

MINNESOTA FOOD SCIENCE & TECHNOLOGY CDE

Purpose

The food science and technology career development event is designed to promote learning activities in food science and technology related to the food industry and to assist students in developing practical knowledge of principles used in a team decision-making process.

Objectives

The food science and technology career development event provides the opportunity for the participant to:

- Gain an awareness of career and professional opportunities in the field of food science and technology.
- Experience group participation and leadership responsibilities in a competitive food science and technology program.
- Develop technical competence and personal initiative in a food science and technology occupation.

Event Rules

- Team makeup — The team will consist of four members with all four members' scores being totaled for the team score.
- Participants should wear FFA Official Dress for this event. Jackets may be removed during the preparation for the team activity.
- Teams and/or individuals will not be permitted to use electronic media during the event. This includes, but is not limited to, cell phones, smart watches/fitness bands, cameras, etc.
- Any participant in possession of an unauthorized electronic device, except a basic, non-programmable calculator, in the event area is subject to disqualification.
- Each participant must provide these items:
 - A clipboard that is clean and free of notes.
 - Two sharpened No. 2 pencils.
 - Electronic calculator — Calculators used in this event must be non-programmable and non-graphing. Calculators should have only basic functions such as addition, subtraction, multiplication, division, equals, percent, square root, +/- key. No other calculators can be used during the event including cell phones.

Allergy Information: Food products used in this event may contain or come in contact with potential allergens. Any participant in need of a reasonable ADA

accommodation(s) for their participation in the Food Science and Technology CDE should have their advisor contact the event chair at least 2 weeks before the competition. The event committee will make all reasonable efforts to accommodate students with food allergies.

TEAM ACTIVITY

Team Product Development Project (400 points possible per team)

Each team will receive a product development scenario describing the need for a new or redesigned product that appeals to a potential market segment. The team's task will be to design a new food product or reformulate an existing product based on information contained within the product development scenario.

Each team will be provided with packaging materials, ingredients and necessary ingredient information to develop, label and package a product. The team will have 60 minutes to respond to the product development scenario and reformulate or develop a product, calculate a nutritional label, develop the ingredient statement and information panel, and develop the front or principal display panel to reflect the new product.

The team will be responsible for understanding and using the following concepts to develop a presentation:

- Cost of goods sold
- Nutrition
- Target audience
- Quality control
- Marketing and sales
- Product
- Processing
- Packaging
- Food safety
- Formulation concepts
- Quality of presentation

After this time period, each team member will contribute to a 10-minute oral presentation delivered to a panel of judges. No electronic media will be used in the presentation.

Following the presentation there will be a 10-minute question and answer period with the judges in which each team member is expected to contribute. All materials will be collected after the presentation.

Total time involved for each team will be 80 minutes. Total number of points possible for this activity will be 400 points.

Product development scenarios will describe a category, platform and market. These may include, but are not limited to, the categories, platforms and markets listed below.

Categories:

- Cereal
- Beverages
- Snacks
- Supplements
- Meals
- Condiments
- Side dishes
- Desserts

Platform

- Frozen
- Convenience
- Refrigerated
- Ready to eat
- Shelf-stable
- Heat and serve

Market (Domestic and International)

- Retail
- Wholesale
- Food service
- Convenience store

Information about the product will be provided by State FFA Staff .

Evaluation criteria and points for team product development activity can be found on the Team Product Development Project Scorecard.

INDIVIDUAL ACTIVITIES**Objective Test (150 points possible per individual)**

The objective questions administered during the food science and technology examination will be designed to determine each team member's understanding of the basic principles of food science and technology. The test will be created using the textbooks and websites specified in the reference section.

Team members will work individually to answer each of the 50 questions. Each person will have 60 minutes to complete the examination. Each question will be worth three points, for a total of 150 points.

Practicums

Food Safety/Sanitation (50 points possible per individual) (10 pictures, 5 points per picture)

10 photos of food production situations will be provided. The contestant will evaluate the situation in the photo and select the proper response from a list. A few examples of options are: There is no food safety issue shown in the picture, gloves are required in the situation in the picture, Improper food storage temperature shown.

Problem Solving/Math Practicum (25 points possible per individual)

- Participants will answer a series of five mathematical calculations based on common food science themes. Questions may include nutrition calculations, ingredient quantity, cost benefit analysis, estimation of cost/margin of goods sold, conversions, processing conditions, etc.

