Focus on Children

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.**

EVENT LEVELS

Level 1: through grade 8

Level 2: grades 9-10

Level 3: grades 11–12

See page 83 for more information on event levels.

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 85 prior to event planning and preparation.
2. Participant(s) are encouraged to bring fully charged electronic devices such as laptops, tablets, etc., to use for audiovisual presentation, if desired.
3. Items within the *display* may be used as in-hand *visuals* during the oral presentation, but must be returned within *display dimensions* when finished.
4. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
5. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions prior to National Leadership Conference.

GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided	Competition Dress Code	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
1-3	Display, Oral Presentation	Table/ Freestanding space – yes Electrical Access – no Wall Space – no Supplies - no	Official dress - or- Professional dress – or costume appropriate to event	5 minutes	5 minutes after presentation interview	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	30 minutes

PRESENTATION ELEMENTS ALLOWED

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

FOCUS ON CHILDREN

Procedures and Time Requirements

5 minutes	At the designated participation time, participant(s) will have 5 minutes to set up their *displays.* Other persons may not assist.
10 minutes	The oral presentation **may be up to 10** minutes in length. A one-minute warning will be given at 9 minutes. Participants will be stopped at 10 minutes. If audio or audiovisual recordings are used, they are limited to 1-minute playing time during the presentation.
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.
5 minutes	Following the interview, evaluators will have 5 minutes to review the *display*.
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.

Specifications

A *display* should be used to document and illustrate the work of one project, using clearly defined presentation surfaces. The *display* may be either freestanding or tabletop. Freestanding *displays* should not exceed a space 48" deep by 60" wide by 72" high, including *audiovisual equipment*. Tabletop *displays* should not exceed a space 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, *flip charts*, *portfolios,* and *photo albums* are not allowed. The *display* must include a *project identification page* and a *Planning Process* summary page.

Project Identification Page	One 8½" x 11" page on *plain paper,* with no *graphics* or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.
FCCLA *Planning Process* Summary Page	One 8½" x 11" summary page of how each step of the *Planning Process* was used to plan and implement the project; use of the *Planning Process* may also be described in the oral presentation.
Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include signed proof of submission on the display.
Addresses a Specific Need	Address a specific and *current* child development issue, concern, or need.
Impacts Children and *Community* Positively	Show how project has a positive impact on children and the *community*.
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 *Planning Process*.
Appearance	*Display* must be neat, legible, creative, *professional* and use correct grammar and spelling.

Oral Presentation

The oral presentation of the project **may be up to** 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 1-minute playing time.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner discussing all aspects of the *Planning Process*. 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, 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 *current* data to support and describe the project. Research methods such as surveys, interviews, reports, readings, observations were used for gathering data. *Technology* may have been used to gather data.
Use of *Display*	Use the *display* 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 posture, mannerisms, eye contact and appropriate handling of *display* and notes, or note cards if used. Wear FCCLA official dress, professional dress, or costume appropriate 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 *team* members involved in responding to questions.

FOCUS ON CHILDREN
Point Summary Form

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Level_____

1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.

2. Before student presentation, the room consultants must check participants' *display* 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 staple all items related to the presentation together.

4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.

5. Check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time No **0**	Yes **3**	
Online Event Orientation Documentation 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	
Display Set-Up 0-1 point	**0** Participants did not set up their display within allotted time period	**1** Participants set up display during allotted time period	
Display Dimensions 0–1 point	**0** Does not fit with the appropriate dimensions/objects not returned within display after presentation	**1** The display fits/objects returned within display after presentation	
Project Identification Page 0–1 point	**0** Project ID page is missing or incomplete	**1** Project ID page is present and completed correctly	
Project Summary Submission Proof 0–1 point	**0** Project Summary Submission missing	**1** Project Summary Submission present	
Punctuality 0–1 point	**0** Participant was late for presentation	**1** Participant was on time for presentation	

EVALUATORS' SCORES		**ROOM CONSULTANT TOTAL**	
Evaluator 1_____	Initials _____	(10 points possible)	
Evaluator 2_____	Initials _____	**AVERAGE EVALUATOR SCORE**	
Evaluator 3_____	Initials _____	(90 points possible)	_ _ . _ _
Total Score_____	divided by number of evaluators	**FINAL SCORE**	
_____	**= AVERAGE EVALUATOR SCORE** *Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)*	(Average Evaluator Score plus Room Consultant Total)	_ _ . _ _

RATING ACHIEVED (circle one)   **Gold:** 90-100   **Silver:** 70-89.99   **Bronze:** 1-69.99
VERIFICATION OF FINAL SCORE AND RATING (please initial)

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

FOCUS ON CHILDREN
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Level_____

