

Bulletin Board (General)

OUTCOME - Develop a bulletin board related to Family and Consumer Science or Service Occupations.

SPECIFICATIONS

1. The student will prepare the bulletin board and put it to scale beforehand. The board size will be no larger than the 22" by 30". Tagboard/poster board or foam board may be used as a background.
2. The student will prepare a typed outline. (See Child Care Sample Outline for an example.)
3. Only one student will prepare and present the bulletin board.
4. Each student will make a TWO MINUTE oral presentation to the judges. This presentation must include the length of time (in hours) that you spent preparing the board, Why you chose the topic chosen and What you expect the bulletin board to accomplish/address. The student should also be prepared to answer any questions that the judges may ask.
5. Following the oral presentation, boards and outlines will remain in the room until all judging is completed. Students are responsible for picking up the board and outline after judging is completed.

Bulletin Board - General ASSESSMENT

Name _____

School _____

Title of Bulletin Board _____

Evaluator's instructions:

Check the appropriate rating in the columns provided.

(**E** = Excellent; **S** = Satisfactory; **N** = Needs Improvement; **O** = Omitted)

Be certain to add comments so that participants know their strengths and weaknesses.

Assessment Criteria	E (5)	S (4/3)	N (2/1)	O (0)
SELECTION				
Original creative				
One main idea				
Usefulness				
Cost effective (low cost)				
Time efficient (moderately short time to prepare)				
CONSTRUCTION				
Lettering and background (neat and original)				
Objects (neat/original/colorful)				
Overall appearance (balance/focus of attention)				
Creativity				
PRESENTATION				
Familiarity with topic				
Organization of presentation				
Vocabulary and professional terminology				
Professionally dressed				
OUTLINE				
Outline word processed/no errors				
Presentation followed outline				

COMMENTS:

RATING: ___ 1. ___ 2. ___ 3. ___ HM.

Career Demonstration

OUTCOME

Demonstrate skills and knowledge in a career area using the demonstration method.

SPECIFICATIONS

1. A two page typed paper will be completed prior to the event. The paper will be handed in at the beginning of the event.
2. Participant will provide all supplies and equipment necessary to carry out the demonstration.
3. Demonstrations will be five (5) to ten (10) minutes in length.
4. Participant shall use correct terminology related to the area demonstrated and must have knowledge of the subject matter demonstrated.
5. The demonstration will be given by one participant.

CAREER DEMONSTRATION PAPER WILL INCLUDE:

The paper should include all of the following information:

Page 1 – Outline

1. Participant's name, school and title of demonstration
2. The outcome or objective of the demonstration
3. Relationship of the occupational interest and the topic chosen
4. Step by step procedures that will be used in the demonstration

Page 2 – Research

1. Research Demonstration Topic (i.e. history, background, education, career outlook)
2. List of resources (minimum of 2 resources)

POSSIBLE DEMONSTRATION IDEAS

1. Dessert Preparation
2. Medical: Nurse Aide/Orderly Duties
3. Creativity Unlimited: Art/Crafts for Preschool/Elementary Students
4. Fashion Illustration
5. Clothing Alterations and Repairs
6. Diet Therapy: Diet Tapes, Menu Selection, style of Service, etc.
7. Toy/Games Adaptation for the Handicapped
8. Customer Service/Excellence in the Workplace
9. Floral Arrangement
10. Accessorize and Outfit
11. Pattern Modification/Original

Career Demonstration ASSESSMENT

Name _____

School _____

Title of Demonstration _____

Evaluator's instructions:

Check the appropriate rating in the columns provided.

(**E** = Excellent; **S** = Satisfactory; **N** = Needs Improvement; **O** = Omitted)

Be certain to add comments so that participants know their strengths and weaknesses.

Assessment Criteria	E (5)	S (4/3)	N (2/1)	O (0)
CONTENT OF DEMONSTRATION				
Introduction				
Knowledge of subject area				
Proper sequencing-followed step by step procedure				
Use of correct terminology, techniques, vocabulary				
Closure				
PRESENTATION STYLE				
Voice (pitch/temp/volume)				
Gestures/mannerisms/eye contact				
Grammar/pronunciation				
Appropriate dress for the type of demonstration				
VISUAL AIDS				
Proper supplies and equipment available				
Safety/sanitation procedures followed, if applicable				
Provided clear and informed responses to evaluators questions				
TIME				
Kept within the time limit (5-10 minutes)				
OUTLINE				
Followed specifications				
Typed, neat, proper grammar/spelling				

COMMENTS:

RATING: ____ 1. ____ 2. ____ 3. ____ HM.

Career Investigation

OUTCOME

Demonstrate ability to perform self-assessments, research and explore a career, set career goals, create a plan for achieving goals and describe the relationship of Family and Consumer Sciences/Service Occupations coursework to the selected career.

SPECIFICATIONS - *See STAR Event manual for event specifications*

Career Investigation, an *individual event*, recognizes participants for their ability to perform self-assessments, research and explore a career, set career goals, create a plan for achieving goals, and describe the relationship of Family and Consumer Sciences coursework to the selected career. Participants must prepare a **portfolio and an oral presentation**.

