

# DISTRICT Leadership

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# *District Leadership*

**Revised  
7/12/16**

1. All chapters must meet the eligibility requirements as outlined in the General Section of the Career Development Events Guide.
2. Member Eligibility - in addition to those stipulations listed in the general guidelines section of the Career Development Events Guide, all members must be in official dress as outlined in the North Dakota FFA Association Code of Ethics. Members competing in entertainment, or demonstration events may be exempt for the duration of their event.
3. All judges shall be selected by the districts and shall meet with the district advisors and state staff prior to all events for instructions and review of the procedures to be followed.
4. Chapter of the Day Award - Chapters will be rated on the quantity and quality of their representation at the District FFA Leadership Meeting. The following point system will be used to determine individual chapter ratings:

<u>Activity</u>	<u>Base Points</u>	<u>Gold</u>	<u>Silver</u>	<u>Bronze</u>	<u>Bonus Points</u>
Prepared Speaking	2	6	4	2	1 <sup>st</sup> Place-1
Extemp. Speaking	2	6	4	2	1 <sup>st</sup> Place-1
Creed	2	6	4	2	1 <sup>st</sup> Place-1
Parl. Procedure	6	18	12	6	1 <sup>st</sup> Place-1
Job Interview	2	6	4	2	1 <sup>st</sup> Place-1
Quiz Team	3	9	6	3	1 <sup>st</sup> Place-1
Greenhand Quiz	1	6	4	2	1 <sup>st</sup> Place-1
Officer Ratings	1	3(18)*	2(12)*	1(6)*	
Officer of the Day	1				
Demonstration	2	6	4	2	1 <sup>st</sup> Place-1
Officer Books	(satisfactory)	(unsatisfactory)**			
Talent	participation				
Greenhand Parli Pro	participation				

\*Total potential if all six officers received a gold award.

\*\*No officer can be officer of the day if they receive an unsatisfactory on their officer books. (VP, SEC, TREAS & REP)

The chapter with the highest total will be named as the Outstanding Chapter and will receive the Rural Electric Cooperative (REC) rotating plaque for one year.

5. All Districts shall follow the District Leadership Guidelines.
6. In the event of a tie for Chapter of the Day, scores of the following contests, in the order listed, shall be used to break the tie:
  - a. Parliamentary Procedure
  - b. Total Officer Ratings
  - c. Public Speaking (Extemp.)
  - d. Public Speaking (Prepared)
  - e. Creed
  - f. Demonstration
  - g. Quiz
7. State officers shall be kept free of judging responsibilities at the district leadership conferences.

## **EXTEMPORANEOUS PUBLIC SPEAKING AWARD**

The extemporaneous public speaking event is held during District Leadership Meetings and State FFA Convention. 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, regional, 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 6 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 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 in the state event.
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 FFA Convention in June.

## **PREPARED PUBLIC SPEAKING EVENT**

Each chapter is eligible to enter one member in the memorized speaking event. Members may also compete in the extemporaneous speaking event.

### **EVENT FORMAT**

- 3 Copies of the materials must be presented at the beginning of the registration or check in.
  - 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. Do not bind, but place a staple in upper left corner.
  - f. Manuscripts not meeting these guidelines will be penalized.

For additional information, please consult your National FFA Career Development Events 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. 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 8 minutes or less than six minutes. A deduction of 1 point per 10 seconds will apply to speeches less than 6 minutes or longer than 8 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 competition. 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 for competition at the State FFA Convention in June.

## CREED AWARD

The creed award event is held during the District Leadership Meetings and State FFA Convention. Purpose of this award is to give first year members an opportunity for expression by appearing before groups and also to give greater emphasis to, and understanding of, the FFA Creed.

### General Plan

1. Each chapter may make one entry for the district award. The member must hold the Greenhand degree or have declared his/her intention to join the chapter and be eligible for the Greenhand degree, must be a freshman or sophomore<sup>2</sup> in their first agriculture class and shall have been declared winner of the chapter's creed speaking event.
2. Each participant must recite the FFA Creed from memory. Each participant shall begin the presentation by stating, "The FFA Creed by E.M. Tiffany." Each participant shall end the presentation with the statement, "...that inspiring task. Thank You."
3. Points for scoring in both district and state events

### Points

- |    |  |
|----|--|
| 10 | Voice: quality, pitch, force, articulation, pronunciation  |
| 20 | Stage Presence: personal appearance, poise, posture, attitude, confidence, personality, ease before audience   |
| 20 | Power of Expression: fluency, emphasis, directness, sincerity, communication ability, conveyance of thought and meaning, use of appropriate hand gestures. |
| 30 | General Effect: Extent to which member presented creed in understandable, convincing and pleasing manner (this includes memorization of the creed)         |
| 20 | Response to Questions: ability to satisfactorily answer the questions of the judges, showing an understanding of the creed                                 |

### **TOTAL100**

4. 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.
5. Each judge will ask one question of each participant to demonstrate an understanding of the Creed. The same question shall be asked of all contestants.
6. Participants will be grouped on the basis of merit and three levels of achievement will be recognized gold, silver and bronze. Not more than two speakers to represent the district in the state event will be selected from gold award winners. The state winner will be eligible to advance to the National Event.

\*Sophomores are only eligible in schools where Agriculture Education classes are not available below the sophomore level. Seventh or Eighth grade members are not eligible for this contest above the local level. Sophomores are not eligible for the national competition.

## **DEMONSTRATION** **EVENT**

At the district level, every chapter is urged to have a demonstration team. These demonstrations could have several purposes including:

1. Offer leadership development training to members.
2. Promote and inform the public about the many facets of the agricultural education instructional program.
3. Provide an exchange of improved ideas, methods and techniques among the chapters within the district.
4. Add to the interest and involvement of the members at the District Leadership Meetings.
5. Be a normal and natural outgrowth of the instructional program in agricultural education.
6. A demonstration must involve actual materials and/or illustrations.

