

Chapter

12

Competitive
Events

Competitive Events

unit 3

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ead

in accomplishing individual
and group goals.

12

Competitive Events

Learn•Live•Lead NC-FCCLA

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Chapter 12

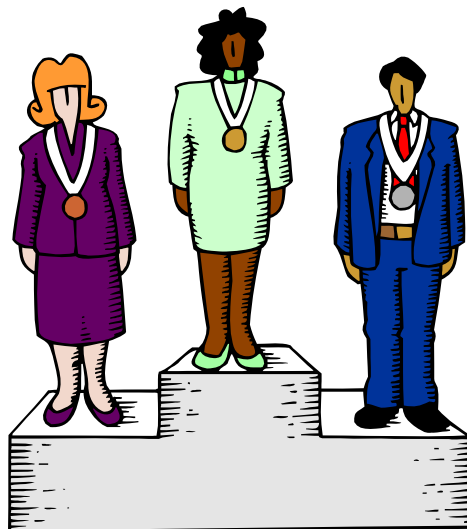
Competitive Events

Introduction

One of the greatest gifts you can give your family and consumer sciences students is the competitive event experience. From participating in events, students learn valuable skills and attitudes for life.

As they prepare for events, students practice essential life skills, including decision making, problem solving, communication, and leadership. They have the opportunity to apply knowledge and skills in a setting where expectations are clear, standards are high, and student motivation is a “given.” Can this be said of all learning experiences? Students have the opportunity to reinforce their understanding of family and consumer sciences concepts, apply basic skills, and engage in higher-order thinking. Competitive events lead to an exciting, action-oriented climate for learning.

Many positive life attitudes are learned through involvement in events. Students learn to understand themselves better and to deal with their own work style in the face of what must be accomplished. They learn to handle pressure and to adapt to change. They experience the give and take of teamwork and learn to be more self-confident. They prepare themselves to handle the competitive situations that life has in store for them. Hopefully, they come to understand the qualities of a true winner.



Ways to Integrate Competitive Events

1. Whole-class Competition

Set up a competitive event for all members of a class. For example, in a unit on job skills, include class-level competition in “Job Interview.” Use the event as a basis for teaching and re-teaching concepts such as letter writing, job applications, portfolios, appropriate attire, and interviewing skills. Arrange a team of three interviewers for event day. Provide a receptionist, a waiting room, an office for interviews, and “all the trimmings” to make it feel real. Use the event rating sheets. Let the winner go on to the next level of competition.

2. Whole-class Project

Organize a class project to be entered in one of the project-type events. Follow the event guidelines in planning, executing, and evaluating the project. Relate the project to the subject under study. Have students keep track of individual efforts through the project. Use these logs to help determine the event team who will present the project in competition. Or, divide into groups to write project summaries. Then have each group present their summaries so that the class can select the best group to go to competition.

3. Competition among Classes

Set up competition among classes by arranging to have event winners from each class period compete for the honor of going on to the next level of competition. If possible, arrange to have a team of evaluators who can be on hand during all class periods to observe, hear presentations, and evaluate work products. This will eliminate the need for major schedule adjustments.

3. Parallel Projects

Involve students in helping plan projects for every student during a given period of weeks. Some projects will be individual; others will be done in groups. Some projects will be based on competitive events; others will be based on subject concepts or related interest areas. All students will be responsible for written plans, documentation of work each day, and evaluation of outcomes.

3. Parallel Projects with Support Teams

Plan projects for every student during a given period of weeks. Some projects will be individual, others done in groups. All projects will be based on competitive events; students will work in one of two roles. Some will be event participants, while others will be support team members. Support team members will be assigned a specific event. All students will be responsible for written plans, daily documentation of work, and evaluation of outcomes.

3. Project Days

Project Days are held one day each week, or every two weeks, over a period of weeks, a quarter, or a semester. These may be organized with or without support teams. The amount of time used depends on the nature of projects to be done, discipline of students, and teacher's creativity in management. One productive approach is to integrate one "extra" competency into each project day. Examples of concepts that may be integrated are: personal qualities for success, time management, interpersonal communication skills, planning, decision-making, interviewing skills, and appropriate attire. Use a mini-lesson approach to focus students on the integrated concept at the beginning of class. Have them apply the concept as they continue to work on their projects.

