



# Tennessee Association FFA

*Career Development Events Handbook*



# TENNESSEE ASSOCIATION FFA

## Career Development Events Handbook

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# INTRODUCTION AND GENERAL INFORMATION

FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

The guide was developed by the 2011-2016 State CDE Review Committee. The committee members were as follows:

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**Prepared and published by the Tennessee Association FFA.** The Tennessee Association FFA is a resource and support organization that supports educational and leadership opportunities for local chapters and/or individual member activities. The Tennessee Association FFA affirms its belief in the value of all human beings and seeks diversity in its membership, leadership and staff.

## General Contact Information

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The Tennessee FFA Career Development Events are educational activities organized by the Tennessee Association FFA and sponsored through the Tennessee FFA Association, Tennessee FFA Foundation and special industry sponsors.

This is your copy of the official rules and regulations for Tennessee FFA Career Development Events for 2011-2016. Please retain this manual throughout the five-year period. Regional supplements will be reviewed annually and provided during the annual Career and Technical Education Conference as needed.

## **PHILOSOPHY FOR CAREER DEVELOPMENT EVENTS**

Students are important customers of agricultural education and FFA who recognize quality and value in products and activities. When provided an opportunity to fashion their educational experiences, they generally make wise decisions based on needs. Perceptions, images and opinions of others influence students. They value change based on their perceived personal needs as well as the needs of others. They sometimes value change for the sake of variety. Adults are concerned about the experiences of students and want to help organize experiences that will meet the future needs of students while accomplishing the purposes of agricultural education and the National FFA Organization. The Tennessee FFA Association should assume the leadership role in developing and continuously improving relevant FFA career development events. The Tennessee FFA Association should help initiate opportunities that reflect relevant and emerging technology. State FFA Career Development Events should be developed with significant input from FFA members, teachers, partners, respective industry sponsors and others involved in agricultural education.

Tennessee Association FFA career development events should reflect instruction that currently takes place in the entire agricultural education program, including classroom instruction, laboratory instruction, individualized instruction, and/or supervised agricultural experience. However, it is appropriate for the state association to develop career development events and awards that stimulate instruction in emerging areas that reflect both current and future community, national and global work force needs. The authority for insuring the relevance of an FFA activity is ultimately vested in the Tennessee FFA Board of Directors.

The state association should promote career development events. Career development events that include team activities should be based on cooperation and teamwork while recognizing the value of competition and individual achievement. The role of career development events is to motivate students and encourage leadership, personal growth, citizenship and career development.

Students should be recognized for achievement in career development events. Quality standards should be used as a basis for achievement. The national organization should ensure that the recognition is appropriate and meaningful. Recognition for achievement should be reflective of the total effort required by the chapter/team/individual and should take place at all levels of participation.

The Tennessee Association FFA shall encourage accessibility and provide opportunities for achievement and recognition for students with diverse backgrounds. High expectations should be consistently communicated to those who are involved in career development events and awards.

## OVERALL RULES AND OFFICIAL POLICIES FOR CAREER DEVELOPMENT EVENTS

Tennessee Joint State Agricultural Education Staff, event superintendents and event hosts will use the published rules and procedures to organize and implement the Tennessee FFA Career Development Events. Event activities may be adjusted within the guideline due to availability of facilities or necessary materials or expertise. All rules and policies apply to all state events unless otherwise noted in the individual event rules.

### DISQUALIFICATION

Violations of any of the following rules will be sufficient cause for the Tennessee Joint State Agricultural Education staff, event superintendent and/or host to disqualify the participants and possibly the team of which that member is a part. Event superintendents may stop any participant and subject them to disqualification in the following situations:

- A member does not meet eligibility requirements. *(See **ADDITIONAL POLICIES** for requirements.)*
- A member is representing a chapter to which he or she does not belong.
- A member begins a CDE but does not finish without notifying officials of his/her departure.
- A member competes in a CDE in which he/she has previously been declared the state winner individually, or as a part of the state winning team.
- A member competes in an event in which he/she has previously competed in the national CDE. *(This refers to a member who may not have been part of a state winning team but became part of the nationally competing team by replacing an original member of the state winning team, OR a member who placed second in a state event but competed at the national event because the state winner was unable to do so.)*
- A member or team presents a topic or proposal that won the immediate past state competition. *(This refers to but is not limited to state winning Ag Issues topics, Ag Communications and Marketing proposals, etc.)*
- A member communicates or gives assistance, verbal or non-verbal, during the event.
  - *Exception: communication between team members during the team activity portion of a given career development event.*
- A member exhibits hazardous behavior to him/herself or others during the CDE.
- A member uses a cell phone or other digital communication device during the CDE for any reason.
- A member possesses or uses unauthorized materials for the CDE during the event.
- Any material judged and expected to have been student produced is not student produced.
- A member, advisor or coach removes written or other material for the CDE from the event site without permission.
- An advisor, coach or other member not competing in the CDE communicates, verbally or non-verbally, with a member involved in the CDE once it has officially begun.

- A team, participant, advisor or coach visits the event facilities from one month prior to the end of the event. *(This refers to but not limited to soils, livestock, dairy, horse, meats, nursery/landscaping, etc.)* For the Forestry and Floriculture CDEs, visitation to site is limited to one week before event.

## **PENALTIES**

Any written materials counted in scores for a CDE that are postmarked or emailed to the State FFA Office after the official date on the State FFA Calendar will incur a penalty of 10% of the total points allotted for the written documents. If the document is still not received seven days after the deadline, the team/individual may be subject to disqualification.

## **ADDITIONAL POLICIES AND PROCEDURES FOR CAREER DEVELOPMENT EVENTS**

**CDE Advisory Committee** • A committee may be formed to meet only when needed at the state FFA convention and will make all final decisions on interpretation of the rules and regulations of the State FFA Career Development Events. This committee will be appointed by the State FFA Advisor and/or State Youth Consultant on a case by case basis.

**Alternate Method of State Selection** • In the event that a coordinator of an event resigns, a coordinator cannot be named, or a site for the contest is no longer useable and no other site can be found, it may be necessary for the Joint State Education Staff to provide an alternate method of selecting a state winner. This may include but is not limited to judging only written portions or exams portions of a CDE (if applicable), or giving an exam related to the CDE.

**Assistants, Group Leaders and Officials** • Each contest site is encouraged to provide staff and students to help administer and conduct specific Career Development Events. Advisors with third and fourth place regional event contestants in Prepared, Extemporaneous Speaking, Creed Speaking, Parliamentary Procedure, and FFA Ceremonies must serve as a judge at the state events.

**Special Needs Accessibility for All Students** • All special needs requests and appropriate documentation as outlined in the special needs request procedure must be submitted thirty-five (35) days prior to the career development event to the State FFA Office. The Tennessee Agricultural Joint State Staff and the event superintendent will be responsible for scheduling assistance from a different chapter to assist participants.

**Eligibility of Participants** • Each participant must be a current bona fide dues paying FFA member in good standing with the local chapter, and Tennessee Association FFA at the time of his/her selection and at the time of the career development event in which he/she participates. In the event a participant's name is not on the chapter's official roster for the years in which the dues were payable to the Tennessee Association FFA and to the National FFA Organization, the dues must be paid prior to certification.

The participant, at the time of his/her selection:

- Must be a high school FFA member, (a graduating senior is considered eligible to compete in state and national career development events up to and including his/her first national convention following graduation. This person must have qualified prior to September 1 of the membership year). (High school refers to grades 9-12.)
- Must have qualified as a 7<sup>th</sup>, 8<sup>th</sup>, or 9<sup>th</sup> grade member to compete in the Creed Speaking or FFA Ceremonies events.
- While in school, must be enrolled in at least one agricultural education course during the school year. Members not enrolled in an agricultural education course but following a planned course of study will not be qualified to compete in any CDE above the local level during that year. The State and National FFA Constitutions provide flexibility to meet the needs of students enrolled in non-traditional programs. For this purpose a student needs to be enrolled in at least one agricultural education course during the year they qualified for the event.
- Must have qualified as a chapter representative in a respective career development event; if he or she moves to a different chapter, they may be allowed to compete in the succeeding event with the school they qualified with during the qualifying year.

**Chapters per Event** • A chapter can only be represented by one team or individual per event. A chapter run-off may be necessary to determine the chapter representative. Certain CDEs allow for an alternate team or individuals that participate but are not scored; most event coordinators will announce whether or not alternates are allowed in their correspondence for event registration.

**Seating of Teams** • Seating of teams should be done by the event superintendent on the district, sub-regional, regional and state levels in a fair and impartial manner. Appropriate ways of determining the order of teams or individuals includes a random drawing for order of presentation, or randomization by a computer program.

**Selection of Judges** • Selection of judges for events is the responsibility of the event coordinator unless otherwise noted or deemed necessary by State Staff. Judges should be fair and impartial and well-acquainted with the rules and guidelines in this handbook before judging the event. Judges are to use only the rules in this handbook for an official Tennessee FFA CDE, and no other external materials to determine points or ranking, etc.

**Scoring and Scorecards** • Scorecards and scoring systems are included in this handbook and are the guidelines for scoring that should be used. If a scorecard, scoring rubric, or scoring system is not listed in this handbook, the official scorecard for the state event should be the corresponding scorecard for the national event. National CDE scorecards can be found under the Career Development Event section of the National FFA Website, [ffa.org](http://ffa.org).

**Regional Supplements** • Events may be altered on the regional level. Refer to your respective regional supplement for changes to rules on the regional level. Regional

supplements should be reviewed on a yearly basis.

**References** • References listed are not intended to be all-inclusive. Other sources may be utilized, and teachers are encouraged to use the best resources available.



## FAQs and Standards for Tennessee FFA CDEs

	Official Dress Appropriate	Team of:	Scores for Total	Who goes to state in this event?
<b>Agricultural Communications</b>	Yes	3	3	Open
<b>Agricultural Issues</b>	Optional**	3-7	Team Score	Open
<b>Agricultural Sales</b>	Yes	4	4	Top 2 Teams from Each Region
<b>Agricultural Technology and Mechanical Systems</b>	No	4	Top 3 Scores	Top 2 Teams from Each Region
<b>Cooperative Development Challenge</b>	Yes	5	Team Score	Open
<b>Creed Speaking</b>	Yes	1	n/a	Top 2 from Each Region
<b>Dairy Cattle Management and Evaluation</b>	Optional	4	4	Top 4 Teams from Each Region
<b>Dairy Handler</b>	Optional	1	n/a	Open
<b>Environmental &amp; Natural Resources</b>	Optional	4	4	Open
<b>Extemporaneous Speaking</b>	Yes	1	n/a	Top 2 from Each Region
<b>Farm Business Management</b>	Yes	4	Top 3 Scores	Open
<b>FFA Ceremonies</b>	Yes	7	Team Score	Top 2 Teams from Each Region
<b>Floriculture</b>	Optional	4	4	Top 2 Teams from Each Region
<b>Forestry</b>	No	4	4	Open
<b>Horse</b>	Optional	4	Top 3 Scores	Open
<b>Job Interview</b>	Yes	1	n/a	Top 2 from Each Region
<b>Land Evaluation</b>	No/Yes*	4	Top 3 Scores	Top 4 Teams from Each Region
<b>Livestock</b>	Optional	4	4	Top 4 Teams from Each Region
<b>Marketing Plan</b>	Yes	3	Team Score	Open
<b>Meats Evaluation &amp; Technology</b>	No	4	Top 3 Scores	Open
<b>Milk Quality and Products</b>	Optional	4	4	Open
<b>Nursery/Landscape</b>	Optional	4	Top 3 Scores	Top 2 Teams from Each Region
<b>Parliamentary Procedure</b>	Yes	6	Team Score	Top 2 Teams from Each Region
<b>Poultry</b>	Optional	4	Top 3 Scores	Open
<b>Prepared Speaking</b>	Yes	1	n/a	Top 2 Teams from Each Region
<b>Agriscience Fair</b>	Yes	1-2	Team Score	Open

\*Required for Awards Luncheon at State Level only.

\*\*Official dress is appropriate; however, costumes or business uniforms may be worn in place for presentations.

### Regarding Official Dress for CDEs:

Participants are expected to observe the National FFA Code of Ethics and the Proper Use of the FFA Jacket during the career development events. Any CDE that gives a score for appearance or official dress should use the current official dress standards as outlined by the most recent Official FFA Manual as a reference. Official dress is highly recommended for all participants where appropriate and is required for all awards presentations and recognition.

For an event in which official dress is listed as "optional" or "no" and has no specific clothing requirements listed in the individual CDE rules, an FFA t-shirt would be appropriate. Whatever is worn during an official dress optional CDE must be school appropriate. Event coordinators have the right to ask any member to change if their clothing is inappropriate, distracting, etc.

# AGRICULTURAL COMMUNICATIONS

## CAREER DEVELOPMENT EVENT

### PURPOSE

The purpose of the Agricultural Communications Career Development Event is to provide individuals with basic communications skills necessary to take advantage of career opportunities in agricultural communications. Public communications about agricultural products, practices and policies are essential to the future of agriculture. Students who are equipped with strong communication skills and who can use a variety of media to help the public understand issues related to the agricultural industry have a bright future in the job market.

### EVENT RULES

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<b>TEAM OF:</b>	3 FFA members
<b>OFFICIAL DRESS APPROPRIATE:</b>	Yes
<b>STATE PARTICIPANTS:</b>	Open to all chapters
<b>MATERIALS NEEDED: (ON THE DAY OF THE EVENT)</b>	All materials needed for presentation ( <i>will vary</i> ) Writing utensils Blank paper Laptop equipped with Microsoft Word Blank jump drive

### FORMAT

This event consists of the following components:

#### *TEAM*

- A. Agriculture-Related Written Media Plan**
- B. Media Plan Presentation**
- C. Writer Practicum**

#### *INDIVIDUAL*

- D. Editing Exercise**
- E. Communications Quiz**

#### **A. Agriculture-Related Written Media Plan**

Teams will play the role of communications consultants and will develop a media plan for an assigned scenario. The scenario will identify a client with a communications need and a budget. Please reference the current event specifications on the CDE webpage for

the guidelines and theme for the current year's event, which will be put up in November after the current year's National Convention. **A .pdf version of the media plan must be emailed to the State FFA Office by the deadline set on the official calendar or will be subject to penalties (see *Official Rules and Policies, page 3*).**

**Media Plan Guidelines:**

*(failure to meet these guidelines will result in lost points on the Media Plan Scorecard)*

1. Submitted in .pdf format
2. **maximum** of 15 double-spaced typed pages not including cover page, table of contents, appendices and references are **not** included in the 12 page limit
3. 1" margins
4. Paginated (numbered pages, not including the cover page)
5. 12-point font in Times New Roman
6. Formatted and edited according to the most recent edition of the Publication Manual of the American Psychological Association (APA) when citing sources.

**Media Plan Format:**

The media plan must include the following sections (points will be deducted for missing or incomplete sections):

1. Cover page: Must include the title of the media plan, CDE name, chapter name, team member names and year. May include a creative design.
2. Table of Contents
3. Executive Summary - 1 page maximum
  - a. Brief description of the contents of the media plan. The executive summary previews the main points of the complete plan. It allows the reader to get the main points without reading the whole document. *\*Helpful tip: complete this after the plan has been written.*
4. Introduction and Overview – 2 pages maximum
  - a. Introduction- a brief background of the issue/topic and a statement of the problem establishing the need for this media plan.
  - b. Overview- a brief preview of what is contained in the plan and how it will benefit the client.
5. Audience - 2 pages maximum
  - a. Who the client is trying to reach with the media plan? Include the demographic characteristics of the intended audience.
6. Strategic Plan - 6 pages maximum
  - a. The heart of the plan, including the objectives.
  - b. Key messages or themes to communicate to the audience.

- c. Explanation of how the objectives will be met, including justification of chosen media tactics.
  - d. A minimum of three examples must be included in the appendices. Examples of tactics include but are not limited to social media, broadcast advertising, print advertising, press releases, fliers, brochures, web site, blogging and displays.
  - e. Description of how the plan will be executed.
7. Timeline - 1 page maximum
    - a. Explanation of the duration of the plan and the timing of the media tactics.
  8. Evaluation - 1 pages maximum
    - a. Description of proposed methods to determine if the objectives were met.
  9. Budget - 1 page maximum
    - a. Table of all costs associated with implementing the media plan.
    - b. Narratives typically will not be included with the budget table.
  10. Conclusion - 1 page maximum
    - a. A final summary of key points related to the strategic plan and a statement persuading the client that the plan is a good solution to the communication problem. Not a restatement of the introduction and overview.
  11. References
    - a. Formatted and edited according to the Publication Manual of the American Psychological Association (APA).
  12. Appendices/Examples

## **B. Media Plan Presentation**

The team should present the media plan as if pitching it to the client identified in the scenario. The presentation should follow the structure of the written media plan. Teams are encouraged to bring examples of materials that would be used in the execution of the plan (e.g. social media, broadcast advertising, print advertising, press releases, fliers, brochures, web site, blogging and displays).

Each team member must participate in the presentation. Each team will be allowed 15 minutes to present its media plan to a panel of judges, who will play the role of the client. Five points will be deducted for each major fraction of a minute over the 15 minutes allowed for the presentation. Following the presentation, judges will be allowed five minutes to ask questions.

In the case of equipment failure, the team may be asked to move forward with the presentation. A back-up plan is recommended. Teams will have a total of 10 minutes for setting-up and tearing-down equipment (e.g. 5 minutes to set up and 5 minutes to tear down).

### **C. Writer Practicum**

All teams will meet in a central location for an orientation and press conference on an agricultural topic in which members will take notes and then work as a team to write a press release, news story or feature story. The type of story to be written will be announced during the practicum orientation.

The press conference will be held following the orientation meeting. Each team will receive a press packet with background information on the agricultural topic and expert to use during the event. An expert will speak on a timely agricultural topic for 20 minutes. Students will be provided with paper to take notes if they wish.

After the 20-minute presentation, participants will have a 10-minute question and answer period with the expert (speaker). Each writer will stand to be recognized before asking a question. Participants may ask more than one question; however, the expert will attempt to address questions from as many different participants as possible. Tape recorders will not be allowed during the practicum.

Upon completion of the 10-minute question and answer session, participants will be released to the room or area where their computers and jump drives are located to complete their writing assignment as a team. No materials are to be created before the students enter the writing room. All parts of the submitted story should be created within the 60 minutes given.

Writers are to write a journalistic piece based on the press packet and information that was gathered in the press conference. The specific activity and details will be announced each November for the next convention on the CDE webpage. It should be written for an appropriate audience, have a strong focus and lead (opening paragraph) and include a headline. The story will then be word processed by the student on a computer and turned in to be scored. Participants will have 60 minutes to complete the practicum.

The activity may be chosen from the following:

- Press release
- News story
- Feature story

### **D. Editing Exercise**

Because editing is a critical skill for all communicators, each team member will complete an editing exercise. They will be given a printed document that contains 25 mistakes. In correcting the mistakes, team members will be required to use correct proofreader's marks (*see Associated Press Stylebook and Libel Manual*). Style, grammar, punctuation and spelling mistakes will be included. Team members will NOT be able to use the style manual or a dictionary during this exercise.

### **E. Communications Quiz**

Each team member will complete a quiz that covers basic elements important to the skill areas of journalistic writing and broadcasting, public relations writing and graphic design. Five questions will be written for each segment, which includes broadcast, public relations, news, visuals and ethics of communication. Team members will NOT be able to use the style manual or a dictionary during this exercise.

#### **SCORING**

<b>SECTION</b>	<b>POINTS</b>
Written Media Plan	200
Media Plan Presentation	125
Writer Practicum	100
Communications Quiz	75 (25 x 3 members)
Editing Quiz	75 (25 x 3 members)
<b>TOTAL: 575</b>	

Depending on number of teams participating in the state event, there may or may not be presentation flights to determine state finalists. If flights are used, they will be seated using the media plan scores that are determined before the state event, evenly distributing the scores into two separate rooms from highest scoring media plan to lowest scoring media plan. The top two teams in presentation in both rooms will be considered the state finalists and will present again to determine the state winner. Only the presentation will be given again; no other component of the event will be re-done with the final teams.

Participants shall be ranked in numerical order on the basis of the final score to be determined by each judge without consultation. The judge's 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 method of selection). Weighted rank scoring will be implemented to maintain point value emphasis between individual and team events.

#### **TIEBREAKER**

Team tiebreakers will be settled in the following order:

1. Practicum rank score
2. Proposal rank
3. Presentation rank

Individual tiebreakers will be settled in the following order:

1. Practicum score
2. Communications quiz score
3. Editing exercise score

## **AWARDS**

Top two teams will be recognized on stage at the State FFA Convention. The winner will represent Tennessee at the National FFA Convention.

## **REFERENCES**

- National FFA Core Catalog—Past CDE Material (<http://shop.ffa.org/cde-qas-c1413.aspx>)
- Associated Press Stylebook and Libel Manual
- Microsoft ® Office computer program Agricultural Communications Career Development Event
- Agricultural Communications Career Development Event
- Adobe ® Creative Suite (most current edition)
- Bivins, T. Public Relations Writings: The Essentials of Style and Format, 4th edition. McGrawHill Higher Education, ISBN 0-844-20351-3
- Harrower, T. Newspaper Designer's Handbook, 5th edition. McGraw-Hill Higher Education. ISBN 0-07-249291-0
- Kalbfeld, B. Associated Press Broadcast News Handbook. McGraw-Hill Higher Education, ISBN 0-07-136388-2
- Telg, R. and T. Irani. Agricultural Communication in Action: A Hands-On Approach, 1st edition. Cengage/Delmar Publishing, ISBN 1111317143

# AGRICULTURAL COMMUNICATIONS

## Media Plan Scorecard

Chapter: \_\_\_\_\_ Region:      **W** **M** **E**     

	POSSIBLE SCORE	POINTS GIVEN
<b>Plan Includes all Requirements</b> Cover page, titles and names on cover page, table of contents, does not exceed page limit, double spaced, one inch margins, page numbers, required headings (-1 point per missing item)	<b>10</b>	
<b>Proposal is Relevant to Scenario</b> Entire narrative focuses on addressing client's specific public communication needs.	<b>10</b>	
<b>Executive Summary</b> Adequately explains the plan without reading the entire document	<b>10</b>	
<b>Introduction</b> Provides adequate background of the issue; clearly states the problem and need for plan; describes how the plan will benefit the client	<b>15</b>	
<b>Description of Audience</b> Clearly describes (including demographics) who is targeted with the media plan	<b>15</b>	
<b>Detailed Strategic Plan</b> Clearly states objectives; explains how objectives will be met; explains why chosen mediums are appropriate to meet objectives; describes how plan will be executed	<b>30</b>	
<b>Timeline</b> Explains duration of plan and timing of media tactics	<b>10</b>	
<b>Method of Evaluation</b> Proposes methods to determine if the objectives were met	<b>15</b>	
<b>Budget</b> Explains all costs associated with implementing the media plan	<b>20</b>	
<b>Conclusion</b>	<b>10</b>	
<b>Appendices</b> Quality of communications documents. Three required	<b>30</b>	
<b>Quality of writing</b> Grammar, spelling, punctuation, capitalization, sentence structure	<b>25</b>	
<b>TOTAL POSSIBLE</b>	<b>200</b>	
Deduction for materials received after postmark deadline: <i>10% or 20 points maximum</i>		(    )
	<b>TEAM SCORE</b>	



# AGRICULTURAL COMMUNICATIONS

## Presentation of Media Plan Rubric

Chapter: \_\_\_\_\_

Region: \_\_\_\_\_ **W**      **M**      **E**

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
Examples	Examples are vivid, precise and clearly explained. • <i>Examples are original, logical and relevant.</i>	Examples are usually concrete, sometimes needs clarification. • <i>Examples are effective, but need more originality or thought.</i>	Examples are abstract or not clearly defined. • <i>Examples are sometimes confusing, leaving the listeners with questions.</i>		X3	
Speaking Without Hesitation	Speaks very articulately without hesitation. • <i>Never has the need for unnecessary pauses or hesitation when speaking.</i>	Speaks articulately, but sometimes hesitates. • <i>Occasionally has the need for a long pause or moderate hesitation when speaking.</i>	Speaks articulately, but frequently hesitates. • <i>Frequently hesitates or has long, awkward pauses while speaking.</i>		X2	
Tone	Appropriate tone is consistent. • <i>Speaks at the right pace to be clear.</i> • <i>Pronunciation of words is very clear and intent is apparent.</i>	Appropriate tone is usually consistent. • <i>Speaks at the right pace most of the time, but shows some nervousness.</i> • <i>Pronunciation of words is usually clear, sometimes vague.</i>	Has difficulty using an appropriate tone. • <i>Pace is too fast; nervous.</i> • <i>Pronunciation of words is difficult to understand; unclear.</i>		X1	
Being Detail-Oriented	Is able to stay fully detail-oriented. • <i>Always provides details which support the issue; is well organized.</i>	Is mostly good at being detail-oriented. • <i>Usually provides details which are supportive of the issue; displays good organizational skills.</i>	Has difficulty being detail-oriented. • <i>Sometimes overlooks details that could be very beneficial to the issue; lacks organization.</i>		X2	
Speaking Unrehearsed	Speaks unrehearsed with comfort and ease. • <i>Is able to speak quickly with organized thoughts and concise answers.</i>	Speaks unrehearsed mostly with comfort and ease, but sometimes seems nervous or unsure. • <i>Is able to speak effectively, has to stop and think and sometimes gets off focus.</i>	Shows nervousness or seems unprepared when speaking unrehearsed. • <i>Seems to ramble or speaks before thinking.</i>		X2	
Connecting and Articulating Facts and Issues	Exemplary in connecting facts and issues and articulating how they impact the issue locally and globally. • <i>Possesses a strong knowledge base and is able to effectively articulate information regarding related facts and current issues.</i>	Sufficient in connecting facts and issues and articulating how they impact the issue locally and globally. • <i>Possesses a good knowledge base and is able to, for the most part, articulate information regarding related facts and current issues.</i>	Has difficulty with connecting facts and issues and articulating how they impact the issue locally and globally. • <i>Possesses some knowledge base but is unable to articulate information regarding related facts and current issues.</i>		X2	
All Team Members Participated	All team members took an active role in the presentation	Two team members took an active role in the presentation.	One team member took an active role		X2	
Use of Visual Aids	Visual aids add clarity and support what is being said during the presentation.	Visual aids add some clarity and support to what is being said during the presentation.	Visual aids add little to no clarity and support to what is being said.		X2	
Media Plan	• Key elements of the media plan are clearly communicated. • Strong understanding of chosen media is present.	• Key elements of the media plan are vaguely communicated. • Vague understanding of chosen media is present.	• Key elements of the media plan are not communicated. • Little to no understanding of chosen media is present		X2	
Questions and Answers	Is able to correctly respond to judges' questions. • Answers show familiarity with subject matter.	• Is somewhat able to correctly respond to judges' questions. • Answers show vague familiarity with subject matter.	• Is unable to correctly respond to judges' questions. • Answers do not reflect any familiarity with subject matter.		X7	
<b>TOTAL SCORE</b>						

## AGRICULTURAL COMMUNICATIONS

### Writer Practicum Scorecard

Chapter: \_\_\_\_\_ Region:      **W** **M** **E**     

	POSSIBLE SCORE	POINTS GIVEN
Lead/Focus	<b>15</b>	
Accuracy of information and quotes	<b>15</b>	
Clarity and conciseness	<b>10</b>	
Correct style (AP)	<b>10</b>	
Depth of coverage	<b>10</b>	
Header/Headline	<b>10</b>	
Grammar, spelling, punctuation and word choice	<b>10</b>	
Organization and format	<b>10</b>	
Accomplishment of purpose	<b>10</b>	
<b>TOTAL POSSIBLE OVERALL TEAM SCORE</b>	<b>100</b>	

# AGRICULTURAL ISSUES FORUM

## CAREER DEVELOPMENT EVENT

### PURPOSE

The purpose of the Agricultural Issues Forum CDE is to provide an opportunity to expose a wide variety of students to the selection, research, planning, and presentation of an agricultural issue.

### OBJECTIVES

- A. To acquire knowledge and skills in community leadership for present and future use.
- B. To become knowledgeable of, and familiar with a variety of local, state, national and international issues facing agriculture.
- C. To understand the principles and fundamentals of agricultural issue analysis.
- D. To further the awareness of agricultural issues in the local community.
- E. To promote integration of agricultural issue analysis in local school academic subject matter areas.
- R. To promote career choices by providing an opportunity for individuals to become acquainted with professionals in the industry.
- G. To foster teamwork, leadership and communication skills.

### EVENT RULES

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<b>TEAM OF:</b>	3-7 FFA members
<b>OFFICIAL DRESS APPROPRIATE:</b>	Yes, but not mandatory; costumes or business uniforms may be worn for presentations
<b>STATE PARTICIPANTS:</b>	Open to all chapters
<b>MATERIALS NEEDED: (ON THE DAY OF THE EVENT)</b>	All materials needed for presentation ( <i>will vary</i> )

### FORMAT

This event consists of the following components:

- A. 5 (*minimum*) Presentations of Issues Forum Locally**
- B. Issues Portfolio**
- C. Issues Forum Presentation**

#### **A. 5 (*minimum*) Presentations of Issues Forum Locally**

Each team will develop a forum presentation on the issue they have chosen, developed, and researched. Research on the topic must be current and students

must be involved in all the research of the topic and development of the portfolio. The same agricultural issue presentation and portfolio will not be used in subsequent years by the same chapter and/or advisor. (*For the format of the forum presentation, refer to C. Presentation of Issues Forum*) The issue will come from one of the eight agricultural issue topic areas as listed in the Focusing on Agricultural Issues instructional materials.

**Agriculture Issues Forum Topic Areas:**

1. Environmental Issues
2. Agricultural Technology Issues
3. Animal Issues
4. Agricultural Career Issues
5. Economy and Trade Issues
6. Agricultural Policy Issues
7. Food Safety Issues
8. Biotechnology

The issues forum presentation should then be conducted on the local level prior to the state event to clubs, organizations, and other groups that have an interest or impact on the issue. A chapter must have a minimum of five high quality public forums prior to their state qualifying event in order to receive the maximum points. Multiple organizations attending the same forum will count as one forum. If more than one forum is held on the same day, the starting time of each forum must be independently documented.

Portfolio judges may take into consideration the quality and quantity of presentations made to audiences outside of the school. No points will be awarded for school presentations to teachers and students. In addition, no points shall be awarded for forums presented as any part of a local or state FFA competition.

**High quality forums** are those presentations made to community groups that would have an interest in the issue. Suggested procedures for setting up these presentations and examples of community groups have been provided in the Agricultural Issues Forum Presenter's Guide listed in the reference section. High quality forums can also be with smaller numbers of individuals who hold elected, appointed or some other official position that will be making decisions on the issue.

**Low quality forums** would include dropping in at a local business and giving your presentation to the workers or going to the home of one of the parents to make a presentation. Low quality forums will receive zero or minimal points.