### **General Plan**

1. The Demonstration events are held at the District Leadership Meetings and at the State FFA Convention.
2. Each chapter may enter one demonstration at the District level. Demonstrations are to be between 5 and 15 minutes in length. Eight points will be deducted from the contestants score for each minute (or major fraction thereof) under or exceeding this time limit.
3. **Participants in the Demonstration event must be 10<sup>th</sup> grade or younger.**
4. **No live animals may be used for demonstration purposes.**
5. Number of members involved shall be determined by the chapter but must not be more than three.
6. All demonstrations must be of an agricultural nature or be related to some facet of agricultural education/FFA. Demonstrations must demonstrate some skill or process related to agriculture/agricultural education.
7. Each demonstration will be judged and proper awards will be made in gold, silver and bronze categories.
8. The top two district demonstrations are eligible for state competition.
9. Entries to the state demonstration contest shall be rated in gold, silver and bronze categories and suitable awards presented.
10. Judges will evaluate participants in the demonstration contest based on:
  - a. Relationship of the demonstration to the instructional program in Agriculture Education -  
15 pts (students **must** explain how their demonstration relates to agriculture/agricultural education during their presentation)

- b. Quality of materials, aids and/or handouts used in the demonstration - 25 pts
  - c. Audience appeal including clarity and ease of understanding by viewers - 20 pts
  - d. Technical skill shown and general effect - 25 pts
  - e. Answers to questions from Judges - 15 pts
- Total – 100 points

Score sheets will be returned to chapter advisors following the contest.

## **TALENT** **AWARD**

In keeping with both the state and national program of activities, FFA members have long been encouraged to develop and present talent acts at their local chapter meetings. There are many forms of talent available: music, short skits, pantomimes, magic, monologues and many more. These are all welcome at District Leadership, and will also be welcomed at the State Convention.

No points toward Chapter of the Day will be awarded. All participants will receive a recognition ribbon. Judging of the entertainers is not required.

## **QUIZ** **AWARD**

The purpose of this activity shall be to:

- a. Provide additional opportunities for leadership development.
- b. Offer additional incentive to FFA members to become more knowledgeable about their organization.

### **General Plan**

1. Each chapter shall enter a three to five-member team at the District Leadership Meeting. The top three scores shall be compiled for the team score.
2. The State FFA Association shall develop and provide a one-hour 100-point written examination. The test shall be related to the Official Student Handbook and State FFA related activities.
3. Team and individual scores will be determined and proper awards made in gold, silver and bronze categories.
4. The two high teams shall be named in each district and will then advance to the state finals in the subsequent State FFA Convention. The State event guidelines can be found in the State Convention section of this Guide.
5. Members of previous state championship quiz teams are not eligible.
6. Test questions will be taken from the current year's issues of the following publications: The ND FFA Roughrider, State Convention Results, Winter Show Results, State Fair Results, FFA New Horizons magazine, Official FFA Handbook, Current FFA Student Handbook, National FFA Convention Proceedings, FFA.org, NDDFA.org and other State Activity results publications distributed by the State Office.

## **Contest Outline**

The District & State Quiz tests shall include various questions in the following categories:

1. Dates and events of State & National FFA historical significance
2. State contest team winners of current year
3. State contest high individuals of current year (excluding proficiency winners)
4. State sponsors of activities and awards (excluding proficiency sponsors)
5. State & National awards & Degree recipients
6. Parliamentary procedure and meeting procedures
7. Names of State & National leaders in FFA
8. FFA program general knowledge - events, awards, & activities
9. Locations of State & National activities
10. FFA general knowledge - creed, motto, symbols, etc.
11. FFA Constitution, By-laws and Operation
12. FFA publications

Questions shall be designed in various formats including - matching, true/false, multiple choice, short answer or fill in the blank.

## **Greenhand Quiz**

The purpose of this activity is to allow for additional opportunities for Greenhand participation at the District Leadership meetings and to allow for points to count toward Chapter of the Day.

Chapters may enter teams and individuals in the Greenhand Quiz event. A team consists of 3 to 5 members with the top three scores compiled for the team score. The chapter must designate one team competing for awards if they enter more than one team. The team must be made of 9<sup>th</sup> grade Greenhands. Individual participants taking the Greenhand Quiz must be in grades 7, 8, or 9.

A quiz of 50 multiple choice or true/false questions will be prepared with all questions coming from the current (15<sup>th</sup> edition) FFA Student Handbook – units 1 – 3. There will not be a state competition in this event.

## **Job Interview**

### I. General Plan

- a. Each chapter may enter one active member to participate in the district event.
- b. Members who have taken part in a previous national FFA Job Interview 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.
- c. Each participant's cover letter, resume, and application shall be the result of his or her own efforts.

### II. Procedure for the district and state event

- a. The top two individuals from each District are eligible to advance to the finals held at the State FFA Convention in June.
- b. Participants shall be ranked 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 ranking is the lowest. Other placing will be determined in the same manner.



### III. Event Format

- a. Participants are allowed to bring the following items to the event.
  - i. Cover Letter
  - ii. Resume
  - iii. List of Three References (to be given to the judges upon request)
  - iv. Blank Paper
  - v. Writing Utensils
  - vi. Folder
  
- b. Activities to be completed
  - i. In this event, the student will demonstrate the skills necessary to attain a real job for which they meet the minimum job qualifications. Their cover letter and resume must reflect their current skills and abilities. Participants may not develop a fictitious resume for a fictitious job.
  
