

# **Wisconsin Association of FFA Leadership Development Events**

## **Competition Rules**

**Creed Speaking, Prepared Public Speaking  
Extemporaneous Public Speaking, Parliamentary Procedure  
Discussion Meet, Middle School Quiz Bowl,  
Employment Skills**

**District Level**

**Sectional Level**

**State Level**

**Wisconsin FFA Center**

Revised December 2016

## Wisconsin Association of FFA Leadership Development Events

The Wisconsin Association of FFA makes available seven events for Wisconsin FFA members to participate in. These seven competitions include Creed Speaking, Prepared Public Speaking, Extemporaneous Public Speaking, Parliamentary Procedure, Discussion Meet, Quiz Bowl and Employment Skills.

### Levels of Competition

**Local Competitions:** Leadership Development Events begin at the local level. All local competitions are under the direction of the local FFA advisors who set local policy for how members are selected to represent their FFA chapter. Each local chapter is allowed to send two competitors/teams to the district competition except for Parliamentary Procedure where only one team is allowed.

**District Competitions:** District competitions should be held between January 20 and February 20 at the school of the designated district host. There will be 30 district competitions held. District competitions are typically held immediately after school at the host chapter's school. These competitions depending on the number competitors and efficiency of the competition may last until 6:30 - 7:00 p.m. All competitors must follow the rules in each of the specific speaking competitions as set forth by the Wisconsin Association of FFA. Two individuals/teams will be selected to advance to the sectional competition for each of the events.

**Sectional Competitions:** Sectional competitions are held during the month of March at the school of the State Officer from the corresponding section. There will be 10 sectional competitions held. Sectional competitions are typically held immediately after school at the host chapter's school. These competitions depending on the number of competitors and efficiency of the competition may last until 6:30 - 7:00 p.m.

All competitions must follow the rules in each of the specific speaking competitions as set forth by the Wisconsin Association of FFA. One individual/team will advance in each event to the state level of competition.

**State Level Competitions:** State level competition is held in conjunction with the State FFA Convention. The state competitions will be coordinated by the State FFA Executive Director with the help of event managers and the state FFA president. All competitors must follow the rules in each of the specific speaking competitions as set for by the Wisconsin Association of FFA. Each competitor will begin at the semi-final level. There will be one representative from each section. From the semi-finals, four individuals/teams will be selected to advance to the final round.

At the state level, it is determined on a rotational basis of which sections compete against each other. One year the even and odd sections will be grouped together. The following year Section 1-5 and Section 6-10 will compete in the semi final round. Thus the next year it would rotate back to the even and odd sections competing in the semi-final round.

**National Level Competitions:** The following competitions advance to national competition at the National FFA Convention - Creed Speaking, Prepared Public Speaking, Extemporaneous Public Speaking, Parliamentary Procedure and Employment Skills. Individuals/teams selected as State Winners will advance to the National Competitions. All rules set forth by the National FFA Organization must be followed at this level. All competitors must be certified by the State FFA Executive Director by July 1. If an individual is unable to compete at Nationals, the State Runner-Up would be offered the opportunity to compete.

It is the responsibility of the state winner to coordinate their travel to the National FFA Convention and the national competition. Each state winner will receive a packet of information with the national competition details after they are fully certified to compete through the National FFA office.

## **Hosting District and Sectional Leadership Development Events**

All FFA chapters are expected to host a district event when it becomes their turn in alphabetical rotation (by Post Office Box Town/City) within their district. If, for any reason, a chapter feels that they cannot host when it is their turn, a chapter may request to the State FFA Executive Director and State FFA Board of Directors to be skipped in the rotation. If a school who is scheduled to host a district competition has a new instructor, that chapter would automatically be skipped over, so a new instructor does not have this responsibility placed on their shoulders during their first year of teaching.

The underlined chapter in each district on the annual list of updated chapters is the host school and in charge of the district event. The event may be held at an alternate location if mutually agreed upon by the chapters in that district, but the underlined chapter is still in charge of the event. State officers will be available to assist district hosts as long as their schedule works out with the scheduled event date.

It is the responsibility of the district host to determine the date of the event, notify chapters in their district, select judges for each competition and coordinate all material provided to them in the District Speaking Event Host materials posted on the Wisconsin FFA website and provided by the Wisconsin FFA Center.

The sectional speaking competition is hosted by the current state FFA officer and their advisor in each of the 10 sections. It is the responsibility of the state FFA officers and their advisor to select a date, notify chapters in their sections, select judges and coordinate all material provided to them in the Sectional Speaking Event Host materials posted on the Wisconsin FFA website and provided by the Wisconsin FFA Center.

## **Philosophy of National FFA Career and Leadership Development Events**

The National FFA Organization is dedicated to organizing experiences that will meet the future needs of students while accomplishing the current purposes of agricultural education. The primary goal of career development events is to develop individual responsibilities, foster teamwork and promote communication while recognizing the value of ethical competition and individual achievement.

The activities in each career development event:

- include problem solving, critical thinking and teamwork skills, where appropriate.
- encourage appreciation for diversity by reducing barriers to participation among members.
- develop general leadership and recognize individual and team achievement.
- promote concentrated focus on future needs of members and society.

The National FFA Organization assumes the leadership role in developing and continuously improving relevant FFA career development events. National career development events should reflect instruction that currently takes place in the entire agricultural education program, including classroom instruction, laboratory instruction, individualized instruction and/or supervised agricultural experience. Career development events and awards are intended to be an outgrowth of instruction. Also, it is appropriate for the national organization to develop career development events and awards that stimulate instruction in emerging areas that reflect both current and future community, national and global work force needs. National FFA Career Development Events should be developed with significant input from FFA members, teachers, partners, respective industry sponsors and others involved in agricultural education. The National FFA Organization continues to encourage accessibility and provide opportunities for achievement and recognition for students with diverse backgrounds.

Career development events that include team activities should be based on cooperation and teamwork while recognizing the value of competition and individual achievement. Where appropriate, team activities will be included that require two or more members from one chapter working cooperatively.

## **Agriculture, Food and Natural Resources (AFNR) Career Cluster Content Standards**

Agriculture is a highly technical and ever-changing industry upon which everyone is dependent. In order to maintain agriculture as the nation's number one industry, it is crucial to understand the importance of agrisciences, marketing strategies, safe food production and continuous research. Strong, relevant agriscience programs are one way to maintain the nation's agricultural edge.

The National AFNR Career Cluster Content Standards were developed as part of the National FFA 10 x 15 project to provide state agricultural education leaders and teachers with a forward thinking guide for what students should know and be able to do through the study of agriculture. The National AFNR Career Cluster Content Standards should be used as a guide to develop well-planned curriculum in agriscience education to be delivered to students throughout the country. For a complete copy of the AFNR Career Cluster Content Standards please visit [www.agedlearning.org](http://www.agedlearning.org).

National FFA Organization has adopted the AFNR Career Cluster Content Standards and integrated them into all national award and recognition programs for the benefit of the members, school administration and agriculture as a whole. Details outlining the incorporation of the standards in career development events can be found at the end of each event chapter in the National FFA CDE handbook.

### **Eligibility of Participants**

A. Each participant must be a current, bona fide, dues paying FFA member in good standing with the local chapter, state FFA association and the National FFA Organization during the school year in which the participant is competing.

B. The participant in FFA Leadership Development Events must:

1. Be a high school FFA member; high school refers to grades 9-12. (A graduating senior is considered eligible to compete in state and national career development events up to and including his/her first national convention following graduation.)
2. Be a middle school FFA member; middle school refers to grades 7 and 8 for those competitions indicated as eligible for middle school participation.
3. Have qualified as a 7th, 8th or 9th grade member to participate in the Creed speaking event.
4. While in high school, be enrolled in at least one agricultural education course during the school year and/or follow a planned course of study; either course must include a supervised agricultural experience program, the objective of which is preparation for an agricultural career.

The National FFA Constitution provides flexibility to meet the needs of students enrolled in non-traditional programs. For this purpose a student needs to be enrolled in at least one agricultural education course during the year they participant in an event.

5. If a student moves to a different chapter or a different state once a he/she has qualified to move to the next level of competition in a career development event, that student may be allowed to compete in the event with the school he/she qualified with during the qualifying year.

C. A chapter is allowed to have 2 members from their chapter participate in all individuals competitions as well as 2 teams in the quiz bowl competition. Only 1 team per chapter is allowed to participate in the Parliamentary Procedure competition.

D. FFA members are allowed to compete in no more than **two** individual events and **one** team event at the District level of competition during the current school year. Once a member has won a State Level Competition in a particular event, they cannot compete in that event again. No student may participate in more than one National level FFA Career Development Event each year if they advance to that level.

E. A state speaking competition winner may not compete again in the same speaking event in succeeding years. A student may not participate more than once in the same official National FFA Career Development Event if they participate in the National Level Competition.

F. Members of the state winning team may not participate in any team parliamentary procedure event in subsequent years. However, a team's secretary may serve as a demonstrator, or a demonstrator may serve as the team secretary in one subsequent year.

G. Members cannot compete in other district or sectional competitions other than their own. If a member cannot attend a scheduled district or sectional event, the member cannot go to another district or section to compete. District and sectional hosts can do whatever possible to accommodate members who may have a conflict with the event date, but the host is not required to hold a separate competition for those individuals. Due to the nature of this competition, inclement weather, illness or other events could interfere with the event date. However, to readjust the scheduled competition is very difficult and the competition will go forth as scheduled, unless all the schools in that district or section agree to accommodate these individuals.

### **Disqualification**

A. Participating in more than 2 individual and/or more than 1 team event. Breaking of this rule will also disqualify the entire team if the infraction occurs with the team event.

B. Not submitting the proper bibliography for a prepared manuscript.

C. Proof that plagiarism has occurred.

D. Any communication, verbal or non-verbal, between participants during a career development event will be sufficient cause to eliminate the team member involved from the career development event. This includes sharing questions asked during competition or other information that would give someone a distinct advantage in the event. The only exception to this would be communications between team members during the team activity portion of a given career development event.

E. Any assistance given to a team member from any source other than the career development event officials or assistants will be sufficient cause to eliminate the team from the career development event.

F. Event superintendents may stop any participant if they deem their manner to be hazardous either to themselves or others. Such action shall deem the individuals disqualified for that section of the career development event.

G. Participants who start an event and do not complete the event without notifying event officials at the time of departure will be disqualified. This can affect the overall team rank and position. In some events this will also disqualify the entire team.

H. Participants will not be allowed to utilize personal electronic communication devices, other than those approved by the event officials, during the entire course of the event. Participants who access personal electronic communication devices without prior approval of the event officials will be disqualified.

I. No participant shall gain access to real materials that will be utilized by the event committee during competition. Any team, participant, advisor or coach reported and proven to do so will be disqualified from the national event.

### **Confidential Information**

Labeled as Confidential Information is the necessary information to complete the various speaking events which only the judges can view. This information includes Creed questions, Extemporaneous Speaking

topics, Parliamentary Procedure items of business, abilities and questions, selected Discussion Meet topics and Quiz Bowl questions.

This Confidential Information is generated from the office of the Wisconsin FFA Executive Director and provided to district and sectional hosts as well as the state FFA convention event managers and superintendents. Once a competition is completed ALL Confidential Information must be returned to the Wisconsin FFA Center. Advisors and competitors are not allowed to reproduce this information.

If a host, advisor, member or other individual is found copying or using this information for any other purpose than the actual competition, further action will be taken by the Wisconsin FFA Board of Directors. Disqualification of the individual or the chapter of the individual in question may occur if confidential information is abused and not properly handled as is ethically appropriate and as requested by the Wisconsin FFA Center.

### **Awards**

The State FFA Association will provide awards for district winners and runners-up funded through the Wisconsin FFA Foundation, Inc. as funding is available. Awards will also be provided to sectional and state winners. More award plaques, pins and money can be provided to contestants as more sponsors are found through the Wisconsin FFA Foundation, Inc. Speaking competition projects are currently available for funding.

### **Advancement to Next Level of Competition**

In order for an individual and/or team to advance to the next level of competition (ie. from district to sectional; from sectional to state), an individual and/or team must be present at the qualifying competition in order to advance even if there is only one or two individuals or teams entered to compete. They must technically “qualify” onsite to advance to the next level. When qualifying as a team, the team must have the minimum number of participants on the representing team at the competition in order to qualify to advance.

A team is allowed to make the necessary substitutions throughout the various levels of competition, however, they must always have at least the minimum number of team members and not exceed the maximum number of members on a team in order to advance.

If either the first or second place individual/team depending upon the level of competition cannot compete in the next level of competition, the next individual/team in line will be asked to compete.

Contestants will advance from their respective districts to the Sectional Event. If a district does not produce two contestants eligible to send on to the sectional event in any event, those spots will be given to contestants from another district who did not receive first or second place. If there is one spot open to fill and two contestants from different districts both in third place, both 3<sup>rd</sup> place contestants/teams from the different districts would advance resulting in 7 contestants/teams in the Sectional Event.

• **Example 1:** District 1 had only one creed speaker. District 2 had two creed speakers and District 3 had three creed speakers. The third place contestant from District 3 would now have the chance to participate in the sectional event because District 1 left a spot vacant.

• **Example 2:** District 1 had only one creed speaker. District 2 had three creed speakers and District 3 had four creed speakers. Both third place contestants from District 2 and 3 would now have a chance to participate in the sectional speaking event and the event will have a seventh contestant. \*\*Should one of these 7 creed speakers cancel the sectional creed speaking event would revert to 6 participants. If a 2<sup>nd</sup> creed speaker cancels the 4<sup>th</sup> creed speaker from District 3 could then advance (provided deadline had not passed).

The Sectional Creed Speaking Event would still have 6 participants.\*\*\*

Vacancies can be filled from other Districts up to one week prior to the Sectional Speaking Event date. Vacancies can be filled from within the same district up to the Sectional Speaking Event date.

It is the responsibility of the District Host Chapter to provide the necessary materials to the FFA Center for this to become a reality at their Sectional Event.

