FCCLA C-STAR Events

Child Development

Event Description: Child Development, an individual event, provides the participant with opportunity to plan and present a song, story or educational activity suitable for a group of preschool/kindergarten children. In level one, the student will complete the Activity Planning Form and present a song story or educational activity. In levels 2 and 3, the participant will plan a series of three lessons to make up a unit of study. The participant will choose a theme for the unit, plan a series of three lessons based on the chosen theme, completing the unit plan and the Activity Planning Form for each lesson in the unit. The participant will announce the theme and present one of the lessons.

Eligibility and General Information

1. Review "Eligibility and General Rules for All Levels of Competition" 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 currently be enrolled in a Family and Consumer Sciences program.

CAREER PATHWAYS ALIGNMENT			
Human Services	**Hospitality & Tourism**	**Education & Training**	**Visual Arts & Design**
		xxx	

EVENT LEVELS			
Level 1: **Through Grade 8**	**Level 2:** **Grades 9-10**	**Level 3:** **Grades 11-12**	**Level 4:** **Postsecondary**
xx	xx	xx	

GENERAL INFORMATION			
Number of participants per Entry	**Prepare Ahead of Time**	**Equipment Provided for Competition**	**Competition Dress Code**
1	File folder Oral Presentation Visuals or Props	Table—Yes Electrical Access—No Wall Space—No Supplies--No	FCCLA Official Dress

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

Time	Level 1	Level 2	Level 3
	Participants must attend an event orientation session where they will be given a brief overview of the event.		
5 minutes	The participant will have 5 minutes to set up for the event. Other persons may not assist.		
	Room consultants and evaluators will have 5 minutes to preview the file folder before the presentation begins.		
6-7 minutes	The oral presentation may be up to 6 minutes in length a one-minute warning will be given at 5 minutes Participants will be stopped at 6 minutes.	The oral presentation may be up to 7 minutes in length. A one-minute warning will be given at 6 minutes. Participants will be stopped at 8 minutes.	
5 minutes	Evaluators will be up to 5 minutes to use the rubric to score and write comments for participants. File folders will be returned to participants at the end of scoring.		

Specifications

Presentation Format	
File Folder	Participants will submit one letter-size file folder containing 4 identical sets, with each set stapled separately, of the items listed in the Specifications, 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 the name of the event, event level, participant's name school.

Specifications		Level 1	Level 2	Level 3
1-8 ½" x 11" page	Project Identification Page	Plain paper with no graphics or decorations, must include participant's name, chapter name, school, city, event name and project title		

Specifications			Level 1	Level 2	Level 3
1-8 ½" x 11"		Event Online Documentation Form	Signed Event Online Documentation Form.		
1-8 ½" x 11" page		FCCLA Planning Process Summary Page	Summarize how each step of the *Planning Process* was used to plan and present the project.		
Planning Pages—Unit Plan		Unit Plan	Not required for Level 1	The participant will complete the unit plan including unit theme, target age, objectives and a brief description of the activities for each day.	
Planning Pages—Early Childhood Education Activity Planning Forms		8 ½" x 11" pages	Up to 6 pages total	Up to 24 pages total	
			Choose age-appropriate story, song or activity for the activity plan. It should be stimulating, challenging to the child's imagination, and appropriate to the school setting. The Activity Planning Pages shall include: Topic/type of activity, age level, timeframe, learning objectives, instructional strategies and rationale, setting, materials, modifications and assessment. Level 1 completes one lesson; Levels 2 and 3 completes three lessons and presents one.		
			One activity will be planned and presented	Three activities will be planned; one will be presented.	

Oral Presentation

The participant will present a song, story or educational activity suitable for a group of preschool, transitional kindergarten or kindergarten children. 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 given as though presenting to children, not as an explanation to adults. (Note: The Level 2 or Level 3 participant should begin with a description of the unit including the theme and objectives of the unit and if the activity presented is the first, second or third lesson in the unit plan)

The presentation will include:

Introduction of Unit		Not required for Level 1	Levels 2 and 3 only) Overview of unit including statement of theme, objectives, and whether the activity to be presented will be first, second, or third lesson in the unit plan. The participants should

		state what previous knowledge the students will have
Introduction of song, story, or activity to the children.	Express purpose/learning objective with clarity of song, story, or activity.	
Activity	Present song, story or activity with organization; focus on content, 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 (level 1) or 7 minutes (level 2 and 3) in length and is delivered to evaluators. The participant will present the activity plan as a demonstration of a lesson to the children.

Personal Expression and Animation	Personal expression and animation enhance 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 Event Point Summary Form
Level 1

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: • 1 Project ID page • 1 Planning Process Summary Page • 1 Project Summary Submission Proof (survey) • 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

Evaluator 1 _____   Initials _____

Evaluator 2 _____   Initials _____

Evaluator 3 _____   Initials _____

Total Score _____   divided by number of evaluators

_____   **= AVERAGE EVALUATOR SCORE**

ROOM CONSULTANT TOTAL (10 points possible)	
AVERAGE EVALUATOR SCORE (90 points possible)	
FINAL SCORE (Average Evaluator Score plus Room Consultant Total)	

Child Development
Rubric Level 1

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	
Activity Planning Pages: **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		
Activity Planning Pages: **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		
Activity Planning Pages: **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 objectives with clarity	7–8 Effective opener with clear objectives	9–10 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	

PRESENTATION SKILLS					Points
Personal Expression and Animation 0–7 points	0 Expression and animation not used effectively	1–2 Expression and animation are adequate	3–5 Expression and animation are good, but could improve	6–7 Expression and animation are 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 _____

Child Development
C-STAR Point Summary Form
Levels Two and Three

DIRECTIONS:

1. Be 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.
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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

Evaluator 1 _____   Initials _____

Evaluator 2 _____   Initials _____

Evaluator 3 _____   Initials _____

Total Score _____   divided by number of evaluators

_____   **= AVERAGE EVALUATOR SCORE**

ROOM CONSULTANT TOTAL (10 points possible)	
AVERAGE EVALUATOR SCORE (90 points possible)	
FINAL SCORE (Average Evaluator Score plus Room Consultant Total)	

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 Levels 2 and 3

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	
Unit Plan Unit plan includes theme, target age, descriptions of activities and objectives 0-5 points	0 No unit plan	1 Unit plan is limited in scope	2 Written plan has learning gal/objective and rationale for the activities	3 Unit plan is evident with learning goals/objectives and rationale that is well thought out.	4-5 Theme, target age, descriptions and objectives are well written and thought out		
Activity Planning Pages: **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		
Activity Planning Pages: **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		
Activity Planning Pages: **Resources and Materials (Props/ Visuals) Used** 0–4 points	0 Not evident	1 Resources and materials are all listed and explained	2 Resources and materials are well planned and detailed in description	3 Resources and materials are well planned with creativity and appropriateness for age level	4 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		

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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	
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Evaluator Rubric Levels 2 and 3

Presentation of Activity, continued							
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	

PRESENTATION SKILLS					Points
Personal Expression and Animation 0–7 points	0 Expression and animation not used effectively	1–2 Expression and animation are adequate	3–5 Expression and animation are good, but could improve	6–7 Expression and animation are outstanding and pleasing	
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Evaluator's Comments: Include two things done well and two opportunities for improvement

TOTAL
(90 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____