The state winning team may choose to make more presentations after being declared the state winner in preparation for the National FFA Convention. (*Refer to AWARDS for more information.*)

## B. Issues Portfolio

A portfolio will be developed, which will include a summary of the information used to research the presentation and documentation of the local forum presentations. **A .pdf version of the portfolio must be emailed to the State FFA Office by the deadline set on the official calendar or will be subject to penalties (see Official Rules and Policies, page 3).**

### Issues Portfolio Guidelines:

1. Submitted in .pdf format, including documentation of local forums
2. Maximum of 10 pages, not including the cover page (a maximum of 10 points will be deducted for exceeding the maximum amount of pages and /or for not including the cover page containing required information.)

### Issues Portfolio Format:

1. **Cover Page:** title of the issue in question format, the date of the state qualifying event, name, address and phone number of the chapter
2. **Summary:** maximum of two pages;
  - a. List course(s) in which instruction occurred including the number of students involved in the instruction of the issue. (*See Objective 6.*)
  - b. Why is this issue important now?
  - c. What is the nature of the issue?
  - d. Who is involved in the issue?
  - e. How can the issue be defined?
  - f. What is the historical background of the issue?
  - g. What caused the issue?
  - h. What are the risks?
  - i. What are the benefits?
  - j. Is there strong disagreement on how the issue should be solved?  
(*For additional background on these questions, refer to the resource "Focusing on Agricultural Issues Instructional Materials" and review the PowerPoint "Agricultural Issues Analysis" in the Teaching Materials section at: [http://web.ics.purdue.edu/~peters/ HTML/issue-analysis/teaching-materials.html](http://web.ics.purdue.edu/~peters/HTML/issue-analysis/teaching-materials.html)*)
3. **Bibliography:** A bibliography of all resources and references cited which should include personal interviews, when appropriate, and any other supporting material.
4. **Presentation Verifications:** In order for a forum presentation to be awarded points, it must have occurred prior to the state qualifying event, and there must be independent verification of the forum presentation date. "Independent" means that verification needs to be provided by someone in the organization or the group to whom the presentation was made. The independent documentation needs to state when, where and

- to whom the forum was presented.
5. Documentation can include:
    - a. Letters from organizations.
    - b. News articles, that also include the date of the presentation and/or the date the article is printed.
    - c. Photos showing attendance at forums, but also need independent documentation of the date of the forum presentation.
    - d. If more than one forum is held on the same day, the starting times of the multiple forums held on the same day also must be independently documented
    - e. Photos showing attendance at forums (3 X 5 or 4 X 6)
    - f. Scrapbook

### **C. Issues Forum Presentation**

Each team will present their forum at the state event. Presentations may include official FFA dress, costumes, props, skits and other creative paraphernalia.

#### **Issues Forum Format:**

1. Introduction
2. Pro
3. Con
4. Summary of Pro
5. Summary of Con

*\*There will be a 5-point deduction from the scorecard of any team that draws a conclusion supporting a pro or con viewpoint during the formal presentation.*

#### **Issues Forum Guidelines for an Effective Presentation:**

1. participation of each team member
2. creative in how main points are made (It makes no difference, for the “creativity” score, if team is in costume or official FFA dress.)
3. quality and power of the presentation
4. speaks at the right pace to be clear
5. pronunciation of words is clear and intent apparent
6. no distracting mannerisms that affect effectiveness
7. gestures are purposeful and effective
8. well poised with good stage presence

The judges may ask questions of all individuals of the presenting team. Each student must take an active role in the presentation to be eligible for scholarships and awards. This includes active participation in the presentation and making themselves available for questions from the judges in all rounds of competition. Each individual is encouraged to respond to at least one question from the judges.

Five minutes will be allowed for set up. The presentation will be a maximum of 15 minutes in length. The presenters will receive a signal at 10 minutes and 14 minutes. At 15 minutes the timekeeper will announce that time is up, and the presentation will end. A maximum of 7 minutes for questions and answers will be allotted. Questions and answers will terminate at the end of 7 minutes. Take down will not exceed 3 minutes.

**GUIDELINES**

1. The purpose of the Agricultural Issues Forum is to present a current issue to a public audience; therefore, professional ethics and standards are to be considered. Ignoring truthful information, falsifying needed information, using unreliable sources and plagiarism are violation examples which could result in disqualification.
2. A minimum of three competent and unbiased judges will be provided. They will be instructed not to take sides on the issue(s). Professors and industry representatives are recommended. The superintendent of this CDE will adequately prepare the judges before the event competition.
3. The presentations will be designed to be viewed by the judges. The audience at-large will not be of concern to the presenters.

**SCORING**

<b>SECTION</b>	<b>POINTS</b>
Issues Forum Portfolio	25
Issues Forum Presentation	125
<b>TOTAL: 150</b>	

Prior to the event, the portfolios will be judged and scored by qualified individuals using the portfolio scorecard. Portfolio scores will be averaged and supplied to the presentation judges after they have scored the presentation. Portfolio comment cards will be completed by portfolio judges and presented to the teams at the awards function. Presentation judges will be furnished with copies of the team portfolio, which they will use to formulate questions.

Depending on number of teams participating in the state event, there may or may not be presentation flights to determine state finalists. If flights are used, they will be seated using the portfolio scores that are determined before the state event, evenly distributing the scores into two separate rooms from highest scoring portfolio to lowest scoring media plan. The top two teams in presentation in both rooms will be considered the state finalists and will present again to determine the state winner.

Judges' ranking will be used to place teams. 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 by the event coordinator, and the winner will be that participant whose total ranking is the lowest. Other placings will be determined in the same manner (low rank method of selection).

## **TIEBREAKER**

Ties will be broken based on the greatest number of low ranks. Team or participant's low ranks will be counted and the team/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 team's/participant's response to questions. The team/participant with the greatest number of low ranks from the response to question will be declared the winner. If a tie still exists then the team's/participants' raw scores will be totaled. The participant with the greatest total of raw points will be declared the winner.

## **AWARDS**

Top two teams will be recognized on stage at the State FFA Convention. State winner will be announced at state convention, and will be certified as state *qualifying* team upon submission of an emailed .pdf of the winning portfolio submitted by June 1<sup>st</sup> to the State Office.

## **REFERENCES**

- National FFA Core Catalog—Past CDE Material (<http://shop.ffa.org/cde-qas-c1413.aspx>)
- National FFA Core Catalog—Power of Demonstration DVD (<http://shop.ffa.org/power-ofdemonstration-p38845.aspx>)
- Updated Focusing on Agricultural Issues Instructional Materials (<http://web.ics.purdue.edu/~peters/>)
- Agriculture Issues Forum Presenter's Guide (<http://web.ics.purdue.edu/~peters/HTML/ag-issues-forum/ag-issues-forum.html>)
- "Helpful hints to give your students the best opportunity to do well in the Agricultural Issues Forum Career Development Event at the State and National FFA Conventions" can be found on the Agricultural Issues Instructional Materials website listed above and the National FFA Website at the following link: ([http://www.ffa.org/documents/cde\\_agissues\\_resources.pdf](http://www.ffa.org/documents/cde_agissues_resources.pdf))



## AGRICULTURAL ISSUES FORUM

### Issues Portfolio Scorecard

Chapter: \_\_\_\_\_ Region:      **W** **M** **E**     

	POSSIBLE POINTS	15-11	10-6	5-1	POINTS GIVEN
<b>Summary of the Issue (2 pages maximum)</b>	<b>5</b>				
<b>Bibliography</b>	<b>5</b>				
<b>Documentation of Local Forums</b>	<b>15</b>				
<b>SUBTOTAL</b>					
<ul style="list-style-type: none"> <li>• Deduction for exceeding the max. number of pages and incomplete cover page:</li> <li>• Cover page not stating title in form of a question, date of state qualifying event, chapter name, address, state and phone number: <i>10 pts. maximum</i></li> </ul>					(    )
<ul style="list-style-type: none"> <li>• Deduction for portfolios received after the post mark deadline : <i>1.5 points maximum</i></li> </ul>					(    )
<b>TEAM SCORE</b>					

## AGRICULTURAL ISSUES FORUM

### Issues Forum Presentation and Overall Scorecard

Chapter: \_\_\_\_\_

Region:      **W**      **M**      **E**     

	POSSIBLE POINTS	25-21	20-15	14-10	9-5	4-0	TOTAL SCORE
<b>Introduction</b> • Statement of the issue • Why issue is important	<b>20</b>						
<b>Pro View Point</b> • Identification of positive points • Points addressed are relevant	<b>20</b>						
<b>Con View Point</b> • Identification of negative points • Points addressed are relevant	<b>20</b>						
<b>Summary of Pro and Con</b>	<b>20</b>						
<b>Effectiveness Of Presentation</b> • Participation, creativity, quality and power, clear with right pace and word pronunciation, no distractions, appropriate gestures, poised	<b>25</b>						
<b>Questions</b> • Appropriate response • Knowledge of issue	<b>20</b>						
<b>SUBTOTAL</b>							
<b>PORTFOLIO SCORE</b>							
Deduction for Presenting a Conclusion <i>-5 points</i>							
<b>TOTAL EVENT TEAM SCORE</b>							

# AGRICULTURAL SALES

## CAREER DEVELOPMENT EVENT

### PURPOSE

The purpose of the Agriculture Sales Career Development Event is to provide an individual with the basic skills to take advantage of the career opportunities offered in the agricultural sales field. Sales are an essential part of a market economy. Agricultural products benefit from sales skills, both for inputs for production and the marketing of the products.

### OBJECTIVES

- A. Develop verbal, written and interactive communication skills.
- B. Discuss features and benefits of a product.
- C. Identify potential customer objections.
- D. Demonstrate knowledge of proper product use.
- E. Identify prospective customers through marketing data.
- F. Introduce the product to prospective customers.
- G. Develop a sales call that determines and addresses customers' needs and objections.
- H. Understand the basic business structure necessary to sell and deliver a product.
- I. Attempt to close the sale by asking for customer's buying decision.
- J. Establish and build customer confidence in the product.

### EVENT RULES

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**TEAM OF:** 4 FFA members

**OFFICIAL DRESS APPROPRIATE:** Yes

**STATE PARTICIPANTS:** 6 teams – top 2 teams per region

**MATERIALS NEEDED:** Pre-Call binder (1") for team activity, one per member  
**(ON DAY OF THE EVENT)** No. 2 pencils

### FORMAT

This event consists of the following components:

#### *TEAM*

**A. Team Pre-Call Activity**

#### *INDIVIDUAL*

**B. Individual Sales Call**

**C. Written Exam**

### **A. Team Pre-Call Activity**

Each participant will be allowed to bring a one-inch binder to the team activity containing the provided product information and any other information gathered by the participant. The product(s) to be researched will be disseminated through email from the state within a reasonable amount of time in order to prepare for the state event.

Team members will work together to demonstrate teamwork, group dynamics, problem solving, data analysis, decision making and oral communications. The profiles of different customers will be provided to the team at the event as if they were a group of sales people working together to develop the pre-call plan prior to conducting the sales call.

The team will be provided with paper and writing utensils. No presentation equipment such as laptops, flipcharts or dry erase boards will be allowed.

The team will then develop the strategy (for the product(s) provided prior to the event) necessary to sell the product(s) in a face-to-face sales call. This strategy should include but not be limited to:

- Determining potential customer needs and wants.
- Identify features and benefits of the product(s) that address the customer's needs and wants.
- Identify potential customer objections and prepare to address them.
- Identify possible related/complimentary products and their suggestive selling strategies.
- Develop information gathering questions to be utilized in clarifying the customer's needs and wants.

Teamwork and involvement of team members will be judged during this event. Students are expected to justify their decisions based on selling principles. The team will be given twenty (20) minutes to analyze the information given and develop a presentation to provide the information listed above. During this twenty (20) minute period, the team will be judged using the team activity scorecard found in this chapter.

At the conclusion of the twenty (20) minutes, the team will present to the judges who are acting as the team's immediate supervisors. The presentation will be no longer than ten (10) minutes. At the conclusion of the presentation, the judges will have ten (10) minutes to ask questions of all team members. The questions will be taken from all aspects of the team event.

### **B. Individual Sales Call**

Information and product(s) from team activity will be used in the individual sales activity. Individual activity will be conducted after the team activity. Participants will

directly sell the product(s) to judges. The judges will fit one of the customer profiles identified in the team pre-call planning activity. The judges will act as a real customer which may include not buying the product. Participants will have to establish rapport with the customer and ask probing questions to ensure they meet the customer's needs. Participants will have twenty (20) minutes to interact with the judges. Participants are allowed to use their one-inch product information binder during individual activity.

### **C. Written Exam**

The written exam is designed to evaluate an individual's knowledge of sales skills. The listed resources will be used as a basic resource but the questions will be generated based on basic sales concepts. The test will not exceed thirty (30) questions and forty-five (45) minutes. The questions will be multiple choice, fill in the blank, short answer and essay format. Point values will be assigned to each question based on the skill level of the question.

### **SCORING**

<b>SECTION</b>	<b>POINTS</b>
Team Pre-Call Activity	150
Individual Sales Activity	600 (150 x 4 members)
Written Exam	400 (100 x 4 members)
<b>TOTAL: 1150</b>	

### **TIEBREAKER**

Tiebreakers will be in this order:

1. Sales Activity overall score
2. Written Exam overall score
3. Team Pre-Call Activity score

### **AWARDS**

Top two teams will be recognized on stage at the State FFA Convention. The winner will represent Tennessee at the National FFA Convention.

### **REFERENCES**

- CRISP Publications, 1200 Hamilton Court, Menlo Park, CA 94025-1427. 1-800-442-7477. FAX 650-323-5800.
  - Professional Selling, Rebecca L. Morgan, ISBN 0-931961-42-4
  - Sales Training Basics, Elwood N. Chapman, ISBN 1-56052-119-8
  - Closing, Virden J. Thorton, ISBN 1-56052-318-2
- Ditzenberger and Kidney, Selling-Helping Customers Buy, South-Western Publishing Company, Cincinnati, Ohio, 1992, 1-800-543-7972, ISBN 0538605316.

## AGRICULTURAL SALES

### Team Pre-Call Activity

Chapter: \_\_\_\_\_ Region:      **W** **M** **E**     

	POSSIBLE POINTS	POINTS GIVEN
How well did each team member participate by analyzing and providing input to the solution?	<b>8</b>	
How well did each team member communicate with the rest of the team members?	<b>10</b>	
How well did each team member demonstrate effective listening skills?	<b>10</b>	
How well did each team member respect the input of other team members?	<b>9</b>	
What level of knowledge did the team have of the products they are selling?	<b>12</b>	
Did the team accurately analyze all the information for each customer type?	<b>12</b>	
Did the team identify customer needs and wants, and prepare quality questions to help clarify the customer's needs and wants?	<b>12</b>	
Did the team identify products for each customer type based on their product's features and benefits and the customer's anticipated needs and wants?	<b>15</b>	
How well did the team identify potential objections for each customer type and how to address them?	<b>12</b>	
Were complimentary/related products also identified?	<b>10</b>	
Were the decisions made by the team based on sound sales principles using the information they were given?	<b>12</b>	
Was the presentation delivered professionally?	<b>8</b>	
Did all team members participate in the presentation?	<b>8</b>	
Were the questions answered correctly by all team members?	<b>12</b>	
<b>TOTAL</b>	<b>150</b>	

## AGRICULTURAL SALES

### Individual Sales Call

Chapter: \_\_\_\_\_

Region:     W    M    E    

Name: \_\_\_\_\_

	POSSIBLE POINTS	POINTS GIVEN
Did the sales person identify themselves with a good first impression?	<b>5</b>	
Did the student ask questions/dialogue in an attempt to build personal rapport with you?	<b>8</b>	
Did the student actively listen to your personal comments when you answered?	<b>8</b>	
Did the student use the information from your answers to further establish personal rapport?	<b>8</b>	
Did the student ask questions to learn about your business?	<b>10</b>	
Did the student listen to the answers about your business you provided?	<b>10</b>	
Did the student discover and confirm your needs and wants?	<b>12</b>	
Did the student apply the features/benefits of their product to your needs/wants?	<b>16</b>	
Did the student allow you to participate in matching your needs/wants to their product features?	<b>15</b>	
Did the student effectively use trail close (gain acceptance on a point, identify customers willingness to buy or closing opportunity?)	<b>11</b>	
Did the student listen to and clarify your objections?	<b>14</b>	
Did the student apply and discuss the features/benefits of their product to address your objections?	<b>13</b>	
Did the student clearly close or attempt to close the sale?	<b>20</b>	
<b>TOTAL</b>	<b>150</b>	

# **AGRICULTURE TECHNOLOGY AND MECHANICAL SYSTEMS CAREER DEVELOPMENT EVENT**

*A Special Project of the Tennessee FFA Foundation*

## **PURPOSE**

Technological advances in America continue to influence the way students must prepare for their futures. Students entering the workforce need a strong knowledge base and the ability to comprehend the interaction of complex systems. Employers want productive workers and managers that can access and use a broad range of information. The most sought after employees are those who communicate effectively, continue to stay current with modern technology and work successfully as individuals and as team members. Students with these skills and abilities are more competitive in the job market, receive financial rewards and are selected for advancement.

An agricultural mechanics education is comprised of strong technical content and complimented by the development of practical, hands-on skills. The subject matter areas and skill development practices have been grouped into five 'systems' areas, so named because of the complex interaction and synergistic processes common to agriculture mechanics. The term 'system' is used to emphasize the interactive relationship between each area of agricultural mechanics. These five systems areas are described and examples appear on the pages that follow.

Each event activity is in response to a problem or need encountered in the workplace. The solving of such problems is dependent upon how each decision or solution, imposed on one component, will influence the other system components. Solving one component of a problem without using a 'systems approach' can, and often does, result in additional problems. An example of where this has occurred is observed in the many obstacles that agricultural producers currently face regarding environmental pollution, ground water contamination and stricter governmental regulations. Decisions and solutions made earlier in this century have impacted the environment negatively and resulted in a new set of problems.

The Tennessee FFA Agricultural Technology and Mechanical Systems Career Development Event recognize students with agricultural mechanics competencies important to the modern workplace. The technical content and required skills continue to include all traditional areas of agricultural mechanics. Additionally, the operation of modern equipment, the application of new management strategies and the mastering of advanced technologies are increasingly emphasized.

This career development event selects and awards those students and teams that demonstrate:



- A. Mastery of the subject matter and skills common to the systems areas (2) effective communication skills
- B. Superior problem solving techniques
- C. An understanding of modern technology
- D. The ability to function as team members working together and as individuals working alone.

## EVENT RULES

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**TEAM OF:** 4 FFA members

**OFFICIAL DRESS APPROPRIATE:** No

**STATE PARTICIPANTS:** 6 teams – top 2 teams per region

**MATERIALS NEEDED:  
(ON THE DAY OF THE EVENT)**

*(For detailed descriptions of these materials and corresponding rules, refer to **GUIDELINES.**)*



Industrial-quality eye protection  
 Appropriate clothing  
 Clean, clear (see-through/transparent) plastic clipboard  
 No. 2 pencils  
 Calculator *(must be battery operated, non-programmable and silent with only the following functions- addition, subtraction, multiplication, division, equals, percent, square root, +/- key and one memory register.)*  
 Laptop and printer *(may be required, participating teams will be notified)*  
 Specialized or modified equipment due to disability as defined by the American Disabilities Act *(must submit the appropriate special needs request form and documentation to be authorized for use in the event)*

### FORMAT

This event consists of the following components:

#### *TEAM*

#### **A. Team Problem-Solving Activity**

#### *INDIVIDUAL*

#### **B. Individual Problem-Solving Activities**

#### **C. Written Exam**

#### **A. Team Problem-Solving Activity**

The individuals on each state team will work together and be evaluated as a team while solving complex, multi-system agricultural problems. The problem scenario is

presented to the team on the day of the events and members utilize the materials and equipment provided to undertake and prepare a written, computer mechanics generated solution. Teams organize themselves, assigning duties and completing tasks together or separately depending on individual skills and abilities.

### **B. Individual Problem Solving Activities**

Each student is individually evaluated in each of the five systems areas. The specific activities occurring in each event are not publicized prior to the event. Each student is allowed 20 minutes to complete each of the five activities (100 minutes total).

#### **Problem Solving System Areas:**

1. **Machinery and Equipment Systems:** repair and maintenance, materials handling, processing, adjustments, metal fabrication
2. **Electrical Systems:** AC/DC power, electrical safety, electrical standards, sensing devices, electrical wiring, controls, electronics, motors and other electrical loads, operating instructions, and manufacturer's recommendations
3. **Energy Systems:** mechanical power, electrical power, chemical power, wind power, solar power, hydraulic power, engine operation, maintenance, trouble-shooting, repair
4. **Structural Systems:** structures, storage, concrete, masonry, plumbing, electrical, construction, building materials, ventilation, heating, air conditioning
5. **Environmental-Natural Resource Systems:** water quality, sustainable agricultural practices, soil and water conservation, waste handling

### **C. Written examination**

Each student completes an examination that consists of 100 multiple-choice questions. There are 20 questions from each of the five agricultural mechanics systems areas. Students will have 70 minutes to complete this portion of the career development event.

### **GUIDELINES**

1. Agricultural mechanics theme for the career development event will be selected one year in advance and will follow the themes of the National FFA Career Development Event for that year. This information is published and distributed through the National FFA Organization. The schedule for announcing event information and details on equipment selection is governed by equipment availability and late changes by equipment manufacturers, dealers and contributors. It is the committee's hope that the theme examples listed below will provide direction for students and their advisors. This short list should not stifle or limit the learning or instructional process as students and advisors prepare themselves to solve integrated system problems in the workplace of today and tomorrow. The schedule for Agricultural Technology and Mechanical Systems themes:

- a. 2012 Materials Handling Systems
  - b. 2013 Processing Systems
  - c. 2014 Plant Production Systems
  - d. 2015 Integrated Pest Management
  - e. 2016 Animal Production Systems
2. Each event participant must adhere to the safe practices and work habits appropriate when performing required activities.
  3. Participants are responsible and must provide all personal safety equipment, including:
    - a. **Industrial-quality eye protection: *individuals must wear Style B (see below) industrial-quality eye protection*** during the team activity and the skill/problem solving activities. Those with prescription eyewear that is not Style B must also wear safety glasses or goggles while participating in this event. Safety glasses do not have to be worn while completing the written exam. Acceptable spectacles or goggles must adhere to the American National Standard Practice for Occupational and Education Eye and Face Protection, Z87.1-1979 (or Z87.1-1968) and revisions approved by ANSI. Descriptions of style A, B, and C Industrial Quality Eye Protection are as follows:
      - i. *Style A. NOT ACCEPTABLE for use in the event. These are safety spectacles without side shields. They are for limited-hazard use requiring only frontal protection. The addition of accessory side shields that are not firmly secured does not upgrade style A to a style B or C.*
      - ii. *Style B. Safety spectacles with wire mesh, perforated plastic or non-perforated side shields. The side shields shall be tapered, with an anatomical periphery extending at least halfway around the circumference of the lens frame. Industrial-quality eye protection for those not wearing prescription glasses shall be style B.*
      - iii. *Style C. NOT ACCEPTABLE for use in the event. Safety spectacles with semi- or flat-fold shield that must be firmly secured to the frame. Style C glasses do not provide maximum protection from the top and bottom angles.*
    - b. **Appropriate Clothing:** Each individual shall furnish and wear appropriate clothing such as long pants and long sleeved cotton shirt, coveralls, etc. for this event. Clothing must be in good repair and fit properly. Oversized or loose fitting clothing is dangerous around agricultural equipment and is not allowed. Long-sleeves must be worn when welding or oxy-fuel cutting.
    - c. **Other Materials:** Each participant must have a clipboard, two sharpened No. 2 pencils and an electronic calculator. Calculators used in this event should be battery operated, non-programmable and silent. Calculators may have only these functions – addition, subtraction, multiplication, division, equals, percent, square root, +/- key and one memory register. No other calculators are allowed to be used during the event.
    - d. **Computers:** Teams may be required to provide a laptop computer and

printer for the team activity. Minimum computer specifications will be determined and teams will be notified immediately after the regional events.

4. Event coordinators and sponsors will provide all other necessary equipment such as helmets, shields, gloves, welding leathers, hearing protection devices, etc.
5. All tools and equipment will also be furnished by event coordinators and sponsors.
6. If a team member needs modified equipment of any kind due to physical size and stature, the student must supply this equipment. The team member or coach must present the student supplied equipment to the event superintendent prior to the start of the event for approval. Team members who need specialized or modified equipment due to disability as defined by the American Disabilities Act must submit the appropriate special needs request form and documentation with the team's certification form.

**SCORING**

<b>SECTION</b>	<b>POINTS</b>
<i>INDIVIDUAL</i>	
Written Exam	100
Individual Activities	150
<b>TOTAL:</b>	<b>250</b>
<i>TEAM</i>	
Team Activity	250
Top 3 Individual Scores	750 (250 x 3 members)
<b>TOTAL:</b>	<b>1000</b>

Team ranking is determined by combining the scores of the top three students from each team. Teams having fewer than three members, for whatever reason(s), are not eligible for team awards, but students may receive individual awards.

**TIEBREAKER**

The team score for the event will be determined by summing the points earned by the top-three team members. The following activities are used to break a tie between teams or individuals. The win goes to the individual or team with the highest written examination score(s). If still tied, the win goes to the highest problem-solving/skill scores. If still tied, the win goes to the highest team problem-solving score.

**AWARDS**

The top two team awards will be presented at the State FFA Convention. The top five individuals and the top five teams in each of the five systems areas will be recognized with a certificate. Awards are sponsored by a cooperating industry sponsor(s) as a Special Project, and/or by the general fund of the Tennessee FFA Foundation.

## REFERENCES

- National FFA Core Catalog—Past CDE Material (<http://shop.ffa.org/cde-qasc1413.aspx>)
- Information specific to each annual event is available on the National FFA Agricultural Technology and Mechanical Systems Career Development Event web page at <http://web.missouri.edu/~schumacherl/natcon.html>. Specific information and event updates generally occur following each year's event during November, June and August.
- FOS. John Deere.
- FMO. John Deere.
- Agricultural Power and Machinery. (CD format) CEV Multimedia. LTD.
- Agricultural Engineering Technology. (ASABE) Springer Science + Business Media, LLC.
- Mechanics in Agriculture. Prentice Hall.
- Agricultural Mechanics Fundamentals and Applications. Delmar and Thompson
- Modern Agricultural Mechanics, V3. Prentice Hall.
- Developing Shop Safety Skills. American Association for Vocational Instructional Materials.
- Power Tool Safety and Operation. Hobar Publications.
- Practical Farm Buildings. Prentice Hall.
- National Electrical Code (latest edition). NFPA.
- Ag Wiring Handbook. Rural Electricity Resource Council. Mechanical Technology in Agriculture. Prentice Hall.
- Industry websites

# COOPERATIVE DEVELOPMENT CHALLENGE

## CAREER DEVELOPMENT EVENT

### PURPOSE

The Tennessee FFA Cooperative Development Challenge provides competition that fosters information assimilation, critical thinking and problem-solving skills necessary to successfully develop career skills toward; participating in, starting up, or managing a cooperative. The Tennessee FFA Cooperative Development Challenge enhances and encourages opportunities for all participants to receive instruction that develops cooperative management skills.

### OBJECTIVES

The event objectives are for participants to demonstrate their ability to:

- A. Analyze cooperative business management information.
- B. Apply economic principles and concepts of cooperative business management to the decision-making process.
- C. Evaluate cooperative business management decisions.
- D. Work together cooperatively as a group.
- E. Further the awareness of cooperatives in the local community.
- F. The principles and concepts listed below may be included in each section of the event.

### EVENT RULES

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**TEAM OF:** 4-5 FFA members

**OFFICIAL DRESS APPROPRIATE:** Yes

**STATE PARTICIPANTS:** Open to all chapters

**MATERIALS NEEDED:** All materials needed for presentation (*will vary*)  
**(ON DAY OF THE EVENT)** No. 2 pencils  
Calculator (*must be battery operated, non-programmable and silent with only the following functions- addition, subtraction, multiplication, division, equals, percent, square root, +/- key and one memory register.*)

### FORMAT

This event consists of the following components:

*TEAM*

#### **A. Cooperative Portfolio**

## B. Cooperative Portfolio Presentation

### INDIVIDUAL

## C. Written Exam

### A. Cooperative Portfolio

Participants will research the need for and then develop a cooperative related to agriculture using the seven principles of cooperatives. Records should be kept of all meetings. Financial records should be kept of all business activity. Members should have records with them and be prepared to explain the records during the question and answer period of their presentation at the state event. Members will then develop a portfolio for submission and development of a presentation. **A .pdf version of the portfolio must be emailed to the State FFA Office by the deadline set on the official calendar or will be subject to penalties (see Official Rules and Policies, page 3).**

#### Portfolio Guideline:

1. Maximum ten pages single sided, not including cover page

#### Portfolio Format:

1. **Cover page:** will include the title of the cooperative, the date of the state event, name, address and phone number of the chapter. A maximum of ten (10) points will be deducted for exceeding the maximum amount of pages and /or for not including the cover page containing required information.
2. **Development summary:** maximum of two pages; will include a summary of the reason for development of the cooperative, including:
  - a. List course(s) in which instruction occurred including the number of students involved in the instruction of cooperative principles.
  - b. Why is this cooperative important?
  - c. Is membership voluntary and open?
  - d. How do members have democratic control?
  - e. How do members economically participate?
  - f. Is the cooperative autonomous and independent?
  - g. What has the cooperative done to educate, train, and inform its members and others about the nature and benefits of cooperation?
  - h. Has the cooperative worked in cooperation with any other cooperatives?
  - i. How has the cooperative shown concern for its community?
3. **Financial records:**
  - a. Beginning and Ending Balance Sheet (ending date Dec. 31 of last year)
  - b. Income Statement (for previous calendar year)
  - c. Beginning and Ending Inventories
4. **Bibliography:** of all resources and references cited which may include

- personal interviews and any other supporting material.
5. **Evaluation:** of the successes and pitfalls experienced during this cooperative venture.

### **B. Cooperative Development Presentation**

Presentations at the state event are to be a maximum of 15 minutes which includes a 5 minute question and answer period at the end. The purpose of the presentation is to sell the judges on the idea that their cooperative is needed, explain to the judges how their cooperative observes the 7 principles of cooperatives, and to evaluate the successes and pitfalls experienced during this cooperative venture.

### **C. Written Exam**

The written exam tests the ability of the participants to use decision making and problem analysis skills while applying economic principles and concepts taught in farm business management. Each team member works independently to complete the written exam. On the written exam, each team member delivers a set of results for scoring and receives individual scores on the written exam. Thirty minutes is allowed for completion of the written exam. The written exam will consist of 20 or 25 multiple choice questions. All topics in the topics chart can be included in the written exam.

### **SCORING**

<b>SECTION</b>	<b>POINTS</b>
<i>INDIVIDUAL</i>	
Written Exam	100
Cooperative Portfolio	25 (1/4 <sup>th</sup> of team score)
Cooperative Development Presentation	25
<b>TOTAL:</b>	<b>150</b>
<i>TEAM</i>	
Written Exam	100 (average of top 4 scores)
Cooperative Portfolio	100
Cooperative Development Presentation	100
<b>TOTAL:</b>	<b>300</b>

### **TIEBREAKER**

Judges will break ties on team scores using the following sequence:

1. Written exam average
2. Highest written exam score

Judges will break ties on individual scores using the following sequence:

1. Highest written exam score
2. Scores on pre-selected sections of the written exam.



## AWARDS

Top two teams from each of the three grand regions will be recognized at their regional FFA banquets with plaques and a monetary award to the amount of \$100.

