

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 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.
2.1.8.B.1	Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
2.1.8.B.2	Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
2.1.8.B.3	Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.
2.1.8.B.4	Analyze the nutritional values of new products and supplements.
2.1.12.B.1	Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.
2.1.12.B.2	Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.
2.1.12.B.3	Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.12.CAP.6:	Identify transferable skills in career choices and design alternative career plans based on those skills
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.
9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
9.4.12.CI.3	Investigate new challenges / opportunities for personal growth, advancement, and transition.
9.4.8.CI.4:	Explore the role of creativity and innovation in career pathways and industries
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.
- 9.3.12.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.
- 9.3.HT-RFB.1 Describe ethical and legal responsibilities in Food and beverage service facilities
- 9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.

**CAREER READY PRACTICES**

- ✓ Apply appropriate academic and technical skills
- ✓ Attend to personal health and financial well-being.
- ✓ 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.
- ✓ Model integrity, ethical leadership, and effective management.

**NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES**

- 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.
- 8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.
- 8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.
- 8.5.9 Prepare sandwiches, canapes and appetizers using safe handling and professional preparation techniques
- 8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques.
- 14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.
- 14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

**EVENT LEVELS**

**Level 1:** Participants through grade 6-8

**Level 2:** Participants in grades 9 – 10

**Level 3:** Participants in grades 11 – 12

**Level 4:** Post-Secondary

**ELIGIBILITY**

1. A chapter may register two (2) entries in each event level.
2. An entry is defined as one (1) participant, or one (1) team comprised of a maximum of three (3) members.
3. An event level is determined by a member's grade in school and affiliation status.
4. Participation is open to any affiliated FCCLA chapter member.

## **\*\*2022 COMPETITION TOPICS\*\***

### **Meal Kit Components**

One of the most innovative trends in home meal preparation has been the development of the meal-kit industry. Customers are looking for high quality, convenient and time-saving options to prepare at-home meals while still meeting their nutritional needs and budgets. While some meal kits are provided to consumers through delivery services, single meal kits may be made available to consumers through retail locations.

All participants will create a meal kit that could be sold in a retail location. All items in the meal kit must include preparation instructions and may not be consumed “as-is” or by simply peeling. The product is intended to be prepared in the home of the consumer and eaten after preparation (cooking).

**Level 1** - Participants will create a dry seasoning mix to be used with a dinner entrée. The single meal should not exceed 720 mg of sodium and must include food items to create the entrée and one side. The meal kit should focus on a meal ready in 30 minute or less and be marketed to students.

**Level 2** - Participants will create a sauce or marinade included in the kit. The single meal should not exceed 720 mg of sodium and must include the entrée and one side. The meal kit should provide the option for oven or slow-cooker preparation and be marketed to young families.

**Level 3 and 4** - Participants will create a sauce or marinade to include in the kit. The meal should not exceed 720 mg of sodium and must include the entrée and two sides. The meal kit may include advanced preparation skills and be marketed to those with advanced culinary skill or adventurous palates.

### **PROCEDURES & REGULATIONS**

1. 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.
2. 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.
3. Chapters with multiple entries in this event must submit different projects for each entry.
4. A table will be provided. Participants must bring all other necessary supplies and/or equipment. Participant(s) may not carry in additional *visuals* or *props* for the oral presentation. Wall space electrical outlets/equipment, and wireless internet connection will not be available.
5. Items within the *display* (handouts, samples, etc.) may be used as in-hand *visuals* during the oral presentation but must be returned within *display dimensions* when finished.
6. Spectators may not observe any portion of this event.
7. Participants are not allowed to provide food product samples to the evaluators.
8. Two (2) individuals/teams may be chosen from each event category to represent New Jersey at the National Leadership Conference.

5 minutes	At the designated time, participant(s) will have five (5) minutes to set up their <i>displays</i> . Only participants are allowed in the setup area. Other persons may not assist. <i>Displays</i> not set up at the designated time will not be allowed during the presentation. Only tabletop displays are allowed.
10 minutes	The oral presentation <b>may be up to ten (10) minutes</b> in length. If audio or audiovisual recordings are used, they are limited to a three (3) minute playing time during the presentation. <i>Presentation equipment</i> , with no audio, maybe used during the entire presentation.
Following the presentation, evaluators will have the opportunity to ask questions of the participant.	
Evaluators will use the rating sheet to score and write comments for each entry.	

General Information					
Individual or Team Event	Prepare Ahead of Time	Participant Set Up/ Prep Time	Maximum Oral Presentation Time	Equipment Provided	Electrical Access
Individual or Team (1-3 participants)	Display, Product Packaging, Oral Presentation	5 minutes	10 minutes	Table	Not provided

Presentation Elements Allowed									
Audio	Costumes	Easel(s)	File Folder	Large Newsprint Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
■	■	■				■		■	■

## FOOD INNOVATIONS SPECIFICATIONS


### Display

Although, this is an in-person event, each entry will require a digital folder. An assigned digital folder to submit the project materials via Google Drive will be provided to the adviser upon competitive event registration. All digital materials must be submitted by **March 15, 2022** and privacy settings must be viewable to anyone with the link.