- Example Question: The perfect glass of sweet tea is 20 percent sugar. Jim is making a one-gallon container of sweet tea. How many cups of sugar should he add?
 A. 2.4 cups b. 3.2 cups c. 3.4 cups d. 4 cups

EXAMPLE OF SCENARIO PRODUCT FROM PAST EVENTS:

Category	Platform	Market	Actual Product
Side dish	Ready to prepare	Retail or big box	Whole grain, low-sodium side dish
Beverage	Shelf-stable	Retail	Shelf-stable specialty coffee
Side dish	Refrigerated	Retail	Side salad for baby boomers
Snack	Shelf-stable	Retail	Non-nut snack bar
Breakfast	Ready to eat	Retail	Single-serve cereal for kids

Food Safety and Quality Practicums (25 points)

Customer Inquiry: Each participant will be given five scenarios representing general consumer inquiries. Participants must determine if the consumer inquiry reflects a quality or safety issue (two points per scenario) and determine if it is a biological, chemical or physical concern or hazard (three points per scenario). This is for a total of 25 points.

Sensory Evaluation Practicums (40 points)

Triangle Tests: Four different triangle tests will be conducted. Participants are expected to identify the different samples through flavor, aroma, visual cues and/or textural differences. Answers will be given on the sheet provided. No list will be provided for this segment of the practicum. Each test is worth five points.

Aromas: Each participant will be asked to identify four different aromas from vials provided at each station and record the answer on the sheet provided. A list of potential aromas will be provided to each person. Each sample is worth 5 points. (20 points)

- | | | |
|--------------|----------------------|--------------------|
| 1. Apple | 12. Ginger | 23. Peach |
| 2. Banana | 13. Grape | 24. Peppermint |
| 3. Basil | 14. Lemon | 25. Raspberry |
| 4. Butter | 15. Licorice (anise) | 26. Sage |
| 5. Cherry | 16. Lime | 27. Smoke (liquid) |
| 6. Chocolate | 17. Maple | 28. Strawberry |
| 7. Cinnamon | 18. Molasses | 29. Vanilla |
| 8. Clove | 19. Nutmeg | 30. Watermelon |
| 9. Coconut | 20. Onion | 31. Wintergreen |
| 10. Coffee | 21. Orange | |
| 11. Garlic | 22. Oregano | |

Scoring

Activities	Individual Points	Team Points
Team product development project		400
Objective Test	150	600
Food Safety/Sanitation	50	200
Problem Solving/Math Practicum	25	100
Customer Inquiry	25	100
Sensory Evaluation	40	160
		1,560

TIEBREAKERS

Team:

1. Team product development
2. Individual test (combined score)

Individual:

1. Written exam
2. Food safety and quality
3. Sensory evaluation

References

This list of references is not intended to be all-inclusive. Other sources may be utilized, and teachers are encouraged to make use of the very best instructional materials available. Make sure to use discretion when selecting website references by only using reputable, proven sites. The following list contains references that may prove helpful during event preparation. The most current edition of resources will be used.

- Past CDE materials and other resources are available by logging in at FFA.org and MNFFA.org

EXAM REFERENCES

- Principles of Food Science. 4th edition. 2015. Janet Ward and Larry Ward. The Goodheart- Willcox Company, INC.
- Principles of Food Sanitation. 5th Edition. 2006. Norman G. Marriott and Robert B. Gravani, Springer Science + Business Media, Inc.
- Institute of Food Technology website, <http://www.ift.org>
- USDA Food Safety and Inspection Service website, <http://www.fsis.usda.gov> US Food and Drug Administration, <http://www.FDA.gov>

MATH/ PROBLEM SOLVING REFERENCE

The event will utilize the USDA Food Safety Inspection Service Processing Inspectors' Calculations Handbook (revised 1995) as the resource for the development of problem- solving problems relating to the following sections: Conversions (e.g., metric, US equivalents, grams, ounces, percent, ppm, Celsius, Fahrenheit); Pearson's Square; Percent of an ingredient in a formula; Yield; Shrink loss; Volume of a container; Calorie calculations; Total energy calculations. The resource can be found at this link:

https://www.fsis.usda.gov/sites/default/files/media_file/2020-07/7620.3.pdf

GENERAL REFERENCES

- Penn State Kitchen Chemistry: Experiments, resources and materials for educators and students, <http://foodscience.psu.edu/public/kitchen-chemistry>
- Food Safety Education, <https://www.fsis.usda.gov/wps/portal/fsis/topics/food-safety-education/teach-others/download-materials/for-kids-and-teens/for-kids-and-teens>
- Partnership for Food Safety Education, <http://www.fightbac.org>
- FoodSafety.gov, <http://www.foodsafety.gov>
- Good Manufacturing Practices, <https://www.fda.gov/food/current-good-manufacturing-practices-cgmps/good-manufacturing-practices-gmps-21st-century-food-processing>
- Inspection Service Processing Inspectors' Calculations Handbook (revised 1995): <http://www.aamp.com/foodsafety/documents/Directive7620-3.pdf>
- The New and Improved Nutrition Facts Label - Key Changes, <https://www.fda.gov/media/99331/download>

