



SKILL DEMONSTRATION EVENT

Toys That Teach

Toys That Teach, an individual event, recognizes members for their ability to design, build, and demonstrate an original homemade toy which provides learning and play for either an individual child or a small group of children. The toy is to be constructed of common, everyday household items, meet safety guidelines, and be easy to carry and use.

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

ELIGIBILITY

1. Each chapter may submit up to three (3) entries in each category of this event. Entries at participating National Cluster Meeting locations will be available on a first come, first served basis. The number of entries will be determined by the conference facility and schedule.
2. Participation is open to any nationally affiliated FCCLA member.
3. Participants must be registered to attend the National Cluster Meeting and must stay at one of the official conference hotels. Hotel reservations will be verified prior to the meeting.

PROCEDURES AND TIME REQUIREMENTS

1. Participants must attend an event orientation session where they will:
 - be given a brief overview of the event
 - draw an identification number indicating the order of participation
 - review time schedule
 - take a timed, 10 question test on general FCCLA knowledge, based on information found on the FCCLA national website, www.fcclainc.org.
2. At the designated time, the participant will be given up to 5 minutes to take a timed, 10 question test on general FCCLA knowledge. Following the test, participants will remain in the orientation/holding room until their assigned presentation time and following presentation may not return to the holding room.
3. Participants may not bring reference materials for use in the holding room. Participants are allowed to bring a pencil and note cards, the completed project, and demonstration supplies (if required).
4. At the designated participation time, the participant will give two (2) completed copies of the Toy Design Worksheet to evaluators for use during the oral presentation. The copies will not be returned.
5. Participants will have up to 5 minutes to set up their toy demonstration, if needed. Oral presentations may be up to 5 minutes in length. A 1-minute warning will be given at 4 minutes. Participants will be asked to stop at 5 minutes.
6. Participants may use note cards. Items required for demonstration of the toy are permitted.
7. Evaluators will score and write comments for each entry for approximately 5 minutes. The decision of the evaluators is final.
8. Total time required for participation in this event is approximately 20 minutes including testing, set up, presentation, and evaluator scoring.

GENERAL INFORMATION

1. A corded microphone may be provided if required by event facility set up. A table will be provided. Participant must bring any necessary supplies for demonstration of project. Wall space and electrical access will not be provided.
2. Spectators are allowed to observe this event, as space allows. Participants may only observe after they have already presented.
3. Participants are not allowed to discuss the event with other participants or receive coaching from any spectators. Doing so will result in disqualification.
4. Presentations may not be recorded or photographed, except by the official FCCLA photographer.
5. Participants should follow the approved conference dress code for participation in this event.

TOYS THAT TEACH Specifications

Testing

A 10-question test on general knowledge of FCCLA programs and activities will be given during participant orientation. This test will be scored and included in the final event points. The test will be timed and in case of a tie, the participant with the highest score and lowest time will receive the higher rank. The maximum time allowed for this test is 5 minutes.

Toy Design

Each participant will design and construct an original toy for a child that meets the developmental and educational needs of a specific age group. Safety should be a primary concern in the planning and construction of the toy. Two (2) copies of the completed Toy Design Worksheet will be given to the evaluators prior to the start of the oral presentation.

Name of Toy	Choose a creative name for the original toy.
Age Group	Design and construct an original toy to meet the developmental needs of one of the following age groups: Birth–12 months; 12 months–24 months; 2–4 years; or 5–7 years.
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.
Design and Construction	Construct a toy using common, everyday items. Items may include, but are not limited to: paper goods, containers, household objects, sewing and craft items, and wood. Toy is creative, stimulates play, visually appealing, and well-made.
Safety, Sanitation and Storage	Design and construct the toy to meet safety and sanitation needs for the selected age group.

Oral Presentation

The oral presentation may be up to five (5) minutes in length and is delivered to the evaluators. The oral presentation should explain the specifics of the project. The toy should be demonstrated during the presentation. Only items required for use in demonstrating the toy are permitted.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Knowledge of Child Development	Show evidence of child development knowledge and skills by explaining how the toy addresses the developmental and educational needs of the selected age group.
Safety, Sanitation and Storage	Describe safety and sanitation considerations for the selected age group and how this has been addressed in the toy design. Explain how the toy should be maintained, cleaned, and stored.
Appeal for Children/Adults	Explain why the toy would appeal to children of the selected age group, and to adults who may recreate or purchase this toy for a child.
Toy Demonstration	Demonstrate use of the toy, pointing out any unique aspects of design, safety, or adaptive uses for special needs children, if applicable.
Voice	Speak with appropriate force, pitch, and articulation.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, and mannerisms. Wear clothing that meets the conference dress code.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding the project. Questions are asked after the presentation.

Skill Demonstration Events Point Summary Form

TOYS THAT TEACH

Name(s) of Participant _____

State _____ Participant # _____ Category _____

DIRECTIONS:

1. Make sure all information at top is correct. If the participant does not show, please write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, 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 participant together.
3. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy.
4. Please check with the Event Coordinator or National FCCLA Staff if there are any questions regarding the evaluation process.

