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 CORE CURRICULUM STANDARDS

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|---|---|
| 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. |
| RL.9-10.1 | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
| 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 overreliance 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. |
| 9.3.12.AR-VIS.3 | Analyze and create two and three-dimensional visual art forms using various media. |
| 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. |
| 9.4.12.CT.4 | Participate in online strategy and planning session for course-bases, school-based, por other projects and determine the strategies that contribute to effective outcomes. |
| 9.4.12.DC.1 | Explain the beneficial and harmful effects the intellectual property laws can have on the creation and sharing of content. |

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|---|---|
| 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. |
| 9.4.8.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.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 CATEGORIES
**Junior:**          Participants in grades 6 – 8
**Senior:**          Participants in a comprehensive program in grades 9 – 12
**Occupational:**  Participants in an occupational program in grades 9 – 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.

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.  Although, this is an in-person event, each entry will have both a "hard copy" and 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.

9.  Each entry must submit a digital file (in addition to the "hard copy" requirements) with the following information:
    A.  Project Identification Page
        - Participant(s) Name(s)
        - School Name
        - Chapter Name
        - Event Name (Storybook Ethics)
        - Event Category
        - Title of the book
        - Author of the book
        - Pillar(s) of character
    B.  An explanation of the story choice which includes:
        - How the story was chosen
        - The age level of the child/children
        - Why the story is appropriate for this age level
        - Identify the character attribute and how the story exemplifies this character trait
        - How the moral of the story impacts the children
    C.  A description of the complimentary activities which includes:
        - How the story will be introduced
        - How the story/activity will be used with children
        - How the story will be concluded

10. At the State Leadership Conference, one "hard copy" (1) letter-sized file folder will be submitted and will include the following information:
    A. Project Identification Page
       - Participant(s) Name(s)
       - School Name
       - Chapter Name
       - Event Name (Storybook Ethics)
       - Event Category
       - Title of the book
       - Author of the book
       - Pillar(s) of character
    B. An explanation of the story choice which includes:
       - How the story was chosen
       - The age level of the child/children
       - Why the story is appropriate for this age level
       - Identify the character attribute and how the story exemplifies this character trait
       - How the moral of the story impacts the children
    C. A description of the complimentary activities which includes:
       - How the story will be introduced
       - How the story/activity will be used with children
       - 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 one stapled set 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.  **_Note:_**  Reading straight from a book is not appropriate for this event.<br>    **Introduction:**  The presentation has a hook that actively engages children.<br>    **Story Presentation:**  The story is "brought to life" through a variety of tools, including, but not limited to, speech, props, visuals, or costumes.<br>    **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 | 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 | Poor | Fair | Good | Very Good | Excellent | Score | Comments |
|---|---|---|---|---|---|---|---|
| **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: 79-89     Bronze: 70-78