

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**.

NEW JERSEY CORE CURRICULUM STANDARDS

- L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- 1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.3.12.ED.2 Demonstrate effective oral, written, and multi-media communication in multiple formats and context.
- 9.3.12.ED-ADM.4 Identify instructional practices that meet the learning organization’s objectives
- 9.3.12.ED-PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.
- 9.3.12.ED-TT.1 Use foundational knowledge if subject matter to plan and prepare effective instruction and design courses or programs.
- 9.3.12.ED-TT.4 Identify materials and resourced needed to support instructional plans.

CAREER READY PRACTICES

- ✓ Act as a responsible and contributing citizen and employee.
- ✓ Apply appropriate academic and technical skills
- ✓ Communicate clearly and effectively with reason
- ✓ Consider the environmental, social and economic impacts of a decision.
- ✓ Demonstrate creativity and innovation.
- ✓ Employ valid and reliable research strategies.
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them.
- ✓ Model integrity, ethical leadership and effective management.
- ✓ Use technology to enhance productivity.
- ✓ Work productively in teams while using cultural global competencies.

NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES

- 4.2.1 Analyze child development theories and their implications for educational and childcare practices.
- 4.3.1 Analyze a variety of curriculum and instructional models.
- 4.4.3 Demonstrate a variety of teaching methods to meet individual needs of children.
- 4.4.7 Demonstrate security and emergency procedures.

EVENT CATEGORIES

Junior: Participants in grades 6 – 9

Senior: Participants in a comprehensive program in grades 10 – 12

Occupational: Participants in an occupational program in grades 10 – 12

ELIGIBILITY

1. A chapter may enter one (1) entry in each event category.
2. An entry is defined as one (1) participant or one (1) team comprised of a maximum of three (3) members.
3. An event category is determined by a member’s grade in school and affiliation status.
4. Participation is open to any affiliated FCCLA member.
5. Participants must have completed or be enrolled in a course or unit of study in child development in a Family and Consumer Sciences program and/or related occupations program.

PROCEDURES & REGULATIONS

1. The Focus on Children 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 Focus on Children project must be planned and prepared by the participant(s) only. Supporting resources are acceptable as long as participants 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. Each entry will have 5 minutes to set up for the event. Other persons may not assist. Displays not set up at the designated time will not be allowed during the presentation. Exact time and location can be found in the State Leadership Conference program.
4. The oral presentation **may be up to ten (10) minutes** in length.
5. If audio or audiovisual recordings are used, they are limited to one (1) minute playing time during the presentation. **Note:** A PowerPoint presentation is not appropriate for this event.
6. Following the presentation, evaluators may interview the participant(s).
7. Evaluators will use the rating sheet to score and write comments for participants.
8. A table will be provided. Participants must bring all other necessary supplies and/or equipment. Wall space electrical outlets/equipment, and wireless Internet connection will not be available.
9. Spectators may not observe any portion of this event.
10. Participant(s) may not carry in additional visuals or props for the oral presentation. 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.
11. Two (2) individuals/teams may be chosen from each event category to represent New Jersey at the National Leadership Conference.


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	Display, 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
■	■					■	■	■	■

FOCUS ON CHILDREN EVENT SPECIFICATIONS

Display

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 of 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, *large newsprint charts*, *portfolios* and *photo albums* are not allowed. The *display* must include a *Project Identification Page* and a *Planning Process* summary page.

<i>Project Identification Page</i>	One 8½” x 11” page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participants’ name(s), chapter name, school, city, state, event name and project title.
FCCLA <i>Planning Process</i> 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. Each step is fully explained.
Evidence of Online Project Summary Submission 	Complete the online project summary form located on the “Surveys” tab on the FCCLA Portal, and include proof of submission in the portfolio.
Addresses a Specific Need	Address a specific and <i>current</i> child development issue, concern, or need.
Impacts Children and <i>Community</i> 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 ten (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 one (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, and/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 <i>Display</i>	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 gestures, 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. Questions are asked after the presentation.

Focus on Children Rating Sheet

Name(s) of Participant(s) _____ School _____

Category: _____ Junior _____ Senior _____ Occupational

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.

Evaluation Criteria	Very					Score	Comments
	Poor	Fair	Good	Good	Excellent		
DISPLAY							
FCCLA Planning Process Summary	0-1	2	3	4	5		
Addresses a Specific Need	0-1	2	3	4	5		
Impacts Children Positively	0-1	2	3	4	5		
Applies Child Development Concepts	0-2	3-4	5-6	7-8	9-10		
Ability of Participants to Work with Children	0-2	3-4	5-6	7-8	9-10		
Appearance	0-2	3-4	5-6	7-8	9-10		
ORAL PRESENTATION							
Organization/Delivery	0-2	3-4	5-6	7-8	9-10		
Identify Concerns	0-1	2	3	4	5		
Set a Goal	0-1	2	3	4	5		
Form a Plan	0-1	2	3	4	5		
Act	0-1	2	3	4	5		
Follow Up	0-1	2	3	4	5		
Knowledge of Subject Matter	0-1	2	3	4	5		
Use of Display During Presentation	0-1	2	3	4	5		
Voice, Body Language, Clothing Choice, Grammar and Pronunciation	0-1	2	3	4	5		
Responses of 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