

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

**NEW JERSEY CORE CURRICULUM STANDARDS**

- 1.2.12B(4).3 Organize personal works of visual art that convey a high level of understanding of how expression of ideas related to media, techniques and artistic process.
- 3.1 Understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.
- 3.3 Speak in clear and concise organized language that varies in content and form for different audiences and purposes.
- 3.4 Listen actively to information from a variety of sources in a variety of situations.
- 3.5 Access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.
- 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
- 8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.
- 8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.
- 9.1.12.A.1 Apply critical thinking and problem solving strategies during structured learning experiences
- 9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including course selections, assessments, and extra-curricular activities.
- 9.3.12.C.3 Develop personal interests and activities that will support declared career goals and plans.
- 9.1.12.F2 Demonstrate a positive work ethic in various settings, including the classroom and during structures learning experiences.
- 9.3.12.C.5 Identify transferable skills in career choices and design alternative career plans based upon those skills.
- 9.3.12.C.6 Develop job readiness skills by participating in structures learning experiences and employment seeking opportunities.
- 9.3.12.C.7 Pursue a variety of activities related to career preparation (e.g., Volunteer, seek employment, apply for training grants, higher education grants and loans.)
- 9.4.12.I.8 Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
- 9.4.12.I.13 Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
- 9.4.12.I.24 Examine comments and suggestions from the customer service area to formulate improvements in services/products and to enhance training of staff.

**EVENT CATEGORIES**

**Junior:** through grade 9

**Senior:** grades 10-12

**Occupational:** grades 10-12

**ELIGIBILITY**

1. A chapter may register one (1) entry in each event category. An entry is defined as one (1) participant or one (1) team comprised of a maximum of three (3) members. An event category is determined by a member's grade in school and affiliation status.
2. Participation is open to any affiliated FCCLA chapter member.
3. The Food Innovations project must be developed and completed within a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference.
4. The Food Innovations project must be planned and prepared by the participant(s) only. Supporting resources are acceptable as long as participant(s) are coordinating their use and resources are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non-participant work.

**PROCEDURES & REGULATIONS**

1. At the designated time, participant(s) will set up their displays in the competition room. Only participants are allowed in the setup area. Other persons may not assist. Displays not set up at the designated time will not be allowed during the presentation.
2. The oral presentation **may be up to** 10 minutes (NLC allows 15 minutes) in length.
3. If audio or audiovisual recordings are used, they are limited to 3 minutes playing time during the presentation. *Visual equipment* with no audio, may be used during the entire presentation.
4. Following the presentation, evaluators may interview the participant.
5. Evaluators will use the rating sheet to score and write comments for each participant.
6. Participant(s) must bring all necessary supplies and/or equipment. Wall space will not be available.
7. A table will be provided. Extension cords and power strips are not provided.
8. Participant(s) may not carry in additional *visuals* or *props* for the oral presentation. Items within the display (handouts, samples, etc.) may be used as in-hand visuals during the oral presentation, but must be returned within original display dimensions when finished.
9. The food product scenario for each category will be posted on the STAR Events page of the FCCLA national website on August 1.
10. Spectators may not observe any portion of this event.
11. Two individuals or teams may be chosen from each event category to represent New Jersey at the National Leadership Conference.

**Presentation Elements:**

Allowed: *Audio, Costumes/Uniforms, Easel(s), Props/Pointers, Visual Equipment, Visuals*

Not Allowed: *File Folders, Large Newsprint Charts, Laser Pointers, Manuals, Photo Albums, Portfolios, Skits*

**FOOD INNOVATIONS SPECIFICATIONS**

**Display**

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

Project Identification Page	One 8½” x 11” page on plain paper, with no graphics or decorations; must include participant’s name(s), chapter name, school, city, state, FCCLA national region (North Atlantic Region) and project 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 implement the project; use of the Planning Process may also be described in the oral presentation. Each step is fully explained.
Original Prototype Formula(s)	Present an original prototype formula(s) and the modified version(s) after each test and alteration, including the final formula(s). Changes from the previous version should be highlighted in each modified formula. The original prototype formula(s) must fit within the participants’ category of the online national food product scenario. The final formula(s) may be from any stage of development, sufficient evidence is given to support the choice of the final formula(s) as the best option for marketing.
Product Testing Method	Participants will test their formula in focus groups and modify it two times. Focus groups should follow the following guidelines: Test #1 – Minimum five (5) individuals Test #2 – Minimum ten (10) individuals, who are part of the intended consumer audience(s) of the product. Display the method of evaluation for each stage of testing and include a sample of both negative and positive results from each stage.
Process Storyboard	Show pictures of the product at various stages of production and testing.
Nutrition Information	<b>Junior</b> – List of nutrients (no amounts needed) found in the product, exhaustive list of ingredients, allergy warning, and consumption instructions, if needed. <b>Senior and Occupational</b> – Create a nutrition fact label for the product, following FDA guidelines, which includes the following items: serving size; amount per serving and % Daily Value of: total calories, fat calories, total fat, total carbohydrates, protein, sodium, and cholesterol; ingredients; allergy warnings; and consumption instructions.
Equipment, Safety and Sanitation	Develop a list of equipment used and safety precautions taken to ensure a safe test kitchen and sanitary product.
Product Summary	Includes product name, target market, appeal of product to target audience.
Actual and Suggested Pricing	Determine the actual cost of producing one serving and one package of the product. Develop a suggested price for retailing the product.
Appearance	The display must be neat, legible, professional and use correct grammar and spelling.

**Suggested Product Packaging**

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

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

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

Design Effectiveness	The drawing or model should exhibit creativity and innovation and the design should be effective in containing, shipping, and storing the product. Include a description of actual materials to be used in the suggested product packaging.
Marketability	<p><b>Junior</b> – The packaging should be appealing to the target audience. Minimum information required:</p> <ul style="list-style-type: none"> <li>▪ Product Name</li> <li>▪ Ingredient List</li> <li>▪ Allergy Warning</li> <li>▪ Consumption Instructions</li> </ul> <p><b>Senior and Occupational</b> – The packaging should be appealing to the target audience and contain all of the appropriate information to be ready for sale. Minimum information required:</p> <ul style="list-style-type: none"> <li>▪ Product Name</li> <li>▪ Nutrition Fact Label</li> <li>▪ Ingredient List</li> <li>▪ Allergy Warning</li> <li>▪ Consumption Instructions</li> <li>▪ Net Weight</li> </ul>
Appearance	The drawing or model must be neat, legible, professional, and visually appealing.

**Oral Presentation**

The oral presentation **may be up to** 10 minutes (NLC allows 15 minutes) in length and is delivered to evaluators. The presentation should explain the specifics of the project. The presentation may not be prerecorded. If audio or audiovisual equipment is used, it is limited to 3 minutes playing time during the presentation. Visual equipment, with no audio, may be used throughout the oral presentation. Participants may use any combination of props, materials, supplies, and/or equipment to demonstrate how to carry out the project.

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

**Food Innovations Rating Sheet**

Name(s) of Participant(s) \_\_\_\_\_ School \_\_\_\_\_

Category: \_\_\_\_\_ Junior \_\_\_\_\_ Senior \_\_\_\_\_ Occupational

**INSTRUCTIONS:**

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

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

**Total Score** \_\_\_\_\_

**Verification of Total Score** (please initial)

Evaluator \_\_\_\_\_

Room Consultant \_\_\_\_\_

Lead Consultant \_\_\_\_\_

**Circle Rating Achieved:**

Gold: 90-100

Silver: 75-89

Bronze: 60-74