



# State Only STAR Event Guidelines

The following state only events will be offered to students at the State Leadership Conference and do **NOT** advance to the National Leadership Conference.

| EVENT                              | LEVEL 1  |         | LEVEL 2 / LEVEL 3 |         |
|------------------------------------|--|---------|-------------------|---------|
|                                    | Individual   | Team    | Individual        | Team    |
| Community Service Challenge        |  | ✓ (2-4) |                   | ✓ (2-4) |
| Creative Teaching                  |  |         | ✓                 | ✓ (1-2) |
| FCCLA Scrapbook                    | <i>One team entry (of 1-4 students) per school</i> |         |                   |         |
| Healthy Lifestyle Challenge        |  | ✓ (2-4) |                   | ✓ (2-4) |
| Project Exhibit                    | ✓  | ✓ (1-4) |                   | ✓ (1-4) |
| Serving Up Success                 | ✓  |         | ✓                 |         |
| Toys That Teach (Storybook or Toy) | ✓  |         | ✓                 |         |

| EVENT          | LEVEL 1 / LEVEL 2 |         | LEVEL 3    |         |
|----------------|-------------------|---------|------------|---------|
|                | Individual        | Team    | Individual | Team    |
| Cupcake Battle |                   | ✓ (1-2) |            | ✓ (1-2) |

The following are general guidelines for State Only STAR Events:

- Students may enter only one STAR Event (State or National). In addition, they may enter the FCCLA Scrapbook Competition, Door Sign Competition and participate in the Power of One program.
- There are no minimum or maximum numbers of students who can be involved from a chapter in any event Chapters can have one or more entries in any of these events.
- All students will be required to pre-register for a specific event. This includes the FCCLA Scrapbook Competition.
- All students that participate will be given a Gold (100-85), Silver (84-70) or Bronze (69-0) rating.
- Each student that receives a Gold, Silver or Bronze rating will receive a medal and a certificate.
- An overall state winner will not be identified in the State STAR Events. **There is no national competition for these events.**
- **All competition participants must attend a mandatory registration meeting on site prior to competition, as listed in the State Leadership Conference Program.**

**Level 1 = up to grade 8**  
**Level 2 = grades 9-10**  
**Level 3 = grades 11-12**



MICHIGAN

**STAR**

**EVENTS**

# Toys that Teach

*Michigan FCCLA State STAR Event*

***This is a Michigan-Only STAR Event.  
No competition will be available at the National Leadership Meeting.***

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

## EVENT CATEGORIES

- Level 1 – up to grade 8
- Level 2-3 – grades 9-12

## ELIGIBILITY

1. Chapters may submit any number of teams in this event.
2. Only individuals may enter this event.
3. Participation is open to any national affiliated FCCLA chapter member.

## GENERAL INFORMATION

1. 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. Participants are not allowed to discuss the event with other participants or receive coaching. Doing so will result in disqualification.
3. Participants should follow the approved conference dress code for participation in this event.

## PROCEDURES & TIME REQUIREMENTS

1. All participants must attend the orientation session on Wednesday evening at the State Leadership Conference.
2. 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 used).
3. 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. A Design Worksheet is not needed for a storybook.
4. Participants will have up to ten minutes, which includes set up time AND the oral presentation. *(A toy demonstration may need 5 minutes to set up and 5 minutes for the demonstration of the toy, whereas a storybook may need 10 minutes for the presentation and reading of the storybook.)* A one minute warning will be given at nine minutes. Participants will be asked to stop at ten minutes.
5. Participants may use note cards. Items required for demonstration of the toy or reading of the storybook are permitted.
6. Evaluators will score and write comments for each entry. The decision of the evaluators is final.
7. Total time required for participation in this event is approximately 10 minutes including setup time, presentation and scoring.

