

Early Childhood

Early Childhood, an *individual event*, recognizes participants who demonstrate their ability to use knowledge and skills gained from their enrollment in an *occupational* early childhood program. Participants must prepare a **portfolio** and a **resource container**. On site, participants must plan and present to evaluators an activity related to the theme in **response to a case study** provided during the event and an **oral presentation** describing the activity.

Career Cluster/Career Pathway

Education and Training— Teaching/Training Pathway

This diverse Career Cluster prepares learners for careers in planning, managing and providing education and training services and related learning support systems.

Connection to National Standards for Family and Consumer Sciences

4.0 Education and Early Childhood

Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in education, and services.

Content Standards/Competencies

4.3 Demonstrate integration of curriculum and instruction to meet children’s developmental needs and interests.

4.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of children.

EVENT CATEGORIES

Occupational: grades 10-12

See the section on event categories for more information.

ELIGIBILITY

1. Chapters may submit one entry in this event.
2. Participation is open to any nationally affiliated FCCLA *occupational* chapter member.
3. Participant must be or have been enrolled in an *occupational* early childhood education and services program (coursework for high school credit that concentrates in-class learning and/or on-the-job training in preparation for paid

employment). Students enrolled in general courses in Family and Consumer Sciences or *comprehensive* child development courses are not eligible.

4. The Early Childhood project must be developed and completed within a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference.
5. The Early Childhood project must be planned and prepared by the participant(s) only. Supporting resources are acceptable as long as participants are coordinating their use and resources are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non-participant work.

PROCEDURES & TIME REQUIREMENTS

1. Each participant will submit a *portfolio* to the **Event Chairperson at orientation** and inform evaluators of their chosen age category (possible age categories of 2- 3,4- 5, or 6-8 years old).
2. Event Chairperson will check the resource container and give the case study to the participant to plan for the activity.
3. Event Chairpersons and evaluators will have 30 minutes to preview the *portfolio* while the participant plans their activity using materials from their resource container.
4. The presentation of the activity **may be up to** 15 minutes in length but must be at least 10 minutes. A one-minute warning will be given at 14

minutes. The participant will be stopped at 15 minutes.

5. Following the presentation, evaluators will have 5 minutes to interview the participant.
6. Evaluators will use the rubric to score and write comments for each participant. Then, evaluators will meet with each other to discuss participant's strengths and suggestions for improvement.
7. The total time required for this event is approximately one hour.

GENERAL INFORMATION

1. The theme will be emailed to all the advisors of registered participants.
2. A table will be provided.
3. Words in *italics* are defined in the glossary.
4. **Allowable Presentation Elements:**
Costumes/Uniforms, Easel(s), Props/Pointers, Visuals.
Not Allowed: *Audio, File Folder, Skits..*

Early Childhood Specifications

Portfolio

The *portfolio* is a collection of materials used to document and illustrate the student's work in Early Childhood. **Materials must be contained in an FCCLA STAR Events binder/notebook obtained from the national FCCLA emblematic supplier.** A decorative and/or informative cover may be included. All materials, including the *divider pages* and tabs, must fit within the cover. **The binder/notebook must contain no more than 33 pages: 1 project identification page, 1 table of contents page, 1 planning process summary page, 0-5 divider pages, and up to 25 content pages.** *Divider pages* may be tabbed and may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers; they must not include any other content. All pages must be one-sided only. All pages except *divider pages* must be 8 1/2" x 11". **The portfolio will be turned in to the Event Chairperson at orientation.**

<i>Project Identification Page</i>	One 8 1/2" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant's name, chapter name, school, city, state, FCCLA national region, age category, and project title.
FCCLA <i>Planning Process Summary Page</i>	One 8 1/2" x 11" summary page of how each step of the <i>planning process</i> was used to plan and implement the project; use of the <i>planning process</i> may also be described in the oral presentation.
Documentation of Experience/ Occupational Coursework	Document evidence of units, courses, volunteer, and/or paid positions related to Early Childhood.
Lesson Plans	Include 3-5 example lesson plans exhibiting a variety of Early Childhood concepts (e.g., science, math, music, art).
Evidence of Skills	Show evidence of actual implementation of a lesson plan(s) included in portfolio (i.e. pictures, classroom teacher evaluation, samples of hands-on activities, handouts, etc.).
Evidence of Developmental Knowledge	Show evidence of knowledge of age-appropriate activities based on developmental stages, ages 2-3,4-5, or 6-8 years (i.e. chart, listing, diagram, essay developed by the participant).

