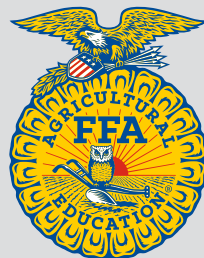




EXTEMPORANEOUS PUBLIC SPEAKING

2017-2021



NATIONAL FFA
CAREER AND LEADERSHIP
DEVELOPMENT EVENTS

IMPORTANT NOTE

Please thoroughly read the introduction section located on [FFA.org/cdeintro](https://www.ffa.org/cdeintro) for complete rules and procedures that are relevant to all National FFA Career/Leadership Development Events.



Purpose

The National FFA Extemporaneous Public Speaking Leadership Development Event is designed to develop the ability of all FFA members to express themselves on a given subject without having prepared or rehearsed its content in advance. This gives FFA members an opportunity to formulate their remarks for presentation in a very limited amount of time. The event will be held in connection with the national FFA convention and expo.



Event Rules

The National FFA Extemporaneous Public Speaking Leadership Development Event will be limited to one participant from each state association.

- It is highly recommended that participants wear FFA Official Dress for this event.
- Copies of the rules and score sheet will be supplied to participants in advance of the national event.
- Three to eight competent and impartial persons will be selected to judge the event. At least one judge should have an agricultural background. Each state with a speaker shall provide a judge for preliminary rounds of the national event. Any advisor who has a student competing in a speaking event may not serve as a judge for that respective speaking event.
- Any participant in possession of any electronic device, not provided by the event committee, in the preparation room is subject to disqualification.



Event Format

Event officials will randomly draw speaking order. The superintendent will announce each participant by name and in order of the drawing.

The selection of topics will be held 30 minutes before the event. The participants will draw three specific topics, selected at random from the pool of 18, relating to the industry of agriculture. After selecting the topic they desire to speak on, all three topics will be returned for the next drawing.

Eighteen topics will be prepared by the event superintendent and will include three each from the following categories:

- Agricultural literacy and advocacy
- Current agricultural issues
- Advancing agriculture through agriculture science
- Current technology uses and applications in agriculture
- Agrimarketing and international agriculture
- Food and fiber systems

Participants will be admitted to the preparation room at 15 minute intervals and given exactly 30 minutes for topic selection and preparation.

The officials in charge of the event will screen reference material on the following basis:

- Must be limited to five items
- Printed material such as books or magazines
- Printed compilations of materials collected from Internet research
 - Participants may have up to 10 mins to conduct online research. Computers may be provided. Access to email, Dropbox or any prepared materials are prohibited. A room monitor will be the official timekeeper for each contestants technology time. The use of prepared notes or speeches even if accessed with technology time is prohibited and will be grounds for disqualification.
- To be counted as one item, a notebook or folder of collected materials may contain no more than 100 single-sided pages or 50 pages double-sided numbered consecutively.
- References should be in original format.
- There can be no notes or speeches prepared by the participant or by another person for the purpose of use in this event. Cutting and pasting into a Microsoft Word document will be considered prepared notes.

Each speech should be the result of the participant's own effort using approved reference material which the participant may bring to the preparation room. No other assistance may be provided. Participants must use the uniform note cards provided. Any notes for speaking must be made during the 30 minute preparation period. A participant will be permitted to use notes while speaking, but deductions in scoring may be made for this practice if it detracts from the effectiveness of the presentation.

A list of all possible topics will be given to and reviewed by the judges prior to the beginning of the event.

Each speech should be no less than four and no more than six minutes in length. An additional five minutes will be allowed for the questioner to ask related questions. The room coordinator of the event will introduce the participant by name and state. The participant may introduce his or her speech by title only. Participants will be penalized one point per second on each judge's score sheet for being over six minutes or under four minutes. Time commences when the speaker begins talking. Speakers may use a watch to keep a record of their time. Event officials or observers will give no time warnings.

The national event will be conducted in three rounds: preliminaries, semifinals and finals. No ranking will be given except for the final four speakers. Comment cards for all participants will be distributed at the awards function.

Timekeepers will record the time for each participant in delivering his or her speech, noting under time or over time, if any, for which deductions should be made.