District Host chapters need to make sure the following judges' materials are returned to the FFA Center as quickly as possible:

1. Final ranking (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, etc.) of each participant in every event
2. Sum of the Rank for each contestant/team that participated in Creed, Prepared, Extemporaneous, Discussion Meet, Employment Skills and Parliamentary Procedure events
3. For Quiz Bowl the Chapter Head-to-Head Tally Score Sheets for all brackets that were used

If these materials are not returned to the FFA Center, members in your district that placed 3<sup>rd</sup> and possibly even 4<sup>th</sup> will not be given the opportunity to fill the vacant 2nd and/or 1st place individual/team speaking events advancing to the Sectional level.

### **Substitutions**

Substitutions are allowed on the quiz bowl and parliamentary procedure teams when moving from one event level to the next. Students can be replaced or added on a team with students who may have not have competed at preceding levels of competitions. However there must always be the number of students that fall within the eligibility requirements of that team (3-5 members for quiz bowl and 5-7 for parliamentary procedure).

If an individual in an individual speaking event is unable to advance to the next level of competition, the student must inform the Wisconsin FFA Center and the next student that was ranked in the competition will be invited to participate in the next level of competition. No substitutions from a chapter are allowed in individual events.

### **Proper Official Dress**

Participants are expected to observe the National FFA Code of Ethics and the proper use of the FFA jacket during career development events. (Please reference the latest edition of the Official FFA Manual.) Proper Official Dress is required for all speaking competitions with an exception in the Junior High Quiz Bowl Competition at the District and Section Levels.

#### **Proper Official Dress consists of the following:**

**Males:** Official FFA Jacket zipped to the top, black slacks, black socks, black dress shoes, a white collared-shirt with official FFA tie.

**Females:** Official FFA Jacket zipped to the top, black skirts or pants are acceptable, white-collared blouse with official FFA blue scarf, black dress shoes with a closed heel and toe, black nylon hosiery. The skirt is to be at least knee length, hemmed evenly across the bottom, with a slit no longer than two inches above the knee, excluding the kick pleat. (Taken from the FFA Official Manual page 21).

In looking proper in the Official FFA dress, a member should:

- Look neat in their appearance with shirts tucked in and ties and scarves tied properly.

Policy has been updated that an “open door” to those who want to view competitions is allowed. However, no one can enter or leave the room during a participant’s performance. If an open door procedure is used at

the event site, there **MUST** be a holding room for competitors in the Creed and Quiz Bowl competitions as the same questions are used for all participants.

If a district event wishes to have a more closed door policy that would have to be decided by the advisors in attendance at that event. What this would mean is that for individuals who wish to watch a member/team compete, that once the person watching enters the room to listen to a competitor, they must stay in the room for the entire competition. No one is to leave the room once they have heard a competitor except for the contestant themselves or no audience is allowed.

### **Accessibility for All Students**

All special needs requests must be made to the District, Sectional and State level hosts/coordinators so that appropriate documentation and arrangements may be considered. Last minute notification may cause problems for the host to provide the needed arrangements. Students needing an interpreter or other professional service are asked to have their home school provide such an individual who would accompany the participant to the competition.

### **Rules and Procedures Review**

State FFA rules for speaking competitions will be reviewed annually by the State FFA Executive Director to keep current with any changes forwarded from the National FFA Organization. Rules and procedures may be revised to address concerns or changes in the various events.

Every five years, a group of FFA advisors will review all speaking events for any changes to the current speaking events. These recommendations will be presented to the State FFA Board of Directors for acceptance or rejection. The State FFA Board of Directors has the right to forward any rule changes to the delegates at the State FFA Convention for a final vote.

The State FFA Board of Directors will give final approval of the addition of any new speaking competitions either forwarded from the National FFA Organization or recommended from FFA state officers and/or advisors. They will also give final approval for any major changes recommended in rules or procedures.

<b>Event</b>	<b>Official Dress</b>	<b>Participants Per Team</b>	<b>Participants Per Chapter at Districts</b>	<b>State Winner Advances to Nationals</b>
Creed	Yes	1	2	Yes
Discussion Meet	Yes	1	2	No
Extemporaneous Speaking	Yes	1	2	Yes
Employment Skills	Yes	1	2	Yes
Parliamentary Procedure	Yes	5-7	1 team	Yes
Prepared Speaking	Yes	1	2	Yes
Quiz Bowl	Not required at Districts; Recommended at Sectionals; Required at State	3-5	2 teams	No

# FFA CREED SPEAKING LEADERSHIP DEVELOPMENT EVENT

## I. Purpose

The FFA Creed outlines the organizations' beliefs regarding the industry of agriculture, FFA membership and the value of citizenship and patriotism. The Creed is recited by FFA members as part of the requirements to earn the Greenhand FFA Degree. The purpose of the Creed speaking leadership development event is to develop the public speaking abilities of 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grade FFA members as well as develop their self-confidence and contribute to their advancement in the FFA degree program.

## II. Event Rules

- A. Limited to FFA members in 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grade, **on a one-time only basis**; sophomores, juniors, and seniors are not eligible. Once the member competes at the district level of competition either as a 7<sup>th</sup> or 8<sup>th</sup> grader, they cannot return and compete again the following years.
- B. Member must be in good standing with local chapter, state association and national organization.
- C. Each chapter may enter **two** qualified participants in the district event in a given year. **Two** district winners will advance to the Sectional Leadership Development Events. These may be from the same school, if so selected by the judges. One sectional winner per section will advance to the state event.
- D. The Official FFA Dress must be worn by all participants in district, sectional and state events. Refer to Official FFA manual for proper official dress. Deductions for deviations from Official FFA dress will be at the discretion of the judges who will consider special situations when presented prior to the participant's presentation.
- E. Participants in possession of electronic devices during competition are subject to disqualification.
- F. Recording of presentations is permitted by one person from each participant's chapter for that participant only.

## III. Event Format

- A. The latest edition of the FFA Creed published in the Official FFA Manual will be used.
- B. Event officials will randomly determine the speaking order. The room facilitator will introduce each participant. Applause shall be withheld until all participants have spoken.
- C. The event will include an oral presentation and answering critical thinking questions directly related to the FFA Creed. After the delivery of the FFA Creed, the participant will be asked three questions provided to the judges to determine the participant's depth of understanding of the FFA Creed. Questions will be restricted to content and meaning of the FFA Creed. No questions pertaining to agricultural policies or issues will be asked.
- D. Because each participant will be asked the same questions, the participants may not enter the event room until invited to perform in the event. Members who have not competed will be asked to stay in a holding room until after they have competed.
- E. Each participant must recite the Creed from memory. Each participant shall begin the presentation by stating, "The FFA Creed by E.M. Tiffany." Each participant should end the presentation with the statement, "...that inspiring task. Thank you." Additional introductory or concluding remarks will result in accuracy deductions as indicated on the scorecard.
- F. Judges score and rank participants based on the scorecard. The decision of the judges is final. All ties must be broken and all participants ranked.

**IV. References**

*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. Make sure to use discretion when selecting website references by only using reputable, proven sites. The following list contains references that may prove helpful during event preparation. The most current edition of resources will be used.

Past CDE materials, finals hall footage and other resources are available by logging in to <https://www.ffa.org/participate/cdes/creed-speaking>

National FFA Core Catalog: Developing Great Speeches Guide

Current year's Official FFA Manual *FFA.org*

## Agriculture, Food and Natural Resources Content Standards

Measurement assessed	Where measured in event	Academic content standards addressed
<b>CRP.04.01. Performance Indicator: Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.</b>		
CRP.04.01.01.a. Identify and categorize strategies for ensuring clarity, logic, purpose and professionalism in verbal and non-verbal communication (e.g., vocal tone, organization of thoughts, eye contact, preparation, etc.).	Entire Event	
CRP.04.01.02.b. Apply strategies for speaking with clarity, logic, purpose and professionalism in a variety of situations in formal and informal settings.	Entire Event	
<b>CRP.04.03. Performance Indicator: Model active listening strategies when interacting with others in formal and informal settings.</b>		
CRP.04.03.01.b. Apply active listening strategies (e.g., be attentive, observe non-verbal cues, ask clarifying questions, etc.).	Entire Event	
<b>CRP.04.03. Performance Indicator: Model active listening strategies when interacting with others in formal and informal settings.</b>		
CRP.04.03.01.b. Apply active listening strategies (e.g., be attentive, observe non-verbal cues, ask clarifying questions, etc.).	Entire Event	
CRP.04.03.02.c. Model active listening strategies in formal and informal settings.	Entire Event	

## FFA CREED

I believe in the future of agriculture, with a faith born not of words but of deeds—achievements won by the present and past generations of agriculturists; in the promise of better days through better ways, even as the better things we now enjoy have come to us from the struggles of former years.

I believe that to live and work on a good farm, or to be engaged in other agricultural pursuits, is pleasant as well as challenging; for I know the joys and discomforts of agricultural life and hold an inborn fondness for those associations which, even in hours of discouragement, I cannot deny.

I believe in leadership from ourselves and respect from others. I believe in my own ability to work efficiently and think clearly, with such knowledge and skill as I can secure, and in the ability of progressive agriculturists to serve our own and the public interest in producing and marketing the product of our toil.

I believe in less dependence on begging and more power in bargaining; in the life abundant and enough honest wealth to help make it so—for others as well as myself; in less need for charity and more of it when needed; in being happy myself and playing square with those whose happiness depends upon me.

I believe that American agriculture can and will hold true to the best traditions of our national life and that I can exert an influence in my home and community which will stand solid for my part in that inspiring task.

*The Creed was written by E. M. Tiffany, and adopted at the  
3rd National Convention of the FFA.  
Revised at the 38th Convention.  
(Revised at the 63rd Convention)*

# Prepared Public Speaking Leadership Development Event

## I. Purpose

The FFA Prepared Speaking Event is designed to develop agricultural leadership, communication skills and promote interest in leadership and citizenship by providing for member participation in agricultural public speaking activities.

## II. Event Rules

- A. An FFA member must be in good standing with the local chapter and the state FFA association. The member cannot have graduated from high school at the time of the district event for the given competition year. A State FFA Prepared Speaking winner may not compete again in any FFA Prepared Public Speaking event in succeeding years.
- B. An FFA chapter may have **two** entries for Prepared Public Speaking at the district event in a given year. **Two** district winners will advance to the sectional event. These may be from the same school, if so selected by the judges. One sectional winner per section will advance to the state event.
- C. Official FFA dress must be worn by all participants. Deductions for deviations from Official FFA dress will be at the discretion of the judges who will consider special situations when presented prior to the participant's presentation.
- D. **Manuscript:** Each student's manuscript will be the result of the student's own efforts. It is expected that the participant will take advantage of all available training facilities in their local school in developing their speaking ability. Facts and working data may be secured from any source but must be appropriately documented.
- E. **Props:** The use of props and a podium are **not** permitted in any level of competition.
- F. Any participant in possession of an electronic device during the competition is subject to disqualification.
- G. Recording of presentations is permitted by one person from each participant's chapter for that participant only.

## III. Event Format

### A. Materials to be submitted to event host:

- 1.) Participants must provide the host chapter advisor with **4 copies** of their written manuscript **POSTMARKED 2 weeks before the date of the event** in order that the judges have adequate time to review the manuscripts. Those advancing on to the state event must submit **6 copies** of their manuscripts to the Wisconsin FFA Center postmarked the date set by the State FFA Executive Director (Tentatively May 25). Every day that the prepared speech is late, the participant will lose 25 points.
- 2.) Manuscript requirements:
  - Formatted to 8 1/2" x 11" double spaced with a 1" margin
  - Cover page including the speech title, participant's name, chapter and year
  - Font size must be 12 point using a serif (Times New Roman, Cambria, etc.) or sans serif font (Ariel, Calibri, etc.)
  - Follow the most current APA style guide for developing a reference list and in text citations.
  - Do not bind or place in folders or covers. Place a staple in upper-left corner.
  - Manuscripts not meeting these guidelines will be penalized.
- 3.) **Reference List:** A complete and accurate reference list should be included in manuscript. All participants should give credit to others where any direct quotes, phrases, or special data are used in the manuscript, in order not to be guilty of plagiarism.

**B. Subjects**

Participants may choose any current subject of an agricultural nature for their speeches. This may include but is not limited to the areas of agribusiness, animal systems, plant systems, environmental services, food products and processing, natural resource systems and power, structural and technical systems. Official judges shall disqualify a participant if he or she speaks on a non-agricultural subject.

- C. Time Limit:** Each speech shall be a *minimum of six minutes in length and a maximum of eight minutes*. Participants are to be penalized one point per second on each judge's score sheet for being under six minutes or over eight minutes.

Each participant will be allowed five minutes additional time immediately following their speech, in which they will be asked questions relating to their speech.

The official timer will keep track of time during the speech, for the judges. The official timekeeper will not indicate the time to the participant at any point during the event. The timekeeper will announce the conclusion of the five-minute time period for questions for each participant. Timing for the question section of each participant's presentation will begin when a judge has completed the first question to that participant.

- D. Use of Note Cards:** Participants may use note cards at the district event only. Participants may not have the manuscript or note cards before them at sectional, state or national events. Penalties for the need for prompting will be assigned by the judges; their discretion and judgment in the amount of penalty to be assessed will be final.

**IV. Judging**

- A. Three competent and impartial judges will be selected to judge the event. At least one judge should have an agricultural background. At the time of the event, the judges will be seated in different sections of the event room. Decision of the judges is final.
- B. Prior to the event, the judges will be furnished with copies of the participants' manuscripts. The judges will read each manuscript and score on content and composition using the manuscript portion of the score sheet.
- C. Judges are responsible for developing questions for each participant based off the manuscript that they receive from each participant. Questions shall pertain directly to the speaker's subject. Questions containing two or more parts should be avoided.
- D. The chairman of the event or another designated individual shall draw for the order of competition in an impartial manner. A designated individual shall then introduce each participant by name to the judges and in order of the drawing. Applause shall be withheld until all participants have spoken.
- E. Two designated timekeepers will record the time used by each participant in delivering his or her speech, noting under time or overtime, if any for which deductions will be made.
- F. Each judge will ask questions at the conclusion of the oral presentation of the speech. Judges will score each participant on the ability to answer all questions asked by judges. The full five minutes for questions should be used.
- G. When all participants have finished speaking, each judge will total the score on composition, delivery and response to questions for each participant. The timekeepers' record will be used in computing the final score for each participant. Participants shall be ranked in numerical order on the basis of the final score to be determined by each judge. The judges' score sheets will then be submitted to event chairman.