PROCEDURES & TIME REQUIREMENTS

1. Each participant will submit a *portfolio* to the event room consultant at the designated participation time.
2. Room consultants and evaluators will have 15 minutes to preview the *portfolio* before the presentation begins.
3. The 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.
6. Evaluators will use the rating sheet to score and write comments for each 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 40 minutes.

GENERAL INFORMATION

1. A table will be provided.
2. Participants may bring an easel.
3. Spectators may not observe any portion of this event.
4. *Visuals* other than the *portfolio* are not allowed in this event.
5. *Stacking/overlapping* is not allowed in the *portfolio*.
6. Words in *italics* are defined in the glossary.
7. See **Allowable Presentation Elements** chart on page 12 of the STAR Events Manual.

General Research Paper

OUTCOME

Demonstrate the knowledge and skills necessary to complete a research paper that relates to an occupational interest area.

SPECIFICATIONS

The list for possible paper topics is literally limitless. Select a topic related to your interest and let creativity take over.

GUIDELINES FOR RESEARCH PAPER

1. Participants should prepare his/her paper using the following order:
 - a. A cover which represents the topic in a creative way
 - b. Title page including the topic title, student's name and school
 - c. Table of contents (including page numbers for various sections).
 - d. Background information about the topic (history, facts, etc.) current and future trends
 - e. Agencies and other resource services available to the public related to the topic.
 - f. Interview or conversation related to the topic.
 - g. Career opportunities related to topic and a brief job description of each one.
 - h. Related terminology and definitions.
 - i. Etc. (let your mind go).
 - j. Follow acceptable bibliography form (include all recourses used: Books, magazines, interviews, etc).
2. Specifications
 - a. The paper should follow paragraph form, as well as include sketches, pamphlets, layouts, pictures, art work, etc., where applicable.
 - b. Each section of the paper should begin on a new page.
 - c. Paper should be a minimum of fifteen (15) pages and is limited to a maximum of thirty (30) pages.
 - d. Paper should be typed, double-spaced.

- e. Correct spelling and grammar is vital.
- f. Each page must be numbered.
- g. The left margin should be 1 1/2" and the right margin should be 1" to allow for binding on the left side.
- h. A loose-leaf notebook or any other suitable method to hold the pages together should be used so that they may be turned easily.
- i. Footnotes or endnotes, APA format or another acceptable method of giving credit should be used when material has been copied or paraphrased.
- j. Use several different sources of information (example: books, magazines, interviews, internet, pamphlets etc.) A minimum of two sources in addition to the Internet and interview must be used.

SUBMISSION OF THE PAPER

The research paper should be submitted upon arrival at the start of the event. The person receiving the research paper will lightly tape an index card over the name of the person and the name of his/her school. Your research paper will be given a code number so that it may be judged without bias.

General Research Paper ASSESSMENT

Name _____

School _____

Topic _____

Evaluator's instructions:

Check the appropriate rating in the columns provided.

(**E** = Excellent; **S** = Satisfactory; **N** = Needs Improvement; **O** = Omitted)

Be certain to add comments so that participants know their strengths and weaknesses.

Assessment Criteria	E (5)	S (4/3)	N (2/1)	O (0)
SELECTION AND ORGANIZATION				
Choice of topic (original, creative and specific)				
Creative cover				
Title page				
Table of contents				
Topic information; background (history, facts, etc.), facts, trends				
Organizations, agencies and other resources and their relationship to the topic				
Interview with person related to topic				
Career opportunities with job descriptions				
Related terminology with definitions				
Bibliography in correct form				
SPECIFICATIONS				
Paragraph form				
Clearly divided sections				
Neatly typed according to specifications				
Minimum of 15 pages maximum of 30 pages in length				
Used a variety of resources – A minimum of 2 sources other than the internet and interview				
Correct spelling and grammar				
Pages numbered correctly				

COMMENTS _____

RATING: ____ 1. ____ 2. ____ 3. ____ HM.

Job Manual

OUTCOME

Demonstrate the preparation of a job manual in the participant's area of employment.

SPECIFICATIONS

1. The manual must be a single volume limited to a maximum of fifty (50) pages.
2. The manual should be typed, doubled spaced on 8 1/2 x 11" sheets of paper.
3. The manual will follow a sentence outline form or paragraph form. The information will be in the student's own words and written so that a person who knows nothing about the occupation could read and understand it.
4. Each new section should begin on a separate page.
5. Correct spelling and grammar are vital.
6. All pamphlets, pictures, copies of store rules/regulations, news letters or any other employee materials are to be placed in the appendix.
7. Number each page about one (1) inch up from the bottom and centered on the page. This will be done when the manual is almost completed and you are preparing you table of contents.
8. The left margin should be 1 1/2 inches and right margin should be 1 inch to allow for binding on the left side.
9. A loose-leaf notebook or other binding is suitable for the submission of the manual.