At the time of the event, the judges will be seated in a designated section of the room in which the event is held. They will score each participant on the delivery of the production using the score sheet provided.

Each room in all rounds will have one person designated as a questioner. This individual will ask and score all questions for the event round. Questions will pertain directly to the speaker's subject. Questions containing two or more parts should be avoided.

The full five minutes should be used.

When all participants have finished speaking, each judge will total the score on each participant. The timekeepers' record will be used in computing the final score for each participant. The questioner will provide scores to the judges for questions. The judges' score sheets will then be submitted to event officials to determine final ratings of participants.

During preliminary and semifinal rounds, recording of presentations is permitted by one person from each participant's association, including advisor or family member, for that participant only.

Scoring

Participants will be ranked in numerical order on the basis of the final score to be determined by each judge without consultation. The judges' ranking of each participant then will be added, and the winner will be the participant whose total ranking is the lowest. Other placings will be determined in the same manner (low rank method of selection).

TIEBREAKERS

Ties will be broken based on the greatest number of low ranks. The participant's low ranks will be counted and the participant with the greatest number of low ranks will be declared the winner. If a tie still exists, then the event superintendent will rank the participant's response to questions. The participant with the greatest number of low ranks from the response to question will be declared the winner. If a tie still exists then the participant's raw scores will be totaled. The participant with the greatest total of raw points will be declared the winner.



Awards

Awards will be presented at the awards function.

Awards are presented to individuals based upon their rankings. Awards are sponsored by a cooperating industry sponsor(s) as a special project, and/or by the general fund of the National FFA Foundation.

Resources

This list of references is not intended to be all-inclusive. Other sources may be utilized, and teachers are encouraged to make use of the very best instructional materials available. The following list contains references that may prove helpful during event preparation.

NATIONAL FFA CORE CATALOG:

- Figures of Speech DVD—<http://shop.FFA.org>
- Great Speeches and Presentations—<http://shop.FFA.org>
- CDE Q&A's www.FFA.org
- American Farm Bureau Federation – www.fb.org
- United States Department of Agriculture – www.usda.gov



NATIONAL FFA
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DEVELOPMENT EVENTS

Extemporaneous Public Speaking Rubric 1000 points

NAME _____ MEMBER NUMBER _____

CHAPTER _____ STATE _____

| INDICATORS | Very strong evidence of skill is present 5-4 points | Moderate evidence of skill is present 3-2 points | Strong evidence of skill is not present 1-0 points | Points Earned | Weight | Total Score |
|--|--|---|---|---------------|--------|-------------|
| Oral Communication – 450 points | | | | | | |
| Examples | <ul style="list-style-type: none"> Examples are vivid, precise and clearly explained. Examples are original, logical and relevant | <ul style="list-style-type: none"> Examples are usually concrete, sometimes needs clarification. Examples are effective, but need more originality or thought. | <ul style="list-style-type: none"> Examples are abstract or not clearly defined. Examples are sometimes confusing, leaving the listeners with questions. | | X 10 | |
| Speaking without hesitation | <ul style="list-style-type: none"> Speaks very articulately without hesitation. Never has the need for unnecessary pauses or hesitation when speaking. | <ul style="list-style-type: none"> Speaks articulately, but sometimes hesitates. Occasionally has the need for a long pause or moderate hesitation when speaking. | <ul style="list-style-type: none"> Speaks articulately, but frequently hesitates. Frequently hesitates or has long, awkward pauses while speaking. | | X 10 | |
| Tone | <ul style="list-style-type: none"> Appropriate tone is consistent. Speaks at the right pace to be clear. Pronunciation of words is very clear and intent is apparent. | <ul style="list-style-type: none"> Appropriate tone is usually consistent. Speaks at the right pace most of the time, but shows some nervousness. Pronunciation of words is usually clear, sometimes vague. | <ul style="list-style-type: none"> Has difficulty using an appropriate tone. Pace is too fast; nervous. Pronunciation of words is difficult to understand; unclear. | | X 10 | |
| Being detail-oriented | <ul style="list-style-type: none"> Is able to stay fully detail-oriented. Always provides details which support the issue; is well organized. | <ul style="list-style-type: none"> Is mostly good at being detail-oriented. Usually provides details which are supportive of the issue; displays good organizational skills. | <ul style="list-style-type: none"> Has difficulty being detail-oriented. Sometimes overlooks details that could be very beneficial to the issue; lacks organization. | | X 30 | |
| Connecting and articulating facts and issues | <ul style="list-style-type: none"> Exemplary in connecting facts and issues and articulating how they impact the issue locally and globally. Possesses a strong knowledge base and is able to effectively articulate information regarding related facts and current issues. | <ul style="list-style-type: none"> Sufficient in connecting facts and issues and articulating how they impact the issue locally and globally. Possesses a good knowledge base and is able to, for the most part, articulate information regarding related facts and current issues. | <ul style="list-style-type: none"> Has difficulty with connecting facts and issues and articulating how they impact the issue locally and globally. Possesses some knowledge base but is unable to articulate information regarding related facts and current issues. | | X 30 | |
| Oral Communications Total | | | | | | |

