



# UI CALS Days – FCS Track

## Creating an Early Childhood Experience

**Creating an Early Childhood Experience**, an *individual event*, recognizes participants who demonstrate their ability to use knowledge and skills gained from their enrollment in a Family and Consumer Sciences education 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.

**2021 Theme:** “Fall/Nature”

**EVENT GRADE LEVEL :** grades 9–12

### GENERAL INFORMATION

1. Participants are students who are currently or have been enrolled in a Family and Consumer Sciences program.
2. This is a skill development contest sponsored by the School of Family and Consumer Sciences, University of Idaho. Participants will draw on their family and consumer sciences experiences.
3. This contest is reflective of the FCCLA Early Childhood Education STAR Event, but has been adapted to meet the CALS Days experience.

GENERAL INFORMATION								
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for In-Person Competition	Competition Dress Code	Competition Participant Set Up / Prep Time	Competition Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Competition Total Event Time
1	Portfolio, Resource Container	Table – yes Electrical Access – no Wall Space – no Supplies - no	Official dress -or- Professional dress	20 minutes planning	20 minutes prior to presentation	<b>In-person:</b> 1-min. warning at 9 min.; stopped at 10 min.	5 minutes	40 minutes

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

\* Visuals are limited to the content of the resource container.

# CREATING AN EARLY CHILDHOOD EXPERIENCE

## Procedures and Time Requirements for In-Person Competition

Each participant will submit a portfolio (hardcopy) to the event at the designated participation time and inform evaluators of their chosen age category (possible age categories of 2–3 or 4–5years old).	
Event chair will check the resource container and give the case study to the participant to plan for the activity.	
20 minutes	Event chair and evaluators will have 20 minutes to preview the portfolio while the participant plans the activity using materials from the resource container.
10 minutes	The presentation of the activity may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. The participant will be stopped at 10 minutes.
5 minutes	Following the presentation, evaluators will have 5 minutes to interview the participant.
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant.

## Specifications

### Hardcopy Portfolio

The *portfolio* is a collection of materials used to document and illustrate the work of the project. Materials must be contained in 1.5 inch binder. A decorative and/or informative cover may be included. All materials, including the *content divider pages*, must fit within the cover, be one-sided, and may not exceed 30 pages, as described below. Divider page tabs may extend up to 1" outside the cover. The hardcopy portfolio will be used in the oral presentation recording.

1-8 ½" x 11" page	<i>Project Identification Page</i>	<i>Plain paper</i> , with no <i>graphics</i> or decorations; must include participant's name(s), chapter name, school, city, state, and event name.
1-8 ½" x 11" page	Table of Contents	List the parts of the <i>portfolio</i> in the order in which the parts appear.
1-8 ½" x 11" page	FCCLA Planning Process Summary Page	Summarize 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.
0–4	<i>Content Divider Pages</i> or Sections	Use 0 to 4 <i>content divider/section pages</i> or slides. <i>Content divider/section pages</i> may be tabbed, may contain a title, a section name, <i>graphic</i> elements, thematic decorations, and/or page numbers. They must not include any other <i>content</i> .
Up to 30 8 ½" x 11" pages	Documentation of Experience/ <i>Occupational Coursework</i>	Document evidence of units, courses, volunteer, and/or paid positions related to Early Childhood Education.
	<i>Lesson Plans</i>	Include 3 example <i>lesson plans</i> exhibiting a variety of Early Childhood Education concepts (e.g., science, math, music, art). Sample lesson plans may use format of the participant's choice.
	Evidence of Skills	Show evidence of actual implementation of a <i>lesson plan(s)</i> included in <i>portfolio</i> (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 or 4–5 years (i.e. chart, listing, diagram essay developed by the participant).

### Activity Plan and Presentation

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 or 4–5years 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. Visuals are limited to the content of the resource container.

Activity Plan	Include learning objective, instructional strategies/rationale, setting, materials, activity, modifications, and assessment. 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 <i>content</i> , 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 10 minutes in length (11 minutes for virtual competition) and is delivered to evaluators. Participants may choose to present the activity plan as a demonstration and/or explanation of the activity plan as implemented with children.