- H. Participants shall 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 shall be added and the winner will be that participant whose total of rankings is the lowest. Other placings shall be determined in the same manner (low rank method of selection.)

## VI. Scoring

- A. Manuscript Scorecard (200 points)  
 B. Presentation Scorecard (500 points)  
 C. Response to Questions Scorecard (300 points)

Total Points = 1,000

## VII. Tiebreakers

Ties will be broken based on the greatest number of low ranks. Participants' 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, the judges will rank the participants response to questions. The participant with the lowest rank from the response to questions will be declared the winner. If a tie still exists the participants' raw scores will be totaled. The participant with the greatest total or raw points will be declared the winner.

## VIII. References/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. Make sure to use discretion when selecting website references by only using reputable, proven sites. The following list contains references that may prove helpful during event preparation. The most current edition of resources should be used.

Past CDE materials, finals hall footage and other resources are available on FFA.org.

- National FFA Core Catalog: DEVELOPING GREAT SPEECHES GUIDE
- APA Style Guide (most current edition) – [www.apastyle.org](http://www.apastyle.org)
- Speak Well, latest edition, Liz O'Brien, McGraw-Hill Higher Education
- Purdue's Online Writing Lab – APA Formatting Guide:  
<https://owl.english.purdue.edu/owl/resource/560/01/>

# Agriculture, Food and Natural Resources Content Standards

CS.01.01. Performance Indicator: Examine issues and trends that impact AFNR systems on local, state, national and global levels.		
Measurement Assessed	Where measured in event	Academic Content Standards Addressed
CS.7.02.01.c. Evaluate a public policy within AFNR systems and defend or challenge it.	Manuscript	
CS.02.02. Performance Indicator: Examine the components of the AFNR systems and their impact on the local, state, national and global society and economy.		
CS.02.02.01.c. Devise a strategy for explaining components of AFNR systems to audiences	Presentation	

with limited knowledge.		
CS.02.02.03.c. Evaluate how positive or negative changes in the local, state, national or global economy impacts AFNR systems.	Manuscript	
<b>CRP.04.01. Performance Indicator: Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.</b>		
CRP.04.01.01.a. Identify and categorize strategies for ensuring clarity, logic, purpose and professionalism in verbal and non-verbal communication (e.g., vocal tone, organization of thoughts, eye contact, preparation, etc.).	Presentation	
CRP.04.01.02.b. Apply strategies for speaking with clarity, logic, purpose and professionalism in a variety of situations in formal and informal settings.	Presentation	
<b>CRP.04.02. Performance Indicator: Produce clear, reasoned and coherent written communication in formal and informal settings.</b>		
CRP.04.02.02.c. Compose clear and coherent written documents (e.g., agendas, audio-visuals, drafts, forms, etc.) for formal and informal settings.	Manuscript	
<b>CRP.04.03. Performance Indicator: Model active listening strategies when interacting with others in formal and informal settings.</b>		
CRP.04.03.01.b. Apply active listening strategies (e.g., be attentive, observe non-verbal cues, ask clarifying questions, etc.).	Presentation	
CRP.04.03.02.c. Model active listening strategies in formal and informal settings.	Presentation	

## Extemporaneous Public Speaking Leadership Development Event

### I. Purpose

The 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.

### II. Event Rules

- A. An FFA member must be in good standing with the local chapter, the state FFA association and national organization. The member cannot have graduated from high school at the time of the district event for the given competition year. A State FFA Extemporaneous Speaking winner may not compete again in any FFA Extemporaneous Speaking event in succeeding years.
- B. An FFA chapter may have **two** entries for Extemporaneous Speaking at the district event in a given year. **Two** district winners will advance to the sectional event. These may be from the same school, if so selected by the judges. One sectional winner per section will advance to the state event.
- C. Official FFA dress must be worn by all participants. Deductions for deviations from Official FFA dress will be at the discretion of the judges who will consider special situations when presented prior to the participant's presentation.
- D. The use of props is **not** permitted in any level of competition.
- E. Any participant in possession of an electronic device during the competition is subject to disqualification.
- F. Recording of presentations is permitted by one person from each participant's chapter for that participant only.

### III. Event Format

- A. The chairman of the event or another designated individual shall draw for the order of competition in an impartial manner. A designated individual shall then introduce each participant by name to the judges and in order of the drawing. Applause shall be withheld until all participants have spoken.
- B. The selection of topics shall be held 30 minutes before the participant is to present their speech before the judges. 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. (It is possible for two or more participants to select the same topic.)
- C. Eighteen topics will be prepared by the State FFA Executive Director 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
- D. Participants will be admitted to the preparation room at 15-minute intervals and given exactly 30 minutes for topic selection and preparation.
- E. Reference materials will be screened by the officials (event chair or designated individual) conducting the event on the following basis:
  1. Must be limited to five items
  2. Printed material such as books or magazines

3. Printed compilations of materials collected from internet research.
  4. 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.
  5. References should be in original format.
  6. 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.
  7. Participants may not use any reference materials in the room where they are preparing. For example, if the student is preparing in a library, they cannot use references in that library. The participant must bring in their own materials.
- F. Each speech shall be the result of the participant's own effort using approved reference materials which the participant may bring to the preparation room. No other assistance may be provided. Participants must use the uniform note cards that will be provided by the event chair. Any notes for speaking must be made during the 30-minute preparation period. A participant will be permitted to use notes while speaking, but deduction in scoring may be made for this practice if it detracts from the effectiveness of the presentation.
- G. A list of all possible topics will be given to and reviewed by the judges prior to the beginning of the event.
- H. **Time Limit:** 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 judges to ask related questions. Participants will be penalized one point for per second on each judges' 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.
- I. Two timekeepers shall be designated who will record the time used by each participant in delivering their speech, noting under time or overtime, if any, for which deductions should be made.

#### IV. Judging

- 1) Three competent and impartial persons will be selected to judge the event. At least one judge should have an agricultural background. At the time of the event, the judges will be seated in different sections of the room in which the event is held. They will score each participant upon the delivery of the production, using the score sheet provided.
- 2) Each judge shall formulate and ask questions. Questions shall pertain directly to the speaker's subject. Questions containing two or more parts should be avoided. Judges will score each participant on the ability to answer all questions asked by all judges. The full five minutes for questions should be used.
- 3) When all participants have finished speaking, each judge will total the score on oral and non-verbal communications for each participant. The timekeepers' record will be used in computing the final score for each participant. Participants shall be ranked in numerical order on the basis of the final score to be determined by each judge. The judges score sheets will then be submitted to the event chair. The decision of the judges is final.
- 4) Participants shall be ranked in numerical order on basis of final score to be determined by each judge without consultation with each other. The judges' ranking of each participant then shall be added and the winner will be that participant whose total of ranking is the lowest. Other placings shall be determined in the same manner. (low rank method of selection.) In the case of a tie that individual who has the highest grand total score shall have prior rating.

#### V. Scoring

Oral Communication – 600 points

Non-verbal Communications – 400 points

## VI. Tiebreakers

Ties will be broken based on the greatest number of low ranks. Participants' 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, the judges will rank the participants response to questions. The participant with the lowest rank from the response to questions will be declared the winner. If a tie still exists the participants' raw scores will be totaled. The participant with the greatest total or raw points will be declared the winner.

## VII. 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](http://www.FFA.org)
- American Farm Bureau Federation – [www.fb.org](http://www.fb.org)
- United States Department of Agriculture – [www.usda.gov](http://www.usda.gov)

## Agriculture, Food and Natural Resources Content Standards

Measurement Assessed	Where measured in event	Academic Content Standards Addressed
<b>CS.01. Performance Element: Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food &amp; Natural Resources Career Cluster.</b>		
CS.01.01.01.c. Evaluate and explain AFNR issues and their impacts to audiences with limited AFNR knowledge.	Entire event	
<b>CS.01.02. Performance Indicator: Examine technologies and analyze their impact on AFNR systems.</b>		
CS.01.02.02.c. Evaluate the importance of technology use and how it impacts AFNR systems.	Entire event	
<b>CS.01.03. Performance Indicator: Identify public policies and their impact on AFNR systems.</b>		
CS.01.03.01.c. Evaluate a public policy within AFNR systems and defend or challenge it.	Entire event	
<b>CS.03.01. Performance Indicator: Identify required regulations to maintain and improve safety, health and environmental management systems.</b>		
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	
<b>CS.04.01. Performance Indicator: Identify and implement practices to steward natural resources in different AFNR systems.</b>		
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
<b>CS.04.02. Performance Indicator: Assess the natural resource related trends, technologies and policies that impact AFNR systems.</b>		
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
<b>CRP.06.01. Performance Indicator: Synthesize information, knowledge and experience to generate original ideas and challenge assumptions in the workplace and community.</b>		
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	Entire event	

<p>information etc.) to challenge common assumptions in workplace and community situations.</p>		
<p><b>CRP.08.02. Performance Indicator: Investigate, prioritize and select solutions to solve problems in the workplace and community.</b></p>		
<p>CRP.08.02.01.b. Assimilate and prioritize potential solutions to solve problems in the workplace and community.</p>	<p>Entire event</p>	

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## PARLIAMENTARY PROCEDURE LEADERSHIP DEVELOPMENT EVENT

### I. Purpose

The FFA Parliamentary Procedure Leadership Development Event is designed to develop the leadership ability of members, to improve the techniques of FFA members in the conduct of meetings by employing correct parliamentary procedure and to assist in the development of their research and problem solving skills.

Students will be able to:

- A. Use parliamentary procedure to conduct an orderly and efficient meeting.
- B. Demonstrate knowledge of parliamentary law.
- C. Present a logical, realistic and convincing debate on motions.
- D. Record complete and accurate minutes.
- E. Utilize parliamentary resources to solve problems of organizational management and operations.

### II. Event Rules

- A. Team members must be FFA members in good standing with the local chapter, the state FFA association and national organization. The team members cannot have graduated from high school at the time of the district event for the given competition year.
- B. All FFA Chapters will be eligible to participate, including the host school.
- C. Participating team members must all wear official FFA dress. Any proposed alternative to official dress must be presented to the judges prior to the beginning of the event. The judges will use their own discretion in penalizing a team for a lack of official dress, and any judge may use discretion in considering the proposed alternative dress, should any be presented.
- D. A team will consist of not less than five, nor more than seven members. Substitutions may be made in subsequent events with qualified FFA members. A chapter may have only **one team** participating in the district event.
- E. Members of the state winning team may not participate in any team parliamentary procedure event in subsequent years. However, a team's secretary may serve as a demonstrator, or a demonstrator may serve as the team secretary in one subsequent year.
- F. Two teams may advance from the district event to the sectional event. Only one team will be eligible to advance to the state competition from each section and subsequently one team from state to nationals.
- G. The advisor will not consult with the team after beginning the event.
- H. Any participant in possession of an electronic device in the event area is subject to disqualification.

### III. Event Format

- A. A proposed room arrangement is included in this handbook. Any deviation from this may be approved at the discretion of the judges in consultation with the event chairperson. All teams in a event will use the same room arrangement.
- B. The chairman of the event or another designated individual shall draw for the order of competition in an impartial manner. The event chair or another designated individual shall then introduce each team, by school name, in the order of the drawing.
- C. Each team member shall wear a card, (about 3" X 5" in size), on which his/her name is legibly printed or written large enough so the name can be read legibly by the judges. The card shall be worn on the FFA jacket in the space where the member's name is located. The host may provide the index cards, however the teams may also bring their own cards.

- D. The event host will provide the paper and a gavel for the Secretary and the Chairperson of each team upon entering the competition room.
- E. A competing team shall not be allowed to listen to other teams until the competing team has given its demonstration. Team members may remain in the event room after competing, if approved by the advisors of the teams participating in the event.
- F. Robert’s Rules of Order Newly Revised shall be the final authority on the questions of parliamentary procedure.
- G. The first team chair designated by the judge shall open the meeting by calling the meeting to order and asking the team secretary for the first item of business and the abilities to be demonstrated, which will be the first item of business on the Event Agenda provided by the event host. As the second designated team member assumes the position of the chair, the secretary upon request of the team chair, will read the second item of business; this procedure will continue during the demonstration. After the last item of business, the meeting must be closed with a formal motion to adjourn.
- H. In order for each ability to be properly demonstrated the chair must state the salient points for each “ability to be demonstrated” before they relinquish the position of the chair for that item of business. Furthermore, the “full intent of the motion” for each “ability to be demonstrated” must be carried out.
- I. The gavel shall be used to open the meeting (two taps) and to close the meeting (one tap); for the purposes of the event, the chair should indicate with one tap of the gavel when the motion is disposed of to signal the end to the timekeepers.
- J. The Event Items will include a demonstration of selected kinds of motions listed on the sheet entitled Kinds of Motions. No extra credit will be given for the demonstration of any additional motions or abilities not requested in the announced event items to be demonstrated.
- K. Items of Business, including the abilities to be demonstrated, as well as a separate set of agendas that denote only the items of business will be provided by the event host to the judges before event; the judges will provide the team secretary with the copy of the Items of Business and abilities to be demonstrated, and they will provided the demonstrating members each with a copy of the agenda that denotes only the items of business, as the team begins its event demonstration. There can be no talking or whispering between team members. Judges may deduct up to five points for each such occurrence.
- L. Advisors or their assistants will not be allowed to contact their teams after the event begins; Advisors may be seated in the event room, but must be seated behind the event judges. No one except judges, host school officials, state staff or assigned event assistants may communicate in any way with teams waiting to participate after the event has begun.
- M. Use of a written script that hasn’t been provided by that event’s judges by any member of the team will disqualify that team.
- N. The chair of the judges shall designate the member of the team who is to act as presiding officer for each ability. The presiding officer shall be changed for each item of business and the corresponding abilities to be demonstrated.
- O. Each debatable motion must be discussed as follows, before it is disposed of:
  - a. At least two different members discuss the debatable item, one in favor and one opposed.