# Toys That Teach

## Specifications

### TOY OR STORYBOOK DESIGN

Each participant will design and construct an original toy or storybook 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 or storybook. Two (2) copies of the completed Toy Design Worksheet will be given to evaluators prior to the start of the oral presentation. A Design Worksheet is not needed for a storybook.

|                                |   |
|--------------------------------|---|
| Name of Toy or Storybook       | Choose a creative name for the original toy or storybook.   |
| Age Group                      | Design and construct an original toy or storybook to meet the developmental needs of one of the following age groups: Birth-12 months;12-24 months; 2-4 years; 5-7 years, or 8 & up.  |
| Category of Play               | Select applicable category of play such as: quiet play, active play, cooperative play, manipulative play, make-believe play, creative play or learning play. <i>(Not applicable for a storybook.)</i>   |
| Design and Construction        | Construct a toy or storybook using common, everyday items. Items may include, but are not limited to: paper goods, containers, household objects, sewing and craft items and wood. Toy or Storybook is creative, stimulates play, visually appealing and well-made. |
| Safety, Sanitation and Storage | Design and construct the toy or storybook to meet safety and sanitation needs for the selected age group. <i>(Not applicable for a storybook.)</i>  |
| Storybook Structure            | Storybook should have a clear structure of story with a beginning, middle and end. A life lesson, dilemma or problem should be apparent in the story with a resolution. <i>(Not applicable for a toy.)</i>  |

### ORAL PRESENTATION

Ten (10) minutes will be given, which includes both set-up time and the oral presentation delivered to the evaluators. The oral presentation should explain the specifics of the project. The toy should be demonstrated, or the storybook should be read during the presentation. Only items required for use in demonstrating the toy or storybook 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 or storybook design. Explain how the toy or storybook should be maintained, cleaned and stored. |
| Appeal for Children/ Adults         | Explain why the toy or storybook would appeal to children of the selected age group, and to adults who may recreate or purchase this toy or storybook for a child.  |
| Demonstration                       | Demonstrate use of the toy, or read the storybook aloud during your presentation. Also point 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 evaluator's questions regarding the project. Questions are asked after the presentation.   |
| Lesson, Dilemma, Problem or Skill   | For a toy; demonstrate a lesson or skill.<br>For a storybook; show evidence of a life lesson, dilemma or problem, and how it is resolved in the story.  |

# Toys That Teach

## Point Summary Form

Name of Participant: \_\_\_\_\_ Category: \_\_\_\_\_ Level 1 \_\_\_\_\_ Levels 2-3

### EVENT COORDINATOR DIRECTIONS:

1. Please make sure all information on the label is correct. If a participant does not show, please write "No Show" across the top and return it with the other forms to tabulation.
2. At the end of the students' 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 score sheets and paper clip all items related to the presentation together.
3. At the end of competition in the room, double check all scores, names and team numbers to ensure accuracy. Turn in to the Tabulation before going to lunch.
4. Please check with tabulation if there are any questions regarding the evaluation process.

| EVENT COORDINATOR (0 to 10 possible points)           |  |  | POINTS   |
|---|--|--|--|
| <b>Orientation/<br/>Holding Room</b><br>0 or 5 points | <b>0</b><br>Did not arrive on-time for participant<br>orientation/holding room       | <b>5</b><br>Arrived on-time for participant<br>orientation/holding room          |  |
| <b>Dress Guidelines<br/>Followed</b><br>0-5 points    | <b>0-1</b><br>Inappropriate dress; did not<br>adhere to dress code for<br>this event | <b>2-3-4</b><br>Participant partially fol-<br>lowed dress code for this<br>event | <b>5</b><br>Participant wore professional and appropriate<br>apparel in accordance with the dress code<br>for this event |
|   |  |  | <b>AVERAGE EVALUATOR SCORE</b><br>(90 points possible)   |
|   |  |  | <b>FINAL SCORE</b><br>(Average Evaluator Score<br>+<br>Event Coordinator's Total)  |

