**Middle-level CTE Learning Experience Title:** Prototype Toys  
**Educator:** Beka Stoll, Valley Central Schools  
**Length of Lesson:** 9 days (40 minute periods)  
**Grade Level:** 7-8  
**CTE Area:** Family and Consumer Sciences  
**CTE Theme:** Problem Solving and Innovation  
**CTE Content:** Human Development and Relationships  
**Date Created:** 11/14/2018

### PLANNING

| Curriculum Goal | Students will learn to identify safe and appropriate toys for children in different developmental stages. Small groups of students will design and create prototypes of toys that are safe and that are appropriate for children in various developmental stages. Students will test the prototypes with children, gather feedback, and revise designs based on the feedback. |
| Essential Question(s) | What knowledge and skills are necessary to demonstrate introductory understanding of the application of problem-solving processes and the acquisition, evaluation, and application of the products of research for informed decision making?  
How can play with safe and developmentally appropriate toys promote physical, social, emotional, and intellectual growth and development in children at various developmental stages?  
How can we design safe and developmentally appropriate toys for children at various developmental stages? |
| National Standards | Common Career Technical Core Standards  
[https://www.careertech.org/career-ready-practices](https://www.careertech.org/career-ready-practices)  
Career Ready Practices  
3. Attend to personal health and financial well-being  
4. Communicate clearly and effectively and with reason  
5. Consider environmental, social, and economic impacts of decisions  
9. Model integrity, ethical leadership, and effective management  
12. Work productively in teams while using cultural global competence  
National Standards for Family and Consumer Sciences Education  
6.0 Family  
Evaluate the significance of family and its effects on the well-being of individuals and society.  
6.1 Analyze the effects of family as a system on individuals and society  
6.2 Evaluate the effects of diverse perspectives, needs, and characteristics of individuals and families  
15.0 Parenting  
Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families  
15.1 Analyze roles and responsibilities of parenting  
15.2 Evaluate parenting practices that maximize human growth and development |
| NYS Standards | **New York State Career Development and Occupational Studies (CDOS) Standards**  
*Intermediate Level*  
Standard 1: Career Development  
Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions  
Standard 2: Integrated Learning  
Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings  
Standard 3a: Universal Foundation Skills  
Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace |
| --- | --- |
| NYS Learning Standards for Family and Consumer Sciences | **Intermediate Level**  
Standard 2: Safe and Healthy Environment  
Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment |
| Learning Objectives | **Human Development and Relationships**  
*Human Growth and Development Across the Lifespan*  
Students will  
  a) Identify the stages of human growth and development across the lifespan  
  b) Identify the relationships among and characteristics of the physical, emotional, social, and intellectual aspects of human growth and development  
  c) Demonstrate understanding of procedures required for the care of an infant or young child  
  d) Plan and implement experiences for young children which promote physical, social, emotional, and intellectual growth and development  
**Design Process**  
a) Students will implement a formal design process to solve a given problem by  
  a) Defining the problem being addressed  
  b) Defining criteria that must be met through the finished design  
  c) Defining constraints that must be adhered to  
  d) Brainstorming and examining possible solutions  
  e) Selecting the best solution for evaluation  
  f) Developing and constructing a prototype or model of the selected design  
  g) Testing and evaluating the prototype and model against the design criteria and constraints  
  i) Evaluating their use of the design process and how it impacted their final solutions |
| Vocabulary | **Academic**  
Bias, stereotype, durable, toxic, prototype feedback  
**Content**  
age-appropriate, developmentally-appropriate, fine motor skills, gross motor skills,
| Materials and Resources | Vocabulary notes presentation  
|                         | Toy evaluation worksheet  
|                         | Used toys  
|                         | Toy flyers  
|                         | Internet access  
|                         | 1:1 technology  
|                         | Toys PowerPoint (Day 1)  
|                         | https://docs.google.com/presentation/d/1P9ivrStn4KxNtlivxbQ9c2uFm2xSJRprGppQrLShfTw/edit?usp=sharing  
|                         | Toys PowerPoint Notes Sheet (Day 1)  
|                         | https://docs.google.com/document/d/17li8v1xG20vPNkDDV_5uKRKFkJkz5lHWm_MJQ3igG/edit?usp=sharing  
|                         | Toy Evaluation Worksheet (Day 2)  
|                         | https://docs.google.com/document/d/15MglSDPIM3JJeH_eO20D-urKmJTu90Bd7-vJnKO71DA/edit?usp=sharing  
|                         | Selection of Toys Background Information (Day 3)  
|                         | https://docs.google.com/document/d/1mnXH67HL0K5jKoBXHR1nOOsT249CosGhBmnwXqoi-w/edit?usp=sharing  
|                         | How To Make Simple Toys Using Recycled Materials (Day 4-5)  

