

Child Development

Child Development, an individual event, recognizes the participant who demonstrates childcare skills learned in Family and Consumer Sciences courses by presenting a song, story, or educational activity suitable for a group of preschool children 3 to 4 years in age. Participant must prepare a *file folder with typed* documents using the *Child Development: Early Childhood Education Activity Planning Form* from the CA FCCLA website resources, an *oral presentation*, and *visuals or props*. Oral presentation is a lesson to evaluators who represent the 3- to 4-year-olds.

EVENT CATEGORIES

Level 1: grades 6–8

Level 2: grades 9–10

Level 3: grades 11–12

ELIGIBILITY AND GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 85 prior to event planning and preparation.
2. A table will be provided. Participant must bring all necessary supplies. Wall space is not available.
3. Participant must have completed a course or be currently enrolled in a Family and Consumer Sciences program.
4. Complete the Online Project Summary Form located on the “Surveys” tab of the FCCLA Portal, and provide signed proof of submission in the File Folder.
5. View the Online C-STAR Orientation Video found on the official California FCCLA website. Each entry must complete and submit the required form to the Room Consultant at the time of competition. Only one form per entry is required.

GENERAL INFORMATION

Number or Participants per Entry	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up/ Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Time	Total Event Time
1	File Folder, Oral Presentation, Visuals or Props	Table	Provided, but students need their own extension cord	5 minutes	5 minutes prior to presentation	1 minute warning at 5 minutes; stopped at 6 minutes	5 minutes	21 minutes

PRESENTATION ELEMENTS ALLOWED

Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
•	•	•	•	•		•	•	•	•

Child Development

Procedures and Time Requirements

5 minutes	Room consultants and evaluators will have 5 minutes to preview the file folder while the participant sets up.
5 minutes	Participant will be given a 5 minute preparation period to arrange materials. Other persons may not assist.
Up to 6 minutes	The presentation of the activity may be up to 6 minutes in length. A 1 minute warning will be given at 5 minutes. The participant will be stopped at 6 minutes.
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant. File folders will be returned to participant at the end of scoring.
	Participant's props used for a presentation will be removed before the next participant's presentation.

1. Participant will submit a file folder with typed documents using the *Child Development: Early Childhood Education Activity Planning* Form from the CA FCCLA website resources to the event room consultant at the designated participation time.
2. Provide room consultant with Online Project Summary Submission Form.
3. Participant must bring all props, visuals, and materials necessary for the event to the beginning of orientation. Props must be assembled prior to orientation.
4. Presentation and props/visuals may be improved upon at each level.
5. Participant may not use live animals, dangerous chemicals, or open flame in their presentation.
6. Participant may use a phone to play music that accompanies the presentation.
7. If the participant chooses to wear a costume, he/she may change into costume after orientation in preparation for competition. However, the participant must be in official dress as specified for each level during the STAR Check-In and Rehearsal.

Specifications

File Folder

Participant will submit one letter-size *file folder* containing three identical sets, with each set stapled separately, of the items listed below to the event room consultant at the designated participation time. The *file folder* must be labeled (either typed or handwritten) in the top left corner with name of event, event category, participant's name, and state.

1- 8 ½" x 11" page	<i>Project Identification Page</i>	<i>Plain paper</i> , with no <i>graphics</i> or decorations; must include participant's name, chapter name, school, city, state, event name, and project title.
1- 8 ½" x 11" page	<i>FCCLA Planning Process Summary Page</i>	Summarize how each step of the <i>Planning Process</i> was used to plan and present the project.
Up to 6 - 8 ½" x 11" pages	<i>Early Childhood Education Activity Planning Form</i>	Choose age-appropriate story, song, or activity for activity plan. It should be stimulating, challenging to child's imagination, and appropriate to school setting. The <i>Activity Planning Pages</i> shall include: <ol style="list-style-type: none"> 1. Learning Goal or Objective(s) for the activity 2. Rationale 3. Setting 4. Supplies 5. Activity 6. Application 7. Evaluation

Child Development

Presentation of Activity

Participant will present a song, story, or educational activity suitable for a group of preschool children 3 to 4 years in age. The presentation should be suited to the children's attention span. Selection of material and terminology used must be appropriate to the school setting. The presentation should be done as though presenting to children, not as an explanation to adults.

