



# Food Innovations

## – Virginia 2021

(all changes for state competition in red)



**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**.

**2020–2021 COMPETITION TOPICS - All Food Innovations projects must be based on the correct topic as indicated on page 5.**



### EVENT LEVELS

**Level 1:** through grade 8

**Level 2:** grades 9-10

**Level 3:** grades 11–12

**Level 4:** Postsecondary

See chart on page 2 in the introduction section of the state manual for more information on competition levels. Virginia chapters may have **up to 3 entries in each level**, as eligible.

### ELIGIBILITY & GENERAL INFORMATION

1. Review all “General Policies” in the introduction section of the state manual beginning on page 8 prior to event planning and preparation.

2. ~~Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual presentation at in-person competitions.~~
3. Items within the *display* may be used as in-hand *visuals* during the oral presentation, but must be returned within *display dimensions* when finished.
4. Participants are not allowed to provide food product samples to the evaluators.
5. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
6. ~~National Leadership Conference (in-person competition) participants will view the online-orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event-room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference. If events are held virtually, these points will be automatically awarded to all participants.~~

GENERAL INFORMATION								
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for In-Person Competition	Competition Dress Code	In-Person Competition Participant Set-Up/ Prep-Time	In-Person Competition Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	In-Person Competition Evaluation Interview Time	In-Person Competition Total-Event Time
1-3	Display, Product Packaging, Oral Presentation	Table/ Freestanding Space—yes Electrical Access—no Wall Space—no Supplies—no	Official dress -or- Professional dress – or costume appropriate to event	5-minutes	5-minutes following interview	<b>In-person:</b> 1-min. warning at 9-min.; stopped at 10-min. <b>Virtual:</b> 11 min. to include additional questions	5-minutes	30-minutes

PRESENTATION ELEMENTS ALLOWED									
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
✓	✓	✓				✓		✓	✓

# FOOD INNOVATIONS

## Procedures and Time Requirements for In-Person Competition

5 minutes	At the designated participation time, participant(s) will have 5 minutes to set up their <i>display</i> . Other persons may not assist.
10 minutes	The oral presentation may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. Participants will be stopped at 10 minutes. If audio or audiovisual recordings are used, they are limited to a 3-minute playing time during the presentation. <i>Presentation equipment</i> , with no audio, may be used during the entire presentation.
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.
5 minutes	Following the interview, evaluators will have 5 minutes to review the <i>display</i> .
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.

## Procedures and Time Requirements for Virtual Competition

Each entry will post the required documents (as specified below) following instructions from the state or national organization prior to the competition.	
Display File	Upload one (1) PDF file, designed so that viewers are able to scroll through the digital document. This must be an online file and not require the viewer to download it. Include 2 photos of the entire display (one front, one back) and up to 15 photos of the contents of the display to show detail for evaluation.
Oral Presentation Video (to include Question Responses)	The oral presentation may be up to 11 minutes in length, <u>including</u> the responses to the two questions listed in the specifications. If audio and/or visual recordings are used, they are limited to a 3-minute playing time during the presentation. Each participant must introduce themselves by name, chapter, and level. Video recordings are to be made of participants as they present their STAR Event project, as if they were presenting at an in-person competition. A voiceover of the video recording or presentation is not allowed. The video file <del>can</del> <b>MUST</b> be an embedded video, video link to YouTube, Vimeo, or Google Drive, but must not require the viewer to download it. The display will be used in the oral presentation recording.
Automatic Scoring	Participants will automatically receive full points on the Point Summary Form and the Rubric for the following items: Registration Packet, Event Online Orientation Documentation, Display Set Up, Display Dimensions and Punctuality.

## Specifications

### Display

A *display* should be used to document and illustrate the work of one project, using clearly defined presentation surfaces.

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

<i>Project Identification Page</i>	One 8½" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.
<i>FCCLA Planning Process Summary Page</i>	One 8½" x 11" summary page of how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.