Extemporaneous Public Speaking

Extemporaneous Public Speaking Rubric continued

| INDICATORS | Very strong evidence of skill is present 5-4 points | Moderate evidence of skill is present 3-2 points | Strong evidence of skill is not present 1-0 points | Points Earned | Weight | Total Score |
|--|---|---|---|--|--------|-------------|
| Non-verbal Communication – 400 points | | | | | | |
| Attention (eye contact) | <ul style="list-style-type: none"> Eye contact constantly used as an effective connection. Constantly looks at the entire audience (90-100% of the time). | <ul style="list-style-type: none"> Eye contact is mostly effective and consistent. Mostly looks around the audience (60-80% of the time). | <ul style="list-style-type: none"> Eye contact does not always allow connection with the speaker. Occasionally looks at someone or some groups (less than 50% of the time). | | X 20 | |
| Mannerisms | <ul style="list-style-type: none"> Does not have distracting mannerisms that affect effectiveness. No nervous habits | <ul style="list-style-type: none"> Sometimes has distracting mannerisms that pull from the presentation. Sometimes exhibits nervous habits or ticks. | <ul style="list-style-type: none"> Has mannerisms that pull from the effectiveness of the presentation. Displays some nervous habits – fidgets or anxious ticks. | | X 20 | |
| Gestures | <ul style="list-style-type: none"> Gestures are purposeful and effective. Hand motions are expressive and used to emphasize talking points. Great posture (confident) with positive body language. | <ul style="list-style-type: none"> Usually uses purposeful gestures. Hands are sometimes used to express or emphasize. Occasionally slumps; sometimes negative body language. | <ul style="list-style-type: none"> Occasionally gestures are used effectively. Hands are not used to emphasize talking points; hand motions are sometimes distracting. Lacks positive body language; slumps. | | X 20 | |
| Well-poised | <ul style="list-style-type: none"> Is extremely well-poised. Poised and in control at all times | <ul style="list-style-type: none"> Usually is well-poised. Poised and in control most of the time; rarely loses composure | <ul style="list-style-type: none"> Isn't always well-poised. Sometimes seems to lose composure. | | X 20 | |
| Non-verbal Communication Total | | | | | | |
| INDICATORS | Very strong evidence of skill is present 5-4 points | Moderate evidence of skill is present 3-2 points | Strong evidence of skill is not present 1-0 points | Points Earned | Weight | Total Score |
| Question Points – 150 points | | | | | | |
| Questions & Answers | <ul style="list-style-type: none"> Provides relevant & accurate details/ examples to support answers. Is able to speak quickly with organized thoughts and concise accurate answers. | <ul style="list-style-type: none"> Speaks unrehearsed mostly with comfort and ease, but sometimes seems to lack supporting details. Sometime gets off focus and uses less concise facts and examples. | <ul style="list-style-type: none"> Shows nervousness or seems unprepared when speaking unrehearsed. Seems to ramble or speaks before thinking. Inaccurate or incomplete details. | | X 30 | |
| Supportive details/Facts | | | | | | |
| | | | | Questions Total Points | | |
| | | | | Non-verbal Communication Total Points | | |
| | | | | Oral Communication Total Points | | |
| | | | | Time Deduction * | | |
| | | | | Net Total Points | | |
| | | | | Rank | | |

* –1 point per second under 4 minutes or over 6 minutes, determined by the timekeepers



