

Extemporaneous Public Speaking



Handbook

EXTEMPORANEOUS PUBLIC SPEAKING – District

The Extemporaneous Public Speaking event is held during District Leadership Meetings and State LDE Day. The purpose of this award is to help develop agricultural leadership by providing opportunity for members to take part in agricultural public speaking activities on local, district, state and national levels.

General Plan

1. Each chapter may enter in the district event one active member who shall have been declared winner of the chapter's public speaking event. The top 16 (2 per district) are eligible to compete in the state event.
2. Any participant in possession of any electronic device (except basic timing device) in the preparation room is subject to disqualification.
3. Members who have taken part in a previous national FFA extemporaneous public speaking event are not eligible. Persons who have taken part in a previous state event but did not participate in the national event may enter. A chapter winner is eligible to participate only in the next succeeding district, state and national events.

Procedure for District Event

1. Topics for the district extemporaneous public speaking event will be prepared by the State FFA Office.
2. The state office will select articles from farm and ranch publications and other publications which have stories relating to agriculture, FFA, and leadership development.
3. Participants will be allowed to select three articles and choose one of these to prepare their speech.
4. Participants will be admitted to the preparation room at 15-minute intervals and be given exactly 30 minutes for topic selection and preparation.
5. Order of appearance is determined in a random order at the time each chapter registers.
6. Each speech shall be the result of the participant's own effort. Any notes for speaking must be made during the 30-minute preparation period.
7. Copies of all articles will be given to the judges prior to the beginning of the event.
8. Each speaker shall be limited to not more than six minutes or less than four minutes. A deduction of 1 point per 10 seconds will apply to speeches less than 4 minutes or longer than six minutes. Time deduction will start at 3:59 and below and at 6:01 and above. Additional time will be allowed for judges to ask related questions. Time warnings will not be given. Speakers may utilize a basic timing device. (No smart devices allowed.)
9. Judges will evaluate speakers in the district event based on the National FFA extemporaneous public speaking score card.
10. Participants will be grouped on the basis of merit and three levels of achievement will be recognized as gold, silver, and bronze. First and second place speakers will be eligible to represent the district at the State LDE Day.
11. The selection of the judges (minimum of 3) shall be left to the discretion of the district involved, subject to approval of the state FFA advisor. If chapter advisors are used, no advisor shall judge his/her own student. The composite score of the other judges will be used for the score.
12. Members may also compete in the prepared speaking event.
13. The judges will rank contestants with the top two advancing for competition at the State LDE Day.

EXTEMPORANEOUS PUBLIC SPEAKING - STATE

Each district may be represented by two speakers. An elimination round will be held, consisting of two groups of eight speakers selected by alternating first and second place district winners. For example, Group A would be set up with the first-place speaker from District 1, second place speaker from District 2, first place speaker from the District 3, etc. Group B would then start with the second-place speaker from District 1, etc.

The procedure, rules and scorecards will be identical with those used in the district events. The judges will select the two top contestants from Groups A and B and these four will be the finalists.

Individual scores will be tabulated and broken into gold, silver and bronze award areas. The High Individual at the State LDE Day will be named and receive a “baby bison” trophy and eligible to participate in the National FFA Extemporaneous Public Speaking LDE. A \$100.00 award and a \$250.00 travel stipend to the National FFA Convention will be awarded by the ND FFA Foundation.



ND FFA Score Card Extemporaneous Speaking

Rank

Contestant Name _____

Chapter _____

Oral Communication – 60 Points					
Indicators	Very strong evidence skill is present 5-4	Moderate evidence skill is present 3-2	Strong evidence skill is not present 1-0	Points Earned	Judge's Comments
A. Examples 5	<i>Examples are vivid, precise and clearly explained.</i> - Examples are original, logical and relevant 5-4	<i>Examples are usually concrete, sometimes needs clarification.</i> - Examples are effective, but need more originality or thought. 3-2	<i>Examples are abstract or not clearly defined.</i> - Examples are sometimes confusing, leaving the listeners with questions 1		
B. Speaking without hesitation 10	<i>Speaks very articulately without hesitation.</i> - Never has the need for unnecessary pauses or hesitation when speaking. 10-8	<i>Speaks articulately, but sometimes hesitates.</i> - Occasionally has the need for a long pause or moderate hesitation when speaking. 7-4	<i>Speaks articulately, but frequently hesitates.</i> - Frequently hesitates or has long, awkward pauses while speaking. 3-0		
C. Tone 10	<i>Appropriate tone is consistent.</i> - Speaks at the right pace to be clear. - Pronunciation of words is very clear and intent is apparent. 10-8	<i>Appropriate tone is usually consistent.</i> - Speaks at the right pace most of the time, but shows some nervousness. - Pronunciation of words is usually clear, sometimes vague. 7-4	<i>Has difficulty using an appropriate tone.</i> - Pace is too fast; nervous. - Pronunciation of words is difficult to understand; unclear. 3-0		
D. Being detail-oriented 10	<i>Is able to stay fully detail-oriented.</i> - Always provides details which support the issue; is well organized. 10-8	<i>Is mostly good at being detail-oriented.</i> - Usually provides details which are supportive of the issue; displays good organizational skills. 7-4	<i>Has difficulty being detail-oriented.</i> - Sometimes overlooks details that could be very beneficial to the issue; lacks organization. 3-0		
E. Connecting and articulating facts and issues 10	<i>Exemplary in connecting facts and issues and articulating how they impact the issue locally and globally.</i> - Possesses a strong knowledge base and is able to effectively articulate information regarding related facts and current issues. 10-8	<i>Sufficient in connecting facts and issues and articulating how they impact the issue locally and globally.</i> - Possesses a good knowledge base and is able to, for the most part, articulate information regarding related facts and current issues. 7-4	<i>Has difficulty with connecting facts and issues and articulating how they impact the issue locally and globally.</i> - Possesses some knowledge base but is unable to articulate information regarding related facts and current issues. 3-0		
F. Speaking unrehearsed (questions & answers) 15	<i>Speaks unrehearsed with comfort and ease.</i> - Is able to speak quickly with organized thoughts and concise answers. 15-11	<i>Speaks unrehearsed mostly with comfort and ease, but sometimes seems nervous or unsure.</i> - Is able to speak effectively, has to stop and think and sometimes gets off focus. 10-6	<i>Shows nervousness or seems unprepared when speaking unrehearsed.</i> - Seems to ramble or speaks before thinking. 5-0		

