



**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 30 for more information on event categories.

### ELIGIBILITY

1. States may submit two entries in each category of this event.
2. Participation is open to any nationally affiliated FCCLA member.
3. 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.
4. 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.
5. 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.

### PROCEDURES & TIME REQUIREMENTS

1. At the designated time, participant(s) will have 30 minutes to set up their *displays*. Only participants are allowed in the setup area. Other persons may not assist. *Displays* not set up at designated time will not be allowed during the presentation.
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 use the rubric to score and write comments for participants. Then, evaluators will meet with each other to discuss participants' strengths and suggestions for improvement.
7. The total time required for the presentation and evaluation of this event is approximately 20 minutes.

## GENERAL INFORMATION

1. Participant(s) must bring all necessary supplies and/or equipment. Wall space will not be available.
2. Tables and electrical outlets must be requested through the state adviser. Extension cords and power strips are not provided.
3. Spectators may not observe any portion of this event.
4. Participant(s) may not carry in additional *visuals* or *props* for oral presentation.
5. **Presentation Elements:**  
Allowed: *Audio, Costumes/Uniforms, Props/Pointers, Skits, Visual Equipment, Visuals.*  
Not Allowed: *Easel(s), File Folders, Flip Chart(s), Manuals, Photo Albums, Portfolios, Scrapbooks.*

Items within the display (handouts, samples, etc.) may be used as in-hand *visuals* during the oral presentation, but must be returned within original display dimensions when finished.

### Display

A *display* should be used to document and illustrate the work of one project. 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*, *manuals*, 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 participant's name(s), chapter name, school, city, state, FCCLA national region, 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. |
| Addresses a Specific Need                     | Address a specific and current 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.   |

## Focus on Children Specifications (continued)

### 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 measureable 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 current data to support and describe the project. Research methods such as surveys, interviews, reports, readings, observations were used for gathering data. Technology 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/<br>Clothing Choice  | Use appropriate body language including posture, mannerisms, eye contact and appropriate handling of display 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 team members involved in responding to questions.   |



## STAR Events Point Summary Form FOCUS ON CHILDREN



FOCUS ON CHILDREN

Name(s) of Participant(s) \_\_\_\_\_

State \_\_\_\_\_ Team # \_\_\_\_\_ Group # \_\_\_\_\_ Category \_\_\_\_\_

**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 group 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 paper clip all items related to the presentation together. Please do **NOT** staple.
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 or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

| ROOM CONSULTANT CHECK                            |  |  | Points   |
|--|--|--|--|
| <b>Registration</b><br>0 or 5 points             | <b>0</b><br>Did not attend/incomplete team attendance  | <b>5</b><br>The individual or ALL participating members of the team attended |  |
| <b>Display Set-up</b><br>0-1 points              | <b>0</b><br>Participants did not set up their display within the allotted time period                              | <b>1</b><br>Participants set up display during the allotted time period      |  |
| <b>Display Dimensions</b><br>0-1 points          | <b>0</b><br>Does not fit within the appropriate dimensions/objects move out of the display during the presentation | <b>1</b><br>The display fits and stays within the appropriate dimensions     |  |
| <b>Project Identification Page</b><br>0-2 points | <b>0</b><br>Project ID page is missing   | <b>1</b><br>Project ID page is present but includes incorrect information    | <b>2</b><br>Project ID page is present and completed correctly |
| <b>Punctuality</b><br>0-1 points                 | <b>0</b><br>Participant was late for presentation  | <b>1</b><br>Participant was on time for presentation                         |  |

**EVALUATORS' SCORES**

Evaluator 1 \_\_\_\_\_ Initials \_\_\_\_\_

Evaluator 2 \_\_\_\_\_ Initials \_\_\_\_\_

Evaluator 3 \_\_\_\_\_ Initials \_\_\_\_\_

Total Score \_\_\_\_\_ divided by number of evaluators

\_\_\_\_\_ = **AVERAGE EVALUATOR SCORE**

**ROOM CONSULTANT TOTAL**

(10 points possible)

**AVERAGE EVALUATOR SCORE**

(90 points possible)

**FINAL SCORE**

(Average Evaluator Score plus Room Consultant Total)

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |

**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



FOCUS ON CHILDREN

Name(s) of Participant(s) \_\_\_\_\_

State \_\_\_\_\_ Team # \_\_\_\_\_ Group # \_\_\_\_\_ Category \_\_\_\_\_

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

# Focus on Children Rubric (continued)

Points

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

FOCUS ON CHILDREN

## Evaluator's Comments:

**TOTAL**  
(90 points possible)

**Evaluator Initial** \_\_\_\_\_

**Room Consultant Initial** \_\_\_\_\_