

Guide for Providing Feedback

Children's Praise and Talent is a skill-building process. This process is guided by skill builders (formerly known as judges) who provide children with feedback on the presentations they conduct. A Skill Building Worksheet is used for each presentation (see attached)—providing a summary of the positive attributes as well as suggestions for improvements. This process assists children in improving their presentations as they move from local to zone/area to district events.

No scores are given at any level. Skill builders identify specific goals they would like to see each child work on and achieve by the next presentation. These goals are then carried over to the next level of Praise and Talent and are the benchmarks against which the child is assessed as they move forward. The goal process then repeats setting them up for the next stage of Praise and Talent.

Role of the Skill Builder

The role of the skill builder is two-fold, encourage children to enhance their effectiveness in communication of the Christian Message as they share their gifts while challenging them to remove or correct things that detract. We accomplish this by simply identifying the positive aspects of their performance and selecting one to three specific goals they can work on to improve that performance before their next presentation.

Process for Developing Gifts

Skill builders will be provided completed forms to use for conducting their assessments at each level of Praise and Talent. The top portion of the form will be completed providing you demographic data on the child and general information regarding the type of presentation they will be making.

The local event is slightly different from the zone and district event in that you are establishing a baseline for child to improve their presentation. To create a baseline it is your job to consider the presentation overall and gauge the performance relative to the child's ability, and ways the child could be more effective in communicating the Christian message. While you may not be an expert in a given area, everyone has a general reaction which is based on what reaches you with sincerity about the persons understanding of God. It is important that a child identify things they can improve on, and understand what they are doing effectively. The key is to remember that the Praise and Talent process is simply about supporting a child in developing their gifts—not becoming the next Mozart or Leonardo DaVinci. Summarize clearly what you valued in their presentation—what was really good. Next, identify some goals for them to work on.

Each presentation must be looked at to see what is detracting from a Christian message being communicated, and what in the presentation augments what is trying to be communicated. Levels of effectiveness vary from unable to discern message, detractors to the message occurred, errors did not detract from the message, enjoyable presentation, or beautiful, flawless, inspirational presentation. Examples of some quality indicators across presentation categories follow:

Arts and Craft	<i>Painting, Drawing, Print, Sculpture, Craft, Photography, Pastels, etc.</i>
Entry must relate to a Christian message and include a 3" x5" card that communicates the title, artist name, church, grade and/or age. Child must be present to represent the entry. Artist will need to be prepared to publicly speak about the inspiration, praise and motivation for the entry. The entry is not judged on the child's oral presentation.	
<ul style="list-style-type: none"> - Overall appearance of the art or craft - organization, neatness - Use of color, lighting, arrangement and styling towards theme - Does presentation and delivery point to or detract from theme - Use of tools or craftsmanship to enhance theme - Mastery of the art or craft increases or diminishes force of presentation - Reception by the viewer or audience - Ability of the piece to communicate a Christian message/theme - Extent to which a Christian message is communicated 	

Creative Writing	<i>Poem, Short Story, Haiku, Essay, etc..</i>
Entry must relate to a Christian message and communicate title and author on the cover page. The writer will need to be prepared to publicly speak about the inspiration, praise and motivation for the entry. The entry is not judged on the child's oral presentation.	
<ul style="list-style-type: none"> - Overall presentation is neat and easy to read - Ability of the piece to communicate Christian message/theme - Extent of illustrations - Level of organization and development of ideas - Use of spelling, grammar, sentence structure, style, & accuracy - Overall feel of the piece - Force of the presentation - Reception by the viewer or audience - Extent to which a Christian message is communicated 	

Oral Communication	<i>Speech, Rap, Oration, Scripture, etc..</i>
Entry must relate to a Christian message, can be memorized or original and limited to five minutes.	
<ul style="list-style-type: none"> - Overall presentation is clear and easy to understand <ul style="list-style-type: none"> - Ability of the presenter to communicate a Christian message/theme - Use of variety, emphasis, and vocal inflection to hold audience - Smoothness, rhythm, clarity of logic, opening and closing - Mechanics of presentation including props and gestures - Memorization and smooth flow to oration - Force of the presentation - Reception by the audience - Extent to which a Christian message is communicated 	

