

**Florida Future Educators of America  
Annual State Conference  
“Teachers are Superheroes!”  
January 16 – January 18, 2026**

# **Student Lesson Plan Competition**



## Student Lesson Plan Competition Entry Form

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### Student Information

Name: \_\_\_\_\_

### Chapter Information

Chapter Name: \_\_\_\_\_

Chapter Address: \_\_\_\_\_  
Street

\_\_\_\_\_  
City District Zip Code

School Telephone: \_\_\_\_\_

Advisor's Name: \_\_\_\_\_

Advisor's Email: \_\_\_\_\_

Advisor's Cell Phone Number: \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature (*If student is under 18*) \_\_\_\_\_ Date \_\_\_\_\_

Advisor Signature \_\_\_\_\_ Date \_\_\_\_\_

# Student Lesson Plan Competition

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## 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 or 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://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 three winners will be announced during the closing session on Sunday, January 18, 2026.

**\*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: [2026 FFEA Student Lesson Plan Competition Submission](#) no later than **Monday, December 1, 2025, at 11:59 p.m. ET.**

# Lesson Plan Format

[illegible]

## 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<br>4                                                                                                                                                                                                                                                          | Commendable<br>3                                                                                                                                                                                                                                                    | Developing<br>2                                                                                                                                                                                                                                                     | Needs Improvement<br>1                                                                                                                                                                                                                                                      |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Components<br/>(10 items)</b> | 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. |
| <b>Expectations</b>              | 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.                                                                                                                                               |
| <b>Sequencing<br/>Content</b>    | 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.                                                                                                                                                                      |
| <b>Reflection</b>                | 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)