region.

| Project Identification Page | One 8½" x 11" page on plain paper; with no graphics or decorations; must include only participant’s name, Event category (Junior, Senior, or Occupational), school, city, state, FCCLA Central Region, and Event title. |
| FCCLA Planning Process Summary Page | One 8½" x 11" summary page of how each step of the planning process was used to plan and present the project. |
| Lesson Plan | One 8½" x 11" page on plain paper using the provided lesson plan format. |

Portfolio
The portfolio is a collection of materials used to document and illustrate the student’s work in Early Childhood Food Preparation. Materials must be contained in an FCCLA STAR Events binder/notebook obtained from the national FCCLA emblematic supplier. A decorative and/or informative cover may be included. All materials, including the divider pages and tab, must fit within the cover. The binder/notebook must contain no more than 20 pages: 0-5 divider pages and up to 15 content pages. Divider pages may be tabbed and contain a title, a section name, graphic elements, thematic decorations, and/or page numbers; they must not include any other content. All pages must be one-sided only. All pages except divider pages must be 8½” by 11”. Stacking/overlapping is not permitted in the portfolio. The room consultant will check the portfolio after the oral presentation is completed.

| Evidence of Experience | Show evidence of the participant’s experience in an activity that involves providing preschool-aged children with a nutritious snack. |
| Effectively Illustrates Content | Show evidence of the participant’s ability to create age-appropriate activities and knowledge of preschool-aged children. |
| Creativity & Appearance | Use creative methods to create activities and portfolio; Portfolio is neat and organized. |

Oral Presentation
The Oral Presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation is to describe the activity completed with children.

| Introduction | Express objectives, instructions, and directions with clarity. |
| Activity | Present activity with organization; focus on content, accuracy of information, age-level appropriateness, sequence of events/activities, pace, and transitions. This may be either a description of the activity or a reenactment - with evaluators playing role of children - or a combination. |
| Evidence of Skills | Show evidence (from the portfolio) of implementation of the activity. |
| Knowledge of Subject Matter | Show evidence of knowledge of age-appropriate activities based on developmental stages of children who engaged in the activity. Show evidence of developmental knowledge regarding nutrition. |
| Voice | Speak clearly with appropriate pitch, tempo, and volume |
| Body Language | Use appropriate body language including gestures, posture, mannerisms, eye contact, and handling of portfolio. |
| Grammar and Pronunciation | Use proper grammar and pronunciation. |
| Responses to Evaluators’ Questions | Provide clear and concise answers to evaluators’ questions regarding subject matter. Questions are asked after the presentation. |

Laura Dragoo
Honors Thesis Appendix 106
### Early Childhood Food Preparation Lesson Plan Format

<table>
<thead>
<tr>
<th>Name of Participant</th>
<th>Date Presented to Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Project</td>
<td>Age of Children</td>
</tr>
</tbody>
</table>

**Learning Goals of Food Preparation Activity** (What knowledge or skills will this activity help children know and be able to do?)

**Rationale** (Why is this knowledge or skill important for children to know and be able to do at this age?)

<table>
<thead>
<tr>
<th>Setting (Location, furniture, large equipment needed to carry out activity)</th>
<th>Supplies (Supplies and resources needed to prepare for and carry out the activity)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipatory Set (How will you gain the children’s attention?)</td>
<td></td>
</tr>
</tbody>
</table>

**Activity** (Describe in detail the food preparation activity you will do with the children.)

**Closure** (How will you prepare the children to move on?)

**Reference(s)**
Sample Questions

1. Do you think that your involvement in FCCLA has influenced your work with young children?

2. How did you choose the activity/snack that you used for your project?

3. Which part of this project was the most fun for you and why?

*Academic Standards -

**Early Childhood Food Preparation**

*English/Language Arts*
Writing: process
Writing: English language conventions
7.0 Listening & Speaking: Skills, Strategies, and Applications

*Family and Consumer Sciences*
Adult Roles and Responsibilities; Child Development; Consumer Economics; FACS Issues and Applications; Housing and Interiors; Interpersonal Relationships; Nutrition and Wellness; Orientation to Life and Careers; Textiles and Fashion Technologies
1.0 Explain, demonstrate, and integrate processes of thinking, communication, leadership and management in order to apply family and consumer sciences knowledge and skills.

*Early Childhood Education*
1.0 Explain, demonstrate, and integrate processes of thinking, communication, leadership, and management in order to apply family and consumer sciences knowledge and skills.
2.0 Analyze career paths within early childhood education and services.
3.0 Analyze developmentally appropriate practices to plan for early childhood education and services.
4.0 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.
5.0 Demonstrate a safe and healthy learning environment for children.
6.0 Demonstrate techniques for positive collaborative relationships with children and their families.
7.0 Demonstrate professional practices and standards related to working with children and their families.
Early Childhood Food Preparation Rating Sheet

Name of Participant ___________________________________________ School ____________________________

Category  □ Junior  □ Senior  □ Occupational

Instructions: Circle the appropriate score for each item. Write the same score in the "Score" column. Add each score and record total points. Room consultant is to verify that the point total is correct and initial form. Evaluators are to provide constructive comments for each participant in order to help participants identify their strengths and areas for improvement. Write comments on the back of the rating sheet.