Orientation/Holding Room			
Orientation/Holding Room 0 or 5 points	0 Did not arrive on time for participant orientation/holding room	5 Arrived on time for participant orientation/holding room	
Testing Score (0-5 points)			
Testing Time in minutes and seconds (will be used in case of ties)			
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL	
Evaluator 1 _____	Initials _____	(10 points possible)	
Evaluator 2 _____	Initials _____	AVERAGE EVALUATOR SCORE	
		(90 points possible)	
Total Score _____	divided by number of evaluators	FINAL SCORE	
_____	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus Room Consultant Total)	
		FINAL RANK	
VERIFICATION OF FINAL SCORE AND RATING (please initial)			



TOYS THAT TEACH Rubric

Name of Participant _____

State _____ Participant # _____ Category _____

TOY DESIGN					Points
Toy Design Worksheet 0-15 points	0-1-2-3 Did not provide or not completed	4-5-6-7 Minimal information, many grammar or spelling errors	8-9-10-11 Completed with all required information, lacking detail, minor grammar or spelling errors	12-13-14-15 Completed with all required information, details given, correct grammar and spelling	
Age Appropriateness/ Play Category 0-15 points	0-1-2-3 Not age appropriate or does not address play category	4-5-6-7 Limited age appropriateness or application to play category	8-9-10-11 Generally age appropriate and addresses the selected play category	12-13-14-15 Toy is age appropriate and correctly addresses the selected play category	
Design and Construction 0-10 points	0-1-2 Little creativity shown, does not stimulate play, is not appealing, and is poorly made	3-4-5 Inconsistent in efforts of creativity, play, appeal, and construction	6-7-8 Generally creative, stimulates play, appealing, well-made	9-10 Used a variety of materials, is creative, stimulates play, visually appealing, and well-made/durable	
Knowledge of Child Development 0-10 points	0-1-2 None shared or information shared was incorrect	3-4-5 Minimal knowledge shared during presentation	6-7-8 Knowledge of child development is evident and shared at times in the presentation	9-10 Knowledge of child development is evident and incorporated throughout the presentation	
Safety, Sanitation Storage 0-10 points	0-1-2 Toy does not meet safety, sanitation, or storage needs for selected age group	3-4-5 Toy needs multiple changes to meet safety standards, be easy to clean/sanitize, and store	6-7-8 With minor changes, toy would pose no known safety hazard, be easy to clean/sanitize, and store	9-10 Toy poses no known safety hazards, is easy to clean/sanitize, and store	
Appeal of Toy to Children or Adults 0-5 points	0 Toy is not appealing	1-2 Toy is minimally appealing	3-4 Toy is generally appealing	5 Toy has high appeal	
Toy Demonstration 0-5 points	0 Did not demonstrate toy	1-2 Demonstrated toy but did not point out unique features	3-4 Toy use, safety, and unique aspects demonstrated	5 Toy use, safety, unique aspects, and adaptive uses demonstrated	
Voice 0-5 points	0 No voice qualities are used effectively	1-2 Voice quality is adequate	3-4 Voice quality is good, though could improve	5 Voice quality is outstanding and pleasing to listen to	
Body Language/ Clothing Choice 0-5 points	0 Body language shows nervousness and unease/ inappropriate clothing	1-2 Body language shows minimal amount of nervousness/ appropriate conference attire	3-4 Body language portrays participant at ease/appropriate conference attire	5 Body language enhances the presentation/appropriate conference attire	
Grammar/Word Usage/Pronunciation 0-5 points	0 Extensive (more than 5) grammatical and pronunciation errors	1-2 Some (3-5) grammatical and pronunciation errors	3-4 Few (1-2) grammatical and pronunciation errors	5 Presentation has no grammatical or pronunciation errors	
Responses to Evaluators' Questions 0-5 points	0 Did not answer evaluators' questions	1-2 Responses to questions did not indicate adequate understanding of skills needed	3-4 Responses to questions were appropriate and reflect good understanding of skills needed	5 Responses to questions were appropriate and reflect excellent understanding of skills needed	

VERIFICATION OF SCORE (please initial)

Evaluator _____ Room Consultant _____ Event Consultant _____

TOTAL
(90 points possible)

Evaluator's Comments:



Skill Demonstration Events
TOYS THAT TEACH
 Toy Design Worksheet

Name of Participant _____ State _____ Category _____

Bring two (2) copies of this completed worksheet to give to the evaluators prior to your oral presentation.

Name of Toy	Child Age Group	Category of Play
Developmental and Educational Needs: <i>How does this toy meet the developmental and educational needs of the selected age group?</i>		
Appeal: <i>Describe how this toy will appeal to children of selected age group, and to adults who may recreate or purchase this toy for a child.</i>		
Supplies: <i>List the common, everyday items used to create the toy.</i>		
Safety: <i>What safety concerns did you address in design and construction?</i>	Suggested Storage and Care:	