

Edible Centerpiece is an *individual event* that is held prior to the NJ FCCLA Fall Leadership Connection. Participants will use a variety of food ingredients to prepare and display a culinary showpiece. The competition is designed to highlight the artistic skills of Culinary Arts.

**NEW JERSEY LEARNING STANDARDS**

- SLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- SLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
- L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.
- 9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.
- 9.2.8.CAP.9: Analyze how a variety of activities related to career impacts postsecondary options
- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
- 9.2.8.CAP.16: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.
- 9.2.12.CAP.2 Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.6 Identify transferable skills in career choices and design alternative career plans based on those skills
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries
- 9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.3 Investigate new challenges and opportunities for personal growth, advancement, and transition
- 9.4.12.CT.1 Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem-solving.
- 9.4.8.IML.3 Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping.
- 9.4.8.IML.7 Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
- 9.4.8.IML.12 Use relevant tools to produce, publish and deliver information supported with evidence for an authentic audience.
- 9.4.12.IML.3 Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.12.IML.8 Evaluate media sources for point of view, bias, and motivations.
- 1.2.12acc.Cr1b Organize and design artistic ideas for media arts productions.
- 1.2.12prof.Cn10 Access, evaluate and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests and cultural experiences
- 9.3.HT.RFB.4 Demonstrate leadership qualities and collaboration with others.
- 9.3.HT.RFB.2 Demonstrate safety and sanitation procedures in food and beverage facilities.

### **CAREER READY PRACTICES**

- ✓ Apply appropriate academic and technical skills.
- ✓ Communicate clearly and effectively with reason.
- ✓ Demonstrate creativity and innovation.
- ✓ Employ valid and reliable research strategies.
- ✓ Use technology to enhance productivity.
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them.

### **NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES**

- 8.1.1 Explain the roles, duties, and functions of individuals engaged in food production.
- 8.2.1 Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
- 8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods.
- 8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.
- 8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques.

### **EVENT CATEGORIES**

**Senior:** Participants in a comprehensive program in grades 9 – 12

**Occupational:** Participants in an occupational program in grades 9 – 12

### **ELIGIBILITY**

1. Participation is open to any affiliated FCCLA member. Affiliation for each participant must be submitted by November 1, 2022.
2. A chapter may submit a maximum of three (3) participants per event category.
3. An entry is defined as one (1) participant.
4. An event category is determined by the participant's grade in school and type of Family and Consumer Sciences program.

### **PROCEDURES & REGULATIONS**

1. Each entry will have an assigned digital folder to submit their project materials via Google Drive. A link to submit materials will be provided to the adviser upon competitive event registration. All entries must be submitted by **November 9, 2022** and privacy settings must be viewable to anyone with the link.
2. The following materials must be included in the digital folder:
  - **A Project Identification Page**
  - **Drawing** of Planned Centerpiece
  - **Link to Video**
  - **Picture Storyboard**
3. Each participant is required to utilize and explain a minimum of three (3) knife skills in the creation of the edible centerpiece.
4. Each participant may use a selection of the following tools complete their **centerpiece**: chef knife, paring knife, standard garnishing kit, melon/Parisienne baller, fluting knife, tourney knife, spiral slicer, butter curler and a serrated utility knife. No electric or battery powered tools are allowed.
5. Each participant must identify and list the food that will be used in the centerpiece and the knife skills that will be used in the preparation of the centerpiece.
6. Each participant may use an edible container or a container made with food grade materials.
7. All fruits and vegetables must be washed and dried prior to preparation.
8. Participants will provide an 8.5' X 11" inch paper with a drawing of the planned showpiece.