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>FILE FOLDER</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Identification Page</td>
<td>0 1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Planning Process Summary Page</td>
<td>0 1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Lesson Plan</td>
<td>0 1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>PORTFOLIO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of Experience</td>
<td>0 1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Effectively Illustrates Content</td>
<td>0 1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Appearance and Creativity</td>
<td>0 1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>ORAL PRESENTATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>0 1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>0 1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Evidence of Skills</td>
<td>0 1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Knowledge of Subject Matter</td>
<td>0 1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Voice</td>
<td>0 1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Body Language</td>
<td>0 1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Grammar and Pronunciation</td>
<td>0 1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Responses to Evaluators’ Questions</td>
<td>0 1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL SCORE

Evaluator’s signature ____________________________

Laura Dragoo
Honors Thesis Appendix 109
Indiana STAR Events Point Summary Form
Early Childhood Food Preparation

VITAL INFORMATION…complete all sections accurately!

Category (circle one): Junior Senior Occupational

Participant’s Name(s): ___________________ 

School: ___________________ 

Participant(s) Number: ______

Directions:

3. Room consultant must check participant’s file folder and portfolio (see Procedures) using the criteria and standards in the Specifications. If there is a discrepancy under or over the required number of items, record in the comment section and notify event lead consultant to verify point deductions.

4. At the conclusion of presentation, place this form in front of the completed rating sheets. Paper clip items related to one presentation together ON THE LEFT SIDE OF THE PAGE ONLY. Do not staple or in any way deform the top of the scoring sheets.

Evaluators’ Scores

Evaluator 1 _______ Initials _______ 
Evaluator 2 _______ Initials _______ 
Evaluator 3 _______ Initials _______

Total Score _______ divided by number of evaluators = Average Score _______

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Standards and Penalty Points</th>
<th>Point Deduction</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>One file folder</td>
<td>Failure of the file folder to be letter size and include the following information typed or written in the upper left corner: name of event, event category, participant’s name, state, and FCCLA Central Region will result in the loss of two points.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The folder must include three separately stapled identical sets of required information</td>
<td>Failure to follow page rules or number of document sets will result in the loss of two points per identical set, not to exceed 10 points.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio 0-5 Divider pages Up to 15 content pages (one-sided only)</td>
<td>Failure to follow page rules for portfolio will result in the loss of two points per additional page and/or page that does not follow the rules for stacking/overlapping, not to exceed 10 points.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Criteria</td>
<td>Failure to attend participant registration will result in the loss of 5 points per individual. Failure to follow specific event guidelines not listed in any other criteria may result in additional point deductions, not to exceed 10 points</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Deduction

Maximum of 10 Points

Final Score: 

Average score minus point deduction(s)

Rating Achieved (circle one) 
Gold: 90-100 
Silver: 80-89.99 
Bronze: 70-79.99 
Participation: 0-69.99

Verification of final score and rating (please initial)

Evaluator 1 ___________ Evaluator 2 ___________ Evaluator 3 ___________
Room Consultant ___________ Event Lead Consultant ___________

Laura Dragoo
Honors Thesis Appendix 110
Early Childhood Learning Pac

Early Childhood Learning Pac, an *individual* or *team event*, recognizes participants who demonstrate Child Development knowledge and skills to plan and create an activity file related to a theme of their choice. Participants must prepare a *file folder*, a *Learning Pac (resource container)* and an *oral presentation* describing the Learning Pac.

**Event Categories**
- **Junior**: through grade 9
- **Senior**: grades 10-12
- **Occupational**: grades 10-12

**Eligibility**
1. Comprehensive chapters may submit one entry in the junior and senior categories. Occupational chapters may submit up to 3 entries in the occupational category.
2. Participation is open to any nationally affiliated member of Indiana FCCLA.
3. The Early Childhood Learning Pac project must be developed within the time span beginning April 1 the year before and ending March 1 of the year in which they are participating in this event at the State Leadership Conference.
4. The Early Childhood Learning Pac project and all supporting materials must be planned, prepared, and conducted by the participant(s) only.

**Procedures & Time Requirements**
1. Participant(s) will submit a *file folder* with required documents to the room consultant at the designated participation time.
2. Room consultants and evaluators will have 5 minutes to preview the *file folder* before the presentation begins.
3. Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.
4. The *oral presentation* may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. The participant will be stopped at 10 minutes.
5. Following the presentation, evaluators will have 5 minutes to interview the participant(s). Room consultant will check the Learning Pac during this time.
6. Evaluators will use the rating sheet to score and write comments for participant. Then, evaluators will meet with each other to discuss the participants' strengths and suggestions for improvement.
7. The total time required for this event is approximately 25 minutes.

