

**Question 8: Do you mostly use class time to prepare for competition or is there additional time for preparation before/after school that students are expected to attend?**

**Allen Gancarz**

I use a combination for first year students. We work mostly in class, but I also see them before and after school if they are having problems with role-plays.

I use a system of binders. I buy the exams and role-plays every year and put together binders for the kids. For each event binder there will be five to seven exams, some in the occupational area and some in general marketing. I also put in my expectations: How to dress, how to tie a tie, etc. I let them know that the more they study, the better. Some of it they just have to memorize. Every summer I photocopy the Guide for every kid. (Even with the Guide online, they can take these copies home with them to work.)

The second and third year students use class time to prepare for competition. This is integrated into the curriculum. Near deadlines, we will also work at other available times (this pertains to chapter and other manual projects).

After basic marketing, I teach a business ownership class that is a DECA class. To meet the state curriculum, students have to turn in entrepreneurship manuals by the end of the year. But for the first half of the class, they work on DECA manuals. Since the class meets during the first block, the kids can go dressed up to meet with businesspeople (with parental permission, etc.). They may solicit donations from the Chamber of Commerce or meet with other businesspeople and talk. Then they may end up doing a research project with a bank, credit union, etc.

**Mike Karpie**

Competition preparation is usually done before and after school. Weekends and vacation time can also work. Yes, you are giving up a lot of time, but remember—you need to decide on your level of commitment. Sometimes members work during study halls, and most kids give up their lunch time.

**Bill Lind**

My seniors used class time to prepare, since we did DECA's written projects as assignments in Marketing II. Prep for juniors was minimal in class; it was primarily practice role-plays and work on communication skills.

**Lucinda Mason**

Kids really don't understand the importance of preparing for competition. And, you know, sometimes it works out that some who haven't done much in the way of preparation get lucky and win anyway. I usually have to set up a couple of nights to work with those doing written events. Time just flies, and that's about the only way to get them done. My students have done as many as seven written events in one year, but I learned my lesson. Now my limit is three. I think the thing that helps my students the most with competition is the fact that I teach and give notes all of first semester. I also have them take the sample tests purchased from DECA Images. Students are rewarded with extra grades when they finish a test. They also

get extra participation points when they attend regional, state and national conferences. There are some teachers in my state who have a lot of study sessions at night, but I have a life outside of DECA, and it just hasn't been something I wanted to do on a regular basis.

### **Dennis Sweetapple**

I do use some class time, and I also have morning and after-school sessions to prepare the students for competition.

### **Debbie Tixier**

We use MarkED LAPs and curriculum in class to teach all our basic competencies and to get them ready for what they will encounter on the district tests. We do have two study nights for students going to state to do practice role-plays and to work with advanced students with experience. This year we actually brought our assistant principals in to be the judges when the kids practiced role-play events. The practice sessions let them have an idea at what they will encounter at state and national competition. This is offered to all students, but only the ones who are very motivated actually take us up on the offer.

My third year project class works all year long on one of the DECA written projects. Then, the last two weeks before state presentations, we let these students come into our other marketing classes to practice presenting their projects. It is good practice and lets the younger students see what a project is all about. It helps to motivate the students for the second and third year marketing classes. We have been lucky the last two years in that 100% of our projects from the third year class entered at state have gone on to nationals. It makes the kids excited about putting the work in on a long written project when they feel like the return on their investment will be rewarded.

We also have copies of past tests bought from DECA IMAGES that we check out to our students to study prior to competitions. Those who check out tests and practice questions seem to do much better on the written tests than those who don't. We also check out the Competitive Edge booklets from Custom Resources for students to study. If they spend time on the whole booklet, it will help them tremendously.

