

The Toys That Teach Competitive Event is a State Event conducted at the NJ FCCLA State Leadership Conference. It is an *individual* or *team* event that fosters the understanding of the relationship between learning and play for children through the development of an original toy.

NEW JERSEY CORE CURRICULUM STANDARDS

- 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.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- 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.11-12.1c 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.
- 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-PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.
- 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.
- ✓ Model integrity, ethical leadership and effective management.
- ✓ Communicate clearly and effectively with reason.
- ✓ Demonstrate creativity and innovation.
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them.

NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES

- 3.2.3 Demonstrate strategies that enable consumers to become advocates.
- 3.5.2 Design or analyze a consumer product.
- 4.2.5 Analyze strategies that promote children’s growth and development.
- 4.3.1 Analyze a variety of curriculum and instructional models.
- 4.3.2 Implement learning activities in all curriculum areas that meeting he developmental needs of learners.
- 4.3.4 Demonstrate a variety of teaching methods to meet individual needs of children.
- 4.4.2 Apply safe and healthy practices that comply with local, state and federal regulations to assure learner’s safety.
- 4.2.5 Analyze strategies that promote children’s growth and development.

EVENT CATERGORIES

- 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. Participation is open to any affiliated FCCLA member.
2. A chapter may submit one (1) entry in each event category.
3. An entry is defined as one (1) participant or one (1) team comprised of no more than three (3) members.
4. An event category is determined by the participants' grade in school and type of Family and Consumer Sciences program.

PROCEDURES & REGULATIONS

1. The participant(s) will construct an educational toy from everyday household items. Supplies may include, but are not limited to, boxes, milk cartons, laundry basket, yarn, buttons, towels, scarves, newspapers, etc.
2. The participant(s) should choose one (1) of the following specific age group of children:
 - A. Birth to 12 months
 - B. 12 to 24 months
 - C. 2 to 4 years
 - D. 5 to 7 years
 - E. 8 to 12 years
3. The Toys that Teach project must be planned and prepared by the participant(s) only. Supporting resources are acceptable as long as participant(s) coordinate the use and cite the resources appropriately.
4. Each Toys that Teach entry requires an oral presentation related to the specific issues or topic. The participant/team must explain/present the project with a three (3) to five (5) minute oral presentation.
5. Each entry will design and create a toy for a child that meets the developmental needs of a specific age group. Safety should be a primary concern in the planning and construction of the toy. Participant(s) will develop an informational file folder. During the interview with the evaluators, the participant(s) will present the toy and justify its merit for children in relation to "play" and child development.
6. Categories of play include, but are not limited to, Quiet Play, Active Play, Cooperative Play, Manipulative Play, Make-Believe Play, Creative Play, and Learning Play.
7. After the presentation of the toy product, the participant(s) will select, at random, a bag that contains a common childhood toy. The participant(s) will identify the toy category, appropriate age group, developmental asset of the toy, and the type of play it stimulates.
8. The event time will be a minimum five (5) minutes and will not exceed ten (10) minutes.
9. Each entry must submit with the project at the designated set-up time at the beginning of the State Leadership Conference (see the conference program for the exact time and location) one (1) file folder containing three (3) separate and identical stapled sets of the following materials:
 - A. A Project Identification Page
 - B. A Planning Process sheet (found on the NJ FCCLA website, www.njfccla.org)
 - C. A completed Toy Design Worksheet (attached)
 - D. General Toy Safety Research
 - E. A Works Cited/Bibliography
10. The folder must be labeled on the front cover, upper left corner as follows:
 - A. Participant(s) Name(s)
 - B. School Name
 - C. Chapter Name
 - D. Event Name (Toys That Teach)
 - E. Event Category
 - F. Toy Name

11. Each entry must set up the project with their information card during the designated time period at the beginning of the State Leadership Conference. The information card will be a typed three (3)-by-five (5) index card pinned to the front of the project containing the following information:
 - A. Participant(s) Name(s)
 - B. School Name
 - C. Chapter Name
 - D. Event Name (Toys That Teach)
 - E. Event Category
 - F. A brief description of the project (up to 50 words)