  - ii. The following must be submitted at the registration table.
    1. Cover Letter (100 Pts)
      - a. Three copies of the cover letter on 8 ½” x 11” **white** paper. The cover letter is to be typed, one page, single spaced, left justified using Times, Times New Roman or Arial 11 point font minimum.
      - b. The letter is to be address to  

Joe Agriculturist  
555 Any Street NE  
Fargo ND 58105
  
    2. Resume (200 Pts)
      - a. Three copies of the resume on 8 ½” x 11” **white** paper. The resume is to be single sided, typed using Times, Times New Roman or Arial 11 point minimum font. The resume should not exceed two pages total. DO NOT use cardstock or colored paper for the event. White resume paper is acceptable.
      - b. Resume must be non-fictitious and based upon their actual work history.
      - c. References should either be listed on the resume OR state that “references are available upon request”
  
  - iii. Activities to be completed at the event
    1. Application (100 Pts)
      - a. Students will complete a standard job application on-site, prior to the personal interview.
  
    2. Personal Interview (500 Pts)
      - a. Students will interview in front of a panel of judges.
      - b. Each interview will last a maximum of twenty minutes.

(State Event Only)

3. Follow Up Letter (50 Pts)
  - a. Participants will submit either a handwritten or typed follow-up letter after the personal interview. If the letter is to be typed, students will be provided computers with word processing software to compose and type a follow-up letter.
  - c. Letters should be addressed to:  

Joe Agriculturist  
555 Any Street NE  
Fargo ND 58105

## IV. Tiebreakers

- a. In the event of a tie, the scores will be broken in the following order: 1. Personal Interview, 2. Resume, 3. Follow-up Letter, 4. Cover Letter, & 5. Application.

## V. Awards

- a. All participants will be ranked Gold, Silver and Bronze. The top two individuals from each district will be eligible to advance to the State event.
- b. The High Individual at the State Event will be named and be eligible to participate in the National Job Interview Event. A stipend of \$200 will be provided from the FFA Association or FFA Foundation to attend the National FFA Convention to participate in the National Job Interview CDE. All other travel expenses will be the responsibility of the individual and their chapter.

## VI. Scoring

<b><u>Section</u></b>	<b><u>Points</u></b>
Cover Letter	100
Resume	200
Application	100
Personal Interview	500
<u>Follow Up Letter</u>	<u>50 (State Only)</u>
<b>Total Possible</b>	<b>950 Points</b>



# Parliamentary Procedure Award

District Parliamentary Procedure Events are held during the eight District Leadership Meetings.

The purpose of this career development event is to encourage the effective use of the official FFA opening and closing ceremonies and to provide recognition to the chapters excelling in the proper use of parliamentary procedure in conducting chapter meetings.

## General Plan

District and State events will use the same basic format which will include:

- a. Use of the official ceremonies for opening and closing chapter meeting.
- b. Demonstration shall consist of parliamentary procedure abilities to be presented using an activity format.
- c. A written test of 25 questions on parliamentary procedure according to Robert's Rules of Order. Participants in this event shall meet all eligibility requirements for FFA members as outlined in the General Section of the North Dakota Career Development Events Guide.
- d. The "Parliamentary Procedure Judging Guide" by Shane Dunbar will be the official CDE guide. "Robert's Rules of Order" and the Parliamentary Procedure Guide written by Rick Vannett will serve as the additional references.

## Format

1. Each chapter shall enter one team consisting of the six chapter officers and not more than five additional active Members (district competition only). The elected chapter officers shall comprise the team unless a valid reason for substitution is given and approved by the State FFA Advisor or State FFA Executive Secretary.
2. Ten minutes of preparation time will be allowed for each team. A team shall be allowed ten minutes in which to complete their demonstration. Opening and closing ceremonies are not included in the ten minute time period. For each minute or major fraction thereof over ten minutes, the team will be penalized 25 points.
3. Adequate copies of the problem will be given to the chapter President at the beginning of the preparation period. Only the abilities included with the problem are to be demonstrated. Unnecessary abilities used will penalize the team score. The advisor shall not consult with the team after the beginning of the preparation period. Contestants will not listen to competing teams. No references will be allowed by the team in the contest or during preparation. Points of clarification, not parlance, may be given in the ready room by the advisor in charge of the contest.
4. All officers with the exception of the President will have two required abilities that they must demonstrate. These required abilities will be clearly marked on the practice problem. Each of these abilities will have a twenty point value, they will be scored according to how correctly they were demonstrated. Omitting a required motion will result in a 50 point deduction from the team score, along with the 20 point deduction from the officer's individual score.
5. All contestants, with the exception of the President, will be provided a copy of the problem in the demonstration room. These copies will not leave the demonstration room and will not be written on, folded or otherwise defaced. Order of appearance will be determined randomly at registration. No reference materials will be used in the ready room or demonstration room. The Secretary and President are allowed to have a blank sheet of paper for taking notes during the demonstration.
6. Selection of judges for the contest shall be left up to the discretion of the district. There shall be a minimum of three judges for parlance and officer ratings. If chapter advisors are to be used as judges, none shall judge their

own team. The composite score of the other judges shall be used for the team score. Judges shall be given instructions on proper procedures expected prior to the start of the contest. Additional judges may be obtained to evaluate chapter officers separately using the chapter officer evaluation form.

