Creed Recitation

Revised 6/2017

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 is recited by FFA members, as part of the requirements to earn the Greenhand Degree. The purpose of the Creed Speaking Career Development Event is to develop the public speaking abilities of 7th, 8th, and 9th grade FFA members as well as develop their self-confidence and contribute to their advancement in the FFA degree program.

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. 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.

2. Members who are at the 7th, 8th, and 9th grade level shall be eligible to participate in the Creed

Recitation Contest.

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. The State Finals shall be conducted prior to, or during the State FFA Convention. Appropriate recognition shall be given to section, region, and state winners.
2. Each participant must recite the FFA Creed from memory as found in the latest edition of the
3. Official FFA Manual.
4. No manuscript or written material shall be used by the participant.
5. Each participant shall begin the presentation by stating, “The FFA Creed by E.M. Tiffany.” Each 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.
6. Each participant will be asked three questions per round with a five-minute time limit.
7. The same questions will be asked of each participant. Contest host shall segregate those yet to compete from all others. Questions containing two or more parts will be avoided.
8. The supervisor of the state creed contest will determine, write and provide the judges with questions to be asked of the participants in all rounds at the state, regional and sectional level. More than three questions may be submitted but only three are to be asked. The questions must pertain directly to the contents of the current creed.
9. The judges shall select a designated person from within their group to act as a prompter to assist a student that falters (10 seconds) during a recitation.
10. 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 participant whose total ranking is the lowest. Other placings will be determined in the same manner (low point score method of selection).
11. Awards will be given to first through sixth place contestants in the state finals.

**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** |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- |
| **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 |  |
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Grand Total Points Time Deduction \* Accuracy Deduction \*\* **NET TOTAL POINTS**

**RANK**

\*-1 point per second over, determined by the timekeepers

\*\* - 2 points per word, determined by the accuracy judges