- USDA Food Safety Inspection Service Processing Inspectors' Calculations Handbook (revised 1995) the collection of sample calculations for food processing relating to the following sections: Conversions (e.g., metric, US equivalents, grams, ounces, percent, ppm, Celsius, Fahrenheit); Pearson's Square; Percent of an ingredient in a formula; Yield; Shrink loss; Volume of a container; Calorie calculations; Total energy calculations.
https://www.fsis.usda.gov/sites/default/files/media_file/2020-07/7620.3.pdf

Team Product Development Project Scorecard

400 POINTS

Chapter	Team Number	
	Possible Score	Team Score
Package Display Components		
Use and development of nutrition label		
• Required information present	10	
• Correct calculations	10	
• Correct organization	10	
Use and development of the ingredient statement		
• Present	10	
• Correct order and all ingredients included	10	
• Location on package	10	
Use of principle display panel to convey information		
• All required components	15	
• Correct information	15	
• Location on package	10	
<i>Package Design Subtotal</i>		100
Product Development Oral Presentation		
Cost of goods sold		
• Costing	20	
• Accuracy		
Nutrition		
• Communicate nutritional quality of product	20	
• Apply nutritional quality to health benefits		
Target audience		
• Identification of key consumer	20	
Quality control		
• Key quality attribute of consistent product	20	
• Examples: flavor, color, texture, net weight, size, etc.		
Marketing and sales		
• Communicated with future users	20	
• Promotions		
• Market location		
Product		
• Appearance	20	
• Texture		
• Shelf-life		
• Interaction of ingredients		
• Creativity		
Processing		
• Description of how to make product	20	
• Equipment		
• Flow diagram, unit operations		
• People		
Packaging		
• Materials used	20	
• Appropriate for use of product		
• Creativity		

	Possible Score	Team Score
Food Safety		
<ul style="list-style-type: none"> Discussed potential hazards/concerns associated with products 	20	
Formulation concepts		
<ul style="list-style-type: none"> How well did product match concept/product development scenario? 	30	
<ul style="list-style-type: none"> Category 	5	
<ul style="list-style-type: none"> Platform 	5	
Quality of presentation		
<ul style="list-style-type: none"> Equitable participation of team members 	5	
<ul style="list-style-type: none"> Organization 	5	
<ul style="list-style-type: none"> Use of time allowed 	5	
<ul style="list-style-type: none"> Professionalism 	5	
<ul style="list-style-type: none"> Presence and enthusiasm 	5	
<ul style="list-style-type: none"> Mannerisms 	5	
<i>Product Development Oral Presentation Subtotal</i>	250	
Response to judges' questions		
Team participation in question response		
<ul style="list-style-type: none"> All team members contributed 	25	
Quality of response		
<ul style="list-style-type: none"> Accuracy Ability to answer Originality Knowledge 	25	
<i>Response to Judges' Questions Subtotal</i>	50	
TOTAL POINTS	400	

Customer Inquiry Rubric

25 POINTS

Chapter	State	Team Number	Points Possible	Points Earned
Scenario # 1: This issue represented in this scenario is a:			2	
<input type="checkbox"/> Food Quality Issue <input type="checkbox"/> Food Safety Issue				
Is the concern or hazard primarily (<i>Check only one</i>):			3	
<input type="checkbox"/> Biological <input type="checkbox"/> Chemical <input type="checkbox"/> Physical				
Scenario # 2: This issue represented in this scenario is a:			2	
<input type="checkbox"/> Food Quality Issue <input type="checkbox"/> Food Safety Issue				
Is the concern or hazard primarily (<i>Check only one</i>):			3	
<input type="checkbox"/> Biological <input type="checkbox"/> Chemical <input type="checkbox"/> Physical				
Scenario # 3: This issue represented in this scenario is a:			2	
<input type="checkbox"/> Food Quality Issue <input type="checkbox"/> Food Safety Issue				
Is the concern or hazard primarily (<i>Check only one</i>):			3	
<input type="checkbox"/> Biological <input type="checkbox"/> Chemical <input type="checkbox"/> Physical				
Scenario # 4: This issue represented in this scenario is a:			2	
<input type="checkbox"/> Food Quality Issue <input type="checkbox"/> Food Safety Issue				
Is the concern or hazard primarily (<i>Check only one</i>):			3	
<input type="checkbox"/> Biological <input type="checkbox"/> Chemical <input type="checkbox"/> Physical				
Scenario # 5: This issue represented in this scenario is a:			2	
<input type="checkbox"/> Food Quality Issue <input type="checkbox"/> Food Safety Issue				
Is the concern or hazard primarily (<i>Check only one</i>):			3	
<input type="checkbox"/> Biological <input type="checkbox"/> Chemical <input type="checkbox"/> Physical				
TOTAL			25	