

Storybook Ethics is an *individual or team* State Event in a child development oriented area that encourages meaningful story time for young children. The story presented must focus on one of the 6 pillars of character – responsibility, fairness, citizenship, caring, trustworthiness, and respect.

NEW JERSEY CORE CURRICULUM STANDARDS

- 1.1.12C.1 Use contextual clues to differentiate between unique and common properties and cultural implications of dance, music, theater and visual arts.
- 1.2.12B(4).2 Produce an original body of work in one or more mediums that demonstrates visual mastery, methods, techniques and cultural understanding.
- 1.4.12C.1 Formulate criteria for arts evaluation using positive commentary based on observance of the elements of art and principles of design in dance, music, theater, visual and multimedia artwork from diverse cultural contexts and historical eras.
- 2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community and global wellness.
- 2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain and weight maintenance.
- 2.1.12.D.2 Explain ways to protect against abuse and all forms of assault and what to do if assaulted.
- 2.2.12.B.1 Predict the short and long term consequences of good and poor decision-making on oneself, friends, family and others.
- 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.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.
- 8.1.12.A.4 Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.
- 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.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured 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.)

EVENT CATEGORIES

Junior: Grade 6 – 9

Senior: Grades 10 – 12

Occupational: Grades 10 – 12

ELIGIBILITY

1. Each chapter may submit one (1) entry (individual or team) for every twelve (12) affiliated members with a maximum of two (2) entries per chapter. 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.

REGULATIONS

1. The story chosen for the event may be either an original creation or a story already in publication. The story must reflect one of the six pillars of character as designated by the Character Counts Institute found at www.charactercounts.org.
2. Participants are encouraged to use flannel board, props, puppet(s) and/or dress in costume to complete the presentation.
3. Participants 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 and build up anticipation for the story. 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. Participants will provide all materials needed.
5. The presentation will be simulated as if an audience of children were present.
6. Participants will be given a maximum of five (5) minutes to set-up.
7. The presentation must be a minimum five (5) minutes and not to exceed ten (10) minutes.
8. Each entry must submit three (3) stapled sets of the following information on 8½ x 11 inch paper in one (1) letter size file folder at Competitive Events registration at the State Leadership Conference:
 - A. A Project Identification Page containing:
 1. Participant Name
 2. School/Chapter Name
 3. Event Name
 4. Event Category
 5. Title of the book
 6. Author of the book
 7. 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 Name
 - B. School/Chapter Name
 - C. Event Name (Storybook Ethics)
 - D. 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 these guidelines.

STORYBOOK ETHICS SPECIFICATIONS

File Folder

Each entry will submit one (1) *letter sized file folder* containing three (3) identical sets, with each set stapled separately, of the items listed below at Competitive Events registration at the State Leadership Conference. The file folder must be labeled on the front cover, upper left corner as follows:

- Participant Name
- School/Chapter Name
- Event Name (Storybook Ethics)
- Event Category

Project Identification Page	One 8½” x 11” page on plain paper, participant must include name, school/ chapter name, event name, event category, book title, author, and pillar of character.
Explanation of Story Choice	Why 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 participants, 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. Note: Reading straight from a book is not appropriate for this event. Introduction: The presentation has a hook that actively engages children. Story Presentation: The story is “brought to life” through a variety of tools, including, but not limited to, speech, props, visuals, or costumes. Conclusion: 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	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, and 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 participants will step out of character as 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 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 or note cards 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

Write the appropriate rating under the SCORE column. Points given may range between 0 and maximum number indicated. Where information is missing, assign a 0. Total the points and enter under TOTAL SCORE.

Evaluation Criteria	Very					Score	Comments
	Poor	Fair	Good	Good	Excellent		
FILE FOLDER							
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		
STORY PRESENTATION							
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		
PRESENTATION OF PROCESS AND PROJECT							
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: 75-89

Bronze: 60- 74