Introduction of song, story, or activity to children	Express purpose/learning objective with clarity of song, story, or activity.
Activity	Present song, story, or activity with organization; focus on <i>content</i> , accuracy of information, age-level appropriateness, sequence of events/activities, pace, and transitions.
Use of Props and Visuals during Activity	Use creativity, safety, and variety.
Wrap-up to children	Reinforce lesson objective with appropriate summary.

Presentation Skills

The oral presentation of the activity plan **may be up to 6 minutes** in length and is delivered to evaluators. Participant will present the activity plan as a demonstration of a lesson to preschoolers.

Personal Expression and Animation	Personal expression and animation enhances demonstration of activities.
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 supplies and materials. Wear appropriate clothing for the nature of the presentation.
Grammar, Word Usage, and Pronunciation	Use proper grammar, word usage, and pronunciation.

Props and Visuals

For this event, visuals or props (e.g., flannel boards, puppets, storybooks, resource books, picture books, and student-made items related to the theme) must be used. Materials used need not be original, but should challenge and stimulate a child's imagination. Materials may be recycled or environmentally friendly. Techniques that reflect animation and personal expression, as well as encourage the participation of children, should be used.

Child Development

C-STAR Point Summary Form

Name of Participant _____

Chapter _____ State CA Individual # _____ Station # _____ Level _____

DIRECTIONS:

1. Make sure all information at top is correct. If a participant does not show, please write "No Show" across the top and return with other forms. Do NOT change participant or station numbers.
2. Before student presentation, check participant's file folder using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and paper clip all items related to the presentation together. Please do NOT staple.
4. At the end of competition in the room, double-check all scores and names to ensure accuracy. Sort results by order and turn in to the Lead or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
C-STAR Dress Check 0 or 3 points	0 Clothing does not meet official dress requirements	3 Clothing meets all official dress requirements	
File Folder 0-4 points	0 File Folder exceeds the page limit	1-2 File Folder presented with incorrect labeling/insufficient materials for evaluators (less than 3 copies of contents) or incomplete content	3-4 File Folder contains no more than 9 single-sided pages completed correctly, including: <ul style="list-style-type: none"> 1 Project ID page 1 Planning Process Summary Page 1 Project Summary Submission Proof Up to 6 Activity Planning Pages using the Activity Planning Form
Online Event Orientation Documentation (video) 0 or 2 points	0 Official documentation not provided at presentation time or signed by adviser	2 Official documentation provided at presentation time and signed by adviser	
Orientation/Punctuality 0 or 1 point	0 Participant did not attend or was late	1 Participant attended and was on time	
EVALUATORS' SCORES			ROOM CONSULTANT TOTAL (10 points possible)
Evaluator 1 _____	Initials _____		AVERAGE EVALUATOR SCORE (90 points possible)
Evaluator 2 _____	Initials _____		
Evaluator 3 _____	Initials _____		
Total Score _____	divided by number of evaluators		FINAL SCORE (Average Evaluator Score plus Room Consultant Total)
_____	= AVERAGE EVALUATOR SCORE		

RATING ACHIEVED (circle one) **Gold:** 90-100 **Silver:** 70-89.9 **Bronze:** 1-69.9

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Adult Room Consultant _____ Event Lead Consultant _____

