MOCK COMPETITION TOOLKIT

PROPOSE 1
ORGANIZE 2
IMPLEMENT 10
EVALUATE 13
PROPOSE

Use this outline as a proposal which you can present to your advisor

☐ Date: ___ / ___ / ___
☐ Time: ___:___ to ___:___
☐ Locations:
  ☐ Space for prep/check in: ____________________________
  ☐ Space for prep: ____________________________
  ☐ Space for judging: ____________________________
  ☐ Additional space (optional): ____________________________
  ☐ Additional space (optional): ____________________________
☐ Staff:
  ☐ Director: ____________________________
  ☐ Assistant Director: ____________________________
☐ Event Managers (1 per event):

____________________________________________________

☐ Movers (1 per event):

____________________________________________________

☐ Additional:
  ☐ Will the event be a fundraiser? Yes/No (Circle One)
  ☐ Will there be awards/certificates? Yes/No (Circle One)
  ☐ Will there be food? Yes/No (Circle One)
  ☐ (Optional space) ____________________________
  ☐ (Optional space) ____________________________
  ☐ (Optional space) ____________________________

Chapter President Signature: X_______________________

Advisor Signature: X_______________________
ORGANIZE
Complete this task list to prepare for the event

1: Planning

☐ Proposal
Complete the PROPOSE outline. Write up a full proposal for your school administration or chapter leadership if needed.

☐ Events
Decide what events you will be offering:

- If you would like to run a practice test, adapt your facility and staff plans to accommodate the activity. Some chapters offer a sample test which is only 25 questions rather than 100.

- Most mock competitions do not offer team events, since they are much more time consuming and prevent efficient turn over. Even if members plan to compete in team events, they will benefit from practicing individually.

- There are many events you can choose from, but it is best to limit yourself to 2 or 3 choices. We recommend running an Apparel & Accessories Marketing Series (AAM), Food Marketing Series (FMS) and Quick Serve Restaurant Management Series (QSRM). These events are beginning level and good for first year competitors. Good instructional areas to use are selling, communications, promotion. It’s ok for a member to mock compete in an event or even cluster other than their actual event- remember, mock competitions are one of the best ways for members to learn and practice 21st century and presentation skills; They can learn content in many other settings.

Write the events you will be offering: ________________________________

☐ Fundraise
Decide if you will be selling food, beverages or goods or charging admission to the competition. Profits could go toward chapter funds or charity.
2: Sharing

☐ Promote
Post flyers, send emails, post on social media, etc.

☐ Sign-ups
Use a sign-up sheet, Google/Microsoft forms or other method to collect participants names. If you are running multiple events collect first and second choices

3: Logistics

☐ Facilities
Complete requests to administration and teachers for any space needed. Document the approvals you need below and check them off once they are received:
☐ ______________________
☐ ______________________
☐ ______________________
☐ ______________________

☐ Resources
Contact your custodian or other administration members to reserve any extra chairs and tables or sound/AV equipment you might need. If you are going to offer food, awards, certificates of participation or anything else, determine how they will be acquired. List the resources you need and check them off once they are reserved/prepared:
☐ ______________________
☐ ______________________
☐ ______________________
☐ ______________________
☐ ______________________

☐ Budget
This element goes hand-in-hand with resources but if you plan to receive and/or spend money be sure to create a budget and share it with the appropriate people (school administration, student council, chapter officers/advisors)
**Schedule**

For each event you are running, use the table below to determine the number of judges you need for that event and the time you need them for. Based on the number of students, find a time that is green (under 3 hours) and the corresponding number of judges. If you use a number of judges and students which results in a time that is red, add more judges until the time is green.

For example, if you have 30 students, you could use two judges. Each judge would see 15 students and it would take approximately 2.5 hours.

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>1:40</td>
<td>0:50</td>
<td>0:40</td>
<td>0:30</td>
<td>0:20</td>
</tr>
<tr>
<td>20</td>
<td>3:20</td>
<td>1:40</td>
<td>1:10</td>
<td>0:50</td>
<td>0:40</td>
</tr>
<tr>
<td>30</td>
<td>5:00</td>
<td>2:30</td>
<td>1:40</td>
<td>1:20</td>
<td>1:00</td>
</tr>
<tr>
<td>40</td>
<td>6:40</td>
<td>3:20</td>
<td>2:20</td>
<td>1:40</td>
<td>1:20</td>
</tr>
<tr>
<td>50</td>
<td>8:20</td>
<td>4:10</td>
<td>2:50</td>
<td>2:10</td>
<td>1:40</td>
</tr>
<tr>
<td>60</td>
<td>10:00</td>
<td>5:00</td>
<td>3:20</td>
<td>2:30</td>
<td>2:00</td>
</tr>
<tr>
<td>70</td>
<td>11:40</td>
<td>5:50</td>
<td>4:00</td>
<td>3:00</td>
<td>2:20</td>
</tr>
<tr>
<td>80</td>
<td>13:20</td>
<td>6:40</td>
<td>4:30</td>
<td>3:20</td>
<td>2:40</td>
</tr>
<tr>
<td>90</td>
<td>15:00</td>
<td>7:30</td>
<td>5:00</td>
<td>3:50</td>
<td>3:00</td>
</tr>
<tr>
<td>100</td>
<td>16:40</td>
<td>8:20</td>
<td>5:40</td>
<td>4:10</td>
<td>3:20</td>
</tr>
</tbody>
</table>