**General Information**
1. A table will be provided. Easels will not be provided, but participant may bring an easel if desired. Participant must bring any other necessary supplies and/or equipment.
2. Participant(s) will use the Learning Pac during their oral presentation.
3. Observers are allowed for this event. See policies regarding observers on page 7 of the State STAR Events manual.
4. See the allowable presentation elements on page 9 of the State STAR Events manual.
5. Words in *italics* are defined in the glossary.
Early Childhood Learning Pac Specifications

File Folder
Participant must submit one letter-sized file folder containing three identical sets, with each set stapled separately, of the items listed below to the event room consultant at the designated participation time. The file folder must be labeled in the top left corner with name of event, event category, participant’s name, state, and FCCLA Central Region.

<table>
<thead>
<tr>
<th>Project Identification Page</th>
<th>One 8 ½” x 11” page on plain paper; with no graphics or decorations; must include ONLY participant’s name, Event category (Junior, Senior, or Occupational), school, city, state, FCCLA Central Region, and Event title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCCLA Planning Process Summary Page</td>
<td>One 8 ½” x 11” summary page of how each step of the planning process was used to plan and implement the project.</td>
</tr>
<tr>
<td>Learning Pac Guide</td>
<td>State the age(s) the project is for and explain why chosen. State the theme and the objectives. Explain how theme and objectives are related. List the activities; explain how they are age appropriate and how they relate to objectives. Include a bibliography.</td>
</tr>
</tbody>
</table>

Learning Pac
The Learning Pac is a durable, sturdy container, with a lid, that holds a collection of materials related to a theme that is appropriate for young children. The Learning Pac shall contain all the supplies and materials for the activities listed in the Guide and shall relate to the theme and objectives of the project. The container shall be decorated according to the theme and divided into sections.

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 2- Group Activities List and Descriptions</td>
<td>Choose activities from the following list. At least two categories of activities must be included. For each activity, include: Activity title, list of supplies needed, directions for any activities or games.</td>
</tr>
<tr>
<td></td>
<td>□ Songs – Words, music, diagrams of motions or illustrations</td>
</tr>
<tr>
<td></td>
<td>□ Finger plays/poems – Words, diagrams of motions if appropriate</td>
</tr>
<tr>
<td></td>
<td>□ Storytelling (if this category is chosen, choose only one of these storytelling activities)</td>
</tr>
<tr>
<td></td>
<td>o Picture Book – story text must be included</td>
</tr>
<tr>
<td></td>
<td>o Flannel Board Story – story, text, and characters</td>
</tr>
<tr>
<td></td>
<td>o Puppet Story – story, text, characters, or puppets</td>
</tr>
<tr>
<td></td>
<td>□ Group games – List the game on a card or paper, and supply directions and rules. Include any props needed for the game.</td>
</tr>
<tr>
<td>Section 3- Individual Activity</td>
<td>Describe an individual activity, one that a child could do on his/her own and appropriate for the age chosen. Include the name of the activity, list of materials used, actual items needed for activity, explanation of how materials or activity is used, and directions to any games. Explain how the activity helps the child achieve one or more of the learning objectives listed in the Learning Pac Guide. This could be an activity such as an art activity, an additional storybook, or actual items or materials relating to the theme that the child could touch, see, or smell. This is to be an activity that can be used as a follow-up activity or to reinforce previous group activities or learning.</td>
</tr>
</tbody>
</table>

Laura Dragoo
Honors Thesis Appendix 112
Section 4- Visual Aid

Include one visual aid to use as an “attention getter”, room enhancement, or bulletin board. Explain how the visual aid relates the theme to viewers. Choose one from the following:

☐ Captioned photograph of actual bulletin board in classroom
☐ Computer-generated mock-up or other simulated format of bulletin board (NOT a sketch or diagram)
☐ Mobile (the actual mobile)
☐ Display of Real Objects (shall not be a duplicate of objects used in Section 3 - Individual Activity.

Oral Presentation

The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation shall an explanation of the activities created within the Learning Pac.

| Introduction | Explain ages of children, theme, and objectives with clarity. |
| Activities | Present activities with organization; focus on content, accuracy of information, sequence of events/activities, pace, and transitions. |
| Relationship to Theme and Objectives | Relate each activity to the theme and objectives in Learning Pac Guide |
| Knowledge of Subject Matter | Demonstrate knowledge of child development. Relate each activity to intellectual, social, or physical development. Explain age-appropriateness of activities. |
| Organization | Show contents of Learning Pac in an organized and logical manner. |
| Voice | Speak clearly with appropriate pitch, tempo, and volume |
| Body Language | Use appropriate body language including gestures, posture, mannerisms, and eye contact. |
| Grammar and Pronunciation | Use proper grammar and pronunciation. |

Sample Questions

1. Do you think that your involvement in FCCLA has affected your work with young children?
2. How did you choose the activities that you used for your project?

