

ILLINOIS ASSOCIATION FFA Rules for Creed Speaking CDE

Eligibility

1. The CDE is open to students who are regularly enrolled in agricultural education classes and who are active members of chartered FFA chapters in good standing with the State Association.
2. Participation in the Creed Speaking CDE is limited to FFA members who are freshman (9th grade) students at the time of competition.
3. Each chapter is entitled to one participant in a Section Career Development Event. It is suggested this member be selected in a chapter contest held prior to the Section Career Development Event.
4. Each participant must recite the Creed without any opening or closing comments. It is acceptable to introduce the FFA Creed by stating “The FFA Creed by E.M. Tiffany” and to conclude by stating “Thank you. Are there any questions?” Remarks beyond these comments can result in a reduction of the participant’s points.
5. Each participant must recite the Creed from memory. It is suggested that participants take advantage of all available training resources in their school to develop their speaking ability.

Official Dress

1. Participants are expected to observe the National FFA Code of Ethics and the proper use of the FFA jacket during career development events.
2. Official FFA dress is highly recommended for all participants where appropriate and is required for the awards presentation and recognition. The Illinois FFA Board of Directors has defined “acceptable” Official Dress as:
 - Male** - Black dress shoes (not tennis shoes), black socks, black dress pants (not jeans), white collared (or light colored), button down dress shirt, dark colored tie, and Official FFA jacket. No hats of any kind.
 - Female** - Black closed-toe dress shoes, black nylons, knee length black skirt or black dress slacks, white collared (or light colored), button down dress shirt, FFA scarf, and Official FFA jacket. No tall boots

Procedures

1. *The event supervisor shall identify the method of determining the speaking order and that decision is not open to appeal.*
2. *The event supervisor may determine the order of speaking in one of two ways:*
 - a) *A draw for the speaking order, or*
 - b) *Allowing participants to schedule a time to speak.*
3. *When the speaker is brought into the speaking room, the room host will introduce each participant by name. Applause shall be withheld until all participants have spoken.*
4. The event will be a timed activity with four minutes for the oral presentation. After four minutes, 1 point for every second over set time will be deducted from the participant’s final score on all judges’ score cards.
5. Three competent and impartial persons will be selected to judge the CDE.

6. During the presentation, 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 their presentation, using the score sheet provided.
7. From the “Approved List of Creed CDE Questions”, which deal with the participants’ knowledge and understanding of the Creed, the judges will select four (4) of the twenty-seven (27) questions. Judges will be allowed to create up to two (2) additional questions, which deal with the participants’ knowledge and understanding of the Creed, to ask participants for a total of six (6) questions.
8. A maximum of five (5) minutes will be allowed for the judges to ask the six (6) questions. Each judge shall ask the same question(s) to each participant and questions must be asked in the same order to all participants. Under no circumstances may the five-minute questioning period be exceeded and under no circumstances may more than the six questions be asked. [Note: Some participants may not utilize the entire five minute period for their answers, while other participants may provide lengthy answers and the five minute time period for questions will elapse before all six questions are asked.]

Method of Selecting Winner

1. When all participants have finished speaking, each judge will total their score on each participant. If a judge has a tie between two or more speakers, the judge shall be asked to re-score to eliminate the tie.
2. After a judge has broken all ties in total score they will rank all participants in numerical order without consulting any other judge. The rankings of the three judges shall then be added and the winner will be the participant whose total of rankings is the lowest. Other placings shall be determined in the same manner (Low point score method of selection).
3. If a tie occurs when adding the rankings of the three judges, the individual who has the highest grand total score shall be ranked higher.
4. The Contest Superintendent in each Section shall designate a first and second place participant.
5. ***In instances when a District or State Competition rules/instructions requires a school, section or district to furnish a qualified individual to serve as a judge, and no judge is provided, the student(s) representing that school, section or district shall be disqualified.***