What Is a Winner?

Read the following questions about winners.
Write your thoughts and answers to these questions
Discuss to exchange ideas with others in class.
Finally, use the space at the bottom of the page
to write a good description of a winner.



- 🏆 What does a winner say?
- 🏆 What does a winner do?
- 🏆 How does a winner feel?
- 🏆 How does a winner react to winning?
- 🏆 How does a winner react to not winning?
- 🏆 How does a winner react to being second?
- 🏆 How does a winner treat competitors?
- 🏆 How does a winner handle stiff competition?
- 🏆 How many times does a winner keep trying?
- 🏆 How does a winner view success?



A Winner Is...



Be Prepared

Directions: In order to be a winner, you must be prepared! Fill in the spaces to identify key steps in being prepared for event competition. Place one letter in each space. The first letter of each word has been provided.



Be

P _ _ _ _ _ _ _ _ _ _ work according to rating sheets.

R _ _ _ _ the rules frequently; follow them to the letter.

E _ _ _ _ _ _ _ _ your ideas to team members and adviser.

P _ _ _ _ _ _ _ _ oral presentations with small audiences.

A _ _ _ _ _ _ _ _ displays on pre-measured floor spaces
and manuals on dummy pages.

R _ _ _ _ _ _ _ _ summaries at the computer until they are super.

E _ _ _ _ _ _ _ _ results in specific ways.

D _ _ _ _ to try original ideas.

Answer Keys

What Is a Winner?

Possible answers include:

- 🏆 One who is gracious in winning or losing, a good sport
- 🏆 One who sets personal/team goals and works hard to reach them
- 🏆 One who may or may not “win” but bounces back to try again
- 🏆 One who does his/her best, without making excuses
- 🏆 One who accepts outcomes constructively
- 🏆 One who works willingly, consistently, and cooperatively
- 🏆 One who is a self-starter
- 🏆 One who goes the extra mile without complaint or need for praise
- 🏆 One who overcomes obstacles to be successful
- 🏆 One who accepts challenges with courage and determination

Be Prepared

Prioritize
Read
Express
Practice
Arrange
Rewrite
Evaluate
Dare



Be a winner every

. . .



The Heat Is ON...

The Elements of Competition



Space

The cleared space around the well-built fire represents an open mind -- a mind free of inhibition, ready to create original ideas. Team members need to show non-critical attitudes so that everyone is willing to share.

Spark

Just as a spark can be the start of a big, blazing fire, the spark of an idea can lead to a brilliant project. Be sure to record every idea when you brainstorm. You never know what may lead to success!

Groundwork

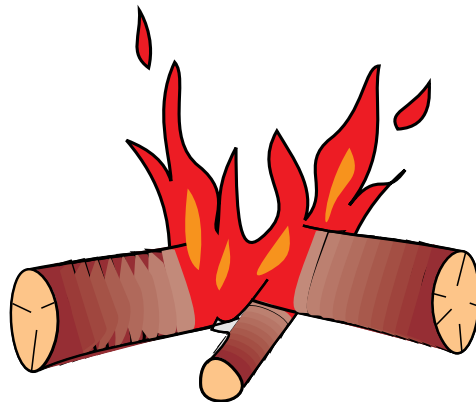
Lay the groundwork of the fire carefully. Become knowledgeable about your subject. Spend time mastering the skills required. Study the rating sheet carefully to understand the evaluation criteria. Never “second-guess” the rules. Complete all of the requirements for the event.

Heat

The blazing fire produces heat, which must be respected to avoid being burned. In preparing for competition, there can be stress — time concerns, team relationships, and personal fears. Some heat is good. A moderate amount makes your senses keen, makes you alert and “on your toes.”







Light

The flow of a good fire beckons us closer to enjoy its soothing warmth. A good project shares the light of understanding with others. It can bring personal benefits that “light up your life”: increased self confidence, fun and excitement, and preparation for a brighter future.



Check It Out!

Looking for the competitive event that is right for you? Then check these out! See what events match your personal characteristics and skills. Then check out these events in the current STAR Events manual or visit the www.ncfccla.com website for North Carolina Competitive Events! There's at least one event that was made for you!

