



Child Services Lesson Plan-State Event Only

Child Services Lesson, an *individual or team event*, recognizes participants who are or have been enrolled in a comprehensive or occupational Family and Consumer Science course or program, and who plan, prepare and present a complete lesson appropriate for a child care setting.

EVENT CATEGORY

Junior: through grade 9

Senior: grades 10-12

Occupational: grades 10-12

CAREER CLUSTERS

- Human Services
- Education and Training

PROCEDURES & TIME REQUIREMENTS

1. Each participant will submit the lesson plan materials to the event room consultant at the designated participation time.
2. Room consultants and evaluators will have up to 10 minutes to review the materials while the participant is preparing to set-up.
3. The lesson plan, samples of equipment, materials or supplies used during the activity or completed examples of the activity are permitted to be used as a visual during the oral presentation.
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, the evaluators will have 5 minutes to interview the participant.
6. Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant.
7. The total time for this event is approximately 30 minutes.

ELIBILITY & GENERAL INFORMATION

1. Spectators are not allowed to observe this event.
2. Participants must be or have been enrolled in coursework that is comprehensive or occupational that concentrates on programs of study in human services or education and training.
3. A table will be provided. Participants must bring all other necessary supplies and/or equipment. Wall space will not be available. Access to electrical outlets will not be provided.

Child Services Lesson-State Event Only Specifications

File Folder

A letter-size folder 8 ½" x 11" with one fold on the lower horizontal edge and open on the other 3 sides; may have a tab on the top or may be straight cut. Within the file folder, each set of materials should be stapled separately. Each file folder may be any color. Required labeling for STAR events competition does not have to be printed on an adhesive label.

At the time and in the room designated, participant(s) will submit to the room consultant, a letter-size file folder that contains three identical sets, each stapled, of the plan. The file folder must be labeled in the top corner with event name, participant(s) name, chapter and school name, and city. The plan must follow the format of the ***Child Services Lesson Planning Form***.

Identify a Concern or Rationale	Indicate for whom the activity is designed and describe audience characteristics, special needs and/or interests considered in the selection of this activity.
Activity and Area(s) of Focus	Describe the activity and define area(s) of focus (art, science, music, safety, fine motor, large motor, mathematics, language, wellness/nutrition, community awareness, outdoor education or other).
Planning Process	Describe what is to be accomplished through this activity.
Plan Development	Using the prescribed format, develop an age-appropriate lesson which will be presented to an audience of at least five (5) children.
Evaluation	Present methods of evaluating plan; include strengths and areas of improvement.
Appearance	Lesson plan must be neat, legible, and use correct grammar and spelling.

Oral Presentation

The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation should be professional in nature and the participant(s) should be dressed appropriately for the setting or facility and the activity identified in the lesson plan. During the presentation, the participant(s) explains the plan utilizing the planning process, shows examples of the materials, supplies and/or equipment used during the lesson, samples of the finished activity, and evidence that the lesson was presented to an audience of at least five (5) age-appropriate children.

Organization	Deliver oral presentation in an organized, sequential manner.
Knowledge of Subject	Demonstrate knowledge of lesson plan, rationale and content.
Supplies and Equipment	Provide samples or examples of ways in which supplies, equipment and materials were used during lesson.
Evidence of Presentation	Provide evidence that the lesson was presented to an audience of at least five (5) age-appropriate children.
Appearance	Dress neatly and in clothing appropriate to the setting or facility and the lesson.
Voice	Speak clearly with appropriate pitch, tempo and volume.
Body Language	Use appropriate body language, including gestures, posture, mannerisms, eye contact and appropriate handling of notes.
Grammar and Pronunciation	Use proper grammar and pronunciation.
Response to Evaluators' Questions	Provide clear and thoughtful answers to evaluators' questions regarding child services lesson. Questions are asked after the presentation.

Child Services Lesson Planning Form

Note: Use this structure and format when developing the lesson plan.

Title or Topic

Participant Name(s)

Ages of children for whom lesson is planned

Estimated time required for activity

Identify the area(s) of focus for the activity

Art	Fine Motor	Wellness/Nutrition
Science	Large Motor	Community Awareness
Music	Mathematics	Outdoor Education
Safety	Language	Other (specify)

Identify Concern

Lesson Plan Rationale—Why is this lesson important at the age and stage of development?

Set a Goal (Using SMART Goal)

Objective—At the end of the lesson, the child will be able to...

Form a Plan

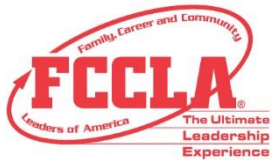
1. Identify what developmental knowledge and skills previously acquired by the child will be necessary for this lesson.
2. Create a list of supplies, equipment and/or materials that will be needed for the activity.
3. State introductory (motivational) statement.
4. Create a time schedule and task list, include the planning process you will follow in delivering the lesson.
5. Describe the information covered in the lesson.
6. Describe the challenges and problems that may be anticipated in completing the lesson.
7. Describe how lesson plan and activity will be evaluated and how goals and objectives will be measured.