<table>
<thead>
<tr>
<th>INSTRUCTION</th>
<th>What will the teacher do?</th>
<th>What will the students do?</th>
<th>How much time for each activity?</th>
</tr>
</thead>
</table>
| Pre-assessment | Day 1-  
Teacher will informally “quiz” the class to test students' knowledge of:  
- content vocabulary  
- the different abilities of children in different developmental stages  
  - Infant  
  - Toddler  
  - Preschooler  
  - School age  
  - Adolescent  
- the 5 areas of child development  
  - Cognitive  
  - Social  
  - Emotional | Day 1-  
Students will demonstrate knowledge of the following during informal assessment:  
- content vocabulary  
- the different abilities of children in different developmental stages  
  - Infant  
  - Toddler  
  - Preschooler  
  - School age  
  - Adolescent  
- the 5 areas of child development  
  - Cognitive  
  - Social  
  - Emotional  
  - Moral  
  - Physical  
- gender stereotypes | 40min  
5min |
### Middle-level CTE
### Learning Experience Template
### March 2019

<table>
<thead>
<tr>
<th><strong>Middle-level CTE</strong></th>
<th><strong>Learning Experience Template</strong></th>
<th><strong>March 2019</strong></th>
</tr>
</thead>
</table>

- Moral
- Physical
- gender stereotypes
  Teacher poses "Hook Scenario"

### Do-now/Hook

| **Day 1 (cont)** | **Hook:** You are shopping for a birthday present for a child. How will you know if a toy you are considering for this child is age-appropriate and developmentally-appropriate? |

### Procedure for Instruction/Learning Activities

| **Day 1-** |
| Teacher provides students with a guided note-taking outline. |

Teacher shows a PowerPoint which:
- reviews 5 developmental stages
  - Infant
  - Toddler
  - Preschooler
  - School age
  - Adolescent
- reviews the 5 areas of child development
  - Cognitive/Intellectual
  - Social
  - Emotional
  - Moral
  - Physical

Teacher discusses the definition of new content vocabulary

**Toys PowerPoint**
[https://docs.google.com/presentation/d/1P9ivrStn4KxNtlivxbQ9cZuFm2xSIRprGppQrLShfT/edit?usp=sharing](https://docs.google.com/presentation/d/1P9ivrStn4KxNtlivxbQ9cZuFm2xSIRprGppQrLShfT/edit?usp=sharing)

**Toys PowerPoint Notes Sheet**
[https://docs.google.com/document/d/17li8v1xG20vPNkDDV_SuKRKFklyz5IHWm_MJQ3igG/edit?usp=sharing](https://docs.google.com/document/d/17li8v1xG20vPNkDDV_SuKRKFklyz5IHWm_MJQ3igG/edit?usp=sharing)

| **Day 1:** |
| Students will participate in guided note taking |
- Review vocabulary and concepts using notes via a PowerPoint presentation. |

Toys PowerPoint Notes Sheet
[https://docs.google.com/document/d/17li8v1xG20vPNkDDV_SuKRKFklyz5IHWm_MJQ3igG/edit?usp=sharing](https://docs.google.com/document/d/17li8v1xG20vPNkDDV_SuKRKFklyz5IHWm_MJQ3igG/edit?usp=sharing)