- b. An amendment cannot be counted as discussion, but the required minimum of two debates on the ability to amend can be counted as discussion.
  - c. All debate shall contain an introduction, a conclusion, and must be germane to the motion being discussed.
  - d. The understanding of the germane nature of a debate will be taken directly from Robert's Rules of Order Newly Revised. (In the 10<sup>th</sup> edition a definition for germane is found on page 379, with further explanations of proper and germane debate found under the heading Principals Governing the Debatability of Motions on pages 384-86.)
  - e. All debates on the main motion (one in favor, one opposed) will be scored per round (exception if the ability to be demonstrated is Object to the Consideration of the Question). Each round will have a minimum of 8 points available for debates on the main motion.
  - f. All debatable abilities to be demonstrated will be scored (one in favor, one opposed) in addition to the scoring of the debates on the main motion. Therefore, in rounds with a debatable ability, total possible score is 16 points (8 points possible for debate of the main motion, 8 points possible for debate of the ability).
- P. In an event situation, when a motion has been made by a team member, the chair must announce the action required, but only for the ability to be demonstrated; this includes whether a second is required, if it is debatable, is amendable and what type of vote is required. This does not apply to preceding motions which lead into the ability to be demonstrated or to the formal motion to adjourn, which must be made to close the meeting.
- Q. The judges will ask questions of contestants in the question and answer portion of the event. The judges will at all times, designate the contestant who is to respond to the question. All contestants, however, must be asked one question in rotation before any contestant may be asked a second question, no contestant can be asked more than two questions. If there are seven members on the team, the member who didn't serve as chair for an item of business will be asked two questions with the others, excluding the secretary, being asked one. If there are five members on the team, the member who served as chair twice will only be asked one question, with the other members, excluding the secretary, being asked two.
- R. One team member will serve as a secretary, but will not serve as presiding officer; the secretary should not enter into discussion and not be asked any questions by the judges. The question sheet should include a reminder to the judges that the secretary should not be included in the questioning part of the event.
- S. The secretary must leave with the team at the conclusion of the event, and deliver the minutes to the chair of the judges to be scored for completeness. The score of the secretary's minutes will always be added to each team's total or final score.
- T. **Time Limit:** Two timekeepers will record the time used by each team by the use of stop watches; they will submit their record to the chair of the judges at the conclusion of the event. The chair of the judges by averaging the time reported by each timekeeper will determine any time deduction necessary.

Each team shall have a minimum of eight minutes and a maximum of eleven minutes, in which to demonstrate proper parliamentary procedure. The time clock will be stopped at the end of each demonstration; time will start again when the next chair begins the demonstration of the designated ability. The timekeeper will notify the chair of the competing team by rising when eight and a half minutes have expired, but will not signal when ten minutes and thirty seconds have expired. A penalty

of one point per twenty seconds shall be assessed for using more or less than the allotted time. Note the table below.

Time Falls Within		Total Deduction
5:00	-5:19	9
5:20	-5:39	8
5:40	-5:59	7
6:00	-6:19	6
6:20	-6:39	5
6:40	-6:59	4
7:00	-7:19	3
7:20	-7:39	2
7:40	-7:59	1
8:00	-10:59	No Deduction
11:00	-11:20	1
11:21	-11:40	2
11:41	-12:00	3
12:01	-12:20	4
12:21	-12:40	5
12:41	-13:00	6
13:01	-13:20	7
13:21	-13:40	8
13:41	-14:00	9
14:01	-14:20	10

**U. Judges & Selecting a Winner:** The Event Chair shall provide three competent event judges.

Every effort should be made to obtain competent impartial persons to judge the event. One of the judges shall be appointed as the “chair of the judges.” The decision of the judges is final.

The judges should meet at the event site at least one hour before the event and obtain the sealed envelope containing event items from the event host. Judges should open the sealed envelope and meet privately with event rules and procedures, study event items and questions, study the event scoring guides and materials provided and prepare some notes on what is expected from the contestants’ demonstration. Keep additional notes on what is said and done by each team as they perform. The event moves rapidly; be prepared. Using a tape recorder will allow judges the opportunity to play back any presentation or portion which they desire to review. While this is not mandatory, it may be very helpful.

**V. Using the Score Card:**

1. Using the scoring sheets, each judge will independently score and rank each team.

a. Two points will be awarded for properly opening the meeting with two taps of the gavel as denoted by Robert’s Rules of Order Newly Revised.

**b. Item 1 – Knowledge of Correct Parliamentary Procedure:** Award each of the five chairpersons 10 points for doing everything correctly in his/her demonstration. Each salient point incorrectly stated is a two point deduction, this is not limited to the basic four of second/debate/amendment/vote, but can also include other important requirements of a specific motion to be demonstrated. For example if the ability to be demonstrated is to “reconsider” the chair must ensure that mover of the motion was on the “prevailing side” if

that is not accomplished before the chairperson leaves the podium a two point deduction shall result.

**i.** At the District level a properly utilized “point of order” or “parliamentary inquiry” to correct an incorrect action or statement of the chair will result in the original two point deduction for the incorrect action or statement in question to be eliminated.

**ii.** At the Sectional level a properly utilized “point of order” or “parliamentary inquiry” to correct an incorrect action or statement of the chair will result in the original two point deduction for the incorrect action or statement in question to be reduced to a one point deduction.

**iii.** No points will be rewarded at the State level for properly utilized “points of order” or “parliamentary inquiries” to correct an incorrect action or statement of the chair, but may be considered at the judge’s discretion in the event of a tie.

**c. Item 2 – Debate:** There will be a possible of up to 16 points for each of the five items of business, 4 from each of the negative scored debate, and 4 from each of the positive scored debate. (Based on Main Motion (8 pts) + Ability (if debatable, 8 pts)).

**i.** One point per debate for the presence of an adequate introduction, one point per debate for the presence of an adequate conclusion, and two possible points per debate in reference to the germane nature of the debate and the overall quality of the debate. The quality of not just the reasoning part of the debate but also the quality of the introduction and conclusion will be taken into consideration by the judges.

**ii.** For instances where no debate should occur (for example object to the consideration of the question) each team shall be awarded full points for properly NOT debating. If debate occurs on a motion that is not debatable but is also the motion on which scored debate is to take place (for example object to the consideration of the question) all points for debate will be lost, unless the “chairperson” properly calls such debate “out of order”.

**iii.** Examples of debate

1. A four point positive debate: “I am in favor of our chapter doing a spring cleanup on the school grounds as this will be an opportunity for our members to support our local school and give back to the district. We would also be able to utilize our landscaping skills. I therefore encourage everyone to vote in favor of this motion.”
2. A three point negative debate: “I am in favor of our chapter doing a spring cleanup on the school grounds because it’s a great opportunity for our members to gain exposure for FFA. Therefore I encourage you to vote in favor of this motion.”
3. A debate worth no points: “I like to landscape.”

**d. Item 3 - Poise, Manner, Voice & Expression, and Item 4: Grammar & Sentence Structure** – These items evaluate not only the “chairperson” as he/she is demonstrating an ability, but also all the members of the team as they participate in this demonstration. The score sheet permits scoring all items completely as each ability is demonstrated on a scale of 0-2 for each item.

**e. Item 5: Response to Questions** - Award each of the contestants 2 points for correctly answering the first six questions; award 3 points for the seventh question.

f. Overtime or under time deductions are to be made after the other scoring has been completed. The event judge will determine the time deduction, if any.

g. Minutes by the team secretary will be scored and added to the total team score. They are to be turned into the judges as the team leaves the stage or event platform.

h. Three points will be awarded for properly closing the meeting with the formal motion to “adjourn.”

2. The “low-point” score system will be used to determine the winner. (The sum of the teams “rank” by each of the three judges, determines the team’s ranking score; low score is the winner.)

3. Judges will also rate participating teams as Gold, Silver or Bronze teams.

4. Select the event winner and designate an alternate in case the winner cannot participate in the next event.

5. Two teams may advance from the district event to the sectional event. Only one team will be eligible to advance to the state competition from each section.

### **Parliamentary Procedure Rubric for the Secretary’s Notes**

	Description	Points Possible
Introduction	Must Include <ul style="list-style-type: none"> <li>- Date</li> <li>- Time of opening</li> </ul>	2
Motions	Must Contain <ul style="list-style-type: none"> <li>- All motions</li> <li>- Outcome of motions</li> <li>- The count on countable votes</li> </ul>	6
Conclusion	Must Include <ul style="list-style-type: none"> <li>- Final statement and time of adjournment</li> <li>- Name and signature of secretary</li> </ul>	2
Total	<i>Be sure that the handwriting of secretary and the spelling are not to be taken into consideration. The notes are to be judged on completeness.</i>	10

## **Agriculture, Food and Natural Resources Content Standards**

Measurement Assessed	Where measured in event	Academic Content Standards Addressed
<b>CRP.01.01. Performance Indicator: Model personal responsibility in the workplace and community.</b>		
CRP.01.01.01.c. Evaluate past workplace and community situations and determine how personal responsibility positively or negatively impacted outcomes.	Event Exam Presentation Individual Individual Practicum, Minutes and Other Records Team Practicum, Problem Solving Entire Event – Total Team Score	
<b>CRP.01.02 Performance Indicator: Evaluate and consider the near-term and long-term impacts of personal and professional decisions on employers and community before taking action.</b>		
CRP.01.02.01.b. Assess the pros and cons of personal decisions based on their anticipated impact on self and others.	Presentation	
CRP.01.02.02.b. Analyze the pros and cons of professional decisions based upon impact on employers and community.	Presentation	
<b>CRP.02.01. Performance Indicator: Use strategic thinking to connect and apply academic learning, knowledge and skills to solve problems in the workplace and community.</b>		
CRP.02.01.01.b. Assess workplace problems and identify the most appropriate academic knowledge and skills to apply.	Event Exam Presentation Individual Individual Practicum, Minutes and Other Records Team Practicum, Problem Solving	
CRP.02.01.02.b. Assess community problems and identify the most appropriate academic knowledge and skills to apply.	Event Exam Presentation Individual Individual Practicum, Minutes and Other Records Team Practicum, Problem Solving	
<b>CRP.02.02. Performance Indicator: Use strategic thinking to connect and apply technical concepts to solve problems in the workplace and community.</b>		
CRP.02.02.01.b. Assess workplace problems and distinguish the most appropriate technical concepts to apply.	Event Exam Presentations Individual Practicum, Minutes and Other Records Team Practicum, Problem Solving	
CRP.02.02.02.b. Assess community problems and identify the most appropriate technical concepts to apply.	Event Exam Presentation Individual Practicum, Minutes and Other Records Team Practicum, Problem Solving	

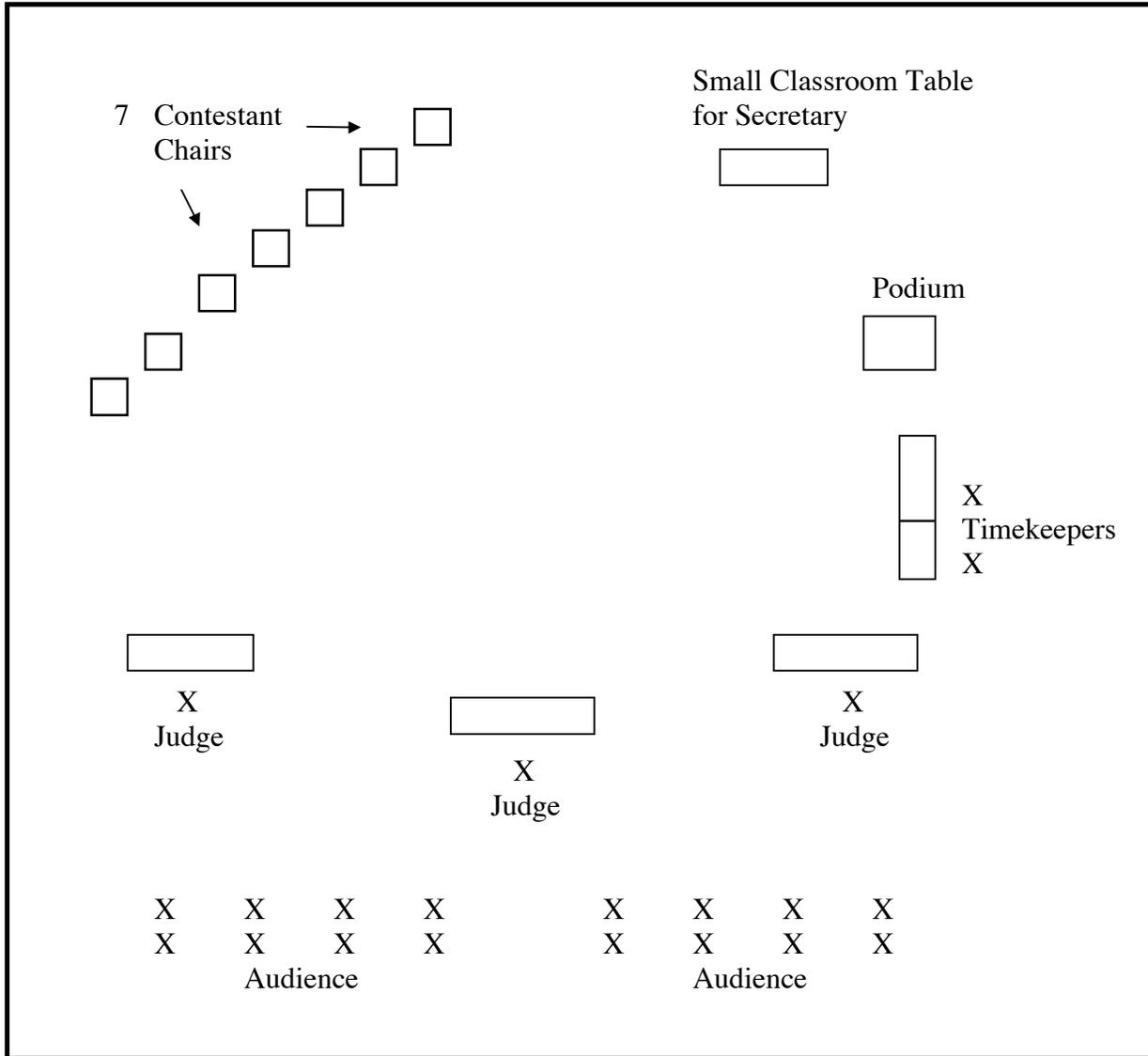
	Entire Event – Total Team Score	
<b>CRP.04.01. Performance Indicator: Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.</b>		
CRP.04.01.01.c. Evaluate other’s verbal and non-verbal communications (e.g., speeches, presentations, oral reports, etc.) and propose recommendations for improvement in clarity, logic, purpose and professionalism.	Presentation	
CRP.04.01.02.b. Apply strategies for speaking with clarity, logic, purpose and professionalism in a variety of situations in formal and informal settings.	Presentation	
<b>CRP.04.02. Performance Indicator: Produce clear, reasoned and coherent written communication in formal and informal settings.</b>		
CRP.04.02.01.c. Evaluate the effectiveness of different forms of written communication for achieving their intended purpose.	Individual Practicum, Minutes and Other Records Team Practicum, Problem Solving	
CRP.04.02.02.b. Apply techniques for ensuring clarity, logic and coherence to edit written communications (e.g., emails, reports, presentations, technical documents, etc.).	Individual Practicum, Minutes and Other Records Team Practicum, Problem Solving	
<b>CRP.04.03. Performance Indicator: Model active listening strategies when interacting with others in formal and informal settings.</b>		
CRP.04.03.01.b. Apply active listening strategies (e.g., be attentive, observe non-verbal cues, ask clarifying questions, etc.).	Presentation	
CRP.04.03.02.b. Assess active listening strategies by observing others in formal and informal settings.	Presentation	
CRP.04.03.02.c. Model active listening strategies in formal and informal settings.	Presentation	
<b>CRP.05.01. Performance Indicator: Assess, identify and synthesize the information and resources needed to make decisions that positively impact the workplace and community.</b>		
CRP.05.01.01.c. Evaluate workplace and community decision-making processes and devise strategies for improvement.	Presentation Individual Practicum, Minutes and Other Records Team Practicum, Problem Solving	
CRP.05.01.02.c. Evaluate workplace and	Presentation	

