ND FFA Association

PREPARED PUBLIC SPEAKING

Handbook

Purpose

The purpose of the Prepared Public Speaking Leadership Development Event is to foster the development of written and verbal communication skills in FFA members through the creation and delivery of an original agricultural speech. This event provides students with the opportunity to research and present a current agricultural topic of their choice, helping them grow as confident, informed, and articulate leaders. By requiring students to write, revise, and deliver a manuscript while responding to questions, the event aligns with Agriculture, Food, and Natural Resources (AFNR) Career Cluster Skills and supports the development of critical thinking, organization, and professionalism.

Objectives

The Prepared Public Speaking LDE is for participants to demonstrate their ability to:
a. Research, organize, and compose a well-structured speech on an agricultural topic of public interest.
b. Deliver their speech effectively with strong verbal and non-verbal communication skills.
c. Respond confidently and accurately to questions demonstrating knowledge and understanding of their chosen subject.

DISTRICT

Each chapter is eligible to enter one member in the prepared public speaking event. Members may also compete in the Extemporaneous Speaking Event.

Event Format

Copies of the materials must be submitted online by the designated date.

a. Cover page including the speech title, participant's name, state and year.
b. Body of the manuscript must have 1" margins.
c. Font size must be 12 point using Arial or other sans serif font.
d. Follow most current APA style guide for developing references and bibliography.
e. Manuscripts not meeting these guidelines will be penalized.

For additional information, please consult the National FFA Development Event Guide.

Subjects

Participants may choose any current subject for their speeches which is of an agricultural character (nature), and which is of general interest to the public. Speeches that are not of an agricultural character (nature) will be disqualified. Speeches must be persuasive in nature, presenting a clear point of view and seeking to influence the opinions

or actions of the audience. Contestants who have competed in previous years may utilize the same topic, outline, notes, etc. as previous years without penalty. Official judges of any FFA public speaking event shall disqualify an individual if he/she speaks on a non-agricultural subject.

Time Limit

Each speaker shall be limited to not more than eight minutes or less than six minutes. A deduction of 1 point per 10 seconds will apply to speeches less than six minutes or longer than eight minutes. Time deduction will start at 5:59 and below and at 8:01 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.)

Contest Format

The top 16 (two representing each district) will advance to State LDE Day. Selection of judges is at the discretion of the district advisors. Participants may give their speech in the conference main auditorium. Spectators may or may not be present.

Method of Selecting Winner

1. Participants order of appearance will be determined upon registration. The program chairperson shall then introduce each participant to the judges. Participants will be permitted to use 3 x 5 note cards while speaking, but deductions in scoring may be made for this practice if it detracts from the effectiveness of the presentation. Applause shall be withheld until all participants have spoken.
2. One timekeeper 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.
3. Three competent and impartial persons will be selected to judge the event. At least one judge should have an agricultural background.
4. 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 production, using the score sheet provided.
5. 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.
6. When all participants have finished speaking, each judge will total the score on delivery for each participant, including any adjustment required from the official timekeeper's record.
7. The judges will rank contestants with the top two advancing to the State LDE Day.

STATE

Each district may be represented by two speakers at the State LDE Day. An elimination round will be held. State Staff will randomly assign rooms such that each room will have four first place teams and four second place teams, each from a different district. 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.

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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 Prepared Public Speaking LDE. A $250.00 award and a $500.00 travel stipend to the National FFA Convention will be awarded by the ND FFA Foundation.

North Dakota FFA Association — Artificial Intelligence (AI) Policy

The North Dakota FFA Association adopts and adheres to the National FFA Organization's official AI Policy in full. All North Dakota FFA members, chapters, advisors, and state staff are expected to follow the guidelines set forth by the National FFA Organization regarding the appropriate and responsible use of artificial intelligence (AI) tools in FFA activities, competitive events, and academic work.

For the complete and current National FFA AI Policy, including detailed guidelines on appropriate use, please visit:

🔗 **https://ffa.app.box.com/v/NFFAAIPolicy**

Questions regarding this policy should be directed to the North Dakota FFA Association state office.

Rank:

Score Card Prepared Public Speaking

Contestant Name:

Chapter:

Manuscript Rubric – 20 Points				**Points Earned**	**Judges' Comments**
Manuscript Content Current/ Relevant Topic 10	Topic reflects an issue facing the industry of agriculture 10-8	Topic address an issue that is dated. 7-4	Topic addresses an issue that is unrelated to the industry 3-0		
5	Strong introduction, body, and conclusion layout and lacking grammatical errors. 5-4	Minimum grammatical errors 3-2	Obvious grammatical errors 1-0		
Format/ Bibliography 5	Double spaced, 8 ½" x 11", 12- point font with 1" margins included bibliography		Missing all format and bibliography requirements 1-0		
			Subtotal		