<u>EVENT</u>	<u>CHARACTERISTICS AND SKILLS</u>
 <i>Applied Technology</i>	Creativity Critical thinking skills Technological skills Organizational skills Speaking Skills
 <i>Career Investigation</i>	Research skills Interest in future careers Speaking Skills
 <i>Chapter Service Project</i>	Teamwork skills Spirit of volunteerism Speaking skills
 <i>Chapter Showcase</i>	Teamwork skills Organizational skills Speaking skills
 <i>Creative Fashion</i> (NC Event)	Sewing skills Creativity Technology skills
 <i>Creative Home Interiors</i> (NC Event)	Construction skills Color coordination Creativity

EVENT

CHARACTERISTICS AND SKILLS



Culinary Arts

Occupational food preparation
Teamwork skills
Business skills



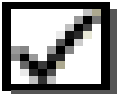
Early Childhood

Ability to work with children
Ability to work in childcare settings
Occupational working experience



Entrepreneurship

Business skills
Organizational skills
Speaking skills
Creativity



Focus on Children

Ability to work with children
Organizational skills
Skill working in childcare settings



Job Interview

Interviewing skills
Writing skills
Speaking skills
Interpersonal skills

These are just a few of the many NC Competitive Events and National STAR (Students Taking Action with Recognition) Events in which you may participate at local, regional, state, and/or national levels of FCCLA. Now that you have “checked them out”, which events do you think best match your personal interests and skills?



FCCLA Competitive Events Information Safari

1

(For Events in General)



Directions: Using the *FCCLA STAR Events Manual* for national events and the www.nfccla.com website for state events, answer the following questions about competitive events in general.

1. Counting all events that have different titles, not counting categories or divisions, how many different events did you find that go only to the state level?
2. Counting all events that have different titles, not counting categories or divisions, how many different events did you find that go also to the national level?
3. Adding your answers to questions 1 and 2, how many different event opportunities did you find altogether?
4. What is an event category? Name examples.
5. What is an event division? Name examples.
6. For what events are middle school students eligible?
7. For what events are high school occupational students eligible?
8. Find and name one event that is for individuals only.
9. Find and name one event that is for teams only.
10. Find and name one event that is open to both individuals and teams.
11. Which event requires the largest team of all events?
12. For events other than the one referred to in question 11, how many people may be on a team?
13. What are the three levels of recognition for participants in National STAR Events?
14. What events do you think are most appropriate for students in the FACS class you are now taking?



FCCLA Competitive Events Information Safari

2

(For a Specific Event)



Directions: Using the *FCCLA STAR Events Manual* for national events and the www.nfccla.com website for state events, answer the following questions about a selected competitive event in which you are interested.

Title of Event: _____

1. Write the event description in your own words.

2. Check all event categories and divisions that apply to this event.
 Chapter Event Junior Division
 Consumer Event Senior Division
 Occupational Event

3. Is the event for an individual or team only, or can it be individual and team?

4. a. What levels of competition does this event have?

b. Is this a STAR Event that goes to national competition or a state event that goes only to the State Leadership Conference?

5. Do you meet the course and grade eligibility for this event? ____ Why or why not?

6. Check the activities that apply to this event.

<input type="checkbox"/> case study	<input type="checkbox"/> oral presentation
<input type="checkbox"/> interview	<input type="checkbox"/> demonstration
<input type="checkbox"/> application	<input type="checkbox"/> written summary
<input type="checkbox"/> manual	<input type="checkbox"/> information folder
<input type="checkbox"/> display	<input type="checkbox"/> videotape
<input type="checkbox"/> choice of manual/display	<input type="checkbox"/> size limitations
<input type="checkbox"/> portfolio	

Competitive Events Loop Master

Directions: Cut apart the answer and question cards and distribute to students. The student with the START card read the statement and asks the question on his/her card. Students must listen to be able to answer the question if his/her card begins with the answer. Students continue answering and asking questions until the last question is answered by the START statement.