Resource Container

The Resource Container is a sturdy container with a lid that holds resource materials and supplies assembled by the participant for use in planning and presenting the learning activity. All materials must fit into the closed container. The container and lid must be no larger than 17 1/2" wide x 14 1/2" deep x 11 1/2" high. A decorative and/or informative cover may be included. **Materials and supplies may include, but are not limited to, any of the following: crayons, colored paper, scissors, markers, craft sticks, stapler, pencil, felt, hole punch, cellophane tape, masking tape, other tape, socks, songs, straws, glue stick, paste, yarn, story books, picture books, resource books, and student-made items related to the theme, etc.** Types and quantities of materials are determined by the participant and are limited only by the size of the container.

Resource Container	Assemble resources and supplies in a container. The container with lid should be no larger than 17 1/2" wide x 14 1/2" deep x 11 1/2" high.
--------------------	---

Activity Plan and Preparation

Early Childhood 3

On site, the participant will be given a case study (type of activity, number of children, setting) and an activity topic related to the year's theme for the age category that they have selected (possible age categories: of 2-3,4-5, or 6-8 years old). Activity plan topics may include, but are not limited to, general areas such as physical activity, science, and reading readiness. Participants must complete a written activity plan and adaptations required by the case study for their presentation using the blank form provided. Only the materials and supplies in the participant's resource container may be used to complete the activity plan.

Activity Plan	Include objective, materials, setup, activities, and expected outcome. Submit one copy.
Selection of Activity! Activities	Choose age-appropriate activities for early childhood activity plan.
Use of Resource Materials. and Supplies	Use creativity, safety, and variety in completing activity plan
Introduction	Express objectives, instructions, and directions with clarity.
Activity	Present activity with organization; focus on content, accuracy of information, age-level appropriateness, sequence of events/activities, pace, and transitions.
Wrap-up	Reinforce lesson objective with appropriate summary.

Presentation Skills

The oral presentation of the activity plan **may be up to** 15 minutes in length but must be at least 10 minutes and is delivered to evaluators.

Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of supplies and materials.
Grammar/Word Usage/Pronunciation	Use proper grammar and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding lesson plan and <i>portfolio</i> . Questions are asked after the presentation.

STAR Events Point Summary Form Early Childhood

Category (circle one): Junior Senior Occupational

Participant's Name(s): _____

Participant(s) Number: _____

Directions:

1. Make sure all information at 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. Before student presentation, Event Chairperson must check participants' *portfolio* using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of 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 rubrics and paper clip all items related to the presentation together. Please do **not** staple.

ROOM CONSULTANT CHECK			POINTS
Registration 0-5 points	0 Did not attend/incomplete team attendance	5 The individual or ALL participating members of the team attended	
Portfolio 0-1 point	0 Binder is not the official FCCLA binder and/or materials do not fit within the binder	1 Binder is the official FCCLA binder and materials fit within the binder	
Portfolio Pages 0-1 point	0 Portfolio exceeds the page limit or is missing one or more places of required information	1 Portfolio contains no more than 35 single-sided pages including: • 1 project ID page • 1 table of contents page • 1 Planning Process summary page • Up to 5 divider pages • Up to 25 content pages	
Project Identification Page 0-2 points	0 Project ID page is missing	1 Project ID page is present but includes incorrect information	2 Project ID page is present and completed correctly
Punctuality 0-1 point	0 Participant was late for presentation	1 Participant was on time for presentation	

Evaluators' Scores

Evaluator 1 _____ Initials _____

Evaluator 2 _____ Initials _____

Evaluator 3 _____ Initials _____

Total Score _____ divided by number of evaluators

= **AVERAGE EVALUATOR SCORE**

Event Chairperson Total _____

(10 points possible)

Average Evaluator Score _____

(90 points possible)

Final Score _____

(Average Evaluator Score plus Room 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) Eval. 1 _____ Eval. 2 _____ Eval. 3 _____ Chair _____

Early Childhood Event-Activity Planning Form

Name of Participant _____ Age of Children _____

Type of Activity _____

Name of Activity _____

1. **Learning Goal or Objective for the Activity:** What knowledge or skills will this activity help children know and be able to do?

2. **Rationale:** Why is this knowledge or skill important for children to know and be able to do at this age?

3. Setting: Briefly describe the location, furniture, and large equipment needed to carry out the activity with the children.	4. Supplies: What supplies and resources will you use to prepare for and carry out the activity with the children?
--	---

5. **Activity:** Describe in detail the activity you plan to do with these children.

6. **Applications:** How will you modify or adapt your plan to accommodate the classroom situation – a situation where there are multiple ages in one classroom/special needs students.

7. **Evaluation:** How will you evaluate the children's achievement of the goal or objective?

If additional space is needed, paper will be provided. Use the numbers above to label corresponding responses. Do not rewrite the questions.