<p>| 30min |</p>
<table>
<thead>
<tr>
<th>Day 2:</th>
<th>Teacher shows students examples of age-appropriate and developmentally-appropriate toys</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Day 2-Teacher displays a variety of toys for children of varying ages/developmental stages. Toys should be both appropriate and non-appropriate examples.</td>
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<tr>
<td></td>
<td>Teacher reviews main points from yesterday's lesson, and discusses ways age and development may/may not coincide.</td>
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<tr>
<td></td>
<td>Teacher arranges the students into small groups.</td>
</tr>
<tr>
<td></td>
<td>Teacher guides students through process of choosing age-appropriate and developmentally-appropriate toys:</td>
</tr>
<tr>
<td></td>
<td>• Assist students in understanding safety features of toys, including toxicity and durability of toys</td>
</tr>
<tr>
<td></td>
<td>• Review concepts of bias and stereotyping, including for gender</td>
</tr>
<tr>
<td></td>
<td>Teacher facilitates sharing by small groups.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 3:</th>
<th>Students refer to their guided note-taking and revise notes as needed.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students collaborate in small work groups to select age-appropriate and developmentally-appropriate toys from a set of toys set up around the classroom</td>
</tr>
<tr>
<td></td>
<td>• Student groups to analyze toys looking for those that have the characteristics of appropriate toys as defined in notes, and those that do not.</td>
</tr>
<tr>
<td></td>
<td>• Student groups choose examples to show during the summary discussion</td>
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<tr>
<td></td>
<td>Toy Evaluation Worksheet <a href="https://docs.google.com/document/d/15MgiSdPlM3FJeH_eO2OD-urKmTU90BDtvJnKO71DA/edit?usp=sharing">link</a></td>
</tr>
<tr>
<td></td>
<td>Student groups share their examples of age-appropriate and developmentally-appropriate toys, and those that are not</td>
</tr>
<tr>
<td></td>
<td>Day 3:</td>
</tr>
</tbody>
</table>
| Day 4-5 | Teacher introduces the "Prototype Toy" project. Students will design and create prototypes of safe and developmentally appropriate toys.  
- Toys will be durable, stage appropriate, and bias-free.  
- Students will choose the developmental stage they will design the toys for.
Teacher will supply a variety of materials and supplies that students can use to make their toys.
- Students "shop" online for a birthday present for a child in one of the 5 developmental stages.  
- Students will present their shopping choices information in the form of a worksheet and by sharing in a summary discussion
Selection of Toys Background Information [https://docs.google.com/document/d/1mnXH67HL0K5jKoBXHR1nOosT249CosGgHbmnwXqoi-w/edit?usp=sharing](https://docs.google.com/document/d/1mnXH67HL0K5jKoBXHR1nOosT249CosGgHbmnwXqoi-w/edit?usp=sharing) | 30 min |
| Day 6 (and Day 7 depending on class size) Teacher facilitates student groups' | Students will present their designs to the class for testing. | 5 min |
| Day 6 (and 7): | | 10 min |
| Students will design and create prototypes of safe and developmentally appropriate toys  
- Students will design and create prototypes of safe toys checking for durability, age appropriateness, and stereotype free toys.  
- Students will choose developmental stage they would like to design the toys for. | | 30 min |
<p>| | | 40 min (Day 5) |
| | | 40 min x 2 days |</p>
<table>
<thead>
<tr>
<th>Day 8-</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Teacher returns feedback forms to student groups</td>
<td></td>
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<tr>
<td>Teacher presents a brief direct instruction lesson on the revision step in the design process.</td>
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**Day 9-(optional)**

Teacher arranges for an authentic audience to test the prototype toys, following school district protocols.

Teacher provides students with a "Ticket Out the Door" reflection: Student will answer one of the following three questions:

1. Why is it so important for children to play with age-appropriate and developmentally-appropriate toys?
2. Explain what makes toys appropriate or inappropriate for different age groups and developmental stages.
3. Are these skills that you will use

- Classmates will analyze their presenters’ designs for safety, durability, bias, age-appropriateness and developmental-appropriateness
- Classmates will complete feedback forms following design presentations, and hand them into the teacher

<table>
<thead>
<tr>
<th>Day 8:</th>
<th>40 min</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student groups review their feedback forms. Groups revise their toy designs based on feedback</td>
<td></td>
</tr>
<tr>
<td>Day 9</td>
<td>30 min</td>
</tr>
<tr>
<td>Students try out their toys with an authentic audience: children representing various developmental stages.</td>
<td></td>
</tr>
<tr>
<td>Students complete closure reflections</td>
<td>10 min</td>
</tr>
</tbody>
</table>

**Day 8:**

- Teacher returns feedback forms to student groups
- Teacher presents a brief direct instruction lesson on the revision step in the design process.

**Day 9:**

- Teacher arranges for an authentic audience to test the prototype toys, following school district protocols.
- Teacher provides students with a "Ticket Out the Door" reflection: Student will answer one of the following three questions:
  1. Why is it so important for children to play with age-appropriate and developmentally-appropriate toys?
  2. Explain what makes toys appropriate or inappropriate for different age groups and developmental stages.
  3. Are these skills that you will use
when you select toys for your loved ones? Why or why not?