### EVALUATOR'S SCORES

Evaluator 1 \_\_\_\_\_ Initials \_\_\_\_\_  
 Evaluator 2 \_\_\_\_\_ Initials \_\_\_\_\_  
 Evaluator 3 \_\_\_\_\_ Initials \_\_\_\_\_

Total Score \_\_\_\_\_ divided by number of Evaluators  
 \_\_\_\_\_ = **AVERAGE EVALUATOR SCORE**

### RATING ACHIEVED:

Circle One:

**Gold (100-85)**

**Silver (84-70)**

**Bronze (69 and lower)**

\_\_\_\_\_  
 Event Coordinator

# Toys That Teach

## Rubric for a Toy

Name of Participant: \_\_\_\_\_ Category: \_\_\_\_\_ Level 1 \_\_\_\_\_ Levels 2-3

| <b>TOY DESIGN (0 to 30 possible points)</b>                        |   |  |   |  | <b>POINTS</b>                        |
|--|---|--|---|--|--------------------------------------|
| <b>Toy Design Worksheet</b><br>0-10 points                         | <b>0-1-2</b><br>Did not provide or not completed  | <b>3-4-5</b><br>Minimal information, many grammar or spelling errors                               | <b>6-7-8</b><br>Completed with all required information, lacking detail, minor grammar or spelling errors | <b>9-10</b><br>Completed with all required information, details given, correct grammar and spelling                |                                      |
| <b>Age Appropriateness/ Play Category</b><br>0-10 points           | <b>0-1-2</b><br>Not age appropriate or does not address play category                           | <b>3-4-5</b><br>Limited age appropriateness or application to play category                        | <b>6-7-8</b><br>Generally age appropriate and addresses the selected play category                        | <b>9-10</b><br>Age appropriate and correctly addresses the selected play category                                  |                                      |
| <b>Design and Construction</b><br>0-10 points                      | <b>0-1-2</b><br>Little creativity shown, does not stimulate play, is not appealing, poorly made | <b>3-4-5</b><br>Inconsistent in efforts of creativity, play, appeal and construction               | <b>6-7-8</b><br>Generally creative, stimulates play, appealing, well-made                                 | <b>9-10</b><br>Used a variety of materials, is creative, stimulates play, visually appealing and well-made/durable |                                      |
| <b>ORAL PRESENTATION (0 to 60 possible points)</b>                 |   |  |   |  | <b>POINTS</b>                        |
| <b>Organization/Delivery</b><br>0-5 points                         | <b>0</b><br>Presentation is not done or does not cover all the project elements                 | <b>1-2</b><br>Presentation covers all project elements though with minimal information             | <b>3-4</b><br>Presentation gives complete information though does not flow well                           | <b>5</b><br>Presentation covers all relevant information with a seamless and logical delivery                      |                                      |
| <b>Safety, Sanitation Storage</b><br>0-5 points                    | <b>0</b><br>Does not meet safety, sanitation or storage needs for selected age group            | <b>1-2</b><br>Needs multiple changes to meet safety standards, be easy to clean/sanitize and store | <b>3-4</b><br>With minor changes, would pose no known safety hazard, be easy to clean/sanitize and store  | <b>5</b><br>Poses no known safety hazards, is easy to clean/sanitize and store                                     |                                      |
