TOYS THAT TEACH

Missouri Competitive Event
State Leadership Conference

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 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.

ELIGIBILITY INFORMATION

1. Each chapter may submit three (3) entries in each level of this event. Entries will be available on a first-come, first-serve basis. The conference facility and schedule will determine the number of entries.
2. Participation is open to any fully affiliated FCCLA member.
3. Participants must be registered to attend the Missouri FCCLA State Leadership Conference.

GENERAL INFORMATION

1. A table will be provided. Participant must bring any necessary supplies for demonstration of the project. Wall space, internet access, audiovisual equipment, and electrical access will not be provided.
2. Spectators are not allowed.
3. Participants are not allowed to discuss the event with other participants. Doing so will result in disqualification.
4. Presentations may not be recorded or photographed during competition except by official Missouri FCCLA photographers.
5. Participants must follow the approved dress code for participation in this event.

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

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

GENERAL INFORMATION			
Number of Participants per Entry	**Prepare Ahead of Time**	**Equipment Provided for Competition**	**Competition Dress Code**
3	Oral Presentation	Table – Yes Wall space – No Supplies – No	Missouri FCCLA Official Dress

PRESENTATION ELEMENTS ALLOWED								
Audio	**Easel(s)**	**File Folder**	**Flip Chart**	**Portfolio**	**Props/Pointers**	**Skits**	**Presentation Equipment**	**Visuals**

TOYS THAT TEACH
COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	ALL LEVELS
Participants must attend an event orientation where they will be given a brief overview of the event.	
Participants may not bring reference materials for use in the holding room Participants are allowed to bring note cards, the completed project, and demonstration supplies (if necessary).	
At the designated participation time, the participant will give two (2) completed copies of the Toy Design Worksheet to evaluators to use during the oral presentation. The copies will not be returned.	
Participants may use notecards. Items required for the demonstration of the toy are permitted.	
5 minutes	Participants will have up to 5 minutes to set up their toy demonstration if needed.
5 minutes	Oral presentations may be up to 5 minutes in length. A 1-minute warning will be given at 4 minutes.
5 minutes	Evaluators will score and write comments for each entry for approximately 5 minutes.
Total Time: 15 minutes	

TOYS THAT TEACH
SPECIFICATIONS

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

SPECIFICATIONS	ALL LEVELS
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 ● 5-7 years
Category of Play	Select an 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.

TOYS THAT TEACH
SPECIFICATIONS (CONTINUED)

EVENT FORMAT	
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 must be demonstrated during the presentation. Only items required for use in demonstrating the toy are permitted.

SPECIFICATIONS	ALL LEVELS
Organization/Delivery	Deliver the oral presentation in an organized, sequential manner; concisely and thoroughly summarize the 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.
Toy Name Explanation	Explain why or how the toy's name was selected.
Knowledge of 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 must be maintained, cleaned, and stored.
Appeal for Children/Adults	Explain why the toy would appeal to children of the selected age group and 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 impact of the project.

TOYS THAT TEACH
POINT SUMMARY FORM

Participant Name: _____   Level: _____

Chapter: _____   Team #: _____   Station #: _____   Presentation Time: _____

1. Make sure all information at the top is correct. If the participant does not show, 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, double check all scores and participant information to ensure accuracy.
4. Check with the Event Consultant or Missouri FCCLA Staff if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
Check-In 0 or 5 points	**0** Did not arrive on time for participant check-in	**5** Arrived on time for participant check-in	
		ROOM CONSULTANT TOTAL (5 points possible)	
EVALUATORS' SCORES Evaluator 1: _____ Initials: _____ Evaluator 2: _____ Initials: _____		**AVERAGE EVALUATOR SCORE** (95 points possible)	
Total Score: _____ *Divide by number of evaluators*		**FINAL SCORE** (Average Evaluator Score + Room Consultant Score)	
_____ **= Average Evaluator Score**		**FINAL SCORE**	

VERIFICATION OF FINAL SCORE & RATING (all evaluators and room consultant initial in the space below)