<p>START</p> <p>❖ I have Chapter Showcase.</p> <p>Who has an individual event recognizing participants who complete a job application, a portfolio, and the interview process?</p>	<p>❖ I have Culinary Arts.</p> <p>Who has an individual or team event that recognizes participants with entrepreneurial skills?</p>
<p>❖ I have Job Interview.</p> <p>Who has an individual or team event that recognizes participants for developing a service project that makes a contribution to families, communities, homes and or family and consumer sciences education?</p>	<p>❖ I have Entrepreneurship.</p> <p>Who has an individual or team event that recognizes participants for their ability to make a presentation about issues concerning family and consumer sciences?</p>
<p>❖ I have Chapter Service Project.</p> <p>Who has an individual event that recognizes participants for their ability to work in teams to produce a quality meal?</p>	<p>❖ I have Illustrated Talk.</p> <p>Who has a team event recognizing chapters for their ability to organize and run a business meeting?</p>

<p>❖ I have Parliamentary Procedure.</p> <p>Who has an individual or team event recognizing participants for their communication knowledge and skill?</p>	<p>❖ I have Creative Home Interiors.</p> <p>Who has individual event that recognizes participants for creating a display of a garment or an outfit?</p>
<p>❖ I have Interpersonal Communications.</p> <p>Who has an individual or team event that recognizes participants for implementing a project that has a positive impact on children?</p>	<p>❖ I have Creative Fashion.</p> <p>Who has the 3 recognition levels for Competitive Events?</p>
<p>❖ I have Focus On Children.</p> <p>Who has the name of the website to get information about North Carolina events for competition?</p>	<p>❖ I have regional, state and national.</p> <p>Who has STAR Events that have both manual and display categories?</p>
<p>❖ I have www.NCFCCLA.com.</p> <p>Who has an individual event in which participants prepare a display of a home interiors product?</p>	<p>❖ I have Chapter Service Project and Chapter Showcase.</p> <p>Who has a team event recognizing chapters for developing outstanding and well-balanced programs of work by using public relations techniques?</p>

What Is a Portfolio?

A portfolio is a collection of student work that shows progress over a period of time. Use this checklist to assess the types of information included in your portfolio.

DOES THE PORTFOLIO...	YES	NO
... Include multiple work samples?		
... Show evidence of work samples over a period of time?		
... Include personal reflections, thoughts, or reactions to the work or the process?		
... Include specific items of work identified in the event rules?		
... Include student choices of work samples?		
... Change over time (take out items, add new items)?		
... Show evidence of student growth or progress?		
... Include a variety of work samples?		
... Show evidence of student ownership and responsibility?		
... Show evidence of problem-solving and critical thinking?		

FCCLA Planning Process

Card Game

PREPARE DECK AS FOLLOWS:

The deck consists of 16 cards cut in 3x4” rectangles. Faces of cards include:

- 1 card --- The Planning Process
- 5 cards -- each with the name of a step in the Planning Process
- 5 cards -- each with a symbol of the steps in the Planning Process
- 5 cards – each with a description of the steps in the Planning Process

OBJECT OF THE GAME:

To get as many books as you can and avoid being stuck with “The Planning Process” card. A book consists of three cards from the same step in the process --- i.e., the name of the step, the symbol of the step, and the description of the step.

INSTRUCTIONS FOR PLAYING:

(With 2 players)

1. Shuffle cards
2. Deal out 6 cards per player.
3. Place remaining 4 cards face down as a deck.
4. Check hand for book.
5. When a book is identified, take out of hand and keep it to the side.
6. The person who is not the dealer plays first.
7. When it is your play, you may draw a card from the hand of the other person, draw a card from the top of the deck, or take the top card from the discard pile. (Discard pile is established when the first player discards the first card.)
8. At the end of your play, you must discard one card face up beside the deck.
9. When the deck is depleted, shuffle the discarded cards and turn them over to be the new deck.
10. If at any time you have 3 cards or less in your hand, you don't have to discard.
11. The game ends when one person is out of cards.

FCCLA Planning Process Card Game, continued

12. Total points to determine the winner.

- ❖ 20 points for each book
- ❖ 10 points added for going out (getting rid of all cards first)
- ❖ 10 points deducted for being stuck with the “Planning Process” card at the end of the game.

