EL CREDO DE LA FFA

Revised 02/2024

Purpose and Standards

The FFA Creed outlines the organization’s beliefs regarding the agricultural industry, FFA membership and the value of citizenship and patriotism. The FFA Creed was written by Erwin Milton Tiffany in 1929; it was adopted by the Future Farmers of America as their official creed by the organization delegates at the third National Convention in 1930. The ideas conveyed in the five-paragraph belief statement transcend geography, language, race, and ethnicity.

In the 2010 census, 28.46% of Californian’s ages five and older spoke Spanish as their primary language at home, thus recognizing a need for our members to be able to practice public speaking skills in their primary language. The Creed delivery and the five-minute question-answer period will be conducted entirely in Spanish.

Foundations Standards: 2.0 Communications, 3.0 Career Planning and Management, 4.0 Technology,

5.0 Problem Solving and Critical Thinking, 9.0 Leadership and Teamwork, 10.0 Technical Knowledge and

Skill, and 11.0 Demonstration and Application.

**Contestants**

1. Members in grades 7-12will be eligible to participate in their respective division.  Divisions break down will be as follows:  Discover (7th & 8th Graders), Blue Division (9th & 10th Graders), Gold Division (11th & 12th Graders).
2. For participation requirements refer to CATA Curricular Code Rules - State Championship Contest requirements.
3. Each section will determine how many chapter members may participate at the sectional level. Each region will determine how many sectional participants may compete at the regional level. Participation at the state level is limited to the top 50% of those that participate in the regional contest (or major portion thereof), with a maximum of four (4) per region.

**Tie Breaker**

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.

Rules

1. A student may not participate in the Public Speaking, Extemporaneous Public Speaking, Impromptu Speaking, Job Interview, or Creed Speaking in the same year.
2. The event will include both an oral presentation as well as answering questions directly related to the Creed. The FFA Creed recitation and the response to three questions must be delivered in proper Spanish. All questions will be asked in Spanish.
3. No manuscript or written material is permitted to be used. The Creed should be presented from memory.
4. Members will present the FFA Creed as written below.
5. Each contestant shall end the presentation with the statement “…esta inspiradora tarea. Gracias.” Any other words spoken as part of an introduction or conclusion shall be assessed a penalty deduction of two (-2) points per word.
6. The event will be a timed activity with four minutes for presentation. After four minutes, contestants will be deducted one point for every second over set time.
7. The event will include oral questions. There will be three questions per contestant. Each contestant will be asked the same three questions. There is a five-minute time limit on answering questions. Questions will be written by the contest supervisor.
8. Participants shall 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 shall be added and the winner will be that contestant whose total ranking is the lowest. Other placings will be determined in the same manner (low point score method of selection)
9. Awards will be presented for each first through sixth place in each of the divisions.
10. Official dress is required for participation in this event.
11. Each school will be required to provide a judge for the competition that is fluent in Spanish.
12. Violation of any of the rules will result in the disqualification of the contestant by the contest supervisor.

**Creed Speaking LDE Presentation Rubric (100 Points)**

**Participant#**

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| --- | --- | --- | --- | --- | --- | --- |
| **Indicators** | **Very strong evidence**  **of skills 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**  **Points** |
| **Oral Communication - 30 points** | | | | | | |
| Pace | Speaks very articulately  at rate that engages  audience. | Speaks articulately but  occasionally speaks too  fast or has long  unnecessary  hesitations. | Speaks too slow or too  fast to engage  audience. |  | X 2 |  |
| 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 2 |  |
| 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 2 |  |
| **Non-verbal Communication - 30 points** | | | | | | |
| Eye contact | Eye contact constantly  used as an effective  connection. Constantly  looks at the entire  audience (90-100  percent of the time). | Eye contact is mostly  effective and  consistent. Mostly looks  around the audience  (60-80 percent of the  time). | Eye contact does not  always allow  connection with the  speaker. Occasionally  looks at someone or  some groups (less than  50 percent of the time). |  | X 2 |  |
| Mannerisms  and  gestures | Hand motions are  expressive and used to  emphasize talking  points. No nervous  habits. | Sometimes exhibits  nervous habits. Hands  are sometimes used to  express or emphasize. | Displays some nervous  habits. Hands are not  used to emphasize  talking points; hand  motions are sometimes  distracting. |  | X 2 |  |
| Poise | Portrays confidence  and composure through  appropriate body  language (stance,  posture, facial  expressions). | Maintains control most  of the time; rarely loses  composure. | Lacks confidence and  composure. |  | X 2 |  |

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| --- | --- | --- | --- | --- | --- | --- |
| **Indicators** | **Very strong evidence** | **Moderate evidence of** | **Strong evidence of skill** | **Points** | **Weight** | **Total** |
|  | **of skills is present 5-4** | **skill is present 3-2** | **is not present 1-0** | **Earned** |  | **Points** |
|  | **points** | **points** | **points** |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Question and Answer - 40 points** | | | | | | |
| Response to  questions | Is able to respond with  organized thoughts and  concise answers. | Is able to speak  effectively and  sometimes gets off  topic. Answer lacks  organization. | Response fails to  answer question. |  | X 2 |  |
| Support | Always provides details  which support  answers/basis of the  question. | Usually provides details  which are supportive of  the answers/basis of  the question. | Sometimes overlooks  details that could be  very beneficial to the  answers/basis of the  question. |  | X 3 |  |
| Knowledge  of  agriculture | Answer shows  knowledge of  agriculture. | Answer shows limited  knowledge of  agriculture. | Answer shows no  knowledge of  agriculture. |  | X 3 |  |

|  |  |
| --- | --- |
| Grand Total Points |  |
| Time Deduction\* |  |
| Accuracy Deduction\*\* |  |
| Net Total Points |  |
| Rank |  |

\*minus one (-1) point per second over, determined by the timekeepers

\*\* minus two (-2) points per word, determined by the accuracy judges

El Credo de la FFA por E.M. Tiffany

Creo en el futuro de la agricultura, con una fe que no nace de las palabras sino de los hechos—

logros conseguidos por las generaciones presentes y pasadas de agricultores; en la promesa de

días mejores a través de mejores maneras, así como creo que las mejores cosas de las que

gozamos hoy han llegado a nosotros como resultado de las luchas de años anteriores.

Creo que vivir y trabajar en una buena finca, o dedicarse a otras actividades agrícolas, es

agradable, y al mismo tiempo es un reto, porque conozco las alegrías e inconvenientes de la vida

agrícola y mantengo una afición innata por aquellas asociaciones que no le negaré ni siquiera en

horas de desaliento.

Creo en nuestro propio liderazgo y en el respeto a los demás. Creo en mi propia capacidad de

trabajar de manera eficiente y de pensar con claridad, con cuantos conocimientos y habilidades

pueda adquirir, y en la capacidad de los agricultores progresistas para servir nuestros propios

intereses y el interés público en la producción y la comercialización del producto de nuestro trabajo.

Creo en menos dependencia de la caridad y más poder en la negociación; en la vida abundante y

en que haya suficiente riqueza honesta para ayudar a que así sea—tanto para los demás como

para mí; sin necesidad de caridad y más de ella cuando sea necesario; creo en ser feliz y en ser

más honesto con aquellos cuya felicidad depende de mí. .

Creo que la agricultura de Estados Unidos puede y debe mantenerse fiel a las mejores tradiciones

de nuestra vida nacional y que puedo ejercer influencia en mi hogar y en la comunidad, que se

mantendrá firme por mi parte en esta inspiradora tarea.

Gracias