Non-verbal Communication – 40 points							
A. Attention (eye contact)	<i>Eye contact constantly used as an effective connection.</i> - Constantly looks at the entire audience (90-100% of the time)	<i>Eye contact is mostly effective and consistent.</i> - Mostly looks around the audience (60-80% of the time)	<i>Eye contact does not always allow connection with the speaker.</i> - Occasionally looks at someone or some groups (less than 50% of the time)	10	10-8	7-4	3-0
B. Mannerisms	<i>Does not have distracting mannerisms that affect effectiveness.</i> - No nervous habits	<i>Sometimes has distracting mannerisms that pull from the presentation.</i> - Sometimes exhibits nervous habits or ticks.	<i>Has mannerisms that pull from the effectiveness of the presentation.</i> - Displays some nervous habits-fidgets or anxious ticks.	10	10-8	7-4	3-0
C. Gestures	<i>Gestures are purposeful and effective.</i> - Hand motions are expressive and used to emphasize talking points. - Great posture (confident) with positive body language.	<i>Usually uses purposeful gestures.</i> - Hands are sometimes used to express or emphasize. - Occasionally slumps, sometimes negative body language.	<i>Occasionally gestures are used effectively.</i> - Hands are not used to emphasize talking points, hand motions are sometimes distracting. - Lacks positive body language; slumps	10	10-8	7-4	3-0
D. Well-poised	<i>Is extremely well-poised</i> - Poised and in control at all times	<i>Usually is well-poised.</i> - Poised and in control most of the time, rarely loses composure.	<i>Isn't always well-poised.</i> - Sometimes seems to lose composure	10	10-8	7-4	3-0
General Comments:				Gross Total Points		Deductions	
				Net Total Points		(100 Points Possible)	
1 point per 10 seconds under 4 min or over 6 min							
3:50-3:59 = -1 pt		6:01-6:10 = -1 pt					
3:40-3:49 = -2 pt		6:11-6:20 = -2 pt					
3:30-3:39 = -3 pt		6:21-6:30 = -3 pt					
3:20-3:29 = -4 pt		6:31-6:40 = -4 pt					
3:10-3:19 = -5 pt							
3:00-3:09 = -6 pt							

Appendix A: AFNR Career Cluster Content Standards-
Extemporaneous Speaking

	Performance Measurement Levels	Activity	Related Academic Standards
	CS.01.01. Performance Indicator: Action: Exhibit the skills and competencies needed to achieve a desired result.		Social Studies: 4d and 4h
	CS.01.05.01.c. Articulate current issues that are important to the local, state, national and global communities.	Presentation	
	CS.02.02. Performance Indicator: Social Growth: Interact with others in a manner that respects the differences of a diverse and changing society.		Language Arts: 12
	CS.02.02.02.c. Present oneself appropriately in various settings.	Presentation	
	CS.02.05. Performance Indicator: Emotional Growth: Demonstrate healthy responses to one's feelings.		Social Studies: 4a
	CS.02.05.03.c. Exhibit self- confidence while in the workplace.	Presentation	
	CS.03.01. Performance Indicator: Communication: Demonstrate oral, written and verbal skills.		Language Arts: 4, 5 and 12
	CS.03.01.03.c. Make effective business presentations.	Presentation	

Appendix B: Related Academic Standards - **Extemporaneous Speaking**

National academic standards for mathematics, science, English language arts and social studies related to this event are reported below. The statements are based on information in reports of the respective associations/organizations in the academic areas. Some adjustment of numbering was done to facilitate the process of alignment with the standards that have been developed in the pathways of the Agriculture, Food and Natural Resources (AFNR) Career Cluster.

The approach was to determine the presence of alignment between the content standards, expectations or thematic strands of the four academic areas and the performance indicators of the AFNR Standards. Supporting statements have been included to clarify content of the respective content standards, expectations or thematic strands. The statements were initially developed independently by the respective organizations and, therefore, are not parallel in wording and presentation. Occasionally minor editing was done to adjust the background or stem of a statement but not the statement itself.

English Language Arts

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
4. Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
12. Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).

Social Studies

1. Thematic Strand: Culture
 - 1e. demonstrate the value of cultural diversity, as well as cohesion, within and across groups;
4. Thematic Strand: Individual Development and Identity
 - 4a. articulate personal connections to time, place, and social/cultural systems;
 - 4e. examine the interactions of ethnic, national or cultural influences in specific situations or events;
10. Thematic Strand: Civic Ideals and Practices
 - 10b. identify, analyze, interpret and evaluate sources and examples of citizens' rights and responsibilities;
 - 10j. participate in activities to strengthen the "common good," based upon careful evaluation of possible options for citizen action.