

The Toys That Teach Competitive Event is a State Event conducted at the NJ FCCLA State Leadership Conference. It is an **individual** or **team** event that fosters the understanding of the relationship between learning and play for children through the development of an original toy.

NEW JERSEY CORE CURRICULUM 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.
- 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 to appropriate jobs and careers to maximize career potential.
- 9.2.12.CAP.2 Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 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.
- 9.4.8.IML.12 Use relevant tools to produce, publish and deliver information supported with evidence for an authentic audience.
- 9.4.12.IML.3 Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.12.IML.8 Evaluate media sources for point of view, bias, and motivations.
- 1.2.12acc.Cr1b Organize and design artistic ideas for media arts productions.

- 1.2.12.prof.Cn10 Access, evaluate and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests and cultural experiences
- 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 in subject matter to plan and prepare effective instruction and design courses or programs.
- 9.3.12.ED-TT.4 Identify materials and resources 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. Participation is open to any affiliated FCCLA member.
2. A chapter may submit one (1) entry in each event category.
3. An entry is defined as one (1) participant or one (1) team comprised of no more than three (3) members.
4. An event category is determined by the participants' grade in school and type of Family and Consumer Sciences program.

PROCEDURES & REGULATIONS

1. The participant(s) will construct an educational toy from everyday household items. Supplies may include, but are not limited to, boxes, milk cartons, laundry basket, yarn, buttons, towels, scarves, newspapers, etc.
2. The participant(s) should choose one (1) of the following specific age group of children:
 - A. Birth to 12 months
 - B. 12 to 24 months
 - C. 2 to 4 years
 - D. 5 to 7 years
 - E. 8 to 10 years
3. The Toys that Teach project must be planned and prepared by the participant(s) only. Supporting resources are acceptable as long as participant(s) coordinate the use and cite the resources appropriately.
4. Each Toys that Teach entry requires an oral presentation related to the specific issues or topic. The participant/team must explain/present the project with a three (3) to five (5) minute oral presentation.

5. Each entry will design and create a toy for a child that meets the developmental needs of a specific age group. Safety should be a primary concern in the planning and construction of the toy. Participant(s) will develop an informational file folder. During the interview with the evaluators, the participant(s) will present the toy and justify its merit for children in relation to “play” and child development.
6. Categories of play include, but are not limited to, Quiet Play, Active Play, Cooperative Play, Manipulative Play, Make-Believe Play, Creative Play, and Learning Play.
7. After the presentation of the toy product, the participant(s) will select, at random, a bag that contains a common childhood toy. This is what is referred to as the Mystery Toy. The participant(s) will identify the toy category, appropriate age group, developmental asset of the toy, and the type of play it stimulates.
8. The event time will be a minimum five (5) minutes and will not exceed ten (10) minutes.
9. 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.
10. 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 (Toys That Teach)
 - Event Category
 - Toy Name
 - Target toy age group
 - A brief description of the project (up to 50 words)
 - B. Planning Process Sheet (template found on the NJ FCCLA website, www.njfccla.org)
 - C. Completed Toy Design Worksheet (template attached)
 - D. General Toy Safety Research
 - E. Works Cited/Bibliography
 - F. One full page picture of the entire toy and up to 4 close-up pictures that show the features of the toy
11. Each entry must submit with the project at the designated set-up time at the beginning of the State Leadership Conference (see the conference program for the exact time and location) one (1) file folder containing one stapled set of the following materials:
 - A. Project Identification Page
 - Participant(s) Name(s)
 - School Name
 - Chapter Name
 - Event Name (Toys That Teach)
 - Event Category
 - Toy Name
 - Target toy age group
 - A brief description of the project (up to 50 words)
 - B. Planning Process Sheet (template found on the NJ FCCLA website, www.njfccla.org)
 - C. Completed Toy Design Worksheet (template attached)
 - D. General Toy Safety Research
 - E. Works Cited/Bibliography

10. 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 (Toys That Teach)
 - E. Event Category
 - F. Toy Name
 - G. Target toy age group
11. Each entry must set up the project with their information card during the designated time period at the beginning of the State Leadership Conference. The information card will be a typed three (3)-by-five (5) index card attached to the front of the project containing the following information:
 - A. Participant(s) Name(s)
 - B. School Name
 - C. Chapter Name
 - D. Event Name (Toys That Teach)
 - E. Event Category
 - F. Toy Name
 - G. Target toy age group
 - H. A brief description of the project (up to 50 words)
12. The project must be removed at the time designated in the State Leadership Conference program.
13. See GENERAL INFORMATION AND RULES of the Competitive Event guidelines.

