

Participant's Names:  
**Chloe Holtzapfel , Jacie Pool, & Ayana Richardson**

Chapter Name:  
**Spalding High School FCCLA**

School:  
**Spalding High School**

City:  
**Griffin**

State:  
**Georgia**

Event Name:  
**Instructional Video Design**

Project Title:  
**What's the "Matter" in our Kitchen?**



# FCCLA Planning Process Summary Page Template



## IDENTIFY CONCERNS



Some students may struggle with comprehending characteristics of matter, as well as physical versus chemical changes of matter, so we wanted to create a video that teachers could use with their second graders to help their students understand this standard.

## SET A GOAL:



Make sure that children thoroughly understand matter and how it changes after watching the video.

## FORM A PLAN (WHO, WHAT, WHEN, WHERE, HOW, COST, RESOURCES, AND EVALUATION):



Who: Ayanna, Jacie, and Chloe  
What: video for second graders  
When: January 8, 2021  
Where: Chloe's house

How: We will bake a cake to demonstrate physical and chemical changes in matter.

Cost: approximately \$10 for the cake ingredients

Resources: Georgia Standards of Excellence, cell phone to record, cake ingredients

Evaluation: we can check views after posting

## ACT



Step 1: Ayanna, Jacies, and Chloe will take information from multiple websites and take the key information obtained and translate it into information that could be understood by second grade children.

Step 2: Find fun ways to demonstrate matter that will keep the children engaged.

Step 3: Get the resources needed. For example, cake ingredients, such as; batter, eggs, icings, etc.

Step 4: Meet on January 8 at Chloe's house to film the video

Step 5: Review and evaluate the video and make certain changes that needed to be made.

## FOLLOW UP



After posting, we will be able to see how many views we have, and we can also ask for feedback from teachers who are using our video in the comments on YouTube.

EVIDENCE OF PROJECT SUMMARY SUBMISSION

Thank you for completing the project summary form for your STAR Event. To receive the point for submission, print this email and have your adviser verify by signing and dating below for including in a display, file folder, or portfolio. One survey per entry is required.

Chapter Name: Spalding High School - 10454

State: Georgia

Members: Chloe Holtzapfel, Jacie Pool, Ayanna Richardson

Event Name: Instructional Video Design

Level: Level 3 (grades 11 and 12)

Project Title: What's the "Matter" in our Kitchen?

Adviser's Signature Shelley Worley



## Instructional Video Design Worksheet

One worksheet per video. If creating a micro-video series, use one worksheet for each video in the series.

**Title of Video and Topic:**

\_\_\_ Micro-video Series \_\_\_ Tutorial \_\_\_ Training \_\_\_ Screencast X Presentation/Lecture

**Grade or Target Age Group Level:** 2nd Grade

**Video Duration** (*Maximum 5 minutes, if creating a micro-video series, series must not exceed 5 minutes*): 1:43

**FCCLA Integration** (*National Programs, Competitive Events, Meetings/Events, if applicable*): Competitive Events, Early Childhood Education

**Video Learning Objective(s):**

What is Matter and How Does it Change?

S2P1. Obtain, evaluate, and communicate information about the properties of matter and changes that occur in objects. a. Ask questions to describe and classify different objects according to their physical properties. (Clarification statement: Examples of physical properties could include color, mass, length, texture, hardness, strength, absorbency, and flexibility.)

**National Family and Consumer Sciences Standards (or others as appropriate):**

- Different kinds of matter exist (e.g., wood, metal, water), and many of them can be either solid or liquid, depending on temperature.
- Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible (e.g., melting and freezing), and sometimes they are not (e.g., baking a cake, burning fuel)
- Matter can be described and classified by its observable properties (e.g., visual, aural, textural), by its uses, and by whether it occurs naturally or is manufactured.

**Career Readiness Practices (Select all that apply):**

- Act as a responsible and contributing citizen and employee
- Apply appropriate academic and technical skills**
- Attend to personal health and financial well-being
- Communicate clearly and effectively and with reason**
- Consider the environmental, social and economic impacts of decisions
- 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
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity**
- Work productively in teams while using cultural global competence**

**Materials Needed to Create Video:**

- Cake Ingredients
- Filming device
- Water

**Instructional Strategies:** Our strategy to create this video was broken down into multiple steps. First, we did the necessary research to understand which standards needed to be incorporated into our video. Secondly, we translated the information obtained from multiple sites in a way where second grade children could easily grasp the concept of the video. Finally, we practiced the script and recorded the video.

**Key Topic/Step 1:** Introduction

**Timeframe:** 0:00-0:16

**Storyboard/Scripting (media/images/notes):** Websites used;

<https://www.georgiastandards.org/Georgia-Standards/Pages/Science-Grade-2.aspx> and

<https://www.pkphysicalscience.com/article/460/7/how-does-matter-change-from-one-state-to-anotherlogin?username=thealberta&password=library#:~:text=Matter%20changes%20state%20when%20energy,up%20matter%20are%20always%20moving.&text=If%20enough%20heat%20is%20added,a%20liquid%20can%20become%20gas.>

We used the websites above to include information about what matter is and how it changes as an introduction. Introduce ourselves and explain what matter is and that it can change.

**Key Topic/Step 2:** Physical Changes/Chemical Changes

**Timeframe:** 0:16- 0:46

**Storyboard/Scripting: (media/images/notes):**

Explain what a physical change is and give examples of how matter can change physically.

**Key Topic/Step 3:** Examples/Demonstration

**Timeframe:** 0:47-1:29

**Storyboard/Scripting (media/images/notes):**

Demonstrate water turning to ice after being put in the freezer. - physical changes

Demonstrate the cake ingredients being stirred together and baked - chemical changes

**Summary/Ending** (summary of key learning, next steps for viewer, and call to action for viewer):

Show the final product- the cake with FCCLA in icing on top! Explain how the cake went through a chemical change that is now irreversible.

**Application or Assessment of Learning:**

We can follow up once the video is posted to YouTube to see how many teachers are using our video. We can communicate and get feedback through comments.

**Source** (If Applicable: cite any published or copyrighted materials used in this video): NONE

**Additional Notes:**