The State Runner-Up team will be recognized on stage at the State FFA Convention with a plaque and a monetary award to the amount of \$150. The State Champion team will be recognized on stage at the State FFA Convention with a plaque and a monetary award to the amount of \$250.

One FFA advisor from each of the top two state teams will be recognized on stage with a monetary award to the amount of \$100 each. Monetary awards may be in the form of a check, gift card, a debit card, a gift certificate, etc. in the amounts listed above.

## REFERENCES

This list of references is not intended to be inclusive. Other sources may be utilized, and teachers are encouraged to make use of the best instructional materials available. Numerous sources of materials exist, and participating teams should consult with their state's cooperative extension service, the universities teaching cooperative business management and other material services available to the participating school. For the most current listing of resources and definitions for economic terms, refer to the national FFA website Farm Business Management Career Development Event section.

- Tennessee Council of Cooperatives  
<http://tennesseecouncilofcoops.org>
- Bill Fitzwater Cooperative Center at Oklahoma State  
<http://agecon.okstate.edu/coops>
- Arthur Capper Cooperative Center at Kansas State University  
<http://www.agecon.ksu.edu/accc>
- USDA Cooperative Development Publications  
<http://www.rurdev.usda.gov/rbs/pub/pubcat.htm>
- USDA Cooperative Programs  
<http://www.rurdev.usda.gov/rbs/coops/csdir.htm>
- USDA "Rural Cooperatives Magazine"  
<http://www.rurdev.usda.gov/RBS/pub/openmag.htm>
- Cooperative Information Reports from USDA  
<http://www.rurdev.usda.gov/rbs/pub/cooprpts.htm>
- Cooperative Research Reports from USDA  
<http://www.rurdev.usda.gov/rbs/pub/research.htm>
- University of Wisconsin Center for Cooperatives  
<http://www.uwcc.wisc.edu/>
- University of California Rural Cooperatives Center  
<http://cooperatives.ucdavis.eduhttp://www.cooperatives.ucdavis.edu/reports/index.htm>
- The National Cooperative Business Association's Top 100 cooperatives in the US  
[http://dev.ncb.coop//uploadedFiles/Co-op%20100\(2\).pdf](http://dev.ncb.coop//uploadedFiles/Co-op%20100(2).pdf)
- National Cooperative Business Association

- <http://www.ncba.org>
- National Council of Farmer Cooperatives  
<http://www.ncfc.org>
- Kentucky Center for Agriculture and Rural Development  
<http://www.kccd.org>
- Understanding Cooperatives: Legal Foundations of a Cooperative  
<http://www.rurdev.usda.gov/rbs/pub/cir459.pdf>
- Sample Legal Documents for Cooperatives  
<http://www.rurdev.usda.gov/rbs/pub/cir40/c40legdc.pdf>
- Understanding Capper-Volstead  
<http://www.rurdev.usda.gov/rbs/pub/cir35.pdf>
- Co-ops 101: An Introduction to Cooperatives  
<http://www.rurdev.usda.gov/rbs/pub/cir55/c55text.pdf>
- How to Start a Cooperative  
<http://www.rurdev.usda.gov/rbs/pub/cir4514.pdf>
- Agricultural Cooperatives in the 21<sup>st</sup> Century  
<http://www.rurdev.usda.gov/rbs/pub/cir-60.pdf>
- What is a Cooperative? Why Cooperatives are Organized  
<http://www.rurdev.usda.gov/rbs/pub/cir50.pdf>
- Understanding Cooperatives: The Structure of Cooperatives  
<http://www.rurdev.usda.gov/rbs/pub/cir453.pdf>
- Understanding Cooperatives: Cooperative Business Principles  
<http://www.rurdev.usda.gov/rbs/pub/cir452.pdf>
- Understanding Cooperatives: The American System of Business  
<http://www.rurdev.usda.gov/rbs/pub/cir452.pdf>
- The Structure of Cooperatives  
<http://www.rurdev.usda.gov/rbs/pub/cir453.pdf>
- Who Runs the Cooperative Business? Members  
<http://www.rurdev.usda.gov/rbs/pub/cir454.pdf>
- Who Runs the Cooperative Business? Board of Directors  
<http://www.rurdev.usda.gov/rbs/pub/cir455.pdf>
- Who Runs the Cooperative Business? General Manager and Employees  
<http://www.rurdev.usda.gov/rbs/pub/cir456.pdf>
- Legal Foundations of a Cooperative  
<http://www.rurdev.usda.gov/rbs/pub/cir459.pdf>
- What is a Cooperative? Why Cooperatives are Organized  
<http://www.rurdev.usda.gov/rbs/pub/cir50.pdf>
- Rural Cooperative Publications  
<http://www.rurdev.usda.gov/rbs/pub/cir4/cir4.htm>
- Marketing Coordination in Agricultural Cooperatives  
<http://www.rurdev.usda.gov/rbs/pub/rr159.pdf>
- Cooperative Marketing Agreements: Legal Aspects  
<http://www.rurdev.usda.gov/rbs/pub/rr106.pdf>

- Cooperative Brands  
<http://www.rurdev.usda.gov/rbs/pub/sr27.pdf>
- Cooperative Feasibility Study Guide  
<http://www.rurdev.usda.gov/rbs/pub/sr58.pdf>
- Sample Policies for Cooperatives  
<http://www.rurdev.usda.gov/rbs/pub/cir39.pdf>
- Working with Financial Statements – Guide for Cooperative Members  
<http://www.rurdev.usda.gov/rbs/pub/cir43.pdf>

## COOPERATIVE DEVELOPMENT CHALLENGE

### Portfolio Scorecard

Chapter: \_\_\_\_\_ Region:      **W** **M** **E**

	POSSIBLE POINTS	POINTS GIVEN
Cooperative Venture Summary		
• Courses Listed	<b>5</b>	
• Importance	<b>5</b>	
• Membership	<b>5</b>	
• Democratic Control	<b>5</b>	
• Members Economic Involvement	<b>5</b>	
• Autonomous	<b>5</b>	
• Educate	<b>5</b>	
• Worked with other Cooperatives	<b>5</b>	
• Concern for Community	<b>5</b>	
Financial Records		
• Beginning and Ending Balance Sheet	<b>12</b>	
• Income Statement	<b>6</b>	
• Beginning and Ending Inventories	<b>12</b>	
Bibliography	<b>5</b>	
Evaluation	<b>15</b>	
Overall General Effect	<b>5</b>	
<b>SUBTOTAL</b>	<b>100</b>	
Deduction for exceeding the max # of pages/ incomplete cover page ( <i>10 pts. max</i> )		(     )
Deduction for portfolios received after the deadline ( <i>2.5 pts max</i> )		(     )
<b>TOTAL</b>		

INDIVIDUAL SCORES	#1	#2	#3	#4	#5
<b>25% of Total Portfolio Score</b>					

## COOPERATIVE DEVELOPMENT CHALLENGE

### Presentation Scorecard

Chapter: \_\_\_\_\_ Region:      **W** **M** **E**     

	POSSIBLE POINTS	POINTS GIVEN
Sales Pitch	<b>20</b>	
Related Use of 7 Principles	<b>20</b>	
Evaluation	<b>20</b>	
Overall Impact of Presentation	<b>20</b>	
Response to Questions	<b>20</b>	
<b>TOTAL</b>	<b>100</b>	

INDIVIDUAL SCORES	POSSIBLE POINTS	#1	#2	#3	#4	#5
Voice	<b>5</b>					
Poise	<b>5</b>					
Equal Participation	<b>5</b>					
Response to Questions	<b>10</b>					
<b>TOTAL</b>	<b>25</b>					

# **CREED SPEAKING**

## **CAREER DEVELOPMENT EVENT**

*A Special Project of the Tennessee Association FFA*

### **PURPOSE**

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 9th grade FFA members as well as develop their self-confidence and contribute to their advancement in the FFA degree program.

### **EVENT RULES**

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<b>TEAM OF:</b>	1 FFA member
<b>OFFICIAL DRESS APPROPRIATE:</b>	Yes
<b>STATE PARTICIPANTS:</b>	6 individuals – top 2 individuals per region
<b>MATERIALS NEEDED: (ON THE DAY OF THE EVENT)</b>	None

### **FORMAT**

This event consists of the following components:

- A. Recitation of the FFA Creed**
- B. Oral Questions**

#### **A. Recitation of the FFA Creed**

Members will recite the FFA Creed from the most current Official FFA manual from memory. 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.

Each participant shall begin the presentation by stating "The FFA Creed by E.M. Tiffany." Each CDE participant shall end the presentation with the statement "... that inspiring task. Thank you."

#### **B. Oral Questions**

Each participant will be asked three questions per round, with a five minute time limit. The questions used will change for each round. The questions will be formulated by the event

coordinator. Sample questions will not be available prior to the event. Questions are only related to the FFA Creed, and may be factual or opinion-based.

### **GUIDELINES**

1. No props are to be used.
2. Applause shall be withheld until all participants have spoken.
3. Participants will be held in isolation without outside contact until the presentation.
4. At the time of the event, the judges will be seated in different sections of the room.
5. A timekeeper shall be designated to record the time used by each participant in delivering his/her speech.

### **SCORING**

<b>SECTION</b>	<b>POINTS</b>
Oral Communication	200
Non-verbal Communication	400
Question and Answer	400
<b>TOTAL:</b>	<b>1000</b>

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 by the event coordinator, 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).

### **TIEBREAKER**

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.

### **AWARDS**

Plaques will be awarded to the state winner and state runner up on stage at state FFA convention. The state winner will represent Tennessee in the Creed Speaking CDE at National Convention. The top two finalists from each region will receive a \$500 Scholarship to Washington Leadership Conference provided by the Tennessee FFA Alumni Association.

### **REFERENCES**

- Current year's Official FFA Manual

# CREED SPEAKING

## Overall Scorecard

Participant: \_\_\_\_\_

Chapter: \_\_\_\_\_

ORAL COMMUNICATION - 200 points						
INDICATORS	VERY STRONG EVIDENCE THAT 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
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	
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.		X5	
Tone	Voice is upbeat, impassioned and under control.	Voice is somewhat upbeat, impassioned and under control.	Voice is not upbeat; lacks passion and control.		X5	
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.		X5	
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.		X5	
NON-VERBAL COMMUNICATION - 400 points						
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).		X20	
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.		X20	
Gestures	Gestures are useful 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.		X20	
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.		X20	
QUESTION AND ANSWER - 400 points						
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		X30	
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.		X30	
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	
<b>GROSS POINTS</b>						
(-1 points per second over, as determined by the timekeepers) <b>TIME DEDUCTIONS</b>						
(-20 points per word missed or word added, determined by the accuracy judge) <b>ACCURACY DEDUCTIONS</b>						
<b>TOTAL SCORE</b>						



# DAIRY CATTLE MANAGEMENT AND EVALUATION

## CAREER DEVELOPMENT EVENT

*A Special Project of the Tennessee FFA Foundation*

### PURPOSE

The purpose of the Dairy Cattle Management and Evaluation CDE is to provide a competitive event for agricultural education students, emphasizing skills in dairy cattle evaluation, selection and dairy herd management.

### OBJECTIVES

- A. To provide agricultural students with interest in dairy cattle a practical experience which will serve them well in industry positions or in management of a modern dairy herd.
- B. To develop students' skills in observation, analysis, communication and team collaboration.
- C. To provide experience in the evaluation of dairy cattle type, production records and dairy herd management.
- D. To encourage agriculture instructors to seek assistance from various resources in the dairy industry. (Example: dairy breed associations, artificial breeding associations, state extension dairy specialists, state DHI Associations, dairy equipment manufacturers, local dairy farmers and breeders, etc.)

### EVENT RULES

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**TEAM OF:** 4 FFA members

**OFFICIAL DRESS APPROPRIATE:** Optional

**STATE PARTICIPANTS:** 12 teams – top 4 per region

**MATERIALS NEEDED:  
(ON THE DAY OF THE EVENT)** No. 2 pencils  
Clean, clear (see-through/transparent) clipboards  
4 Official judgingcard.com scorecards  
Calculator (*must be battery operated, non-programmable and silent with only the following functions- addition, subtraction, multiplication, division, equals, percent, square root, +/- key and one memory register.*)

### FORMAT

This event consists of the following components:

*TEAM*

**A. Management Scenario\***

*INDIVIDUAL*

**B. General Knowledge Exam**

**C. Evaluation Classes**

**D. Oral Reasons**

**A. Management Scenario**

*\*This component may not be conducted at the state event. All possible efforts will be made to communicate whether or not this event will take place for preparation purposes.*

Each team will be provided with a dairy farm management scenario to identify problems and determine possible improvements. All necessary information will be provided. Teams should assume the role of a hired consultant advising a producer (judges). Teams will be given 40 minutes to prepare their recommendations to be presented to a panel of judges. It is not necessary to describe the scenario to the judges since they are the producer. Teams will be allowed 10 minutes to present their recommendations, followed by 5 minutes of clarifying questions from the judges.

Each scenario may include animal welfare, biosecurity, business management, current issues, environmental management and safety concerns related to the topic area.

**Management Scenario Team Activity Topic Rotation:**

1. 2012 & 2016: Genetics/Reproduction
2. 2013: Feeds/Nutrition
3. 2014: Housing/Facilities
4. 2015: Health/Diseases

**B. General Knowledge Exam**

A 50 question exam involving dairy management practices will be given. If DHI questions are included, they will account for no more than 10 of the questions on the exam, with the remaining forty questions be related to various dairy management and industry related topics. Appropriate information necessary to answer the DHI questions will be provided if these questions are included. Participants will have 30 minutes to complete the exam.

**C. Evaluation Classes**

Up to six classes of four dairy animals will each be placed on type. Classes will be selected from the recognized breeds of dairy cattle. The class selection committee, however, shall give priority to selecting quality cattle in the breeds available and not be obligated to having all breeds represented in the judging classes. Classes may consist of heifers, young cows or mature cows. Participants will be permitted to view the animals

from all angles but will not be permitted to handle them. The handlers/cattle will wear identification numbers.

Animals will be numbered 4-3-2-1 left-to-right as viewed from the rear. The handlers/cattle will wear numbers, which identify the animals. Each class is allowed 50 points for a correct placing. Participants will have 12 minutes to place each class. For classes on which oral reasons will be given, participants will be given 15 minutes.

#### **D. Oral Reasons**

Oral reasons will be required on three classes. These three classes will be designated by the event superintendent prior to the actual judging of the class.

Oral reasons will be given in another location immediately following the judging classes. Participants may not use notes during delivery of reasons, with the exception of a card showing only their placing order.

Each class is allowed 50 points for a perfect set of reasons. Participants will have 12 minutes to prepare each set of oral reasons. No more than two minutes may be used to deliver the reasons before the judges.

#### **GUIDELINES**

1. The most current and updated information, (DHI, Body Scoring, etc.,) will be used as industry standards change.

#### **SCORING**

<b>SECTION</b>	<b>POINTS</b>
<i>INDIVIDUAL</i>	
Written Exam	150
Evaluation Classes	300
Oral Reasons	150
<b>TOTAL:</b>	<b>600</b>
 <i>TEAM</i>	
Management Scenario Team Activity	600
Individual Scores (600 x 4 members)	2400
<b>TOTAL:</b>	<b>3000</b>

#### **TIEBREAKER**

If ties occur, the following events will be used in order to determine award recipients:

1. Total oral reasons score.
2. Management Scenario team activity score
3. Total evaluation scores
4. Total written exam average

## **AWARDS**

Awards to the top two teams will be presented at the State FFA Convention. The state winner will represent Tennessee at National FFA Convention.

## **REFERENCES**

- National FFA Core Catalog—Past CDE Material (<http://shop.ffa.org/cde-qas-c1413.aspx>)
- Hoard's Dairyman- Judging contest and materials, youth tests and quiz questions: [www.hoards.com](http://www.hoards.com)
- Cornell University Department of Animal Science Dairy Resources: <http://www.ansci.cornell.edu/4H/dairycattle/dairyresources.html>
- Virginia Dairy Quiz Bowl study materials: <http://www2.dasc.vt.edu/youth/bowlmat.html>
- CEV Multimedia, Inc.: [www.cevmultimedia.com](http://www.cevmultimedia.com)
- Holstein Association: [www.holsteinusa.com](http://www.holsteinusa.com)
- Dairy Herd Improvement: [www.drms.org](http://www.drms.org)
- 2009 Dairy Unified Scorecard: [http://www.usjersey.com/Reference/PDCA\\_Dairy\\_Cow\\_Unified\\_Scorecard\\_2009update.pdf](http://www.usjersey.com/Reference/PDCA_Dairy_Cow_Unified_Scorecard_2009update.pdf)

# DAIRY CATTLE EVALUATION AND MANAGEMENT

## Team Activity Scenario Rubric

Chapter: \_\_\_\_\_ Region:     W         M         E    

INDICATORS	VERY STRONG EVIDENCE SKILL IS PRESENT 10-8	MODERATE EVIDENCE SKILL IS PRESENT 7-4	STRONG EVIDENCE SKILL IS NOT PRESENT 3-0	POINTS EARNED	WEIGHT	TOTAL SCORE
Opening Statement	Begins with an impact statement or question that articulates the focus of the topic area.	Begins with an impact statement or question that is vague concerning the topic area.	Begins with a statement or question that is completely irrelevant		X2	
Identification of Problem Areas	4 or more problems from the scenario are accurately identified and discussed.	2-3 problems from the scenario are accurately identified and discussed.	1 or no problems from the scenario are accurately identified and discussed.		X4	
Supporting Information	Does an outstanding job discussing industry trends with related statistics.	Does an adequate job discussing industry trends with related statistics.	Vaguely discusses industry trends with related statistics.		X6	
Factors of Impact	All factors that are impacted by problems listed in the scenario are addressed. (i.e. economic impact, production factors, etc.)	Some factors that are impacted by problems listed in the scenario are addressed. (i.e. economic impact, production factors, etc.)	Little or no factors that are impacted by problems listed in the scenario are addressed. (i.e. economic impact, production factors, etc.)		X10	
Identifying Solutions	All solutions connect with and support industry best practices.	Some solutions connect with and support industry best practices.	Solutions do not connect with and do not support industry best practices.		X10	
Implementation of Solution	All solutions are correctly prioritized for implementation; provides complete justification for the implementation process.	Few solutions are correctly prioritized for implementation; provides little justification for the implementation process.	Solutions are incorrectly prioritized for implementation; provides no justification for the implementation process.		X6	
Conclusion	Provides a summary statement that provides a clear and concise overview of the topic area.	Provides a summary statement that provides a vague overview of the topic area.	Provides a summary statement that has little relevance to the topic area.		X2	
<b>TOTAL SCORE</b>						

# DAIRY CATTLE EVALUATION AND MANAGEMENT

## Team Activity Scenario Rubric

Chapter: \_\_\_\_\_

Region:     W         M         E    

INDICATORS	VERY STRONG EVIDENCE SKILL IS PRESENT 10-8	MODERATE EVIDENCE SKILL IS PRESENT 7-4	STRONG EVIDENCE SKILL IS NOT PRESENT 3-0	POINTS EARNED	WEIGHT	TOTAL SCORE
<b>ORAL COMMUNICATION – 140 points</b>						
Examples	Examples are vivid, precise and clearly explained. Examples are original, logical and relevant.	Examples are usually concrete, sometimes 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.		X4	
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.		X4	
Tone	Appropriate tone is consistent. Speaks at the right pace to be clear. Pronunciation of words is very clear and intent is apparent.	Appropriate tone is usually consistent. Speaks at the right pace most of the time, but shows some nervousness. Pronunciation of words is usually clear, sometimes vague.	Has difficulty using an appropriate tone. Pace is too fast; nervous. Pronunciation of words is difficult to understand; unclear.		X4	
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		X4	
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.		X4	
Connecting and Articulating Facts and Issues	Exemplary in connecting facts and issues and articulating how they impact the issue locally and globally. Possesses a strong knowledge base and is able to effectively articulate information regarding related facts and current issues.	Sufficient in connecting facts and issues and articulating how they impact the issue locally and globally. Possesses a good knowledge base and is able to, for the most part, articulate information regarding related facts and current issues.	Has difficulty with connecting facts and issues and articulating how they impact the issue locally and globally. Possesses some knowledge base but is unable to articulate information regarding related facts and current issues.		X4	
All Team Members Participated	All team members took an active role in the presentation.	Three team members took an active role in the presentation.	Two or less team members took an active role in the presentation.		X4	

CONTINUED ON THE NEXT PAGE

**NON-VERBAL COMMUNICATION - 60 points**

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).		X3	
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.		X3	
Gestures	Gestures are useful 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.		X3	
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.		X3	
<b>TOTAL SCORE</b>						

# DAIRY HANDLERS ACTIVITY

## CAREER DEVELOPMENT EVENT

### PURPOSE

Skills in dairy cattle handling and herd management are essential for successful careers in the dairy industry. The Dairy Handlers Career Development Event provides a competitive opportunity for agricultural education students to test their skills in handling animals and presenting each animal to its best advantage.

### EVENT RULES

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**TEAM OF:** 1 FFA member

**OFFICIAL DRESS APPROPRIATE:** Optional

**STATE PARTICIPANTS:** Open to all chapters

**MATERIALS NEEDED:  
(ON THE DAY OF THE EVENT)** None

### FORMAT

This event consists of the following component:

#### A. Showmanship of Dairy Handler

##### A. Showmanship of Dairy Handler

Handlers will be judged based on showmanship and handling ability. Handler candidates must identify the class of dairy in which they wish to handle. However, they may not be assigned their first choice.

Handlers should have had prior experience in showing dairy cattle. Handlers will not participate in either the preparation or fitting of the animals assigned.

If a dairy handler cannot control his/her animal, this animal may have to be displayed by an alternate holder. The original handler SHALL NOT be given a different animal to display.

### GUIDELINES

1. If possible, this event should be held in conjunction with the state Dairy Management and Evaluation CDE.
2. The selection of the winners is to be based strictly on the showman's ability to handle the animal.



## SCORING

<b>CRITERIA</b>	<b>POINTS</b>
Appearance of Handler	10
Control of Animal(s) by Handler	20
Poise and Calmness of Handler	20
Competence in:	40
•Setting up animal to its best advantage	
•Maintaining the animal in the most advantageous pose	
•Effectively restraining, avoids exciting animal	
•Moving animal when requested by ringmaster	
Displays cooperative, courteous, helpful positive attitude	10
	<b>TOTAL: 100</b>

## TIEBREAKER

In the event of a tie, individual criteria should be used to break the tie in this order:

1. Competence score
2. Overall score of Control and Poise and Calmness
3. Overall score of Appearance and Attitude

## REFERENCES

- National FFA CDE Handbook, Dairy Handlers Event

# DAIRY HANDLERS ACTIVITY

## Individual Scorecard

Name: \_\_\_\_\_ Region:      **W** **M** **E**     

Chapter: \_\_\_\_\_

	POINTS POSSIBLE	POINTS EARNED
Appearance of the handler	10	
Control of animal(s) by the handler	20	
Poise and calmness of the handler	20	
Demonstrate competence in: A. setting up the assigned animal to its best advantage B. maintaining the animal(s) in its most advantageous pose C. effectively restraining, as well as avoiding exciting the assigned animal(s) D. moving the animal(s) as requested by the ringmaster	40	
Display a cooperative, courteous, helpful and positive attitude	10	
<b>TOTAL</b>	<b>100</b>	

# ENVIRONMENTAL AND NATURAL RESOURCES

## CAREER DEVELOPMENT EVENT

### PURPOSE

Tennessee possesses a vast wealth of Natural Resources. The purpose of the Environmental and Natural Resources CDE is to acquaint students with the different areas of the natural resources that are found throughout the state and to foster skill development in each student's chosen area of study.

### EVENT RULES

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**TEAM OF:** 4 FFA members

**OFFICIAL DRESS APPROPRIATE:** Optional

**STATE PARTICIPANTS:** Open to all chapters

**MATERIALS NEEDED:  
(ON THE DAY OF THE EVENT)** No. 2 pencils  
Clean, clear (see-through/transparent) clipboard  
4 Official judgingcard.com scorecards (see **GUIDELINES**)  
Calculator (*must be battery operated, non-programmable and silent with only the following functions- addition, subtraction, multiplication, division, equals, percent, square root, +/- key and one memory register.*)

### FORMAT

This event may consist of the following components:

#### *TEAM*

##### **A. Team Activity**

#### *INDIVIDUAL*

##### **B. Identification**

##### **C. Environmental Site Analysis**

##### **D. Written Exam**

##### **E. Rotational Practicum\***

##### **A. Team Activity**

Students will be provided a scenario that deals with an environmental/natural resource problem from the following areas:

#### **Soils**

- Physical properties
- Soil erosion

- Soil analysis
- Environmental impact of soil degradation

### **Water**

- Importance of water quality
- Factors that influence the quality of water
- Measure to ensure water quality
- Management practices used to ensure water quality

### **Ecosystems**

- Basic ecological concepts
- Management of ecosystems
- Grassland ecosystems
- Forestry ecosystems
- Aquatic ecosystems
- Wetland ecosystems
- Non-native species effect on ecosystem

### **Waste Management**

- Preventing and reducing solid waste
- Disposing of waste
- Manure management
- Hazardous waste

Teams will be evaluated on their ability to work together. They will be required to develop both an oral, as well as a written statement that addresses the questions in the annual scenario. They will submit a written summary of their findings at the end of one hour. Ten (10) minutes of prep time will be given prior to the oral presentation. Teams will be required to give an oral presentation justifying the decisions made by the team. The team will have eight minutes to make the oral presentation. Five minutes will be given to answer questions regarding the decision reached by their team.

### **B. Identification**

Students will identify fifty items from the following combined areas. See complete list in the reference section of this chapter of the handbook. Pictures may be used in place of actual samples.

#### **Equipment**

- Water quality
- Aquatic
- Wildlife
- Geographical
- Weather

- Forestry

### **Native Species**

- Wildlife
- Birds
- Reptiles/amphibians
- Fish and other aquatic animals

### **Invasive/non-native species**

- Plants
- Animals

## **C. Environmental Site Analysis**

Participants will complete a site analysis individually for five environmental aspects. Participants will only evaluate what is inside the marked boundaries of the site

- **Living Organisms:** Students will identify and list as many living organisms (both native and invader) as they can find within the marked boundaries of the site. Additional species may be artificially introduced as mounted or preserved specimens.
- **Non-living Components:** Students will inventory resources such as water, shelter, nutrients, etc. upon which resident species depend for survival.
- **Food Web:** Students will define relationships among the plants and animal species that are found or introduced in the study area.
- **Ecological Succession:** Students will identify the stages of succession of various grasses, shrubs and trees. They will also identify causes of changes in succession patterns.
- **Situation Analysis:** Students will determine whether a healthy balance exists between the environment and the native species that depend upon it. They will also check remediation practices where needed.

## **D. Written Exam**

The written exam will consist of fifty questions submitted by the event committee.

## **E. Rotational Practicum**

*\*This component may or may not be conducted at the state event. Correspondence will be given if available regarding whether or not this will be conducted each year.*

Students will participate in four of the following practicums each year. Practicums may vary from year to year.

### **Water Analysis**

- Using measuring devices, each participant will measure a sample of water for quality analysis. Four of the following categories will be tested each year: dissolved oxygen, nitrates, nitrites, pH, temperature, phosphates, water hardness, chlorine and ammonia.
- Analyze the results of measurements and determine if it is suitable for a specific use.
- Explain ways the water quality can be improved.

### **Soil Analysis (lab analysis)**

- Use a soil probe to pull a soil sample.
- Be given a map of a specific field to be sampled and plot areas for pulls.
- Analyze actual lab results.
- Use this information along with an extension service bulletin to make recommendations that need to be applied.

### **Soil Profile**

- Students will be furnished with a scorecard, an interpretation guide and a pre-dug soil pit or core/monolith to judge. The participants will identify soil horizons, textures, percentage coarse fragments, pH, horizon colors, slope, geologic origin, soil permeability, irrigation suitability and soil structure types of the soil present in the given example.
- Using the information from the scorecard and interpretation guide, the student will then identify the most appropriate use for the given area and the erosion control practice that best fits the designated use for the land.

### **GPS Locations**

- Participants will utilize the global position system (GPS) unit (supplied by the team) to complete one of the following:
  - Identify the longitude and latitude of a given set of points using a GPS unit and a map.
  - Identify boundaries of a given area including calculation of land area and linear feet of boundary.
  - Use GPS unit and topographic map to layout the location of fence line, pond, drainage structure or other related facility.
  - Use a GPS unit to mark the location of a path or road through a given area.
  - Use GPS unit to determine slope of land area for installation of drainage and or other related facilities.

### **Environmental Analysis**

- Areas that could be analyzed are as follows:
  - Forests
  - Grasslands

- Wetlands
- Farm land
- Rangelands
- Any of these areas could be bordered by industry, urban development, recreational areas, etc.
- Students will address the following five aspects:
  - *Living organisms*: students will identify and list as many living organisms (both native and invasive) as they can find within the marked boundaries of the site. Additional species may be artificially introduced as mounted or preserved specimens.
  - *Non-living components (shelter, nutrients)*: students will inventory resources such as water, shelter, etc. upon which resident species depend for survival.
  - *Food web*: students will define relationships among the plants and animal species that are found or introduced in the study area.
  - *Ecological succession*: students will identify the stages of succession of various grasses, shrubs and trees. They will also identify causes of changes in succession patterns.
  - *Situation analysis*: students will determine whether a healthy balance exists between the environment and the species that depend upon it. They will also check remediation practices where needed.

### **Waste Management**

- Participants will be presented with a scenario (agricultural producer, neighborhood, office building, manufacturing plant, etc.,) that generates waste material creating environmental threats.
- Participants will evaluate the nature of waste output to identify plausible options for reducing the rate of waste generation, recycling or providing potential alter- native uses for the waste, treating the waste or disposing of the waste.
- Participants should be able to identify at least one benefit and one deterrent for each possible option that is offered.

### **GUIDELINES**

1. Every effort will be made to use the scantron judging card from [judgingcard.com](http://judgingcard.com) and to inform chapters if it will be used, so that advisors will have enough time to order the scorecards.
2. Under no circumstances will any participant be allowed to handle any of the items in the identification portion of the practicums. Any infraction of this rule will be sufficient to eliminate a team from the event.
3. The event will be conducted regardless of the weather conditions. Written material will be furnished for the event.

- All other tools and equipment not listed in **MATERIALS** will be furnished for the event, including but not limited to a GPS. Participants must use the tools and equipment furnished at the event.

## SCORING

<i>Individual</i>	<i>Possible Points</i>
Written Exam	100
Writing Exercise	100
Identification	100
Rotational Practicums	400 (100 points/practicum)
<b>Total Possible Individual Points</b>	<b>700</b>

<i>Team</i>	<i>Possible Points</i>
Individual scores of four team members	2800
Team Activity	1000
<b>Total Possible Team Points</b>	<b>3800</b>

## TIEBREAKER

### Team

- Team with the highest team activity score
- Team with the highest identification team scores
- Team with the highest rotational practicum scores

### Individual

- Individual with the highest exam score
- Individual with the highest identification score
- Individual with the highest rotational practicum scores

## AWARDS

Top team will be recognized on stage at State FFA Convention. Individual awards may be given at the discretion of the sponsor(s) of the event.

