



Georgia FFA Association CREED SPEAKING CDE

I. OVERVIEW

Participants in the Creed Speaking CDE present the FFA Creed to a panel of judges. Once their presentation is complete, they respond to questions directly related to the FFA Creed.

II. PURPOSE

The FFA Creed outlines the organization's beliefs regarding the industry of agriculture, FFA membership and the value of citizenship and patriotism. The Creed is recited by FFA members as part of the requirements to earn the Greenhand FFA Degree. The purpose of the Creed speaking Career Development Event is to develop the public speaking abilities of FFA members as well as develop their self-confidence and contribute to their advancement in the FFA degree program.

III. ELIGIBILITY

This event is open to students in grades 6-9 who are agricultural education students and are paid members of a chartered FFA chapter. Each student's name must appear on the chapter's FFA roster at least 10 days prior to competition above the chapter level.

Members who are participating in the area competition must first have qualified through earlier elimination brackets (if necessary). The top two participants in each area are eligible for state competition. This CDE does have a national level of competition. A winning student may not participate in any other CDE that has a national competition. Also, no student who is already a member of a state winning CDE team that will participate in a national competition is eligible to participate. A student may only participate in one state speaking competition per year.

IV. SPECIAL NEEDS REQUEST

To report any special needs or request special services for a student to compete in a Career Development Event or FFA Award area (Area or State level), it is the responsibility of the FFA advisor to provide a detailed and specific request and explanation in writing. Requests should include written documentation from the school system verifying the IEP and need being requested. Written requests must be submitted to the CDE Superintendent prior to registering for the CDE/event (at least 3 weeks prior to the date of competition).

V. RULES

1. The Creed Speaking event is limited to one student per chapter on the area level, and two students per area on the state level.
2. This event will follow the general procedure established for all Georgia FFA Career Development Events.
3. It is highly recommended that participants be in official dress as outlined in the Official FFA Manual.
4. Following the CDE orientation, participants will be held in isolation until their presentation. While in isolation, participants are to have no contact from anyone outside and have no access to electronic devices.
5. The State FFA Executive Committee and their appointees will be in charge of this event.

VI. EVENT FORMAT

- A. The event will include an oral presentation and answering critical thinking questions directly related to the Creed. Each participant will be asked three questions per round with a five minute total time limit for answers. Judges in a round will use the same questions for each contestant speaking in their room. The questions used will change for the candidates who advance to the final round. Questions will be selected from a bank of questions provided to the judges by the CDE Superintendent.



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- B. Members will present the Creed from the current year's Official FFA Manual.
- C. The event will be a timed activity with four minutes for presentation. After four minutes, the participant will be deducted 1 point for every second over set time.
- D. The state Creed CDE will be conducted in two rounds: preliminary (12 participants; 2 flights of 6 speakers per room), and finals (4 participants; top two from each preliminary room).
- E. Speaking order will be randomly drawn as determined by the CDE Superintendent.
- F. Each participant will recite the Creed from memory. Each participant shall begin the presentation by stating, "The FFA Creed by E.M. Tiffany." Each CDE participant should end the presentation with the statement, "... that inspiring task. Thank you." Additional introductory or concluding remarks will result in accuracy deductions as indicated on the scorecard.
- G. 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 Creed, using the score sheet provided.
- H. Timekeepers will be designated to record the time used by each participant in delivering his/her speech. Content accuracy judges will record the number of recitation errors during delivery.
- I. When participants have finished the presentation and answering questions, each judge will total the score of each speaker. The timekeepers' and accuracy judges' records will be used to compute each contestant's final score. The judges' score sheets will then be submitted to event officials to determine final rankings.
- J. 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, and the winner will be that participant whose total ranking is the lowest.

VII. SCORING

Total possible points for the Creed CDE is 1000 points. Please see the Creed CDE score sheet below (page 4).

Consult the National FFA Career Development Handbook or the CDE section of the National FFA website (www.ffa.org.)

VIII. TIE BREAKERS

Ties will be broken based on the greatest number of low ranks. 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 questions 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.

IX. AWARDS

Awards shall be determined each year by the Board of Trustees of the Georgia FFA Foundation. The event is made possible through the Georgia FFA Foundation as a special project of an industry sponsor or from the Foundation General Fund. Minimum awards will recognize the first place individual in each area, and the first and second place individuals at the state level.

X. REFERENCES

Consult the National FFA Career Development Handbook or the CDE section of the National FFA website (www.ffa.org.)



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The FFA Creed

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

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

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

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

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

The creed was written by E.M. Tiffany, and adopted at the 3rd National Convention of the FFA. It was revised at the 38th and the 63rd Convention.