Each entry must submit a digital file with the following information:

- A. Project Identification Page
  - Name(s) of Participant(s)
  - Chapter Name
  - School Name
  - Event Name (Food Innovations)
  - Event Level
  - City & State
  - Project Title
- B. FCCLA Planning Process Summary Page
- C. Evidence of Online Project Summary Submission
- D. 5 Pictures of the display/prototype. Must include at least one full page picture of the entire display and 4 pictures- one of each of the quadrants/sides of the display that shows the content of the display
- E. Up to 6 detailed pictures of product packaging

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

Project Identification Page	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, event level and project title.
FCCLA Planning Process Summary Page	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 <i>the Planning Process</i> may also be described in the oral presentation. Each step is fully explained.
Evidence of Online Project Summary Submission 	Complete the online project summary form located on the “Surveys” tab of the FCCLA Portal and include signed proof of submission on the <i>display</i> .
Original Prototype Formula(s)	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.

	LEVEL 1	LEVEL 2	LEVEL 3
Product Testing Method	<p>Participants will test their formula in <i>focus groups</i> and modify it two times. <i>Focus groups</i> should follow the following guidelines:</p> <p>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.</p> <p>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.</p>	<p>Participants will test their formula in <i>focus groups</i> and modify it two times. <i>Focus groups</i> should follow the following guidelines:</p> <p>Test #1—minimum ten (10) individuals  Test #2—minimum fifteen (15) individuals, who are part of the intended consumer <i>audience(s)</i> of the product.</p> <p>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</p>	<p>Participants will test their formula in <i>focus groups</i> and modify it three times. <i>Focus groups</i> should follow the following guidelines:</p> <p>Test #1—minimum ten (10) individuals  Test #2—minimum fifteen (15) individuals, who are part of the intended consumer <i>audience(s)</i> of the product.  Test #3 – test the same individuals from Test #2 (minimum fifteen (15) individuals, who are part of the intended consumer <i>audience(s)</i> of the product.)</p> <p>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</p>

2022

Page 6 of 6

			testing.
Process Storyboard	Provide a minimum of ten (10) pictures of the product at various stages of production and testing.	Provide a minimum of fifteen (15) pictures of the product at various stages of production and testing.	Provide a minimum of twenty (20) pictures of the product at various stages of production and testing.
Nutrition Information	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.	Develop a list of equipment used (include pictures) and safety precautions taken to ensure a safe test kitchen and sanitary product. Describe how ServSafe procedures were used.	
Product Summary	Include product name, target market, and appeal of product to target <i>audience</i> .	Include product name, target market, and appeal of product to target <i>audience</i> . Describe how sensory evaluation methods were used to appeal 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.	Determine the actual cost of producing one serving and one package of the product. Develop a suggested price for retailing the product. Show process of determining actual cost and retail price.	
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*.

	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>
Design Effectiveness	The <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.	The <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. Include a list of potential shipping and storing issues that may occur due to packaging choices.	The <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. Include a list of potential shipping and storing issues that may occur due to packaging choices.
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 Fact 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.		

**Oral Presentation**

The oral presentation **may be up to ten (10) 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 three (3) minutes 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.

	LEVEL 1	LEVEL 2	LEVEL 3
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 Food Science, Dietetics, and Nutrition	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.		
Relationship of Family and Consumer Sciences coursework / Standards	Describe the relationship of Family and Consumer Sciences coursework to the Food Innovations project.	Describe the relationship of Family and Consumer Sciences coursework to the food innovations project. Explain which national FCCLA program could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework to the food innovations project. Explain which national FCCLA program could be used during project implementation. Identify FCS career pathway connections.
Use of Display and Visuals 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 appropriate business 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 of Participant(s)** \_\_\_\_\_

**School** \_\_\_\_\_ **Event Level** \_\_\_\_\_

**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" column. Points given may range between 0 and the maximum number indicated. Total the points and enter under "TOTAL SCORE". Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary.

Secondary: then strengths and areas for improvement. Use the back of the sheet if necessary.							
Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Score	Comments
<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		
Marketability	0	1	2		3		
Appearance	0	1	2		3		
<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		
Knowledge of Subject Matter	0	1	2	3	4		
Relationship of Family and Consumer Sciences coursework/ standards	0	1	2	3	4		
Use of Display and Visuals During Presentation	0	1	2	3	4		
Voice, Body Language, Grammar and Pronunciation	0	1	2	3	4		
Body language/ professional dress	0	1	2		3		
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: 79-89

Bronze: 70-78