Levels of Competitions

1. All Section and District CDEs shall be conducted alike and conform to the State Creed Speaking rules.
2. Winners are eligible to participate only in the next succeeding section, district, state and national CDEs.
3. The first and second place participant at the Section Creed Speaking CDE will advance to the District competition.
4. The first and second place participants at the District Creed Speaking CDE will advance to the State Creed Speaking Finals.
5. The State Career Development Event shall be held in conjunction with State Public Speaking preliminaries. The State winner will be selected at State Public Speaking preliminaries and the State Creed Speaking winner will present the Creed during the State FFA Convention.
6. Awards shall be the same as Public Speaking awards on all levels. It is suggested the Creed Speaking Career Development Event be held in conjunction with all levels of the Public Speaking Career Development Events.

APPROVED LIST OF CREED CDE QUESTIONS - ILLINOIS

1. What prompted you to participate in this career development event?
2. Why is the Creed important to the FFA?
3. What is the most important part of the Creed to you and why?
4. If you rewrote the Creed, what would you change?
5. Why must faith be born not of words but of deeds?
6. Is there a promise of better days in the future of Agriculture?
7. What are some of the "better things we now enjoy that have come to us from the struggles of former years"?
8. How do you interpret "joys and discomforts of agricultural life"?
9. How do you interpret "to work on a good farm is pleasant"?
10. How are experiences found in agriculture pursuits "pleasant as well as challenging"?
11. What is an achievement, won by past generations of agriculturalists, and how has it brought better days to the agriculture industry?
12. What achievements have been developed in your lifetime that will bring "better days through better ways" to the agriculture industry?
13. What discouragement do you expect to encounter as you become engaged in farming or another agricultural pursuit?
14. How do you interpret "I believe in leadership from ourselves and respect from others"?
15. How will you develop your own ability to work efficiently and think clearly?
16. How do you interpret "with such knowledge and skill as I can secure"?
17. What is a progressive agriculturist?
18. How do you interpret "to serve our own and the public interest in producing and marketing the product of our toil"?
19. What is the product of our toil?
20. How do you interpret "less dependence on begging and more power in bargaining"?
21. How do you interpret "life abundant and enough honest wealth to make it so"?
22. How do you interpret "in less need for charity and more of it when needed"?
23. How do you interpret "playing square with those whose happiness depends on me"?
24. How can American Agriculture hold true to the best traditions of our national life?
25. How do you interpret "best traditions of our national life" and why are they important to American Agriculture?
26. How can you and your fellow FFA members exert a positive influence on our homes and community?
27. How do you interpret "my part in that inspiring task"?

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. Revised at the 38th Convention and the 63rd Convention.

Creed Speaking CDE Presentation Rubric - 1,000 points				Participant		
Indicators	Very strong evidence skill is <u>present</u> 5 - 4 points	Moderate evidence skill is <u>present</u> 3 - 2 points	Strong evidence skill <u>is not present</u> 1 - 0 points	Points Earned <i>Judges may use decimals in assigning points</i>	Weight	Total Score
Oral Communication - 300 points						
A. Speaking without hesitation	Speaks very articulately without hesitation. <ul style="list-style-type: none"> Never has the need for unnecessary pauses or hesitation when speaking. 	Speaks articulately, but sometimes hesitates. <ul style="list-style-type: none"> Occasionally has the need for a long pause or moderate hesitation when speaking. 	Speaks articulately, but frequently hesitates. <ul style="list-style-type: none"> 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	
F. Accuracy	Presented the text without error or with only a minor word substitution. (0-5 words)	Presented the text, but substituted or omitted words. (6-10 words)	Omitted or reversed the order of phrases or paragraphs. (over 10 words)		X 20	
Non-verbal Communication - 300 points						
A. Attention (eye contact)	Eye contact constantly used as an effective connection. <ul style="list-style-type: none"> Constantly looks at the entire audience (90-100% of the time). 	Eye contact is mostly effective and consistent. <ul style="list-style-type: none"> Mostly looks around the audience (60-80% of the time) 	Eye contact does not always allow connection with the speaker. <ul style="list-style-type: none"> Occasionally looks at someone or some groups (less than 50% of the time). 		X 15	
B. Mannerisms	Does not have distracting mannerisms that affect effectiveness. <ul style="list-style-type: none"> No nervous habits. 	Sometimes has distracting mannerisms that distract from the presentation. <ul style="list-style-type: none"> Sometimes exhibits nervous habits or ticks. 	Has mannerisms that distract from the effectiveness of the presentation. <ul style="list-style-type: none"> Displays nervous habits - fidgets or anxious ticks. 		X 15	

