

Learning Strategies



FBLA Middle School Competitive Events Guidelines

2022–2023

Objective Test Events

Overview

These events consist of a 45-minute test administered during the National Leadership Conference (NLC).

Eligibility

Each state may submit two entries in each event. Competitors must have paid FBLA national and state dues by 11:59 p.m. Eastern Time on March 1 of the current school year. These events are for individual competitors only.

NLC Registration

Participants must be registered for the NLC and pay the national conference registration fee to participate in competitive events.

Business Etiquette
Career Exploration
Digital Citizenship
Exploring Computer Science
Exploring Economics
Exploring Technology
FBLA Concepts
Financial Literacy
Interpersonal Communication
Leadership
Learning Strategies
Running an Effective Meeting

Learning Strategies

Objective Test Competencies

- Summarizing
- Notetaking
- Cooperative learning
- Advanced organizers
- Inquiry-based learning
- Differentiation
- Cognitive skills
- Active learning
- Vocabulary development
- Critical thinking

Objective Test Guidelines

- No materials may be brought to the testing site.
- No calculators may be brought into the testing site; calculators will be provided.
- Electronic devices must be turned off and out of sight.
- Bring a writing instrument.

Learning Strategies Study Guide

Competency A: Summarizing	NEEDS: 15
Tasks	
1. Define summarizing as a means to identify the main idea and most important facts in order to write a brief overview that includes only those key ideas and details.	
2. Explain how summarizing involves sorting the most important parts from the less important parts.	
3. Explain the value of personalized words, points, or ideas for summarizing.	
4. Describe the long-term, lifetime value of summarizing and note-taking skills.	
5. Explain why it is important to spend time with information that needs to be condensed before ranking most important to least important.	
Competency B: Notetaking	NEEDS: 15
Tasks	
1. Define the importance of notetaking.	
2. Explain how notetaking is a skill that individuals will use for a lifetime.	
3. Describe notetaking strategies (underlining, highlighting, circling).	
4. Describe the Cornell Method of notetaking (highlighting critical information).	
5. Describe three different note-taking styles (outline, visual, Cornell).	
6. Explain how notetaking helps students stay focused on the class presentation.	
7. Explain why it is important to listen, think, and take notes at the same time.	
8. Compare different note-making styles (standard format notes, pattern notes, and split-page format).	
9. List the advantages and disadvantages of taking notes.	
10. Define the notetaking outline or skeleton.	
11. Explain the purpose of notetaking (record, reduce, recite, reflect, review).	
Competency C: Cooperative Learning	NEEDS: 10
Tasks	
1. Define cooperative learning.	
2. Explain the value of cooperative learning for students.	
3. Explain the relationship between cooperative learning and debate.	
4. Explain how cooperative learning (teamwork) is relevant to the learning process.	
5. Describe the life skills that students gain from cooperative learning.	
6. List essential skills for successful collaborators and project managers.	
7. Define brainstorming.	
8. Define the deeper learning that takes place with cooperative learning.	
8. Describe the need for commitment and enthusiasm for effective collaboration.	
Competency D: Inquiry-Based Learning	NEEDS: 10
Tasks	
1. Define inquiry-based learning	
2. Explain how the student's role in the learning process is emphasized with inquiry-based learning.	
3. Explain how students are encouraged to explore the material, ask questions, and share ideas through inquiry-based learning.	
4. List inquiry-based learning approaches (small-group discussion, guided learning).	

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Competency E: Differentiation	NEEDS: 10
Tasks	
1. Define differentiated learning.	
2. Explain why learning strategies are differentiated for different students	
3. Explain how differentiated learning strategies focus on the learning styles and levels of understanding to enable students to be better masters of content.	
4. Explain how differentiated learning enables students to access the learning to meet individual needs, interests, and abilities.	
Competency F: Cognitive Skills	NEEDS: 10
Tasks	
1. Define cognitive learning skill.	
2. Describe cognitive skills (focus on the why, use storytelling, go for application, use external aids).	
3. Define cognitive learning strategies.	
4. Define cognitive reading strategy, including mental processes and memory.	
Competency G: Active Learning	NEEDS: 10
Tasks	
1. Define active learning.	
2. Explain the results of active learning (reinforces important material, provides immediate feedback to students, provides opportunities to think about and talk about material).	
3. Explain how active learning reinforces important material, concepts, and skills.	
4. Explain how active learning provides more frequent and immediate feedback to students.	
5. Explain how active learning provides students with an opportunity to think about, talk about, and process course material.	
6. Explain how active learning creates personal connections to the material for students, which increases their motivation to learn.	
7. Describe how active learning allows students to practice important skills such as collaboration through group work.	