(With 3 players)

Play as if a 2-player game except deal only 4 cards to each player.

ALTERNATE GAME RULES:

(Easier version)

1. Follow all game rules except rules #2, #3, #7, #8, #9.
2. Deal all cards. Each player draws one card from hand of other player.

(Easiest Version)

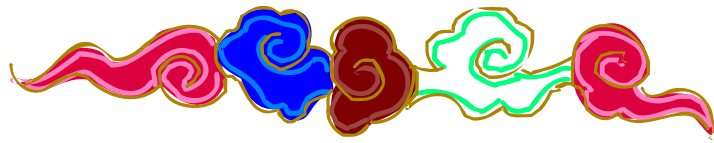
1. Follow all game rules of the “easier version” except use only two of the three cards in each book. A book then consists of only two cards.

Concentration Matching Game

1. Use the same cards, or even make another set, using only two of the cards for each one.
2. Lay the cards face down on the table and take turns picking up two cards to see if they match. If the cards match, keep them; if not, turn them back over for the next round.
3. Winner is determined by the person who has the most sets of cards after all cards have been picked up.

PLAN AHEAD

(Use the FCCLA Planning Process)



The Miracle

Don't miss the miracle.

Don't be so involved

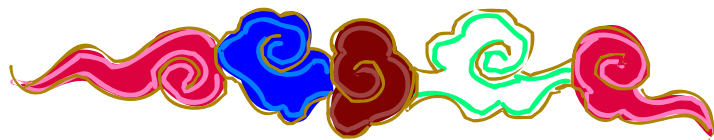
in trying to be a success

that you forget that you...

in your own unique and wonderful way...

already are!

-- Author Unknown



== == Co-curricular == == Connections ==== =

1. Title of Activity: Let's Play!

Concept: Age-appropriate play activities **FACS Content Area:** Child Development

SCANS Skills: Working on teams, creative thinking, reasoning, evaluating, reading, writing

National Standard 4.2: Analyze developmentally appropriate practices to plan for early childhood education and services.

Description: Create three teams of students and ask each team to create a child's game that will fit into a folder, shoebox, or drawstring bag. Allow each team to develop their game on a course topic that is of interest to them. Ask them to plan the game to be developmentally appropriate for a specific age and to use their creativity to create a theme, title, rules, and playing space. When teams are finished, exchange games, play, and critique others' games. Return games and make improvements. Then prepare to take the games to a higher level by asking students to consider how their games could be the basis for an FCCLA STAR Events project — e.g., they could make a classroom set to present to a target site or make enough to distribute to a target grade level throughout the school system. Use local judges or make a rubric to determine which team will develop their game into a project for STAR Events competition.

2. Title of Activity: Portfolio Power

Concept: Portfolio preparation **FACS Content Area:** All FACS areas

SCANS Skills: Working on teams, reading, writing, listening, speaking, using technology

National Standard 1.2: Demonstrate transferable and employability skills in community and workplace settings.

Description: Discuss the meaning of *portfolio* — a collection of work samples that shows a person's progress over a period of time. A portfolio may include items chosen by the student and by the teacher. Have students identify an FCCLA competitive event that requires a portfolio of student work and make a list of items required by the event to be included in the portfolio. Continue discussion using the following questions: 1. Have you ever compiled a portfolio in any of your classes? 2. What kinds of things did you include? 3. Did it change throughout the year? 4. Did you work on it regularly? 5. What are some ways you could show evidence of progress in a project you have done in this class? 6. What would you include in a personal evaluation essay? Have each student work with a partner to discuss responses. Then work with interested students on FCCLA STAR Events that requires portfolios. Make of plan of items to include. Have students continually evaluate their work and what their selection of items says about what they are learning. Use the event rating sheet to guide decision making as the portfolio grows.

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== == Co-curricular == == Connections === =

3. Title of Activity: It's My Business

Concept: Entrepreneurship

FACS Content Area: All FACS areas

SCANS Skills: Working on teams, writing, planning, management, technical and production skills

National Standard 1.2: Demonstrate transferable and employability skills in community and workplace settings.