Child Development Rubric

Name of Participant _____

Chapter _____ State CA Individual # _____ Station # _____ Level _____

FILE FOLDER CONTENTS							Points
FCCLA Planning Process Summary Page 0–5 points	0 Planning Process Summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented, but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
<i>Activity Planning Pages:</i> Learning Goal/Objective and Rationale for the Activity 0–9 points	0 No written plan	1–2 A written plan is limited in scope	3–4 Written plan has well explained learning goal/objective and rationale for the activity	5–6 A written plan is evident with a learning goal/objective and rationale that is well thought out	7–8–9 Learning goal/objective and rationale for the activity are well written and thought out		
<i>Activity Planning Pages:</i> Steps during Story, Song, or Activity 0–9 points	0 No written plan	1–2 Activity steps are all explained	3–4 Activity steps are well planned and detailed in description	5–6 Activities are well planned with creativity and appropriateness for age level	7–8–9 Activities are age appropriate, stimulating and challenging to child's imagination, and appropriate for school setting		
<i>Activity Planning Pages:</i> Resources and Materials (Props/ Visuals) Used 0–9 points	0 Not evident	1–2 Resources and materials are all listed and explained	3–4 Resources and materials are well planned and detailed in description	5–6 Resources and materials are well planned with creativity and appropriateness for age level	7–8–9 Resources and materials are age appropriate, stimulating and challenging to child's imagination, and appropriate for school setting; resources are creative, safe, and appropriate for the activity		
Presentation of Activity							Points
Introduction of Story, Song, or Activity 0–10 points	0 Introduction is missing	1–2 Introduction is limited	3–4 Introduction includes just one objective	5–6 Introduction includes two or more objectives with clarity	7–8 Effective opener with clear objectives (two or more)	9–10 Two or more objectives are clearly provided, and would engage children in learning	
Activity-Sequence of Activities, Pace, Transitions 1–15 points	1 Activity is limited	2–3 Activity is evident with a focus on content	4–5–6 Activity is evident with a focus on content with extensive sequence evident	7–8–9 Activity is well organized, has appropriate content, and is age appropriate	10–11–12 Activity is creative, well organized, rich in content and age appropriate	13–14–15 Activity is well organized, has rich content, is accurate, age level appropriate, has a sequence of activity, an appropriate pace and includes transitions	
Creativity - Use of Props and Visuals during Activity 0–10 points	0 Props/visuals are not used during activity	1–2 Props/visuals used to limit amount of speaking time	3–4 Props/visuals are used minimally during activity	5–6 Props/visuals are used effectively throughout activity	7–8 Props/visuals are creative, well organized, and rich in content while being age appropriate	9–10 Props/visuals are used creatively, safely and with variety throughout presentation, activity is seamless and effective	
Wrap Up 0–5 points	0 No wrap up	1 Limited wrap up is evident	2 The activity ends with a limited summary	3 The activity ends with an adequate summary	4 Activity ends with appropriate summary as a reinforcement for the lesson	5 Activity summary is provided and it is clear what the lesson intended to accomplish	

Child Development

PRESENTATION SKILLS					Points
Personal Expression and Animation 0–7 points	0 Expression and animation not used effectively	1–2 Expression and animation is adequate	3–5 Expression and animation is good, but could improve	6–7 Expression and animation is outstanding and pleasing	
Voice – pitch, tempo, volume 0–4 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2–3 Voice quality is good, but could improve	4 Voice quality is outstanding and pleasing	
Body Language/ Clothing Choice 0–3 points	0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	1 Gestures, posture, mannerisms and eye contact are inconsistent/clothing is appropriate	2 Gestures, posture, mannerisms, eye contact, and clothing are appropriate	3 Gestures, posture, mannerisms, eye contact, and clothing enhance presentation	
Grammar/Word Usage/ Pronunciation 0–4 points	0 Extensive (more than 5) grammatical and pronunciation errors	1 Some (3–5) grammatical and pronunciation errors	2–3 A couple of (1–2) grammatical and pronunciation errors	4 Presentation has no grammatical or pronunciation errors	
Evaluator's Comments – Include two things done well and two opportunities for improvement:					TOTAL (90 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____