

Early Childhood Team Event

Early Childhood Team, a team event, recognizes participants enrolled in occupational early childhood programs who demonstrate their ability to work as a team to plan developmentally appropriate learning experiences for preschool children. On site, teams of participants must develop a schedule for a preschool, plan appropriate learning experiences based on a given theme and explain those experiences to evaluators during an oral presentation. Team participants must also respond to four case studies relating to daily routines, health and safety, managing behavior and parent communication.

CAREER CLUSTER/CAREER PATHWAY

Education and Training

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 service

Content Standards/Competencies

4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interest

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

4.3.4 Demonstrate a variety of teaching methods to meet individual needs of children

Event Category:

Occupational: grades 10-12

ELIGIBILITY:

1. Chapters may submit one entry in this event.
2. Teams should be made of up to four members from the same chapter.
3. Participants 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.

PROCEDURES & TIME REQUIREMENTS

1. Teams will report to designated preparation room at the specified time with up to four preschool curriculum books of their choice and one preschool content standards book. Books will be checked by room consultant and may not include any pre-designed schedules or lesson plans.
2. The following materials will be provided in the preparation room: 5-7 pieces of children's literature relating to the theme, poster-sized blank paper for graphic organizer and schedule, file cards, note paper and markers.
3. Upon entry into prep room, teams will receive the topic theme. Team members will have 45 minutes to develop a *theme-based graphic organizer*, plan a *block plan/schedule*, choose activities and designate responsibilities.
4. Presentation of the preschool theme-based *graphic organizer* and *block plan/schedule* may be up to 20 minutes. A warning will be given at 19 minutes. The presentation will be stopped at 20 minutes. Following the presentation, evaluators will have 5 minutes to interview the participant.
5. Following the interview section, teams will be presented with case scenarios. Teams will be given 10 minutes to respond to case studies scenarios. A warning will be given at 9 minutes and preparation time will cease at 10 minutes. Teams will present case study responses within a 10 minute time frame.
6. Evaluators will use the rubric to score and write comments for each team. Then, evaluators will meet with teams to discuss strengths and suggestions for improvement.
7. The total time for this event is 90 minutes.

GENERAL INFORMATION:

1. Teams should dress in professional clothing or uniform.
2. Children's literature related to the theme, large post-it paper and markers will be provided.
3. Teams will display block plan/schedule and graphic organizer for evaluators to view.

August 2010

4. Spectators may not observe any portion of this event.
5. Allowable Presentation Elements: Allowed: Uniforms, Easel, and Curriculum Books. Not allowed: Audio, Skits.

EARLY CHILDHOOD TEAM Specifications

File Folder

Participants will submit one letter-size *file folder* containing three identical sets, with each set stapled separately, of the items listed below to the event room consultant at the designated participation time. The *file folder* must be labeled in the top left corner with the name of event, category, state and FCCLA Ohio region.

Project Identification Page	One 8 ½" x 11" page on <i>plain paper</i> , which must include the participants' names, chapter name, school, city, state and FCCLA national region.
Resource Bibliography	Use an organized, consistent format to cite all resource books in alphabetical order. MLA format required.

Curriculum Development, Preschool Schedule and Assigned Duties

Team members may bring up to four curriculum books and one preschool content standards book into the planning room. No other materials may be brought into the room. Upon entry into the preparation room, teams will be presented with a theme. Team members have up to 45 minutes to plan the curriculum and schedule for one 2 ½ hour preschool day for children 3-5 years of age.

Graphic Organizer: Team members will develop and draw a graphic organizer on the large post-it paper provided. Each of the following core curriculum areas: English/Language Arts, Science, Social Studies and Math along with theme-based developmentally appropriate learning experiences that integrate the core curriculum areas must be clearly indicated on the graphic organizer.

Block Plan/Schedule: Team members will be provided with large post-it paper. Using the graphic organizer as a guide, team members will develop a 2 ½ hour block plan/schedule for a preschool day on the post-it paper. The block plan/schedule must include: time increments, daily routines, learning activities from the graphic organizer and designated individual team member assignments.

Graphic Organizer	Prepare a graphic organizer that indicates each four core curriculum areas: English/Language Arts, Science, Social Studies and Math. Design the graphic organizer to demonstrate how developmentally learning experiences will integrate the four core content standard areas. Learning experiences may include, but are not limited to,: art, music, large and small motor, drama, nutrition, blocks, literature, writing and sensory experiences.
Block Plan/Schedule	Include times, daily routines, opportunities for large and small group activities, for quiet and active play, learning activities names or titles and designation of each group member's responsibilities.
Designation of Assignments	Develop an effective schedule that balances assignments between group members to assure each child's health and safety.
Learning Activities	Incorporate a minimum ten learning experiences that integrate the core content standards. Indicate how the content standards will be addressed within the learning experiences. Articulate strategies to meet the needs of differing learners.
Assessment	Articulate how each core content area will be assessed.

Presentation

Participants will post graphic organizer and block/plan schedule to be seen by evaluators. Participants will introduce themselves and present file folder to evaluators. Participants may bring children's literature into the evaluation room for presentation.

Organization and Delivery	Deliver an oral presentation to explain how the curriculum was developed by integrating theme-related learning activities with preschool core content standards.
Knowledge	Describe how the activities will be implemented, who will be responsible for each activity and how activities are developmentally appropriate and address the needs of diverse learners.
Voice	Speak clearly with appropriate pitch, tempo and volume.
Body Language/Appearance	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used.
Grammar/Word Usage/Pronunciation	Use proper grammar and pronunciation.
Responses to Evaluators	Provide clear and concise answers to evaluators' questions regarding project.

Case Studies

Participants will be presented with four written case studies to evaluate their understanding of early childhood practices. The case studies will relate to the following subject areas: daily routines, behavior management, parent communication and health and safety. Participants will be given the case studies after presentation of graphic organizer and block plan/schedule. Participants will have 10 minutes to prepare a response. Responses of all case studies may not exceed 10 minutes. No pre-written materials are allowed, but blank note cards will be provided.

Daily Routines	Respond by demonstrate procedures and strategies to meet both the needs of the class and the individual child.
Behavior Management	Respond by demonstrating how positive interactions with a child or children will develop pro-social behaviors.
Parent Communication	Respond by demonstrating communication strategies that support collaboration with families.
Health and Safety	Respond by demonstrating knowledge of child care licensing laws.