

The *Get Up and Move! Competitive Event* is an **individual** or **team event** that will be conducted prior to the Fall Conference. While the 21<sup>st</sup> Century has provided advances in technology and increased screen time, the result is a more sedentary lifestyle for people including children. This event focuses on making physical activity and large muscle movement fun for children. There are 4 parts to this event. Participants are expected to inform parents about the importance of physical activity for children throughout the day using a **PowerPoint presentation**. The participants must provide examples of activities that improve large muscle skills that can be done at home. The participants must develop a **lesson plan** for physical activity for the preschool. The participants must **create a video** that demonstrates the participants teaching the activity in the lesson plan. Finally, a summary form must be submitted.

### NEW JERSEY CORE CURRICULUM STANDARDS

- RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest
- SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
- SL.11-12.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- WHST.11-12.6 Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
- W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- 2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
- 2.6.8.A.3 Analyze how medical and technological advances impact personal fitness.
- 2.6.12.A.1 Compare the short- and long-term impact on wellness associated with physical inactivity.
- 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.
- 9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.
- 9.2.8.CAP.9: Analyze how a variety of activities related to career impacts postsecondary options
- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
- 9.2.8.CAP.16: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills
- 9.2.12.CAP.2 Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.6 Identify transferable skills in career choices and design alternative career plans based on those skills.

- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries
- 9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.3 Investigate new challenges and opportunities for personal growth, advancement, and transition
- 9.4.12.CT.1 Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem-solving.
- 9.4.8.IML.3 Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping.
- 9.4.8.IML.7 Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
- 9.4.8.IML.12 Use relevant tools to produce, publish and deliver information supported with evidence for an authentic audience.
- 9.4.12.IML.3 Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.12.IML.8 Evaluate media sources for point of view, bias, and motivations.
- 1.2.12acc.Cr1b Organize and design artistic ideas for media arts productions.
- 1.2.12prof.Cn10 Access, evaluate and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests and cultural experiences
- 9.3.12.ED.2 Demonstrate effective oral, written, and multi-media communication in multiple formats and context.
- 9.3.12.ED-ADM.4 Identify instructional practices that meet the learning organization's objectives
- 9.3.12.ED-PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.
- 9.3.12.ED-TT.1 Use foundational knowledge in subject matter to plan and prepare effective instruction and design courses or programs.
- 9.3.12.ED-TT.4 Identify materials and resourced needed to support instructional plans.

**CAREER READY PRACTICES**

- ✓ Act as a responsible and contributing citizen and employee.
- ✓ Apply appropriate academic and technical skills
- ✓ Communicate clearly and effectively with reason
- ✓ Consider the environmental, social and economic impacts of a decision.
- ✓ Demonstrate creativity and innovation.
- ✓ Employ valid and reliable research strategies.
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them.
- ✓ Model integrity, ethical leadership and effective management.
- ✓ Use technology to enhance productivity.
- ✓ Work productively in teams while using cultural global competencies

**NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES EDUCATION**

- 4.1 Analyze career paths within the early childhood, education and related services
- 4.2 Analyze developmentally appropriate and culturally responsive practices to plan for early childhood education and services.
- 4.4 Demonstrate safe and healthy learning environment for children, youth, and adults.
- 12.1.1 Analyze physical, emotional, social, moral, and cognitive development.
- 12.2.4 Analyze the influences of life events on individuals' physical, emotional, social, moral, and cognitive development.
- 15.2 Evaluate parenting practices that maximize human growth and development.

**EVENT CATEGORIES**

- Junior:** Participants in grades 6 – 8
- Senior:** Participants in a comprehensive program in grades 9 – 12
- Occupational:** Participants in an occupational program in grades 9 – 12

### **ELIGIBILITY**

1. Participation is open to any affiliated FCCLA chapter. Affiliation must be submitted by October 29, 2021.
2. Each chapter may submit two (2) entries in each event category.
3. An entry is defined as one (1) individual participant or (1) team of no more than three (3) participants.
4. An event category is determined by a participant's grade in school and type of Family and Consumer Sciences program.

### **PROCEDURES & REGULATIONS**

1. Each entry will have an assigned folder to submit all their project materials via Google Drive. A link to submit materials will be provided to the adviser upon competitive event registration. All entries must be submitted by **November 2, 2021**, and privacy settings must be viewable to anyone with the link.
2. The following materials must be included in the electronic folder:
  - **Project Identification Page**
  - **PowerPoint Presentation**
  - **Get UP and Move! Lesson Plan**
  - **Teaching Vide**
  - **A Summary Statements Form**
3. The Get Up and Move! Competitive Event consists of four parts:
  - A PowerPoint presentation to increase understanding of the importance of physical activity and oral presentation
  - A lesson plan
  - A video of the lesson
  - A summary form
4. Participants must research the importance of large muscle movement for children. Then, create a PowerPoint presentation directed at educating parents about this issue. The presentation should include examples of activities for children. An oral presentation should accompany the slides. Presentation should be recorded so body language, visuals and presentation techniques are in view. Presentation should not be a voiceover or recorded over programs like zoom.
5. Participants must create a lesson plan for large muscle movement for the preschool classroom.
6. The lesson will be the basis of a video with the participants simulating teaching the lesson to preschool children.
7. The participants must create a video that demonstrates the participants teaching the activity in the lesson plan.
8. The video presentation must be uploaded to YouTube by **November 2, 2021** with its privacy settings set to "Unlisted" When the video is published on YouTube, it must be titled and the description box must include:
  - Participant(s) Name(s)
  - Chapter Name
  - School
  - Event Name (Virtual Get Up and Move!)
  - Event Category
9. The Summary Statements Form must be completed. This form can be no longer than two (2) pages.
10. Participant(s) must be registered and attend the NJ FCCLA Fall Leadership Conference.