7. Chapters will be grouped into three levels of achievements – gold, silver and bronze.
8. Chapter officers will be ranked gold, silver and bronze using the chapter officer evaluation form. Officers shall be ranked 1, 2, 3, etc. by each judge. The officer with the lowest score will be the officer of the day in each position. Natural breaks in the total score will be used to determine award ratings. (A minimum of two officers per award area so no one is singled out, e.g. 1 bronze.)
9. Secretary, Treasurer, Reporter and Vice-President (Program of Activities) books shall be submitted when the chapter registers in the morning. **These books shall be rated satisfactory or unsatisfactory based on the rating sheets found on ndffa.org (updated July 2016).** Officers whose books are rated unsatisfactory are not eligible for Officer of the Day designation.
10. A 25 question written test worth 100 points on general parliamentary procedure knowledge will be given to the six chapter officers including President, Vice-President, Secretary, Treasurer, Reporter and Sentinel. The total score of the six officers shall be added to the teams score by each judge. The test score will be used to break ties for officer of the day.
11. Judges shall be given a minimum of five minutes between teams to review number of debates and parliamentary errors. Judges shall agree on number of debates along with parliamentary errors, ensuring that all members receive credit for their debates. Also all judges should make deductions for parlance errors. This will provide all teams with an equal and fair scoring system.

# **State Parliamentary Procedure Event**

The State Parliamentary Procedure Event shall be held within one month of the district events in a central location. The format shall be the same as the district events. The state event is open to both the eight District Parliamentary Procedure Winners and the eight District Runner-ups.

## **General Plan**

1. The same team that competes in the district event shall complete in the state event unless a valid reason is given and approved by the State FFA Advisor/State FFA Executive Secretary. The top two teams from each district will be invited to participate in the state contest.
2. A 25 question written test worth 25 points on general parliamentary procedure knowledge will be given to the six chapter officers including President, Vice-President, Secretary, Treasurer, Reporter and Sentinel. The total score of the six officers divided by 150 x 100 shall be added to the team's score by each judge.
3. The advisors of the state qualifying teams shall be used to evaluate the state event. Judges will be provided with an information session prior to the event. Teams shall be ranked in numerical order on the basis of final score determined by each judge. Prior to ranking teams the judges will take a few minutes for any clarification needed on parlance errors made by the competing teams. Final team placing will be determined by adding all judges' rankings and the winning team will be the team with the lowest ranking score. An advisor will not score his/her own team.
4. For the final round only teams will not perform opening ceremonies and each officer will be given a general question pertaining to parliamentary procedure. (The question may not pertain to the specific problem.)
5. Officers will not be evaluated individually; no Officer of the Day awards or officer ratings will be determined. Officer books will not be turned in or evaluated.
6. The top teams will be rated gold and will receive state plaques and gold individual medals, teams will receive silver team rosettes and silver individual ribbons and bronze teams will receive bronze team rosettes and bronze individual ribbons. Natural breaks will be used in determining award levels.
7. The high team will be eligible to compete in the National Parliamentary Procedure Career Development Event. In the event the high team cannot participate, the next highest ranked team will be offered the opportunity to represent ND.

## **Order of Business**

- |                                    |   |
|------------------------------------|---|
| 1. Opening Ceremonies              | 6. Unfinished Business                        |
| 2. Minutes of the previous meeting | 7. New Business                               |
| 3. Officer Reports                 | 8. Ceremonies – Degree                        |
| 4. Special Features                | 9. Closing Ceremonies                         |
| 5. Committee Reports               | 10. Entertainment, Recreation and Refreshment |

**OFFICIAL CONTEST REFERENCE**

**“P A R L I A M E N T A R Y P R O C E D U R E  
J U D G I N G G U I D E”**  
BY SHANE  
DUNBAR

**Sample Problem Sets**

**TOPIC #1 – To Establish A Chapter Fund Raising Activity**

Example Motion: “Mr/Madam President, I move that our chapter sell candy bars as a chapter fund raiser.”

Assigned Motion:

Lay on the Table  
Amendment  
Postpone Definitely  
Main Motion  
Rescind

To Be Demonstrated By:

Vice President  
Secretary  
Treasurer  
Reporter  
Sentinel

**TOPIC #2 – To pay a members travel costs to the National FFA Convention**

Example Motion: “Mr/Madam President, I move that our chapter pay the costs of sending our Chapter Ambassador to the National FFA Convention.”

Assigned Motion:

Division of the House  
Refer to Committee  
Rise to a Point of Order  
Postpone Indefinitely  
Question of Privilege

To Be Demonstrated By:

Vice President  
Secretary  
Treasurer  
Reporter  
Sentinel

**TOPIC #3 – To Establish A Chapter Scholarship Fund**

Example Motion: “Mr/Madam President, I move that our chapter establish a scholarship fund.”

Assigned Motion:

Amendment  
Rise to a Point of Order  
Main Motion  
Refer to Committee  
Amendment to the Amendment

To Be Demonstrated By:

Vice President  
Secretary  
Treasurer  
Reporter  
Sentinel

TOPIC #4 – To Pay the State FFA President’s Travel Costs To The Chapter Banquet

Example Motion: “Mr/Madam President, I move that our chapter pay the costs of the State FFA President to attend our banquet.”

Assigned Motion:

Main Motion  
Limit Debate  
Division of the House  
Question of Privilege  
Parliamentary Inquiry

To Be Demonstrated By:

Vice President  
Secretary  
Treasurer  
Reporter  
Sentinel

**Official FFA Dress**

**REFER TO THE MOST CURRENT OFFICIAL FFA MANUAL**

**Medals**

Medals worn on jacket must be beneath the name on the right side with the exception that a single State FFA Degree charm or American FFA Degree Key should be worn above the name or on a standard key chain.