Indicators	Very strong evidence skill is present 5 - 4 points	Moderate evidence skill is present 3 - 2 points	Strong evidence skill is not present 1 - 0 points	Points Earned <i>Judges may use decimals in assigning points</i>	Weight	Total Score
C. Gestures	Gestures are purposeful and effective. <ul style="list-style-type: none"> Hand motions are expressive and used to emphasize talking points. Great posture (confident) with positive body language. 	Usually uses purposeful gestures. <ul style="list-style-type: none"> Hands are sometimes used to express or emphasize. Occasionally slumps; sometimes negative body language. 	Occasionally gestures are used effectively. <ul style="list-style-type: none"> Hands are not used to emphasize talking points; hand motions are sometimes distracting. Lacks positive body language; slumps. 		X 15	
D. Well poised	Is extremely well poised. <ul style="list-style-type: none"> Poised and in control at all times. 	Usually is well poised. <ul style="list-style-type: none"> Poised and in control most of the time; rarely loses composure. 	Isn't always well poised. <ul style="list-style-type: none"> Sometimes seems to lose composure. 		X 15	
Question and Answer—400 points						
A. Being detail oriented	Is able to stay fully detail-oriented. <ul style="list-style-type: none"> Always provides details which support answers/basis of the question. 	Is mostly good at being detail-oriented. <ul style="list-style-type: none"> Usually provides details which are supportive of the answers/basis of the question. 	Has difficulty being detail-oriented. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Is able to speak quickly with organized thoughts and concise answers. 	Speaks unrehearsed mostly with comfort and ease, but sometimes seems nervous or unsure. <ul style="list-style-type: none"> Is able to speak effectively, has to stop and think and sometimes gets off focus. 	Shows nervousness or seems unprepared when speaking unrehearsed. <ul style="list-style-type: none"> Seems to ramble or speaks before thinking. 		X 30	
C. Examples used in response to questions	Examples are vivid, precise and clearly explained. <ul style="list-style-type: none"> Examples are original, logical and relevant. 	Examples are usually concrete, some-times needs clarification. <ul style="list-style-type: none"> Examples are effective, but need more originality or thought. 	Examples are abstract or not clearly defined. <ul style="list-style-type: none"> Examples are sometimes confusing, leaving the listeners with questions. 		X20	
				Total Points		
				Contestant Rank		

 Judge's Name or #

FINAL RANKING SHEET CREED SPEAKING CAREER DEVELOPMENT EVENT

When all contestants have finished speaking, the chairperson of the CDE will assemble the score sheets from all judges. Totals shall then be compiled. The CDE chairperson should then complete the "Final Ranking Sheet" **USING THE RANKING ONLY, NOT THE ACTUAL SCORES.**

Rankings taken from judges' score sheets

Order of Speaking										
Contestant's Name or Code Number										
Judge #1										
Judge #2										
Judge #3										
Total of Judges' Rankings										
Final Ranking										

Note: In arriving at final rankings, the lowest total of the Judges' rankings receives first place, the next lowest total is second, etc. However, if two of three judges rank any contestant first, that contestant shall receive first place regardless of the opinion of the third judge. If a tie occurs when adding the rankings of the three judges, the individual who has the highest grand total score shall be ranked higher.