

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 LEARNING STANDARDS

W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
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.
WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.
9.2.8.CAP.9:	Analyze how a variety of activities related to career impacts postsecondary options
9.2.8.CAP.12:	Assess personal strengths, talents, values, and interests appropriate to jobs and careers to maximize career potential.
9.2.8.CAP.16:	Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.
9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
9.2.12.CAP.6:	Identify transferable skills in career choices and design alternative career plans based on those skills
9.4.8.CI.4:	Explore the role of creativity and innovation in career pathways and industries.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem-solving.
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations.
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws have on the creation and sharing of content.
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

- 9.4.8.GCA.1 Model how to navigate cultural difference with sensitivity and respect.
- 9.4.8.GCA.2 Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 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 if subject matter to plan and prepare effective instruction and design courses or programs.
- 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.
- ✓ Apply appropriate academic and technical skills.
- ✓ Model integrity, ethical leadership and effective management.
- ✓ Communicate clearly and effectively with reason.
- ✓ Demonstrate creativity and innovation.
- ✓ Employ valid and reliable research strategies.
- ✓ Use technology to enhance productivity.
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them.
- ✓ Work productively in a team while using global competence.

NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES EDUCATION

- 4.2.1 Analyze child development theories and their implications for educational and childcare practices.
- 4.2.4 Analyze the abilities and needs of children and their effects on children's growth and development.
- 4.2.5 Analyze strategies that promote children's growth and development.
- 4.3.1 Analyze a variety of curriculum and instructional models.
- 4.3.4 Demonstrate a variety of teaching methods to meet individual needs of children.

EVENT LEVELS

Level 1: Participants through grade 8

Level 2: Participants in grades 9 – 10

Level 3: Participants in grades 11 – 12

Level 4: Postsecondary

ELIGIBILITY

1. A chapter may enter one (1) entry in each event level.
2. An entry is defined as one (1) participant or one (1) team comprised of a maximum of three (3) members.
3. An event level is determined by a member's grade in school and affiliation status.
4. Participation is open to any affiliated FCCLA member.

PROCEDURES & REGULATIONS

1. 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.
2. 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.

3. Chapters with multiple entries in this event must submit different projects for each entry.
4. A table will be provided. Participants must bring all other necessary supplies and/or equipment. Wall space electrical outlets/equipment, and wireless Internet connection will not be available.
5. Spectators may not observe any portion of this event.
6. 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 *display dimensions* when finished.
7. Two (2) individuals/teams may be chosen from each event category to represent New Jersey at the National Leadership Conference.

5 minutes	At the designated time, each entry will have five (5) minutes to set up their <i>displays</i> . Only participants are allowed in the setup area. Other persons may not assist. <i>Displays</i> not set up at the designated time will not be allowed during the presentation. Only table top displays are allowed. Exact time and location can be found in the State Leadership Conference program.
10 minutes	The oral presentation may be up to ten (10) minutes in length. If audio or audiovisual recordings are used, they are limited to one (1) minute playing time during the presentation. Note: A PowerPoint presentation is not appropriate for this event.
Following the presentation, evaluators will have the opportunity to ask questions of the participant.	
Evaluators will use the rating sheet to score and write comments for each entry.	

General Information					
Individual or Team Event	Prepare Ahead of Time	Participant Set Up/ Prep Time	Maximum Oral Presentation Time	Equipment Provided	Electrical Access
Individual or Team (1-3 participants)	Display, Oral Presentation	5 minutes	10 minutes	Table	Not provided

Presentation Elements Allowed									
Audio	Costumes	Easel(s)	File Folder	Large Newsprint Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
■	■					■	■	■	■

FOCUS ON CHILDREN EVENT SPECIFICATIONS

Display


Although, this is an in-person event, each entry will require a digital folder. An assigned digital folder to submit the project materials via Google Drive will be provided to the adviser upon competitive event registration. All digital materials must be submitted by **March 15, 2022** and privacy settings must be viewable to anyone with the link.

Each entry must submit a digital file with the following information:

- A. Project Identification Page
 - Name(s) of Participant(s)
 - School Name
 - Chapter Name
 - Event Name (Focus on Children)
 - Event Level
 - City & State
 - Project Title

- B. FCCLA Planning Process Summary Page
- C. Evidence of Online Project Summary Submission
- D. 5 Pictures of the display. One full page picture of the entire display and 4 pictures- one of each of the quadrants of the display that shows the content of the display.

A *display* should be used to document and illustrate the work of one project, using clearly defined presentation surfaces. The *display* must be tabletop. Tabletop *displays* should not exceed a space of 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*, *portfolios* and *photo albums* are not allowed. The *display* must include a *Project Identification Page*, *Planning Process* summary page, and Evidence of Online Project Summary Submission.

Project Identification Page	One 8½" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participants' name(s), school, chapter name, city, state, event name 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.
Evidence of Online Project Summary Submission 	Complete the online project summary form located on the "Surveys" tab on the FCCLA Portal, and include signed proof of submission on the display.
Addresses a Specific Need	Address a specific and <i>current</i> 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.

Oral Presentation

The oral presentation of the project **may be up to ten (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 one (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 <i>current</i> data to support and describe the project. Research methods such as surveys, interviews, reports, readings, observations were used for gathering data. <i>Technology</i> 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 / Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of <i>display</i> and notes or note cards if used. Wear appropriate business 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 <i>team</i> members involved in responding to questions. Questions are asked after the presentation.

Focus on Children Rating Sheet

Name of Participant(s) _____

School: _____ **Level** _____

INSTRUCTIONS:

1. Before student presentation, evaluators must check the participants' portfolio using the criteria and standards in the guidelines. If there is a discrepancy over or under the required number of items, please complete the Point Deduction sheet as necessary.
2. Write the appropriate rating in the "Score" column. Points given may range between 0 and the maximum number indicated. Total the points and enter under "TOTAL SCORE". Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary.

Identify their strengths and areas for improvement. Use the back of the sheet if necessary.							
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 & Community 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 During Presentation	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: 79-89

Bronze: 70-78