



**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 LEVELS**

- Level 1: through grade 8    ■ Level 2: grades 9–10    ■ Level 3: grades 11–12    ■ Level 4: Post-Secondary

#### **ELIGIBILITY**

1. Participation is open to any state and nationally affiliated FCCLA chapter member.
2. An event level is determined by the participants' grade in school prior to the State Leadership Conference.
3. Participants must be registered to attend the State Leadership Conference.
4. Each district may submit the three top entries per category level as determined at the district/regional competition.

#### **PROCEDURES AND TIME REQUIREMENTS**

1. Participants must attend an event orientation session where they will be given a brief overview of the event.
2. 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 required).
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.
4. 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.
5. Participants may use note cards. Items required for demonstration of the toy are permitted.
6. Evaluators will score and write comments for each entry for approximately 5 minutes. The decision of the evaluators is final.
7. Total time required for participation in this event is approximately 15 minutes including set up, presentation, and evaluator scoring.

#### **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. 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 the official FCCLA photographer.
5. Participants should follow the approved conference dress code for participation in this event.

## TOYS THAT TEACH

### Specifications

#### 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.



# TOYS THAT TEACH

## Toy Design Worksheet

Name of Participant \_\_\_\_\_

Chapter \_\_\_\_\_

State \_\_\_\_\_

Level \_\_\_\_\_

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
<p><b>Developmental and Educational Needs:</b> <i>How does this toy meet the developmental and educational needs of the selected age group?</i></p>		
<p><b>Appeal:</b> <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></p>		
<p><b>Supplies:</b> <i>List the common, everyday items used to create the toy.</i></p>		
<p><b>Safety:</b> <i>What safety concerns did you address in design and construction?</i></p>	<p><b>Suggested Storage and Care:</b></p>	

# Additional Resources

- FCCLA national website ([www.fcclainc.org](http://www.fcclainc.org))
- Library
- Magazines
- Newspapers
- Books
- State Advisor
- Chapter Advisor
- School Personnel
- Other Youth Groups
- School Counselor
- Professionals in Subject Area
- Peers
- Family

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Name: \_\_\_\_\_ District: \_\_\_\_\_

Chapter: \_\_\_\_\_

Level: (Circle one)      Level 1                      Level 2                      Level 3                      Level 4

**Directions:**

1. Make sure all the information at the top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, please write “No Show” across the top and return with other forms. Do NOT change team or group numbers.
2. At the conclusion of the presentation, verify evaluator scores and fill in the 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.
3. At the end of the competition in the room, double-check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn them into the Competitive Events Coordinator.
4. Please check with the Competitive Events Coordinator if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Attend Orientation</b> 0 or 5 points	<b>0</b> Did not attend	<b>5</b> Provided evidence of attendance	
<b>Evaluator’s Scores</b>			<b>Lead Consultant Total</b> (5 points possible)
Evaluator 1 _____			
Evaluator 2 _____			<b>Average Evaluator Score</b> (95 points possible)
Evaluator 3 _____			
<b>Total Average Score</b> _____			<b>Final Score</b> (Average Evaluator Score plus Lead 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 \_\_\_\_\_ Event Lead Consultant \_\_\_\_\_



Name(s) of Participant(s)

School:

Level: (Circle One)      Level 1      Level 2      Level 3      Level 4

<b>Toy Design</b>					<b>Points</b>
<b>Toy Design Worksheet</b> 0–15 points	<b>0–1–2–3</b> Did not provide or not completed	<b>4-5-6-7</b> Minimal information, many grammar or spelling errors	<b>8-9-10-11</b> Completed with all required information, lacking detail, minor grammar or spelling errors	<b>12-13-14-15</b> Completed with all required information, details given, correct grammar and spelling	
<b>Age Appropriateness / Play Category</b> 0–15 points	<b>0–1–2–3</b> Not age appropriate or does not address play category	<b>4-5-6-7</b> Limited age appropriateness or application to play category	<b>8-9-10-11</b> Generally age-appropriate and addresses the selected play category	<b>12-13-14-15</b> Toy is age-appropriate and correctly addresses the selected play category	
<b>Design and Construction</b> 0-10 points	<b>0–1–2</b> Little creativity shown, does not stimulate play, is not appealing, and is poorly made	<b>3–4–5</b> Inconsistent in efforts of creativity, play, appeal, and construction	<b>6–7–8</b> Generally creative, stimulates play, appealing, well-made	<b>9–10</b> Used a variety of materials, is creative, stimulates play, visually appealing, and well-made/durable	
<b>Knowledge of Child Development</b> 0–10 points	<b>0–1–2</b> None shared or information shared was incorrect	<b>3–4–5</b> Minimal knowledge shared during presentation	<b>6–7–8</b> Knowledge of child development is evident and shared at times in the presentation	<b>9–10</b> Knowledge of child development is evident and incorporated throughout the presentation	
<b>Safety, Sanitation Storage</b> 0–10 points	<b>0–1–2</b> Toy does not meet safety, sanitation, or storage needs for selected age group	<b>3–4–5</b> Toy needs multiple changes to meet safety standards, be easy to clean/sanitize, and store	<b>6–7–8</b> With minor changes, toy would pose no known safety hazard, be easy to clean/sanitize, and store	<b>9–10</b> Toy poses no known safety hazards, is easy to clean/sanitize, and store	
<b>Appeal of Toy to Children or Adults</b> 0–5 points	<b>0</b> Toy is not appealing	<b>1–2</b> Toy is minimally appealing	<b>3–4</b> Toy is generally appealing	<b>5</b> Toy has high appeal	
<b>Toy Demonstration</b> 0–10 points	<b>0</b> Did not demonstrate toy	<b>1-2-3-4</b> Demonstrated toy but did not point out unique features	<b>5-6-7-8</b> Toy use, safety, and unique aspects demonstrated	<b>8-9-10</b> Toy use, safety, unique aspects, and adaptive uses demonstrated	

<b>Voice</b> 0–5 points	<b>0</b> No voice qualities are used effectively	<b>1–2</b> Voice quality is adequate	<b>3–4</b> Voice quality is good, though could improve	<b>5</b> Voice quality is outstanding and pleasing to listen to	
<b>Body Language/ Clothing Choice</b> 0–5 points	<b>0</b> Body language shows nervousness and unease/ inappropriate clothing	<b>1–2</b> Body language shows minimal amount of nervousness/ appropriate conference attire	<b>3–4</b> Body language portrays participant at ease/appropriate conference attire	<b>5</b> Body language enhances the presentation/appropriate conference attire	
<b>Grammar/Word Usage/ Pronunciation</b> 0–5 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1–2</b> Some (3–5) grammatical and pronunciation errors	<b>3–4</b> Few (1–2) grammatical and pronunciation errors	<b>5</b> Presentation has no grammatical or pronunciation errors	
<b>Responses to Evaluators’ Questions</b> 0–5 points	<b>0</b> Did not answer evaluators’ questions	<b>1–2</b> Responses to questions did not indicate adequate understanding of skills needed	<b>3–4</b> Responses to questions were appropriate and reflect good understanding of skills needed	<b>5</b> Responses to questions were appropriate and reflect excellent understanding of skills needed	
<b>VERIFICATION OF SCORE</b> (please initial)				<b>TOTAL</b> (95 points possible)	
Evaluator _____	Lead Consultant _____	STAR Coordinator _____			

**Evaluator Comments:**