TOYS THAT TEACH SPECIFICATIONS

File Folder

Each entry will submit with the project at the designated set-up time 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 (Toys That Teach)
- Event Category
- Toy Name
- Target toy age group

Project Identification Page	One 8½" x 11" page on plain paper, participants must include participant(s) name(s), school name, chapter name, event name, event category, target toy age group, toy name, toy description.
Planning Process Sheet	Step-by-step use of the Planning Process to plan and implement the project.
Toy Design Worksheet	One 8½" x 11" page on plain paper. Using format provided, participants must include: Name of toy, target age group, category of play, explanation of how the toy meets the target age group needs, list of supplies used in construction, safety precautions and care of toy.
Toy Safety Research	Explain who regulates toy safety. Identify 5 toys or products for children that have been recalled within the last 12 months and explain why.
Work Cited	List of references and how the research was conducted.

Toy Design Worksheet

Each entry will submit a Toy Design Worksheet (one page, using provided format) with the following information:

Name of Toy	Provide a creative name for your educational toy.
Target Child Age Group	Select a target age group for the educational toy.
Category of play	Select applicable category of play (such as): Quiet Play, Active Play, Cooperative Play, Manipulative Play, Make-Believe Play, Creative Play and Learning Play.
Education Needs	Justify why you chose the target age group for the toy. How does your toy meet the development and educational needs of the target age group you have selected? How will the toy foster creative learning?
Supplies	Identify all supplies used in the construction of the educational toy.
Safety	Identify toy safety concerns for the age group you have selected. Describe how you have addressed safety in your design.
Storage and Care	Explain how the toy should be maintained and cleaned.

Toy Evaluation

Each entry will design and construct and educational toy from everyday household items.

Creativity	Toy is creative, stimulates play, and is visually pleasing.
Design	Toy design is innovative with a variety of materials.
Durable and neat	Toy can withstand the wear and tear of a child's play and has a neat appearance
Safety and Sanitation	Proper precautions for health, safety, and sanitation are taken into consideration in accordance with the target age.
Overall Quality of Construction	Product is well-made and visually appealing to children.

Oral Presentation

The oral presentation may be three (3) to five (5) minutes long and is delivered to evaluators. The presentation should concentrate on the concern and how the project addresses the concern.

Presentation of Process and Project	Presentation should discuss specific educational objectives and how the toy meets the learning needs of the target age group. Participant(s) should speak clearly with appropriate grammar, terminology, pitch, tempo, volume, body language, and appropriate handling of notes if used.
Mystery Toy Explanation	Provide clear and concise information about the selected "Mystery Toy," including the toy category, age group and developmental asset of the toy, and the type of play that it stimulates. Answers evaluators' questions regarding toys, play, and child development.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project and subject matter.

Toy Design Worksheet

Name of Toy	Target Child Age Group	Category of Play
Educational Needs		
Appeal for children		
Supplies needed		
Safety	Suggested Storage and Care	

TOYS THAT TEACH RATING SHEET

Name: _____ **School:** _____

Check One Event Category: _____ **Junior** _____ **Senior** _____ **Occupational**

Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Score	Comments
FILE FOLDER							
Planning Process: Objectives and summary are clear, concise and well-written	0-1	2	3	4	5		
Toy Design Worksheet: Complete and well-written	0-2	3-4	5-6	7-8	9-10		
Toy Safety Research: Explains who regulates toy safety, discusses 5 recent recalls	0-2	3-4	5-6	7-8	9-10		
Works Cited: Complete list of resources	0-1	2	3	4	5		
TOY EVALUATION							
Creativity: Creative, stimulates play and visually pleasing	0-2	3-4	5-6	7-8	9-10		
Design: Innovativeness with variety of materials	0-2	3-4	5-6	7-8	9-10		
Toy is durable and neat in appearance	0-1	2	3	4	5		
Safety and Sanitation: Safety standards applied	0-2	3-4	5-6	7-8	9-10		
Overall Quality of Construction: Well-made, visually appealing to children	0-2	3-4	5-6	7-8	9-10		
ORAL PRESENTATION							
Presentation of Process and Project: Discussion of required elements, speaks clearly with appropriate grammar, terminology, pitch, tempo, volume and appropriate handling of notes	0-2	3-4	5-6	7-8	9-10		
Mystery Toy Explanation: Toy Knowledge of toys relating to child development	0-2	3-4	5-6	7-8	9-10		
Responses to 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