## Food Innovations Specifications (continued)

Evidence of Online Project Summary Submission	Complete the online project summary form located on the “Surveys” tab of the FCCLA Student Portal, and include signed proof of submission in the display.
Original <i>Prototype Formula(s)</i>	Present an original <i>prototype formula(s)</i> and the modified version(s) after each test and alteration, including the final formula(s). Changes from the previous version should be highlighted in each modified formula. The original <i>prototype formula(s)</i> must fit within the participants’ level of the national food product topic. The final formula(s) may be from any stage of development, sufficient evidence is given to support the choice of the final formula(s) as the best option for manufacturing.
Product Testing Method	Participants will test their formula in <i>focus groups</i> and modify it two times. <i>Focus groups</i> should follow the following guidelines: Test #1—minimum five (5) individuals Test #2—minimum ten (10) individuals, who are part of the intended consumer <i>audience(s)</i> 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. Selection of final product may occur at any stage of product testing.
Process Storyboard	Show pictures of the product at various stages of production and testing.
Nutrition Information	<b>Level 1</b> —list of nutrients (no amounts needed) found in the product, exhaustive list of ingredients, allergy warnings, and consumption instructions, if needed. <b>Level 2 and Level 3</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 <i>audience</i> .
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 <i>display</i> must be neat, legible, <i>professional</i> and use correct grammar and spelling.

### Suggested Product Packaging

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

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

## Food Innovations Specifications (continued)

### Oral Presentation

The oral presentation may be up to ~~10 minutes in length~~ (11 minutes for virtual competition) and is delivered to evaluators. The presentation should explain the specifics of the project. The presentation may not be prerecorded. If audio or *audiovisual equipment* is used, it is limited to 3-minute playing time during the presentation. *Presentation equipment*, with no audio, may be used throughout the oral presentation. Participants may use any combination of *props*, materials, supplies, and/or equipment to demonstrate how to carry out the project.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Explanation of Product Choice	Explain why the particular food was chosen and its appeal to both the participant and potential consumers.
Knowledge of Subject Matter	Demonstrate thorough knowledge of food science, dietetics, and nutrition. Discuss the area of Food Science which was most directly relevant in creating and testing the <i>prototype formula</i> .
Use of <i>Display</i> and <i>Visuals</i> During Presentation	Use <i>display</i> and <i>visuals</i> to support, illustrate, or complement presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear FCCLA official dress, professional dress, or costume appropriate for the nature of the presentation.
Grammar/Word Usage/Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	<p>Provide clear and concise answers to evaluators' questions regarding project. <del>Questions are asked after the presentation.</del></p> <p>For virtual competitions, include responses to the following questions at the end of the oral presentation:</p> <ol style="list-style-type: none"> <li>1. What is one skill that you learned or improved upon during your project that you will use in school next year or in your future career?</li> <li>2. What obstacles caused challenges in your work, and how did you address them?</li> </ol>

## 2020-2021 Competition Topics and Resource Information



### **Vintage Baking Recipes to Modern Mixes**

Many changes have taken place in America's kitchens since FCCLA was founded in 1945! To celebrate FCCLA's 75<sup>th</sup> anniversary, Food Innovations participants are challenged to take a vintage baking recipe (published in 1945 or before) and to modernize it into a baking mix for today's consumer.

All participants will take a vintage recipe and develop an original baking mix for sale to the consumer. Each participant will test the original recipe (as written) and then rewrite the recipe to create a new formula with accurate measurements/weights, updated preparation techniques and available ingredients. The product (baking mix) packaging must include the intended preparation recipe and instructions. Additional requirements per level are listed below.

<b>LEVEL</b>	<b>RECIPE TYPE</b>	<b>ADDITIONAL TOPIC REQUIREMENT</b>
Level 1 (through grade 8)	Cookies Bars	Update flavor profile (e.g. cinnamon to mint chocolate chip)
Level 2 – (grades 9-10)	Cakes Cupcakes Pastries	Include optional preparation ingredients to reduce fat, sugar, sodium or calories. Include optional preparation instructions (as needed) on product packaging for healthier preparation.
Level 3 (grades 11-12) Level 4 (Postsecondary)	Quick Breads Yeast Breads	Include two preparation recipes on product packaging – the intended preparation and one additional product use recipe and instructions.