Act

Carry out plan for the lesson

Follow-Up or Evaluate

On separate sheet, evaluate the lesson plan based on having presented the lesson to an audience of at least five (5) age-appropriate children.



STAR Events Point Summary Form CHILD SERVICES LESSON PLAN-State Only Event

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ 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 station 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 staple all items related to the presentation together.
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 Tabulations Center.
5. Please check with the STAR Event Coordinator or State Adviser if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration/Orientation 0 or 3 points	No 0	Yes 3	
File Folder 0-3 points	0-1 File Folder is presented with incorrect labeling and insufficient # of copies	2 File Folder presented with correct labeling but insufficient # of copies 3 File Folder is presented with correct labeling and sufficient # of copies	
Lesson Plan Format 0-3 points	0-1 Plan does not follow the structure of the Child Services Lesson Planning Form and content is incomplete	2 Plan uses structure of the Child Services Lesson Planning and includes some of the following content: <ul style="list-style-type: none"> Identify a Concern or Rationale Activity & Area(s) of Focus Planning Process-Goals & Objectives Plan Development Evaluation 3 Plan uses structure of the Child Services Lesson Planning Form and contains all content listed above	
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**
Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)

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 _____ STAR Events Coordinator _____



CHILD SERVICES LESSON PLAN-State Event Only Rubric

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Category _____

FILE FOLDER							Points
FCCLA Planning Process 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	
Child Care Lesson Planning Form 0-10 points	0 Lesson plan form is missing	1-2 Lesson plan form is incomplete	3-4 Lesson plan form indicates an understanding of multiple childhood development concepts	5-6 Lesson plan form is complete, indicates knowledge of developmental ages and stages, and are age appropriate	7-8 Lesson plan form is 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	
Activity was well described and defined 0-10 points	0 Activity does not have evidence of skills described and defined	1-2 Activity has limited evidence of skills described and defined	3-4-5 Evidence is shown through multiple varieties	6-7-8 Evidence of skills is incredibly apparent through out	9-10 Activity has high quality evidence of superb skills		
Evidence of Developmental Knowledge 0-4 points	1 Lesson has limited evidence of child development knowledge	2 Lesson shows evidence of child development knowledge	3 Lesson shows evidence of child development knowledge but it is somewhat unclear in its format	4 Evidence of child development knowledge in an organized and clear	5 Portfolio indicates an exceptional level of developmental knowledge in a clear and organized format		
ACTIVITY							
Activity Planning Form: Learning Objective and Instructional Strategies/Rationale 0-8 points	0 No written planning process	1-2 A written planning process is limited in scope	3-4 Written planning process has one of these explained well: an objective and rationale	5-6 A written planning process is evident with learning objective and rationale that is well thought out	7-8 Objective and rationale are well written and thought out. Outcomes are measurable		
Activity 0-10 points	1-2 Activity is limited	3-4 Activity is evident with a focus on content	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		
Activity Planning Form: Modification and Assessment 0-8 points	0 No modification or assessment methods are evident	1-2 Includes some plans for modification and there are limited assessment methods listed	3-4 Modification plans are complete and there is a plan for assessment with multiple methods evident	5-6 Modification and assessment methods both indicate an understanding of adaptation, accommodations, and revision	7-8 Plans are creative and thoughtful. The activity includes physical activity, science, reading readiness or preparation which exceed case study requirements, modifications, and multiple assessment strategies		
Introduction 0-5 points	0 Introduction is missing	1 Introduction is limited	2 Introduction includes one objective	3 Introduction includes one or more objectives and limited instructions	4 Introduction includes objectives, instructions and directions with clarity	5 Includes all objectives and directions	

ACTIVITY (continued)							
Activity	0	1-2	3-4	5-6	7-8	9-10	
0-10 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	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	1	2	3	4	5	
0-5 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	Activity moves seamlessly and effectively between teaching time and hands on time	

PRESENTATION SKILLS							
Voice – pitch, tempo, volume	0	1	2	3			
0-3 points	Voice qualities not used effectively	Voice quality is adequate	Voice quality is good, but could improve	Voice quality is outstanding and pleasing			
Body Language/ Clothing Choice	0	1	2	3			
0-3 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	Gestures, posture, mannerisms, eye contact, and clothing are appropriate	Gestures, posture, mannerisms, eye contact, and clothing enhance presentation			
Grammar/Word Usage/ Pronunciation	0	1	2	3			
0-3 points	Extensive (more than 5) grammatical and pronunciation errors	Some (3-5) grammatical and pronunciation errors	Few (1-2) grammatical and pronunciation errors	Presentation has no grammatical or pronunciation errors			
Responses to Evaluators' Questions	0	1	2	3	4	5	
0-5 points	Did not answer evaluators' questions	Unable to answer some questions	Responded to all questions but without ease or accuracy	Responded adequately to all questions	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation	

Evaluator's Comments:

TOTAL
 (90 points possible)
 Evaluator Initials _____
 Room Consultant Initials _____
 STAR Events Coordinator Initials _____