## REFERENCES

- National FFA Core Catalog - CDE Questions and Answers <http://shop.ffa.org/cde-qas-c1413.aspx>
- Wildlife Science Manual Instructional CD-ROM: The Core Catalog, National FFA Organization product number CAERT-WSM. 888-332-2668 fax orders to 800-366-6556 or on line at <http://shop.ffa.org/wildlife-science-manual-cd-rom-p39980.aspx>
- Environmental Science and Technology. Porter, Lee, Turner and Hillan. Interstate Publishers, Inc. 1997. PO Box 50 Danville, IL 61834-0050
- Managing Our Natural Resources. Camp and Daughtery. Delmar Publishers, Inc. 1988. Albany NY.
- Wildlife Management, Stutzenbaker, Scheil, Swan, Lee and Mattics, Interstate Publishers, Inc. 1999.



- Natural Resources and Environmental Technology, Lee, Interstate Publishers, Inc. 2000. Environmental Science for Agriculture and the Life Sciences. Albany, NY. Delmar Publishers, 1994.
- Our Natural Resources and Their Conservation. Kircher, H.B., Wallace, D.L., & Gore, D.J. Danville, IL. Interstate Publishers, Inc. 1992.
- Soil Science: Evaluation, Interpretation, and Management of Soil. Columbia, MO Instructional
- Materials Laboratory, University of Missouri, phone: 800-669-2465.
- The Global Ecology Handbook. What You Can Do About the Environmental Crisis. Courson, W.H. (Ed.). Boston, MA. Beacon Press 1990.
- Biological Science, an Ecological Approach. Dubuque, IA. Kendall Hunt Publishers, 1992
- Introduction to Forestry Science. L.DeVere Burton. Delmar Publishers, 2000.
- Agriscience & Technology. L. DeVere Burton. Delmar Publishers, 1992.
- Land Judging in Oklahoma. J.H. Stiegler, 4-H Member's Guide, Oklahoma Cooperative Extension Service, Division of Agricultural Sciences and Natural Resources, Oklahoma State University. 4H.HPS.101

#### **Non-Native (Invader) Resource List**

- U.S. Fish and Wildlife Service <http://www.fws.gov/>
- U.S. Park Service <http://www.nps.gov/index.htm> U.S. Dept. of Interior <http://www.doi.gov/index.cfm> U.S. Forest Service <http://www.fs.fed.us/>
- State Department of Natural Resources
- National Biological Information Infrastructure [www.nbi.gov](http://www.nbi.gov)
- Great Lakes Indian Fish and Wildlife Commission [www.glifwc.org](http://www.glifwc.org)
- EPA- Gulf of Mexico Program [www.epa.gov/gmpo](http://www.epa.gov/gmpo)

# ENVIRONMENTAL AND NATURAL RESOURCES

## Identification List

<p><b>Equipment</b></p> <p><b>Water Quality</b></p> <p>101. refractometer</p> <p>102. secchi disk</p> <p>103. thermometer</p> <p>104. water bottle samplers</p> <p>105. water meter for physical/chemical parameters (pH, conductivity, and/or DO</p> <p><b>Aquatic</b></p> <p>107. aquatic net</p> <p>108. bottom dredges</p> <p>109. fish measuring board</p> <p>110. plankton net</p> <p>111. seines</p> <p>112. sieves</p> <p>113. stream bottom sampler</p> <p><b>Wildlife</b></p> <p>114. binoculars</p> <p>115. mammal traps</p> <p>116. snake/reptile stick</p> <p>117. radio telemetry unit</p> <p>118. animal tags/bands</p> <p><b>Geographical</b></p> <p>119. GPS unit</p> <p><b>Weather</b></p> <p>120. barometer</p> <p>121. sling psychrometer</p> <p>122. rain gauge</p> <p>123. wind speed meter</p> <p><b>Forestry</b></p> <p>124. biltmore stick</p> <p>125. diameter tape</p> <p>126. prism</p> <p>127. tree increment borer</p>	<p><b>Native Species</b></p> <p><b>Wildlife</b></p> <p>201. armadillo</p> <p>202. badger</p> <p>203. beaver</p> <p>204. bison</p> <p>205. black bear</p> <p>206. bobcat</p> <p>207. chipmunk</p> <p>208. cottontail</p> <p>209. coyote</p> <p>210. elk</p> <p>211. fox squirrel</p> <p>212. gray squirrel</p> <p>213. gray wolf</p> <p>214. grizzly bear</p> <p>215. jack rabbit</p> <p>216. mole</p> <p>217. moose</p> <p>218. mountain goat</p> <p>219. mountain lion</p> <p>220. muskrat</p> <p>221. opossum</p> <p>222. pocket gopher</p> <p>223. polar bear</p> <p>224. porcupine</p> <p>225. prairie dog</p> <p>226. pronghorn</p> <p>227. raccoon</p> <p>228. red fox</p> <p>229. skunk</p> <p>230. weasel</p> <p>231. whitetail deer</p> <p>232. woodchuck</p> <p><b>Birds</b></p> <p>301 bald eagle</p> <p>302 blue jay</p> <p>303 brown pelican</p> <p>304 brown thrasher</p> <p>305 calliope hummingbird</p> <p>306 Canada goose</p> <p>307 cardinal</p> <p>308 Cooper's hawk</p> <p>309 Crissal's thrasher</p> <p>310 eastern bluebird</p> <p>311 great horned owl</p> <p>312 great blue heron</p> <p>313 golden eagle</p>	<p>314 kestrel</p> <p>315 least tern</p> <p>316 mallard duck</p> <p>317 mountain bluebird</p> <p>318 osprey</p> <p>319 purple martin</p> <p>320 quail</p> <p>321 red-tailed hawk</p> <p>322 ruby-throated hummingbird</p> <p>323 turkey</p> <p>324 white pelican</p> <p>325 wood duck</p> <p><b>Reptiles/Amphibians</b></p> <p>401. alligator</p> <p>402. alligator snapping turtle</p> <p>403. black rat snake</p> <p>404. bullfrog</p> <p>405. collared lizard</p> <p>406. common snapping turtle</p> <p>407. copperhead snake</p> <p>408. coral snake</p> <p>409. corn snake</p> <p>410. cottonmouth</p> <p>411. crocodile</p> <p>412. diamondback rattlesnake</p> <p>413. fence lizard</p> <p>414. garter snake</p> <p>415. green anole lizard</p> <p>416. gray tree frog</p> <p>417. red eared slider</p> <p>418. ring neck snake</p> <p>419. rubber boa snake</p> <p>420. scarlet king snake</p> <p>421. timber rattlesnake</p> <p>422. Woodhouse's toad</p> <p><b>Fish and Other Aquatic Animals</b></p> <p>501. blue catfish</p> <p>502. bream/bluegill</p> <p>503. channel catfish</p> <p>504. clam</p> <p>505. crab</p> <p>506. crappie</p> <p>507. crayfish</p>	<p>508. flathead catfish</p> <p>509. largemouth bass</p> <p>510. lobster</p> <p>511. salmon</p> <p>512. shrimp</p> <p>513. smallmouth bass</p> <p>514. sturgeon</p> <p>515. trout</p> <p>516. walleye</p> <p>517. yellow bullhead catfish</p> <p><b>Invasive/Non-Native Species</b></p> <p><b>Plants</b></p> <p>601. Chinese tallow</p> <p>602. English ivy</p> <p>603. Himalaya blackberry</p> <p>604. hydrilla</p> <p>605. kudzu</p> <p>606. leafy spurge</p> <p>607. melaleuca</p> <p>608. mimosa tree</p> <p>609. purple loosestrife</p> <p>610. saltcedar</p> <p><b>Animals</b></p> <p>701. Asiatic clam</p> <p>702. Asian long-horned beetle</p> <p>703. brown trout</p> <p>704. carp</p> <p>705. Chinese mitten crab</p> <p>706. chukkar</p> <p>707. English sparrow</p> <p>708. European starling</p> <p>709. feral hog</p> <p>710. fire ant</p> <p>711. Norway rat</p> <p>712. nutria</p> <p>713. ring neck pheasant</p> <p>714. sea lamprey</p> <p>715. talipia</p> <p>716. zebra mussel</p>
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## ENVIRONMENTAL AND NATURAL RESOURCES

### Team Activity

Name: \_\_\_\_\_

Chapter: \_\_\_\_\_

CATEGORY	POSSIBLE	SCORE
Quality of Management Plan (Written Statement)	150	
Teamwork Demonstrated	150	
Analysis of Information (Oral Presentation)	200	
Team Presentation	300	
Questions	200	
<b>TOTAL</b>	<b>1000</b>	

# ENVIRONMENTAL AND NATURAL RESOURCES

## Written Statement

Name: \_\_\_\_\_

Chapter: \_\_\_\_\_

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. Spelling/grammar (sentence structure, verb agreement, etc.)	Spelling and grammar are extremely high quality. • 2 or fewer spelling errors are present. • 2 or fewer grammar errors are present.	Spelling and grammar are adequate. • 3-5 spelling errors are present. • 3-5 grammar errors are present.	Spelling and grammar are less than adequate. • 6 or more spelling errors are present. • 6 or more grammar errors are present.		X 5	
B. Message	Communicates ideas extremely clearly as well as extremely focused. Thoughts are very interesting and understandable. • All main ideas are supported by clear and vivid details. • Clearly organized and concise by remaining on target, is completely focused with obvious construction and strong introduction, body and conclusion layout.	Communicates ideas clearly and concisely, and message is interesting and understandable. • Most of the main ideas are supported by sufficient details. • Good organization with few statements out of place or lacking in clear construction.	Communicates ideas clearly, but message is difficult to understand. • None of the main ideas are supported by sufficient details. • Little to no organization is present and is sometimes awkward and lacking construction.		X 5	
C. Writing style	Writing style is selectively appropriate for the intended audience. • The style chosen has obviously been well thought-out based on the specific audience.	Thought was given to the intended audience, and the style reflects the purpose for communicating with that audience. • Most language is appropriate for the intended audience.	Writing style does not show intent to connect with different types of audiences, style is more for a generic reader. • Some language used might be confusing for some audiences		X 5	
<b>CONTENT</b>						
Indicator	10-7 points	6-4 points	3-0 points			
D. Written content	Covers topic in-depth with details and examples. • Subject knowledge is excellent.	Includes essential knowledge about the topic. • Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.		X 7.5	
<b>TOTAL POINTS</b>						

# ENVIRONMENTAL AND NATURAL RESOURCES

## Team Activity Rubric

Name: \_\_\_\_\_

Chapter: \_\_\_\_\_

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. Managing team dynamics	Completely committed to team dynamics, maturity and professionalism are always present. • In team conflicts, problem-solving and decision-making methods and skills are used to produce a positive compromise.	Somewhat committed to team dynamics, maturity and professionalism are seldom present. • In team conflicts, problem-solving and decision-making methods and skills are sometimes used to produce a compromise. Sometimes involvement in this process is limited.	Lacking team dynamics, maturity and professionalism. • When team conflict arises little is done to resolve the conflict at hand.		X 4	
B. Awareness of personality styles of others	Totally conscious and respectful of differing attitudes, personalities and behaviors. • Language is free of bias and completely shows an understanding and respect for others' differences in learning and personality.	Is, for the most part, respectful of others' differences in personality and behavior. • For the most part, language conveys an understanding of others' differences in learning and personality.	Shows little tolerance for differing personalities and behaviors. • Language used may be expressed as not understanding others' differences in personality and learning styles.		X 4	
C. Uses positive and mature language and mannerisms	Always uses mature language and mannerisms. • Never uses immature verbal and/or nonverbal communication. • Always has positive communications.	Almost always uses mature language and mannerisms. • Rarely uses immature verbal and/or nonverbal communication. • Usually has positive communications.	Usually uses mature language and mannerisms. • Frequently uses immature verbal and/or nonverbal communication. • Seldom has positive communications.		X 4	
	<b>10-7 points</b>	<b>6-4 points</b>	<b>3-0 points</b>			
D. Reacting to changes	Has ability to react and transition effortlessly to change. • Able to transition with change; thinks quickly; shows no sign of stress.	Typically reacts well to changes. • Seems able to transition to change most of the time; occasionally stresses.	Has difficulty reacting well to changes. • Seems stressed by change.		X 9	
<b>TOTAL POINTS</b>						

# ENVIRONMENTAL AND NATURAL RESOURCES

## Analysis of Information (Presentation)

Name: \_\_\_\_\_

Chapter: \_\_\_\_\_

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. Examples	Examples are vivid, precise and clearly explained. • Examples are original, logical and relevant.	Examples are usually concrete, sometimes needs clarification. • Examples are effective, but need more originality or	Examples are abstract or not clearly defined. • Examples are some- times confusing, leaving the listeners with questions.		X 10	
D. Being detail-oriented	Is able to stay fully detail-oriented. • Always provides details which support the issue; is well organized.	Is mostly good at being detail-oriented. • Usually provides details which are supportive of the issue; displays good organizational skills.	Has difficulty being detail-oriented. • Sometimes overlooks details that could be very beneficial to the issue; lacks organization.		X 10	
F. Connecting and articulating facts and issues	Exemplary in connecting facts and issues and articulating how they impact the issue locally and globally. • Possesses a strong knowledge-base and is able to effectively articulate information regarding related facts and current issues.	Sufficient in connecting facts and issues and articulating how they impact the issue locally and globally. • Possesses a good knowledge-base and is able to, for the most part, articulate information regarding related facts and current issues.	Has difficulty with connecting facts and issues and articulating how they impact the issue locally and globally. • Possesses some knowledge-base but is unable to articulate information regarding related facts and current issues.		X 20	
<b>TOTAL POINTS</b>						

# ENVIRONMENTAL AND NATURAL RESOURCES

## Team Presentation

Name: \_\_\_\_\_

Chapter: \_\_\_\_\_

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
B. 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 10	
C. Tone	Appropriate tone is consistent. • Speaks at the right pace to be clear. • Pronunciation of words is very clear and intent is apparent.	Appropriate tone is usually consistent. • Speaks at the right pace most of the time but shows some nervousness. • Pronunciation of words is usually clear, sometimes vague.	Has difficulty using an appropriate tone. • Pace is too fast; nervous. • Pronunciation of words is difficult to understand; unclear.		X 10	
E. 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. <del>has to stop and</del>	Shows nervousness or seems unprepared when speaking unrehearsed. • Seems to ramble or speaks before thinking.		X 10	
G. All team members participated	• All team members took an active role in the presentation.	• Three team members took an active role in the presentation.	• Two or less team members took an active role in the presentation.		X 10	
Non-verbal communication – 100 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 some- one or some groups (less than 50% of the time)		X 5	
B. Manner- isms	Does not have distracting mannerisms that affect effectiveness. • No nervous habits.	Sometimes has distracting manner- isms 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 5	
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; some- times 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 5	
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 5	
<b>TOTAL POINTS</b>						

# ENVIRONMENTAL AND NATURAL RESOURCES

## Writing Exercise

Name: \_\_\_\_\_

Chapter: \_\_\_\_\_

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. Spelling/grammar (sentence structure, verb agreement, etc.)	Spelling and grammar are extremely high quality. 2 or fewer spelling errors are present. 2 or fewer grammar errors are present.	Spelling and grammar are adequate. 3-5 spelling errors are present. 3-5 grammar errors are present.	Spelling and grammar are less than adequate. 6 or more spelling errors are present. 6 or more grammar errors are present.		X 5	
B. Message	Communicates ideas extremely clearly as well as extremely focused. Thoughts are very interesting and understandable. <ul style="list-style-type: none"> <li>• All main ideas are supported by clear and vivid details.</li> <li>• Clearly organized and concise by remaining on target, is completely focused with obvious construction and strong introduction, body and conclusion layout.</li> </ul>	Communicates ideas clearly and concisely, and message is interesting and understandable. <ul style="list-style-type: none"> <li>• Most of the main ideas are supported by sufficient details.</li> <li>• Good organization with few statements out of place or lacking in clear construction.</li> </ul>	Communicates ideas clearly, but message is difficult to understand. <ul style="list-style-type: none"> <li>• None of the main ideas are supported by sufficient details.</li> <li>• Little to no organization is present and is sometimes awkward and lacking construction.</li> </ul>		X 5	
C. Writing style	Writing style is selectively appropriate for the intended audience. The style chosen has obviously been well thought-out based on the specific audience.	Thought was given to the intended audience, and the style reflects the purpose for communicating with that audience. Most language is appropriate for the intended audience.	Writing style does not show intent to connect with different types of audiences, style is more for a generic reader. Some language used might be confusing for some audiences.		X 5	
<b>CONTENT</b>						
Indicator	10-7 points	6-4 points	3-0 points			
D. Written content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.		X 5	
<b>TOTAL POINTS</b>						



# ENVIRONMENTAL AND NATURAL RESOURCES

## Water Analysis

Name: \_\_\_\_\_

Chapter: \_\_\_\_\_

Your job today is to analyze the given water sample. You will need to find the given levels of the following possible factors: nitrites, dissolved oxygen, nitrates, pH, phosphates, water hardness, chlorine, ammonia and the current temperature. Using this information indicate if the water quality is suitable for the given species. Indicate the limiting factors and explain ways this water quality can be improved. (Each year, you will test for four of the categories listed in the handbook.)

CATEGORY	ANSWERS	POSSIBLE POINTS	SCORE
1		10	
2		10	
3		10	
4		10	
Indicate if the quality of the sample is suitable for the following use:		10	
Indicate the limiting factor(s):		25	
How can water quality be improved?		25	
<b>TOTAL SCORE:</b>		100	

# ENVIRONMENTAL AND NATURAL RESOURCES

## Soil Profile Part 1

Name: \_\_\_\_\_

Chapter: \_\_\_\_\_

Soil Factors – Part 1			Interpretation of Soil Factors																														
<i>Check Appropriate Box</i>			<i>Check Appropriate Box</i>																														
Score			Score																														
	<b>Texture</b>  <table style="width: 100%; border: none;"> <tr> <td style="width: 10%;"><b>Sur.</b></td> <td style="width: 10%;"><b>Sub.</b></td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>1. Coarse</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>2. Moderately Coarse</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>3. Medium</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>4. Moderately Fine</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>5. Fine</td> </tr> </table>		<b>Sur.</b>	<b>Sub.</b>		<input type="checkbox"/>	<input type="checkbox"/>	1. Coarse	<input type="checkbox"/>	<input type="checkbox"/>	2. Moderately Coarse	<input type="checkbox"/>	<input type="checkbox"/>	3. Medium	<input type="checkbox"/>	<input type="checkbox"/>	4. Moderately Fine	<input type="checkbox"/>	<input type="checkbox"/>	5. Fine		<b>E. Permeability</b>  <input type="checkbox"/> 1. Rapid <input type="checkbox"/> 2. Moderate <input type="checkbox"/> 3. Slow <input type="checkbox"/> 4. Very Slow											
<b>Sur.</b>	<b>Sub.</b>																																
<input type="checkbox"/>	<input type="checkbox"/>	1. Coarse																															
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<input type="checkbox"/>	<input type="checkbox"/>	3. Medium																															
<input type="checkbox"/>	<input type="checkbox"/>	4. Moderately Fine																															
<input type="checkbox"/>	<input type="checkbox"/>	5. Fine																															
	<b>B. Depth of Soil</b>  <input type="checkbox"/> 1. Deep <input type="checkbox"/> 2. Moderately Deep <input type="checkbox"/> 3. Shallow <input type="checkbox"/> 4. Very Shallow			<b>F. Surface Runoff</b>  <input type="checkbox"/> 1. Rapid <input type="checkbox"/> 2. Moderate <input type="checkbox"/> 3. Slow <input type="checkbox"/> 4. Very Slow																													
	<b>C. Slope</b>  <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/></td> <td>1. Nearly Level</td> <td>0-1%</td> </tr> <tr> <td><input type="checkbox"/></td> <td>2. Gently Sloping</td> <td>1-3%</td> </tr> <tr> <td><input type="checkbox"/></td> <td>3. Moderate Sloping</td> <td>3-5%</td> </tr> <tr> <td><input type="checkbox"/></td> <td>4. Strongly Sloping</td> <td>5-8%</td> </tr> <tr> <td><input type="checkbox"/></td> <td>5. Steep</td> <td>8-15%</td> </tr> <tr> <td><input type="checkbox"/></td> <td>6. Very Steep</td> <td>&gt; 15%</td> </tr> </table>		<input type="checkbox"/>	1. Nearly Level	0-1%	<input type="checkbox"/>	2. Gently Sloping	1-3%	<input type="checkbox"/>	3. Moderate Sloping	3-5%	<input type="checkbox"/>	4. Strongly Sloping	5-8%	<input type="checkbox"/>	5. Steep	8-15%	<input type="checkbox"/>	6. Very Steep	> 15%		<b>G. Major Factors That Keep Area Out of Class I</b> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> 1. Texture</td> <td><input type="checkbox"/> 6. Runoff</td> </tr> <tr> <td><input type="checkbox"/> 2. Depth</td> <td><input type="checkbox"/> 7. Wetness</td> </tr> <tr> <td><input type="checkbox"/> 3. Slope</td> <td><input type="checkbox"/> 8. Flooding</td> </tr> <tr> <td><input type="checkbox"/> 4. Erosion</td> <td><input type="checkbox"/> 9. None</td> </tr> <tr> <td><input type="checkbox"/> 5. Permeability</td> <td></td> </tr> </table>		<input type="checkbox"/> 1. Texture	<input type="checkbox"/> 6. Runoff	<input type="checkbox"/> 2. Depth	<input type="checkbox"/> 7. Wetness	<input type="checkbox"/> 3. Slope	<input type="checkbox"/> 8. Flooding	<input type="checkbox"/> 4. Erosion	<input type="checkbox"/> 9. None	<input type="checkbox"/> 5. Permeability	
<input type="checkbox"/>	1. Nearly Level	0-1%																															
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<input type="checkbox"/> 4. Erosion	<input type="checkbox"/> 9. None																																
<input type="checkbox"/> 5. Permeability																																	
	<b>D. Erosion – Wind and Water</b>  <input type="checkbox"/> 1. None to Slight <input type="checkbox"/> 2. Moderate <input type="checkbox"/> 3. Severe <input type="checkbox"/> 4. Very Severe			<b>H. Land Capability Class</b>  <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> 1. Class I</td> <td><input type="checkbox"/> 5. Class V</td> </tr> <tr> <td><input type="checkbox"/> 2. Class II</td> <td><input type="checkbox"/> 6. Class VI</td> </tr> <tr> <td><input type="checkbox"/> 3. Class III</td> <td><input type="checkbox"/> 7. Class VII</td> </tr> <tr> <td><input type="checkbox"/> 4. Class IV</td> <td><input type="checkbox"/> 8. Class VIII</td> </tr> </table>		<input type="checkbox"/> 1. Class I	<input type="checkbox"/> 5. Class V	<input type="checkbox"/> 2. Class II	<input type="checkbox"/> 6. Class VI	<input type="checkbox"/> 3. Class III	<input type="checkbox"/> 7. Class VII	<input type="checkbox"/> 4. Class IV	<input type="checkbox"/> 8. Class VIII																				
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	Total Score Column			Total Score Column																													
				Total Score PART 1																													

# ENVIRONMENTAL AND NATURAL RESOURCES

## Soil Profile Part 2

Name: \_\_\_\_\_

Chapter: \_\_\_\_\_

Score	Recommended Treatments – Part 2      Check Appropriate Box
	<p><b>A. Vegetative</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Row crop/occasional soil conserving crop</li> <li><input type="checkbox"/> 2. Row crop/frequent soil conserving crop</li> <li><input type="checkbox"/> 3. Row crops not more than 2 out of 4 years</li> <li><input type="checkbox"/> 4. Row crops not more than 1 out of 5 years</li> <li><input type="checkbox"/> 5. Return crop residue to the soil</li> <li><input type="checkbox"/> 6. Practice conservation tillage</li> <li><input type="checkbox"/> 7. Establish recommended grass or grasses &amp; legumes</li> <li><input type="checkbox"/> 8. Proper pasture and range management</li> <li><input type="checkbox"/> 9. Protect from burning</li> <li><input type="checkbox"/> 10. Control grazing</li> <li><input type="checkbox"/> 11. Plant recommended trees</li> <li><input type="checkbox"/> 12. Harvest trees selectively</li> <li><input type="checkbox"/> 13. Use only for wildlife or recreation area</li> </ul> <p><b>B. Mechanical</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 14. Control brush or trees</li> <li><input type="checkbox"/> 15. Terrace and farm on contour</li> <li><input type="checkbox"/> 16. Maintain terraces</li> <li><input type="checkbox"/> 17. Construction diversion terraces</li> <li><input type="checkbox"/> 18. Install drainage system</li> <li><input type="checkbox"/> 19. Control gullies</li> <li><input type="checkbox"/> 20. No mechanical treatment needed</li> </ul> <p><b>C. Fertilizer and Soil Amendments</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 21. Soil amendments</li> <li><input type="checkbox"/> 22. Phosphorous [P]</li> <li><input type="checkbox"/> 23. Potassium [K]</li> <li><input type="checkbox"/> 24. Nitrogen [N]</li> <li><input type="checkbox"/> 25. Fertilizer or soil amendments not needed</li> </ul>
	<b>Total Score PART 2 -40</b>
	<b>Total Score PART 1 – 60</b>
	<b>GRAND Total Score – 100</b>

# ENVIRONMENTAL AND NATURAL RESOURCES

## Soil Analysis

Name: \_\_\_\_\_

Chapter: \_\_\_\_\_

Your job today is to take a soil sample from the given area. You will need to determine the levels of nitrogen, phosphorus, potassium and pH from the lab results. Utilizing the lab results and the given Extension Service bulletin make a recommendation for the amount and type of fertilizer that should be added to grow the designated crop.

			Possible Points	Score
Samples are pulled correctly - process				
Sample			10	_____
Samples are pulled from correct locations				
Location 1	Yes	No	4	_____
Location 2	Yes	No	4	_____
Location 3	Yes	No	4	_____
Location 4	Yes	No	4	_____
Location 5	Yes	No	4	_____
Location 6	Yes	No	4	_____
Location 7	Yes	No	4	_____
Location 8	Yes	No	4	_____
Location 9	Yes	No	4	_____
Location 10	Yes	No	4	_____
Analyze Lab Results				
Category	Level			
Nitrogen (N)			5	_____
Potassium (K)			5	_____
Phosphorus (P)			5	_____
pH			5	_____
Fertilizer Recommendation			30	_____
			TOTAL	100
				_____

# ENVIRONMENTAL AND NATURAL RESOURCES

## GPS Location

Name: \_\_\_\_\_

Chapter: \_\_\_\_\_

List your numbers for each location point following the latitude and longitude given. Note: Variance for differential corrections are noted on condition sheet.

LOCATION POINT	POINT NUMBER	POSSIBLE POINTS	SCORE
1		20	
2		20	
3		20	
4		20	
5		20	
TOTAL POINTS			

# ENVIRONMENTAL AND NATURAL RESOURCES

## Environmental Analysis

Name: \_\_\_\_\_

Chapter: \_\_\_\_\_

Your assignment is to analyze the given ecosystem with the following aspects in mind:

Question	Possible Points	Score
List ten (10) biotic organisms that you observed within the marked boundaries of this site.	20	
List ten (10) abiotic organisms that you observed within the marked boundaries of this site.	20	
List five relationships (food web) found among the biotic factors in this environment.	20	
Identify the stages of succession found in this ecosystem.	20	
Is this a balanced ecosystem? – Yes or No (circle) – Why or Why Not? – Provide four reasons.	20	
Total Score	100	

# EXTEMPORANEOUS PUBLIC SPEAKING CAREER DEVELOPMENT EVENT

*A Special Project of the Tennessee Association FFA*

## PURPOSE

The Tennessee FFA Extemporaneous Public Speaking Career Development Event is designed to develop the ability of all FFA members to express themselves on a given subject without having prepared or rehearsed its content in advance. This gives the FFA members an opportunity to formulate their remarks for presentation in a very limited amount of time.

## EVENT RULES

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<b>TEAM OF:</b>	1 FFA member
<b>OFFICIAL DRESS APPROPRIATE:</b>	Yes
<b>STATE PARTICIPANTS:</b>	6 individuals – top 2 individuals per region
<b>MATERIALS NEEDED: (ON THE DAY OF THE EVENT)</b>	Up to 5 references ( <i>refer to <b>GUIDELINES</b> for details</i> ) Writing Utensils Stopwatch ( <i>not required but allowable</i> )

## FORMAT

This event consists of the following components:

- A. Timed Extemporaneous Speech Preparation**
- B. Delivery of Extemporaneous Speech**
- C. Oral Questions**

### **A. Timed Extemporaneous Speech Preparation**

The selection of topics will be held 30 minutes before the event. The participants will draw three specific topics, selected at random from the pool of 12, relating to the industry of agriculture. After selecting the topic they desire to speak on, all three topics will be returned for the next drawing.

#### **Extemporaneous Speech Topic Areas:**

1. Agriscience and Technology
2. Agrimarketing and International Agricultural Relations
3. Food And Fiber Systems

#### 4. Urban Agriculture

Twelve topics will be prepared by the event superintendent and will include three from each of the four topic areas.

Participants will be admitted to the preparation room at 15-minute intervals and given exactly 30 minutes for topic selection and preparation. Each speech should be the result of the participant's own effort using approved reference material which the participant may bring to the preparation room. No other assistance may be provided. Participants must use the uniform note cards provided. Any notes for speaking must be made during the 30-minute preparation period.

##### **B. Delivery of Extemporaneous Speech**

Each speech should be not less than four and no more than six minutes in length. Participants are to be penalized one point per second on each judge's score sheet for being over six minutes or under four minutes. Time commences when the speaker begins talking. Speakers may use a watch to keep a record of their time. Event officials or observers will give no time warnings.

A participant will be permitted to use notes 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.

##### **C. Oral Questions**

Members will have five minutes additional time after concluding their speech for related questions which will be asked by the judges. Each judge shall formulate their own questions. Questions will 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 should be used.

#### **GUIDELINES**

1. It is the responsibility of the event coordinator to screen reference material to ensure it meets the guidelines and provide uniform notecards for all participants.
2. References to be used while writing the speech are limited to five items.
3. References must be printed material such as books or magazines and/or a compilation of typed collected materials, such as internet articles, magazine articles, etc..
4. To be counted as one item, a notebook or folder of collected materials may contain **no more** than 100 single sided pages or 50 pages double sided numbered consecutively (cannot be handwritten notes or speeches prepared by the participant or notes prepared by another person for the purpose of use in this event).
5. A list of all possible topics will be given to and reviewed by the judges, prior to the beginning of the event.



- Judges should meet prior to the event to prepare and clarify the types of questions to be asked.

## **SCORING**

<b>SECTION</b>	<b>POINTS</b>
Oral Communication	600
Non-Verbal Communication	400
<b>TOTAL:</b>	<b>1000</b>

The state event will be conducted in two rounds: preliminary, and finals.

The timekeeper's record will be used in computing the final score for each participant.

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. Other placings will be determined in the same manner (low rank method of selection)

## **TIEBREAKER**

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

## **AWARDS**

Plaques will be awarded to the state winner and state runner up on stage at the State FFA Convention. The state winner will represent Tennessee at the National FFA Convention.

