

The Storybook Ethics Competitive Event is a State Event conducted at the NJ FCCLA State Leadership Conference. It is an *individual or team* event in a child development-oriented area that encourages meaningful story time for young children. The story presented must focus on one (1) of the six (6) pillars of character – responsibility, fairness, citizenship, caring, trustworthiness, and respect.

### **NEW JERSEY LEARNING STANDARDS**

- NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- 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.
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 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 of subject matter to plan and prepare effective instruction and design courses or programs.
- 9.3.12.ED-TT.4 Identify materials and resources 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**

- 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 meet the developmental needs of learners.
- 4.3.4 Demonstrate a variety of teaching methods to meet individual needs of children.

### **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 submit one (1) entry for every twelve (12) affiliated members with a maximum of two (2) entries per chapter.
2. An entry is defined as one (1) participant or one (1) team comprised no more than three (3) members.
3. An event category is determined by the participants' grade in school and type of Family and Consumer Sciences program.
4. Participation is open to any affiliated FCCLA member.

**PROCEDURES & REGULATIONS**

1. The story chosen for the event may be either an original creation or a story already in publication. The story must reflect at least one (1) of the six (6) pillars of character as designated by the Character Counts Institute, found at [www.charactercounts.org](http://www.charactercounts.org).
2. The participant(s) is/are encouraged to use flannel board, props, puppet(s), and/or dress in costume to enhance the presentation.
3. The participant(s) should plan a suitable pre-story activity to introduce the story as well as a conclusion for the story. The **pre-story activity** may consist of finger play, song, visit from a puppet, or conversation about the story topic. The purpose of the introduction is to gain the attention of the children, build anticipation for the story, and provide background knowledge, if necessary. A **conclusion** for the story may include a conversation with the children about the story topic. The ending lets children know that the story is finished and may include a review or classification of ideas.
4. The participant(s) will provide all materials needed.
5. The presentation will be simulated as if an audience of children were present.
6. The participant(s) will be given a maximum of five (5) minutes to set-up.
7. The presentation must be a minimum five (5) minutes and must not exceed ten (10) minutes.
8. Each entry must submit at Competitive Events registration three (3) separate and identical stapled sets of the following materials in one (1) letter-sized file folder:
  - A. A Project Identification Page
    1. Participant(s) Name(s)
    2. School Name
    3. Chapter Name
    4. Event Name (Storybook Ethics)
    5. Event Category
    6. Title of the book
    7. Author of the book
    8. Pillar(s) of character
  - B. An explanation of the story choice which includes:
    1. How the story was chosen
    2. The age level of the child/children
    3. Why the story is appropriate for this age level
    4. Identify the character attribute and how the story exemplifies this character trait
    5. How the moral of the story impacts the children
  - C. A description of the complimentary activities which includes:
    1. How the story will be introduced
    2. How the story/activity will be used with children
    3. How the story will be concluded

9. 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 (Storybook Ethics)
  - E. Event Category
10. Each participant should be prepared to answer questions that the evaluators may have concerning the presentation.
11. See GENERAL INFORMATION AND RULES of the Competitive Event guidelines.

**STORYBOOK ETHICS SPECIFICATIONS**

**File Folder**

Each entry will submit at Competitive Event registration 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 (Storybook Ethics)
- Event Category

Project Identification Page	One 8½” x 11” page on plain paper, must include participant(s) name(s), school name, chapter name, event name, event category, book title, author, and pillar(s) of character.
Explanation of Story Choice	Why/how story was selected, target age group and appropriateness, discuss character attributes, and explain the moral of the story.
Description of Complimentary Activities	Describe complimentary activities that apply Character Education concepts beyond the story. Activities may include, but are not limited to, how the story will be introduced, used with children, and concluded.

**Story Presentation**

The entire presentation may be up to ten (10) minutes in length and is delivered to evaluators. The presentation should begin with participant(s), in the role of educators, presenting the selected story to evaluators, in the role of children.

Presentation of Story	Enthusiastically introduce the story creating interest. Present story to evaluators, in the role of children. <b>Note:</b> Reading straight from a book is not appropriate for this event. <b>Introduction:</b> The presentation has a hook that actively engages children. <b>Story Presentation:</b> The story is “brought to life” through a variety of tools, including, but not limited to, speech, props, visuals, or costumes. <b>Conclusion:</b> The presentation summarizes learning of specific Character Education Concept. The conclusion should allow for personal reflection.
Voice & Body Language during Presentation of Story	Use appropriate pitch, tempo, volume, and body language during the Presentation of Story.
Attire/Costume	Appearance is appropriate, neat, attractive, and effective.
Use of Visuals	Visuals support, illustrate, and/or compliment content of presentation. Visuals must be visible to the audience, attractive, neat, legible, creative, and use correct grammar and spelling.

**Presentation of Process and Project**

The entire presentation may be up to ten (10) minutes in length and is delivered to evaluators. Following the delivery of the story, the participant(s) will step out of the role of educators and continue presentation regarding the specific project elements listed below.

Developmentally Appropriate	Explain how the story selection is appropriate for target age group.
Character Education	Explain connection between story and character attributes and specific pillar(s) of Character Education.
Complimentary Activity Explanation	Explain how Complimentary Activities enhance the learning of the specific pillar of Character Education and their connection to the story selected.
Voice	Speak clearly and expressively with appropriate pitch, tempo, and volume.
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes if used.
Grammar and Pronunciation	Use proper grammar and pronunciation.
Time Management	Effective use of time; story and presentation flow together.
Response to Evaluators' Question	Provide clear and concise answers to evaluators' questions regarding project and subject matter.

**STORYBOOK ETHICS 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			
<b>FILE FOLDER</b>								
Explanation of Story Choice: Story choice related to character pillar; Educational with a meaningful storyline	0-2	3-4	5-6	7-8	9-10			
Description of Complimentary Activities: Activities apply Character Education concepts beyond the story	0-2	3-4	5-6	7-8	9-10			
<b>STORY PRESENTATION</b>								
Presentation of Story: Hook engages children, presentation brings story to life, and learning is summarized.	0-3	4-6	7-9	10-12	13-15			
Voice and Body Language during Story Presentation	0-2	3-4	5-6	7-8	9-10			
Attire/Costume: Appropriate, neat, attractive & effective	0-2	3-4	5-6	7-8	9-10			
Use of Visuals: Support/illustrate/compliment content of presentation	0-2	3-4	5-6	7-8	9-10			
<b>PRESENTATION OF PROCESS AND PROJECT</b>								
Developmentally Appropriate: Explains how story selection is appropriate for age group.	0-1	2	3	4	5			
Character Education: Connection between story and character attributes and pillars of Character Education	0-2	3-4	5-6	7-8	9-10			
Complimentary Activity Explanation: Explain how activities enhance the learning and connect to the story	0-1	2	3	4	5			
Voice/Body Language/Grammar	0-1	2	3	4	5			
Time Management	0-1	2	3	4	5			
Response to Evaluators' Question	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