DISPLAY						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; no more than 1 page	
Addresses a Specific Need 0-5 points	**0** Project did not address a specific child development need	**1** Project did no show evidence of research	**2** Project addressed a specific need, concern, or issue involving child development	**3** Project addressed needs, concerns or issues involving child development which were researched	**4** Project addressed a specific need, concern or issue involving child development. Research methods were used to gather this data and described	**5** Extensive research and evaluation methods were presented to support the need	
Impacts Children and Community Positively 0-6 points	**0** No evidence	**1** Limited information on how the project impacted children or the community	**2** Clear understanding of the positive effect on children, but not how it has impacted the community	**3** Impact on the community was shown	**4** Clear understanding of the positive impact on children and the community with various sources of data and information	**5 6** Participants were able to analyze the impact of the project and showed understanding plus application of lessons learned	
Applies Child Development Concepts 0-5 points	**0** No evidence of child development concepts being used	**1** Child development concepts were limited	**2** Little evidence of child development concepts being applied to the project	**3** Child development concepts were known to the participants	**4** Extensive evidence child development concepts were applied and utilized in the project	**5** Participants could apply child development concepts utilized in the project to new and potential projects and learning	
Ability of Participants to Work with Children 0-5 points	**0** No evidence of working with children	**1** Evidence some of the participants worked with the children, but not all of them were actively involved	**2** All participants were involved with working with children	**3** Participants were involved with children and could articulate what they had learned	**4** Evidence of all participants involved working with children during the "ACT" step of the Planning Process	**5** Extensive evidence of the scope, impact and application of learning by the participants in their work with children	
Appearance 0-5 points	**0** Display does not document or illustrate project	**1** Display has many errors and is not aesthetically pleasing	**2** Display has minimal appeal both in design and content	**3** Display needs some improvement in content and design	**4** Display is highly creative but lacks real content/Display has strong content and lacks creativity	**5** Display is creative, appropriate, and of high quality/Display has good word, color, and design choices	

ORAL PRESENTATION						Points
Organization/ Delivery 0 – 10 points	**0** Presentation is not done or presented briefly and does not cover components of the project	**1 2** Presentation covers some topic elements	**3 4** Presentation covers all topic elements but with minimal information	**5 6** Presentation gives complete information but does not explain the project well	**7 8** Presentation covers information completely but does not flow well	**9 10** Presentation covers all relevant information with a seamless and logical delivery	
Identify Concerns 0-5 points	**0** No evidence of concerns	**1** A limited explanation of concerns was given	**2** Evidence of several concerns but no research or data given as reference	**3** Evidence of 2 or more concerns were generated with some data	**4** Evidence of 2 or more concerns were generated from current research and data	**5** Much evidence and data included on identifying concerns	
Set a Goal 0-5 points	**0** No goal was evident	**1** Goal set was not attained or achievable in the time frame of the project	**2** The goal was not clearly defined	**3** Goal was defined in a limited manner	**4** The goal was clearly defined, explained in detail, and partially measurable	**5** Goal was explained, desired outcome was understood, and measurable	

Focus on Children Rubric (continued)

	0	1	2	3	4	5	
Form a Plan 0-5 points *Elements: who, what, when, where, how*	Not evident	Most elements clearly defined	3 or more elements were not clearly defined	2 elements were not clearly defined	1 element was not clearly defined	All elements were clearly defined	
Act 0-5 points	No evidence	Action was limited	The activity was acted upon but was not clear	Action was explained, plans were limited	The activity was acted upon to meet the goal	Action and plans included evidence of support from partners and collaborators	
Follow Up 0-5 points	No evidence	No clear understanding if the goal had been met or there were no notations of what improvements were needed	There were no notations of what ideas went well and what improvements were needed	Limited methods for evaluation were noted	Determination if the goal and concerns were met was noted	Evaluation methods were extensive and varied. Notations of what went well and ideas for improvement were noted	
Knowledge of Subject Matter 0-5 points	Little or no evidence of knowledge	Minimal evidence of knowledge	Some evidence of knowledge	Knowledge of child development is evident but not effectively used in presentation	Knowledge of child development evident and shared at times in the presentation. Used current data but did not explain research methods	Knowledge of child development is evident and incorporated throughout presentation. Used current data to support project and research methods	
Use of Display during Presentation 0-5 points	Display not used during presentation	Display used to limit amount of speaking time	Display used minimally during presentation	Display incorporated throughout presentation	Display used effectively throughout presentation	Presentation moves seamlessly between oral presentation and display	

	0	1	2	3	
Voice – pitch, tempo, volume 0-3 points	Voice qualities not used effectively	Voice quality is adequate	Voice quality is good, but could improve	Voice quality is outstanding and pleasing	
Body Language/ Clothing Choice 0-3 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	Gestures, posture, mannerisms, eye contact, and clothing are appropriate	Gestures, posture, mannerisms, eye contact, and clothing enhance presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	Extensive (more than 5) grammatical and pronunciation errors	Some (3-5) grammatical and pronunciation errors	Few (1-2) grammatical and pronunciation errors	Presentation has no grammatical or pronunciation errors	

	0	1	2	3	4	5	
Responses to Evaluators' Questions 0-5 points	Did not answer evaluators' questions	Unable to answer some questions	Responded to all questions but without ease or accuracy	Responded adequately to all questions	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation	

Evaluator's Comments – include two things done well and two opportunities for improvement:

TOTAL

(90 points possible)

Evaluator # _____

Evaluation Initial _____

Room Consultant Initial _____