## **REFERENCES**

- [www.fb.org](http://www.fb.org)
- [www.usda.gov](http://www.usda.gov)
- Tennessee Farm Bureau News
- Tennessee Cooperator
- Progressive Farmer

# EXTEMPORANEOUS PUBLIC SPEAKING

## Overall Scorecard

Name: \_\_\_\_\_

Chapter: \_\_\_\_\_

ORAL COMMUNICATION – 600 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
Examples	Examples are vivid, precise and clearly explained. Examples are original, logical and relevant.	Examples are usually concrete, sometimes 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.		X 10	
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 15	
Tone	Appropriate tone is consistent. Speaks at the right pace to be clear. Pronunciation of words is very clear and intent is apparent.	Appropriate tone is usually consistent. Speaks at the right pace most of the time, but shows some nervousness. Pronunciation of words is usually clear, sometimes vague.	Has difficulty using an appropriate tone. Pace is too fast; nervous. Pronunciation of words is difficult to understand; unclear.		X 15	
Being Detail-Oriented	Is able to stay fully detail-oriented. Always provides details which support the issue; is well organized.	Is mostly good at being detail-oriented. Usually provides details which are supportive of the issue; displays good organizational skills.	Has difficulty being detail-oriented. Sometimes overlooks details that could be very beneficial to the issue; lacks organization.		X 20	
Connecting and Articulating Facts and Issues	Exemplary in connecting facts and issues and articulating how they impact the issue locally and globally. Possesses a strong knowledge base and is able to effectively articulate information regarding related facts and current issues.	Sufficient in connecting facts and issues and articulating how they impact the issue locally and globally. Possesses a good knowledge base and is able to, for the most part, articulate information regarding related facts and current issues.	Has difficulty with connecting facts and issues and articulating how they impact the issue locally and globally. Possesses some knowledge base but is unable to articulate information regarding related facts and current issues.		X 20	
Speaking Unrehearsed (Questions & Answers)	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 some- times gets off focus.	Shows nervousness or seems unprepared when speaking unrehearsed. Seems to ramble or speaks before thinking.		X 40	

<b>NON-VERBAL COMMUNICATION – 400 points</b>						
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	
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	
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	
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	
<b>GROSS TOTAL POINTS</b>						
(-1 point per second under 4 minutes or over 6 minutes, determined by the timekeepers) <b>TIME DEDUCTION</b>						
<b>TOTAL POINTS GIVEN</b>						

# FARM BUSINESS MANAGEMENT

## CAREER DEVELOPMENT EVENT

### PURPOSE

The Tennessee FFA Farm Business Management Career Development Event provides competition that fosters information assimilation, critical thinking and problem-solving skills necessary to successfully manage a farm or pursue farm business management careers. The Tennessee FFA Farm Business Management Career Development Event enhances and encourages opportunities for all participants to receive instruction that develops farm business management skills.

### OBJECTIVES

The event objectives are for participants to demonstrate their ability to:

- A. Analyze farm/ranch business management information.
- B. Apply economic principles and concepts of farm business management to the decision-making process.
- C. Evaluate farm business management decisions.
- D. Work together cooperatively as a group.

### EVENT RULES

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**TEAM OF:** 4 FFA members

**OFFICIAL DRESS APPROPRIATE:** Yes

**STATE PARTICIPANTS:** Open to all chapters

**MATERIALS NEEDED:  
(ON THE DAY OF THE EVENT)** No. 2 pencils  
Calculator (*must be battery operated, non-programmable and silent with only the following functions- addition, subtraction, multiplication, division, equals, percent, square root, +/- key and one memory register.*)

### FORMAT

This event consists of the following components:

#### TEAM

##### A. Team Activity\*

#### INDIVIDUAL

##### B. Written Exam

##### A. Team Activity

*\*This component may not be conducted at the state event. Every effort will be made to*

*communicate whether or not this component will take place for preparation purposes.*

The team activity evaluates the ability of a team's members to work cooperatively together to use decision making and problem analysis skills while applying economic principles and concepts taught in farm business management. Ninety (90) minutes are allowed for completion of the team activity. At the end of activity, each team submits a document to be scored.

The team activity has a maximum value of 300 points per team and is only included in the team score. During the team activity section, the team is observed by event judges and evaluated on its ability to work together cooperatively as a group. The team activity evaluation criteria and scorecards are distributed at the event evaluation meeting.

The team activity involves the use of farm business management skills and the resource information used for the written exam of the current year's event. All topics in the outline under **GUIDELINES** section may be included in the team activity. Farm business management forms and procedures follow the samples and procedures as presented in the most current Farm and Ranch Business Management text published by John Deere.

### **B. Individual Activity**

The written exam tests the ability of the participants to use decision making and problem analysis skills while applying economic principles and concepts taught in farm business management. Each team member works independently to complete the written exam. On the written exam, each team member delivers a set of results for scoring and receives individual scores on the written exam.

Three hours are allowed for completion of the written exam. The written exam may include any type of question (such as multiple choice, short answer, essay and fill-in the blank). The written exam has a maximum value of 300 points per team member for the top 3 members. Individual scores on the written exam are used to calculate both the individual and team score.

All topics in the outline under the event objectives section below can be included in the written exam. Farm business management forms and procedures follow the samples and procedures as presented in the most current Farm and Ranch Business Management text published by John Deere.

### **GUIDELINES**

1. Copies of the complete event with answers may be distributed to all who are present at the event evaluation meeting.
2. The principles and concepts included in the chart on page 58 may be included in each section event.

# FARM BUSINESS MANAGEMENT CDE PRINCIPLES AND CONCEPTS

## RISK MANAGEMENT

### Investment analysis

- capital budgeting
  - *time value of money*
  - *net present value*
- credit
  - *sources*
  - *loan applications*
  - *interest*
- leasing of real property
- land acquisition and ownership
- machinery management
- insurance
  - *life insurance*
  - *property insurance*
  - *crop insurance*
  - *health*
  - *liability*

### Marketing analysis

- functions
- structures
- price determination
  - *supply*
  - *demand*
  - *comparative advantages*

### International trade

#### Types of markets

- perfectly competitive markets
- few participants markets
- one participant markets

#### Market and purchasing structure

- cooperatives
- corporations
- individuals

#### Legal analysis

- estate planning
- business organization
  - *sole proprietorship*
  - *business organization*
  - *partnership*
  - *contract farming*
- written agreements

#### Government programs and regulations

#### Price methods

- cash markets
- futures and options
- forward contracting

## ECONOMIC PRINCIPLES

### Production functions

- diminishing returns
- profit maximizing point:
  - $MFC=MVP$
  - $MC=MR$

### Opportunity costs

- alternative investment opportunities
- alternative use of resources

### Cost analysis

- fixed costs
- variable costs

### Input combinations

### Enterprise selection

- equi-marginal returns
- specialization and diversification

### Supply and demand

- price and quantity determination
- elasticity of demand
- elasticity
- supply
- substitute and complementary products

## USE AND ANALYSIS OF RECORDS TO MANAGE RESOURCES

### Analysis of records

- profit and loss
- financial statements
  - *ratios*
  - *solvency*
  - *liquidity*
  - *profitability*
  - *labor efficiency*
  - *feed efficiency*
  - *inventory*
  - *assets,*
  - *liabilities*
  - *net worth*

### Budgeting

- partial budgets
- whole farm budgets
- enterprise budgets

### Cash flow analysis

- summary
- projections

### Managerial accounting

### Tax management

## SCORING

<i>SECTION</i>	<i>POINTS</i>
<i>INDIVIDUAL</i>	
Written Exam	100
<b>TOTAL:</b>	<b>100</b>
<i>TEAM</i>	
Team Activity	300
Individual Scores (Top 3)	900
<b>TOTAL:</b>	<b>1200</b>

## TIEBREAKER

Judges will break ties on individual scores using pre-selected sections of the written exam. Judges will break ties on team scores using the following sequence:

1. Team activity score
2. Written exam average

## AWARDS

Top two teams will be recognized on stage at the State FFA Convention. The state winner will represent Tennessee at the National FFA Convention.

## REFERENCES

For the most current listing of resources and definitions for economic terms, refer to the national FFA website- Farm Business Management Career Development Event section.

### Primary:

- Jobs, Steward, Casey and Purcell (2004). Farm and Ranch Business Management (5<sup>th</sup> edition). Deere & Company, John Deere Publishing, East Moline, Illinois 61244. <http://www.deere.com/publications>
- Kay, Edwards and Duffy. Farm Management. McGraw-Hill Book Co., New York, NY. (6th edition, 2008)
- CDE NCQ, National FFA Core Catalog, Indianapolis, IN. <http://shop.ffa.org/cde-qas-c1413.aspx> (Published annually following the CDE.) Good source for examples of enterprise budgets and financial statements used in the CDE.

### Secondary:

- Boehlje and Eidman (1984). Farm Management. John Wiley and Sons, New York, NY.
- Bowers, Love and Kletke (1994). Machinery Replacement Strategies. Deere & Company, John Deere Publishing, East Moline, Illinois 61244. Deere & Company. <http://www.deere.com>
- Dicks, Michael (1998). Agricultural Policy and How it Affects You, Deere & Company, John Deere Publishing, East Moline, Illinois 61244
- Oltmans, Klinefleter, and Frey (2001) Agricultural Financial Reporting and Analysis. Doane Agricultural Services, St. Louis, MO.
- Purcell, Wayne D. (1995). Marketing Agricultural Commodities. Deere & Company, John Deere Publishing, East Moline, Illinois 61244.

- Wilson, Purcell, Burton, and Wahlberg (1994). Managing Livestock Production. Deere & Company, John Deere Publishing, East Moline, Illinois 61244.
- Wilson, Purcell, Burton, and Wahlberg (1994). Managing Agricultural Commodities. Deere & Company, John Deere Publishing, East Moline, Illinois 61244

### **Technical References:**

- Farmers Tax Guide, published by the Department of the Treasury, Internal Revenue Service, can be obtained from the IRS Forms Distribution center in your state or the IRS website. <http://www.irs.gov/publications/p225/index.html>
- Farm Financial Standards Council, Financial Guidelines for Agriculture Producers, 1998 <http://www.ffsc.org/>.
- Assorted educational materials are available on hedging, forward contracting, and commodity futures trading from any of the following addresses.
- Chicago Mercantile Exchange, 30 South Wacker Drive, Chicago, Illinois 60604. <http://www.cmegroup.com>
- Kansas City Board of Trade, 4800 West Main Street, Kansas City, Missouri 64112
- New York Cotton Exchange, New York Mercantile Exchange Building, One North End Avenue, New York, NY 10282-1101
- New York Mercantile Exchange, Commodity Exchange Ctr., One North End Avenue, New York, NY 10282-1101
- Doane Agricultural Services, Vance Publishing Corp., 77 Westport Plaza, #250, St. Louis, MO 63416. Doane provides a variety of educational materials related to farm and ranch management.
- Cooperative Extension Service in your state. Contact your local extension agent for access to farm and ranch management educational materials.



# FARM BUSINESS MANAGEMENT

## Team Activity Observer's Scorecard

Name of Observer: \_\_\_\_\_

TEAMWORK EVALUATION QUESTIONS	SCORING RANGES			TEAM NO./ CHAPTER			
	LOW	MEDIUM	HIGH				
	<b>5-6 points</b>	<b>7-8 points</b>	<b>9-10 points</b>	<b>POINTS</b>	<b>POINTS</b>	<b>POINTS</b>	<b>POINTS</b>
Leadership Identified	Leadership not evident, no listing completed.	Leadership evident, listing incomplete.	Clearly identifies and lists leaders.				
	<b>22-24 points</b>	<b>25-27 points</b>	<b>28-30 points</b>				
Effective Listening & Oral Communication	Not listening to each other, talking over other team member, 1 member dominating.	Listening and communications occurring, but 2-3 members dominating.	Clearly evident that all team members are listening and discussing is- sues.				
	<b>22-24 points</b>	<b>25-27 points</b>	<b>28-30 points</b>				
Demonstrated Cooperation	Tasks primarily completed by one member, other members contributing only slightly.	Tasks primarily completed by 2-3 members, other member(s) assist occasionally.	Clearly all team members completing tasks, sharing written and oral computations/solutions.				
	<b>22-24 points</b>	<b>25-27 points</b>	<b>28-30 points</b>				
Participated in the Team	1-2 members form the primary team, other members participate occasionally early, fade over time.	Members are engaged & attentive, with 2-3 making notes, participation fades over time.	Clearly all members are engaged, attentive and making notes for the full term of event.				
<b>TOTAL</b>							

# FFA CEREMONIES

## CAREER DEVELOPMENT EVENT

### PURPOSE

The FFA Ceremonies Career Development Event is designed for FFA members to develop, practice and demonstrate skills needed in conducting an Official FFA business meeting in a relaxed, professional, and realistic manner. The emphasis of this event is on speaking ability, the degree to which the judges are convinced that the members are able to conduct a meeting, and accuracy on scripted parts of the event. Movements, appearance, and other factors should be professional but realistic, as close to a real FFA meeting as possible.

### EVENT RULES

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<b>TEAM OF:</b>	7 freshmen FFA members
<b>OFFICIAL DRESS APPROPRIATE:</b>	Yes
<b>STATE PARTICIPANTS:</b>	6 teams – top 2 teams per region
<b>MATERIALS NEEDED: (ON THE DAY OF THE EVENT)</b>	No. 2 pencils Secretary's minutes Treasurer's report Gavel ( <i>optional, as one will also be provided</i> )

### FORMAT

This event consists of the following components:

#### *TEAM*

- A. Presentation of Opening Ceremony**
- B. Reading and Approval of Minutes**
- C. Reading of Treasurer's Report**
- D. Presentation of ONE Main Motion**
- E. Presentation of Closing Ceremony**

#### *INDIVIDUAL*

- F. FFA Knowledge Exam**

#### **A. Presentation of Opening Ceremony**

Judging begins from the moment the team enters the room. The ceremony will be scored for accuracy compared to the most recent Official FFA Manual. The President will be seated during Vice President roll call if a chair is available. If no chair is available, President should step back from podium during Vice President roll call.

The Secretary should remain seated when saying, *“There are 7 members and numerous guests present, Mr./Mdm. President.”*

### **B. Reading and Approval of Minutes**

The Secretary’s Minutes included in this handbook will be used as the official minutes, to be read in its entirety. Teams need not provide copies of the minutes for the judges, as only the presentation of the reports is judged.

When handling Secretary’s minutes:

*“Are there any corrections to the minutes? (Pause) If not, they stand approved as read.” TAP ONCE*

### **C. Reading of Treasurer’s Report**

The Treasurer’s Report included in this handbook will be used as the official report, to be read in its entirety. Teams need not provide copies of the report for the judges, as only the presentation of the report is judged.

When handling Treasurer’s report:

*“Are there any questions? (Pause) The report will be filed.” NO TAP*

### **D. Presentation of One Main Motion**

The main motion, a second, one discussion with a 20-second time limit, and vote on the motion are all that will be judged. Robert’s Rules of Order, Newly Revised 10th or most current Edition will be used as the official reference. Teams using more than one ability will not receive any of the ten (10) parliamentary ability points. Teams using more than 20 seconds of discussion will have one (1) point per second deduction this time does not include recognition by the chair.

It is not required that the maker of the motion debate the motion. Student advisors are allowed to vote on the motion.

### **E. Presentation of Closing Ceremony**

Closing ceremony refers to the official closing ceremony outlined in the Official FFA Manual, and not closing ceremonies for a parliamentary meeting. All team members should salute the same flag (either the reporter’s station *or* the largest flag in the room.) during the Pledge of Allegiance.

Judging ends once the last student has left the room.

### **F. FFA Knowledge Exam**

Students will have 30 minutes to take a 25 question multiple choice written exam. Questions may only come from the official test bank located on the official Tennessee FFA website. (This test bank includes information from the current manual, student handbook and general Tennessee FFA History.) Questions will be 2

points each, and team average will be divided by ten and added to the overall score. This will be a maximum of 5 points.

## **GUIDELINES**

1. Team members will **NOT** be allowed to enter the room for room setup or opening statements prior to the presentation.
2. All teams will be allowed to view the presentation room before the event begins.
3. The official FFA paraphernalia will be placed in the meeting room prior to the competition. A gavel will be provided either with or without a block.
4. Only portions of the presentation that are scripted should incur a points penalty for added words. Unscripted parts (*in between presentations of scripted Secretary and Treasurer's reports, introduction to parliamentary section, etc.*) should not incur point deductions for added words. (*i.e. – The President saying "Thank you" to the Secretary after the report is given should not count as added words.*)
5. When judging for uniformity: so long as the students meet official dress standards, the team should **NOT** lose points due to differences in shoes, hairstyles, types of FFA ties or scarves, types of pants or skirts, etc.
6. Teams are encouraged to have an overall cohesiveness of presentation, but to remain realistic and avoid appearing "militaristic" in style.

## **SCORING**

The top two teams after the first round will advance to the final round and give their demonstration on stage to be judged a second time. Participants shall be ranked in numerical order on the basis of the final score to be determined by each judge. The judges' ranking of each participant then shall be added by the event coordinator, 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).

## **TIEBREAKER**

Ties will first be broken using the overall average on the FFA Knowledge Exam. Ties will then be broken based on the greatest number of low ranks. Team's low ranks will be counted and the team with the greatest number of low ranks will be declared the winner. If a tie still exists then the team's raw scores will be totaled. The participant with the greatest total of raw points will be declared the winner.

## **AWARDS**

Top two teams will be recognized on stage with plaques during the State FFA Convention.

## **REFERENCES**

1. Current Official FFA Manual  
Robert's Rules of Order, Newly Revised 10<sup>th</sup> Edition or most current edition

Report of the Treasurer of the \_\_\_\_\_ FFA Chapter  
Ending February 28<sup>th</sup>, \_\_\_\_\_ *(current year)*

Balance on Hand February 1 \_\_\_\_\_ *(current year)* \$1,253.25

Receipts

Member's Dues	\$630.00
Proceeds from Fall Barbecue	\$296.75
Fines	\$12.00

<b>Total Receipts</b>	<b>\$938.75</b>
<b>Total</b>	<b>\$2192.00</b>

Disbursements

Rent of Hall	\$500.00
Custodial Service Fee	\$175.00
Stationary and Printing	\$122.40
Postage	\$84.00

<b>Total Disbursements</b>	<b>\$881.40</b>
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Balance on Hand February 28, \_\_\_\_\_ *(current year)* \$1310.60

<b>Total</b>	<b>\$2192.00</b>
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Audited and found correct, \_\_\_\_\_, Treasurer

\_\_\_\_\_

\_\_\_\_\_

Auditing Committee

Minutes of the Secretary of the \_\_\_\_\_ FFA Chapter  
Regular Monthly Meeting Minutes  
February 15 *(current year)*

The regular monthly meeting of the \_\_\_\_\_ FFA Chapter was held Tuesday, February 15 \_\_\_\_\_ *(current year)* at 1:00 p.m., in the Ag Shop, the President being in the chair and the Secretary being present. The minutes of the last meeting were read and approved.

The report of the Treasurer was received and put on file submitting an on hand balance of \$1253.25 for January 31 \_\_\_\_\_ *(current year)*.

\_\_\_\_\_ moved “that our chapter purchase plaques and award pins for the chapter banquet from the National FFA Supply Service.” With a voice vote, this motion was adopted after debate.

\_\_\_\_\_ moved “that our chapter reward each retiring officer with a retiring officer pin at the chapter banquet.” After short debate, \_\_\_\_\_ moved to amend the motion by striking out “pin” and inserting “plaque”. The primary amendment passed by voice vote. The motion as amended which stated that our chapter reward each retiring officer with a retiring officer plaque at the chapter banquet passed by a show of hands with 22 in favor and 10 in opposition.

The meeting adjourned at 1:24 p.m.

\_\_\_\_\_  
Chapter Secretary

\_\_\_\_\_  
Chapter President

# FFA CEREMONIES

## Presentation Rubric and Overall Scorecard

Chapter: \_\_\_\_\_ Region: \_\_\_\_\_ **W M E**

	4 POINTS	3 POINTS	2 POINTS	1 POINT	POINTS GIVEN
<b>Voice Quality</b> Extent to which voice is clear and rich	Very clear & rich	Clear & rich	Somewhat clear & rich	Muffled or lacking richness	
<b>Voice Pitch</b> Extent to which voice is enthusiastic without losing professionalism (fluctuation is present but not extreme)	Enthusiastic but professional	Enthusiasm lacking or fluctuation is a little extreme	Not much enthusiasm or fluctuation is too extreme	No enthusiasm or fluctuation is extremely unprofessional	
<b>Voice Force</b> Extent to which members are easily heard without sounding strained. Team sounds confident to speak up.	Volume is professional, crisp, and easily heard without “yelling” or straining the voice	Volume is a little too much or is a little quiet	Volume is strained or is quiet	Volume is extremely loud (yelling) or extremely quiet to exude lack of confidence	
<b>Articulation</b> Extent to which members maintain a proper cadence to be properly understood	Speed of speech is smooth and slow enough to be understood clearly	Speed is a little fast or a little too slow or becoming “choppy”	Speed is fast (sounds nervous) or much too slow	Speed is very fast making it hard to understand what is said	
<b>Pronunciation</b> Extent to which members will sound out words properly (keeping in mind local dialect)	Words are pronounced clearly without being “overdone”	Pronunciation is clear but needs work on a few words (i.e. I, a, the, my, strive, etc.)	Little evidence of working on correct way to pronounce words	Words are not pronounced well, words are mumbled	
<b>Stage Presence- Personal Appearance</b> Hair is neat and trimmed with modest hair coloring, makeup, jewelry, etc. Members should look professional. Official dress is mandatory.	Members have neat appearance, everyone looks professional	Some lack of professionalism	Several members lack professionalism	Team lacks professionalism (note: deduct ten points for each person not in official dress)	
<b>Poise and Posture</b> Teams should appear alert and sit up in the chairs and stand straight without looking as if they are in the military.	Team appears alert throughout presentation	Some members look a little stiff or slump	Some appear slothful or inattentive	Team appears slothful or inattentive	
<b>Confidence</b> Extent to which team performs smoothly and deliberately without being “militaristic”.	Team performs smoothly throughout	Some members appear a little nervous	Some members stumble or pause	Several members stumble or pause	

<b>Personality</b> Extent to which members perform realistically and appear pleasant	Team appears pleasant without being "cheesy"	Some appear too tense or pleasantness is unrealistic	Team appears too tense or pleasantness is unrealistic	Team shows no personality or is too militaristic	
<b>General Effect- Unison Parts</b> Team should sound together and have roughly the same volume and pitch (president may be louder). Team should stand and sit together (realistically).	Team presents part together and sound as one (consider male & female voices); stand and sit together	Some are not in synch with the rest of the team in one portion of unison parts	Some are not in synch with the rest of the team in more than one portion of unison parts	Team shows lack of practicing together in the unison parts	
<b>Accuracy</b> The "script" for the contest is the ceremonies as written in the official manual. Each word missed, for example, counts as one error. The Secretary and Treasurer will use the official script provided in the rules. Parliamentary procedure will follow Roberts Rules of Order. Going over during debate counts as 1 error.	The team follows the script without error.	No more than one error is performed	No more than two errors are performed	No more than three errors are performed. (note: 0 points for four errors and each error above four will count 1 pt off)	
<b>TOTAL POSSIBLE</b>					<b>44</b>
<b>TOTAL PRESENTATION POINTS</b>					
<b>EXAM POINTS (5 points max)</b>					
<b>TOTAL OVERALL TEAM SCORE</b>					



# FLORICULTURE

## CAREER DEVELOPMENT EVENT

### PURPOSE

The purpose of the Floriculture CDE is to stimulate the study of and interest in production and retailing of flowers, plants and foliage through the agricultural education curriculum.

### OBJECTIVES

- A. Identify floriculture and bedding plant materials.
- B. Identify and treat unhealthy plants due to pest, nutritional, mechanical or chemical injury.
- C. Understand the biological and scientific principles and develop the skills underlying propagation, growth requirements, growing techniques, harvesting, marketing and maintenance of established floriculture plants.
- D. Understand principles and develop skills of floral design.
- E. Identify and select appropriate supplies and equipment for the flower shop and greenhouse.
- F. Understand and demonstrate the use of safety procedures and practices in floriculture operations.
- G. Operate and maintain appropriate equipment for floriculture operations.
- H. Understand and demonstrate interpersonal skills prerequisites to successful employment in the floriculture industry.
- I. Understand and demonstrate proper sales and service skills.
- J. Maintain records and proper reports that are accurate and legible.
- K. Develop those interpersonal skills prerequisite to effective participation in the floriculture industry.

### EVENT RULES

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**TEAM OF:** 4 FFA members

**OFFICIAL DRESS APPROPRIATE:** Optional

**STATE PARTICIPANTS:** 12 teams – top 4 teams per region

**MATERIALS NEEDED:  
(ON THE DAY OF THE EVENT)** No. 2 pencils  
Clean, clear (see-through/transparent) clipboards  
4 Official judgingcard.com scorecards  
Calculator (*must be battery operated, non-programmable and silent with only the following functions- addition, subtraction, multiplication, division, equals, percent, square root, +/- key and one memory register.*)

## FORMAT

This event consists of the following components:

### *TEAM*

#### **A. Team Activity**

### *INDIVIDUAL*

#### **B. Identification of Plant Material**

#### **C. General Knowledge Exam**

#### **D. Problem Solving**

#### **E. Practicums**

#### **A. Team Activity**

Each team will perform a task normally performed in some phase of the floriculture industry that requires teamwork. Prior to the event, the state event committee will select a theme and series of floriculture industry tasks. These tasks will be described in situational terms for presentation to each team.

Forty five minutes will be allowed for this activity. All supplies and materials needed to complete the task will be provided.

#### **Possible Team Activity Tasks:**

- Making floral decorations for an event or party
- Demonstrating the use of a horticultural product
- Packing plants for shipping and updating inventory
- Filling orders for customers
- Preparing floral decorations for a convention
- Designing on location

#### **B. Identification of Plant Material**

Forty (40) specimens from the Floriculture Plant Identification List will be displayed for participants to identify by technical and common names. A number will designate each specimen. Five points will be awarded for each specimen that is correctly identified. Each participant will be allowed 20 minutes to complete this phase of the event.

#### **C. General Knowledge Exam**

Fifty (50) objective-type multiple choice questions will be written that covers the areas of the floriculture industry reflected in the event objectives. This phase of the event will test participants' knowledge and understanding of basic biological and scientific principles of producing and marketing flowers, plants and foliage. Each participant will be allowed 50 minutes to complete this phase of the event. Each answer has a value of five points.

## **D. Problem Solving**

Each participant will solve ten (10) problems related to the various aspects of the floriculture industry identified in the event objectives. Each problem will describe a situation or create a problem, and list four possible solutions to the problem. The participant must decide on the BEST possible solution to the problem. All materials and information necessary to solve the problem will be available to the participant as he/she solves the problem. Each participant will be allowed 50 minutes to complete this phase of the event. Each correct solution has a value of 20 points.

## **E. Practicums**

State CDE - Each participant will complete the flower arrangement, job interview, and EITHER the telephone selling practicum OR the one-on-one selling practicum, and one of the other practicum activities from the current year of the rotational list.

Regional CDE – Each participant will complete at least one of the following activities: a flower arrangement, job interview, the telephone selling practicum or the one-on-one selling practicum. Additionally, one of the other practicum activities from the current year of the rotational list will be completed.

### **Annual Practicums:**

#### **1. Floral Arrangement**

Make a \$35 floral arrangement. The event superintendent will announce the type of arrangement during the coaches' meeting. Using the materials provided, participants will be allowed 20 minutes to complete their arrangements and itemized bills. The event assistant at the beginning of the practicum will provide participants the retail price of the flowers and foliage that they will use in their arrangements. The markup will be built into the retail price. When the participant has determined the total arrangement cost, he or she has included the markup. Retail cost of flowers and foliage given to the participant will be determined after polling florists to determine their current retail prices on the flowers and foliage used in the event.

#### **2. Job Interview**

Each participant will appear before an employer (judge) for the purpose of interviewing for a position available in the employer's business. The event superintendent will announce specific information about the job for which the participant is applying at the team orientation meeting. Participants will be given two job descriptions at the team orientation meeting along with application forms to complete. Participants will be allowed to choose the job they wish to interview for and prepare their applications prior to participating in the practicum. Participants will be expected to prepare, prior to the event, a résumé of their experiences and background to present to the judge at the time of the interview. Ten minutes will be allowed for this practicum. Participants will be allowed five minutes to complete the

interview and three minutes for judges to score the interview.

### **3. Telephone Sales**

Each participant will be provided an order form and telephone. An event judge will serve as a customer and will score telephone usage as well as the written order. Ten minutes will be allowed for completion of this practicum including the judging of the telephone dialogue and sales slip. Participants will be allowed five minutes for dialogue with the customer and completion of the sales slip. Judges will be allowed three minutes to score the participant.

### **4. Selling One-On-One**

Each participant will assume the role of a sales person in a floriculture business (grower, florist shop, garden center, etc.) A customer (judge) with a specific need will approach the participant. The participant will, through selling, help the customer meet his/her need. All supplies, information and the business setting in which the participant works will be provided. Fifteen minutes will be allowed for this practicum.

#### **Rotational Practicums:**

##### **1. Growing Procedures**

Ten minutes will be allowed for completion of this practicum, which will include one of the following:

###### **A. Potting of Plant Cuttings**

Plant five rooted cuttings in the pot provided. (Each participant will be given a group of cuttings from which to select five; a 5 1/2-to-6-inch pot; a 1-1 soil mixture at the correct moisture level and a marking pencil.)

###### **B. Asexual Propagation of Plants**

Each participant will be provided the parent plant materials and all other materials needed to propagate plants asexually. Using the available materials, participants will take five cuttings from the plant before them and stick them in rooting media.

###### **C. Pinching Plants**

A plant will be placed before each participant. The participant will be given instructions as to what they are to do to the plant by the event assistant in charge of the practicum. Participants will be judged on the procedures they follow in pinching the plant.

##### **2. Make a Dish Garden**

Each participant will make a \$25 dish garden. All plant materials, growing media and containers will be provided. The event assistant at the beginning of the practicum will provide participant the retail price of plants and other materials that they will use in their dish gardens. The markup will be built into the retail. When the participant has determined the total dish garden

cost, he or she has included the markup. Twenty minutes will be allowed for each participant to make his/her dish garden and complete the itemized bill.

### **3. Make a Product Display**

Each participant will set up a sales display of an item(s) commonly sold in florist shops. Display areas will be established for each participant along with the product(s) to be displayed and all materials to establish the display. Twenty minutes will be allowed for completion of this practicum.

### **4. Make and Package a Corsage**

Make and package a \$15 corsage. The type of corsage and information about the corsage will be announced by the event assistant in charge at the beginning of the practicum. All plant and non-plant materials needed to construct and package the corsage will be provided. Participants should be knowledgeable and possess skills in the use of glue in making a corsage. Each participant will be allowed 20 minutes to complete the construction of the corsage and complete an itemized bill for the corsage constructed.