3. Which part of this project was the most fun for you and why?
Academic Standards - Early Childhood Learning Pac

FACS Academic Standards Related to Creed Presentation

Adult Roles and Responsibilities; Child Development;

1.0 Explain, demonstrate, and integrate processes of thinking, communication, leadership and management in order to apply family and consumer sciences knowledge and skills.

Child Development

8.0 Explain, demonstrate, and integrate processes of thinking, communication, leadership, and management in order to apply family and consumer sciences knowledge and skills.

4.0 Explain, demonstrate, and integrate processes of human grown & development

5.0 Explain, demonstrate, and integrate nurturing strategies for growth and development

6.0 Explain demonstrate and integrate external support systems/services

English/Language Arts

Writing: process
Writing: English language conventions

7.0 Listening & Speaking: Skills, Strategies, and Applications
**Early Childhood Learning Pac Rating Sheet**

**Name of Participant**: __________________________________________  **School**: __________________________________________

**Category**:  □ Junior  □ Senior  □ Occupational

**Instructions**: Circle the appropriate score for each item. Write the same score in the “Score” column. Add each score and record total points. Room consultant is to verify that the point total is correct and initial form. Evaluators are to provide constructive comments for each participant in order to help participants identify their strengths and areas for improvement. Write comments on the back of the rating sheet.

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FILE FOLDER</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Identification Page</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Planning Process Summary Page</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Learning Pac Guide</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>LEARNING PAC</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section 1-Learning Pac Guide</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section 2-Group Activities</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Section 3-Individual Activities</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Section 4-Visual Aid</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>ORAL PRESENTATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Activities</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Relationship to Theme and Objectives</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Knowledge of Subject Matter</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Organization</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Voice, Body Language, Grammar and Pronunciation</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

Laura Dragoo
Honors Thesis Appendix 115
Indiana STAR Events Point Summary Form
Early Childhood Learning Pac

VITAL INFORMATION...complete all sections accurately!

Category (circle one): Junior    Senior    Occupational

Participant’s Name(s): ___________________ 

School: ___________________ Participant(s) Number: _______

Directions:
5. Room consultant must check participant’s file folder and Learning Pac using the criteria and standards in the specifications. If there is a discrepancy under or over the required number of items, record in the comment section and notify event lead consultant to verify point deductions.
6. At the conclusion of presentation, place this form in front of the completed rating sheets. Paper clip items related to one presentation together ON THE LEFT SIDE OF THE PAGE ONLY. Do not staple or in any way deform the top of the scoring sheets.

Evaluators’ Scores
Evaluator 1 ___________ Initials _______ 
Evaluator 2 Initials _______ 
Evaluator 3 Initials _______

Total Score divided by number of evaluators = Average Score

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Standards and Penalty Points</th>
<th>Point Deduction</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>One file folder</td>
<td>Failure of the file folder to be letter size and include the following information typed or written in the upper left corner: name of event, category, participant’s name, state, and FCCLA national region (Central) will result in the loss of two points.</td>
<td>Failure to follow page rules or number of document sets will result in the loss of two points per identical set, not to exceed 10 points.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The folder must include three separately stapled identical sets of required information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Pac 4 Sections</td>
<td>Failure to follow specifications for Learning Pac will result in the loss of two points per rule violation, not to exceed 10 points.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Criteria</td>
<td>Failure to attend participant registration will result in the loss of 5 points per individual.</td>
<td>Failure to follow specific event guidelines not listed in any other criteria may result in additional point deductions, not to exceed 10 points</td>
<td></td>
</tr>
</tbody>
</table>

Total Deduction
Maximum of 10 Points

Final Score: Average score minus point deduction(s)


Verification of final score and rating (please initial)
Evaluator 1 ___________ Evaluator 2 ___________ Evaluator 3 ___________
Room Consultant ___________ Event Lead Consultant ___________

Laura Dragoo
Honors Thesis Appendix 116
Early Childhood Lesson Planning

Early Childhood Lesson Planning, an *individual event*, recognizes participants who prepare a *file folder*, *lesson plan*, an *oral presentation*, and teach one activity from the plan to a group of children in an early childhood setting.

**Event Categories**
- **Junior**: through grade 9
- **Senior**: grades 10-12
- **Occupational**: grades 10-12

**Eligibility**
1. Each comprehensive chapter may submit one junior and one senior entry. Each occupational chapter may submit up to three entries.
2. Participation is open to any nationally affiliated member of Indiana FCCLA.
3. The Early Childhood Lesson Planning project must be developed within a time span beginning April 1 and ending March 1 of the school year in which they are participating in this event at the State Leadership Conference.
4. The Early Childhood Lesson Planning project activities and supporting materials must be planned, conducted, and prepared by the participant only.