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Agriculture, Food and Natural Resources Content Standards

| Measurement Assessed | Where measured in event | Academic Content Standards Addressed |
|---|-------------------------|--|
| CS.01. Performance Element: Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster. | | |
| CS.01.01.01.c. Evaluate and explain AFNR issues and their impacts to audiences with limited AFNR knowledge. | Entire event | |
| CS.01.02. Performance Indicator: Examine technologies and analyze their impact on AFNR systems. | | |
| CS.01.02.02.c. Evaluate the importance of technology use and how it impacts AFNR systems. | Entire event | |
| CS.01.03. Performance Indicator: Identify public policies and their impact on AFNR systems. | | |
| CS.01.03.01.c. Evaluate a public policy within AFNR systems and defend or challenge it. | Entire event | |
| CS.03.01. Performance Indicator: Identify required regulations to maintain and improve safety, health and environmental management systems. | | |
| CS.03.01.01.b. Assess health, safety and environmental procedures to comply with regulatory and safety standards. | Entire event | |
| CS.03.01.01.c. Evaluate how AFNR organizations/businesses promote improved health, safety and environmental management. | Entire event | |
| CS.03.01.02.b. Analyze existing required regulations within an AFNR workplace. | Entire event | |
| CS.04.01. Performance Indicator: Identify and implement practices to steward natural resources in different AFNR systems. | | |
| CS.04.01.02.b. Analyze and assess sustainability practices that can be applied in AFNR systems (e.g., energy efficiency, recycle/reuse/repurpose, green resources, etc.). | Entire event | AFNR Career Cluster, Statement 2 AFNR Career Cluster, Statement 3 |
| CS.04.01.02.c. Evaluate sustainability policies and plans and prepare summary of potential improvements for AFNR businesses or organizations. | Entire event | AFNR Career Cluster, Statement 2 AFNR Career Cluster, Statement 3 |

Agriculture, Food and Natural Resources Content Standards continued

| CS.04.02. Performance Indicator: Assess the natural resource related trends, technologies and policies that impact AFNR systems. | | |
|--|--------------|----------------------------------|
| CS.04.02.01.b. Analyze natural resources trends and technologies and document how they impact AFNR systems (e.g., climate change, green technologies, water resources, etc.). | Entire event | AFNR Career Cluster, Statement 7 |
| CS.04.02.01.c. Defend or challenge natural resources trends and technologies based upon an assessment of their impact on AFNR systems. | Entire event | AFNR Career Cluster, Statement 7 |
| CS.04.02.02.b. Create and propose a hypothetical natural resources policy that will impact current AFNR systems (e.g., for water resources, land use, air quality, etc.). | Entire event | AFNR Career Cluster, Statement 7 |
| CS.04.02.02.c. Design strategies for implementing a new natural resources policy that will positively impact AFNR systems. | Entire event | AFNR Career Cluster, Statement 7 |
| CRP.06.01. Performance Indicator: Synthesize information, knowledge and experience to generate original ideas and challenge assumptions in the workplace and community. | | |
| CRP.06.01.01.b. Synthesize information, knowledge and experiences to generate ideas for workplace and community situations. | Entire event | |
| CRP.06.01.02.b. Analyze how assumptions can impact outcomes in a variety of workplace and community situations. | Entire event | |
| CRP.06.01.02.c. Devise strategies (e.g., ask questions, brainstorm ideas, present facts and information etc.) to challenge common assumptions in workplace and community situations. | Entire event | |
| CRP.08.02. Performance Indicator: Investigate, prioritize and select solutions to solve problems in the workplace and community. | | |
| CRP.08.02.01.b. Assimilate and prioritize potential solutions to solve problems in the workplace and community. | Entire event | |



NATIONAL FFA ORGANIZATION

FFA MISSION

FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

THE AGRICULTURAL EDUCATION MISSION

Agricultural education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems.

The National FFA Organization is a resource and support organization that does not select, control, or supervise state association, local chapter or individual member activities. Educational materials are developed by FFA in cooperation with the U.S. Department of Education as a service to state and local agricultural education agencies.

The National FFA Organization affirms its belief in the value of all human beings and seeks diversity in its membership, leadership and staff as an equal opportunity employer.

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