Description: Set up a group of small class businesses using skills learned in class. Have students work alone as sole proprietors or in groups of two or three as business partners to write a business plan for their concept. Set up businesses, make products, publicize, and have a grand opening. Invite parents, school staff, and community. Select the best business concept for presentation at regional competitive events.

4. Title of Activity: More to Choose From

Concept: National FCCLA programs

FACS Content Area: All FACS areas

SCANS Skills: Working on teams, writing, taking responsibility, planning

National Standard 1.2: Demonstrate transferable and employability skills in community and workplace settings.

Description: Introduce your class to other areas of FCCLA competition outside of STAR Events through other national programs. Focus students' attention primarily on programs that relate to your area of study. Brainstorm possible projects that could utilize class-related skills and information and address the components of your FACS program. Work with teams of students to complete projects and submit applications. Choose a coordinator for each team to be responsible for keeping track of evidences needed on the applications — e.g., timelines of events, evidences of group involvement, and publicity samples.

5. Title of Activity: Skills for Life

Concept: Clothing-related skills

FACS Content Area: Clothing

SCANS Skills: Technical skills, writing, planning, managing resources

National Standard 16.4: Demonstrate skills needed to produce, alter, or repair textile products and apparel.

Description: Sponsor a showcase of clothing-related demonstrations. Have students work individually or with a partner to prepare demonstrations that involve application of useful skills from their clothing course. Publicize the event. Invite FACS classes, the student body, or the community. Consider using your showcase as part of a larger community-wide affair. Ideas for demonstrations include pillow making, repairs, alterations, laundry challenges, high-tech construction equipment, and napkin folding. Encourage students to consider activities that may be suitable for competitive events.

Co-curricular Connections

6. Title of Activity: Here's the Plan

Concept: Planning a project

FACS Content Area: All FACS areas

SCANS Skills: Teamwork, visualization, creative thinking, planning, using resources, reading, writing, acquiring and evaluating data, community involvement

National Standard 1.3: Analyze the reciprocal impact of individual and family participation in community activities.

Description: Focus on the planning phase of STAR Events participation. Review the 5-step FCCLA Planning Process. Give teams of three students each a copy of guidelines for a STAR Event in which they would be eligible to compete. Have them search through the rules to find references to the Planning Process and to note how the Planning Process is used. Have them check to see if points on the rating sheet are allotted for planning. Next, point out to students the importance of the brainstorming step in planning. Have students brainstorm current issues in the school and community. Narrow down the lists to those that relate to family and consumer sciences or the subject area of your course. Ask students to consider which concerns are based on the most pressing needs, which can lead to team or individual projects, and who could be helpful resources in taking action. Have each team select the need that interests them most and select a competitive event where this type of project seems most relevant. Guide students in aligning their project ideas with event guidelines as they follow the steps in the Planning Process. Make sure the written plan includes division of tasks, persons responsible, resources, a timeline, and an ongoing plan for self-evaluation. Start early and work toward short-term goals for best success.

7. Title of Activity: Hi-Tech FACS

Concept: Using technology

FACS Content Area: Family

SCANS Skills: Acquiring and organizing data, reading, creative thinking, planning, using technology

National Standard 2.4: Evaluate the impact of technology on individual and family resources.

Description: Have students make a list of all the technologies they use in a typical day. Discuss the following questions: What technologies do you envision using in the next decade? How do you expect them to change your life? About what available technologies would you like to learn more? What have you heard about ongoing research or products being developed for the future? Work in class teams and make lists of units of study in your course. Discuss how technology has made an impact on these areas. Browse the FCCLA STAR Events to find a competitive event that allows one to combine technologies with other FACS skills and academic skills. Read the rules and discuss ways to put the event into action.

<p>Topic: Views about Competition Activity: “Be a STAR” STAR Events honor “Students Taking Action with Recognition.” Have students write at the 5 tips of a star the 5 most important traits of a true star.</p>	<p>Topic: Idea Development Activity: “STAR Surfing” Surf the web for event ideas from FCCLA chapter web pages that share information about their projects and activities.</p>	<p>Topic: Work Styles Activity: “Teaming Up” Have students discuss the option of working on a team in an event. Work in teams of 3-4 to list 5 advantages and 5 disadvantages of “teaming up.”</p>
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