No more than three medals should be worn on the jacket – these should represent:

- \*highest degree earned
- \*highest office held
- \*highest award earned



# **Official FFA Ceremonies**

## **Opening the Meeting**

- President: “The meeting will come to order. We are now holding a meeting of the \_\_\_\_\_ FFA Chapter. Mr/Madam Vice President, are all officers at their stations?”
- Vice President: (rising and facing the president) “I shall call the roll of officers, determine if they are at their stations and report back to you, Mr/Madam President.”
- “The Sentinel”
- Sentinel: “Stationed by the door.”
- Vice President: “Your duties there?”
- Sentinel: “Through this door pass many friends of the FFA. It is my duty to see that the door is open to our friends at all times and that they are welcome. I care for the meeting room and paraphernalia. I strive to keep the room comfortable and assist the President in maintaining order.”
- Vice President: “The Reporter”
- Reporter: “The Reporter is stationed by the flag.”
- Vice President: “Why by the flag?”
- Reporter: “As the flag covers the United States of America, so I strive to inform the people in order that every man, woman and child may know that the FFA is a national organization that reaches from the state of Alaska to Puerto Rico and from the state of Maine to Hawaii.”
- Vice President: “The Treasurer”
- Treasurer: “Stationed at the emblem of Washington”
- Vice President: “Your duties there?”
- Treasurer: “I keep a record of receipts and disbursements just as Washington kept his farm accounts carefully and accurately. I encourage thrift among the members and strive to build up our financial standing through savings and investments. George Washington was better able to serve his country because he was financially independent.”
- Vice President: “The Secretary”
- Secretary: “Stationed by the ear of corn.”
- Vice President: “Your duties there?”
- Secretary: “I keep an accurate record of all meetings and correspond with other secretaries wherever corn is grown and FFA members meet.”
- Vice President: “The Advisor”
- Advisor: “Here by the owl.”
- Vice President: “Why stationed by the owl?”

Advisor: "The owl is a time honored emblem of knowledge and wisdom. Being older than the rest of you, I am asked to advise you from time to time, as the need arises. I hope that my advice will always be based on true knowledge and ripened with wisdom."

"Mr/Madam Vice President, why do you keep a plow at your station?"

Vice President: "The plow is a symbol of labor and tillage of the soil. Without labor, neither knowledge nor wisdom can accomplish much. My duties require me to assist at all times in directing the work of our organization. I preside over meetings in the absence of our President, whose place is beneath the rising sun."

Advisor: "Why is the President so stationed?"

Vice President: "The rising sun is a token of a new era in agriculture. If we will follow the leadership of our President, we shall be led out of the darkness of selfishness and into the glorious sunlight of brotherhood and cooperation.

Mr/Madam President, all officers are at their stations."

President: (rises and faces the Vice President) "Thank you Mr/Madam Vice President." (All take seats at the tap of gavel.) "The Secretary will call the roll of members."

Secretary: "There are \_\_\_\_\_ members and \_\_\_\_\_ guests present, Mr/Madam President."

President: "Thank you. FFA members, why are we here?" (all members stand at three taps of the gavel) All members in unison: "To practice brotherhood, honor agricultural opportunities and responsibilities, and develop those qualities of leadership which an FFA member should possess." (all members are seated at 1 tap of the gavel)

President: "May we accomplish our purposes. I now declare this meeting of the \_\_\_\_\_ FFA \_\_\_\_\_ duly opened for the transaction of business or attention to any matters which may be properly presented."

### **Closing the Meeting**

President: "Mr/Madam Secretary, do you have a record of any further business which should be transacted?"

Secretary: (rises, replies and is seated) "I have none Mr/Madam President."

President: "Does any member know of any new or unfinished business which should properly come before this meeting?" (If no answer proceed as follows)

"We are about to adjourn this meeting of the \_\_\_\_\_ FFA \_\_\_\_\_. As we mingle with others, let us be diligent in labor, just in our dealings, courteous to everyone and above all honest and fair in the game of life. Fellow members and guests, join me in a salute to our flag." (3 taps of the gavel and all members rise)

All in unison: "I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

President: "I now declare this meeting adjourned." (tap gavel once to adjourn the meeting)

# Implementing Parliamentary Procedure

Revised 2006

## Uses of the Gavel

- 1 Tap – Sit down, adjourn or after the announcement of a vote or a ruling made by the chairperson
- 2 Taps – Call the meeting to order
- 3 Taps – Stand up
- Several Sharp Taps – Restore order

## Methods of Voting

1. Roll Call – has the effect of placing on the record how each member votes. It is usually confined to representative bodies, where the proceedings are published, since it enables constituents to know how their representatives voted on certain issues. It should not be used in a mass meeting or in any assembly where members are not responsible to a constituency. (The FFA would not likely use this method of voting.)
2. Secret Ballot – is used when secrecy of the members' votes is desired. A vote by secret ballot can be ordered by a majority vote. This method of voting is popular with officer elections.
3. Rising – used in verifying an inconclusive voice vote and in voting on motions requiring a two-thirds vote for adoption. A show of hands is an alternative method that can be used in place of a rising vote in very small assemblies if no member objects. A show of hands is not acceptable when voting on a division of the house.
4. Voice – (viva voce) the normal method of voting on a motion. It cannot be used on any vote which requires a vote other than a majority vote. Before taking the vote the chair should repeat and clearly identify the motion. The form to use when taking a voice vote, after the chair has clearly restated and identified the motion is: "As many as are in favor of say "aye", all those opposed say "no".

Example: The president would say, "we will now proceed to vote on the motion which states that we send our chapter President and Vice President to the Washington Leadership Conference. This motion requires a majority vote, as many as are in favor say, "aye", all those opposed say, "no". The Ayes have it, motion passes." The chair would then tap the gavel once after announcing the outcome of the vote.

