



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 CATEGORY

Occupational: grades 10–12

See page 30 for more information on event categories.

ELIGIBILITY

1. States may submit two entries 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). Programs which meet this requirement may be determined by the state department of education. 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 only. Supporting resources are acceptable as long as the participant is 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* (*hard-copy* or *electronic*) to the event room consultant at the designated participation time and inform evaluators of their chosen age category (possible age categories of 2–3, 4–5, or 6–8 years old).
2. Room consultant will check the resource container and give the case study to the participant to plan for the activity.
3. Room consultants and evaluators will have 20 minutes to preview the *portfolio* while the participant plans the activity using materials from the resource container.

4. 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. 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 40 minutes.

GENERAL INFORMATION

1. The theme will be posted on the FCCLA national website in May.
2. A table will be provided.
3. Spectators may not observe any portion of this event.
4. **Presentation Elements:**
Allowed: Costumes/Uniforms, Easel(s), Portfolios, Props/Pointers, Visuals (limited to the contents of the resource container).
Not Allowed: Audio, File Folder, Flip Chart(s), Manuals, Visual Equipment, Skits.

Hardcopy 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 the official FCCLA STAR Events binder/notebook obtained from the FCCLA national 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 8½" x 11". The *portfolio* will be turned in to the room consultant at the designated participation time.

Electronic Portfolio

An *electronic portfolio* may be either in PowerPoint format or an *electronic document* that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* may be no more than 33 pages or 43 slides, because slides have less content than document pages. 1 *Project Identification page*, 1 Table of Contents, and up to 25 *content pages* or 35 content slides including the documents listed below. *Divider* or section slides may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers. The *electronic portfolio* and the hardware (method) to view it (i.e. *equipment, files, projectors, screens, laptops*) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the technology used to show the evaluators the project. Once an *electronic portfolio* is turned in to the evaluators, participants may not switch to a *hardcopy portfolio*.

<i>Project Identification Page</i>	One slide or one 8½" x 11" summary 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</i> Summary Page	Two slides or one 8½" 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/ <i>Occupational Coursework</i>	Document evidence of units, courses, volunteer, and/or paid positions related to Early Childhood
<i>Lesson Plans</i>	Include 3–5 example <i>lesson plans</i> 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 <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, 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 17½" wide x 14½" deep x 11½" 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 17½" wide x 14½" deep x 11½" high.
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Early Childhood Specifications (continued)

Activity Plan and Presentation

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 goal/objective, rational setting, supplies, 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 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. Wear appropriate clothing for the nature of the presentation
Grammar/Word Usage/Pronunciation	Use proper grammar, word usage, 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



EARLY CHILDHOOD

Name of Participant _____

State _____ Team # _____ Group # _____ Category _____

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, the room consultants 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.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration 0 or 5 points	0 Did not attend	5 The individual attended	
Hardcopy Portfolio 0–1 points	0 Binder is not the official FCCLA binder	1 Binder is the official FCCLA binder	
Electronic Portfolio 0–1 points	0 Electronic Portfolio not in viewable format to the evaluators	1 Electronic Portfolio in viewable format to the evaluators	
Portfolio Pages 0–1 points	<p style="text-align: center;">0</p> Portfolio exceeds the page limit/not all required pages are present or completed correctly		
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 points	<p style="text-align: center;">0</p> 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**

ROOM CONSULTANT 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)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Adult Room Consultant _____ Event Lead Consultant _____

