2024-25 Competitive Events Guidelines
Learning Strategies

FBLA
Future Business Leaders of America

Learning Strategies provide members with the opportunity to demonstrate knowledge around competencies in learning strategies. This competitive event consists of an objective test. It aims to inspire members to learn about an individual's way of organizing and using skills to learn.

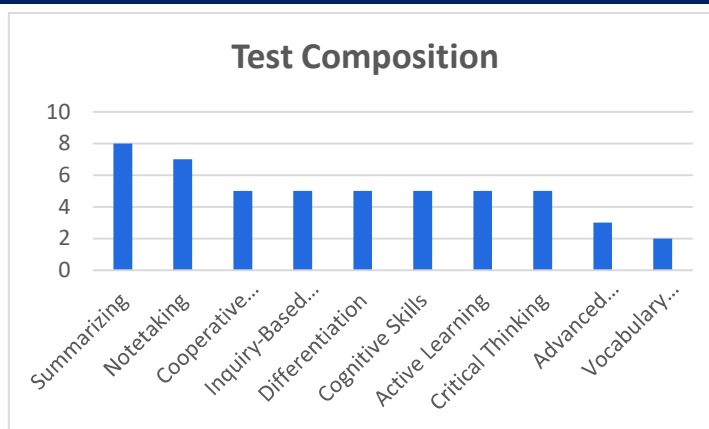## Event Overview

Division: Middle School
Event Type: Individual
Event Category: Objective Test, 50-multiple choice questions (breakdown of question by competencies below)
Objective Test Time: *30 minutes*
NACE Connections: Career & Self-Development

Competencies

- Summarizing
- Notetaking
- Cooperative Learning
- Inquiry-Based Learning
- Differentiation
- Cognitive Skills
- Active Learning
- Critical Thinking
- Advanced Organizer
- Vocabulary Development

Test Composition

Bar chart values: Summarizing 8, Notetaking 7, Cooperative... 5, Inquiry-Based... 5, Differentiation 5, Cognitive Skills 5, Active Learning 5, Critical Thinking 5, Advanced... 3, Vocabulary... 2. Y-axis scale 0–10.

State

Each chapter may enter three participants in this event. Testing is school site and will be conducted the two weeks prior to the state leadership conference (in March).

National

Required Competition Items

Items Competitor Must Provide	Items FBLA Provides
- 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)

Important FBLA Documents

- *Competitors should be familiar with the Competitive Events Policy & Procedures Manual, Honor Code, Code of Conduct, and Dress Code.*

Eligibility

- FBLA membership dues are paid by 11:59 pm Eastern Time on March 1 of the current program year or by SLC Conference registration deadline—whichever is earlier.
- Members may compete in an event at the National Leadership Conference (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.
- Members must be registered for the SLC/NLC and pay the conference registration fee to participate in competitive events.
- Each chapter may submit three entries; each state may submit four entries per event.
- Each member can only compete in one individual/team event and one chapter event (Annual Chapter Activities Presentation or Community Service Presentation) for national competition; for state competition, students may participate in one objective test, one performance event, and one chapter event.
- If competitors are late for their assigned objective test time, they will be allowed to compete with a five-point penalty until such time that results are finalized, or the accommodation would impact the fairness and integrity of the event.
- Some competitive events start in the morning before the Opening Session of NLC. The schedules for competitive events are displayed in the local time of the NLC location. Competitive event schedules cannot be changed.

Recognition

- The number of competitors will determine the number of winners. The maximum number of winners for each competitive event is 10 at the NLC; 5 at the SLC.

Event Administration

- This event is an objective test administered online at the SLC/NLC.
- No reference or study materials may be brought to the testing site.
- No calculators may be brought into the testing site; online calculators will be provided through the testing software.

Tie Breaker

- Ties are broken by comparing the correct number of answers to 10 pre-determined questions on the test. If a tie remains, answers to 20 pre-determined questions on the test will be reviewed to determine the winner. If a tie remains, the competitor who completed the test in a shorter amount of time will place higher.

Americans with Disabilities Act (ADA)

- FBLA meets the criteria specified in the Americans with Disabilities Act for all competitors with accommodations submitted through the conference registration system by the registration deadline.

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.

Electronic Devices
- Unless a pre-approved accommodation is in place, all cell phones, smart watches, and headphones must be turned off and put away before competition begins. Any visibility of these devices will be considered a violation of the Honor Code.

Study Guide: Competencies and Tasks

A. Summarizing
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.

B. Notetaking
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, and circling).
4. Describe the Cornell Method of notetaking (highlighting critical information).
5. Describe three different note-taking styles (outline, visual, and 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, and review).

C. Cooperative Learning
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.
9. Describe the need for commitment and enthusiasm for effective collaboration.

D. Inquiry-Based Learning

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).

E. Differentiation
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.

F. Cognitive Learning Skills
1. Define cognitive learning skills.
2. Describe cognitive skills (focus on the why, use storytelling, go for application, and use external aids).
3. Define cognitive learning strategies.
4. Define cognitive reading strategies, including mental processes and memory.

G. Active Learning
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.

H. Critical Thinking
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 learners 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.

I. Advanced Organizer
1. Define an advanced organizer.
2. Explain how the advanced 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 advanced 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.

J. Vocabulary Development
1. Define vocabulary development.
2. Explain how vocabulary leads to active thinking and word meaning.
3. Explain how a person's vocabulary grows through actively engaging them in word exploration and stimulating interest in knowing more words.
4. Explain how a word wall can encourage students to increase their vocabulary.
5. Explain how vocabulary can be increased with pictures, graphics, synonyms, antonyms, or related words.
6. Explain the process of new word introduction each week to increase an individual's vocabulary.