## Discussion

The quality of your discussion is a very important tool in the evaluation of both your officer ratings and your team score. Each discussion can earn you between 0-20 points. The following breakdown will be used:

15-20 points – Excellent	10-15 points – Good
5-10 points – Average	0-5 points – Poor

When working on the quality of your discussion you should not concern yourself with trying to receive a discussion rating of excellent. In order for you to receive between 15-20 points you would probably take up too much of the precious time your team will need to complete the entire demonstration. You should concentrate your efforts on discussion that will be worth between 10-15 points. No more than 20 points can be earned on any one debate, no more than 2 debates per member per motion is allowed and only the first 4 debates per member will be scored.

On the score sheet the maximum points that any member of the team can earn is fifty points for their total discussion during the entire demonstration. During the team demonstration you will have time for each member to discuss three times if all discussions are of the 10-15 point range. It is possible for a fourth time if you press it. Remember when you are discussing your motion to keep track of the time factor.

## Deductions for Overtime

Under 10 minutes 30 seconds	0 point deduction
10 minutes 31 seconds to 11 minutes	25 point deduction
11 minutes 1 second to 11 minutes 30 seconds	50 point deduction
11 minutes 31 seconds to 12 minutes	75 point deduction
12 minutes 1 second to 12 minutes 31 seconds	100 point deduction

**Examples of Discussion** (This should be read by all judges prior to judging.)

*Motion – That the chapter send the officers to the MFE Conference and pay all of their expenses.*

Sample Discussion (15-17 points) – “Sending our chapter Officers to the MFE Conference is an exceptional idea. I went to the MFE Conference last year and had an experience I will always remember. If our officers go to this conference they will be able to pick up ideas from other chapters that they will be able to bring back to our chapter and share with our members. Fellow FFA members, sending our officers to the MFE Conference is an opportunity we cannot afford to pass.”

**Recognition** (obtain the floor)

Anytime a member wishes to get recognition from the chair they should first stand and then address the chair in one of the following ways: “Mr. President”, “Mr. Chairman”, “Madam President” or “Madam Chairman”. Once the chair has granted recognition then they may proceed. The chair should recognize the member by saying, “The chair recognizes John.”

If more than one member rises, the chair should recognize the member who was the first to rise; or if both members rise at the same time, it is up to the chair to decide who speaks first. It is proper for the chair to rotate debate from those in favor to those against. If a member makes a motion he/she in return has the first right to debate.

**Rules Governing Debate**

The motion must be moved, seconded and the chair must repeat the motion before debate is in order. Once the motion is opened for debate, the mover of the motion has the first right to debate.

You are only allowed to debate a motion twice per day and not more than ten minutes per time, unless the group moves to extend your time of debate. No member can speak for a second time on a motion until everyone who wishes to speak has spoken at least once. All debate should be related to the question at hand. During discussion you should try to refrain from using names when making comments related to what a member had said earlier. You should instead refer to them as the “previous speaker” or “a previous speaker”.

**Motion Classification**

There are five different classifications of motions. We will take a look at each and give examples of how they should be handled.

- a. Privileged
- b. Incidental
- c. Subsidiary
- d. Main
- e. Other Motions (unclassified)

**CHART OF PERMISSIBLE MOTIONS FOR THE  
FFA PARLIAMENTARY PROCEDURE CAREER DEVELOPMENT EVENT**

<b>Privileged Motion</b>	<b>Second Required</b>	<b>Debatable</b>	<b>Amendable</b>	<b>Vote Required</b>	<b>Reconsider</b>
Fix the Time to Which to Adjourn	Yes	No	Yes	Majority	Yes
Adjourn	Yes	No	No	Majority	No
Recess	Yes	No	Yes	Majority	No
Raise a Question of Privilege	No	No	No	Chair Grants	No
Call for the Orders of the Day	No	No	No	No vote, demand	No
<b>Subsidiary Motions</b>					
Lay on the table	Yes	No	No	Majority	Neg. only (3)
Previous Question	Yes	No	No	2/3	Yes
Limit or Extend Limits of Debate	Yes	No	Yes	2/3	Yes
Postpone to a Certain Time (or Definitely)	Yes	Yes	Yes	Majority	Yes
Commit or Refer	Yes	Yes	Yes	Majority	Yes
Amend	Yes	Yes(l)	Yes	Majority	Yes
Postpone Indefinitely	Yes	Yes	No	Majority	Affirm. Only
<b>Main Motion</b>	Yes	Yes	Yes	Majority	Yes
<b>Incidental Motions</b>					
Appeal	Yes	Yes(l)	No	Majority	Yes
Division of the Assembly	No	No	No	No vote, demand	No
Division of a Question	Yes	No	Yes	Majority	No
Objection to the Consideration of a Question	No	No	No	2/3 (Neg)	Neg. only
Parliamentary Inquiry	No	No	No	Chair answers	No
Point of order	No	No	No	Normally no Vote, Chair rules	No
Suspend the Rules	Yes	No	No	(2)	No
Withdraw a Motion	No (3)	No	No	Majority (3)	Neg. Only
<b>Other Motions That Bring a Question Again Before the Assembly</b>					
Reconsider (4)	Yes	Yes(l)	No	Majority	No
Rescind (4)	Yes	Yes	Yes	Majority with notice, 2/3, or majority of membership (3)	Neg. Only
Take from the Table (4)	Yes	No	No	Majority	No

(1) If applied to a debatable motion

(2) Rules of Order - 2/3 vote, standing rules - majority vote

(3) Refer to Robert's Rules of Order Newly Revised (10th edition) for rule(s)

(4) Refer to CDE rule #9 (National CDE Guide) before using these motions in the demonstration

Appendix A: AFNR Career Cluster Content Standards

**Creed Speaking**

	Performance Measurement Levels	Activity	Related Academic Standards
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- Creed 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

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;

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 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 - **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.