Event 1: ________________

Number of Students: ____  Number of Judges: ____  Duration: ____:
(From your sign-up sheet)  (From the table)  (From the table)

Event 2 (Optional): ________________

Number of Students: ____  Number of Judges: ____  Duration: ____:

Event 3 (Optional): ________________

Number of Students: ____  Number of Judges: ____  Duration: ____:
Now, create a spread sheet with a column for first name, last name, event, section, prep time and score. With just the sign-up data, you will only be able to fill out the first 3 columns.

Next group the names on the spread sheet by event, like so:

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Event</th>
<th>Section</th>
<th>Prep Time</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grace</td>
<td>Brigham</td>
<td>AAM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skyler</td>
<td>Cobb</td>
<td>AAM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Andre</td>
<td>Ramsey</td>
<td>AAM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ashton</td>
<td>Blackwell</td>
<td>AAM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cayla</td>
<td>Gutenberger</td>
<td>AAM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Isabel</td>
<td>Hyde</td>
<td>AAM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Josh</td>
<td>Wolters</td>
<td>AAM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liz</td>
<td>Flores</td>
<td>AAM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monica</td>
<td>Yu</td>
<td>AAM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sai</td>
<td>Rayala</td>
<td>AAM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zac</td>
<td>Sherrer</td>
<td>FMS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alfonso</td>
<td>Godinez</td>
<td>FMS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The number of sections is equal to the number of judges. Each section has its own letter. If you have only one section all students in the event are in section A. If there are two sections half the students are in section A and half are in section B. The pattern continues as the number of sections increases. For this example, we will say the AAM event has 2 sections and the FMS event has 1. In this instance the spreadsheet would appear as follows:

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Event</th>
<th>Section</th>
<th>Prep Time</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grace</td>
<td>Brigham</td>
<td>AAM</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skyler</td>
<td>Cobb</td>
<td>AAM</td>
<td>A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Enter the start time of each event at the beginning of each section in it. For example, if AAM starts at 3:00, enter 3:00 in the prep time spot for Grace, the first student in section A, and Isabel, the first student in section B. If FMS starts at 4:00, enter 4:00 in the prep time spot for Zac. Please note, if the second event starts after the first event ends, you can use a judge from the first event for the second one.

For each student left in the section increase the prep time by 10 minutes. The result for this example would appear as follows:

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Event</th>
<th>Section</th>
<th>Prep Time</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grace</td>
<td>Brigham</td>
<td>AAM</td>
<td>A</td>
<td>3:00</td>
<td></td>
</tr>
<tr>
<td>Skyler</td>
<td>Cobb</td>
<td>AAM</td>
<td>A</td>
<td>3:10</td>
<td></td>
</tr>
<tr>
<td>Andre</td>
<td>Ramsey</td>
<td>AAM</td>
<td>A</td>
<td>3:20</td>
<td></td>
</tr>
<tr>
<td>Ashton</td>
<td>Blackwell</td>
<td>AAM</td>
<td>A</td>
<td>3:30</td>
<td></td>
</tr>
<tr>
<td>Cayla</td>
<td>Gutenberger</td>
<td>AAM</td>
<td>A</td>
<td>3:40</td>
<td></td>
</tr>
<tr>
<td>Isabel</td>
<td>Hyde</td>
<td>AAM</td>
<td>B</td>
<td>3:00</td>
<td></td>
</tr>
<tr>
<td>Josh</td>
<td>Wolters</td>
<td>AAM</td>
<td>B</td>
<td>3:10</td>
<td></td>
</tr>
<tr>
<td>Liz</td>
<td>Flores</td>
<td>AAM</td>
<td>B</td>
<td>3:20</td>
<td></td>
</tr>
<tr>
<td>Monica</td>
<td>Yu</td>
<td>AAM</td>
<td>B</td>
<td>3:30</td>
<td></td>
</tr>
<tr>
<td>Sai</td>
<td>Rayala</td>
<td>AAM</td>
<td>B</td>
<td>3:40</td>
<td></td>
</tr>
<tr>
<td>Zac Sherrr</td>
<td>FMS</td>
<td>A</td>
<td>4:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>-----</td>
<td>----</td>
<td>------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alfonso Godinez</td>
<td>FMS</td>
<td>A</td>
<td>4:10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The participants will check in at their prep time and enter prep as soon as the room is set up/reset properly. They will prepare for 10 minutes and then go to judging for 10 minutes.