Preliminary Brackets

The State FFA Creed Speaking CDE will consist of two preliminary brackets and the finals. The top two places from each area will compete in the two preliminary brackets. The two preliminary brackets will be as follows.

| BRACKET A | BRACKET B |
|----------------------|-----------------------|
| First Place Area I | Second Place Area I |
| Second Place Area II | First Place Area II |
| First Place Area III | Second Place Area III |
| Second Place Area IV | First Place Area IV |
| First Place Area V | Second Place Area V |
| Second Place Area VI | First Place Area VI |

State Finals

The top two places from Bracket A and Bracket B will compete in the state finals.



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Creed Speaking CDE Presentation Rubric - 1,000 points

Participant # _____

| Oral Communication – 200 points | | | | | | |
|--|---|--|---|---------------|--------|-------------|
| Indicators | Very strong evidence skill is present 5-4 | Moderate evidence skill is present 3-2 | Strong evidence skill is not present 1-0 | Points Earned | Weight | Total Score |
| A. Speaking without hesitation | Speaks very articulately without hesitation. • Never has the need for unnecessary pauses or hesitation when speaking. | Speaks articulately, but sometimes hesitates. • Occasionally has the need for a long pause or moderate hesitation when speaking. | Speaks articulately, but frequently hesitates. • Frequently hesitates or has long, awkward pauses while speaking. | | X 20 | |
| B. Pace | Speaks at a moderate pace to be clear. | Speaks at a moderate pace most of the time, but shows some nervousness. | Pace is too fast/slow; nervous. | | X 5 | |
| C. Tone | Voice is upbeat, impassioned and under control. | Voice is somewhat upbeat, impassioned and under control. | Voice is not upbeat; lacks passion and control. | | X 5 | |
| D. Pronunciation | Pronunciation of words is very clear and intent is apparent. | Pronunciation of words is usually clear, sometimes mumbled. | Pronunciation of words is difficult to understand; unclear. | | X 5 | |
| E. Volume | Emitted a clear, audible voice for the audience present. | Emitted a somewhat clear, audible voice for the audience present. | Emitted a barely audible voice for the audience present. | | X 5 | |
| Non-verbal Communication – 400 points | | | | | | |
| A. Attention (eye contact) | Eye contact constantly used as an effective connection. • Constantly looks at the entire audience (90-100% of the time). | Eye contact is mostly effective and consistent. • Mostly looks around the audience (60-80% of the time). | Eye contact does not always allow connection with the speaker. • Occasionally looks at someone or some groups (less than 50% of the time). | | X 20 | |
| B. Mannerisms | Does not have distracting mannerisms that affect effectiveness. • No nervous habits. | Sometimes has distracting mannerisms that pull from the presentation. • Sometimes exhibits nervous habits or ticks. | Has mannerisms that pull from the effectiveness of the presentation. • Displays some nervous habits – fidgets or anxious ticks. | | X 20 | |
| C. Gestures | Gestures are purposeful and effective. • Hand motions are expressive and used to emphasize talking points. • Great posture (confident) with positive body language. | Usually uses purposeful gestures. • Hands are sometimes used to express or emphasize. • Occasionally slumps; sometimes negative body language. | Occasionally gestures are used effectively. • Hands are not used to emphasize talking points; hand motions are sometimes distracting. • Lacks positive body language; slumps. | | X 20 | |
| D. Well poised | Is extremely well poised. • Poised and in control at all times. | Usually is well poised. • Poised and in control most of the time; rarely loses composure. | Isn't always well poised. • Sometimes seems to lose composure. | | X 20 | |
| Question and Answer—400 points | | | | | | |
| A. Being detail-oriented | Is able to stay fully detail-oriented. • Always provides details which support answers/basis of the question. | Is mostly good at being detail-oriented. • Usually provides details which are supportive of the answers/basis of the question. | Has difficulty being detail-oriented. • Sometimes overlooks details that could be very beneficial to the answers/basis of the question. | | X 30 | |
| B. Speaking unrehearsed | Speaks unrehearsed with comfort and ease. • Is able to speak quickly with organized thoughts and concise answers. | 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. | Shows nervousness or seems unprepared when speaking unrehearsed. • Seems to ramble or speaks before thinking. | | X 30 | |
| C. Examples used in response to questions | Examples are vivid, precise and clearly explained. • Examples are original, logical and relevant. | Examples are usually concrete, some-times needs clarification. • Examples are effective, but need more originality or thought. | Examples are abstract or not clearly defined. • Examples are sometimes confusing, leaving the listeners with questions. | | X20 | |
| Gross Total Points | | | | | | |
| Time Deduction* | | | | | | |
| Accuracy Deduction** | | | | | | |
| Net Total Points | | | | | | |
| Rank | | | | | | |
| <p>* -1 point per second over, determined by the timekeepers ** - 20 points per word, determined from by the accuracy judges.</p> | | | | | | |