Appendix A: AFNR Career Cluster Content Standards-  
**Job Interview**

	Performance Measurement Levels	Event Activity Addressing Measurement	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.01.01.01.c. Work independently and in group settings to accomplish a task.	all event activities	
	CS.01.01.03.a. Exhibit good planning skills for a specific task or situation	application, follow-up letter, telephone	
	CS.01.01.07.a. Set personal goals using the SMART goals method (Specific, Measurable, Approved by you, Realistic, Time-stamped).	resume, cover letter, follow-up letter	
CS.01.02. Performance Indicator: Relationships: Build a constituency through listening, coaching, understanding and appreciating others.			Language Arts: 12 Social Studies: 4h
	CS.01.02.01.a. Explain human relation skills such as compassion, empathy, unselfishness, trustworthiness, reliability and being friendly.	interview	
CS.01.03. Performance Indicator: Vision: Establish a clear image of what the future should look like.			Social Studies: 4a, 4d and 4h
	CS.01.03.04.a. Describe techniques used to build consensus.	interview	
CS.01.04. Performance Indicator: Character: Conduct professional and personal activities based on virtues.			Social Studies: 4c and 4f
	CS.01.04.01.b. Explain a personal decision where integrity played a role in the decision.	interview	
	CS.01.04.02.a. Describe personal values.	interview	
	CS.01.04.04.c. Demonstrate respect for others.	interview, networking	
CS.01.05. Performance Indicator: Awareness: Desire purposeful understanding related to professional and personal activities.			Language Arts: 1 Social Studies: 1e, 4e, 10b and 10j
	CS.01.05.02.a. Identify civic leadership role opportunities.	resume, cover letter, application	
CS.01.06. Performance Indicator: Continuous Improvement: Pursue learning and growth opportunities related to professional and personal aspirations.			Science: A4 Language Arts: 8 Social Studies: 4h
	CS.01.06.05.b. Assess personal motivations and their impact on acquiring new knowledge and skills.	interview, cover letter, resume	
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.	interview, networking, telephone	
	CS.02.02.03.c. Maintain effective professional relationships.	follow up, interview, telephone, networking	

CS.02.03. Performance Indicator: Professional Growth: Develop awareness and apply skills necessary for achieving career success.		Language Arts: 12 Social Studies: 4a
CS.02.03.01.a. Explore various career interests/options.	resume, application, networking	
CS.02.03.03.b. Develop skills required for a specific career.	resume, application	
CS.02.04. Performance Indicator: Mental Growth: Demonstrate the effective application of reasoning, thinking and coping skills.		Math: 6C Science: A4 Language Arts: 4 and 8
CS.02.04.01.a. Describe the skills necessary to think critically and creatively.	cover letter, interview, networking	
CS.02.04.02.b. Analyze problems that were solved well and problems that were not solved well.	interview	
CS.02.05. Performance Indicator: Emotional Growth: Demonstrate healthy responses to one's feelings.		Social Studies: 4a
CS.02.05.03.b. Analyze an individual's personal level of self-confidence.	interview, telephone, networking	
CS.03.01. Performance Indicator: Communication: Demonstrate oral, written and verbal skills.		Language Arts: 4, 5 and 12
CS.03.01.01.b. Select the appropriate form of technical and business writing or communication for a specific situation.	resume, cover letter, follow-up letter	
CS.03.01.02.c. Demonstrate effective use of a resume as part of an effort to obtain a job.	resume, application	
CS.03.02. Performance Indicator: Decision Making: Analyze situations and execute an appropriate course of action.		Science: A1 and A5 Social Studies: 1c and 4h
CS.03.02.04.c. Implement appropriate preparation plans for a career path based on passion, abilities, aptitude, opportunities.	resume, cover letter, application	
CS.09.02. Performance Indicator: Apply skills with computer software to accomplish a variety of business activities.		Math: 6C Science: A3
CS.09.02.01.a. Demonstrate basic computer and software systems skills.	application, follow-up letter	
CS.09.03. Performance Indicator: Use technology to demonstrate the ability to network and interface with technology.		Science: A3 and E2
CS.09.03.01.b. Show technical competence for efficient workplace communications.	application, interview, cover letter, resume, follow up	

## Appendix B: Related Academic Standards- Job Interview

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.

### Mathematics

#### 6. Standard and Expectations: Problem Solving

- 6C. Apply and adapt a variety of appropriate strategies to solve problems.

### Science

#### A. Content Standard: Science as an Inquiry

- A1. Identify questions and concepts that guide scientific investigation.
- A3. Use technology and mathematics to improve investigations and communications.
- A4. Formulate and revise scientific explanations and models using logic and evidence.
- A5. Recognize and analyze alternative explanations and models.