#### **Sample Resources:**

Family Recipes

Local Library Resources

Cookbooks by Era - <https://www.thehenryford.org/explore/recipes-and-cookbooks/>

19<sup>th</sup> & 20<sup>th</sup> Century Cookbooks - <https://resources.library.lemoyne.edu/c.php?g=679052&p=4787486>





# FOOD INNOVATIONS

## Rubric

Name of Participant \_\_\_\_\_

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Level \_\_\_\_\_

<b>FCCLA Planning Process Summary Page</b> 0-5 points	<b>0</b>	Planning Process summary not provided	<b>1</b>	Inadequate steps in the Planning Process are presented	<b>2</b>	All Planning Process steps are presented but not summarized	<b>3</b>	All Planning Process steps are summarized	<b>4</b>	Evidence that the Planning Process was utilized to plan project,	<b>5</b>	The Planning Process is used to plan the project. Each step is fully explained; no more than 1 page
<b>Original Prototype Formula(s)</b> 0-10 points	<b>0</b>	No prototype formula(s) provided/formula(s) do not fit within the current product topic	<b>1</b>	One or more versions of the prototype and final prototype presented and fit within the current food product topic	<b>2</b>	Original, each modified version, and final prototype formula(s) are presented and fit within the current food product topic, but are written poorly	<b>3</b>	Original, each modified version with the current formula(s) are well-written, fit the current food product topic, and track changes from previous versions	<b>4</b>	Prototype formula(s) are well-written, fits within the current food product topic, and tracks changes. The final formula(s) meet product goals and represents an adequate understanding of scientific and culinary principles	<b>5</b>	Prototype formula(s) are well-written, fits within the current food product topic, and tracks changes. The final formula(s) meet product goals and represents an extensive understanding of scientific and culinary principles
<b>Product Testing Method</b> 0-10 points	<b>0</b>	No evidence of product testing provided	<b>1</b>	Product testing does not follow the specifications	<b>2</b>	Product testing followed specifications but the chosen method was not appropriate for the focus group audience	<b>3</b>	Product was tested twice according to specifications with an appropriate evaluation method for the focus group. Samples of the method and results are presented	<b>4</b>	Product was tested twice according to specifications with an appropriate evaluation method for the focus group. Samples of the method and results are presented. Most feedback from testing is implemented	<b>5</b>	Product was tested twice according to specifications with an appropriate evaluation method for the focus group. Samples of the method and results are presented in a professional manner. Most feedback from testing is well-implemented
<b>Process Storyboard</b> 0-2 points	<b>0</b>	No process storyboard presented	<b>1</b>	Limited photographs, confusing arrangements			<b>2</b>	Appropriate number of photographs, arranged well to tell a story				
<b>Nutrition Information</b> 0-5 points	<b>0</b>	No nutrition information provided	<b>1</b>	Nutrition information does not meet specification requirements	<b>2</b>	Nutrition information is complete (see specifications for requirements) but most of the information is incorrect	<b>3</b>	Nutrition information is complete (see specifications for requirements) and the majority of the information is correct	<b>4</b>	Nutrition information is complete (see specifications for requirements) correct. Demonstrates an appropriate level of knowledge for participant level	<b>5</b>	Nutrition information is complete (see specifications for requirements) and correct. Demonstrates an advanced level of knowledge for participant level
<b>Equipment, Safety and Sanitation</b> 0-3 points	<b>0</b>	No equipment list or safety and sanitation precautions	<b>1</b>	Both the equipment list is incomplete AND safety and sanitation precautions are inappropriate			<b>2</b>	The equipment list is incomplete OR safety and sanitation precautions are inappropriate			<b>3</b>	The equipment list is complete and safety and sanitation precautions are appropriate
<b>Product Summary</b> 0-2 points	<b>0</b>	No product summary provided	<b>1</b>	Product summary is lacking information and/or is poorly written			<b>2</b>	Product summary is thorough and well-written				
<b>Actual and Suggested Pricing</b> 0-3 points	<b>0</b>	No pricing information provided	<b>1</b>	Actual cost of one serving and one package is missing or inaccurate AND suggested pricing is missing or inappropriate	<b>2</b>	Actual cost of one serving and one package is missing or inaccurate OR suggested pricing is missing or inappropriate	<b>3</b>	Actual cost of one serving and one package is accurate; suggested pricing is appropriate				
<b>Appearance</b> 0-3 points	<b>0</b>	Display is illegible and unorganized	<b>1</b>	Display is neat, but contains grammatical or spelling errors and is organized poorly			<b>2</b>	Display is neat, legible, and professional, with correct grammar and spelling			<b>3</b>	Neat and professional, correct grammar and spelling used, effective organization