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Competency H: Critical Thinking	NEEDS: 10
Tasks	
1. Define critical thinking.	
2. Explain how critical thinking requires the ability to reason.	
3. Explain how critical thinkers rigorously question ideas and assumptions instead of accepting them at face value.	
4. Define active learner and their role in critical thinking.	
5. Explain how critical thinkers question ideas and assumptions rather than accept them at face value.	
6. Understand the links between ideas.	
7. Determine the importance and relevance of arguments and ideas.	
8. Recognize, build, and appraise arguments.	
9. Identify inconsistencies and errors in reasoning.	
10. Approach problems in a consistent and systematic way.	
11. Define critical thinking as a way of thinking about whatever is presently occupying your mind to come to the best possible conclusion.	
Competency I: Advanced Organizer	NEEDS: 5
Tasks	
1. Define an advanced organizer.	
2. Explain how the advance organizer enhances students' motivation to learn.	
3. Describe the parts of the advanced organizer (key terms, definitions, images, and key concepts that are critical to success in the course).	
4. Explain how an advance organizer is a type of instructional preparation that links previously learned or known material to a new lesson.	
5. Explain why key terms are repeated in an advanced organizer.	
Competency J: Vocabulary Development	NEEDS: 5
Tasks	
1. Define vocabulary development.	
2. Explain how vocabulary leads to active thinking and word meaning.	
4. Explain how a person's vocabulary grows through actively engaging them in word exploration and stimulating interest in knowing more words.	
5. Explain how a word wall can encourage students to increase their vocabulary.	
6. Explain how vocabulary can be increased with pictures, graphics, synonyms, antonyms, or related words.	
7. Explain the process of new word introduction each week to increase an individual's vocabulary.	

General Competitive Event Guidelines

The general event guidelines below are applicable to all FBLA Middle School national competitive events. Please review and follow these guidelines when competing at the national level. When competing at the state level, check the state guidelines since they may differ.

All members and advisers are responsible for reading and following competitive event guidelines.

Eligibility

- **Dues:** Competitors must have paid FBLA national and state dues by 11:59 p.m. Eastern Time on March 1 of the current school year.
- **NLC Registration:** Participants must be registered for the NLC and pay the national conference registration fee to participate in competitive events.
- **Deadlines:** The state chair, or designee, must register each state competitor on the official online entry forms by 11:59 p.m. Eastern Time on the second Tuesday in May.
- Each state may submit two entries in all events.
- Each competitor can only compete in one event.
- Each competitor must compete in all parts of an event for award eligibility.
- A team shall consist of two or three members.
- All members of a team must consist of individuals from the same chapter.
- If competitors are late for a competitive event, there are no guarantees they will get to compete. Competitive event schedules cannot be changed. PLEASE NOTE that competitive events start in the morning before the opening session of NLC.
- Competitors may be disqualified if they violate competitive event guidelines.

General Competitive Event Guidelines

Repeat Competitors

- Members may compete in an event at NLC more than once if they have not previously placed in the top ten of that event at NLC. If a member places in the top ten of an event at NLC, they are no longer eligible to compete in that event.
- **Modified Events:** A competitor may compete in the same event when the event is modified, regardless of placement at a National Leadership Conference. Note, if the only modification is a name change, competitors may not compete in the renamed event if they have previously placed in the top ten at the National Leadership Conference.
- **Chapter Events:** Competitors may compete in a chapter event as many times as they wish, regardless of placement at a previous National Leadership Conference (Annual Chapter Activities Presentation, Community Service Presentation).

Breaking Ties

- **Objective Tests:** Ties are broken by comparing the correct number of answers to the last 10 questions on the exam. If a tie remains, the competitor who completed the test in a shorter amount of time will place higher. If this does not break the tie, answers to the last 20 questions will be reviewed and determine the winner.

- **Performances:** Judges must break ties and all judges' decisions are final.

National Deadlines

- State chair/adviser must register all competitors for NLC competitive events online by 11:59 p.m. Eastern Time on the second Tuesday in May.
- All prejudged components must be received by 11:59 p.m. Eastern Time on the second Tuesday in May.
- State chair/adviser may make name changes only (no additional entries) by 11:59 p.m. Eastern Time on the first Tuesday in June. Competitor drops are the only changes allowed after this date and onsite.

National Awards

- The number of competitors will determine the number of winners. The maximum number of winners for each competitive event is 10.

Americans With Disabilities Act (ADA)

- FBLA-PBL meets the criteria specified in the Americans with Disabilities Act for all participants who [submit an accommodation form](#).
- The form must be submitted by 11:59 p.m. Eastern Time on the second Tuesday in May.

General Competitive Event Guidelines

Recording of Presentations

- No unauthorized audio or video recording devices will be allowed in any competitive event. Participants in the performance events should be aware the national association reserves the right to record any performance for use in study or training materials.