### **5. Identifying and Controlling Plant Disorders**

Each participant will be given a plant with a nutritional, environmental, disease or insect disorder. If the disorder is nutritional or environmental, the participant will identify the disorder and prescribe treatment to the customer. If a disease or insect causes the disorder, the participant will prepare and apply a treatment for the disorder. Containers marked with specific chemicals or chemical products (will contain water colored to resemble the products) will be available for participant to prepare their recommended treatments and apply them. Participants will also be judged on the safety practices. Safety materials and equipment will be provided each participant. Ten to twenty minutes will be allowed for this practicum.

#### **Plant Disorder List:**

##### **A. Nutritional and Environmental Disorders**

- Poor soil drainage
- Over watering damage
- Insufficient water damage
- Inadequate lighting
- Too much light
- Improper temperature
- Iron deficiency
- Nitrogen deficiency
- Phosphorus deficiency
- Salt damage

##### **B. Diseases**

- Powdery mildew

- Leaf spot
- Root rot
- Stem rot
- Verticillium wilt
- Fusarium wilt
- Rust
- Damping-off
- Mosaic
- Rhizoctonia
- Anthracnose
- Bacterial wilt

### **C. Insects and Pests**

- Snails
- Slugs
- Whiteflies
- Aphids
- Leaf miner
- Spider mites
- Mealybugs
- Leafhopper
- Spittlebug
- Scale

## **6. Handling a Hazardous Situation**

Each participant will be presented with a hazardous situation that could develop in a floriculture business. The participant will be asked to resolve the problem. The participant will be evaluated on his/her understanding of the problem and procedures and practices followed in resolving the problem. Twenty minutes will be allowed for this practicum.

## **7. Handling a Customer Complaint**

Each participant will assume the role of an employee in a floriculture business (grower, flower shop, garden center, etc.). A customer or potential customer who has a complaint will approach the participant. The participant will work with the customer in working out his/her complaint. Ten minutes will be allowed for this practicum.

## **8. Media Selling**

Each participant will develop a one-page sales brochure, a newspaper advertisement or the layout for a TV advertisement. Information and all materials needed to develop the brochure, newspaper ad or TV advertisement will be provided. When participants are asked to make a TV

advertisement, they should be prepared to present their ad on camera. Twenty minutes will be allowed for this practicum.

**Rotational Practicum List:**

**2012**

- Handling a Hazardous Situation
- Make a Dish Garden
- Make a Product Display
- Growing Procedures

**2013**

- Handling a Customer Complaint
- Identifying and Controlling Plant Disorders
- Make and Package a Corsage
- Media Selling
- Growing Procedures

**2014**

- Handling a Hazardous Situation
- Make a Dish Garden
- Make a Product Display
- Media Selling
- Growing Procedures

**2015**

- Growing Procedures
- Handling a Customer Complaint
- Identifying and Controlling Plant Disorders
- Make and Package a Corsage
- Media Selling

**2016**

- Handling a Hazardous Situation
- Make a Dish Garden
- Make a Product Display
- Media Selling
- Growing Procedures

**GUIDELINES**

1. Under no circumstances will any participant be allowed to touch or handle plant material during the event except during the practicums and team activity.
2. Observers will not be permitted in the event area while the event is in progress.
3. Teams will be divided into groups so that when possible, no two participants from a

chapter will be in the same competing group, except for the team activity.

## SCORING

### STATE EVENT

<i>SECTION</i>	<i>POINTS</i>
<i>INDIVIDUAL</i>	
Written Exam	250
ID of Plant Material	200
Problem Solving	200
Practicums	375
<b>TOTAL:</b>	<b>1025</b>
<i>TEAM</i>	
Team Activity	1000
Written Exam (250 x 4 members)	1000
ID of Plant Material (200 x 4 members)	800
Problem Solving (200 x 4 members)	800
Practicums (375 X 4 members)	1500
<b>TOTAL:</b>	<b>5100</b>

### REGIONAL EVENT

<i>SECTION</i>	<i>POINTS</i>
<i>INDIVIDUAL</i>	
Written Exam	250
ID of Plant Material	200
Problem Solving	200
Practicums	175
<b>TOTAL:</b>	<b>825</b>
<i>TEAM</i>	
Team Activity	1000
Written Exam (250 x 4 members)	1000
ID of Plant Material (200 x 4 members)	800
Problem Solving (200 x 4 members)	800
Practicums (175 X 4 members)	700
<b>TOTAL:</b>	<b>4300</b>

### TIEBREAKER

If ties occur the following events will be used in order to determine award recipients:

1. Arrangement practicum
2. Sales practicum
3. Job Interview practicum
4. Multiple exam



## **AWARDS**

Awards will be presented at an awards ceremony. The state winning team will be recognized at the State FFA Convention and will represent Tennessee at the National FFA Convention.

## **REFERENCES**

- National FFA Core Catalog—Past CDE Q&A's (<http://shop.ffa.org/cde-qas-c1413.aspx>)
- American Style Flower Arranging. Peter B. Pfahl and Elwood W. Kalin, Prentice-Hall, Inc., Englewood Cliffs, New Jersey. 1982
- Floral Design & Interior Landscape Management. Dianne A. Noland, Prentice Hall Interstate
- Floriculture – From Greenhouse Production to Floral Design. Ronald J. Biondo and Dianne A. Noland, Interstate Publishers.
- Introduction to Floriculture, 1980. Roy A. Larson. Academic Press, New York, NY.
- Introduction to Horticulture Science and Technology. Felton, Ruter, Kelley and Krewer, Interstate Publishers, Inc.
- The Pesticide Book. 6th Edition, by: George W. Ware and David M. Whitacre, MeisterPro Information Resources.
- The Retail Florist Business, 4th Ed., 1983. Peter B. Pfahl, Interstate Publishers and Printers, Danville, IL.
- Ball Publishing: Grower Talks on Pest Control Grower Talks on Perennials Grower Talks on Plugs & Ball Redbook, Volume 1&2, 17th Edition

## FLORICULTURE

### Plant Identification List

Name: \_\_\_\_\_

Participant Number : \_\_\_\_\_

#	BOTANICAL NAME/COMMON NAME	#	BOTANICAL NAME/COMMON NAME
101	Aechmea chantinii cv. / Bromeliad	102	Ageratum mexicanum cv. / Ageratum
103	Aglaonema commutatum cv. / Aglaonema	104	Alstroemeria aurantiaca / Peruvian Lily
105	Antirrhinum majus cv. / Snapdragon	106	Anthurium x andraeanum cv. / Anthurium, Flamingo Lily
107	Aphelandra squarrosa cv. / Aphelandra, Zebra Plant	108	Araucaria heterophylla / Norfolk Island Pine
109	Argyranthemum frutescens / Marguerite Daisy	110	Asparagus densiflorus 'Sprengeri' / Sprengeri "Fern"
111	Asparagus setaceus / Asparagus "Fern"	112	Astilbe hybrid cv. / Astilbe
113	Begonia x tuberhybrida cv. / Tuberous Begonia	114	Begonia x semperflorens- cultorum / Wax Begonia
115	Caladium x hortulanum cv. / Fancy- Leaved Caladium	116	Calceolaria crenatiflora cv. / Pocketbook Plant
117	Callistephus chinensis cv. / China Aster	118	Camellia japonica cv. / Common Camellia
119	Canna x generalis cv. / Common Garden Canna	120	Catharanthus roseus / Madagascar Periwinkle
121	Cattleya cv. / Cattleya Orchid Hybrid	122	Celosia argentea cv. / Cockscomb
123	Chamaedorea elegans / Parlor Palm	124	Chamelaucium uncinatum / Waxflower
125	Cholorophytum comosum cv. / Spider Plant	126	Chrysanthemum x morifolium cv. / Florist's Chrysanthemum
127	Cissus rhombifolia 'Mandaiana' / Grape Ivy	128	Clematis Jackmanii Group cv. / Clematis
129	Codiaeum variegatum pictum cv. / Croton	130	Crassula argentea / Jade Plant
131	Cyclamen x persicum cv. / Florist's Cyclamen	132	Cymbidium cv. / Cymbidium Orchid
133	Dianthus caryophyllus cv. / Carnation	134	Dieffenbachia maculata cv. / Spotted Dumbcane
135	Dracaena fragrans 'Massangeana' / Corn Plant Dracaena	136	Dracaena cincta / Red Edge Dracaena
137	Echeveria cv. / Hens and Chickens	138	Echinocactus cv. / Barrel Cactus
139	Epipremnum aureum cv. / Golden Pothos, Devil's Ivy	140	Erica carnea cv. / Spring Heath
141	Eucalyptus polyanthemos / Silver Dollar Gum	142	Euphorbia milii splendens / Crown- of- Thorns
143	Euphorbia pulcherrima cv. / Poinsettia	144	Exacum affine / German (Persian) Violet
145	Ficus benjamina 'Exotica' / Benjamin Fig	146	Ficus elastica 'Decora' / 'Decora' Rubber Plant
147	Ficus pumila / Creeping Rubber Plant	148	Freesia x hybrida / Freesia
149	Fittonia verschaffeltii / Nerve Plant	150	Gardenia jasminoides 'Fortuniana' / Gardenia
151	Gerbera jamesonii / Transvaal Daisy	152	Gladiolus x hortulanus cv. / Garden Gladiolus
153	Gynura aurantiaca 'Sarmentosa' / "Purple Passion", Velvet Plant	154	Gypsophila elegans cv. / Baby's Breath
155	Hedera helix cv. / English Ivy	156	Hemerocallis cv. / Daylily
157	Heptapleurum arboricola / Dwarf Schefflera, Dwarf Octopus Tree	158	Hippeastrum hybrid cv. / Amaryllis
159	Hosta undulata / Plantain Lily	160	Hoya carnosa / Wax Plant

#	BOTANICAL NAME/COMMON NAME	#	BOTANICAL NAME/COMMON NAME
161	Hyacinthus orientalis cv. / Hyacinth	162	Hydrangea macrophylla cv. / French (Florist's) Hydrangea
163	Impatiens hybrid cv. / Impatiens	164	Iris x germanica florentina cv. / Flag (Bearded) Iris
165	Iris x xiphium cv. / Dutch Iris	166	Justicia brandegeana / Shrimp Plant
167	Kalanchoe x blossfeldiana cv. / Kalanchoe	168	Leucanthemum x superbum cv. / Shasta Daisy
169	Liatris spicata / Liatris	170	Lilium longiflorum cv. / Trumpet (Easter) Lily
171	Lilium x hybridum cv. / Hybrid (Garden) Lily	172	Limonium sinuatum / Statice
173	Lobularia maritima / Sweet Alyssum	174	Maranta leuconeura var. kerchoviana / Prayer Plant
175	Matthiola incana cv. / Flowering Stock	176	Monstera deliciosa / Cutleaf "Philodendron"
177	Narcissus pseudonarcissus cv. / Daffodil	178	Neoregelia carolinae "Tricolor" / Bromeliad
179	Nephrolepis exaltata cv. / Boston fern	180	Opuntia tribe cv. / Cactus
181	Paeonia cv. / Peony	182	Paphiopedilum x hybrid cv. / Ladyslipper Orchid
183	Pelargonium x domesticum cv. / Regal (Lady Washington) Geranium	184	Pelargonium x hortorum cv. / (Zonal) Geranium
185	Pelargonium peltatum cv. / Ivy Geranium	186	Peperomia argyrea / Watermelon Peperomia
187	Peperomia caperata / Emerald Ripple Peperomia	188	Peperomia obtusifolia 'Variegata' / Variegated Peperomia
189	Petunia x hybrida cv. / Common Garden Petunia	190	Phalaenopsis cv. / Phalaenopsis (Butterfly) Orchid
191	Philodendron scandens oxycardium / Heartleaf Philodendron	192	Pilea cadierei / Aluminum Plant
193	Pilea involucrata / Friendship Plant	194	Pilea microphylla / Artillery Plant
195	Pilea nummularifolia / Creeping Charley	196	Plectranthus mummularis / Swedish Ivy
197	Polianthes tuberosa / Tuberose	198	Primula x polyanthus cv. / Polyanthus (Primrose)
199	Primula malacoides cv. / Fairy Primrose	200	Rhododendron cv. / Azalea
201	Rosa hybrid, Class Hybrid Tea cv. / Hybrid Tea Rose	202	Rumohra adiantiformis / Leatherleaf Fern
203	Saintpaulia ionantha cv. / African Violet	204	Salvia splendens cv. / Salvia
205	Sansevieria trifasciata cv. / Snake Plant	206	Saxifraga stolonifera / Strawberry Plant
207	Schlumbergera bridgesii / Christmas Cactus	208	Schlumbergera truncata cv. / Thanksgiving Cactus, Crab Cactus
209	Senecio cineraria 'Diamond' / Diamond Dusty Miller	210	Senecio x hybridus cv. / Florist's Cineraria
211	Sinningia speciosa Fyfiana Group cv. / Gloxinia	212	Solanum pseudocapsicum cv. / Jerusalem Cherry
213	Solenostemon scutellarioides / Coleus	214	Spathiphyllum clevelandii / White Anthurium, Peace Lily
215	Stephanotis floribunda / Stephanotis	216	Strelitzia reginae / Bird- of- Paradise
217	Syngonium podophyllum / Nephthytis	218	Tagetes species cv. / Marigold
219	Tolmiea menziesii / Pickaback Plant	220	Tulipa cv. / Tulip
221	Vaccinium ovatum / Florist's "Huckleberry"	222	Viola x wittrockiana cv. / (Garden) Pansy
223	Zebrina pendula cv. / Wandering Jew	224	Zinnia elegans / Zinnia

# FLORICULTURE

## Floral Arrangement Practicum Scorecard

Name: \_\_\_\_\_ Chapter #: \_\_\_\_\_

Chapter: \_\_\_\_\_ Member #: \_\_\_\_\_

	NEEDS IMPROVEMENT	GOOD	EXCELLENT	POSSIBLE SCORE	POINTS GIVEN
<b>ARRANGEMENT</b>					
Design	0-11	12-24	25-35	<b>65</b>	
Balance	0-5	6-10	11-15		
Functionality	0-2	3-4	5		
Judges Choice	0-3	4-6	7-10		
<b>ITEMIZED BILL</b>					
Price Range	0-3	4-8	9-11	<b>35</b>	
Accuracy	0-3	4-6	7-10		
Completeness	0-2	3-5	6-7		
Neatness	0-2	3-5	6-7		
<b>TOTAL SCORE</b>				<b>100</b>	

<b>EXPLANATION OF FLORAL ARRANGEMENT TERMS</b>	
<b>Design:</b>	Design is the overall shape or form of the composition; a planned relationship of the parts. The elements of design include: line [linear patterns attracting the eye to the focal point]; form [three dimensional shape]; texture [surface appearance of materials]; color [use of tints, tones, shades of hues, as well as black, gray and white]; the pleasing way in which lines, textures, sizes and colors are blended or contrasted; and the tying together of the parts by the combination of good design, balance and harmony.
<b>Balance</b>	Visual stability, regardless of whether design is symmetrical or asymmetrical; determined by the relative sizes of materials and relative darkness of lightness and the placement of them.
<b>Functionality:</b>	Appropriateness of arrangement for use intended and soundness of construction.
<b>Judges Choice:</b>	The use of plant materials and design principles in a particularly creative, original and unique manner.

## FLORICULTURE

### Floral Arrangement Itemized Bill

Name: \_\_\_\_\_ Chapter #: \_\_\_\_\_

Chapter: \_\_\_\_\_ Member #: \_\_\_\_\_

FLOWERS	QUANTITY USED	UNIT COST	TOTAL
<b>TOTAL PLANT MATERIAL COST</b>			

FOLIAGE	QUANTITY USED	UNIT COST	TOTAL
<b>TOTAL FOLIAGE MATERIAL COST</b>			
<b>HYDROFOAM COST</b>			
<b>CONTAINER COST</b>			
<b>TOTAL ARRANGEMENT COST</b>			

Participants will be provided the RETAIL price of flowers and foliage that they will use in their arrangement by the event official at the beginning of the practicum. The MARKUP will be built into the retail price of the flowers and the foliage used in the arrangement. When the participant has determined the TOTAL ARRANGEMENT COST, he or she has included the markup.

# FLORICULTURE

## Job Interview Practicum Scorecard

Name: \_\_\_\_\_ Chapter #: \_\_\_\_\_

Chapter: \_\_\_\_\_ Member #: \_\_\_\_\_

	NEEDS IMPROV EMENT	GOOD	EXCELLENT	POINTS GIVEN
<b>INTRODUCTION</b> Initial presentation Eye contact Handshake Gives name States why here	<b>0-3</b>	<b>4-8</b>	<b>9-11</b>	
<b>KNOWLEDGE OF JOB</b> <i>Resume</i> <ul style="list-style-type: none"> <li>• Typed</li> <li>• Completeness</li> <li>• Content/Accurate</li> </ul> <i>Application</i> <ul style="list-style-type: none"> <li>• Legibility</li> <li>• Completed</li> </ul>	<b>0-8</b>	<b>9-16</b>	<b>17-25</b>	
<b>KNOWLEDGE OF THE FLORAL INDUSTRY</b> Tell me about yourself. What skills do you have for this job? What are your experiences relating to this job? Why should I hire you over someone else?	<b>0-6</b>	<b>7-12</b>	<b>13-20</b>	
<b>RESPONSE TO QUESTIONS</b> What are your weaknesses? Where do you see yourself in the next 5 years? BONUS: Would you hire this person?	<b>0-4</b>	<b>5-8</b>	<b>9-14</b>	
<b>PERSONALITY</b> Confidence Enthusiasm Appearance	<b>0-5</b>	<b>6-10</b>	<b>11-15</b>	
<b>POISE</b> Posture Closure ["Thank you."] Asks for the job or a decision date	<b>0-5</b>	<b>6-10</b>	<b>11-15</b>	
<b>TOTAL POSSIBLE SCORE</b>				<b>100</b>

# FLORICULTURE

## Telephone Sales Practicum Scorecard

Name: \_\_\_\_\_ Chapter #: \_\_\_\_\_

Chapter: \_\_\_\_\_ Member #: \_\_\_\_\_

	NEEDS IMPROVEMENT	GOOD	EXCELLENT	POSSIBLE SCORE	POINTS GIVEN
<b>TELEPHONE USAGE</b>					
Introduction	0-2	3-4	5	<b>70</b>	
Voice	0-2	3-5	6-7		
Personality	0-6	7-12	13-18		
Information Gathered	0-4	5-8	9-12		
Evidence of Product Knowledge	0-4	5-8	9-14		
Closing of Order	0-4	5-8	9-14		
<b>WRITTEN ORDER</b>					
Delivery Instructions	0-2	3-4	5	<b>30</b>	
Description of Floral Items	0-2	3-4	5		
Billing Information	0-2	3-4	5		
Card Message	0-2	3-4	5		
Neatness and Completeness	0-2	3-4	5		
Correct Computation	0-2	3-4	5		
<b>TOTAL SCORE</b>				<b>100</b>	

# FLORICULTURE

## Selling One-on-One Practicum Scorecard

Name: \_\_\_\_\_ Chapter #: \_\_\_\_\_

Chapter: \_\_\_\_\_ Member #: \_\_\_\_\_

	NEEDS IMPROVEMENT	GOOD	EXCELLENT	POINTS GIVEN
Took Initiative	0-5	6-10	11-16	
Communicated effectively	0-5	6-10	11-16	
Exhibited ambition and efficiency	0-6	7-12	13-20	
Diplomatic and courteous	0-6	7-12	13-20	
Knew merchandise, prices and policies	0-4	5-8	9-14	
Closed sale properly	0-4	5-8	9-14	
<b>TOTAL POSSIBLE SCORE</b>				<b>100</b>
<b>TOTAL SCORE</b>				



# FLORICULTURE

## Plant Potting Practicum Scorecard

Name: \_\_\_\_\_ Chapter #: \_\_\_\_\_

Chapter: \_\_\_\_\_ Member #: \_\_\_\_\_

	NEEDS IMPROVEMENT	GOOD	EXCELLENT	POINTS GIVEN
<b>POTTING PRODUCT</b>				
Depth of Planting	0-2	3-4	5	
Correct Soil Level in Pot	0-2	3-4	5	
Cutting Arrangement & Angle	0-2	3-4	5	
Firmness of Soil	0-1	2-3	4	
General Appearance <i>(freedom from handling damage)</i>	0-1	2-3	4	
				23
<b>POTTING PROCESS</b>				
Selection Cuttings	0-3	4-6	7-10	
Filling Pot with Soil	0-1	2-3	4	
Placing of Cuttings	0-2	3-4	5-6	
Covering Cutting Rooted Ends	0-6	7-12	13-18	
Labeling of Pot	0-3	4-6	7-9	
Watering of Potted Cuttings	0-2	3-4	5	
				52
<b>TOTAL SCORE</b>				75

# FLORICULTURE

## Making a Dish Garden Practicum Scorecard

Name: \_\_\_\_\_ Chapter #: \_\_\_\_\_

Chapter: \_\_\_\_\_ Member #: \_\_\_\_\_

	NEEDS IMPROVEMENT	GOOD	EXCELLENT	POINTS GIVEN
Selection of Plant Materials	0-2	3-5	6-8	
Preparation of Plant Materials	0-2	3-5	6-7	
Use of Growing Media	0-3	4-6	7-10	
Use of Other Materials	0-4	5-8	9-12	
Design	0-5	6-10	11-15	
Attractiveness	0-4	5-9	10-13	
Pricing	0-3	4-6	7-10	
<b>TOTAL POSSIBLE SCORE</b>				<b>75</b>

# FLORICULTURE

## Making a Sales Display Practicum Scorecard

Name: \_\_\_\_\_ Chapter#: \_\_\_\_\_

Chapter: \_\_\_\_\_ Member #: \_\_\_\_\_

	NEEDS IMPROVEMENT	GOOD	EXCELLENT	POINTS GIVEN
Creates Interest	0-3	4-6	7-9	
Attractiveness	0-3	4-6	7-10	
Central Theme	0-2	3-5	6-8	
Sales Appeal	0-5	6-10	11-15	
Design	0-5	6-10	11-16	
Color Harmony	0-3	4-6	7-9	
Focal Point	0-2	3-5	6-8	
<b>TOTAL POSSIBLE SCORE</b>				<b>75</b>

# FLORICULTURE

## Making and Packing a Corsage Practicum Scorecard

Name: \_\_\_\_\_ Chapter #: \_\_\_\_\_

Chapter: \_\_\_\_\_ Member #: \_\_\_\_\_

	POSSIBLE POINTS	POINTS GIVEN
Wiring and Taping	12	
Use of Ribbon	15	
Design	15	
Wearability	14	
Packaging	7	
Pricing	12	
<b>TOTAL POINTS</b>	<b>75</b>	

# FLORICULTURE

## Asexual Plant Propagation Practicum Scorecard

Name: \_\_\_\_\_ Chapter #: \_\_\_\_\_

Chapter: \_\_\_\_\_ Member #: \_\_\_\_\_

	POSSIBLE POINTS	POINTS GIVEN
Selection of Cutting	12	
Making Cuttings	15	
Preparation of Cuttings for Sticking in Growing Media	10	
Use of Rooting Hormone	6	
Selection of Growing Media	12	
Sticking of Cuttings in Growing Media	8	
Response to Questions	12	
<b>TOTAL POINTS</b>	<b>75</b>	

**FLORICULTURE**  
**Control of Plant Disorders Scorecard**  
**[FOR PLANTS WITH INSECT OR DISEASE DISORDERS]**

**Name:** \_\_\_\_\_ **Chapter #:** \_\_\_\_\_

**Chapter:** \_\_\_\_\_ **Member #:** \_\_\_\_\_

	NEEDS IMPROVE MENT	GOOD	EXCELLENT	POINTS GIVEN
Diagnosis of Problem	0-4	5-8	9-14	
Prescription of Treatment	0-4	5-8	9-14	
Preparation of Treatment	0-5	6-10	11-16	
Application of Treatment	0-5	6-10	11-16	
Followed Recommended Safety Practices	0-5	6-10	11-15	
<b>TOTAL POSSIBLE SCORE</b>				<b>75</b>

# FLORICULTURE

## Identifying and Prescribing Treatment for Plant Disorders Scorecard [FOR PLANTS WITH NUTRITIONAL OR ENVIRONMENTAL DISORDERS]

Name: \_\_\_\_\_ Chapter #: \_\_\_\_\_

Chapter: \_\_\_\_\_ Member #: \_\_\_\_\_

	NEEDS IMPROVEMENT	GOOD	EXCELLENT	POINTS GIVEN
Diagnosis of Problem	0-4	5-8	9-12	
Description of Problem	0-5	6-10	11-15	
Discussion of Problem	0-6	7-12	13-18	
Prescription of Treatment	0-6	7-12	13-18	
Personality	0-4	5-8	9-12	
<b>TOTAL POSSIBLE SCORE</b>				<b>75</b>

## FLORICULTURE

### Pinching Plants Scorecard

Name: \_\_\_\_\_ Chapter #: \_\_\_\_\_

Chapter: \_\_\_\_\_ Member #: \_\_\_\_\_

	NEEDS IMPROVEMENT	GOOD	EXCELLENT	POINTS GIVEN
Selection of Plant Part to Pinch	0-5	6-10	11-16	
Use of Proper Procedures in Making Pinches	0-6	7-12	13-20	
Make of Proper Hard Pinches	0-4	5-8	9-12	
Made Proper Soft Pinches	0-4	5-8	9-12	
Overall Effect of Making Pinches	0-5	6-10	11-15	
<b>TOTAL POSSIBLE SCORE</b>				<b>75</b>



## FLORICULTURE

### Hazardous Situation Scorecard

Name: \_\_\_\_\_ Chapter #: \_\_\_\_\_

Chapter: \_\_\_\_\_ Member #: \_\_\_\_\_

	NEEDS IMPROVEMENT	GOOD	EXCELLENT	POINTS GIVEN
Utilize Proper Personal Safety Precautions	0-6	7-12	13-20	
Utilize Proper Safety Procedures in Clearing up the Situation	0-8	9-16	17-25	
Proper Disposal of Problem Materials	0-6	7-12	13-20	
Utilize Proper Follow-up Procedures	0-3	4-6	7-10	
<b>TOTAL POSSIBLE SCORE</b>				<b>75</b>

## FLORICULTURE

### Customer Complaint Scorecard

Name: \_\_\_\_\_ Chapter #: \_\_\_\_\_

Chapter: \_\_\_\_\_ Member #: \_\_\_\_\_

	NEEDS IMPROVEMENT	GOOD	EXCELLENT	POINTS GIVEN
Obtained Clear Understanding of Complaint	0-3	4-6	7-10	
Reformed Complaint in Less Negative Terms	0-2	3-5	6-8	
Changed Complaint into Question	0-2	3-5	6-8	
Explored Alternative Solutions	0-6	7-12	13-20	
Solved Problem	0-5	6-10	11-15	
Exhibited a Pleasing Personality	0-4	5-8	9-14	
<b>TOTAL POSSIBLE SCORE</b>				<b>75</b>

**FLORICULTURE**  
**Media Selling Practicum Scorecard**  
**[NEWSPAPER AD]**

**Name:** \_\_\_\_\_ **Chapter #:** \_\_\_\_\_

**Chapter:** \_\_\_\_\_ **Member #:** \_\_\_\_\_

	NEEDS IMPROVEMENT	GOOD	EXCELLENT	POINTS GIVEN
Identified target group	0-2	3-5	6-8	
Informed the reader	0-3	4-6	7-10	
Appeared in good taste	0-3	4-6	7-10	
Easy to read	0-3	4-6	7-10	
Presented one idea	0-5	6-10	11-15	
Included only the essentials	0-4	5-8	9-12	
Proper use of space	0-3	4-6	7-10	
<b>TOTAL POSSIBLE SCORE</b>				<b>75</b>

# FLORICULTURE

## Media Selling Practicum Scorecard [TELEVISION AD]

Name: \_\_\_\_\_ Chapter #: \_\_\_\_\_

Chapter: \_\_\_\_\_ Member #: \_\_\_\_\_

	NEEDS IMPROVEMENT	GOOD	EXCELLENT	POINTS GIVEN
<b>AD INFORMATION</b>				
Identified target group	0-2	3-5	6-8	
Informed the listener	0-2	3-5	6-8	
Presented one idea	0-2	3-5	6-7	
Contained essential information	0-2	3-5	6-7	
Appealed to the listener	0-2	3-4	5-6	
				36
<b>CAMERA PERFORMANCE</b>				
Voice	0-3	4-6	7-10	
Personality	0-4	5-8	9-12	
Diplomatic and courteous	0-2	3-5	6-9	
Enthusiastic about product	0-2	3-5	6-8	
				39
<b>TOTAL SCORE</b>				<b>75</b>

# FORESTRY

## CAREER DEVELOPMENT EVENT

### PURPOSE

The purpose of the Forestry CDE is to stimulate student interest and to promote forestry instruction in the agricultural education curriculum and to provide recognition for those who have demonstrated skills and competencies as a result of forestry instruction.

### OBJECTIVES

- A. understand and use forestry terms.
- B. promote an understanding of the economic impact of the forest environment and the forest industry to the American economy.
- C. recognize multiple use opportunities in the forests.
- D. recognize environmental and social factors affecting the management of forests.
- E. identify major species of trees of economic importance to the United States and internationally.
- F. identify hand tools, equipment and their uses in forestry management
- G. recognize and understand approved silvicultural practices in the United States.
- H. take a forest inventory.
- I. utilize marketing management strategies.
- J. recognize safety practices in forest management.

### EVENT RULES

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**TEAM OF:** 4 FFA members

**OFFICIAL DRESS APPROPRIATE:** Optional

**STATE PARTICIPANTS:** Open to all chapters

**MATERIALS NEEDED:  
(ON THE DAY OF THE EVENT)** Hard hat  
Safety glasses

### FORMAT

This event consists of the following components:

#### *TEAM*

- A. Team Activity**
- B. Cooperative Test**

#### *INDIVIDUAL*

- C. General Knowledge Exam**

- D. Forestry Issues Interview**
- E. Tree Identification**
- F. Equipment Identification**
- G. Forestry Application Practicums**

### **A. Team Activity**

Each team will perform a task normally performed in some phase of the forestry industry requiring teamwork to complete. These tasks will be described in situational terms for presentation to each team. Ninety (90) minutes will be allowed to plan and complete the activity. All supplies and materials needed to complete the task will be provided. Tasks will be selected from the list of Forestry Applications.

#### **Possible Team Activity Tasks:**

- Tree Identification
- Equipment Identification
- Tree Measurement
- Timber Cruising
- Timber Stand Improvement (TSI)
- Map Interpretation
- Compass Interpretation
- Chainsaw Part Identification, Troubleshooting and Safety
- Tree/Forest Disorders
- Forest Products
- Forest Business Management
- Forest Knowledge Test

### **B. Cooperative Test**

Twenty-five objective-type, multiple-choice questions will be selected from areas of the forestry industry reflected in the event objectives. This phase of the event will test the team's understanding of basic principles. Each participant will be allowed 20 minutes to complete the test individually. Team members will confer and complete the test collaboratively for 25 additional minutes. Each correct individual answer has a value of 1 point and correct team answers are worth 3 points for a total maximum score of 100 points. Participants will mark the appropriate answer on computer scorecards.