**Procedures & Time Requirements**
1. Each participant will submit a *file folder* with required documents to the room consultant at the designated participation time.
2. Room consultants and evaluators will have 5 minutes to preview the *file folder* before the presentation.
3. The second part of the *oral presentation may be up to* 15 minutes in length. A one-minute warning will be given at 14 minutes. The participant will be stopped at 15 minutes.
4. Following the presentation, the evaluators will have 5 minutes to interview the participant.
5. Evaluators will use the rating sheet to score and write comments for the participant. Then, evaluators will meet with each other to discuss the participant's strengths and suggestions for improvement.
6. The total time required for this event is approximately 30 minutes.

**General Information**
1. Students participating in the event will be transported to a local early childhood center to give the oral presentation.
2. Art activities or food preparation must not be chosen for the lesson to be taught to the children.
3. Tables and chairs will be available. Participants must bring all supplies and any other equipment needed to teach their activity.
4. Participants may bring an easel.
5. Electrical outlets will be available.
6. Spectators may not observe any
3. Participant will have 5 minutes to set up for the event. Other persons may not assist.
4. The first part of the oral presentation may be up to 3 minutes in length. A one-minute warning will be given at 2 minutes. The participant will be stopped at 3 minutes.

Early Childhood Lesson Planning Specifications

File Folder
Participant will submit one letter-sized file folder containing three identical sets, which each set stapled separately, of the items listed below to the event room consultant at the designated participation time. The file folder must be labeled in the top left corner with the name of event, event category, participant’s name, state, and Central Region.

<table>
<thead>
<tr>
<th>Project Identification Page</th>
<th>One 8½” x 11” page on plain paper with no graphics or decorations; must include ONLY participant’s name, Event Category (Junior, Senior, or Occupational), school, city, state, FCCLA Central Region, and Event title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCCLA Planning Process Summary Page</td>
<td>One 8½” x 11” summary page indicating how each step of the planning process was used to plan and implement the project.</td>
</tr>
<tr>
<td>Lesson Plan</td>
<td>Choose a topic or theme that is age appropriate for 3- to 5-year old children. Plan a lesson following the format provided on the sample form. The plan must be typed on 8½” x 11” paper, single sided. Incorporate 3 activities into the plan. Examples: songs, finger plays, story presentation (puppets, felt board), games (folder games, floor games, indoor games), art, any other age appropriate activities.</td>
</tr>
<tr>
<td>Bibliography</td>
<td>Use an organized, consistent format to cite all references in alphabetical order. Resources should be reliable and current.</td>
</tr>
</tbody>
</table>

Oral Presentation
The oral presentation consists of two parts (1. introduction, 2. teaching one activity). The introduction may be up to 3 minutes in length and is delivered to evaluators. The introduction is to describe the chosen theme and objectives and summarize the three-part lesson plan. The second part of the oral presentation,
which may be up to 15 minutes in length, consists of teaching one of the three activities from the lesson plan to a small group of pre-school age children.

<table>
<thead>
<tr>
<th>Introduction/Summary</th>
<th>Describe theme and objectives; summarize the three activities from the lesson plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation of Activity to Children</td>
<td>Present one activity from the lesson plan to a group of pre-school age children with organization, focus on content, accuracy of information, age-level appropriateness, pace, transition, and appropriate guidance. Art activities are not permitted for presentation due to time limitations.</td>
</tr>
<tr>
<td>Materials gathered</td>
<td>Gather all materials and have ready to use in the lesson plan.</td>
</tr>
<tr>
<td>Gaining children’s attention</td>
<td>Effectively gain children’s attention.</td>
</tr>
<tr>
<td>One activity taught from plan</td>
<td>Choose only one activity from the plan and follow it correctly.</td>
</tr>
<tr>
<td>Positive interaction with children</td>
<td>Interact with children in positive and upbeat ways.</td>
</tr>
<tr>
<td>Children’s behavior managed</td>
<td>Maintains appropriate control of children’s behavior during lesson.</td>
</tr>
<tr>
<td>Clear, simple directions</td>
<td>Give directions that are easy for the children to understand.</td>
</tr>
<tr>
<td>Voice</td>
<td>Speak clearly, with appropriate pitch, tempo, and volume.</td>
</tr>
<tr>
<td>Body Language</td>
<td>Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of supplies and materials.</td>
</tr>
<tr>
<td>Grammar and Pronunciation</td>
<td>Use proper grammar and pronunciation.</td>
</tr>
<tr>
<td>Responses to Evaluators’ Questions</td>
<td>Provide clear and concise answers to evaluators’ questions regarding the project. Questions are asked after the presentation.</td>
</tr>
</tbody>
</table>
Early Childhood Lesson Planning Lesson Plan Format

Name of Participant __________________________ Age of Children _____________
Theme _______________________________________

Learning Goals or Objectives (What knowledge or skills will this lesson help children know and be able to do?)

