



Focus on Children, an *individual or team event*, recognizes participants who use Family and Consumer Sciences skills to plan and conduct a child development project that has a positive impact on children and the *community*. Child development encompasses birth through adolescence. Participants must prepare a **display** and an **oral presentation**.

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

See page 9, item #2 in the introduction section of the state manual for more information on event categories.

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS

- Education & Training
- Hospitality & Tourism
- Human Services

PROCEDURES & TIME REQUIREMENTS

1. At the designated participation time, participant(s) will have 5 minutes to set up their

displays. Other persons may not assist.

2. The oral presentation **may be up to** 10 minutes in length. A one-minute warning will be given at 9 minutes. Participant(s) will be stopped at 10 minutes.
3. If audio or audiovisual recordings are used, they are limited to 1-minute playing time during the presentation.
4. Following the presentation, evaluators will have 5 minutes to interview participant(s).
5. Following the interview, evaluators will have 5 minutes to review the *display*.
6. Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.

ELIGIBILITY & GENERAL INFORMATION

1. Review "General Policies" in the introduction section of the state manual on pages 8-18 prior to event planning and preparation.
2. Participants must have completed a course or unit of study in child development in a Family and Consumer Sciences program and/or related occupations program.
3. A table or freestanding space will be provided. Participant(s) must bring all necessary supplies and/or equipment. Wall space will not be available.

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GENERAL INFORMATION								
Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Individual or Team	Display, Oral Presentation	Table or Freestanding space	Not provided	5 minutes	5 minutes after presentation interview	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	30 minutes

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


4. **Access to an electrical outlet will not be provided.** Participant(s) are encouraged to bring fully charged electronic devices such as laptops, tablets, etc., to use for audiovisual presentation, if desired. At state competition, however, if an electrical outlet is available in the competition room or station, participants are free to use it. Tables may not be moved in order to be closer to the outlet and extension cords will not be provided.
5. Items within the *display* may be used as in-hand *visuals* during the oral presentation, but must be returned within *display dimensions* when finished.



FOCUS ON CHILDREN 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 *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.). Scrapbooks, *flip charts*, *portfolios*, and *photo albums* are not allowed. The *display* must include a *project identification page* and a *Planning Process* summary page.

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, 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 the <i>Planning Process</i> may also be described in the oral presentation.
Evidence of Online Project Summary Submission 	Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include proof of submission on the display.
Addresses a Specific Need	Address a specific and <i>current</i> child development issue, concern, or need.
Impacts Children and Community Positively	Show how project has a positive impact on children and the <i>community</i> .
Applies Child Development Concepts	Correctly apply child development skills and knowledge gained through Family and Consumer Sciences and/or related occupations program.
Ability of Participants to Work with Children	Show evidence of participants involved with children during the "ACT" step of the <i>Planning Process</i> .
Appearance	<i>Display</i> must be neat, legible, creative, <i>professional</i> and use correct grammar and spelling.

Oral Presentation

The oral presentation of the project **may be up to** 10 minutes in length and is delivered to evaluators. The presentation should summarize the project and *display*. The presentation may not be prerecorded. If audio or audiovisual recordings are used, they are limited to 1-minute playing time.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner discussing all aspects of the <i>Planning Process</i> . Summarize project activities and accomplishments.
Identify Concerns	Identify the need to act and provide evidence and data to support decision.
Set a Goal	State a detailed and measurable goal.
Form a Plan	Develop a thorough and feasible plan of action.
Act	Execute plan and show support from others who assisted, partnered, or collaborated in the project.
Follow Up	Evaluate project and identify the significance of the project and its outcome. Note ideas for improvement.
Knowledge of Subject Matter	Show evidence of child development knowledge and skills by using <i>current</i> data to support and describe the project. Research methods such as surveys, interviews, reports, readings, observations were used for gathering data. <i>Technology</i> may have been used to gather data.
Use of Display	Use the <i>display</i> to support, illustrate, and complement project description during the presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/ Clothing Choice	Use appropriate body language including posture, mannerisms, eye contact and appropriate handling of <i>display</i> and notes, or note cards if used. Wear appropriate 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. Adjust communication to the evaluator's questions. All <i>team</i> members involved in responding to questions.



STAR Events Point Summary Form FOCUS ON CHILDREN

DIRECTIONS:

1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, please write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
2. Before student presentation, the room consultants must check participants' *display* using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead Consultant.
5. Please check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Check-in 0 or 5 points	0 Did not attend participant check-in	5 Attended participant check-in	
Display Set-Up 0-1 point	0 Participants did not set up their display within allotted time period	1 Participants set up display during allotted time period	
Display Dimensions 0-1 point	0 Does not fit with the appropriate dimensions/objects not returned within display after presentation	1 The display fits/objects returned within display after presentation	
Project Identification Page 0-1 point	0 Project ID page is missing or incomplete	1 Project ID page is present and completed correctly	
Project Summary Submission Proof 0-1 point	0 Project Summary Submission missing	1 Project Summary Submission present	
Punctuality 0-1 point	0 Participant was late for presentation	1 Participant was on time for presentation	
EVALUATORS' SCORES			ROOM CONSULTANT TOTAL (10 points possible)
Evaluator 1 _____	Initials _____		AVERAGE EVALUATOR SCORE (90 points possible)
Evaluator 2 _____	Initials _____		_ . _ _
Evaluator 3 _____	Initials _____		FINAL SCORE (Average Evaluator Score plus Room Consultant Total)
Total Score _____	divided by number of evaluators = AVERAGE EVALUATOR SCORE		_ . _ _
_____	<i>Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)</i>		