☐ **Pat Yourself on The Back**
Scheduling is hard so acknowledge your achievement once you finish!

☐ **Judges**
Reach out to teachers, alumni and your local community to gather volunteers. Be sure to share that no prior knowledge is needed, and you will provide training.
IMPLEMENT

Check off these steps to execute the event completely.

☑ Set Up
Prep room- Set up tables so they are spread out with one chair behind each. Include a copy of the role play, spare paper and writing utensils.

Judging room- Set up tables so they are spread out with a chair on either side. Each judge should be assigned a section letter for their event, they will judge the students from this section only. Include a copy of the judging materials, rubrics and writing utensils.

Example layouts (3 sections):
Prep Room:  

![Prep Room Diagram]

Competition Room:

![Competition Room Diagram]

☑ Signage
Create signs so that the prep area for each event is easy to find. If all the events are prepping in the same room, make sure it is clear to participants. Section labels can be created to go on desks in prep and judging as well.

☑ Name Tags / Passes (optional)
Create name tags or paper slips with each participants name, time, section and event. These can be distributed at check in so students know when to return to prep and can also be referenced by event managers.
Staff Training
Event managers handle the first half of the process. Their responsibilities are:

- Checking in
  - Distribute name tags if created or share prep time and section
  - Move students into prep room
- Facilitating Prepping
  - Ensure that every 10 minutes, the section of students prepping rotates
  - Time the 10-minute prep period
  - Replenish paper and writing utensils as needed

Movers handle the second half of the process. Their responsibilities are:

- Moving
  - Get students from the prep room and move them to the judging area
- Facilitating Judging
  - Seat students with the judge corresponding to their section
  - Time 10-minute judging period
  - Replenish judging material or utensils when needed
  - Collect rubrics

Judge Training
It’s a good idea to provide an orientation 15 to 20 minutes before the competition begins. Give judges the role play they will be judging with the judging material attached. Present the following information:

1. Purpose
   - Explain why you are doing a mock competition and what you hope the students to get out of it

2. Logistics
   - Students will prepare for 10 minutes and present to the judges
   - The scenario is the same as the one the judges are given
- The judge’s role is indicated on the judge’s instructions attached to the role play
- Begin the role play with a handshake and introduce yourself
- Allow the students to present without interruption, wait until they are done or prompt you to ask the scripted questions
- Collect the students notes and visuals at the end of the role play
- Finish with a handshake and thank you

3. Scoring
- Score in pencil, judges can adjust scores relative to different members’ performances
- NEVER give a perfect score
- (Optional) Remove 5 points for non-professional dress
- Do not score lower than 60 unless the student truly puts no effort into the role play
- Provide as much written feedback as possible

☐ Recognition (optional)
Have the judges give each student a certificate of participation after their role play. At the end of the competition period gather everyone together and give prizes or awards to the top 5 or 10 scorers in each event.

☐ Thank You Letters
Be sure to show gratitude to administrators, judges, teachers who allowed you to use their classrooms and anyone else who helped make the event possible.

REVIEW OF IMPLEMENTATION
Feeling a bit confused? Overwhelmed? Don’t worry! Mock competitions are complex events to run, but you shouldn’t be discouraged. Read through the implementation steps several times and work on piecing it together. To get clearer picture, read the vision narrative on the next page. It outlines what it would be like for a member to attend a mock competition.
VISION NARRATIVE: SKYLER’S STORY

Skyler is a freshman at Redmond High School. His area competition is coming up soon, and he really wants to practice. His chapter leadership announces a mock competition in 3 weeks, and he decides to sign up.

Between an Apparel & Accessories Marketing (AAM) and Food Marketing Services (FMS) event, he chooses to compete in AAM. He walks over to the DECA Bulletin and puts down his name and chosen event on the sign-up sheet.

A week before the event he looks at the schedule that was posted on the DECA Bulletin and sees his prep time is 3:30.

On the day of the mock competition, he arrives at 3:20 and gets his name tag from the check-in desk. He sees he is in section B. Around 3:30 the event manager takes him and a few others into the prep room.

The group walks into another classroom and he finds the desk labeled “B”. The event manager says “begin” and he takes a seat. The scenario is taped to the table and he uses the scratch paper to put together a presentation. When the event manager calls “time” he grabs his notes and the mover takes the group to the classroom where judging is happening.

He is taken to a judge whose desk is labeled “B”. He completes his role play in about 7 minutes and his judge asks him a few questions. The mover hands him a certificate of participation and he exits the room.

Skyler finishes a little before 4:00 and has 45 minutes until the mini awards session. He heads over to check in and buys a piece of pizza and a drink for $5, knowing this money will go to support his chapter. After chatting with his buddies about his role play, it’s time for the mini awards. He got the 5th highest score and receives a pin!
EVALUATE
Look back after the event is over.
What didn’t work/could be improved?

What went well?
Having completed this event, what is your vision for the next mock competition?