Rationale (Why is this knowledge or skill important for children to know and be able to do at this age?)

Introduction (How will you introduce the theme and overall lesson to the children?)
  Activity One
    Setting (Location, furniture, large equipment needed to carry out activity)
    Supplies (Supplies and resources needed to prepare for and carry out the activity)
    Anticipatory Set (How will you gain the children’s attention?)
    Activity (Describe in detail the activity you will do with the children.)
    Transition (How will you prepare the children to move to Activity 2?)

Activity Two
  Setting (Location, furniture, large equipment needed to carry out activity)
  Supplies (Supplies and resources needed to prepare for and carry out the activity)
  Anticipatory Set (How will you gain the children’s attention?)
  Activity (Describe in detail the activity you will do with the children.)
  Transition (How will you prepare the children to move to Activity 3?)

Activity Three
  Setting (Location, furniture, large equipment needed to carry out activity)
  Supplies (Supplies and resources needed to prepare for and carry out the activity)
  Anticipatory Set (How will you gain the children’s attention?)
  Activity (Describe in detail the activity you will do with the children.)
  Transition (How will you prepare the children to move to Activity 3?)

Closure (How will you close the lesson?)

Evaluation (How will you evaluate the children’s achievement of the goal(s) or objective(s)?)

Reference/Resources(s)
Sample Questions

1. How has your involvement with children helped you to develop your lesson plan?
2. How did FCCLA help you to develop your project?
3. Why do you like working with small children?

Academic Standards -
Early Childhood Lesson Planning

Family and Consumer Sciences
Numbers of the FACS Academic Standards are provided here. See http://doe.state.in.us/octe/facs for the standards in their entirety.

Child Development and Parenting
1.0
1.1
1.2
4.1

Advanced Child Development
1.1
1.4
4.1
4.2
4.4

Early Childhood Education
1.1
1.2
4.2
4.4
4.6
5.1
6.1
6.3

English/Language Arts
9.2.2
9.4.3

Other Academic Standards
Academic standards for other subject matter areas can be found via links on the FACS Education website as listed above.
**Early Childhood Lesson Planning Rating Sheet**

Name of Participant ___________________________ School ___________________________

Category  □ Junior  □ Senior  □ Occupational

**Instructions:** Circle the appropriate score for each item. Write the same score in the “Score” column. Add each score and record total points. Room consultant is to verify that the point total is correct and initial form. Evaluators are to provide constructive comments for each participant in order to help participants identify their strengths and areas for improvement. Write comments on the back of the rating sheet.

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FILE FOLDER</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Identification Page</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Planning Process Summary Page</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Lesson Plan</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Bibliography</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>ORAL PRESENTATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction/Summary</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Presentation of Activity to Children</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Gaining children’s attention</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Materials gathered</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>One activity taught from plan</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Positive interaction with children</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Children’s behavior managed</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Clear, simple directions</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Voice, Body Language</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Grammar and Pronunciation</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Responses to Evaluators’ Questions</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Laura Dragoo
Honors Thesis Appendix 122
Evaluator’s signature ____________________________
Room Consultant’s Initials (indicating that score has been verified) ________________

Laura Dragoo
Honors Thesis Appendix 123
Indiana STAR Events Point Summary Form
Early Childhood Lesson Planning

VITAL INFORMATION...complete all sections accurately!

Category (circle one): Junior  Senior  Occupational
Participant’s Name(s): ________________________________
School: ___________________________  Participant(s) Number: ____________

Directions:
7. Room consultant must check participant’s file folder using the criteria and standards in the specifications. If there is a discrepancy under or over the required number of items, record in the comment section and notify event lead consultant to verify point deductions.
8. At the conclusion of presentation, place this form in front of the completed rating sheets. Paper clip items related to one presentation together ON THE LEFT SIDE OF THE PAGE ONLY. Do not staple or in any way deform the top of the scoring sheets.

Evaluators’ Scores
Evaluator 1 ________  Initials __________
Evaluator 2 ________  Initials __________
Evaluator 3 ________  Initials __________

Total Score ________ divided by number of evaluators = Average Score __________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Standards and Penalty Points</th>
<th>Point Deduction</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>One file folder</td>
<td>Failure of the file folder to be letter size and include the following information typed or written in the upper left corner: name of event, event category, participant’s name, state, and Central Region will result in the loss of two points.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The folder must include three separately stapled identical sets of required information</td>
<td>Failure to follow page rules or number of document sets will result in the loss of two points per identical set, not to exceed 10 points.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Criteria</td>
<td>Failure to attend participant registration will result in the loss of 5 points per individual.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Failure to follow specific event guidelines not listed in any other criteria may result in additional point deductions, not to exceed 10 points</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Final Score: Average score minus point deduction(s)

Verification of final score and rating (please initial)
Evaluator 1 ________  Evaluator 2 ________  Evaluator 3 ________
Room Consultant ________  Event Lead Consultant ________

Laura Dragoo
Honors Thesis Appendix 124
FACS Learning Pac

FACS Learning Pac, an individual or team event, recognizes participant(s) who demonstrate Family and Consumer Sciences knowledge and skills to plan and create a resource container related to a theme that is provided annually. Participants must prepare a file folder, a learning pac, and an oral presentation.