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. Wear FCCLA official dress or professional dress.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators’ Questions	Provide clear and concise answers to evaluators’ questions regarding <i>lesson plan</i> and <i>portfolio</i> . Questions are asked after the presentation.

### Resource Container

The resource container is a sturdy container with a lid that holds resource materials and supplies assembled by the participant for planning and presenting the learning activity. All materials must fit in the closed container. The container and lid must be no larger than 17 ½” wide x 14 ½” deep x 11 ½” 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, paper, scissors, markers, craft sticks, stapler, pencil, felt, hole punch, tape, socks, songs, straws, glue, yarn, story or picture books, resource books, and student-made items related to the theme, etc. Materials may be repurposed. Types and quantities of materials are determined by the participant and are limited only by the size of the container. In-person competition participants may not access Internet resources during planning time.

Resource Container	Assemble resources and supplies in a container. The container with lid should be no larger than 17 ½” wide x 14 ½” deep x 11 ½” high.
Required	Resource container must include two age appropriate (2–3 or 4–5 years) children’s books based on the contest theme: “Fall/Nature”

# CREATING AN EARLY CHILDHOOD EXPERIENCE

## Rubric

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

School \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Grade \_\_\_\_\_

PORTFOLIO						Points
<b>Portfolio Pages</b> 0-3 points	<b>0</b> Portfolio exceeds the page limit, Resource Container exceeds the size limit, or is not in a sturdy container with a lid	<b>1</b> 2 or more errors	<b>2</b> 1 error	<b>3</b> no errors		
	Portfolio contains no more than 38 single-sided pages or 49 slides completed correctly, including: <ul style="list-style-type: none"> <li>• 1 project ID page or slide</li> <li>• 1 table of contents page or slide</li> <li>• 1 Planning Process summary page or 2 slides</li> <li>• Project Summary Submission Proof</li> <li>• Up to 4 content divider pages or slides</li> <li>• Up to 30 content pages or 40 content slides</li> </ul>					
<b>FCCLA Planning Process Summary Page</b> 0-5 points	<b>0</b> Planning Process summary not provided	<b>1</b> Inadequate steps in the Planning Process are presented	<b>2</b> All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained
<b>Documentation of Coursework</b> 0-3 points	<b>0</b> Portfolio does not have a documentation of coursework related to child development and early childhood education	<b>1</b> Portfolio shows some documentation of limited coursework and experience	<b>2</b> Portfolio shows quality documentation of an adequate amount of coursework and experience	<b>3</b> Portfolio shows quality documentation of superb coursework and experience		
<b>Lesson Plans</b> 0-8 points	<b>0</b> Lesson plans are missing	<b>1</b> Lesson plans are from one early childhood concept	<b>2</b> Lesson plans indicate an understanding of multiple childhood development concepts	<b>3</b> Lesson plans are complete, indicate knowledge of developmental ages and stages, and are age appropriate	<b>4</b> Lesson plans are complete with multiple evidence of the understanding of ages and stages and are age appropriate	
<b>Evidence of Skills</b> 0-3 points	<b>0</b> Portfolio does not have evidence of skills	<b>1</b> Portfolio has limited evidence of skills	<b>2</b> Evidence is shown through multiple varieties	<b>3</b> Evidence of skills is incredibly apparent through portfolio		
<b>Evidence of Developmental Knowledge</b> 0-3 points	<b>0</b> Portfolio does not have evidence of developmental knowledge	<b>1</b> Portfolio shows limited evidence of developmental knowledge	<b>2</b> Portfolio shows evidence of developmental knowledge but it is somewhat unclear in its format	<b>3</b> Evidence of developmental knowledge includes a chart, diagram, essay or graphic organizer to explain the concept		
ACTIVITY						
<b>Activity Planning Form: Learning Objective and Instructional Strategies/Rationale</b> 0-6 points	<b>0</b> No written plan	<b>1</b> A written plan is limited in scope	<b>2</b> Written plan has one of these explained well: an objective and rationale	<b>3</b> A written plan is evident with learning objective and rationale that is well thought out	<b>4</b>	<b>5</b> <b>6</b>
<b>Activity Planning Form: Setting, Materials, Activity</b> 0-6 points	<b>0</b> Not evident	<b>1</b> Settings, materials and activity are all explained	<b>2</b> Settings, materials and activities are well planned and detailed in description	<b>3</b> Setting, materials, and activities are well planned with creativity and appropriateness for age level	<b>4</b>	<b>5</b> <b>6</b>
<b>Activity Planning Form: Modification and Assessment</b> 0-4 points	<b>0</b> No modification or assessment methods are evident	<b>1</b> Includes some plans for modification and there are limited assessment methods listed	<b>2</b> Modification plans are complete and there is a plan for assessment with multiple methods evident	<b>3</b> Modification plans are complete and there is a plan for assessment with multiple methods evident	<b>4</b>	
<b>Introduction</b> 0-4 points	<b>0</b> Introduction is missing	<b>1</b> Introduction is limited	<b>2</b> Introduction includes one objective	<b>3</b> Introduction includes one or more objectives and limited instructions	<b>4</b> Introduction includes objectives, instructions and directions with clarity	

