



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 <u> X </u> Tutorial ___ Training ___ Screencast ___ Presentation/Lecture	
Grade or Target Age Group Level: Teachers of Lower Elementary Classes	
Video Duration (<i>Maximum 5 minutes, if creating a micro-video series, series must not exceed 5 minutes</i>): 4:33	
FCCLA Integration (<i>National Programs, Competitive Events, Meetings/Events, if applicable</i>): FCCLA National Programs: Families First - Development	
Video Learning Objective(s): Show teachers how to perform a bridge activity to utilize in the classroom. Give teachers the standards that the activity could cover	
National Family and Consumer Sciences Standards (or others as appropriate): 4.2.1 Analyze child development theories and their implications for educational and childcare practices 4.2.5 Analyze strategies that promote growth and development of children, youth, and adults	
Career Readiness Practices (Select all that apply):	
<input type="checkbox"/> Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> Apply appropriate academic and technical skills <input type="checkbox"/> Attend to personal health and financial well-being <input checked="" type="checkbox"/> Communicate clearly and effectively and with reason <input type="checkbox"/> Consider the environmental, social and economic impacts of decisions <input checked="" type="checkbox"/> Demonstrate creativity and innovation <input type="checkbox"/> Employ valid and reliable research strategies	<input type="checkbox"/> Utilize critical thinking to make sense of problems and persevere in solving them <input type="checkbox"/> Model integrity, ethical leadership and effective management <input type="checkbox"/> Plan education and career paths aligned to personal goals <input type="checkbox"/> Use technology to enhance productivity <input type="checkbox"/> Work productively in teams while using cultural global competence
Materials Needed to Create Video: Popsicle Sticks Painters Tape Supplemental Materials - Cars, Pennies, Candy, 2 cups	

<p>Instructional Strategies:</p> <p>Direct Instruction - By showing the teachers how to do the activity.</p> <p>Experiential Learning - When the teachers use the activity in the classroom.</p>
<p>Key Topic/Step 1: Build the base of the bridge</p> <p>Timeframe:</p> <p>Storyboard/Scripting (media/images/notes):</p> <p>Use 7 popsicle sticks laid out flat and tape them together.</p> <p>FCS Standard 4.2.1 Analyze child development theories and their implications for educational and childcare practices</p>
<p>Key Topic/Step 2: Build the sides of the bridge and finishing touches.</p> <p>Timeframe:</p> <p>Storyboard/Scripting: (media/images/notes):</p> <p>Use 6 popsicle sticks to make two triangles.</p> <p>Tape them to the base of the bridge</p> <p>FCS Standard 4.2.5 Analyze strategies that promote growth and development of children, youth, and adults</p>
<p>Key Topic/Step 3: Education Standards and ways to implement</p> <p>Timeframe:</p> <p>Storyboard/Scripting (media/images/notes):</p> <p>Kindergarten Standard</p> <p>Math Standard: K.1.1.3 3. Count, with and without objects, forward and backward to at least 20. Do this by counting out popsicle sticks or using cups and pennies to see if it falls.</p> <p>Social Studies Standard 3 Identify the physical and human characteristics of places.. Do this by using cars and explaining how people use bridges.</p> <p>1st Grade Standard</p> <p>0.1.1.2.1 1. Use observations to develop an accurate description of a natural phenomenon and compare one’s observations and descriptions with those of others. Do this by having students compare how their bridges are different while following the same instructions.</p>



<p>Summary/Ending (summary of key learning, next steps for viewer, and call to action for viewer):</p> <p>I hope you will use this activity to integrate STEM into your classroom.</p>
<p>Application or Assessment of Learning:</p> <p>An assessment could be done by giving the students questions about how their bridge worked and what they learned about the differences or how bridges are used.</p>
<p>Source (If Applicable: cite any published or copyrighted materials used in this video):</p> <p>“Academic Standards (K-12).” <i>Minnesota Department of Education</i> , 2024, education.mn.gov/mde/dse/stds/.</p>
<p>Additional Notes:</p>