

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

- 1.2.12B(4).3 Organize personal works of visual art that convey a high level of understanding of how expression of ideas related to media, techniques and artistic process.
- 3.1 Understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.
- 3.3 Speak in clear and concise organized language that varies in content and form for different audiences and purposes.
- 3.4 Listen actively to information from a variety of sources in a variety of situations.
- 3.5 Access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.
- 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
- 8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.
- 8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.
- 9.1.12.A.1 Apply critical thinking and problem solving strategies during structured learning experiences
- 9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including course selections, assessments, and extra-curricular activities.
- 9.3.12.C.3 Develop personal interests and activities that will support declared career goals and plans.
- 9.1.12.F2 Demonstrate a positive work ethic in various settings, including the classroom and during structures learning experiences.
- 9.3.12.C.5 Identify transferable skills in career choices and design alternative career plans based upon those skills.
- 9.3.12.C.6 Develop job readiness skills by participating in structures learning experiences and employment seeking opportunities.
- 9.3.12.C.7 Pursue a variety of activities related to career preparation (e.g., Volunteer, seek employment, apply for training grants, higher education grants and loans.)
- 9.4.12.E(2).3 Demonstrate how knowledge of learning theory can be used to establish a positive climate that promotes learning.
- 9.4.12.E.51 Evaluate risks to safety, health and the environment in learning settings.

EVENT CATEGORIES**Junior:** through grade 9**Senior:** grades 10-12**Occupational:** grades 10-12**ELIGIBILITY**

1. A chapter may enter one (1) entry in each event category. An entry is defined as one (1) participant or one (1) team comprised of a maximum of three (3) members. An event category is determined by a member's grade in school and affiliation status.
2. Participation is open to any 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 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. At the designated time, participant(s) will set up their displays in the competition room. Only participant(s) 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.
3. If audio or audiovisual recordings are used, they are limited to 1 minute playing time during the presentation. **Note:** A PowerPoint presentation is not appropriate for this event.
4. Following the presentation, evaluators may interview the participant(s).
5. Evaluators will use the rating sheet to score and write comments for participants.
6. Participant(s) must bring all necessary supplies and/or equipment. Wall space will not be available.
7. Tables will be provided. Extension cords and power strips are not provided.
8. Spectators may not observe any portion of this event.
9. 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 original display dimensions when finished.
10. Two individuals or teams may be chosen from each event category to represent New Jersey at the National Leadership Conference.

Presentation Elements:*Allowed: Audio, Costumes/Uniforms, Props/Pointers, Skits, Visual Equipment, Visuals**Not Allowed: Easel(s), File Folders, Large Newsprint Charts, Laser Pointers, Manuals, Photo Albums, Portfolios, Scrapbooks*

FOCUS ON CHILDREN EVENT SPECIFICATIONS

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, large newsprint charts, manuals 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 plain paper, with no graphics or decorations; must include participants’ name(s), chapter name, school, city, state, FCCLA national region (North Atlantic Region) 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. Each step is fully explained.
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	Display must be neat, legible, creative, professional 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, 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 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 Display	Use the display 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 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. Questions are asked after the presentation.

Focus on Children Rating Sheet

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

Category: _____ Junior _____ Senior _____ Occupational

INSTRUCTIONS: Write the appropriate rating in the “Score” columns. Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary. Total points.

Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Score	Comments
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	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: 75-89

Bronze: 60-74