Differentiation

The teacher can use differentiation for this lesson to meet the needs of all students in the class. Here are some examples that are helpful:

- Group students by shared interest or mixed abilities for assignment
- Flyers may be used for students who have difficulty using the internet or who prefer this option
- Notes can be printed for students who require this accommodation
- Assignment will be broken down in small chunks to lessen frustration
- Modify vocabulary words - a word bank will be provided for assistance
- Students with high achievement may be given more than one age group so they can apply the concepts to children across the developmental stages of childhood
- Students will physically create the toys using materials provided

Closure

Teacher will close by inviting students to use the lesson to help them select toys for loved ones.

Ticket out the door: Student will answer one of the following three questions:

1. Why is it so important for children to play with age-appropriate and developmentally-appropriate toys?
2. Explain what makes toys appropriate or inappropriate for different age groups and developmental stages.
3. Are these skills that you will use when you select toys for your loved ones? Why or why not?

ASSESSMENT

College, Career, and Life Readiness Skills

See below
Based on Middle-level Life/Career Rubrics available at https://nyctecenter.org/middle-level-life-career-rubric-database/rubrics

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manages Time to Complete Tasks by Deadline</td>
<td>Completes work ahead of schedule by creating a plan to finish early.</td>
<td>Completes work on time by using time management skills. Defines and meets goals using the strategies.</td>
<td>Completes work on time with reminders and supervision. Defines goals and strategies but has not met goals.</td>
<td>Rarely completes work on time; fails to use time management skills.</td>
</tr>
<tr>
<td>Sets and Meets Goals</td>
<td>Sets measurable goals and action steps to accomplish them. Consistently listens to others and their ideas; helps the team reach its full potential.</td>
<td>Listens to others' points of view and makes a definite effort to understand their ideas. Participates in and</td>
<td>Sometimes listens to others, but often assumes others' ideas will not work. Tries to work well with the team. Attempts to share</td>
<td>Does not listen to groups' opinions and ideas; wants things done own way.</td>
</tr>
<tr>
<td>Listens and Cooperates With Team Members</td>
<td>Motivates members to share</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shares Responsibility</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Uses Technology to Locate and Evaluate Information</td>
<td>Effectively and consistently uses multiple technology tools to collect, organize, evaluate, and/or communicate information.</td>
<td>Uses technology effectively as a tool to collect, organize, evaluate, and/or communicate information.</td>
<td>Uses popular technology tools to collect and/or communicate information.</td>
<td>Attempts to use technology to collect and/or communicate information are ineffective.</td>
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</tr>
<tr>
<td>Analyzes Critical Information</td>
<td>Thoroughly evaluates the reliability of the source and the information researched using internal and external validation.</td>
<td>Thoroughly evaluates information researched using internal and external validation.</td>
<td>Evaluates information researched but not thoroughly.</td>
<td>Does not evaluate information.</td>
</tr>
<tr>
<td>Demonstrates Originality and Inventiveness</td>
<td>Consistently demonstrates creativity in new situations.</td>
<td>Demonstrates creativity in many new situations.</td>
<td>Demonstrates creativity but does not always understand how to express it.</td>
<td>Does not demonstrate creativity.</td>
</tr>
<tr>
<td>Maintains Focus to Completion of the Project</td>
<td>Stays focused consistently, prioritizes tasks, recognizes time constraints of projects, and avoids distractions while meeting deadlines.</td>
<td>Develops a timeline for the work to be completed and stays focused throughout the project.</td>
<td>Is occasionally off task in regards to accomplishing the project, thus only a portion of it is completed.</td>
<td>Is often off task and does not complete the project.</td>
</tr>
<tr>
<td>Allocates Resources to Meet Needs</td>
<td>Consistently plans in advance how much stock can and should be used to complete a project promptly (e.g., portioning meals, making a budget, having correct quantity and type of materials onsite).</td>
<td>Correctly figures how much stock can and should be used to complete a project promptly (e.g., portioning meals, making a budget, having correct quantity and type of materials onsite).</td>
<td>Often guesses how much stock should be used to complete a project (e.g., portioning meals, making a budget, having correct quantity and type of materials onsite).</td>
<td>Does not understand how much stock can and should be used to complete a project (e.g., portioning meals, making a budget, having correct quantity and type of materials onsite).</td>
</tr>
</tbody>
</table>