EVENT CONSULTANT INITIALS: _____

TOYS THAT TEACH
EVENT RUBRIC

Participant Name: _____ Level: _____

Chapter: _____ Team #: _____ Station #: _____ Presentation Time: _____

TOY DESIGN WORKSHEET					POINTS
Name of Toy 0-5 points	**0** Toy is not named	**1 2** Toy name is either not shared or lacks creativity	**3 4** Toy name is shared and is creative	**5** Toy name is shared and is highly creative		
Age Group 0-5 points	**0** No age group identified	**1 2** Toy is inappropriate for the developmental needs of the selected age group	**3 4** Toy is appropriate for the developmental needs of the selected age group	**5** Toy is highly appropriate for the developmental needs of the selected age group		
Category of Play 0-5 points	**0** No category of play identified	**1 2** Applicable category of play unclear	**3 4** Applicable category of play identified	**5** Applicable category of play clearly identified		
Design and Construction 0-10 points	**0** No toy presented	**1 2 3 4** Toy design and construction either lacks creativity, fails to stimulate play, is not visually appealing, or is poorly made	**5 6 7 8** Toy design and construction is creative, generally stimulates play, is visually appealing, and well-made	**9 10** Toy design and construction is highly creative, stimulates play, is visually appealing, and well-made		
Safety, Sanitation and Storage 0-10 points	**0** Safety and sanitation needs for the selected age group not considered in design and construction	**1 2 3 4** Safety and sanitation needs for the selected age group unclear in design and construction	**5 6 7 8** Safety and sanitation needs for the selected age group generally considered in design and construction	**9 10** Safety and sanitation needs for the selected age group clearly considered in design and construction		
ORAL PRESENTATION					
Delivery/ Organization 0-10 points	**0** Presentation is not completed or does not explain project elements	**1 2 3 4** Presentation covers most project elements, but with minimal explanation	**5 6 7 8** Presentation gives complete information on all project elements, but it does not flow well	**9 10** Presentation covers all relevant information with a seamless and logical delivery		
Toy Name Explanation 0-5 points	**0** No explanation for toy name provided	**1 2** Explanation of toy name unclear and mentioned briefly in presentation	**3 4** Explanation of toy name generally evident and incorporated in presentation	**5** Explanation of toy name clearly evident and incorporated in presentation		
Knowledge of Child Development 0-5 points	**0** No evidence of child development knowledge and/or no mention of how toy meets needs during presentation	**1 2** Knowledge of child development and how toy addresses needs is unclear or briefly mentioned during presentation	**3 4** Knowledge of child development and how toy addresses needs is evident and incorporated throughout presentation	**5** Knowledge of child development and how toy addresses needs is clearly evident and incorporated throughout presentation		
Knowledge of Safety, Sanitation and Storage 0-5 points	**0** Toy maintenance, cleaning and storage unclear; safety and sanitation not mentioned during presentation	**1 2** Toy maintenance, cleaning and storage unclear; safety and sanitation briefly mentioned during presentation	**3 4** Toy maintenance, cleaning and storage generally evident; safety and sanitation incorporated throughout presentation	**5** Toy maintenance, cleaning and storage clearly evident; safety and sanitation incorporated throughout		
Appeal for Children/Adults 0 or 5 points	**0** Toy is not appealing to children or adults or is not explained	**1 2** Toy has minimal appeal to children and adults or is poorly explained	**3 4** Toy is generally appealing to children and adults and generally explained	**5** Toy appeal for children and adults is high and well-explained		
Toy Demonstration 0-10 points	**0** Did not demonstrate toy	**1 2 3 4** Demonstrated toy but did not point out unique features	**5 6 7 8** Toy use, safety, and unique aspects demonstrated	**9 10** Toy use, safety, unique aspects, and adaptive uses demonstrated		

	0	1 2	3 4	5		
Voice 0-5 points	No voice qualities are used effectively	Voice quality is adequate	Voice quality is good, though could improve	Voice quality is outstanding and pleasing to listen to		
Body Language/ Clothing Choice 0-5 points	Body language and/or clothing choice distract from the presentation	Body language shows minimal amount of nervousness; appropriate conference attire	Body language portrays participant at ease; appropriate conference attire	Body language enhances the presentation; appropriate conference attire		
Grammar/Word Usage/ Pronunciation 0-5 points	Extensive (more than 5) grammatical and pronunciation errors	Some (3-5) grammatical and pronunciation errors	Few (1-2) grammatical and pronunciation errors	No grammatical or pronunciation errors		
Responses to Evaluators' Questions 0-5 points	Did not answer evaluators' questions	Responses to questions did not indicate adequate understanding of skills needed	Responses to questions were appropriate and reflect good understanding of skills needed	Responses to questions were appropriate and reflect excellent understanding of skills needed		

Evaluator Comments – Include two things done well and two opportunities for improvement:	TOTAL (95 points possible)	
	Evaluator #: _____ Eval. Initials: _____ RC Initials: _____	

TOYS THAT TEACH

EVENT RUBRIC

Participant Name: _____   Level: _____

Chapter: _____   Team #: _____   Station #: _____   Presentation Time: _____

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

TOY INFORMATION		
Name of Toy	**Child Age Group**	**Category of Play**

DEVELOPMENTAL AND EDUCATIONAL NEEDS	
How does this toy meet the developmental and educational needs of the selected age group?	

APPEAL	
Describe how this toy will appeal to children of the selected age group, and to adults who may recreate or purchase this toy for a child.	

SUPPLIES	
List the common, everyday items used to create the toy.	

SAFETY	
What safety concerns did you address in design and construction?	

STORAGE AND CARE	
Explain how to maintain, clean and store the toy.	