12. The project must be removed at the time designated in the State Leadership Conference program.

13. See GENERAL INFORMATION AND RULES of the Competitive Event guidelines.

TOYS THAT TEACH SPECIFICATIONS

File Folder

Each entry will submit at with the project at the designated set-up time one (1) letter-sized file folder containing three (3) separate and identical stapled sets of the materials listed below. The file folder must be labeled on the front cover, upper left corner as follows:

- Participant(s) Name(s)
- School Name
- Chapter Name
- Event Name (Toys That Teach)
- Event Category
- Toy Name

Project Identification Page	One 8½” x 11” page on plain paper, participants must include participant(s) name(s), school name, chapter name, event name, event category, target toy age group, toy name.
Planning Process Sheet	Step-by-step use of the Planning Process to plan and implement the project.
Toy Design Worksheet	One 8½” x 11” page on plain paper. Using format provided, participants must include: Name of toy, target age group, category of play, explanation of how the toy meets the target age group needs, list of supplies used in construction, safety precautions and care of toy.
Toy Safety Research	Explain who regulates toy safety. Identify 5 toys or products for children that have been recalled within the last 12 months and explain why.
Work Cited	List of references and how the research was conducted.

Toy Design Worksheet

Each entry will submit a Toy Design Worksheet (one page, using provided format) with the following information:

Name of Toy	Provide a creative name for your educational toy.
Target Child Age Group	Select a target age group for the educational toy.
Category of play	Select applicable category of play (such as): Quiet Play, Active Play, Cooperative Play, Manipulative Play, Make-Believe Play, Creative Play and Learning Play.
Education Needs	Justify why you chose the target age group for the toy. How does your toy meet the development and educational needs of the target age group you have selected? How will the toy foster creative learning?
Supplies	Identify all supplies used in the construction of the educational toy.
Safety	Identify toy safety concerns for the age group you have selected. Describe how you have addressed safety in your design.
Storage and Care	Explain how the toy should be maintained and cleaned.

Toy Evaluation

Each entry will design and construct an educational toy from everyday household items.

Creativity	Toy is creative, stimulates play, and is visually pleasing.
Design	Toy design is innovative with a variety of materials.
Safety and Sanitation	Proper precautions for health, safety, and sanitation are taken into consideration in accordance with the target age.
Overall Quality of Construction	Product is well-made and visually appealing to children.

Oral Presentation

The oral presentation may be three (3) to five (5) minutes long and is delivered to evaluators. The presentation should concentrate on the concern and how the project addresses the concern.

Presentation of Process and Project	Presentation should discuss specific educational objectives and how the toy meets the learning needs of the target age group. Participant(s) should speak clearly with appropriate grammar, terminology, pitch, tempo, volume, body language, and appropriate handling of notes if used.
Mystery Toy Explanation	Provide clear and concise information about the selected "Mystery Toy," including the toy category, age group and developmental asset of the toy, and the type of play that it stimulates. Answers evaluators' questions regarding toys, play, and child development.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project and subject matter.

Toy Design Worksheet

Name of Toy	Target Child Age Group	Category of Play
Educational Needs		
Appeal for children		
Supplies needed		
Safety	Suggested Storage and Care	

TOYS THAT TEACH 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			
FILE FOLDER								
Planning Process: Objectives and summary are clear, concise and well-written	0-1	2	3	4	5			
Toy Design Worksheet: Complete and well-written	0-3	4-6	7-9	10-12	13-15			
Toy Safety Research: Explains who regulates toy safety, discusses 5 recent recalls	0-2	3-4	5-6	7-8	9-10			
Works Cited: Complete list of resources	0-1	2	3	4	5			
TOY EVALUATION								
Creativity: Creative, stimulates play and visually pleasing	0-2	3-4	5-6	7-8	9-10			
Design: Innovativeness with variety of materials	0-2	3-4	5-6	7-8	9-10			
Safety and Sanitation: Safety standards applied	0-2	3-4	5-6	7-8	9-10			
Overall Quality of Construction: Well-made, visually appealing to children	0-2	3-4	5-6	7-8	9-10			
ORAL PRESENTATION								
Presentation of Process and Project: Discussion of required elements, speaks clearly with appropriate grammar, terminology, pitch, tempo, volume and appropriate handling of notes	0-2	3-4	5-6	7-8	9-10			
Mystery Toy Explanation: Toy Knowledge of toys relating to child development	0-2	3-4	5-6	7-8	9-10			
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