

**CRITICAL THINKING****SAMPLE CASE STUDY****PARTICIPANT INSTRUCTIONS**

1. You have 15 minutes to review the case.
2. Presentation time is five minutes. At four minutes the timekeeper will stand and hold up a colored card indicating one minute is left and at five minutes the timekeeper will stand and hold up a colored card indicating time is up.
3. Each competitor will be given two note cards. Note cards will be collected following the presentation.
4. If participating as a team, all team members must participate in the presentation as well as answer the questions posed by the judges. Cover all the points described in the case.
5. Individuals/teams should introduce themselves, describe the situation, make their recommendations, and summarize their cases.
6. Judges may ask up to three questions following the presentation.

CASE STUDY INFORMATION**Background Information**

FBLA-PBL believes in developing character, preparing for useful citizenship, and fostering patriotism. As a middle school chapter, these beliefs are key building blocks of your future FBLA-PBL experiences in high school and beyond. Your chapter has been asked to create a three-part series of events that will each address one of the FBLA-PBL beliefs stated above and will be implemented during the school year on dates that have specific meaning to your school, chapter, state, country, FBLA-PBL, or career and technical education. You are a part of a committee tasked by your chapter officer team and advisers with developing the three events and presenting them to the chapter during the next chapter meeting.

Scenario

The context you find yourself in is being able to multi-task through the researching, planning, creating, and evaluating of possible events along with the “special” dates they each correspond with. The target audience are members of your chapter, school, and community. You will create

a plan to include the target audience, costs, supplies needed, locations, and volunteers that will then be shared as a part of your plan. Your work will be judged by how well you have addressed the three FBLA-PBL beliefs provided, your plan, and the rationale for choosing the dates for the events. The committee will present to the chapter officer team (judges).

Objectives of Case Study

The individual/team must address the following in the presentation:

- Describe characteristics necessary for chapter members who work directly with the school administration and community.
- Explain the impact of proper planning, organization, and communication when making decisions representing your chapter.
- Explain the need for patience and understanding.
- Understand the need for cultural sensitivity when planning events that use the words beliefs, understanding, and cooperation.

**CRITICAL THINKING****SAMPLE CASE STUDY****JUDGES' INSTRUCTIONS****JUDGING THE PRESENTATION**

1. This is a case study event.
2. Competitors have 15 minutes to prepare the presentation.
3. Presentation time is five minutes. At four minutes the timekeeper will stand and hold up a colored card indicating one minute is left and at five minutes the timekeeper will stand and hold up a colored card indicating time is up.
4. Each competitor will be given two note cards. Note cards will be collected following the presentation.
5. If participating as a team, all team members must participate in the presentation as well as answer the questions posed by the judges. All points described in the case must be covered.
6. Individuals/teams should introduce themselves, describe the situation, make their recommendations, and summarize their cases.
7. Judges may ask up to three questions following the presentation.
8. Complete the rating sheet.

JUDGES' INSTRUCTIONS**Background Information**

FBLA-PBL believes in developing character, preparing for useful citizenship, and fostering patriotism. As a middle school chapter, these beliefs are key building blocks to future FBLA-PBL experiences in high school and beyond. The FBLA chapter has been asked to create a three-part series of events that will each address one of the FBLA-PBL beliefs stated above and will be implemented during the school year on dates that have specific meaning to your school, chapter, state, country, FBLA-PBL, or career and technical education. The individual/team are part of a committee tasked by the chapter officer team and advisers with developing the three events and presenting them to the chapter during the next chapter meeting.

Scenario

The context the individual/team finds themselves in is being able to multi-task through the researching, planning, creating, and evaluating of possible events along with the “special” dates they each correspond with. The target audience are members of the FBLA chapter, school, and community. The individual/team will create a plan to include the target audience, costs, supplies needed, locations, and volunteers that will then be shared as a part of your plan. The work will be judged by how well the individual/team has addressed the three FBLA-PBL beliefs provided, the plan, and the rationale for choosing the dates for the events. The individual/team will present to the chapter officer team (judges).

Objectives of Case Study

The individual/team must address the following in the presentation:

- Describe characteristics necessary for chapter members who work directly with the school administration and community.
- Explain the impact of proper planning, organization, and communication when making decisions representing your chapter.
- Explain the need for patience and understanding.
- Understand the need for cultural sensitivity when planning events that use the words beliefs, understanding, and cooperation.

Judges' Questions

After the presentation, please ask up to three questions. Develop your own questions or feel free to ask any of the following:

1. What is the best way to share information about the events with the community?
2. How will the chapter and community benefit from these events?
3. Are these events something that could be repeated, or should new ones be created each year?

There is no right or wrong answer to the event. However, the ability of the competitor(s) to arrive at a solution, based on the facts provided should be the basis for the score. The competitor(s) should present suggestions with clarity and conviction.