9. The centerpiece must not exceed 12" X 18". The height is unrestricted.
10. The display should represent 75 minutes of work time.
11. All items must be cut, prepared using a minimum of three (3) knife skills. A storyboard must display pictures of the participant preparing the food items using the proper knife skills.
12. A video, not to exceed 5 minutes, will show the participant demonstrating 3 knife skills, arranging the centerpiece, and incorporating the other prepared food items into the centerpiece.
13. Each participant must supply a **Project Identification Page** with the following information:
  - A. Participant's Name
  - B. School Name
  - C. Chapter Name
  - D. Event Name (Edible Centerpiece)
  - E. Event Category
14. Each participant is required to wear appropriate kitchen attire. This includes an apron with or without a chef's coat, hair fully restrained with a head cover (hat, net, etc.) and closed toe shoes.
15. Participants must follow principles of sanitation. Each participant needs to understand and explain the proper use of gloves when preparing food.
16. See the GENERAL RULES AND INFORMATION of these guidelines.

## EDIBLE CENTERPIECE SPECIFICATIONS

### Organization and Sanitation

Personal Appearance	Neat and professional.
Work Area	Safe, sanitary, organized, and efficient, with food and equipment handled appropriately.
Time Management	Effective use of (75-minute work time) represents the quality of product

### Product

Preparation Skills	Handled equipment, especially knives, safely and effectively. Correct tools were used in the preparation.
Knife Cuts	Clean and accurate. A minimum of three techniques were used.
Food and tool handling	Proper safety and sanitation precautions are taken.
Level of Difficulty	Demonstrates the use of a variety knives and challenging techniques.
Food Presentation	Centerpiece <i>has</i> eye appeal and is neat and attractive. Display of the product must be in a food grade vessel that is <b>no larger than twelve (12) inches X Eighteen (18) inches</b>
Color and Texture	Thoughtful and significant use of color and texture.
Scale, size, proportion, and balance	Centerpiece is properly scaled, proportional, within size restrictions. The centerpiece is interesting and balanced.
Creativity	The finished product is creative and artistic. Resembles the drawing.

**Video Display and Presentation**

Create a video that displays your knife skills and artistic presentation ability. The video may not exceed 5 minutes. Video privacy settings should be set to “Unlisted.”

Knife Skills	Student displays safety, sanitation, accuracy, and skill in the video
Workmanship and quality of execution	Skill in arranging materials with a variety of techniques
Production Quality	The video should be of high quality in terms of all production and editing elements.

**EDIBLE CENTERPIECE RATING SHEET**

Name \_\_\_\_\_ School \_\_\_\_\_

Check One Event Category:     \_\_\_ Junior     \_\_\_ Senior     \_\_\_ Occupational

**INSTRUCTIONS:**

Write the appropriate rating under the “SCORE” column. Points given may range between 0 and the maximum number indicated. Where information is missing, assign a score of 0. Total points and enter under “TOTAL SCORE.”

Evaluation Criteria	Very					Score	Comments
	Poor	Fair	Good	Good	Excellent		
<b>ORGANIZATION &amp; SANITATION</b>							
Personal appearance	0-1	2	3	4	5		
Safe, sanitary work area maintained; food and equipment handled appropriately	0-1	2	3	4	5		
Efficient organization of work area and time	0-1	2	3	4	5		
<b>PRODUCT</b>							
Knife cuts were clean and accurate. A minimum of 3 knife skills were demonstrated.	0-2	3-4	5-6	7-8	9-10		
Interesting color and texture	0-2	3-4	5-6	7-8	9-10		
Difficulty demonstrated in preparation of finished product using a variety of techniques	0-2	3-4	5-6	7-8	9-10		
Scale, size and proportion	0-2	3-4	5-6	7-8	9-10		
Centerpiece has eye appeal, neat and appetizing, using a variety of items	0-2	3-4	5-6	7-8	9-10		
Creativity, original with eye appeal	0-2	3-4	5-6	7-8	9-10		
<b>VIDEO, DISPLAY,</b>							
Video demonstrate skill and creativity	0-2	3-4	5-6	7-8	9-10		
Quality of video	0-1	2	3	4	5		
<b>FOLDER</b>							
Product Identification Sheet	0-1	2	3	4	5		
Drawing mimics finished product	0-1	2	3	4	5		

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

**Circle Rating Achieved:**

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

Evaluator \_\_\_\_\_

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

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

Gold: 90-100

Silver: 79-89

Bronze: 70-78