### **C. General Knowledge Exam**

Fifty (50) objective-type multiple-choice questions will be selected from areas of the forestry industry reflected in the event objectives. This phase of the event will test the participant's knowledge and understanding of basic principles of forestry. Exam will be completed individually with no team collaboration. Each participant will be allowed 45 minutes to complete this phase of the event. Each answer has a value of 2 points for a total maximum score of 100 points.

#### D. Forestry Issues Interview

Participants will communicate their knowledge and opinion about national or regional forestry issues in a personal interview with a judge.

Each participant will be allowed ten minutes to complete this practicum.

#### E. Tree Identification

Fifteen (15) specimens from the following list will be displayed for participants to identify by common names. A number will designate each specimen.

Each participant will be allowed 30 minutes to complete this phase or approximately 2 minutes for each specimen station.

Six points will be given for each specimen that is correctly identified for a maximum of 90 points.

#### TREE IDENTIFICATION SPECIMEN LIST

11. Alder, Red ( <i>Alnus rubra</i> )	27. Maple, Red ( <i>Acer rubrum</i> )	41. Pine, Ponderosa ( <i>Pinus ponderosa</i> )
12. Ash ( <i>Fraxinus</i> sp.)	28. Maple, Sugar ( <i>Acer saccharum</i> )	42. Pine, Red ( <i>Pinus resinosa</i> )
13. Aspen, Bigtooth ( <i>Populus grandidentata</i> )	29. Oak, Black ( <i>Quercus velutina</i> )	43. Pine, Shortleaf ( <i>Pinus echinata</i> )
14. Aspen, Quaking ( <i>Populus tremuloides</i> )	30. Oak, Chestnut ( <i>Quercus Montana</i> )	44. Poplar, Yellow ( <i>Liriodendron tulipifera</i> )
15. Baldcypress ( <i>Taxodium distichum</i> )	31. Oak, Northern Red ( <i>Quercus rubra</i> )	45. Red Cedar, Western ( <i>Thuja plicata</i> )
16. Beech, American ( <i>Fagus americana</i> )	32. Oak, Scarlet ( <i>Quercus coccinea</i> )	46. Redcedar, Eastern ( <i>Juniperus virginiana</i> )
17. Birch, Black ( <i>Betula lenta</i> )	33. Oak, Southern Red ( <i>Quercus falcata</i> )	47. Spruce, Red ( <i>Picea rubens</i> )
18. Birch, White ( <i>Betula papyrifera</i> )	34. Oak, White ( <i>Quercus alba</i> )	48. Spruce, Sitka ( <i>Picea sitchensis</i> )
19. Cherry, Black ( <i>Prunus serotina</i> )	35. Pecan ( <i>Carya illinoensis</i> )	49. Spruce, White ( <i>Picea glauca</i> )
20. Cottonwood, Eastern ( <i>Populus deltoides</i> )	36. Pine, Eastern White ( <i>Pinus strobus</i> )	50. Sweetgum ( <i>Liquidambar styraciflua</i> )
21. Elm ( <i>Ulmus</i> sp.)	37. Pine, Loblolly ( <i>Pinus taeda</i> )	51. Sycamore ( <i>Platanus</i> sp.)
22. Fir, Balsam ( <i>Abies balsamea</i> )	38. Pine, Lodgepole ( <i>Pinus contorta</i> )	52. Walnut, Black ( <i>Juglans nigra</i> )
23. Fir, Douglas ( <i>Pseudotsuga menziesii</i> )	39. Pine, Longleaf ( <i>Pinus palustris</i> )	
24. Hemlock, Eastern ( <i>Tsuga canadensis</i> )	40. Pine, Pitch ( <i>Pinus rigida</i> )	
25. Hemlock, Western ( <i>Tsuga heterophylla</i> )		
26. Hickory ( <i>Carya</i> sp.)		

#### A. Equipment Identification

Twenty (20) pieces of equipment from the following list will be displayed for participants to identify by technical names. Each piece of equipment will be designated

by number. Each participant will be allowed 30 minutes to complete this phase. Three points will be given for each piece of equipment identified correctly for a total of 60 points. All answers must be correct. No partial credit will be given.

<b>EQUIPMENT IDENTIFICATION LIST</b>	
53. Altimeter	80. Logger's Tape
54. Back-pack Fire Pump	81. pH Meter
55. Bark Gauge	82. Planimeter
56. Bulldozer	83. Plant Press
57. Canthook	84. Plastic Flagging
58. Chainsaw	85. Pulaski Forester Axe
59. Chainsaw Chaps	86. Relaskop
60. Clinometer	87. Safety Glasses
61. Data Recorder	88. Safety Hard Hat
62. Densimeter	89. Soil Sampler
63. Diameter Tape	90. Soil Test Kit
64. Dot Grid	91. Staff Compass
65. Drip Torch	92. Stereoscope
66. Endloader	93. Survey Instrument
67. Feller Buncher	94. Tally Book
68. Fiberglass Measuring Tape	95. Tally Meter
69. Fire Rake	96. Tree Caliper
70. Fire Weather Kit	97. Tree Harvester
71. Fire-Swatter	98. Tree Marking Gun
72. Flow/current Meter	99. Tree Planting Hoe or Bar
73. GPS Receiver	100. Tree Skidder
74. Hand Compass	101. Tree Stick
75. Hand Lens/Field Microscope	102. Water Sampler
76. Hip Chain	103. Water Test Kit
77. Hypo-Hatchet	104. Wedge Prism
78. Increment Borer	105. Wheeler Caliper
79. Log Rule	

## **B. Forestry Application Practicums**

Participants will compete individually in two practicums from the following list. The event superintendent will designate two practicums to be completed by the participant. Each practicum has a score of 100 points and a time period of 30 minutes.

### **1. Tree Measurement—Timber Cruising for Board Volume**

Using forest measuring tools, (such as scale stick, diameter tape or clinometer), each participant will measure pre-numbered trees on a fractional acre plot for board foot volume as specified by the event



superintendent. The participant must record the DBH (Diameter Breast Height) computed to the nearest inch, and the merchantable height of each tree, height rounded down to the nearest 8' log. Participant must convert the volume to a one-acre basis. Volume tables will be provided at the event.

The minimum diameters and log length will be:

***Minimum Saw Timber***

DBH	12 inches
Top Diameter	8 inches
Height	16 feet

Three points will be given for the correct DBH and three points for the correct height. Forty points will be given for the correct volume per acre. Five points will be deducted for each 5 percent plus or minus from the correct measured volume.

**2. Timber Cruising for Cord Volume**

Using forest measuring tools, (such as scale stick, diameter tape or clinometer), each participant will measure pre-numbered standing trees on a fractional acre plot for cord volume as specified by the event superintendent. The participant will record the DBH (Diameter Breast Height) and merchantable height of each tree. The height will be rounded down to the nearest 4' stick. The DBH will be to the nearest inch. The participant must convert the volume to a one-acre basis. Volume tables and the amount of cubic feet per one cord will be provided for calculation at the event.

***Minimum***

DBH	5 inches
Height	12 feet
Top Diameter	4 inches

Three points will be given for the correct DBH and three points for the correct height. Forty (40) points will be given for the correct volume per acre. Five points will be deducted for each five percent plus or minus from the correct measured volume.

**3. Forest Management Evaluation - Timber Stand Improvements (TSI) and/or Thinning**

The trees selected and designated for use in this part of the event may be all of one species or a mixture of species. An area will be selected and identified by ribbons, paint, rope, etc. It will contain at least 15, and not more than 30 marked trees within a timber stand that needs thinning or some TSI work. All trees in the selected area will be considered as a forest management site, and the participants using one of the following options will score each marked

tree:

- Harvest - (utilize the tree)
- Leave - (the tree should remain in stand for a good reason)
- Deaden - (Undesirable tree, not merchantable or beneficial to wildlife, should be deadened or cut down and left in woods)

The participants will be given a “situation” concerning the forest management objectives of the stand selected. Information that will be needed to help participants in their decisions will include:

- Markets available - (including hardwood)
- Wildlife habitat considerations - (scope, etc.)
- Present condition of stand
- Final goal of the management plan

This information will be given to participants at the site before they start evaluation of the stand either orally, by poster or a “handout” sheet. Participants will be given 30 minutes to make their decisions. Four points will be given for each correct decision up to a maximum total of 100 points, depending on the number of trees. (The possible score for this phase of the event will vary.)

#### **4. Map Interpretation**

Participants will be furnished a United States Geological Survey topographic map with specific points marked for the participant to identify. The participant shall know legal description, recognize topographic map symbols, and understand the meaning of map symbols and size and location of 40 acres or more in a section. Ten points on the map will be clearly marked with a number or arrow pointing to the section, symbol or area on the map to be identified. Participants may be asked to do the following:

- Name the legal description of a boxed area
- Identify an item located on the map
- Determine acreage of an area enclosed
- Identify what section a city or other item is located

Legal descriptions will be written or described according to the following:

- NW                      Northwest
- T                         Township
- SE                      Southeast
- R                         Range
- S                         Section (640 acres)
- 1/4                      Quarter of a section (160 acres)

Ten questions or problems will be completed. Ten points will awarded for

each correct answer.

### **5. Compass Practicum**

The participant will use a hand compass and pacing to the nearest full foot to simulate the determination of the property lines on a tract of timber. The compass course will have ten marked points. The student will start at any point and record the compass reading and distance to the next point. Azimuth readings shall be recorded. A total of 100 points are possible: Ten points for each correct numbered site. Five points will be given for correct azimuth and five points will be given for correct distance. Partial credit will be given with a deduction of one point for each two degrees or two feet the participant is off the correct answer.

### **6. Chainsaw Part Identification, Troubleshooting, and Safety**

This practicum is worth a total of 100 points and is divided into three parts:

- a. **Chainsaw Part Identification**- Each participant will identify parts of a chainsaw. These parts will be labeled on a saw or will be removed from the saw.
- b. **Troubleshooting** - The participant will identify “problems” or “troubles.” Each station will have a part, component, saw or written situation with problem areas clearly marked. The participant may pick up parts or touch the saw.
- c. **Safety** - The participant will observe photos, actual parts, written situations and/or problems to identify the safety hazard or unsafe practice.

### **7. Tree/Forest Disorders**

Symptoms of at least ten (10) and not more than twenty (20) disorders from the following list will be displayed for participants to identify by common names. The symptoms will be presented in one or more of the following forms:

- Actual sample
- Picture(s)/Slides
- Written description
- Written case history

A number will designate each set of symptoms representing a disorder. Five points will be given for each disorder that is correctly identified for a total of up to 100 points, depending on the number of disorders. (The possible score for this practicum will vary).

TREE DISORDERS LIST	
106. Air pollution	118. Gypsy moth
107. Aphid	119. Hemlock woolly adelgid
108. Beetles	120. Landscape equipment damage
109. Butt or Heart Rot	121. Lightning damage
110. Canker	122. Mechanical damage
111. Chemical damage	123. Mistletoe
112. Cicada	124. Nematode
113. Climatic injury:	125. Rust
• Snow	126. Sawfly
• Wind	127. Scale
• Frost	128. Spruce budworm
• Drought	129. Sunscald
• Hail	130. Tent caterpillar
114. Damping off	131. Wetwood or slime flux
115. Douglas fir tussock moth	132. Wildlife/Livestock damage
116. Emerald ash borer	133. Wood borer
117. Fire damage	

### 8. Forest Products Practicum

Ten to twenty wood products/samples will be displayed for participants to evaluate and identify its tree species source from the approved tree specimen list. The wood products/samples will be presented as an actual sample, pictures or slides, written descriptions, or a combination of the three.

A number will designate each sample representing a species. This will be a multiple-choice practicum. Five points will be given for each wood product or sample that is correctly identified for a total of up to 100 points, depending on the number of products/samples. (The possible score for this practicum will vary).

### 9. Forest Business Management Problem

This section is designed to determine the participant's ability to apply economic principles and concepts of management to the decision making process by actual problem analysis and to defend the decisions made. This will involve a model forest operation with possible calculation on profit/loss, cost of operation, taxes, depreciation, marketing product, stumpage cost, record keeping, etc. The exact problem may or may not be in a listed reference. A maximum of ten problems or questions will be used.

### GUIDELINES

1. The team score is comprised of the team activity and all four individual scores.
2. Participants must come to the event prepared to work in adverse weather

conditions. The event will be conducted regardless of weather. They should have raingear, warm clothes and footwear.

3. Under no circumstances will any participant be allowed to touch or handle plant material during the event. Any infraction of this rule will be sufficient to eliminate the team from the event.
4. Observers will not be permitted in the event area while the event is in progress.
5. No team, team member or team coach shall visit the event facilities to observe plant materials and facilities one week prior to the event. Any team, team member or coach reported and proven to do so will cause the elimination of the team from the Tennessee FFA Forestry Career Development Event.
6. Each participant must bring their own hard hat and pair of safety glasses, and they must be worn while in the woods or the participant will be disqualified.
7. All other equipment including clipboard and pencils will be furnished for the event. Participants must use the tools and equipment provided.

## SCORING

<b>SECTION</b>	<b>POINTS</b>
<i>INDIVIDUAL</i>	
Knowledge Exam	100
Tree Identification	90
Equipment Identification	60
Issues Interview	100
Forestry Applications (2)	200
	<b>TOTAL: 550</b>
<i>TEAM</i>	
Team Activity	250
Cooperative Test	100
Individual Scores	2200 (550 x 4 members)
	<b>TOTAL: 2550</b>

## TIEBREAKER

Tiebreakers for teams will be the 1st, 2nd and 3rd high individuals' scores.

Tiebreakers for individual scores will be

1. Knowledge Exam
2. Problem Solving
3. Tree Identification
4. Equipment Identification

## AWARDS

Awards will be presented at an awards ceremony. Awards are presented to teams as well as individuals based upon their rankings. Awards are sponsored by a cooperating industry

sponsor(s) as a special project, and/or by the general fund of the National FFA Foundation. The top three participants in each of the following areas will be given special recognition certificates.

1. Basic Knowledge and Concepts
2. Forestry Applications

## REFERENCES

- National FFA Core Catalog:
  - CDE Q&A's (2007-2010)- (<http://shop.ffa.org/cde-qas-c1413.aspx>)
  - Forestry CDE Scan Forms- (<http://shop.ffa.org/cde-materials-c1289.aspx>)
  - FFA Learn- 2005 & 2006 CDE Q&A's- (<http://ffa.learn.com/learncenter.asp?id=178409&page=31&mode=preview>)
- The U.S. Department of Interior Geological Survey Topographic Map Information and Symbols Key, Map Distribution, U.S. Geological Survey, Box 25286, Federal Center, Denver, CO 80223.
- W. M. Harlow, E. S. Harrar, and F. M. White. Textbook of Dendrology, current edition. New York, NY: McGraw-Hill Book Company.
- Silvics of Forests of United States, Handbook #654, volume one and two, U. S. Forest Service, P.O. Box 2417, 12th and Independence Avenue SW, Washington, DC 20013.
- Forestry Handbook, current edition, Edited by Karl Wenger for the Society of American Foresters, 5400 Grosvenor Lane, Bethesda, MD 20814.
- Choices in Silviculture for American Forests, current edition. Society of American Foresters,  
5400 Grosvenor Lane, Bethesda, MD 20814.
- Dendrology at Virginia Tech,  
<http://www.cnr.vt.edu/DENDRO/dendrology/main.htm>
- Science of Forestry Management, Kris Irwin, University of Georgia, AAVIM. Chainsaw manuals from various manufacturers.
- Current Catalog of Forestry Suppliers, Inc., 205 West Rankin Street, Jackson, MS 39204-0397. Other selected references are available from the U.S. Forest Service and state forestry agencies.

# FORESTRY

## Compass Practicum Scorecard

Name: \_\_\_\_\_ Chapter #: \_\_\_\_\_

Chapter: \_\_\_\_\_ Member #: \_\_\_\_\_

STATION	COMPASS READING	DISTANCE	SCORE
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
<b>TOTAL SCORE</b>			

SCORING KEY	
<b>Site</b>	10 pts total 5 pts - Azimuth 5 pts - Distance
<b>Deductions</b>	-1 pt for each 2 degrees or 2 feet off

# FORESTRY

## Forestry Issues Interview Scorecard

Name: \_\_\_\_\_ Chapter #: \_\_\_\_\_

Chapter: \_\_\_\_\_ Member #: \_\_\_\_\_

INDICATORS	POINT VALUE					POINTS EARNED	WEIGHT	TOTAL SCORE
	5	4	3	2	1			
<b>Introduction</b>	Introduction is clear, well organized and focused; clearly prepares listener for what is to come	Topic indicated clearly; organized; focused	Indication of topic somewhat clear; generally organized and focused	Introduction gives some indication of topic; poorly organized	No introduction; extremely brief, non-specific, not related to the topic; disorganized		X1	
<b>Personality / Confidence</b>	Appears friendly and confident; positive attitude; relaxed; defends position but isn't confrontational	Fairly calm and non-confrontational; defends with confidence; mostly positive attitude	Somewhat nervous; confrontational; somewhat defensive	Nervous; un-easy; shows little confidence in position; confrontational	Extremely nervous; lacks confidence; confrontational		X2	
<b>Poise/ Posture</b>	Maintains good eye contact; voice projection and speed excellent; good posture and uses hand gestures as appropriate	Has good eye contact; voice quality is good; posture somewhat rigid	Breaks eye contact; looks away occasionally; voice quality uneven; poor posture	Seldom makes eye contact; voice quality uneven; distracting gestures	Does not make eye contact; difficult to understand; mumbles; generally distracted		X2	
<b>Response to Questions</b>	Responds quickly with complete statements; uses factual information; opinion based on fact; presents information in a logical manner	Responds with little wait time; uses complete statements most of the time; most answers based on facts; presents information in a somewhat logical order	Hesitates before answering; speaks in phrases rather than complete statements; repeats information; opinions lack factual basis; random thoughts	Few facts and basic information; often uses one word answers; many pauses; long response time; no structure to response	No factual answers; uses one word answers; long delays in responding; answers indicate no understanding of question		X3	
<b>Knowledge of Issue</b>	Extremely well informed; clearly differentiates between fact and opinion; aware of current issues	Well informed; differentiates between fact and opinion; aware of current issues	Somewhat knowledgeable; lines between fact and opinion are blurred; responses sound memorized; limited awareness of current issues	Lacks knowledge; more opinion than fact; talks in circles; avoids the issue; seemingly unaware of current issues	No knowledge of issue; no understanding of current issues		X4	
<b>Conveyance of Thought and Meaning</b>	Communicates opinion as clear statement; uses appropriate terms; backs up statements with suitable examples; clear, coherent expression of ideas	Makes fairly clear statements using appropriate language; is able to back up most statements	Sounds somewhat rehearsed; difficulty backing up statements; draws blanks; often uses filler words ("ah", "um")	Sounds rehearsed; uses incorrect terminology; demonstrates little understanding of terminology	Unable to clearly articulate a clear thought; cannot back up any statements; demonstrates no understanding of terminology		X8	
<b>TOTAL POINTS</b>								



# FORESTRY

## Map Interpretation Practicum Scorecard

Name: \_\_\_\_\_ Chapter #: \_\_\_\_\_

Chapter: \_\_\_\_\_ Member #: \_\_\_\_\_

DESCRIPTION		SCORE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
<b>TOTAL SCORE</b>		

SCORING KEY	
Parcel	10 pts
Deductions	None

# FORESTRY

## Pulpwood Practicum Scorecard

Name: \_\_\_\_\_ Chapter #: \_\_\_\_\_

Chapter: \_\_\_\_\_ Member #: \_\_\_\_\_

TREE NO.	D.B.H.	NUMBER OF 16FT LOGS	VOLUME	SCORE
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
<b>TOTAL SCORE</b>				

SCORING KEY:	
D.B.H.	3 pts
16ft Logs	3 pts
Volume	40 pts
Deductions	-5 pts for each 5% +/- from correct Board Feet

# FORESTRY

## Saw Log Practicum Scorecard

Name: \_\_\_\_\_ Chapter #: \_\_\_\_\_

Chapter: \_\_\_\_\_ Member #: \_\_\_\_\_

TREE NO.	D.B.H.	HEIGHT IN FEET	BOARD FEET	SCORE
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
<b>TOTAL SCORE</b>				

SCORING KEY	
<b>D.B.H.</b>	3 pts
<b>Height</b>	3 pts
<b>Board Feet</b>	40 pts
<b>Deductions</b>	-5 pts for each 5% +/- from correct Board Feet

# HORSE EVALUATION

## CAREER DEVELOPMENT EVENT

*A Special Project of the Tennessee FFA Foundation*

### PURPOSE

The purpose of the Tennessee FFA Horse Evaluation Career Development Event is to stimulate the study of and interest in equine science selection, management and production through the agricultural education curriculum, and provide recognition for those who have demonstrated skills and competencies as a result of instruction in equine science.

### OBJECTIVES

- A. To instill leadership and motivate learning in the classroom while developing student skills in cooperative learning, observation, analysis and communication.
- B. To develop and exercise competitive spirit in a team atmosphere.
- C. To promote career choices by providing an opportunity for participants to become acquainted with professionals within the industry.
- D. To advance knowledge in selection and management of horses.
- E. To develop proficiency in communicating effectively in the terminology of the industry.
- F. To provide the opportunity to evaluate, make a decision and justify those decisions on conformation traits and performance of horses.

### EVENT RULES

---

**TEAM OF:** 4 FFA members

**OFFICIAL DRESS APPROPRIATE:** Optional

**STATE PARTICIPANTS:** Open to all chapters

**MATERIALS NEEDED:  
(ON THE DAY OF THE EVENT)** No. 2 pencils  
Clean, clear (see-through/transparent) clipboards  
4 Official judgingcard.com scorecards

### FORMAT

This event may consist of the following components:

- A. Breed Identification Class**
- B. Tack and Equipment Identification Class**
- C. Two Halter Classes**
- D. Two Performance Classes**

## **E. Two Oral Reasons Classes (1 Halter set, 1 Performance set)**

### **A. Breed Identification Class**

A breed identification class of 10 problems worth 2 points each will be given and may include equine colors and markings. Students will identify breeds, colors, and markings on live horses or by viewing pictures, drawing, etc. No more than 30 minutes will be given for this class. Multiple identical classes may be used and set up around the event facilities to expedite this class.

### **B. Tack and Equipment Identification Class**

A tack and equipment identification class of 10 problems worth 2 points each will be given and may include any equine tack and equipment. Students will identify tack and equipment by viewing pictures or by viewing the actual tack and equipment. No more than 30 minutes will be given for this class. Multiple identical classes may be used and set up around the event facilities to expedite this class.

### **C. Two Halter Classes**

Two halter classes will be judged. Halter classes may be represented by the following breeds and types: Quarter Horse, Conformation Hunter, Appaloosa, Arabian, Paint, American Saddle bred, Morgan, stock type, and Tennessee Walking Horse. All halter classes will be judged as sound.

Classes will be approximately 12–15 minutes in length. Students will be instructed to take notes on the class that will be used for the oral reasons class.

### **D. Two Performance Classes**

Two performance classes will be judged. Performance classes may include: Western Pleasure, Western Riding (Pattern One), Reining, English Pleasure (Saddle Seat), Hunter Under Saddle (Hunt Seat), Hunter Hack, Tennessee Walking Horse Plantation Pleasure, and Tennessee Walking Horse Western Pleasure. Performance classes will be judged as presented (unsoundness to be penalized accordingly). American Quarter Horse Association reining pattern will be provided to the teams prior to the event.

Classes will be approximately 12–15 minutes in length. Students will be instructed to take notes on the class that will be used for the oral reasons class.

### **E. Two Oral Reasons Classes (1 Halter set, 1 Performance set)**

Students will separately deliver 1 set of oral reasons based upon notes from the designated Halter class, and 1 set of oral reasons based upon notes from the designated Performance class. Oral reasons should not exceed two minutes in length. Participants may only bring their placing cards into the oral reasons.

## GUIDELINES

1. All attire and tack is legal in the selection classes.

## SCORING

<b>SECTION</b>	<b>POINTS</b>
<i>INDIVIDUAL</i>	
Breed Identification Class	20
Tack and Equipment Identification Class	20
Two Halter Classes	100
Two Performance Classes	100
Two Oral Reasons Classes	100
<b>TOTAL:</b>	<b>320</b>

## *TEAM*

Individual Scores (top 3)	960
<b>TOTAL:</b>	<b>960</b>

## TIEBREAKER

Ties will be broken by the total score on classes in the following order:

1. Oral Reasons
2. Halter Classes One, Two
3. Performance Classes One, Two
4. Breeds Identification Class
5. Tack and Equipment Class

## AWARDS

Awards will be presented to the top two teams at the Tennessee FFA Convention, and the state winning team will represent Tennessee at the National FFA Convention.

## REFERENCES

- Tennessee 4-H Horse Judging Manual
- National FFA Core Catalog – CDE
- Questions and Answers <http://shop.ffa.org/cde-qas-c1413.aspx>
- Current Official AQHA Handbook
- American Quarter Horse Association, Amarillo Texas – Video References <http://www.aqhastore.com/store/category/3/11/How-To/>
- 2002 edition of the AQHA Championship Judging Series <http://nhjtca.org/contentsales.html>
- Heird, James C. and The American Quarter Horse Association, Competitive Horse Judging. First Edition. The American Quarter Horse Association, 1990.
- Evans, J. Warren, Borton, Anthony, Hintz, Harold F., and Van Vleck, L. Dale, The HORSE, second edition. W. H. Freeman and Company, 41 Madison Avenue, New York, NY 10010 - ISBN 0-7167-1811-1

- Horse Industry Handbook, published by the American Youth Horse Council. Order by calling 1-800-Try-AYHC <http://ayhc.com/resources.htm>
- Equine Science Curriculum – a special project from the National Council for Agricultural Education <http://www.teamaged.org/council/index.php/resources/60>
- Judging 101 <http://judging101.com/>
- Tack Identification <http://www.saddleshop.com> (official reference for terminology for tack equipment identification)
- Oklahoma State University horse breed website <http://www.ansi.okstate.edu/breeds/horses/>
- University of Kentucky Agripedia website <http://www.ca.uky.edu/agripedia/>
- Official Judging Guide from each of the various breed associations and audiovisuals
- University of Tennessee
- <http://animalscience.ag.utk.edu/horses/pdf/TNH%206001-Conformation.pdf>
- Tennessee Walking Horse Breeder and Exhibitors Association
- <http://www.twhbea.com/>

# JOB INTERVIEW

## CAREER DEVELOPMENT EVENT

*A Special Project of the Tennessee Association FFA*

### PURPOSE

The Tennessee FFA Job Interview Career Development Event is designed for FFA members to develop, practice and demonstrate skills needed in seeking employment in the agricultural industry. Each part of the event simulates “real world” activities that will be used by real world employers.

### EVENT RULES

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<b>TEAM OF:</b>	1 FFA member
<b>OFFICIAL DRESS APPROPRIATE:</b>	Yes
<b>STATE PARTICIPANTS:</b>	6 individuals – top 2 from each region
<b>MATERIALS NEEDED: (ON THE DAY OF THE EVENT)</b>	Writing utensils Blank paper Resume Cover letter List of references Business cards Padfolio

### FORMAT

This event consists of the following components:

- A. Employment Portfolio**
- B. Application**
- C. Initial Phone Contact**
- D. Personal Interview**
- E. Follow-Up Correspondence**

#### **A. Employment Portfolio**

Students will select an agricultural job that they could realistically apply for at the time of the event and develop the following documents targeted towards that job. This job search could include positions for SAE projects, internships, or part-time and full-time employment. **Eight copies of all documents in the employment portfolio must be submitted to the State FFA Office the by the deadline set on the official calendar or will be subject to penalties (see *Official Rules and Policies, page 3*).**



### **1. Résumé**

Students will select an agricultural job that they could realistically apply for at the time of the event and develop a résumé targeted towards that job. The résumé must reflect their current skills and abilities. Participants cannot develop a fictitious résumé. The job selected should be a realistic job currently available in the agriculture industry.

#### **Résumé Guidelines:**

*(suggested format can be found in the Greggs Manual)*

1. single spaced
2. 8 1/2" X 11"
3. on white bond paper
4. single sided only
5. typed
6. not to exceed two pages total
7. Times, Times New Roman or Arial 11 point minimum font
8. 24 lb. max weight paper
9. NOT on cardstock or colored paper

### **2. Cover Letter**

Students will write a corresponding cover letter (letter of intent) related to the same agricultural job targeted with the résumé. This cover letter must reflect their current skills and abilities.

The letter is to be addressed to the coordinator of the event and dated for the first day of the event. State Staff should include in their correspondence to state qualifying individuals information regarding the coordinator for completion of state cover letters before submission deadline.

#### **Cover Letter Guidelines:**

1. single spaced
2. 8 1/2" X 11"
3. white bond paper
4. single sided
5. block justified
6. using Times, Times New Roman or Arial fonts only
7. 12 point minimum

### **3. 3 References**

Three letters of reference should be completed by individuals who can attest to the actual skills and abilities of the participating student.

### **3. Application**

Students will complete the job application included in these rules on-site, prior to the personal interview. The list of references, resume and cover letter are the only items that may be used while filling out the application. Students will have 30 minutes for completion of the application.

#### **4. Initial Phone Interview**

Each participant will be contacted via phone by the judge of this portion, who acts as the Human Resources Department of the company to which the student is applying, in order to set up interview time, ask clarifying questions, etc. Judging of this portion includes the entire phone conversation.

The student will enter a room with only a telephone, which will be provided by the event coordinator and should be the same phone used for every participant. The participant will be called by the potential employer to arrange an interview time. The potential employer may ask questions regarding aspects of the participant's resume. Students will be allowed to bring in blank paper and writing utensils only. This portion should last three to five minutes.

Information regarding the actual location and time of the personal interview will be communicated during the conversation, and will be the method of orientation given to the student regarding the time, location, etc., for personal interview.

#### **5. Personal Interview**

Each interview will last twenty minutes in front of a panel of judges. Questions may include any questions that would realistically be during an interview for the job that the student targeted in their written materials, including but not limited to industry specific questions, leadership questions, personal habit and opinion questions.

#### **6. Follow-Up Correspondence**

Participants will submit follow-up correspondence after the interview. Participants will be provided with necessary materials to compose a follow-up correspondence. Correspondence may include, but is not limited to, one of the following: e-mail, hand-written note or typed letter. Participants will have 30 minutes to complete the follow-up correspondence.

### **GUIDELINES**

1. Each participant's cover letter, resume and application will be the result of his or her own efforts.
2. The following items are not permitted materials for the participant to be in possession of once the event has begun, or to use during any portion of the event:
  - a. Letters of reference
  - b. Samples of work
  - c. Pictures
  - d. Personal pages

3. The state event requires submission of written materials ahead of the event. However, regional qualifying events may either allow you to bring written materials the day of the event or may ask for them to be submitted ahead of time to regional event coordinator. Reference any correspondence from regional event coordinators for more information.
4. Event coordinator should ensure that the phone selected for the Initial Phone Interview has service during the entire event.

## **SCORING**

<b>SECTION</b>	<b>POINTS</b>
Cover Letter	100
Resume	200
Application	100
Personal Interview	500
Follow-Up Letter	50
Initial Phone Contact	50

**TOTAL: 1000**

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 by the event coordinator, 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).

## **TIEBREAKER**

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.