community situations and recommend the information and resources needed to support good decisions.		
CRP.05.01.03.c. Synthesize information and resources and apply to workplace and community situations to make positive decisions.	Presentation	
<b>CRP.06.01. Performance Indicator: Synthesize information, knowledge and experience to generate original ideas and challenge assumptions in the workplace and community.</b>		
CRP.06.01.01.c. Evaluate workplace and community situations and devise strategies to apply original ideas.	Individual Practicum, Minutes and Other Records Team Practicum, Problem Solving	
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.	Individual Practicum, Minutes and Other Records Team Practicum, Problem Solving	
<b>CRP.06.02. Performance Indicator: Assess a variety of workplace and community situations to identify ways to add value and improve the efficiency of processes and procedures.</b>		
CRP.06.02.01.c. Evaluate past workplace and community situations and determine how processes and procedures impacted outcomes.	Individual Practicum, Minutes and Other Records	
<b>CRP.06.03. Performance Indicator: Create and execute a plan of action to act upon new ideas and introduce innovations to workplace and community organizations.</b>		
CRP.06.03.01.c. Design a plan of action to introduce a new idea or innovation into the workplace and community.	Presentation	
CRP.06.03.02.c. Evaluate and execute strategies for using stakeholder input and feedback to improve a plan of action for introducing a new idea or innovation into the workplace or community..	Presentation	
<b>CRP.08.01. Performance Indicator: Apply reason and logic to evaluate workplace and community situations from multiple perspectives.</b>		
CRP.08.01.01.c. Evaluate how applying critical thinking skills can impact workplace and community situations.	Presentation Individual Practicum, Minutes and Other Records Team Practicum, Problem Solving	
CRP.08.01.02.c. Devise strategies to apply	Presentation	

reason, logic and input from multiple perspectives to solve workplace and community problems.	Individual Practicum, Minutes and Other Records Team Practicum, Problem Solving	
<b>CRP.08.02. Performance Indicator: Investigate, prioritize and select solutions to solve problems in the workplace and community.</b>		
CRP.08.02.01.b. Assimilate and prioritize potential solutions to solve problems in the workplace and community.	Presentation	
CRP.08.02.02.c. Evaluate and select solutions with greatest potential for success to solve workplace and community problems.	Individual Practicum, Minutes and Other Records Team Practicum, Problem Solving	
<b>CRP.08.03. Performance Indicator: Establish plans to solve workplace and community problems and execute them with resiliency.</b>		
CRP.08.03.01.b. Analyze and determine the best problem-solving model to apply to workplace and community problems.	Presentation	
<b>CRP.09.01. Performance Indicator: Model characteristics of ethical and effective leaders in the workplace and community (e.g. integrity, self-awareness, self-regulation, etc.).</b>		
CRP.09.01.02.c. Model characteristics and actions of ethical and effective leaders in workplace and community situations (e.g., integrity, self-awareness, etc.).	Presentation	
<b>CRP.09.03. Performance Indicator: Demonstrate behaviors that contribute to a positive morale and culture in the workplace and community (e.g., positively influencing others, effectively communicating, etc.).</b>		
CRP.09.03.01.a. Identify and summarize respectful and purposeful behaviors that contribute to positive morale and culture in workplace and community settings (e.g., positively influencing others, effectively communicating, etc.).	Presentation	
CRP.09.03.02.c. Model respectful and purposeful behaviors that contribute to positive morale and culture in the workplace and community (e.g., effectively communicating, recognizing accomplishments of others, etc.).	Presentation	
<b>CRP.10.02. Performance Indicator: Examine career advancement requirements (e.g., education, certification, training, etc.) and create goals for continuous growth in a chosen career.</b>		
CRP.10.02.01.a. Categorize career advancement requirements for potential	Event Exam	

careers (e.g., degrees, certification, training, etc.).		
<b>CRP.12.01. Performance Indicator: Contribute to team-oriented projects and builds consensus to accomplish results using cultural global competence in the workplace and community.</b>		
CRP.12.01.01.c. Evaluate the effectiveness of team-oriented projects at work and in the community and make recommendations for future improvements.	Presentation	
CRP.12.01.02.b. Apply consensus building techniques to accomplish results in team-oriented situations.	Presentation Individual Practicum, Minutes and Other Records Team Practicum, Problem Solving	
<b>CRP.12.02. Performance Indicator: Create and implement strategies to engage team members to work toward team and organizational goals in a variety of workplace and community situations (e.g., meetings, presentations, etc.).</b>		
CRP.12.02.01.c. Create novel strategies to engage team members based on the situation.	Event Exam Presentation Individual Individual Practicum, Minutes and Other Records Team Practicum, Problem Solving Total Event Score	
CRP.12.02.02.b. Select strategies to engage team members and apply in a variety of situations.	Event Exam Presentation Individual Individual Practicum, Minutes and Other Records Team Practicum, Problem Solving Total Event Score	

## ROOM DIAGRAM FOR FFA PARLIAMENTARY PROCEDURE LEADERSHIP DEVELOPMENT EVENT



\* Motions at the district level or higher \*\*Motions at Sectional level or higher \*\*\*Only to be used for questions (October 2009)

MOTIONS		NEED A SECOND	AMENDABLE	DEBATABLE	VOTE REQUIRED	INTERRUPT SPEAKER	RECONSIDER	
<b>A. Privileged</b>	*							
1. To fix the time to which to adjourn (1)	*	Yes	(4a)	No	Majority	No	Yes	
2. Adjourn (2)	*	Yes	No	No	Majority	No	No	
3. Take a recess (3)	*	Yes	(4)	No	Majority	No	No	
4. Raise a question of privilege	*	No	No	No	Decision of the Chair (5)	Yes	No	
5. Call for the orders of the day	*	No	No	No	Handled by the Chair (6)	Yes	No	
<b>B. Incidental Motions</b>	**							
1. To appeal to decision of the chair	*	Yes	No	Yes (9)	Majority	Yes (25)	Yes	
2. Call for a division of the assembly	*	No	No	No	Standing Vote (11)	Yes	No	
3. To raise a point of order	*	No	No	No	Decision of the Chair	Yes	No	
4. To object to consideration of a question	**	No	No	No	2/3	No (26)	(15)	
5. To divide a motion or call for consideration by parts (10)	**	Yes	Yes	No	Majority	No (23)	No	
6. To modify or withdraw a motion	**	No (21)	No	No	Unanimous Consent (22)	No	No	
7. To nominate	***	No	(12)	(12)	(12)	No	No	
8. To suspend the rules (14)	**	Yes	No	No	2/3 (20)	No	No	
9. Close nominations	***	Yes	Yes	No	2/3	No	No	
10. Reopen nominations	***	Yes	Yes	No	Majority	No	(15)	
11. Method of voting	*	Yes	Yes	No	Majority	No	No	
12. Request for information	*	No	No	No	No	Yes	No	
13. Parliamentary inquiry	*	No	No	No	No	Yes	No	
<b>C. Subsidiary Motions</b>	*							
1. To lay on the table	*	Yes	No	No	Majority	No	Yes (15)	
2. To call for the previous question	*	Yes	No	No	2/3	No	(19)	
3. To limit or extend time for debate	*	Yes	Yes	No	2/3	No	Yes	
4. To postpone to a certain time	*	Yes	Yes	Yes	Majority	No	Yes	
5. To refer to a committee	*	Yes	Yes	Yes	Majority	No	Yes	
6. To amend an amendment (Secondary)	***	Yes	No	Yes	Majority	No	Yes	
7. To amend or substitute (Primary)	*	Yes	Yes	Yes (7)	Majority	No	Yes	
8. To postpone indefinitely	*	Yes	No	Yes	Majority	No	(18)	
<b>D. Principal Motion</b>	*							
1. A main motion	*	Yes	Yes	Yes	Majority	No	Yes	
<b>E. Brings Item Before the Assembly Again</b>	*							
1. Take from the table	*	Yes	No	No	Majority	No	No	
2. Reconsider	**	Yes	No	(13)	Majority	No	No	
3. Reconsider and enter on the minutes	***	Yes	Must be called up at the next meeting					(16)
4. Rescind	**	Yes	Yes	Yes	(17)	No (24)	(15)	
5. Ratify	*	Yes	Yes	Yes	Majority	No	(15)	

**NOTES PERTAINING TO SPECIFIC TREATMENT OF MOTIONS**

1. Is a privileged motion only if made while another motion is pending, and in an assembly that made no provision for meeting on the same or next day; otherwise it is a main motion. The answers apply to the privileged motion.
2. When unqualified, is always a privileged motion except when effect would be to disband the group permanently. The answers apply to the privileged motion, not to a main motion to adjourn.
3. Is a privileged motion if made when other business is pending, otherwise is a main motion. Answers apply to the privileged motion.
- 4a. Amendable to hour, date, and place.
4. Can be amended as to time.
5. Is usually disposed by chair, without vote.
6. Chair should proceed to order of the day or put a question as to whether the group wishes to proceed with the order. A motion not to proceed to order requires a 2/3 vote, the same as suspending the rules.
7. Can be debated only when the question being amended is debatable.
8. Is usually decided by chair, without calling for a vote.
9. Cannot be debatable if made during a division of the assembly, or when the pending question is not debatable. Cannot be debated when it applies to indecorum, transgression of the rules of speaking, or to priority of business.
10. The question must be divided at the request of a single member, (this request can be made when another has the floor), provided the resolutions relate to different subjects and are independent of each other.
11. When a division is called for, the chair proceeds to take the vote again by rising. No vote is taken on whether a division shall be made, i.e., on whether a standing vote shall be taken.
12. To nominate, one simply rises, addresses the presiding officer, and states, "I nominate \_\_\_\_\_" and is again seated.
13. Debatable when the question to be considered is debatable.
14. Applies only to standing rules or to rules of order; it may not be in conflict with the constitution or bylaws.
15. The motion can be reconsidered only if the prevailing vote was a negative one.
16. Outranks the motion to reconsider and can be made immediately after the other, providing a vote has not yet been taken on it.
17. The motion requires a 2/3's majority if notice of the motion to be proposed has not been given at the preceding meeting or in the call of the meeting.
18. Can be reconsidered only if vote was affirmative.
19. Must be moved before any vote had been taken on the motions upon which the previous question was moved.
20. Generally only applied to rules of parliamentary procedure. Simple standing rules require only a simple majority for their suggestions.
21. If a formal motion to withdraw or modify is made by the proposer of the original motion, it requires a second.
22. If a formal motion is made, a majority vote is needed.
23. If a motion must be divided on the demand of one member, he/she can do so when another member has the floor.
24. Motion to rescind can be made when another person has the floor, but cannot interrupt the speaker.
25. At the time of appealed ruling.
26. Objection to consideration of question can be made after another person has been assigned the floor and before he has spoken.

*Revised October 2009*

## DISCUSSION MEET LEADERSHIP DEVELOPMENT EVENT

### I. Purpose

The Discussion Meet Leadership Development Event allows participants to exchange ideas and information in an effort to solve a problem. It is an exercise in problem-solving using techniques of letting the participants discuss subjects, with the questions, answers and statements.

### II. Event Rules

- A. An FFA member must be in good standing with the local chapter, the state FFA association and the national organization. The member cannot have graduated from high school at the time of the district event for the given competition year. A State FFA Discussion Meet winner may not compete again in any FFA Discussion Meet event in succeeding years.
- B. An FFA chapter may have **two** entries for the Discussion Meet at the district event in a given year. **Two** district winners will advance to the sectional event. These may be from the same school, if so selected by the judges. One sectional winner per section will advance to the state event.
- C. The Official FFA dress must be worn by all contestants participating. Deductions for deviations from Official FFA dress will be at the discretion of the judges who will consider special situations when presented prior to the contestant's presentation.
- D. Any participant in possession of an electronic device during the competition is subject to disqualification.