Visual Communication	<i>Puppets, Media, Drama, Worship Dance, Pantomime, Sign, etc..</i>
Entry must relate to a Christian message, be memorized and limited to five minutes.	
<ul style="list-style-type: none"> - Overall presentation is neat and easy to understand - Ability to communicate a Christian message/theme - Set and presenters are appropriately costumed and poised - Use of variety, emphasis, etc to communicate thought - Smoothness, rhythm, and flow of presentation - Mechanics of presentation including props - Body language including gestures and movement - Force of the presentation and reception by the audience - Extent to which a Christian message is communicated 	

Music - Vocal	<i>Solo, Duet, Ensemble, Choir, etc...</i>
Entry must relate to a Christian message, be memorized, limited to five minutes and accompaniment tracks must have limited vocal back-up—the child’s voice must be predominant.	
<ul style="list-style-type: none"> - Stage presence, confidence and general appearance - Ability to communicate a Christian message/theme - Use of dynamics, tempo, phrasing, and volume - Use of vocal control, harmony, tone, pitch, volume, balance, etc - Use of variety, emphasis, etc to communicate thought - Smoothness, rhythm, and flow of presentation - Body language including gestures and movement - Force of the presentation and reception by the audience - Extent to which a Christian message is communicated 	

Music - Instrumental	<i>Solo, Ensemble</i>
Entry must relate to a Christian message and be limited to five minutes.	
<ul style="list-style-type: none"> - Stage presence, confidence and general appearance - Ability to communicate a Christian message/theme - Use of dynamics, tempo, phrasing, and volume - Use of instrument control, tone, pitch, volume, balance, etc - Use of variety, emphasis, etc to communicate message - Smoothness, rhythm, and flow of presentation - Body language including gestures and movement - Force of the presentation and reception by the audience - Extent to which a Christian message is communicated 	

Delivering Feedback

It goes without saying that a spoonful of sugar helps the medicine go down. Always start feedback by letting the child know exactly what you valued and appreciated in the presentation. Focus on some of the indicators provided above but don't stop there— create your own insights about how the presentation made you feel and what it communicated to you. Pay attention to the child presenting and complete your Skill Building Worksheet when they are finished. Fill in the date of the event you are assessing and write some quick bullets of features you enjoyed. Next move on to the next section and frame some basic goals that you feel would enhance the child's gift.

For example, if a child sang a vocal selection and musically it was perfect but from a communication perspective they never engaged the audience or made eye contact—you just found your goal areas. A few sample goals might be:

- 1. Make eye contact with at least ten different people in the audience when you are singing.*
- 2. Smile at least ten times during your presentation when you make eye contact with someone.*
- 3. Come up with at least five hand motions to use during your performance that emphasize the words you are singing.*

Always sign your name on the worksheet and take the extra effort after the performance to try and have individual contact with that child. If you weren't able to give specific examples of what you meant for each goal then try and give it to them in person. For example, try to remember at least one word or line from their song and a hand motion they could try out. Children are parrots and if they can touch it and see it they will be more than likely to do it. Make sure before turning in your Skill Building Worksheet that you dated the event and have provided both positive feedback and created some goals. Make sure to sign it and also to check the box that corresponds as to whether or not you are recommending the child to go on to the next level.

As a child proceeds from local to zone competition, skill builders at the zone level will measure the child's improvement against the goals the skill builder established at the local level. It is critical that when forming goals that they are easily measured at the next level so keep them measurable— specify what it is the child should do, demonstrate, or number of times they should do it so the next skill builder can measure it. The skill builder at the next level will assess performance toward those goals, write their positive feedback and praise for goals attained and also establish a new set of goals for the next. This process repeats until the child has completed the district level. Even at the district event though skills builders are encourage to establish at least one goal the child should work on as they consider participating again the next year.