Event Categories

Junior: through grade 9
Senior: grades 10-12
Occupational: grades 10-12

Eligibility

1. Each chapter may submit up to 3 entries in the occupational category.
2. Participation is open to any nationally affiliated member of Indiana FCCLA.
3. The FACS Learning Pac project must be developed within the time span beginning April 1 the year before and ending March 1 of the year in which they are participating in this event at the State Leadership Conference.
4. The FACS Learning Pac project and all supporting materials must be planned, prepared, and conducted by the participant(s) only.

Procedures & Time Requirements

1. Participant(s) will submit a file folder with required documents to the room consultant at the designated participation time.
2. Room consultants and evaluators will have 5 minutes to preview the file folder before the presentation begins.
3. Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.
4. The oral presentation may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. The participant will be stopped at 10 minutes.
5. Following the presentation, evaluators will have 5 minutes to interview the participant(s). Room consultant will check the Learning Pac during this time.
6. Evaluators will use the rating sheet to score and write comments for participant. Then, evaluators will meet with each other to discuss the participants’ strengths and suggestions for improvement.
7. The total time required for this event is approximately 25 minutes.

General Information

1. A table will be provided. Easels will not be provided, but participant may bring an easel if desired.
2. All visuals and equipment must be contained within the Learning Pac.
3. Participant(s) will use the Learning Pac during their oral presentation.
4. Observers are allowed for this event. See policies regarding observers on page 7 of the State STAR Events manual.
5. See the allowable presentation elements on page 9 of the State STAR Events manual.
6. Words in italics are defined in the glossary.

Laura Dragoo
Honors Thesis Appendix 125
FACS Learning Pac Specifications

**File Folder**
Participant must submit one letter-sized *file folder* containing three identical sets, with each set stapled separately, of the items listed below to the event room consultant at the designated participation time. The *file folder* must be labeled in the top left corner with name of event, event category, participant’s name, state, and FCCLA Central Region.

<table>
<thead>
<tr>
<th>Specifications</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Identification Page</strong></td>
<td>One 8 1/2” x 11” page on plain paper; with no graphics or decorations; must include ONLY participant’s name, Event category (Junior, Senior, or Occupational), school, city, state, FCCLA Central Region, and Event title.</td>
</tr>
<tr>
<td><strong>FCCLA Planning Process Summary Page</strong></td>
<td>One 8 1/2” x 11” summary page of how each step of the planning process was used to plan and implement the project.</td>
</tr>
<tr>
<td><strong>Learning Pac Guide</strong></td>
<td>The Learning Pac Guide must include the following information: Table of Contents of the Learning Pac (1 page); Description of the community, group, or individual with a need related to the theme; Explanation of relationship of topic to the needs of the chosen group or individual; FACS course and content standards and competencies addressed by the project (1 page); Evaluation and Reflection (aspects of the project that have been successful and why; aspects that were challenging and why; additional personal reflections) (1-2 pages); Bibliography (1 page)</td>
</tr>
</tbody>
</table>

**Learning Pac**
The Learning Pac is a durable, sturdy container, with a lid, large enough to hold all of the participant’s planned activities and visuals. It could be a box or other container of the participant’s choice. The Learning Pac shall contain plans and all supplies and materials for the activities listed in the Guide and shall relate to the theme and objectives of the project. The container shall be labeled and decorated according to the theme and divided into sections.

<table>
<thead>
<tr>
<th>Section 1 – Learning Pac Guide</th>
<th>A copy of the Learning Pac Guide, identical to the 3 copies in the file folder.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 2 – Project Plans and Materials</td>
<td>Provide materials that explain, describe, and demonstrate how the project has been carried out. This includes all of the actual items used to plan and carry out the project, such as meeting or activity plans, presentation plans, scripts, props, visuals, etc.</td>
</tr>
</tbody>
</table>
| Section 3 – Public Relations | Include any items you developed and used to promote your project, for example:  
  - Brochures  
  - Bulletin Board Materials  
  - Newspaper Articles  
  - Public Service Announcements (Radio or TV) |
| Section 4 – Documentation of the Project | Document one presentation of the project prior to the State Leadership Conference, including date, location, and evidence, such as: |

Laura Dragoo
Honors Thesis Appendix 126
Oral Presentation

The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation shall an explanation of the Learning Pac and its components.