### II. Event Format

- A. Three judges, one or two timekeepers and a moderator are needed for the event and it is a good idea to have a door monitor so that no one enters or leaves the room during an event. No one may leave the event room once a round starts, until that round is over. Persons may leave between rounds of the event, in any event where more than one round occurs.
- B. Contestants should be seated at two tables set at approximately a 90 degree angle to another. This allows them to see each other and to see judges and timekeeper. Host school must provide name tents on the tables with names on both sides for identification during discussion.
- C. All event officials and contestants will be in the competition room at the appointed time, as directed by the event manager. Important: Contestants may **not** bring research information into any of the Discussion Meet rooms! They may have only a blank paper and pen/pencil with them for the purpose of making notes during the actual event. The event host will provide paper for each contestants.
- D. The moderator is to introduce contestants and the topic, start the discussion, keep the event on track and see that no one monopolizes the time. This is the first time that the contestants will know the exact topic for the session. They should be given two minutes to gather thoughts after the announcing of the topic. The object of the event is for participants to exchange ideas and information in an effort to solve a problem.
- E. A time keeper must be provided for this event. Possibly using a state officer who is familiar with timing this event.
- F. There are 3 to 7 contestants in an event session. If more than 7 contestants are present at a district event, the event may be split into two sessions, and the top two from each session will go on to the finals, using the second topic provided. If there are not at least 3 people to conduct Discussion Meet

event, the host advisor would be allowed to ask for extra participants with the consent of the discussion meet participants at the event site to just sit in and discuss the topic. These people would not be judged, they would simply be used to enhance the event for those competing and give the contestants some experience in the discussion event before competing at the sectional level. At Sectional and State Events, the maximum number of contestants will be 6 and 5 respectively, so no need for split sessions will occur.

- G. The moderator will call the event session to order and announce the topic to be discussed and introduce the timekeepers(s) and contestants. The FFA member would be able to begin writing on their blank sheet of paper immediately following the announcement of the Discussion Meet topic. No writing is allowed before that time.
- H. The moderator will then call on the contestants to make a 30-second opening statement (Statements will be made in voluntary order of the contestants). The timekeeper will stand at 30 seconds during each contestant's opening remarks and remain standing until that contestant finished their remarks. Judges may subtract points at their discretion for contestants abusing the time limit.
- I. The moderator will then indicate the opportunity for open discussion which will run for a total of 12 minutes for 3 contestants, 15 minutes for 4 contestants, 18 minutes for 5 contestants, 21 minutes for 6 events, or 24 minutes for 7 contestants. The moderator will, at their discretion, give "directed discussion" by encouraging contestants to consider other aspects of the topic under consideration, should they feel that the contestants are missing some aspect of the problem or are stuck on one small facet of the problem. The contestants are encouraged to bring up a point and work on that point until they agree on a solution and a course of action, if one is possible, before moving on to another point. The timekeeper will indicate to the moderator when the total time for the open discussion phase of the event has elapsed
- J. The moderator will call for a minute of quiet time allowing the contestants to consider a closing statement. The moderator will call upon each contestant (again in voluntary order) to make up to a one-minute closing statement. The timekeeper will stand at one minute into each contestant's closing statements and again remain standing until that contestant is completed. Judges may, at their discretion, penalize contestants for abuse of time limit.
- K. The moderator will recognize the judges and request contestants to leave the room to allow the judges to finalize the tabulation of their score sheets.

### III. Group Discussion Topics

Topics for the Discussion Meet will be released for each year's competition by no later than December 1 for the January/February events. Each year there will be 7 topics. Three topics will be indicated for the district competitions and four topics for sectional and state competitions. A specific topic will only be used once during a given competition year.

**Suggested Sources for Information/Study:** Your local school, college or public library; All FFA publications-both state and national; Any agriculture publication; American, Wisconsin and County Farm Bureau Federation ([www.fb.com](http://www.fb.com)) ; Popular News Media; Legislative personnel; Department of Agriculture Trade and Consumer Protection; Department of Public Instruction.

#### IV. Scoring

Judges will not be permitted to confer with each other prior to the completion of their tabulation. The moderator, with the assistance of the timekeeper, will supervise the final tabulation by the judges, and report results to the group. Judges will use a point system indicated on the score sheet to assist in selecting their winners. Each judge will be instructed to break all tie scores. The moderator and timekeeper will rank the panel winners, based on the total scoring given by each judge; i.e., 1 point for first, 2 second, etc. The contestant with the lowest ranking score will be judged the winner and announced to the audience. The decision of the judges is final.

### Keys For A Successful FFA Discussion Meet Contestant

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#### 1. Know how to play the game:

**Background:** The FFA Discussion Meet event mirrors an FFA Chapter committee meeting. Thus, the FFA Discussion Meet event judges are looking for cooperative and constructive discussion of the topic which leads to workable and actionable solutions – not a debate of the topic. The judges are looking for the person or persons who stand out as the committee chair.

- a. **Be recognized as the committee chair:** A good committee chair is able to solve problems and implement solutions by being very cooperative. There are seven criteria on the judge's score card: 1) Opening Statement, 2) Analysis of Topic or Problem, 3) Problem Solving and Implementation, 4) Delivery, 5) Cooperative Attitude, 6) FFA Impact, and 7) Closing Statement. Problem Solving and Implementation and Cooperative Attitude are both worth up to 20 points each, while the other five are worth up to 10 points each.

To be successful in this event, you must score as the top 1 or 2 in Problem Solving and Implementation and Cooperative Attitude. You do that by being seen as an effective committee chair. An effective committee chair is the person who cooperatively leads the discussion. The person who endeavors to make sure all sides of the issue are explored, even a side they may not agree with, and all committee members (contestants) have their voices heard. A good committee chair will introduce a point to be discussed, make a strong statement concerning that point (Problem Solving and Implementation) and then hand off the discussion to a fellow contestant by asking that person a question using that person's name. Remember, this is a cooperative and constructive discussion, so the questions you ask a fellow contestant should help move the discussion forward.

A good committee chair works to get the best ideas out of their fellow committee members. A good committee chair makes sure each committee member shares their thoughts and opinions. If a fellow contestant is being quiet or has been left out of the conversation, a good committee chair asks that person a question and gets them involved in the conversation. A good committee chair keeps the discussion on topic. A good committee chair doesn't interrupt or talk over others while they are speaking. A good committee chair will attempt to bring the group to consensus on workable and actionable solutions to the topic being discussed. Do this by stating at least one action you will take to make a difference as it relates to the topic and then ask your fellow contestants what they are going to do to make a difference.

2. **Understand the event structure:** The event has an opening (opening statement), a body (open discussion), and a closing (closing statement). A good model of logic to follow is: In the opening, tell them what you are going to tell them. In the body, tell them. In the closing, tell them what you told them.

- a. **Opening statement:** It is critical you grab the attention of the judges in your opening statement. You may do that by using a quote from a famous person that relates to the topic being discussed or by telling a quick personal story that makes an emotional connection with the judges. After your strong opening sentence, tell us what you are going to tell us. Quickly outline the main points you would like to discuss during the open discussion.

- b. **Discussion:** It is critical to be seen as the committee chair. Lead the discussion using the sub-topics for each event topic. Make your points and hand off the discussion by asking a question using your fellow contestant's name. Try to come at the topic from a unique point of view and make sure many points of view are discussed. At the 5 minute warning, the timekeeper will stand, make sure you try to bring the group to consensus by developing workable and actionable solutions for the topic being discussed.
- c. **Closing statement:** It is critical you finish strong. Do this by quickly summarizing one main point each of your fellow contestants made during the discussion. Don't use the closing statement to bring up a new point in the discussion that wasn't covered before. State what you believe are the solutions the discussion produced and the action you will take to make a difference in your FFA Chapter and/or Wisconsin, national, or global agriculture. With your closing, you are figuratively putting a bow on the package, the one you began wrapping with your opening statement, for the judges. Make sure your final sentence is powerful and memorable - plant your flag!

### 3. General pointers:

- a. **This is a FFA event:** As an FFA member, **YOU are FFA!** So, when mentioning FFA, make sure you personalize your statements. "We as FFA members should..." or "As an FFA member, I suggest..." Make sure you know how the topic relates to your FFA Chapter, the Wisconsin FFA Association, and National FFA. Visit the Wisconsin FFA website at [www.wisconsinffa.org](http://www.wisconsinffa.org) and the National FFA website at [www.ffa.org](http://www.ffa.org). Check them out on facebook and twitter. How can you work within FFA to help solve the challenges arising from the topic being discussed?
- b. **Speaking style:** The opening and closing statements are given standing and directed to the audience. Make sure you stand up with confidence and move behind your chair, push your chair in under the table, pause a beat to prepare yourself and the audience and then start your statement. Make good eye contact with members of the audience. Finish your statement, pause a beat, pull out your chair and be seated. Do not talk yourself out of your chair as you begin to speak or talk yourself down into your chair as you finish.

Most people talk faster than they think they do. This is especially true when nerves kick in during a speaking event. Concentrate on slowing down and speaking clearly. Use a strong, clear, confident voice. Be aware of your facial expressions and body language. Always keep a smile on your face and maintain a confident body posture.

During open discussion, sit confidently in your chair – not too stiff but not a relaxed slouch either, make good eye contact with your fellow contestants, actually listen to what they have to say – don't get focused in on the next point you want to make, think "yes, and..." to build on their points and the discussion.

- c. **Opening and closing statement strategy:** The opening and closing statements are given in voluntary order determined by the contestants. Most people believe the judges' best remember the first person to speak and the last person to speak. Those speaking in the middle may get lost in the shuffle.

Going first shows you are very confident. Just make sure you are mentally prepared to deliver a strong opening statement.

Sometimes there is gamesmanship among experienced contestants in an attempt to be the last person to speak. Remember, Cooperative Attitude is critical, so be careful not to be seen as uncooperative in an effort to secure the final speaking position. If you go last for the opening and/or closing statement, you better nail it because your statement will be remembered!

- d. **Use of personal stories and facts:** Everyone loves a story. Tell personal stories that relate to the topic and make an emotional connection to your audience (the judges). Tell us about your home farm or

your experience as a high school student and FFA member, a lesson learned from your grandfather, your greatest challenge working with family...etc. Make it personal and make sure it relates to the topic.

Do a good job of researching the topic. Find some facts and figures you can cite to bring credibility to your thoughts. Don't go overboard on facts and figures – a few sprinkled into the discussion go a long way. Using too many facts and figures will bore your audience (the judges).

- e. **Stay on topic:** You will only get 4-6 times to speak during open discussion. When you speak, you must make strong points directly related to the topic. Don't get off topic and don't allow another contestant to lead the group off topic. A good committee chair keeps the discussion on topic!

- f. **Think outside the box and propose unique solutions:** Research the topics from all points of view. Really think about all sides and perspectives of the topic. Can you tackle this challenge from a direction no one else will consider? Having a unique perspective on solving the challenge will serve you well. Don't just take the farmer, ag professional, or FFA point of view. How will this affect consumers, suppliers, senior citizens, young people, ag educators, land grant universities, those who don't understand farming and ag, those trying to vilify farming and ag...etc?

Avoid the "education" trap. Almost every topic lends itself to the solution of "We just need to educate...". Most judges roll their eyes when they hear, "more education" for the 99<sup>th</sup> time. If you are going to suggest, "We need to educate...", you better come up with a very unique way of delivering that education because the judges have heard all the usual ways, and they are not going to be excited to hear it again.

- g. **Be very careful about using acronyms or farm/ag terms your audience (the judges) may not know or understand:** If you mention HSUS and PETA, you must first say, "The Humane Society of the United States, known as HSUS." or "The People for the Ethical Treatment of Animals, known as PETA." Once you've said the complete name, then you may use the acronym from that point forward. Don't expect all judges will know what a gilt or a gelding is. If you use ag terms such as those, you need to give a brief explanation of what you are talking about.

- h. **Use proper English:** Watch your use of "umm", "like", "you know", "ya", "nope", "cuz", "ta", "I think" (if you are speaking, we know you think that. Stating the obvious weakens what you are saying.)

- i. **Attire: Proper FFA Official Dress is a MUST!** This is a event and every detail can and will make a difference in the judges' scores.