## Early Childhood Experience Rubric (continued)

Points

<b>ACTIVITY (continued)</b>									
Activity	0	1	2	3	4	5	6	7	8
Activity 0-8 points	Activity is limited	Activity is evident with a focus on content		Activity is evident with a focus on content with extensive sequence evident		Activity is well organized. Has appropriate content, and is age appropriate		Activity is creative, well organized, rich in content and age appropriate	
Use of Resources during Activity 0-4 points	Resources are not used during activity	Resources used to limit amount of speaking time	Resources are used minimally during activity	Resources are used effectively throughout activity	Activity is creative, well organized, rich in content and age appropriate				
Wrap Up 0-4 points	No wrap up	Limited wrap up is evident	The activity ends with a limited summary	The activity ends with an adequate summary	Activity ends with an appropriate summary as a reinforcement for the lesson				
<b>PRESENTATION SKILLS</b>									
Voice – pitch, tempo, volume 0-3 points	0 Voice qualities not used effectively	1 Voice quality is adequate		2 Voice quality is good, but could improve		3 Voice quality is outstanding and pleasing			
Body Language/ Clothing Choice 0-3 points	0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	1 Gestures, posture, mannerisms and eye contact is inconsistent/clothing is appropriate		2 Gestures, posture, mannerisms, eye contact, and clothing are appropriate		3 Gestures, posture, mannerisms, eye contact, and clothing enhance presentation			
Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than 5) grammatical and pronunciation errors	1 Some (3-5) grammatical and pronunciation errors		2 Few (1-2) grammatical and pronunciation errors		3 Presentation has no grammatical or pronunciation errors			
Responses to Evaluators' Questions 0-5 points	0 Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions but without ease or accuracy	3 Responded adequately to all questions	4 Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation			

**Evaluator's Comments – include two things done well and two opportunities for improvement:**

**TOTAL**  
(75 points possible)

Evaluator # \_\_\_\_\_

Evaluator Initial \_\_\_\_\_

Event Chair Initial \_\_\_\_\_

**EARLY CHILDHOOD EXPERIENCE**  
Activity Planning Form

<b>Topic and Type of Activity:</b>
<b>Age Level:</b>
<b>Timeframe:</b>
<b>Learning Objectives:</b> What knowledge or skills will this activity help children know and be able to do?
<b>Instructional Strategies and Rationale:</b> Why is this knowledge or skill important for children to know and be able to do at this age?
<b>Setting:</b> Briefly describe the location, furniture, and large equipment needed to carry out the activity with children.
<b>Materials:</b> What supplies and resources are needed?

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

**Modifications:** How will you modify or adapt your plan to accommodate the classroom situation – multiple ages, special needs, etc.

**Assessment:** How will you evaluate the children’s achievement of the learning objectives?

**Additional Notes:**