RATING ACHIEVED (circle one) **Gold:** 90-100 **Silver:** 70-89.99 **Bronze:** 1-69.99

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Adult Room Consultant _____ Event Lead Consultant _____



FOCUS ON CHILDREN Rubric

DISPLAY							Points
FCCLA Planning Process Summary Page 0-5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained; no more than 1 page	
Addresses a Specific Need 0-5 points	0 Project did not address a specific child development need	1 Project did not show evidence of research	2 Project addressed a specific need, concern, or issue involving child development	3 Project addressed needs, concerns or issues involving child development which were researched	4 Project addressed a specific need, concern or issue involving child development. Research methods were used to gather this data and described	5 Extensive research and evaluation methods were presented to support the need	★★★
Impacts Children and Community Positively 0-6 points	0 No evidence	1 Limited information on how the project impacted children or the community	2 Clear understanding of the positive effect on children, but not how it has impacted the community	3 Impact on the community was shown	4 Clear understanding of the positive impact on children and the community with various sources of data and information	5 6 Participants were able to analyze the impact of the project and showed understanding plus application of lessons learned	★★
Applies Child Development Concepts 0-5 points	0 No evidence of child development concepts being used	1 Child development concepts were limited	2 Little evidence of child development concepts being applied to the project	3 Child development concepts were known to the participants	4 Extensive evidence child development concepts were applied and utilized in the project	5 Participants could apply child development concepts utilized in the project to new and potential projects and learning	★
Ability of Participants to Work with Children 0-5 points	0 No evidence of working with children	1 Evidence some of the participants worked with the children, but not all of them were actively involved	2 All participants were involved with working with children	3 Participants were involved with children and could articulate what they had learned	4 Evidence of all participants involved working with children during the "ACT" step of the Planning Process	5 Extensive evidence of the scope, impact and application of learning by the participants in their work with children	
Appearance 0-5 points	0 Display does not document or illustrate project	1 Display has many errors and is not aesthetically pleasing	2 Display has minimal appeal both in design and content	3 Display needs some improvement in content and design	4 Display is highly creative but lacks real content/Display has strong content and lacks creativity	5 Display is creative, appropriate, and of high quality/Display has good word, color, and design choices	
ORAL PRESENTATION							Points
Organization/Delivery 0 – 10 points	0 Presentation is not done or presented briefly and does not cover components of the project	1 2 Presentation covers some topic elements	3 4 Presentation covers all topic elements but with minimal information	5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Identify Concerns 0-5 points	1 No evidence of concerns	1 A limited explanation of concerns was given	2 Evidence of several concerns but no research or data given as reference	3 Evidence of 2 or more concerns were generated with some data	4 Evidence of 2 or more concerns were generated from current research and data	5 Much evidence and data included on identifying concerns	
Set a Goal 0-5 points	0 No goal was evident	1 Goal set was not attained or achievable in the time frame of the project	2 The goal was not clearly defined	3 Goal was defined in a limited manner	4 The goal was clearly defined, explained in detail, and partially measurable	5 Goal was explained, desired outcome was understood, and measurable	

Focus on Children Rubric (continued)

Form a Plan 0-5 points <i>Elements: who, what, when, where, how</i>	0 Not evident	1 Most elements clearly defined	2 3 or more elements were not clearly defined	3 2 elements were not clearly defined	4 1 element was not clearly defined	5 All elements were clearly defined	
Act 0-5 points	0 No evidence	1 Action was limited	2 The activity was acted upon but was not clear	3 Action was explained, plans were limited	4 The activity was acted upon to meet the goal	5 Action and plans included evidence of support from partners and collaborators	
Follow Up 0-5 points	0 No evidence	1 No clear understanding if the goal had been met or there were no notations of what improvements were needed	2 There were no notations of what ideas went well and what improvements were needed	3 Limited methods for evaluation were noted	4 Determination if the goal and concerns were met was noted	5 Evaluation methods were extensive and varied. Notations of what went well and ideas for improvement were noted	
Knowledge of Subject Matter 0-5 points	0 Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	3 Knowledge of subject matter is evident but not effectively used in presentation	4 Knowledge of subject matter is evident and shared at times in the presentation	5 Knowledge of subject matter is evident and incorporated throughout the presentation	
Use of Display during Presentation 0-5 points	0 Display not used during presentation	1 Display used to limit amount of speaking time	2 Display used minimally during presentation	3 Display incorporated throughout presentation	4 Display used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation and display	
Voice – pitch, tempo, volume 0-3 points	0 Voice qualities not used effectively	1 Voice quality is adequate		2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		
Body Language/ Clothing Choice 0-3 points	0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	1 Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate		2 Gestures, posture, mannerisms, eye contact, and clothing are appropriate	3 Gestures, posture, mannerisms, eye contact, and clothing enhance presentation		
Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than 5) grammatical and pronunciation errors	1 Some (3-5) grammatical and pronunciation errors		2 Few (1-2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors		
Responses to Evaluators' Questions 0-5 points	0 Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions but without ease or accuracy	3 Responded adequately to all questions	4 Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation	

Evaluator's Comments:

TOTAL
(90 points possible)

Evaluator # _____

Evaluation Initial _____

Room Consultant Initial _____