EARLY CHILDHOOD Rubric

Name of Participant(s) _____

State _____ Team # _____ Group # _____ Category _____

PORTFOLIO							Points
FCCLA Planning Process Summary Page 0–5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Documentation of Coursework 0–4 points	0 Portfolio does not have a documentation of coursework that is in the pathway, career cluster or occupation for Early Childhood	1 Portfolio shows some documentation of limited coursework and experience	2 Portfolio shows quality documentation of an adequate amount of coursework and experience	3 Portfolio shows quality documentation of superb coursework and experience	4 Portfolio shows excellent documentation of superb coursework and experience		
Lesson Plans 0–10 points	0 Lesson plans are missing	1–2 Lesson plans are from one early childhood concept	3–4 Lesson plans indicate an understanding of multiple childhood development concepts	5–6 Lesson plans are complete, indicate knowledge of developmental ages, and stages and are age appropriate	7–8 Lesson plans are complete with multiple evidence of the understanding of ages and stages and are age appropriate	9–10 Innovative, interesting and creative lesson plans show a depth of understanding and an application of developmental stages and are age appropriate	
Evidence of Skills 0–4 points	0 Portfolio does not have evidence of skills	1 Portfolio has limited evidence of skills	2 Evidence is shown through multiple varieties	3 Evidence of skills is incredibly apparent through portfolio	4 Portfolio has high quality evidence of superb skills		
Evidence of Developmental Knowledge 0–4 points	0 Portfolio does not have evidence of developmental knowledge	1 Portfolio shows limited evidence of developmental knowledge	2 Portfolio shows evidence of developmental knowledge but it is somewhat unclear in its format	3 Evidence of developmental knowledge includes a chart, diagram, essay or graphic organizer to explain the concept	4 Portfolio indicates an exceptional level of developmental knowledge in a clear and organized format		
ACTIVITY							
<i>Activity Planning Form:</i> Goal or Objective Rationale 0–8 points	0 No written plan	1–2 A written plan is limited in scope	3–4 Written plan has one of these explained well: an objective/goal and rationale	5–6 A written plan is evident with an objective/goal, rationale that is well thought out	7–8 Objectives/goal and rationale are well written and thought out. Outcomes are measurable		
<i>Activity Planning Form:</i> Setting, Supplies, Activity 0–8 points	0 Not evident	1–2 Settings, supplies and activity are all explained	3–4 Settings, supplies and activities are well planned and detailed in description	5–6 Setting, supplies, and activities are well planned with creativity and appropriateness for age level	7–8 Setting, supplies and activities have a variety of materials used. Resources are creative, safe, are appropriate for the activity. Materials may be recycled, or are environmentally friendly		
<i>Activity Planning Form:</i> Applications and Evaluation 0–8 points	0 No applications or evaluation methods are evident	1–2 Application includes some plans for modification and there are limited evaluation methods listed	3–4 Application plans are complete and there is a plan for evaluation with multiple methods evident	5–6 Application and evaluation methods both indicate an understanding of adaptation, accommodations, and revision	7–8 Application plans are creative and thoughtful. The activity includes physical activity, science reading readiness or preparation which exceed case study requirements. There are multiple evaluation strategies		

Early Childhood Rubric (continued)

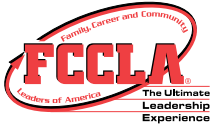
ACTIVITY (CONTINUED)							Points
Introduction 0–5 points	0 Introduction is missing	1 Introduction is limited	2 Introduction includes one objective	3 Introduction includes one or more objective and limited instructions	4 Introduction includes objectives, instructions and directions with clarity	5 Introduction includes objectives, instructions and directions with clarity. Makes the activity seem fun and would engage children in learning	
Activity 0–10 points	0 Activity is limited, short or incomplete	1–2 Activity is evident with a focus on content	3–4 Activity is evident with a focus on content with extensive sequence evident	5–6 Activity is well organized, has appropriate content, and is age appropriate	7–8 Activity is creative, well organized, rich in content and age appropriate	9–10 Activity is well organized, has rich content, is accurate, age level appropriate, has a sequence of activity, an appropriate pace and includes transitions	
Use of Resources during Activity 0–5 points	0 Resources are not used during activity	1 Resources used to limit amount of speaking time	2 Resources are used minimally during activity	3 Resources are incorporated throughout activity	4 Resources are used effectively throughout activity	5 Activity moves seamlessly and effectively between teaching time and hands on time	
Wrap Up 0–5 points	0 No wrap up	1 Limited wrap up is evident	2 The activity ends with a limited summary	3 The activity ends with an adequate summary	4 Activity ends with an appropriate summary as a reinforcement for the lesson	5 Activity ends with an appropriate summary as a reinforcement for the lesson and it is clear what the lesson intended to accomplish	
PRESENTATION SKILLS							
Voice—pitch, tempo, volume 0–3 points	0 No voice qualities are used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing to listen to			
Body Language/Clothing Choice 0–3 points	0 Body language shows nervousness and unease/inappropriate clothing	1 Body language shows minimal amount of nervousness/clothing is appropriate	2 Body language is good and clothing is professional	3 Body language and clothing choice both enhance the 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:

TOTAL
(90 points possible)

Evaluator Initial _____

Room Consultant Initial _____



EARLY CHILDHOOD Activity Planning Form



EARLY CHILDHOOD

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?
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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.