**Female Official Dress:**

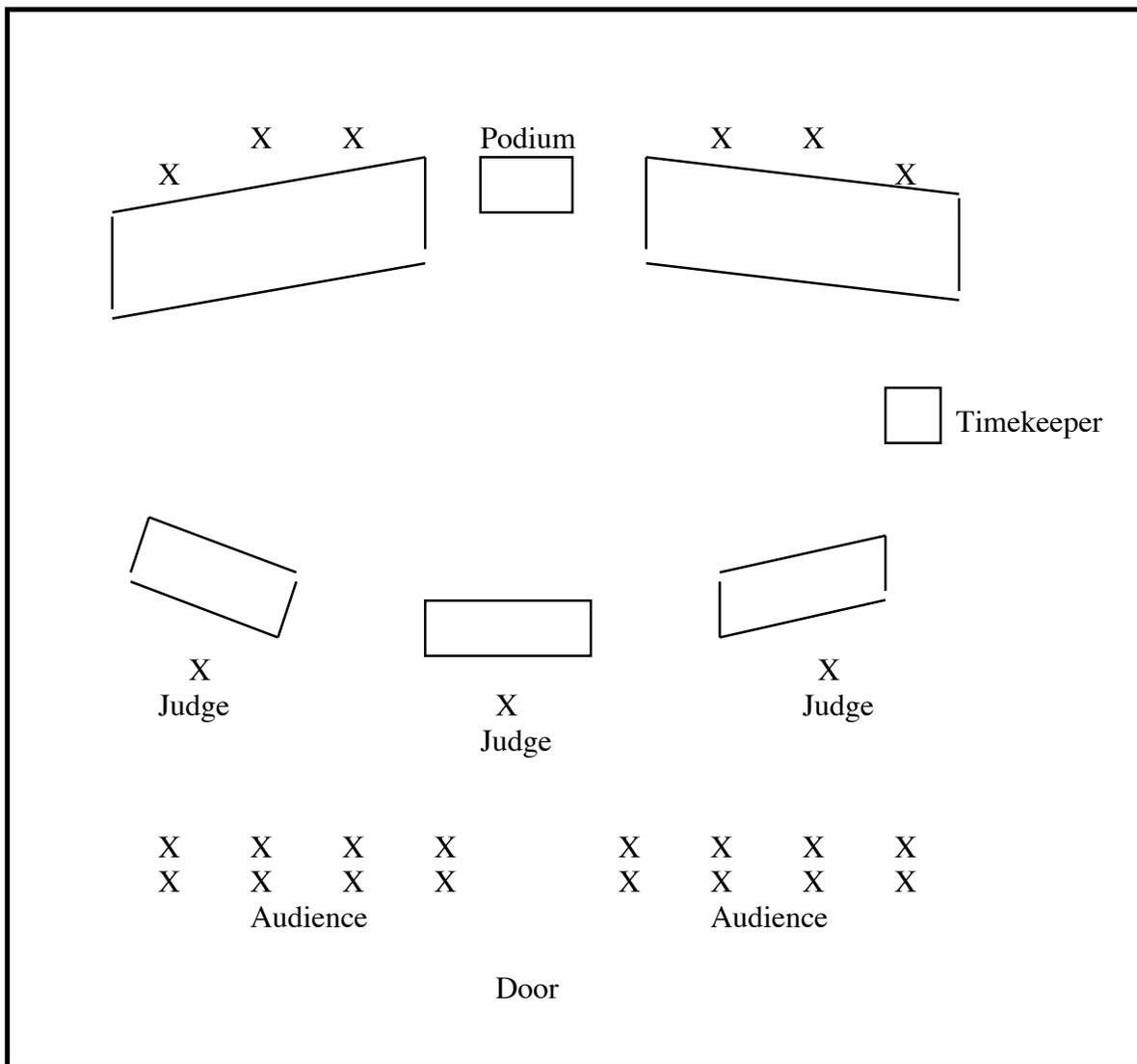
- Black skirt *Skirt is to be at least knee length, hemmed evenly across the bottom, with a slit no longer than 2 inches above the knee, excluding the kick pleat. Black slacks may be appropriate for traveling and outdoor activities (Note: In most cases, a speaking event is neither done in the process of traveling nor is it an outdoor activity. Thus, females should wear a black skirt for a FFA speaking event).*
- White collared blouse and official FFA blue scarf.
- Black dress shoes with a closed heel and toe (No boots, sandals, open-toed shoes, or tennis shoes.)
- Black nylon hosiery.
- Official FFA jacket zipped to the top.

**Male Official Dress**

- Black dress pants. (No jeans - blue or black, leather, pleather, etc.)
- White dress shirt and official FFA tie
- Black dress shoes with a closed heel and toe. (No boots, sandals, open-toed shoes, tennis shoes.)
- Black socks.
- Official FFA jacket zipped to the top.

## ROOM DIAGRAM FOR DISCUSSION MEET

Contestants should be seated at two tables set at approximately a 90 degree angle to one another. This allows them to see each other and to see the judges and time keepers. Each contestant should have a card visible in front of them on the discussion table that includes their name, and is visible by judges and fellow contestants. The contestants will also have a name badge on their jacket in order that their name is clearly seen. A podium should be placed between these two tables for the moderator.



## MIDDLE SCHOOL/JUNIOR HIGH FFA QUIZ BOWL

### I. Purpose

To offer a specific program for competition in middle grade levels of FFA membership on a district, sectional, and state level basis.

To better acquaint middle/junior high school agricultural education member to the FFA organization and assist them in knowing key information about the organization. Members participating in this event may not have reached the 9<sup>th</sup> grade.

### II. Event Rules

- A. Only members under 9<sup>th</sup> grade will be allowed to compete in this event. Team members must be FFA members in good standing with the local chapter, the state FFA association and national organization.
- B. **Teams Allowed:** A minimum of three to a maximum of five members can make up a team in the quiz bowl competition. Substitutions may be made in subsequent events with qualified FFA members. All FFA Chapters that have middle school FFA membership will be eligible to participate, including the host school. Two teams compete against one another at one time. The same school if they have two teams are not required to compete against each other in the first bracket unless they are the only teams.
- C. A school will be allowed to have a maximum of two teams entered at the district level, with a maximum of two teams advancing to the sectional event from each district. Only one team from each section advances to the state event, which is held at the State FFA Convention in Madison.
- D. **Recording of Questions and Answers:** No written materials or notes taken by any audience member or team member can be removed from the event room at the conclusion of the quiz bowl competition. Judges will monitor note takers in the room. As individuals leave the competition room, the judges must collect any notes that were taken during the competition by any one observing or competing in the event. This also means that no videotaping will be allowed during the quiz bowl competition. (This revision of the rules was passed by the State FFA Board of Directors at the March 2007 meeting.)
- E. **Clarification on Answering Questions:** If the answer is a PROPER NAME for example, “Cheryl Zimmerman”, the member must provide **both the first and last name** for the team to have the correct answer. No longer is just saying the last name accepted. (This revision of the rules was passed by the State FFA Board of Directors at the March 2007 meeting.)
- F. The advisor will not consult with the team after beginning the event.
- G. Any participant in possession of an electronic device in the event area is subject to disqualification.

### III. Bracketing

Brackets will need to be set up by the host advisor. Teams from the same school do not have to compete against each other in the first bracket, unless they are the only teams competing. At the sectional event, the district winners compete against the runner-up from another district.

*What happens if there are three teams competing in quiz bowl?*

**Answer:** See Example Below:

Draw for positions

**Team 1** would compete against **Team 2** – **Team 2** Wins

**Team 2** would compete against **Team 3**

If **Team 2** would win against **Team 3**, they would be **Winner Overall** and you would have Team 1 compete against Team 3 to determine 2<sup>nd</sup> Place.

If **Team 3** wins, **Team 3** would be the **Winner Overall** because they beat the team (Team 2) that beat the other team (Team 1). Team 2 would be second place since they beat Team 1 earlier.

This is the fastest and simplest way to set up a competition amongst 3 teams.

*What happens if there are 5,6, or 7 teams?*

**Answer:** Set up a bracket and draw for position. Keep in mind that if you bracket over 4 teams, you will need 8 brackets. If you only have 5 teams, you will then have to put 3 byes into the hat for drawing position. If you have two teams from the same school you can position them to compete against another school in the first round.

#### IV. Event Format

The event will consist of **three rounds** for each bracket of competition.

**Round 1** - During this round of questions, **the students are not allowed to confer**. Each student is asked **one** question in alternating fashion. Each team will be asked a total of five questions (even if they only have three members on the team, then the first two would be asked another question until 5 questions have been asked per team.) The question will be asked **one time to the receiving team member**. Once the question is read, you have 10 seconds to answer. If there is no answer when time is called, the question is over. **Questions are worth one point each**. Maximum score per team is 5 points.

**Round 2** –This round will consist of a total of 30 questions, with each team being asked 15 questions. **Team members can confer with each other**. If a team fails to answer the question correctly, the question will then be asked to the next team PLUS the next team will then be asked their corresponding question. **The question will be read one time to the receiving team**. Once the question is read, the team has 10 seconds to answer. When time is called, the question is over and the other team has the opportunity to steal. The question can be reread for the stealing team, **however**, they have only 10 seconds to answer once the other team fails to answer or gives a wrong answer. **Each question will be worth 1 point each**.

**Round 3** –This round consists of a total of 10 questions, with each team being asked 5 questions worth 2 points each. **Team members can confer with each other**. If a team fails to answer the question correctly, the question will then be asked to the next team PLUS the next team will then be asked their corresponding question. **The question will be read one time to the receiving team**. Once the questions is read, the team has 10 seconds to answer. When time is called, the question is over and the other team has the opportunity to steal. The question can be reread for the stealing team, **however**, they have only 10 seconds to answer once the other team fails to answer or gives a wrong answer. **Each question is worth 2 points each**.

**Tie Breaker** – A tie will be broken by sudden death. **Sudden death** – Team A will answer their question. If they fail to answer it, the question goes to Team B. If they answer it successfully, they will be named the winner. If incorrectly answered, the round will begin again with Team A and a new

question will be asked. (NOTE: If Team A answers their question correctly the first time, Team B should still be asked the next question. If they incorrectly answer their question, Team A wins.) **The question will be read one time only for the receiving team.** Each team gets 10 seconds to answer their question. Once time is called at the end of 10 seconds, no answer can be given and the other team has an opportunity to steal.

**Questions:** All questions will be FFA related questions. Questions will cover the entire scope of the FFA organization including history, dates, people, programs, activities and current events of the organization.

FFA questions come from the following sources:

Official FFA Manual	(Produced by National FFA)
FFA Student Handbook	(Produced by National FFA)
State FFA Annual Report	(Produced by Wisconsin FFA/FFA Foundation)
Wisconsin FFA Website <a href="http://www.wisconsinffa.org">www.wisconsinffa.org</a>	
National FFA Website <a href="http://www.ffa.org">www.ffa.org</a>	
Career Development Events Handbook	(Produced by National FFA)
American FFA Degree Handbook	(Produced by National FFA)
Agricultural Proficiency Awards Handbook	(Produced by National FFA)
Chapter Planning and Recognition Handbook	(Produced by National FFA)
FFA New Horizons Magazines – The Following Issues of the current school year...	(Produced by National FFA)
July/August	Sept./October
November/December	January/February

In order to help in developing questions for the FFA Quiz Bowl Event, we are asking those chapters who are going to participate in the Quiz Bowl Event to submit questions. These questions will create a pool from which to select and will give us a better idea of what type of questions people are looking for in a Quiz Bowl Event. **PLEASE NOTE:** Not all questions may be used and the State FFA Executive Director has the right to develop other questions not submitted by chapters.

Follow the procedure below for submitting questions:

1. Develop 25 questions you and your students feel would be appropriate to ask in a Quiz Bowl Event. They should be short answer questions **not** multiple choice or true/false.

**Example:** What are the first seven words of the FFA Creed?

Answer: I believe in the future of agriculture...

2. Indicate, with each question, what source it came from. The following sources may be used for questions:

State FFA Annual Report, the Official FFA Manual (most recent addition), the FFA Student Handbook, National Awards and Programs Handbooks (such as proficiency/American degree and national chapter award handbooks)

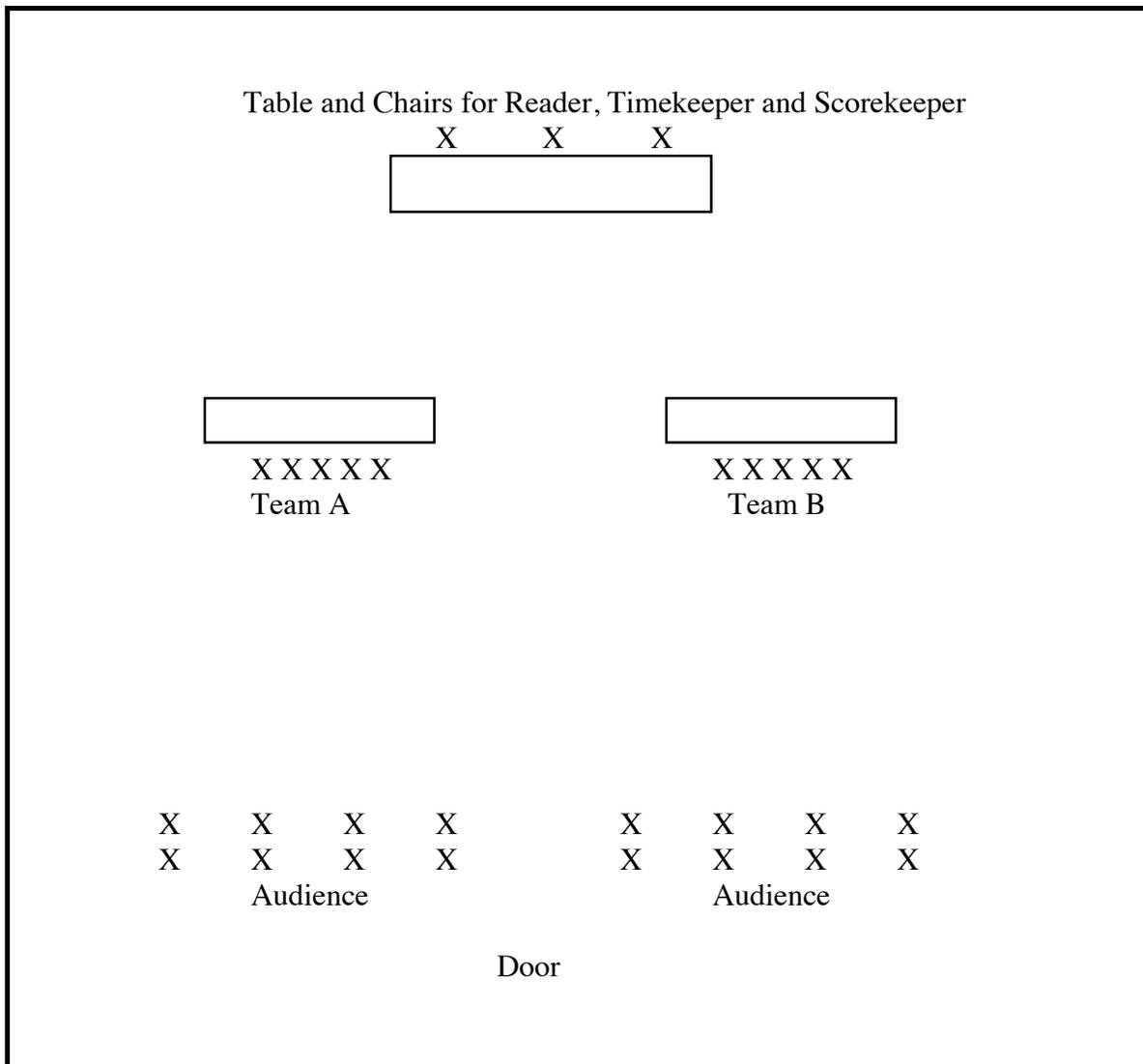
3. Indicate what level the question is – District, Sectional or State.

**All possible Quiz Bowl Questions must be submitted by November 1<sup>st</sup>.**

Submit questions to: Cheryl Zimmerman  
Wisconsin FFA Center  
P.O. Box 110  
Spencer, WI 54479

## ROOM DIAGRAM FOR QUIZ BOWL

Contestants should be seated at two tables in front of the judges. This allows the judges to watch the contestants and also the audience and make sure no sharing of answers or signals are provided to the teams competing.