# Food Innovations Rubric (continued)

Points

## SUGGESTED PRODUCT PACKAGING

<b>Design Effectiveness</b> 0-3 points	<b>0</b> Suggested product packaging not provided	<b>1</b> Packaging design does not exhibit creativity and innovation, and/or would not be effective in containing, shipping, and storing the product	<b>2</b> Packaging design exhibits creativity and innovation, and would be effective in containing, shipping, and storing the product	<b>3</b> Packaging design exhibits creativity and innovation, and would be effective in containing, shipping, and storing the product. Description of actual materials to be used is included
<b>Marketability</b> 0-3 points	<b>0</b> Suggested product packaging not provided	<b>1</b> Packaging is missing required information (see specifications) and/or lacks visual appeal for the intended audience	<b>2</b> Packaging contains all of the required information (see specifications) and has some visual appeal for the intended audience	<b>3</b> Packaging contains all of the required information (see specifications) and has high visual appeal for the intended audience
<b>Appearance</b> 0-2 points	<b>0</b> Suggested product packaging not provided	<b>1</b> Packaging is unprofessional, not of high quality and/or contains grammatical or spelling errors	<b>2</b> Packaging is professional, of high quality, legible, and correct grammar and spelling used	

## ORAL PRESENTATION

<b>Organization/Delivery</b> 0 – 10 points	<b>0</b> Presentation is not done or presented briefly and does not cover components of the project	<b>1 2</b> Presentation covers some topic elements	<b>3 4</b> Presentation covers all topic elements but with minimal information	<b>5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery
<b>Explanation of Product Choice</b> 0-5 points	<b>0</b> No product choice explanation	<b>1</b> Product choice explanation was brief and product choice is not thought out or appropriate for topic and audience	<b>2</b> Product choice explanation was brief but the product choice is appropriate for topic and audience	<b>3</b> Product choice explanation was clear and thorough. Product choice is appropriate for topic and audience	<b>4</b> Product choice explanation was clear and thorough. Some evidence that the product choice was thought out and appropriate for topic and target audience	<b>5</b> Product choice explanation was clear and thorough. It is evident that the product choice was thought out and highly appropriate for topic and target audience
<b>Knowledge of Subject Matter</b> 0-5 points	<b>0</b> Little or no evidence of knowledge	<b>1</b> Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation
<b>Use of Display and Visuals during Presentation</b> 0-5 points	<b>0</b> Display and visuals used during presentation	<b>1</b> Display and visuals used to limit amount of speaking time	<b>2</b> Display and visuals used minimally during presentation	<b>3</b> Display and visuals incorporated throughout presentation	<b>4</b> Display and visuals used effectively throughout presentation	<b>5</b> Presentation moves not seamlessly between oral presentation and display
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing		
<b>Body Language/ Clothing Choice</b> 0-3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent/clothing is appropriate	<b>2</b> Gestures, posture, mannerisms, eye contact, and clothing are appropriate	<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing enhance presentation		
<b>Grammar/Word Usage/Pronunciation</b> 0-3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3-5) grammatical and pronunciation errors	<b>2</b> Few (1-2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation

Evaluator's Comments – include two things done well and two opportunities for improvement:

**TOTAL**  
(90 points possible)

Evaluator Initial \_\_\_\_\_  
Room Consultant Initial \_\_\_\_\_  
Evaluator # \_\_\_\_\_