

2025–2026 Competitive Events Guidelines

Digital Citizenship



Digital Citizenship challenges members to demonstrate their understanding of safe, ethical, and responsible behavior in digital environments through an objective test. This event encourages members to build the skills needed to navigate the online world with confidence and integrity.

Event Overview

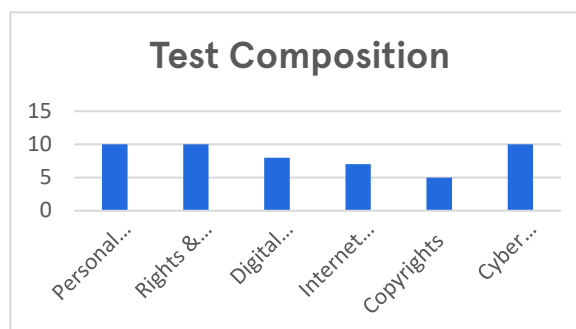
Division	Middle School
Event Type	Individual
Event Category	Objective Test
Event Elements	50-multiple choice questions

Educational Alignments

Career Cluster Framework Connection	Digital Technology
NACE Competency Alignment	Career & Self-Development, Communication Critical Thinking, Professionalism, Technology

Knowledge Areas

- Personal Security and Online Privacy
- Rights and Responsibilities
- Digital Footprint
- Internet Searches
- Copyrights
- Cyber Bullying



Test questions are based on the knowledge areas and objectives outlined for this event. Detailed objectives can be found in the study guide included in these guidelines.

State

Testing will take place prior to the State Leadership Conference. Testing must occur at school under the supervision of an adult proctor. Check the Call to Conference for specific instructions and deadlines.

National

Required Competition Items

<u>Items Competitor Must Provide</u>	<u>Items FBLA Provides</u>
• Sharpened pencil • Fully powered device for online testing • Conference-provided nametag • Attire that meets the FBLA Dress Code	• One piece of scratch paper per competitor • Internet access • Test login information (link & password provided at test check-in)

2025–2026 Competitive Events Guidelines

Digital Citizenship



Important FBLA Documents

- Competitors should be familiar with the Competitive Events [Policy & Procedures Manual](#), [Honor Code](#), [Code of Conduct](#), and [Dress Code](#).

Eligibility Requirements

To participate in FBLA competitive events at the National Leadership Conference (NLC), the following criteria must be met:

- **Membership Deadline:** FBLA national membership dues must be paid to the specific division by 11:59 p.m. Eastern Time on March 1 of the current school year.
- **Repeat Competitors:** Members may only compete in an event at the NLC more than once if they have not previously placed in the top 10 of that event at the NLC. If a member places in the top 10 of an event at the NLC, they are no longer eligible to compete in that event at future NLCs, unless the event has been modified beyond a name change. Chapter events are exempt from this procedure.
- **Conference Registration:** Members must be officially registered for the NLC and must pay the national conference registration fee to participate.
- **Official Hotel Requirement:** To be eligible to compete, competitors must stay within the official FBLA housing block.
- **State Entry Limits:** Each state may submit up to four entries per event.
- **Event Participation Limits:** Each member may participate in:
 - One individual or team event, and
 - One chapter event (e.g., *Annual Chapter Activities Presentation* or *Community Service Presentation*).
- **Participation Requirement:** To be eligible for an award, each competitor must complete all components of the event at the National Leadership Conference.
- **Late Arrivals:** Competitors will be allowed to compete until such time that the results are finalized, or participation would impact the fairness and integrity of the event, as determined by Competitive Events staff. Five penalty points will be assessed for late arrivals in any competitive event.
- **Event Schedule Notes:**
 - Some events may begin before the Opening Session.
 - All schedules are posted in local time for the NLC host city.
 - Schedule changes are not permitted.

Event Administration

- **Test Duration:** 30 minutes
- **Format:** This event consists of an online objective test that is proctored and completed on-site at the National Leadership Conference (NLC).
- **Materials:** Reference or study materials are not permitted at the testing site.
- **Calculators:** Personal calculators are not allowed; an online calculator will be available within the testing platform.
- **Question Review:** Competitors may flag questions within the testing platform for review prior to the finalization of results at the NLC.

2025–2026 Competitive Events Guidelines

Digital Citizenship



Scoring

- Each correct answer is worth one point.
- No points are deducted for incorrect answers.
- Tiebreakers are determined as follows: (1) The number of correct responses to 10 pre-selected tiebreaker questions will be compared. (2) If a tie remains, the number of correct responses to 20 pre-selected questions will be reviewed. (3) If a tie still remains, the competitor who completed the test in the shortest amount of time will be ranked higher.
- Results announced at the National Leadership Conference are considered official and will not be changed after the conclusion of the National Leadership Conference.

Penalty Points

- Competitors may be disqualified if they violate the Code of Conduct or the Honor Code.
- Five points are deducted if competitors do not follow the Dress Code or are late to the testing site.

Recognition

- A maximum of 10 entries (individuals or teams) may be recognized per event.

Americans with Disabilities Act (ADA)

- FBLA complies with the Americans with Disabilities Act (ADA) by providing reasonable accommodations for competitors. Accommodation requests must be submitted through the conference registration system by the official registration deadline. All requests will be reviewed, and additional documentation may be required to determine eligibility and appropriate support.

Electronic Devices

- Unless approved as part of a documented accommodation, all cell phones, smartwatches, electronic devices, and headphones must be turned off and stored away before the competition begins. Visible devices during the event will be considered a violation of the FBLA Honor Code.

Sample Preparation Resources

- Official sample test items can be found in [FBLA Connect](#). These sample items showcase the types of questions that may be asked on the test and familiarize competitors with the multiple-choice item options.