GUIDELINES FOR MANUAL

1. Participants should prepare their manual using the following order:
 - a. Cover
 - b. Title Page
 - c. Table of Contents
 - d. Personal history of student interest
 - e. How high school course work helped prepare you for the world of work
 - f. How factors about my present job will affect the future

- g. Description of company (history, products, location, training and company organizational chart)
 - h. Company floor plan
 - i. Rules and regulations and special labor laws
 - j. Safety, health and sanitation considerations
 - k. Special vocabulary unique to the job
 - l. Job description and my job progress to date
 - m. With additional training what are other career possibilities?
 - n. Prospects for advancement in these fields
 - o. Possible earnings
 - p. Positive and negative aspects of these fields
 - q. What I have learned from developing this job manual
 - r. How can I use this information in my future?
 - s. Career literature
 - t. Company brochures, advertisements, printed material and pictures
 - u. Special aids helpful on my job (hand-outs)
 - v. Special aids helpful in obtaining a job (letter of application, interview questions, resume examples, application blank, etc.)
 - w. Bibliography
2. The job manual should be submitted at the start of the event to the event coordinator. The student will then sign up for a time in which to visit with the judge about the manual.

Job Manual ASSESSMENT

Name _____

School _____

Evaluator's instructions:

Check the appropriate rating in the columns provided.

(**E** = Excellent; **S** = Satisfactory; **N** = Needs Improvement; **O** = Omitted)

Be certain to add comments so that participants know their strengths and weaknesses.

Assessment Criteria	E (5)	S (4/3)	N (2/1)	O (0)
MANUAL LAYOUT				
Format				
Spelling and grammar				
Followed directions as applied to this job				
SPECIFICATIONS				
Cover				
Title page				
Table of contents				
Understanding myself				
Personal history of student history related to job				
How high school course work helped prepare you for the job				
How factors about present job will affect future jobs				
Understanding my job				
Description of company (history, products, location training and company organization chart)				
Company floor plan				
Rules regulations and special labor laws				
Safety, health and sanitation considerations				
Job description and my job progress to date				

Name _____

School _____

Assessment Criteria	E (5)	S (4/3)	N (2/1)	O (0)
Related career opportunities				
Other occupations available with additional training				
Prospects for advancement in these fields				
Possible earnings				
Positive and negative aspects of these fields				
Personal benefits of this project				
What have I learned from developing this job manual?				
How can I use this information in my future?				
Appendix				
Career literature				
Company brochures, advertisements, printed material and pictures				
Special aids helpful on my job				
Special aids helpful in obtaining a job				
Bibliography				

COMMENTS:

RATING: ___1. ___2. ___3. ___ HM.

Employer-Employee Relations (*Event Eliminated 2001*)

OUTCOME

Demonstrate basic principles of dealing with human relations situations constructively.

SPECIFICATIONS

1. Participants in this event will be expected to:
 - a. interpret and suggest methods of dealing with policies, procedures and problems in an on-the-job situation.
 - b. identify the relationship between good communications and human relations, and a more harmonious and efficient operation with mutual benefits to all.
 - c. exercise self-control, sound judgment and the ability to analyze thoroughly during difficult human relations situations.
 - d. identify and put into practice the importance of a positive work attitude and objective point of view in problem situations.
2. This event is a two part event.
 - a. Part One: An actual human relations situation that the participant was directly involved in will be written up and submitted to the event coordinator at the time that the event is held. (See Employer/Employee Event Form)
 - b. Part Two: A human relations situation will be given to the participant at the time of the event. After the case study has been read, the student will tell the judges how they would deal with the situation.
3. Participants will be identified by number which will be given to them at the event.
4. Participants will discuss their own human relations situation as well as the case study with the judges.

Employer-Employee Event Form

1. Situation paper must include:
 - a. your name
 - b. your school
 - c. your advisor's name
 - d. an explanation of the situation
 - e. the people involved
 - f. how you dealt with the problem
 - g. any other information that you feel is relevant
2. The situation:
 - a. must relate to a co-worker or an employer-employee situation.
 - b. may involve a paid position or a volunteer position
3. The form:
 - a. should not exceed 200 words in length or one typewritten page.
 - b. should be submitted to the event coordinator at time the event is held.

Employer-Employee Relations ASSESSMENT

Name _____

School _____

Evaluator's instructions:

Check the appropriate rating in the columns provided.

(**E** = Excellent; **S** = Satisfactory; **N** = Needs Improvement; **O** = Omitted)

Be certain to add comments so that participants know their strengths and weaknesses.

Assessment Criteria	E	S	N	O
THE PARTICIPANT:				
acknowledged that attitude is reflected on one's work				
was able to be objective in all of the situations				
was self-controlled and displayed poise and self-confidence				
demonstrated knowledge that company policies and procedures are mutually beneficial or that they have merit				
was able to use sound judgement and decision-making skills in resolving the problem				
chose an appropriate method with the human relations problem				
presented the ideas in a clear, concise, logical order				
exhibited thorough preparation and was thorough with the human relations situation that he/she presented via the Employer/Employee Form				
exhibited originality and creativity of thought and ideas.				

COMMENTS:

RATING: ____ 1. ____ 2. ____ 3. ____ 4.