# Employment Skills Leadership Development Event

## I. Purpose

The FFA Employment Skills Leadership Development Event is designed for FFA members to develop, practice and demonstrate skills needed for seeking employment in the industry of agriculture. Each part of the event simulates, as closely as possible, real-world activities that will be used by real-world employers. This event is designed to stimulate interest and acquaint FFA members with employment procedures they will face when applying for a job. The event also allows students to demonstrate oral and written communications.

## II. Event Rules

- A. An FFA member must be in good standing with the local chapter and the state FFA association. The member cannot have graduated from high school at the time of the district event for the given competition year. A state FFA Employment Skills LDE winner may not compete again in any FFA Employment Skills LDE in succeeding years.
- B. An FFA chapter may have **two** entries for the Employment Skills LDE at the district event in a given year. **Two** district winners will advance to the sectional event. These may be from the same school, if so selected by the judges. One sectional winner per section will advance to the state event.
- C. The Official FFA dress must be worn by all contestants participating. Deductions for deviations from Official FFA dress will be at the discretion of the judges who will consider special situations when presented prior to the contestant's presentation.
- D. All written materials, including cover letter, resume, etc. will be the result of each participant's own efforts.
- E. Any participant in possession of an unapproved electronic device in the event area is subject to disqualification.
- F. Recording of presentations is permitted by one person from each participant's chapter for that participant only.

## III. Event Format

A. The event is developed to help participants in their current job search (for SAE projects, internships, part-time and full-time employment). Therefore, the cover letter, resume and references submitted by the participant must reflect their current skills and abilities and must be targeted to a job for which they would like to apply. In other words, participants cannot develop a fictitious resume; They must utilize their actual experience. They are expected to target the resume toward a real job for which they presently qualify.

**The job/career selected must be an agriculturally-based occupation and must be a job that the contestant would be qualified to do as a high school graduate and/or student.**

### B. Equipment

1. Participants are required to bring the following items to the event:
  - a. Writing Utensils
2. Participants may bring:
  - a. Blank paper
  - b. Resume
  - c. Cover letter
  - d. List of references
  - e. Business cards
  - f. Padfolio

3. The following items are not permitted
  - a. Letters of reference
  - b. Samples of work
  - c. Pictures
  - d. Personal Pages
4. Contestants at the district, sectional and state level are allowed to bring a portfolio to the interview. It is to the discretion of the judges to evaluate materials brought into the interview. The interview is treated as any real life interview.

C. Contestants must submit **four (4)** copies of their Job Description, Cover Letter and Resumes postmarked two weeks before the district event to the district host. Those advancing to the sectional event must submit **four (4)** copies of their Job Description, Cover Letter and Resume postmarked two weeks before the sectional event to the sectional host. Those advancing on to the state event must submit **six (6)** copies of their Job Description, Cover Letter and Resume to the Wisconsin FFA Center postmarked the date set by the State FFA Executive Director (Tentatively May 25). Twenty-five points will be deducted each day these items are late.

#### **D. JOB DESCRIPTION**

- The job description is required in order for the judges to score sections of the event. The job description will not be scored but is a required submission.
- Participants who fail to submit this component will be subject to disqualification.
- The job description should include a description of the position the student is applying for, desired qualifications and work experience.
- Sources for job descriptions can be found by looking in the newspaper or online through job search websites and company websites.

#### **E. COVER LETTER**

The cover letter is to be typed, one page, single spaced, left justified using Time, Time new Roman or Arial 10-12 point minimum font.

The cover letter should focus on introducing the contestant and why they are interested in the job. The district event letters should be addressed to the district host and dated the day of the event. The sectional event letters addressed to the sectional host. The state level letter shall be addressed to the following:

Cheryl Zimmerman, State FFA Executive Director  
Wisconsin FFA Center  
P.O. Box 110  
Spencer, WI 54479

#### **F. RESUME**

The resume should not exceed two pages total.

Resume must be non-fictitious and based upon actual work history.

#### **G. EMPLOYMENT APPLICATION:**

Each contestant will complete an employment application. An application form will be provided at the time of the event. The only materials that may be brought into the event by the contestant is a copy of the personal resume and a pen. Notes are not allowed to complete the application of the contestant's current resume. Each contestant will have 15 minutes to complete the application. The job application is given to the judges prior to the interview.

#### IV. Judging

- A. There shall be three judges for the interview. In events with a large number of participants an additional three judges may score the employment applications. All judges will score the contestant in making the final decision. All three judges will ask questions during the interview. The decision of the judges is final. Suggested personnel for judges include: Human, Fiscal and Resource personnel director; employer’s assistants; employer themselves
- B. Each contestant will be allowed a maximum of 10 minutes for the interview. The event timekeeper will call time at the end of 10 minutes. It is up to the student to quickly and concisely conclude their interview.

#### V. Scoring

##### **Employment Application Form - 100 points possible**

1) Consistent with Resume	20
2) Grammar/Punctuation/Spelling	30
3) Form Completed	20
4) Overall impression	30

##### **Cover Letter - 100 points possible**

1) Format and General Appearance	20
2) Introductory Paragraph	20
3) Skills and Experiences	20
4) Closing Paragraph	15
5) Spelling/Grammar Punctuation	25

##### **Resume – 200 points possible**

1) Contact Information	10
2) Employment Objective	10
3) Education or Relevant Coursework	35
4) Relevant Experience and Skills	45
5) Achievements and Honors	25
6) References	10
7) Spelling/Grammar/Punctuation	25
8) Format and General Appearance	40

##### **Interview – 500 points possible**

1) Appearance	50
2) First Impression	75
3) Responses to Questions	150
4) Communication Skills	150
5) Conclusion	75

#### VI. Tiebreakers

In the event of a tie, the participant with the highest personal interview score shall receive the higher rank. If a tie still exists, the highest resume score will receive the higher rank.

#### VII. Proper Official Dress

Participants are expected to observe the National FFA Code of Ethics and the Proper Use of the FFA Jacket during competitions.

##### **Proper Official Dress consists of the following:**

**Males:** Official FFA Jacket zipped to the top, black slacks, black socks, black dress shoes, a white collared-shirt with official FFA tie.

**Females:** Official FFA Jacket zipped to the top, black skirts or pants are acceptable, white-collared blouse with official FFA blue scarf, black dress shoes with a closed heel and toe, black nylon hosiery. The skirt is to be at least knee length, hemmed evenly across the bottom, with a slit no longer than two inches above the knee, excluding the kick pleat. (Taken from the FFA Official Manual page 10).

In looking proper in the Official FFA dress, a member should:

Look neat in their appearance with shirts tucked in and ties and scarves tied properly

### VIII. References

*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. Make sure to use discretion when selecting website references by only using reputable, proven sites. The following list contains references that may prove helpful during event preparation. The most current edition of resources will be used.

- Past CDE materials and other resources *FFA.org*
- Open Colleges – How to Write a Resume. <http://www.opencolleges.edu.au/careers/resumes/how-to-write-a-resume>
- 8 Subtle Ways to Ace the Interview. <http://www.businessinsider.com/subtle-ways-to-ace-the-interview-2015-2>
- Killer Questions Candidates Ought to Ask the Interviewer. <http://theundercoverrecruiter.com/9-killer-questions-candidates-ought-ask-interviewer/>
- 9 Keys to Telephone Job Interview Success. [http://www.job-hunt.org/job\\_interviews/telephone-interviews.shtml](http://www.job-hunt.org/job_interviews/telephone-interviews.shtml)
- Sending Your Thank You After the Job Interview. [http://www.job-hunt.org/job\\_interviews/job-interview-thank-you.shtml](http://www.job-hunt.org/job_interviews/job-interview-thank-you.shtml)
- Accepting a Job Offer? Asking These 10 Questions First. <http://www.wetfeet.com/articles/accepting-a-job-offer-ask-these-10-questions-first>
- References from the career center at the land-grant university in your respective state
- FFA resume generator *FFA.org*

## Agriculture, Food and Natural Resources Content Standards

Measurement Assessed	Where measured in event	Academic Content Standards Addressed
<b>CS.05.01. Performance Indicator: Evaluate the steps and requirements to pursue a career opportunity in each of the AFNR career pathways (e.g., goals, degrees, certifications, resumes, cover letter, portfolios, interviews, etc.).</b>		
<b>CS.05.01.01.c.</b> Evaluate progress toward AFNR career goals and identify opportunities for improvement and necessary adjustments to one's plan of action	All Components of the event	
<b>CS.05.01.02.c.</b> Implement one's personal plan of action for obtaining the required education, training and experiences and evaluate progress to identify opportunities for improvement and necessary adjustments.	Resume, Personal Interview and Networking	
<b>CS.05.01.03.c.</b> Evaluate, update and improve a set of personal tools to reflect current skills, experiences, education, goals, etc. and complete the processes needed to pursue and obtain a career in an AFNR pathway.	All Components	

<b>CS.05.02. Performance Indicator: Examine careers in each of the AFNR pathways.</b>		
CS.05.02.01.b. Assess personal skills and align them with potential career opportunities in AFNR pathways.	Application, Resume and Cover Letter	
CS.05.02.02.c. Conduct interviews with career professionals within AFNR pathways and summarize the results.	Interviewing and Networking	
<b>CRP.01.01. Performance Indicator: Model personal responsibility in the workplace and community.</b>		
CRP.01.01.01.c. Evaluate past workplace and community situations and determine how personal responsibility positively or negatively impacted outcomes.	Interview	
CRP.01.01.02.c. Model personal responsibility in workplace and community situations.	Interview, Resume, Application and Cover Letter	
<b>CRP.01.02 Performance Indicator: Evaluate and consider the near-term and long-term impacts of personal and professional decisions on employers and community before taking action.</b>		
CRP.01.02.01.c. Make and defend personal decisions after analyzing their near- and long-term impacts on self and others.	Interview	
CRP.01.02.02.c. Make and defend professional decisions after evaluating their near- and long-term impacts on employers and community.	Interview	
<b>CRP.01.03. Performance Indicator: Identify and act upon opportunities for professional and civic service at work and in the community.</b>		
CRP.01.03.01.c. Devise strategies for involvement in professional service opportunities at work and in the community (e.g., coaching/mentorship, presentations at meetings, etc.).	Resume, Interview and Application	
CRP.01.03.02.c. Devise strategies for personal involvement in civic service at work and in the community (e.g., volunteer at food pantry, community clean-up, join organizations or committees, etc.).	Resume, Interview and Application	
<b>CRP.02.01. Performance Indicator: Use strategic thinking to connect and apply academic learning, knowledge and skills to solve problems in the workplace and community.</b>		
CRP.02.01.01.c. Apply academic knowledge and skills to solve problems in the workplace and reflect upon the results achieved.	Round 2 Interview	
CRP.02.01.02.c. Apply academic knowledge and skills to solve problems in the community and reflect upon results achieved.	Round 2 Interview	
CRP.02.02.01.a. Identify opportunities to apply technical concepts to solve problems in the workplace	Preliminary and round 2 Interview	

(e.g., identify how to: increase sales, better customer service, reduce inputs, reduce waste, ensure sustainability, etc.).		
CRP.02.02.02.a. Identify opportunities to apply technical concepts to solve problems in the community (e.g., identify how to: ensure safe routes to schools, reduce vandalism, reduce air pollution, etc.).	Preliminary and round 2 Interview	
<b>CRP.04.01. Performance Indicator: Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.</b>		
<b>CRP.04.01.01.b.</b> Analyze use of verbal and non-verbal communication strategies in workplace situations.	Preliminary and round 2 Interview	
<b>CRP.04.01.02.c.</b> Evaluate personal strengths and areas for growth with regard to speaking formally and informally with clarity, logic, purpose and professionalism, and identify ways to improve.	Preliminary and round 2 Interview, Phone and Networking	
<b>CRP.04.02. Performance Indicator: Produce clear, reasoned and coherent written communication in formal and informal settings.</b>		
<b>CRP.04.02.01.c.</b> Evaluate the effectiveness of different forms of written communication for achieving their intended purpose.	Cover Letter, Resume and Follow-up	
<b>CRP.04.02.02.c.</b> Compose clear and coherent written documents (e.g., agendas, audio-visuals, drafts, forms, etc.) for formal and informal settings.	All written documents	
<b>CRP.04.03. Performance Indicator: Model active listening strategies when interacting with others in formal and informal settings.</b>		
<b>CRP.04.03.01.c.</b> Evaluate personal effectiveness and devise a plan to improve active listening skills.	Networking, Phone and Round 2 Interview	
<b>CRP.04.03.02.c.</b> Model active listening strategies in formal and informal settings.	Networking, Phone and Round 2 Interview	
<b>CRP.10.01. Performance Indicator: Identify career opportunities within a career cluster that match personal interests, talents, goals and preferences.</b>		
<b>CRP.10.01.01.c.</b> Plan a career path based on personal interests, goals, talents and preferences.	All Components	
<b>CRP.10.01.02.c.</b> Match potential career opportunities in career clusters with personal interests, talents, goals and preferences.	All Components	
<b>CRP.10.02. Performance Indicator: Examine career advancement requirements (e.g., education, certification, training, etc.) and create goals for continuous growth in a chosen career.</b>		
<b>CRP.10.02.01.a.</b> Categorize career advancement requirements for potential careers (e.g., degrees, certification, training, etc.).	All written components	
<b>CRP.10.02.02.a.</b> Identify methods for setting goals for personal improvement and continuous growth in a	All Written components	

career area (e.g., SMART goals, training, professional development, etc.).		
<b>CRP.10.04. Performance Indicator: Identify, prepare, update and improve the tools and skills necessary to pursue a chosen career path.</b>		
<b>CRP.10.04.01.c.</b> Select and use appropriate tools to pursue career advancement opportunities and assimilate feedback from the process to identify improvements for the future.	All Interviews and Networking	
<b>CRP.10.04.02.c.</b> Apply skills to complete common processes involved in pursuing a career and assimilate input and feedback from experts (e.g., mentors, teachers, business persons, etc.) to improve.	All Components	

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