2025–2026 Competitive Events Guidelines

Digital Citizenship



Study Guide: Knowledge Areas and Objectives

- A. Personal Security and Online Privacy
 - 1. Explain the difference between privacy and security.
 - 2. Describe how personal privacy is compromised.
 - 3. Explain strategies to maintain personal security.
 - 4. Define a data breach.
 - 5. Define a cybercriminal.
 - 6. Define a security breach.
 - 7. Explain a virtual private network (VPN).
 - 8. Explain how a virtual private network is used to block internet browsers, cable companies, and internet service providers from tracking personal information.
 - 9. Explain how VPN protects access of personal data.
 - 10. Explain why it is important to limit information shared on social media.
 - 11. Explain why it is important to shred personal documents before discarding them.
 - 12. Explain why a social security number should be protected.
 - 13. Explain how information shared by an individual can be used against them.
 - 14. Describe strategies for safeguarding personal data and devices.
 - 15. Explain how information that a person shares online is no longer under the person's control.
 - 16. Explain reasons for blocking Internet sites and cellphone numbers.
 - 17. Describe types of personal home security.
 - 18. Identify Internet scams.
- B. Rights and Responsibilities
 - 1. Explain the right to acknowledge how the Internet works.
 - 2. Explain how information is accessed on the Internet.
 - 3. Explain the responsibility of separating fact from non-fact on the Internet.
 - 4. Explain the difference between what is content and what is advertising.
 - 5. Explain how all individuals who use the Internet have the right to be protected from cyber bullying and harassment.
 - 6. Explain how individuals who use the Internet have the right to protection from violence.
 - 7. Explain how Internet users have the right to not be diminished or bullied by others in cyberspace.
 - 8. Describe the right of individuals to participate in discussions and forums.
 - 9. Explain the personal right to engage and interact on social media and websites.
 - 10. Understand that individuals have the right to an opinion without fear of violence or harassment.
 - 11. Define the right for individuals to legally seek help if they feel threatened in cyber space.
 - 12. Explain how students have the right to go to schools, teachers, parents and authorities with concerns about online behavior
 - 13. Explain how individuals have the right to education and information about what is available online.
 - 14. Explain how individuals have the right to remain safe physically, mentally, and emotionally while interacting online
 - 15. Explain how individuals have the right to post things on sites without those items being manipulated or stolen by others who claim ownership.
 - 16. Understand the responsibility of not modifying the Internet work of others.

2025–2026 Competitive Events Guidelines

Digital Citizenship



- C. Digital Footprint
 1. Define digital footprint.
 2. Explain why a digital footprint is important.
 3. Explain how you make a digital footprint.
 4. Describe positive and negative digital footprints.
 5. Explain how every email, post, photo and click you make online leaves a trail.
 6. Explain how your information is gathered by advertisers, employers and companies from which you shop (Internet footprint).
 7. Define how digital economy can be summed up as the entire ecosystem built from our online connectivity.
 8. Explain how digital information is collected by using cookies.
 9. Explain the relationship between digital footprint and specialized advertising.
 10. Explain how a digital footprint can negatively affect job offers.
 11. Explain the importance of thinking before posting.
 12. Describe the use of Internet alerts to protect your personal digital footprint.
 13. Explain how the digital footprint can be used to make a positive first impression.
 14. Explain the importance of delivering a strong positive footprint.
- D. Internet Searches
 1. Explain the use of key terms to conduct Internet searches.
 2. Explain the process for choosing the best search engine.
 3. Separate facts from opinion when conducting Internet searches.
 4. Understand political persuasion when conducting Internet searches.
 5. Explain the importance of research backing information from Internet searches.
 6. Explain rationale for selecting an Internet search engine.
 7. List search engines.
 8. Define parameters for selecting the best honest search engine.
 9. Explain how Internet searches can be traced.
 10. Explain how different search terms can result in very different websites.
 11. Explain the difference between fact and opinion website searches.
- E. Copyrights
 1. Define copyright.
 2. Define the illegal activity associated with plagiarism.
 3. Explain the responsibility of knowing and obeying copyright laws.
 4. Understand the consequences associated with breaking copyright laws.
 5. Explain “fair use” of information
 6. Explain appropriate citation of work produced by others.
 7. Understand copyright laws.
 8. Explain how copyright laws also involve protection of images.
 9. Describe how the Internet has magnified copyright laws.
 10. Describe the rights of individuals who have copyright protection.
- F. Cyber Bullying
 1. Define cyber bullying.
 2. Explain how social networking and interaction is ripe for cyber bullying.
 3. Explain why individuals who use the Internet should learn the Internet lingo (netiquette).
 4. Explain the reason why cyber bullies should be confronted and reported to end the offenses.

2025–2026 Competitive Events Guidelines

Digital Citizenship



5. Describe the negative impact of cyber bullying.
6. Explain why cyber bullying occurs on the Internet.
7. Describe the mental impact of cyber bullying.
8. Explain how digital law protects users of the Internet.
9. Explain how cyber bullying occurs through e-mail, social media, chatrooms, and text messages.
10. Explain how digital forums, comments, photos, posts, and content shared by individuals can often be viewed by strangers as well as acquaintances.
11. Explain how the content an individual shares online – both their personal content as well as any negative, mean, or hurtful content – creates a kind of permanent public record of their views, activities, and behavior.
12. Explain how digital devices offer an ability to immediately and continuously communicate 24 hours a day, so it can be difficult for children experiencing cyberbullying to find relief.
13. Explain how most information communicated electronically is permanent and public, if not reported and removed. A negative online reputation, including for those who bully, can impact college admissions, employment, and other areas of life.
14. Explain how cyber bullying is hard to notice because teachers and parents may not overhear or see cyberbullying taking place, which makes it harder to recognize.
15. Explain the far-reaching negative effects from cyber bullying.