| <b>Appeal of the Toy to Children or Adults</b><br>0-5 points       | <b>0</b><br>Toy is not appealing  | <b>1-2</b><br>Toy is minimally appealing   | <b>3-4</b><br>Toy is generally appealing  | <b>5</b><br>Toy has high appeal  |                                      |
| <b>Toy Demonstration</b><br>0-5 points                             | <b>0</b><br>Did not demonstrate   | <b>1-2</b><br>Demonstrated, but did not point out unique features                                  | <b>3-4</b><br>Use, safety, and unique aspects demonstrated  | <b>5</b><br>Use, safety, unique aspects, and adaptive uses demonstrated  |                                      |
| <b>Knowledge of Child Development</b><br>0-10 points               | <b>0-1-2</b><br>None shared, or information was not correct                                     | <b>3-4-5</b><br>Minimal knowledge shared during presentation                                       | <b>6-7-8</b><br>Knowledge of child development is evident and shared at times in the presentation         | <b>9-10</b><br>Knowledge of child development is evident and incorporated throughout the presentation              |                                      |
| <b>Demonstrates a Lesson or Skill</b><br>0-10 points               | <b>0-1-2</b><br>Toy does not demonstrate a lesson or skill                                      | <b>3-4-5</b><br>Toy minimally addresses a lesson or skill  | <b>6-7-8</b><br>Toy generally addresses a lesson or skill   | <b>9-10</b><br>Toy clearly addresses a lesson or skill   |                                      |
| <b>Body Language</b><br>0-5 points                                 | <b>0</b><br>Body language shows nervousness and unease  | <b>1-2</b><br>Body language shows minimal amount of nervousness                                    | <b>3-4</b><br>Body language portrays participant at ease  | <b>5</b><br>Body language enhances the presentation  |                                      |
| <b>Grammar, Voice Word Usage, and Pronunciation</b><br>0-10 points | <b>0-1-2</b><br>Extensive (more than 5) grammatical and pronunciation errors                    | <b>3-4-5</b><br>Some (3-5) grammatical and pronunciation errors                                    | <b>6-7-8</b><br>Few (1-2) grammatical and pronunciation errors  | <b>9-10</b><br>Presentation has no grammatical or pronunciation errors   |                                      |
| <b>Response to Evaluator's Questions</b><br>0-5 points             | <b>0</b><br>Did not answer evaluator's questions  | <b>1-2</b><br>Responses to questions did not indicate adequate understanding of skills needed      | <b>3-4</b><br>Responses to questions were appropriate and reflect good understanding of skills needed     | <b>5</b><br>Responses to questions were appropriate and reflect excellent understanding of skills needed           |                                      |
|  |   |  |   |  | <b>TOTAL</b><br>(90 points possible) |