Indicators	Very strong evidence skill is present	Moderate evidence skill is present	Strong evidence skill is not present	Points Earned	Judges' Comments
Oral Communication – 40 points					
A. Examples 5	Examples are vivid, precise and clearly explained. Examples are original, logical and relevant. 5-4	Examples are usually concrete, sometimes needs clarification. Examples are effective, but need more originality or thought. 3-2	Examples are abstract or not clearly defined. Examples are sometimes confusing, leaving the listeners with questions. 1-0		
B. Being detail-oriented 5	Is able to stay fully detail- oriented. Always provides details which support the issue; is well-organized. 5-4	Is mostly good at being detail-oriented. Usually provides details which are supportive of the issue; displays good organizational skills. 3-2	Has difficulty being detail- oriented. Sometimes overlooks details that could be very beneficial to the issue; lacks organization. 1-0		
C. Connect and articulate facts and issues 5	Exemplary in connecting facts and issues and articulating how they impact the issue locally and globally. Possesses a strong knowledge base and is able to effectively articulate information regarding related facts and current issues. 5-4	Sufficient in connecting facts and issues and articulating how they impact the issue locally and globally. Possesses a good knowledge base and is able to, for the most part, articulate information regarding related facts and current issues. 3-2	Has difficulty with connecting facts and issues and articulating how they impact the issue locally and globally. Possesses some knowledge base but is unable to articulate information regarding related facts and current issues. 1-0		

Indicators	Very strong evidence skill is present	Moderate evidence skill is present	Strong evidence skill is not present	Points Earned	Judges' Comments
Oral Communication – 40 points					
D. Speaking without Hesitation 10	Speaks very articulately without hesitation. Never has the need for unnecessary pauses or hesitation when speaking. 10-8	Speaks articulately, but sometimes hesitates. Occasionally has the need for a long pause or moderate hesitation when speaking. 7-4	Speaks articulately, but frequently hesitates. Frequently hesitates or has long, awkward pauses while speaking. 3-0		
E. Command of Audience 10	Speaker uses power of presentation to engage and captivate the audience with the message of the speech. 10-8	Speaker presents speech as mere repeating of facts and speech comes across as a report. 7-4	Speaker bores the audience with lack of enthusiasm power to deliver the speech. 3-0		
F. Tone 5	Appropriate tone is consistent. Speaks at the right pace to be clear. Pronunciation of words is very clear and intent is apparent. 5-4	Appropriate ton is usually consistent. Speaks at the right pace most of the time, but shows some nervousness. Pronunciation of words is usually clear, sometimes vague. 3-2	Has difficulty using an appropriate tone. Pace is too fast; nervous Pronunciation of words is difficult to understand; unclear. 1-0		
			Subtotal		

Indicators	Very strong evidence skill is present	Moderate evidence skill is present	Strong evidence skill is not present	Points Earned	Judges' Comments
Non-verbal Communication – 20 points					
A. Attention (eye contact) 5	Eye contact constantly used as an effective connection. Constantly looks at the entire audience (90-100% of the time) 5-4	Eye contact is mostly effective and consistent. Mostly looks around the audience (60-80% of the time) 3-2	Eye contact does not always allow connection with the speaker. Occasionally looks at someone or some groups (less than 50% of the time) 1-0		
B. Mannerisms 5	Does not have distracting mannerisms that affect effectiveness. No nervous habits. 5-4	Sometimes has distracting mannerisms that pull from the presentation. Sometimes exhibits nervous habits or ticks. 3-2	Have mannerisms that pull from the effectiveness of the presentation. Displays some nervous habits – fidgets or anxious ticks. 1-0		
C. Gestures 5	Gestures are purposeful and effective. Hand motions are expressive and used to emphasize talking points. Great posture (confident) with positive body language. 5-4	Usually uses purposeful gestures. Hands are sometimes used to express or emphasize. Occasionally slumps; sometimes negative body language. 3-2	Occasionally gestures are used effectively. Hands are not used to emphasize talking points; hand motions are sometimes distracting. Lacks positive body language; slumps. 1-0		

Indicators	Very strong evidence skill is present	Moderate evidence skill is present	Strong evidence skill is not present	Points Earned	Judges' Comments
Non-verbal Communication – 20 points					
D. Well- poised 5	Is extremely well-poised. Poised and in control at all times. 5-4	Usually is well-poised. Poised and in control most of the time, rarely loses composure. 3-2	Isn't always well-poised. Sometimes seems to lose composure 1-0		
			Subtotal		

Response to Questions – 20 points					
A. Speaking unrehearsed (question and answer) 10	Speaks unrehearsed with comfort and ease. Is able to speak quickly with organized thoughts and concise answers. 10-8	Speaks unrehearsed mostly with comfort and ease, but sometimes seems nervous or unsure. Is able to speak effectively, has to stop and think, and sometimes gets off focus. 7-4	Shows nervousness or seems unprepared when speaking unrehearsed. Seems to ramble or speaks before thinking. 3-0		
B. Demonstrates knowledge of topic 10	Answer shows thorough knowledge of the subject of the speech. Supports answer with strong evidence. 10-8	Answer shows some knowledge of the subject. Some evidence, but lacking in strength. 7-4	Answer shows little knowledge of the subject. Evidence is lacking to support the answer. 3-0		
			Subtotal		

General Comments:	Gross Total Points Deductions (100 Points Possible) Net Total Points		

1 point per 10 seconds under 6 min or over 8 min

5:50-5:59= -1 pt	8:01-8:10= -1
5:40-5:49= -2 pt	8:11-8:20= -2
5:30-5:39= -3 pt	8:21-8:30= -3

Appendix A: AFNR Career Cluster Content Standards

Prepared Public 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 Social Studies: 1e
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

Prepared Public 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.