Based on achievements of goals at each level, children will be recognized for their accomplishment at the district event. The skill builder will develop one final recommendation and that is whether the child will receive a "gold", "silver" or "bronze" medal. The criteria for each are outlined below:

- **Gold:** The child has presented at the local, zone and district level and made significant achievement on each of the goals identified at each level.
- **Silver:** The child has presented at the local, zone and district level and shown some improvement in each of the goal areas identified at each level.
- **Bronze:** The child has presented at the local, zone and district level and shown improvement in at least 50% of the goal areas identified at each level.

All children will receive a certification of participation.

The District Event Director(s) will also have opportunity to recommend a few children who have demonstrated an inspirational presentation of the Christian message for a subsequent performance representing the Children's Praise and Talent event at an additional function such as at Family Camp.

REGISTRATION FORM AND SKILL BUILDING WORKSHEET

Child / Group Name: _____ Age: _____ Grade: _____

Local Church: _____ Group Supplemental List Enclosed _____

Title of Entry: _____

Type (check one):

- | | | | | |
|------------------|--------------------------------------|---|--|--|
| Art & Craft | <input type="checkbox"/> Painting | <input type="checkbox"/> Drawing | <input type="checkbox"/> Print | <input type="checkbox"/> Photography |
| | <input type="checkbox"/> Sculpture | <input type="checkbox"/> Craft | <input type="checkbox"/> Other: _____ | |
| Creative Writing | <input type="checkbox"/> Poem | <input type="checkbox"/> Essay | <input type="checkbox"/> Haiku | <input type="checkbox"/> Short Story |
| | <input type="checkbox"/> Other _____ | | | |
| Music Vocal | <input type="checkbox"/> Solo | <input type="checkbox"/> Ensemble (2-4) | <input type="checkbox"/> Choir (5 or more) | |
| Keyboard | <input type="checkbox"/> Solo | <input type="checkbox"/> Ensemble | Specify: _____ | |
| Instrumental | <input type="checkbox"/> Solo | <input type="checkbox"/> Ensemble | Instrument(s): _____ | |
| Visual Comm. | <input type="checkbox"/> Puppets | <input type="checkbox"/> Drama | <input type="checkbox"/> Pantomime | <input type="checkbox"/> Worship Dance |
| | <input type="checkbox"/> Media | <input type="checkbox"/> Sign | <input type="checkbox"/> Other: _____ | |
| Oral Comm. | <input type="checkbox"/> Speech | <input type="checkbox"/> Rap | <input type="checkbox"/> Scripture | <input type="checkbox"/> Oration |

Local Coordinator Name: _____

Zone/Area Coordinator Name: _____

LOCAL EVENT / DATE: _____	
<i>General impressions of the child's presentation/performance.</i>	<i>Specific goals or suggestions for the child to improve their presentation / performance.</i>
<ul style="list-style-type: none"> ● <i>Recommend the child present at the secondary (regional) event</i> ● <i>Recommend the child identify an alternative presentation</i> 	
<i>Skill Builder Names Providing Feedback</i>	

SECONDARY (Zone/Area) EVENT / DATE: _____	
<i>Assessment of the child's progress in achieving their goals from the local presentation/performance.</i>	<i>Specific goals or suggestions for the child to improve their presentation / performance.</i>
<i>Specific skill building activities the child engaged in:</i>	
<ul style="list-style-type: none"> • <i>Recommend the child present at the district event</i> 	
<i>Skill Builder Names Providing Feedback</i>	

DISTRICT EVENT / DATE: _____	
<i>Assessment of the child's progress in achieving their goals from the regional presentation/performance.</i>	<i>Specific goals or suggestions for the child to improve their presentation / performance long term.</i>
<i>Recommend the following award: • Gold • Silver • Bronze • Family Camp</i>	
<i>Skill Builder Names Providing Feedback</i>	