**VERIFICATION OF SCORE** (please initial):

Evaluator \_\_\_\_\_ Event Coordinator \_\_\_\_\_

**Evaluators, please write comments on back**

# Toys That Teach

## Rubric for a Storybook

Name of Participant: \_\_\_\_\_ Category: \_\_\_\_\_ Level 1 \_\_\_\_\_ Levels 2-3

| <b>STORYBOOK DESIGN (0 to 30 possible points)</b>                  |   |  |   |  | <b>POINTS</b> |
|--|---|--|---|--|---------------|
| <b>Storybook Structure</b><br>0-10 points                          | <b>0-1-2</b><br>Missing all or many elements of a structured story with a beginning, middle and end | <b>3-4-5</b><br>Minimal structured story with a beginning, middle and end                          | <b>6-7-8</b><br>Most elements of a structured story with a beginning, middle and end, but lacks clarity or resolution | <b>9-10</b><br>Clear structure of story with a beginning, middle and end, with rising action and resolution  |               |
| <b>Grammar and Spelling</b><br>0-10 points                         | <b>0-1-2</b><br>Many errors, interferes with understanding  | <b>3-4-5</b><br>Several errors, somewhat interferes with understanding                             | <b>6-7-8</b><br>Minimal grammar and spelling errors   | <b>9-10</b><br>Near perfect, with correct grammar and spelling   |               |
| <b>Design and Construction</b><br>0-10 points                      | <b>0-1-2</b><br>Little creativity shown, is not appealing, poorly made                              | <b>3-4-5</b><br>Inconsistent in efforts of creativity, appeal and construction                     | <b>6-7-8</b><br>Generally creative, appealing, well-made  | <b>9-10</b><br>Is creative, visually appealing and well-made/durable   |               |
| <b>ORAL PRESENTATION (0 to 60 possible points)</b>                 |   |  |   |  | <b>POINTS</b> |
| <b>Organization/Delivery</b><br>0-5 points                         | <b>0</b><br>Presentation is not done or does not cover all the project elements                     | <b>1-2</b><br>Presentation covers all project elements though with minimal information             | <b>3-4</b><br>Presentation gives complete information though does not flow well                                       | <b>5</b><br>Presentation covers all relevant information with a seamless and logical delivery                |               |
| <b>Safety, Sanitation Storage</b><br>0-5 points                    | <b>0</b><br>Does not meet safety, sanitation or storage needs for selected age group                | <b>1-2</b><br>Needs multiple changes to meet safety standards, be easy to clean/sanitize and store | <b>3-4</b><br>With minor changes, would pose no known safety hazard, be easy to clean/sanitize and store              | <b>5</b><br>Poses no known safety hazards, is easy to clean/sanitize and store                               |               |
| <b>Appeal of the Storybook to Children or Adults</b><br>0-5 points | <b>0</b><br>Storybook is not appealing  | <b>1-2</b><br>Storybook is minimally appealing   | <b>3-4</b><br>Storybook is generally appealing  | <b>5</b><br>Storybook has high appeal  |               |
| <b>Oral Reading of the Storybook</b><br>0-5 points                 | <b>0</b><br>Did not read storybook aloud  | <b>1-2</b><br>Read storybook, but lacked fluency or expression                                     | <b>3-4</b><br>Read with some fluency or expression  | <b>5</b><br>Clearly read with fluency or expression  |               |
| <b>Knowledge of Lesson, Dilemma, or Problem</b><br>0-10 points     | <b>0-1-2</b><br>None shared, or information was not correct   | <b>3-4-5</b><br>Minimal knowledge shared during presentation                                       | <b>6-7-8</b><br>Knowledge of lesson, dilemma, or problem is evident   | <b>9-10</b><br>Knowledge of lesson, dilemma, or problem is evident and incorporated throughout the storybook |               |
| <b>Demonstrates a Lesson, Dilemma, or Problem</b><br>0-10 points   | <b>0-1-2</b><br>Storybook does not demonstrate a lesson, dilemma or problem                         | <b>3-4-5</b><br>Storybook minimally addresses a lesson, dilemma or problem                         | <b>6-7-8</b><br>Storybook generally addresses a lesson, dilemma or problem  | <b>9-10</b><br>Storybook clearly addresses a lesson, dilemma or problem                                      |               |
| <b>Body Language</b><br>0-5 points                                 | <b>0</b><br>Body language shows nervousness and unease  | <b>1-2</b><br>Body language shows minimal amount of nervousness                                    | <b>3-4</b><br>Body language portrays participant at ease  | <b>5</b><br>Body language enhances the presentation  |               |
| <b>Grammar, Voice Word Usage, and Pronunciation</b><br>0-10 points | <b>0-1-2</b><br>Extensive (more than 5) grammatical and pronunciation errors                        | <b>3-4-5</b><br>Some (3-5) grammatical and pronunciation errors                                    | <b>6-7-8</b><br>Few (1-2) grammatical and pronunciation errors  | <b>9-10</b><br>Presentation has no grammatical or pronunciation errors                                       |               |
| <b>Response to Evaluator's Questions</b><br>0-5 points             | <b>0</b><br>Did not answer evaluator's questions  | <b>1-2</b><br>Responses to questions did not indicate adequate understanding of skills needed      | <b>3-4</b><br>Responses to questions were appropriate and reflect good understanding of skills needed                 | <b>5</b><br>Responses to questions were appropriate and reflect excellent understanding of skills needed     |               |

**VERIFICATION OF SCORE** (please initial):

Evaluator \_\_\_\_\_ Event Coordinator \_\_\_\_\_

**TOTAL**  
(90 points possible)

**Evaluators, please write comments on back**

# Toys That Teach

## Toy Design Worksheet

*Not needed for a storybook*

Name of Participant: \_\_\_\_\_ Category: \_\_\_\_\_ Level 1 \_\_\_\_\_ Levels 2-3

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

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