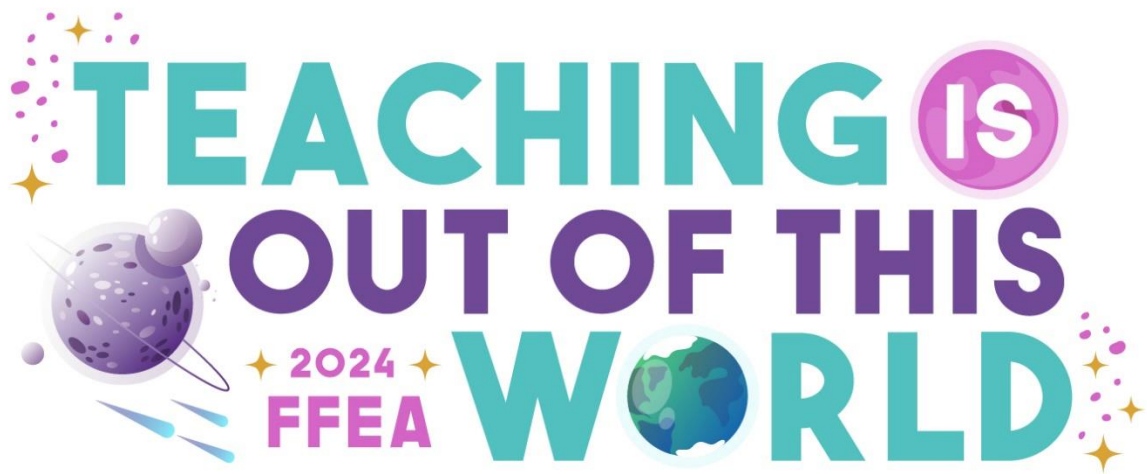


**Florida Future Educators of America
Annual State Conference
“Teaching is Out of this World!”
February 2 - 4, 2024**

Student Lesson Plan Competition



Student Lesson Plan Competition Entry Form

Student Information

Name: _____

Chapter Information

Chapter Name: _____

Chapter Address: _____
Street

City

District

Zip Code

School Telephone: _____

School Fax: _____

Advisor's Name: _____

Advisor's Email: _____

Advisor's Cell Phone Number: _____

School Category: High (____) Postsecondary (____)

Student Signature _____ Date _____

Parent Signature (*If student is under 18*) _____ Date _____

Advisor Signature _____ Date _____

Student Lesson Plan Competition

OVERVIEW:

- This is an individual student competition. Students will plan and deliver a lesson in either English language arts or mathematics using the B.E.S.T. Standards. Students can deliver the lesson plan to elementary, middle school students or even high school classmates.

ELIGIBILITY:

- **Only one student's lesson plan PER CHAPTER will be considered.** Each chapter must select one student's lesson plan to represent them. If multiple lesson plans are received, those students will be disqualified.
- Students entering the Student Lesson Plan Competition are expected to register for and be present at the conference.

GUIDELINES:

- The original lesson plan may be written for one of the following grade levels:
 - Elementary school (K-5)
 - Middle school (grades 6-8)
 - High school (grades 9-12)
- The original lesson plan may be written for any of the following subjects:
 - English language arts
 - Mathematics
- The lesson plan must be typed and should follow the format on the attached page.
- All lesson plans should address one or more of the B.E.S.T. Standards found at [CPALMS.org](https://www.cpalms.org).
 - The Standards must include the number and description (Example: *ELA.1.F.1.1 Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books*).
- In addition to the lesson plan, the student must provide evidence of the delivery of the lesson as well as a reflection of the lesson. Evidence may include pictures of the student teaching the lesson and examples of student work. Points will be deducted from the total score if the reflection of the lesson or evidence of the delivery of the lesson is not included. Please refer to the lesson plan format and rubric for additional details.

SCORING:

- The lesson plan will be scored using the attached rubric. The maximum total number of points possible is 16.
- The top five winners will be announced during the closing session on Sunday, February 4, 2024.

***Please note: Both high school and postsecondary entries will be scored within the same category based on the attached rubrics.**

DEADLINE:

- Submit the completed entry form, lesson plan, reflection and delivery evidence using the following link: [2024 FFEA Student Lesson Plan Competition Submission](#) no later than **Friday, December 8, 2023, at 11:59 p.m. EST.**

Lesson Plan Format

Student Teacher Name:	Chapter Name:
Grade Level:	Subject(s):
B.E.S.T. Standard(s) from CPALMS.org (Include number and description):	
Lesson Objective/Essential Question:	
Key Vocabulary:	Materials Needed (Including Technology):
Lesson Content: <u>Engaging Activity/Activating Strategy:</u> <u>Instructional Procedure:</u> <u>Closing/Summarizing Strategy:</u>	
Assessments:	
Accommodations:	
Reflection: On a separate piece of paper consider: What parts of the lesson worked well? How might these parts be improved? What parts of the lesson did not work well? Why? What will you do differently next time?	

FFEA Student Lesson Plan Competition Scoring Rubric

Student Name: _____ Total Points: _____ out of 16

Chapter Name: _____

Is the lesson plan typed with various sections labeled? YES NO

If you answered "no" to the question above, do not continue with the scoring process.

Points Available	Accomplished 4	Commendable 3	Developing 2	Needs Improvement 1
Components (10 items)	All 10 elements of the lesson plan are directly identified and relevant to the standard and objective: subject and grade level, standard, objective, vocabulary, materials, activating strategy, instructional procedure, closing strategy, assessment and accommodations.	8-9 elements of the lesson plan are identified and relevant to meet the standard and objective: subject and grade level, standard, objective, vocabulary, materials, activating strategy, instructional procedure, closing strategy, assessment and accommodations.	6-7 elements of the lesson plan are identified and relevant to meet the standard and objective: subject and grade level, standard, objective, vocabulary, materials, activating strategy, instructional procedure, closing strategy, assessment and accommodations.	Less than 6 elements of the lesson plan are identified and relevant to meet the standard and objective: subject and grade level, standard, objective, vocabulary, materials, activating strategy, instructional procedure, closing strategy, assessment and accommodations.
Expectations	Clear and high expectations are evident throughout every aspect of the plan. Objective is relevant to the stated B.E.S.T. standard(s).	Clear and high expectations are evident in most aspects of the plan. Objective is somewhat relevant to the stated B.E.S.T. standard(s).	Clear and high expectations are evident in few aspects of the plan. Objective is not relevant to the stated B.E.S.T. standard(s).	Clear and high expectations are not evident in the plan. The B.E.S.T. standard(s) is inaccurate for the stated grade/subject.
Sequencing Content	The progression of the lesson is clearly articulated and strategically designed to meet the B.E.S.T. standard and stated objective, as well as provide multiple opportunities for student engagement.	The progression of the lesson is logically designed to meet the B.E.S.T. standard and stated objective, as well as provide one opportunity for student engagement.	The progression of the lesson is somewhat unclear, but aims to meet the B.E.S.T. standard and stated objective.	The progression of the lesson is unclear and will not meet the B.E.S.T. standard and stated objective.
Reflection	The reflection shows professional-level insight to all facets, including the planning and delivery of the lesson plan.	The reflection shows thoughtful insight, but does not achieve professional-level on every facet of the lesson plan.	The reflection shows surface-level insight into the planning and delivery of the lesson plan.	The reflection shows limited insight into the planning and delivery of the lesson plan.

Does the lesson plan include evidence of delivery and student work samples? **YES NO (If no, subtract 2 points from total score)**