#### E. Content Standard: Science and Technology

- E2. Understanding about science and technology

### 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.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
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;

- 1c. apply an understanding of culture and an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values and behavior patterns;
4. Thematic Strand: Individual Development and Identity
- 4a. articulate personal connections to time, place and social/cultural systems;
  - 4c. describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status and other group and cultural influences contribute to the development of a sense of self;
  - 4d. apply concepts, methods and theories about the study of human growth and development, such as physical endowment, learning, motivation, behavior, perception and personality;
  - 4e. examine the interactions of ethnic, national or cultural influences in specific situations or events;
  - 4f. analyze the role of perceptions, attitudes, values and beliefs in the development of personal identity;
  - 4h. work independently and cooperatively within groups and institutions to accomplish goals;
10. Thematic Strand: Civic Ideals and Practices
- 10j. participate in activities to strengthen the “common good,” based upon careful evaluation of possible options for citizen action.
  - 10b. identify, analyze, interpret and evaluate sources and examples of citizens’ rights and responsibilities;

Appendix A: AFNR Career Cluster Content Standards-  
**Parliamentary Procedures**

	Performance Measurement Levels	Event Activities Addressing Measurements	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.01.01.01.c. Work independently and in group settings to accomplish a task.	presentation	
	CS.01.01.03.c Implement an effective project plan.	presentation	
	CS.01.01.04.b. Use appropriate and reliable resources to complete an action or project.	exam, problem solving	
	CS.01.01.05.a. Assess the physical, financial and professional risks associated with a particular task.	presentation	
	CS.01.01.06.b. Assign project parts equitably amongst team members to achieve a given task.	presentation, problem solving	
CS.01.02. Performance Indicator: Relationships: Build a constituency through listening, coaching, understanding and appreciating others.			Language Arts: 12 Social Studies: 4h
	CS.01.02.01.c. Demonstrate human relation skills including compassion, empathy, unselfishness, trustworthiness, reliability and being friendly to co-workers.	presentation	
	CS.01.02.02.c. Engage others in conversations to respond to an obstacle when completing a task.	presentation	
	CS.01.02.04.b. Establish team ground rules for expected individual behaviors on the team.	presentation	
CS.01.03. Performance Indicator: Vision: Establish a clear image of what the future should look like.			Social Studies: 4a, 4d and 4h
	CS.01.03.02.c. Create a plan of action to complete a task based on a conceptualized idea.	presentation	
	CS.01.03.05.c. Lead a meeting or activity that engages all participants in the process.	presentation	
CS.01.04. Performance Indicator: Character: Conduct professional and personal activities based on virtues.			Social Studies: 4c and 4f
	CS.01.04.03.b. Assess the alternative outcome of specific actions.	presentation	
	CS.01.04.04.c. Demonstrate respect for others.	presentation	
	CS.01.04.05.a. Practice self-discipline.	presentation	
	CS.01.04.06.a. Describe the benefits of serving others.	presentation	

CS.01.05. Performance Indicator: Awareness: Desire purposeful understanding related to professional and personal activities.		Language Arts: 1 Social Studies: 1e, 4e, 10b and 10j
	CS.01.05.01.c. Articulate current issues that are important to the local, state, national and global communities.	presentation
	CS.01.05.02.c. Perform leadership tasks associated with citizenship.	presentation
CS.01.06. Performance Indicator: Continuous Improvement: Pursue learning and growth opportunities related to professional and personal aspirations.		Science: A4 Language Arts: 8 Social Studies: 4h
	CS.01.06.03.c. Use problem solving strategies to solve a professional or personal issue.	presentation, problem solving
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.a. Demonstrate proper conduct and appearances for various settings.	presentation
	CS.02.02.03.b. Exhibit the behaviors needed for developing and maintaining a professional relationship.	presentation
CS.02.03. Performance Indicator: Professional Growth: Develop awareness and apply skills necessary for achieving career success.		Language Arts: 12 Social Studies: 4a
	CS.02.03.03.c. Demonstrate employability skills for a specific career.	presentation, exam
CS.02.04. Performance Indicator: Mental Growth: Demonstrate the effective application of reasoning, thinking and coping skills.		Math: 6C Science: A4 Language Arts: 4 and 8
	CS.02.04.01.c. Demonstrate critical and creative thinking skills while completing a task.	presentation, problem solving
	CS.02.04.02.c. Implement effective problem solving strategies.	problem solving
	CS.02.04.03.c. Demonstrate the skills needed to negotiate with others.	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, questions
CS.02.06. Performance Indicator: Spiritual Growth: Reflect inner strength to allow one to define personal beliefs, values, principles and sense of balance.		Social Studies: 4c and 4f
	CS.02.06.02.c. Demonstrate respect and sensitivity to others' beliefs.	presentation

CS.03.01. Performance Indicator: Communication: Demonstrate oral, written and verbal skills.		Language Arts: 4, 5 and 12
	CS.03.01.01.c. Demonstrate technical and business writing skills to communicate effectively with co-workers and supervisors.	minutes, problem solving
CS.03.02. Performance Indicator: Decision Making –Analyze situations and execute an appropriate course of action.		Science: A1 and A5 Social Studies: 1c and 4h
	CS.03.02.01.c. Make decisions for a given situation by applying the decision-making process.	presentation, problem solving
	CS.03.02.02.c. Use problem-solving skills.	problem solving
	CS.03.02.03.b. Practice ethical behaviors.	presentation
CS.03.03. Performance Indicator: Flexibility / Adaptability: Describe traits that enable one to be capable and willing to accept change.		Science: A2, A6 and E2 Language Arts: 7 Social Studies: 8a
	CS.03.03.02.a. Select the appropriate process to initiate effective change for a given situation.	presentation, problem solving
	CS.03.03.03.c. Respond to feedback to improve a situation, skill or performance.	questions



## Appendix B: Related Academic Standards- **Parliamentary Procedures**

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.

### Mathematics

#### 6. Standard and Expectations: Problem Solving

- 6C. Apply and adapt a variety of appropriate strategies to solve problems.

### Science

#### A. Content Standard: Science as an Inquiry

- A1. Identify questions and concepts that guide scientific investigation.
- A2. Design and conduct scientific investigations.
- A4. Formulate and revise scientific explanations and models using logic and evidence.
- A5. Recognize and analyze alternative explanations and models.
- A6. Communicate and defend a scientific argument.

#### E. Content Standard: Science and Technology

- E2. Understanding about science and technology.

### 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.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

## 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.