<table>
<thead>
<tr>
<th>Introduction/Summary</th>
<th>Explain theme, group/individuals affected by project.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities</td>
<td>Present activities with organization; focus on content, accuracy of information, age-level appropriateness, sequence of events/activities, pace, and transitions.</td>
</tr>
<tr>
<td>Relationship to FACS</td>
<td>Relate topic to a FACS course and its academic standards and competencies.</td>
</tr>
<tr>
<td>Explanation of Learning Pac Activities</td>
<td>Explain and/or demonstrate activities and supporting materials of the project.</td>
</tr>
<tr>
<td>Explanation of Public Relations Materials</td>
<td>Explain how Public Relations materials were used in this project.</td>
</tr>
<tr>
<td>Evaluation/Reflection of Project</td>
<td>Explain reasons/evidence of the success of the project. Include a personal reflection.</td>
</tr>
<tr>
<td>Presentation Style</td>
<td>Voice, volume, tempo, eye contact, grammar, pronunciation, gestures, mannerisms.</td>
</tr>
</tbody>
</table>

Sample Questions

4. How has your involvement with FCCLA helped you develop your project?
5. How did FACS help you develop your project?
6. How did addressing this issue benefit the chosen group or individual?

Academic Standards - FACS Learning Pac

A variety of standards in the High School FACS Course Frameworks can be achieved, depending on the course and the student’s particular focus.

A variety of standards in the Middle School FACS Framework can be achieved, depending upon the student’s particular focus.
**FACS Learning Pac Rating Sheet**

**Name of Participant:** ________________________________  **School:** ________________________________

**Category:**
- [ ] Junior
- [ ] Senior
- [ ] Occupational

**Instructions:** Circle the appropriate score for each item. Write the same score in the “Score” column. Add each score and record total points. Room consultant is to verify that the point total is correct and initial form. Evaluators are to provide constructive comments for each participant in order to help participants identify their strengths and areas for improvement. Write comments on the back of the rating sheet.

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FILE FOLDER</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Identification Page</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Planning Process Summary Page</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Learning Pac Guide</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>LEARNING PAC</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2- Project Plans and Materials</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3- Public Relations</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4- Documentation of the Project</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>ORAL PRESENTATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction/Summary</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Relationship to FACS</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Explanation of Learning Pac Activities</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Explanation of PR Materials</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Evaluation/Reflection of Project</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Presentation Style</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

Evaluator’s signature

Laura Dragoo
Honors Thesis Appendix 128
Indiana STAR Events Point Summary Form  
**FACS Learning Pac**

**VITAL INFORMATION...complete all sections accurately!**

<table>
<thead>
<tr>
<th>Category (circle one):</th>
<th>Junior</th>
<th>Senior</th>
<th>Occupational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant’s Name(s):</td>
<td>___________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School:</td>
<td>__________</td>
<td>Participant(s) Number: __________</td>
<td></td>
</tr>
</tbody>
</table>

**Directions:**

9. Room consultant must check participant's file folder and Learning Pac using the criteria and standards in the specifications. If there is a discrepancy under or over the required number of items, record in the comment section and notify event lead consultant to verify point deductions.

10. At the conclusion of presentation, place this form in front of the completed rating sheets. Paper clip items related to one presentation together ON THE LEFT SIDE OF THE PAGE ONLY. Do not staple or in any way deform the top of the scoring sheets.

**Evaluators' Scores**

<table>
<thead>
<tr>
<th>Evaluator 1</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator 2</td>
<td>Initials</td>
</tr>
<tr>
<td>Evaluator 3</td>
<td>Initials</td>
</tr>
</tbody>
</table>

Total Score _______ divided by number of evaluators = Average Score _______

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Standards and Penalty Points</th>
<th>Point Deduction</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>One file folder</td>
<td>Failure of the file folder to be letter size and include the following information typed or written in the upper left corner when viewed horizontally: name of event, category, participant’s name, state, and Central Region will result in the loss of two points.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The folder must include three separately stapled identical sets of required information</td>
<td>Failure to follow page rules or number of document sets will result in the loss of two points per identical set, not to exceed 10 points.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Criteria</td>
<td>Failure to properly divide sections in Learning Pac container will result in the loss of 1 point per divider, not to exceed 4 points.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Failure to attend participant registration will result in the loss of 5 points per individual.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Failure to follow specific event guidelines not listed in any other criteria may result in additional point deductions, not to exceed 10 points</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Deduction  
Maximum of 10 Points  

Final Score:  
Average score minus point deduction(s)  
Verification of final score and rating (please initial)  
Evaluator 1 _______  Evaluator 2 _______  Evaluator 3 _______  
Room Consultant _______  Event Lead Consultant _______  

Laura Dragoo  
Honors Thesis Appendix 129