

*Wyoming*

Extemporaneous  
Public Speaking  
Handbook

2017-2021

## Purpose

*The Wyoming 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.*

## Event Rules

*The Wyoming FFA Extemporaneous Public Speaking Leadership Development Event will be limited to two participants from each region for a total of ten participants.*

- It is highly recommended that participants wear FFA Official Dress for this event.
- The third place contestant's FFA Advisor from each region will serve as the judge at the state contest. If that person has a conflict, the region will agree upon an alternate. Any advisor who has a student competing in a speaking event may not serve as a judge for that respective speaking event.
- Any participant in possession of any electronic device, not provided by the event committee, in the preparation room is subject to disqualification.

## Event Format

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

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

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

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

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

selection and preparation.

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

- Must be limited to five items
- Printed material such as books or magazines
- Printed compilations of materials collected from Internet research
  - Participants may have 10 mins to conduct online research. A computer or tablet will be provided. Access to email, Dropbox or any prepared materials are prohibited.
  - Computer usage will be optional at the district and regional level.
- To be counted as one item, a notebook or folder of collected materials may contain no more than 100 single-sided pages or 50 pages double-sided numbered consecutively.
- References should be in original format.
- There can be no notes or speeches prepared by the participant or by another person for the purpose of use in this event. Cutting and pasting into a Microsoft Word document will be considered prepared notes.

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

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

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

The state event will be conducted in one round.

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

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

One person designated as a questioner. This individual will ask and score all questions for the event round. Questions will pertain directly to the speaker's subject. Questions containing two or more parts should be avoided. Judges will score each

participant on the ability to answer. The full five minutes should be used.

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

## Scoring

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

## TIEBREAKERS

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

## Awards

*Awards will be presented at State FFA Convention.*

## 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)

# Extemporaneous Public Speaking Rubric

1000 points

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NAME \_\_\_\_\_ MEMBER NUMBER \_\_\_\_\_

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CHAPTER \_\_\_\_\_ STATE \_\_\_\_\_

INDICATORS	Very strong evidence of skill is present 5-4 points	Moderate evidence of skill is present 3-2 points	Strong evidence of skill is not present 1-0 points	Points Earned	Weight	Total Score
<b>Oral Communication – 600 points</b>						
<b>Examples</b>	<ul style="list-style-type: none"> <li>Examples are vivid, precise and clearly explained.</li> <li>Examples are original, logical and relevant</li> </ul>	<ul style="list-style-type: none"> <li>Examples are usually concrete, sometimes needs clarification.</li> <li>Examples are effective, but need more originality or thought.</li> </ul>	<ul style="list-style-type: none"> <li>Examples are abstract or not clearly defined.</li> <li>Examples are sometimes confusing, leaving the listeners with questions.</li> </ul>		X 10	
<b>Speaking without hesitation</b>	<ul style="list-style-type: none"> <li>Speaks very articulately without hesitation.</li> <li>Never has the need for unnecessary pauses or hesitation when speaking.</li> </ul>	<ul style="list-style-type: none"> <li>Speaks articulately, but sometimes hesitates.</li> <li>Occasionally has the need for a long pause or moderate hesitation when speaking.</li> </ul>	<ul style="list-style-type: none"> <li>Speaks articulately, but frequently hesitates.</li> <li>Frequently hesitates or has long, awkward pauses while speaking.</li> </ul>		X 10	
<b>Tone</b>	<ul style="list-style-type: none"> <li>Appropriate tone is consistent.</li> <li>Speaks at the right pace to be clear.</li> <li>Pronunciation of words is very clear and intent is apparent.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate tone is usually consistent.</li> <li>Speaks at the right pace most of the time, but shows some nervousness.</li> <li>Pronunciation of words is usually clear, sometimes vague.</li> </ul>	<ul style="list-style-type: none"> <li>Has difficulty using an appropriate tone.</li> <li>Pace is too fast; nervous.</li> <li>Pronunciation of words is difficult to understand; unclear.</li> </ul>		X 10	
<b>Being detail-oriented</b>	<ul style="list-style-type: none"> <li>Is able to stay fully detail-oriented.</li> <li>Always provides details which support the issue; is well organized.</li> </ul>	<ul style="list-style-type: none"> <li>Is mostly good at being detail-oriented.</li> <li>Usually provides details which are supportive of the issue; displays good organizational skills.</li> </ul>	<ul style="list-style-type: none"> <li>Has difficulty being detail-oriented.</li> <li>Sometimes overlooks details that could be very beneficial to the issue; lacks organization.</li> </ul>		X 30	
<b>Connecting and articulating facts and issues</b>	<p>Exemplary in connecting facts and issues and articulating how they impact the issue locally and globally.</p> <ul style="list-style-type: none"> <li>Possesses a strong knowledge base and is able to effectively articulate information regarding related facts and current issues.</li> </ul>	<p>Sufficient in connecting facts and issues and articulating how they impact the issue locally and globally.</p> <ul style="list-style-type: none"> <li>Possesses a good knowledge base and is able to, for the most part, articulate information regarding related facts and current issues.</li> </ul>	<p>Has difficulty with connecting facts and issues and articulating how they impact the issue locally and globally.</p> <ul style="list-style-type: none"> <li>Possesses some knowledge base but is unable to articulate information regarding related facts and current issues.</li> </ul>		X 30	
<b>Speaking</b>	Speaks unrehearsed with	Speaks unrehearsed mostly	Shows nervousness or		X 30	

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

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

# 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 information etc.) to challenge common assumptions in workplace and community situations.	Entire event	
<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.	Entire event	