## **GET UP AND MOVE! SPECIFICATIONS**

### **Digital File**

Participant(s) will have an assigned folder to submit all of their project materials via Google Drive. This folder must include: the PowerPoint presentation, Evidence of Impact Form and Summary Statements Form. A link to submit materials will be provided to the adviser upon competitive event registration. All entries must be submitted by **November 2, 2021** and privacy settings must be viewable to anyone with the link.

Project Identification Form	One 8½" x 11" plain document, participants must include name(s), school, chapter name, event name (Get Up and Move!), and event category.
PowerPoint Presentation on Large Muscle Movement	After researching the importance of physical activity for children, prepare a 10 to 15 slide PowerPoint presentation informing parents of the short- and long-term impact of physical activity for children. The PowerPoint must include 4 to 6 simple activities that are creative, and parents can do at home with their children. The PowerPoint must have an oral presentation that accompanies the slide presentation that explains the importance of large muscle movement.
Lesson Plan	Participants must include a well written lesson plan on the form provided that focus on large muscle movement. Include the objective and step by step instructions. Use higher level thinking skills.
Video	Well-developed, safe, and creative activity with a clear message. The video should be of high quality in terms of all production and editing elements. It cannot exceed 5 minutes and its privacy settings set to "Unlisted".
Summary Statements	Summarize the goals, the process used to plan and accomplishments of the Get UP and Move! initiatives. Identify what was learned and the potential impact it could have on parents and children. Answers must be detailed. The Summary Statement may not exceed two (2) pages.

## Summary Statements

1. State the overall **goal(s)** of the Get Up and Move! Project.

2. Summarize and provide at least 3 important facts that were learned from the research.

3. How can you use the PowerPoint presentation in our virtual world?

4. Explain why you selected this particular preschool lesson.

5. Describe how you were personally impacted by this project.

**Lesson Plan Template - Get Up and Move!**

<b>Title of the lesson</b>	<b>Describe the Setting for the Activity</b>		
<b>Objective</b>			
<b>Instructions for each step of the lesson...</b>	<b>What strategies will engage 3-4-year-old children?</b>	<b>Time:</b>	
		<b>Developmental needs</b>	
<b>References</b>	<b>Materials</b>		<b>Notes:</b>
<b>Vocabulary</b>		<b>Materials</b>	

**GET UP AND MOVE! RATING SHEET**

**Name:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Check One Event Category:** \_\_\_\_\_ **Junior** \_\_\_\_\_ **Senior** \_\_\_\_\_ **Occupational**

Evaluation Criteria	Very					Score	Comments
	Poor	Fair	Good	Good	Excellent		
<b><i>DIGITAL FILE</i></b>							
Project Identification Page	0-1	2	3	4	5		
Uses correct grammar and spelling throughout all documents	0-1	2	3	4	5		
<b><i>POWERPOINT PRESENTATION</i></b>							
Research on physical activities	0-1	2	3	4	5		
PowerPoint Presentation Research is thorough and slides are creatively designed	0-2	3-4	5-6	7-8	9-10		
Suggested activities for children	0-1	2	3	4	5		
Oral Presentation – clear and organized	0-2	3-4	5-6	7-8	9-10		
<b><i>LRSSON PLAN</i></b>							
Well Written lesson plan	0-2	3-4	5-6	7-8	9-10		
Creative strategy to address large muscle movement	0-2	3-4	5-6	7-8	9-10		
<b><i>VIDEO</i></b>							
Video presentation clear, thoughtful, and significant	0-2	3-4	5-6	7-8	9-10		
Creative and will engage children	0-2	3-4	5-6	7-8	9-10		
Production quality: picture, sound, and editing; Utilizes various technologies.	0-1	2	3	4	5		
Voice, Grammar, and pronunciation throughout the project	0-1	2	3	4	5		
<b><i>SUMMARY STATEMENTS FORM</i></b>							
Goals and plan for Get Up and Move! Initiative produced the outcome	0-1	2	3	4	5		
Virtual use of the Materials and lessons learned	0-1	2	3	4	5		

**TOTAL SCORE:** \_\_\_\_\_

**Verification of Total Score** (please initial)

Evaluator \_\_\_\_\_

Lead Consultant \_\_\_\_\_

**Circle Rating Achieved:**

**GET UP AND MOVE!**

**CHAPTER EVENT**

2021

**STATE**

Page 8 of 8

Gold: 90-100

Silver: 79-89

Bronze: 70- 78