## **AWARDS**

Plaques will be presented to the State Winner and State Runner Up on Stage during State FFA Convention. Winner will represent Tennessee at National FFA Convention.

## **REFERENCES**

- Greggs Manual
- *Elements of Style* - Strunk and White
- Microsoft® Word® résumé templates
- *101 Toughest Interview Questions...and Answers That Win Jobs*

- Daniel Porto, Daniel Porot / Paperback / Published 1999
- *25 Reasons Why I Won't Hire You! What You Did Wrong Before, During & After the Interview!* Zenja Glass / Paperback / Published 1998
  - *Best Answers to the 201 Most Frequently Asked Interview Questions* - Matthew J. DeLuca, Mathew J. DeLuca / Paperback / Published 1996
  - *The Complete Job Interview Handbook* - John J. Marcus / Paperback / Published 1994

# APPLICATION FOR EMPLOYMENT

An Equal Opportunity Employer

We will not use as a basis for employment decisions any information regarding race, color, sex, religion, age, national origin, marital status, public assistance disability, or disability.

NAME IN FULL				<i>(FIRST)</i>	<i>(MIDDLE INITIAL)</i>	<i>(LAST)</i>
PRESENT ADDRESS		<i>(STREET)</i>	CITY	STATE	ZIP CODE	TELEPHONE NUMBER
U.S. CITIZEN	WHAT TYPE OF VISA?		WHAT PROMPTED THIS APPLICATION?			
<input type="checkbox"/> Yes <input type="checkbox"/> No →			<input type="checkbox"/> Newspaper <input type="checkbox"/> Radio <input type="checkbox"/> Friend <input type="checkbox"/> Other _____			

## EMPLOYMENT INTERESTS

TYPE OF WORK DESIRED	WILL YOU RELOCATE?	DATE AVAILABLE	DO YOU HAVE A CURRENT DRIVERS LICENSE?
	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No

## EDUCATION

NAME AND LOCATION	DATES		TYPE OF DEGREE	MAJOR SUBJECT	AVERAGE GRADE			
	FROM	TO			A	B	C	D
HIGH SCHOOL								
COLLEGE(S)								
VOCATIONAL, TRADE OR OTHER SCHOOLS ATTENDED								
SCHOLASTIC HONORS, SCHOLARSHIPS, ASSISTANTSHIPS, ETC.								
LICENSES, CERTIFICATES, PUBLICATIONS, INVENTIONS OR PATENTS								

## HEALTH

Describe any health condition(s) that would prevent you from doing certain kinds of work or interfere with job performance for the applied position. (Employment is contingent on meeting minimal health requirements established for the position.)
_____ _____ _____

## MILITARY

BRANCH OF SERVICE	DATE ENTERED	DATE OF DISCHARGE
RANK AT DISCHARGE	MAJOR DUTIES	
SPECIAL RECOGNITION OR ACHIEVEMENTS		

## REFERENCES

LIST THREE REFERENCES WHO ARE NOT RELATIVES OR PREVIOUS SUPERVISORS			MAY WE CONTACT REFERENCES?
			<input type="checkbox"/> Yes <input type="checkbox"/> No
NAME	ADDRESS	OCCUPATION	YEARS KNOWN
	PHONE #		
NAME	ADDRESS	OCCUPATION	YEARS KNOWN
	PHONE #		
NAME	ADDRESS	OCCUPATION	YEARS KNOWN
	PHONE #		

**EMPLOYMENT HISTORY (GIVE LAST OR PRESENT POSITION FIRST)**

COMPANY NAME		ADDRESS	
TYPE OF BUSINESS			
EMPLOYED AS (STARTING)		DATE	SALARY
EMPLOYED AS (AT TERMINATION)		DATE	SALARY
JOB DUTIES			
REASON FOR LEAVING			
SUPERVISOR			TELEPHONE NUMBER
COMPANY NAME		ADDRESS	
TYPE OF BUSINESS			
EMPLOYED AS (STARTING)		DATE	SALARY
EMPLOYED AS (AT TERMINATION)		DATE	SALARY
JOB DUTIES			
REASON FOR LEAVING			
SUPERVISOR			TELEPHONE NUMBER
COMPANY NAME		ADDRESS	
TYPE OF BUSINESS			
EMPLOYED AS (STARTING)		DATE	SALARY
EMPLOYED AS (AT TERMINATION)		DATE	SALARY
JOB DUTIES			
REASON FOR LEAVING			
SUPERVISOR			TELEPHONE NUMBER

**IN CASE OF EMERGENCY NOTIFY:**

NAME		TELEPHONE NUMBER	
ADDRESS	CITY	STATE	ZIP CODE

**UNDERSTANDING**

I understand that if I am employed my employment will be conditional and not for any definite or guaranteed period of time. I realize that my signature will be your authorization to research statements that I have made in this application.

Furthermore, it is understood and agreed that any misrepresentation by me in this application could be cause for cancellation of the application and/or for separation from the Company's service if I have been employed.

I further agree to wear and maintain such personal protective equipment as may be provided by the company; for instance, hard hat, safety belt, etc., and to return same to the company on termination of my employment.

SIGNATURE	DATE
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## JOB INTERVIEW Cover Letter Scorecard

Name: \_\_\_\_\_

Region:     W    M    E    

Chapter: \_\_\_\_\_

	POSSIBLE POINTS	POINTS GIVEN
<b>FORMAT</b>		
Spacing	5	
Appropriate Font	5	
Paragraph justification (left)	5	
Addressed correctly	5	
Limited to one page	5	
Used correct paper	5	
Grammar/Punctuation/Spelling	20	
<b>CONTENT</b>		
Identified position sought	5	
Interest in position	5	
Where learned of job	5	
Appropriately conveyed contact info	5	
Employability	10	
Identified next steps	5	
Meshed with resume and references	5	
<b>GENERAL APPEARANCES</b>		
Overall impression	5	
Readability and flow	5	
<b>SUBTOTAL</b>	<b>100</b>	
Deduction for materials received after the postmark deadline: <i>(10% or 10 points maximum)</i>		
<b>TOTAL SCORE</b>		

## JOB INTERVIEW Application Scorecard

Name: \_\_\_\_\_

Region:     W         M         E    

Chapter: \_\_\_\_\_

	POSSIBLE POINTS	POINTS GIVEN
<b>CONSISTENT WITH RESUME</b>		
Name	10	
Education	10	
Experience	10	
Other information	10	
Reference	10	
<b>GRAMMAR/PUNCTUATION/SPELLING</b>		
Capitalization when appropriate	6	
Abbreviations when appropriate	6	
Punctuation	6	
Spelling	6	
Grammar	6	
<b>FORM COMPLETED</b>		
Finished in allotted time	5	
"N/A" indicated where appropriate	5	
<b>OVERALL IMPRESSION</b>		
Spacing	5	
Consistency	5	
<b>TOTAL SCORE</b>	<b>100</b>	



# JOB INTERVIEW

## Personal Interview Scorecard

Name: \_\_\_\_\_ Region: **W**    **M**    **E**  
 Chapter: \_\_\_\_\_

	POINTS POSSIBLE	POINTS GIVEN
<b>APPEARANCE</b>		
Professional dress	25	
Appropriately groomed/neat	25	
<b>FIRST IMPRESSION</b>		
Greeting	25	
Introduction	25	
Body language	25	
<b>RESPONSES TO QUESTIONS</b>		
Knowledge relayed	30	
Abilities described & matched resume	20	
Accurate	20	
Cogent & organized	20	
Shared appropriate experiences	20	
Quality of information	20	
Consistent responses	20	
<b>COMMUNICATION SKILLS</b>		
Persuasive	20	
Proper grammar	15	
Enunciation	15	
Appropriate volume	15	
Concise, avoided rambling	15	
Confident	20	
Sincere	15	
Poise	20	
Discretion/tact	15	
<b>CONCLUSION</b>		
Posed appropriate questions to employer	25	
Clarified next steps	25	
Appropriate thanks and exit	25	
<b>TOTAL</b>	<b>500</b>	

## JOB INTERVIEW Resume Scorecard

Name: \_\_\_\_\_

Region:     W    M    E    

Chapter: \_\_\_\_\_

	POSSIBLE POINTS	POINTS GIVEN
<b>Format</b>		
Appropriate Font	2	
Structure	2	
Limited to two pages	4	
Used correct paper	2	
<b>Content</b>		
Contact information conveyed	25	
Position sought or employment objective	25	
Identified education or relevant course- work	25	
Identified relevant experience & skills	25	
Identified achievements & honors	25	
Mentioned/had references	25	
Grammar	3	
Punctuation	3	
Spelling	4	
<b>General Appearance</b>		
Overall impression	15	
Readability and flow- spacing	15	
<b>SUBTOTAL</b>	<b>200</b>	
Deduction for materials received after the postmark deadline: <i>(10% or 10 points maximum)</i>		
<b>TOTAL SCORE</b>		

## JOB INTERVIEW

### Follow Up Correspondence Scorecard

Name: \_\_\_\_\_

Region:      **W**      **M**      **E**     

Chapter: \_\_\_\_\_

POSSIBLE POINTS			POINTS GIVEN
<b>FORMAT</b>			
Directed to appropriate person Address/salutation appropriate Level of formality appropriate	10		
<b>CONTENT</b>			
Expressed appreciation	5		
Appropriate level of reiteration of qualities	5		
Re-expressed interest	5		
Provisions for follow-up stated	5		
Grammar/punctuation/spelling	10		
Overall impression <ul style="list-style-type: none"> <li>• Legible (including signature)</li> <li>• Appropriate length</li> </ul>	10		
<b>TOTAL SCORE</b>	<b>50</b>		

## JOB INTERVIEW

### Initial Phone Contact Scorecard

Name: \_\_\_\_\_

Region:      **W**      **M**      **E**     

Chapter: \_\_\_\_\_

	POSSIBLE POINTS	POINTS GIVEN
<b>FIRST IMPRESSION</b>		
Introduction	5	
Spoke clearly	5	
Appropriate voice inflection	5	
<b>GATHERED APPROPRIATE INFORMATION</b>		
Time/Date	5	
Location	5	
Contact information (name, number, etc.)	5	
<b>RESPONSE TO QUESTIONS</b>		
Accurate	5	
Concise	5	
Overall impression Poise Pleasant Professional Courteous Communicated effectively Ends call appropriately	10	
<b>TOTAL SCORE</b>	<b>50</b>	

# LAND EVALUATION

## CAREER DEVELOPMENT EVENT

*A Special Project of the Tennessee FFA Foundation*

**IMPORTANT NOTE:** *These rules are a highlight of the complete rulebook provided by UT Extension. The website with the complete rulebook is listed in **REFERENCES**.*

### PURPOSE

The years of land judging history have taught us that the interest in knowing more about our priceless product is more far-reaching than most of us had ever anticipated. It's surprising what can be accomplished in terms of youth development when the involved agencies cooperate in a totally unselfish effort to achieve the goals of a project like the land judging program. Equally surprising is the satisfaction we adults are receiving from this program separate and apart from youth development. The cooperative spirit is an asset both individually for our respective agencies and companies, and collectively for the agricultural community which we all represent.

### EVENT RULES

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<b>TEAM OF:</b>	4 FFA members
<b>OFFICIAL DRESS APPROPRIATE:</b>	Optional
<b>STATE PARTICIPANTS:</b>	12 teams – top 4 teams per region
<b>MATERIALS NEEDED: (ON THE DAY OF THE EVENT)</b>	No. 2 pencils Clean, clear (see-through/transparent) clipboards 4 Official judgingcard.com scorecards Probing utensil ( <i>for checking for fragipans</i> )

#### FORMAT

This event consists of the following component:

#### A. Site Evaluations

##### A. Site Evaluations

Three or four contest sites will be used at all levels of the contest. Students will evaluate sites using the official Tennessee Land Judging Scorecard. Each site will consist of a pit and an area to be judged for slope. The pits will be excavated inside an indicated area. Two markers located 100 feet apart will be located inside the site to be judged. Slope judgments should be made on the area between the markers.

## GUIDELINES

1. Any team member or coach who visits or goes near the contest site prior to the contest will automatically disqualify his or her team from participating in the contest.
2. It is the responsibility of the event coordinators and/or group leaders to check clipboard to see that they are clean with no writing, line levels, or any other markings on them.

## SCORING

<b>SECTION</b>	<b>POINTS</b>
<i>INDIVIDUAL</i>	
Part I – Physical Characteristics of the Soil	46
Part II – Interpretation of Soil Characteristics	23
Part III – Management Practices	15
Part IV – Homesites	16
<b>TOTAL INDIVIDUAL</b>	<b>100</b>
<i>TEAM</i> (Top 3 Individual Scores) <b>TOTAL TEAM</b>	<b>300</b>

## TIEBREAKER

In case of a tie, the following areas will be used to determine the winner:

1. alternate team member score
2. score on Part I.
3. score on Part II
4. score on Part III
5. score on Part IV
6. score on A, B and C, etc. of Part II
7. score on A and B of Part III

In case of a tie for high individuals, the following areas will be used to determine the winner:

1. Sum of Part I scores from all four sites
2. Sum of Part II scores from all four sites
3. Sum of Part III scores from all four sites
4. Sum of Part IV scores from all four sites
5. Sum of A, B, and C, etc. scores of Part II
6. Sum of A and B scores of Part III

## AWARDS

Plaques will be awarded to the winner and runner up FFA teams. Awards will be presented to the winners at a banquet following the state contest. The top two teams will also be recognized on stage at State FFA Convention. The five highest scoring teams in Tennessee are eligible to compete in the National Land and Homesite Judging Contests. The

Tennessee Foundation will provide partial funding for the two highest scoring teams to compete.

## **REFERENCES**

- Updates to the contest can be located at:  
<http://eastern.tennessee.edu/4h/judging%20manuals%20Study%20Material.htm>
- The official rulebook the contest are located at:  
<http://eastern.tennessee.edu/4h/JUDGING/MANUALS%20RESOURCES/LAND%20JUDGING%20GUIDE%209-04.pdf>

10 in  
3/4  
1/2  
1/4  
9 in  
3/4  
1/2  
1/4  
8 in  
3/4  
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1 in  
3/4  
1/2  
1/4

# Tennessee Land

Form #: 601TN-1

<b>Team Name</b>
------------------

Team #			
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Code	
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Last Name										First Name									
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

Part I - Physical Characteristics											
Field #:					Field #:						
1 2 3 4					1 2 3 4						
<b>A. Texture of Surface Soil</b> (5 pts)					<b>F. Rock Fragments</b> (2 pts)						
1 Coarse	1	2	3	4	1 None or few	1	2	3	4		
2 Medium	1	2	3	4	2 Common	1	2	3	4		
3 Fine	1	2	3	4	3 Many	1	2	3	4		
<b>B. Texture of Subsoil</b> (5 pts)					<b>G. Available Water Holding Capacity</b> (6 pts)						
1 Coarse	1	2	3	4	1 High	1	2	3	4		
2 Medium	1	2	3	4	2 Medium	1	2	3	4		
3 Fine	1	2	3	4	3 Low	1	2	3	4		
<b>C. Depth of Soil Favorable for Roots</b> (8 pts)					<b>H. Slope</b> Middle/East West (8 pts)						
1 Deep 36 in. or more	1	2	3	4	1 Nearly level 0 to 2% 0 to 2%	1	2	3	4		
2 Moderately deep 20 to 36 in.	1	2	3	4	2 Gently sloping 2 to 5% 2 to 5%	1	2	3	4		
3 Shallow 10 to 20 in.	1	2	3	4	3 Sloping 5 to 12% 5 to 8%	1	2	3	4		
4 Very shallow Less than 10 in.	1	2	3	4	4 Moderately steep 12 to 20% 8 to 12%	1	2	3	4		
<b>D. Rock Outcrops</b> (2 pts)					<b>I. Erosion</b> (3 pts)						
1 None or few	1	2	3	4	1 None to slight	1	2	3	4		
2 Common	1	2	3	4	2 Moderate	1	2	3	4		
3 Many	1	2	3	4	3 Severe	1	2	3	4		
<b>E. Drainage Class</b> (8 pts)					<b>J. Position of Site on the Landscape</b> (5 pts)						
1 Excessively drained	1	2	3	4	1 Flood Plain	1	2	3	4		
2 Well-drained	1	2	3	4	2 Upland or terrace	1	2	3	4		
3 Moderately well-drained	1	2	3	4	3 Footslope	1	2	3	4		
4 Somewhat poorly-drained	1	2	3	4	4 Depression	1	2	3	4		
5 Poorly-drained	1	2	3	4							



Part II - Interpretation					
A. Land Capability Class <sup>(4 pts)</sup>	Field #:	1	2	3	4
1 Class I		1	2	3	4
2 Class II		1	2	3	4
3 Class III		1	2	3	4
4 Class IV		1	2	3	4
5 Class V		1	2	3	4
6 Class VI		1	2	3	4
7 Class VII		1	2	3	4
B. Limitation(s) for Crop Production <sup>(8 pts)</sup>	Field #:	1	2	3	4
1 Wetness		Y N	Y N	Y N	Y N
2 Slope		Y N	Y N	Y N	Y N
3 Texture of surface soil		Y N	Y N	Y N	Y N
4 Texture of subsoil		Y N	Y N	Y N	Y N
5 Available water capacity		Y N	Y N	Y N	Y N
6 Rock fragments or rock outcrop		Y N	Y N	Y N	Y N
7 Effective depth		Y N	Y N	Y N	Y N
8 Flooding		Y N	Y N	Y N	Y N
C. Crop Yield <sup>(7 pts)</sup>	Field #:	1	2	3	4
1 Corn		L M H	L M H	L M H	L M H
2 Cotton		L M H	L M H	L M H	L M H
3 Soybean		L M H	L M H	L M H	L M H
4 Tobacco		L M H	L M H	L M H	L M H
5 Small Grain		L M H	L M H	L M H	L M H
6 Alfalfa		L M H	L M H	L M H	L M H
7 Fescue-white clover		L M H	L M H	L M H	L M H
D. Potential Environmental Problems <sup>(4 pts)</sup>	Field #:	1	2	3	4
1 Sediment, nutrients, or pesticides in streams		L M H	L M H	L M H	L M H
2 Nutrients or pesticides in groundwater		L M H	L M H	L M H	L M H

Part III - Management Practices					
A. Most Intensive Recommended Use <sup>(8 pts)</sup>	Field #:	1	2	3	4
1 Continuous annual crops - minimal conservation system		1	2	3	4
2 Continuous annual crops - intensive conservation systems		1	2	3	4
3 Annual crops in rotation with perennial grass/legume		1	2	3	4
4 Permanent grass/legume cover		1	2	3	4
5 Trees		1	2	3	4
B. Recommended Practices <sup>(9 pts)</sup>	Field #:	1	2	3	4
1 Drainage system		Y N	Y N	Y N	Y N
2 Conservation tillage/no-till		Y N	Y N	Y N	Y N
3 Terraces		Y N	Y N	Y N	Y N
4 Grassed waterways		Y N	Y N	Y N	Y N
5 Contour farming		Y N	Y N	Y N	Y N
6 Strip cropping		Y N	Y N	Y N	Y N
7 Filter strips		Y N	Y N	Y N	Y N
8 Cover crops		Y N	Y N	Y N	Y N
9 Lime and fertilize by soil test		Y N	Y N	Y N	Y N

Part IV - Homesites					
A. Suitability for Homesite Requiring Septic Tank Disposal Field <sup>(12 pts)</sup>	Field #:	1	2	3	4
1 Drainage		G P F	G P F	G P F	G P F
2 Flooding		G P F	G P F	G P F	G P F
3 Depth		G P F	G P F	G P F	G P F
4 Slope		G P F	G P F	G P F	G P F
5 Percolation rate		G P F	G P F	G P F	G P F
6 Shrink-swell		G P F	G P F	G P F	G P F
B. Suitability for Homesite Requiring Septic Tank Disposal Field <sup>(4 pts)</sup>	Field #:	1	2	3	4
		G P F	G P F	G P F	G P F

# LIVESTOCK EVALUATION

## CAREER DEVELOPMENT EVENT

*A Special Project of the Tennessee FFA Foundation*

### PURPOSE

The purpose of the Tennessee FFA Livestock Evaluation Career Development Event is to stimulate the study of and interest in animal science selection, management and production through the agricultural education curriculum, and provide recognition for those who have demonstrated skills and competencies as a result of instruction in animal science.

### OBJECTIVES

- A. To understand and to interpret the value of performance data based on industry standards.
- B. To measure the students' knowledge in the following categories:
  - 1. To make accurate observations of livestock
  - 2. To determine the desirable traits in animals
  - 3. To make logical decisions based on these observations
  - 4. To discuss and to defend their decisions for their placing by becoming proficient in communicating industry terminology
  - 5. To instill an appreciation for desirable selection, management and marketing techniques
- C. To develop the ability to select and market livestock that will satisfy consumer demands and provide increased economic returns to producers. Provide positive economic returns to producers as well as meet the needs of the industry.
- D. To identify the criteria used in grading livestock. Scenarios will be used in the selection process.
- E. To provide an opportunity for participants to become acquainted with professionals in the industry.

### EVENT RULES

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<b>TEAM OF:</b>	4 FFA members
<b>OFFICIAL DRESS APPROPRIATE:</b>	Optional
<b>STATE PARTICIPANTS:</b>	12 teams – top 4 teams per region
<b>MATERIALS NEEDED: (ON THE DAY OF THE EVENT)</b>	No. 2 pencils Clean, clear (see-through/transparent) clipboard 4 Official judgingcard.com scorecards

## FORMAT

This event may consist of the following components:

### *TEAM*

#### **A. Keep/Cull Team Activity**

### *INDIVIDUAL*

#### **B. Livestock Evaluation Classes**

#### **C. Oral Reasons**

#### **D. Written Exam**

#### **A. Keep/Cull Team Activity**

There will be one selection class, from beef, sheep or hogs, made up of eight animals. Participants will be required to select the four best animals from the eight, using visual appraisal and performance data. Performance data will be provided. The selection class will make up the cooperative team activity.

Performance Records (including EPD's) may be used in the breeding and the keep/cull class of beef, sheep and swine. Performance criteria, when used, shall be based on standards developed and used by the Beef Improvement Federation, the Sheep Industry Development Program, Inc. and the National Swine Improvement Federation. Participants will be allowed 15 minutes for the keep/cull class.

#### **B. Livestock Evaluation Classes**

Up to eight classes of livestock of four animals each will be placed. There will be one class each of either breeding or market animals in the following species: beef, goats, sheep and swine. Participants will be allowed 15 minutes for each class.

Performance data may be provided with some classes. All regions should make every effort to include at least one class of all four species of animal.

#### **C. Oral Reasons**

Up to four sets of oral reasons will be designated by the event superintendent at the beginning of the event. Reasons will be given after all classes have been placed.

Notes will not be permitted during the presentation of reasons; however, participants may use a card with only their placing of the class written on it.

#### **D. Written Exam**

A multiple choice exam will be given. The objective exam is designed to determine team members understanding of the livestock industry. The exam will consist of 50 multiple choice questions. Sixty minutes will be given for the exam.

## GUIDELINES

1. Data may be added or deleted as technology changes. When new criteria are adopted, the information will be forwarded to all chapters by January 1 each year.

## SCORING

<i>SECTION</i>	<i>POINTS</i>
<i>INDIVIDUAL</i>	
Written Exam	50
Evaluation Classes (50 points each)	400
Oral Reasons (50 points each)	200
<b>TOTAL:</b>	<b>650</b>
<i>TEAM</i>	
Team Activity	200
Individual Scores (650 x 4 members)	2600
<b>TOTAL:</b>	<b>2800</b>

## TIEBREAKER

If ties occur, the following events will be used in order to determine award recipients:

1. Total of oral reasons
2. Total of placing classes

## AWARDS

Awards will be presented at the Tennessee FFA Convention. Awards will be presented to the top two teams. Awards are sponsored by a cooperating industry sponsor(s) as a special project, and/or by the general fund of the Tennessee FFA Foundation. The top five individuals and the top five highest scoring teams shall receive a certificate at the event.

## REFERENCES

- National FFA Core Catalog – national CDE test, practicums and team activities  
<http://shop.ffa.org/cde-qas-c1413.aspx>
- Beef Improvement Federation, [www.beefimprovement.org](http://www.beefimprovement.org)
- National Swine Improvement Federation, [www.nsif.com](http://www.nsif.com)
- Gillispie, James R. Modern Livestock and Poultry Production 8th edition or most current edition. Albany, NY: Delmar Publishers, Inc. 2004.
- Hunsley, R. Livestock Judging, Selection and Evaluation. 5th Edition. Danville, IL: Interstate Publishers, 2001.
- Sheep Evaluation Reference: <http://animalscience.ag.utk.edu/itcmodules/module1/introductiontosheepevaluation.htm>
- Meat Goat Evaluation Reference  
<http://www.lsuagcenter.com/NR/rdonlyres/B8FE3706-64DC-417F-A592-B8DEC14B4D9F/43292/pub2951MeatGoatJanuary2008LOWRES.pdf>
- Goat Handbook [www.texasgoat.com/Goat\\_Handbook/](http://www.texasgoat.com/Goat_Handbook/)

# MARKETING PLAN

## CAREER DEVELOPMENT EVENT

### PURPOSE

The marketing plan event is designed to assist students with developing practical skills in the marketing process through the development and presentation of a marketing plan. Students research and present a marketing plan for an agricultural product, supply or service. It is intended as a competitive activity involving a team of three persons working for a local community agri-business to support the FFA's outreach mission. Local chapters may involve the entire chapter, a specific agriculture class or a three-person team. The intent is to have a three-person team present the results of primary research involving the local community that provides a reasonable and logical solution to a marketing problem. Understanding of the marketing process is manifested in the marketing plan, which is presented in a five to eight page document and in a live presentation before qualified judges. Though only three individuals are on a team, any number of students may assist with the primary and secondary research.

### OBJECTIVES

- A. To develop an understanding of the marketing plan process.
- B. To provide an activity to focus student and community attention on the agri-marketing curriculum.
- C. To allow students to explore and prepare for possible careers in agri-marketing.
- D. To help develop partnerships and improve relations with agricultural industries, local FFA chapters and the general public.

### EVENT RULES

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**TEAM OF:** 3 FFA members

**OFFICIAL DRESS APPROPRIATE:** Yes

**STATE PARTICIPANTS:** Open to all chapters

**MATERIALS NEEDED:  
(ON THE DAY OF THE EVENT)** All materials needed for presentation (*will vary*)

### FORMAT

This event consists of the following components:

- A. **Written Marketing Plan**
- B. **Presentation of Marketing Plan**

## **A. Written Marketing Plan**

Members will select a local community agricultural business that serves the community, and decide on the product or service for the marketing plan. Work with either existing or start-up situations. Plan to work with an off-campus organization. Do not use your chapter as a client.

Emphasis should be placed on the “value added” concept using marketing techniques to increase the value of products or services. A marketing plan deals with the future. Historical information is very valuable, but the actual plan must be a projection. A plan presented in the current year should be developed for the following year. A two-year timeframe might be needed, which would mean the inclusion of the two years following the current year. Marketing plans may vary from one to ten years depending on your client and the type of product or service. Written expression is important. Attention should be given to language, general appearance, structure and format. **A .pdf version of the media plan must be emailed to the State FFA Office by the deadline set on the official calendar or will be subject to penalties (see Official Rules and Policies, page 3).**

### **Written Marketing Plan Guidelines:**

1. cannot exceed eight pages, with specific sections not exceeding the following:
  - a. Title page - 1 page
    - i. Project title
    - ii. State name
    - iii. Chapter name
    - iv. Chapter number
    - v. Year
  - b. Text and appendices - 7 pages
    - i. Marketing plan
    - ii. Surveys
    - iii. Graphs
    - iv. Maps
    - v. Promotional pieces
2. must be ten point or larger font size
3. 8 1/2" X 11"; different formats and page sizes can be used as long as the document does not exceed the equivalent of 8 – 8 1/2" X 11" pages

### **Written Marketing Plan Format:**

1. Brief description of product or service (product/service attributes: size, quality, etc.)
2. Market Analysis
  - a) Client’s status in current market
  - b) Industry trends
  - c) Buyer profile and behavior

- d) Competition's SWOT analysis
  - e) Product's/client's SWOT analysis
  - f) Primary research results (surveys, focus groups, interviews)
3. Business Proposition
    - a) Develop a mission statement
    - b) Key planning assumptions (cite sources of information)
    - c) Short and long-term goals (must be measurable, specific, attainable and have completion dates)
    - d) Target market – identify specific market segments which achieve the goals
  4. Strategies and Action Plan
    - a) Product
    - b) Price
    - c) Place
    - d) Promotion
    - e) Position
  5. Projected Budget
    - a) What will the strategies cost?
    - b) Pro forma income statement which details the realistic costs and returns of the marketing strategies
    - c) Calculate the financial return of the marketing plan
  6. Evaluation
    - a) Establish benchmarks to track progress toward goals
    - b) Identify specific tools to measure established benchmarks
    - c) Recommendations for alternative strategies, if benchmarks are not reached
  7. Technical and business writing skills – 10 points

**B. Presentation of Marketing Plan**

Each team will be allowed 5 minutes to set up before their 15-minute time allowance begins and 3 minutes to reset the equipment, as they found it, after the presentation. In the case of equipment failure, every effort will be made to rectify the problem as quickly as possible; however, at the judges' discretion, a team may be asked to move forward with the presentation. A back-up plan is recommended.

The team assumes the role of a marketing consultant. The judges assume the role of the selected client. The live presentation should not exceed fifteen minutes. Five points will be deducted from the final score for each minute, or major fraction thereof, over fifteen minutes for the presentation. The timekeeper shall be responsible for keeping an accurate record of time. Each member of the team should participate in the question and answer session.

Visual aids are only limited by your imagination. Do not assume that the lights can be adjusted or the competition room can be drastically remodeled. Scoring will be based

on how effectively visual aids are used, not how elaborate they are. Remember that visual aids should enhance and clarify what the speakers are saying; not replace them.

### **GUIDELINES**

1. At least three qualified judges will be used. Judges should be selected to represent a mix of industry, education and communication, if possible. They should have some understanding of the marketing planning process.
2. The judges will give a written evaluation after the finals and scoring is completed.
3. A timekeeper will be designated, possibly from one of the three judges. The timekeeper shall be responsible for keeping an accurate record of time.

### **SCORING**

<b><i>SECTION</i></b>	<b><i>POINTS</i></b>
Written Plan	100
Plan Presentation	200
<b><i>TOTAL</i></b>	<b><i>300</i></b>

Teams 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 team then shall be added, and the winner will be that team whose total ranking is the lowest. Other placings will be determined in the same manner (low rank method of selection).

### **TIEBREAKER**

Ties will be broken based on the greatest number of low ranks. Team low ranks will be counted and the team with the greatest number of low ranks will be declared the winner. If a tie still exists, then the event superintendent will rank the team's response to questions. The team with the lowest rank from the response to questions will be declared the winner. If a tie still exists then the team's raw scores will be totaled. The team with the greatest total of raw points will be declared the winner.

### **AWARDS**

Top two teams will be recognized on stage at the State FFA Convention. The winner will represent Tennessee at the National FFA Convention.



## MARKETING PLAN Written Plan Scorecard

Name: \_\_\_\_\_

Region:     W         M         E    

	POSSIBLE POINTS	EARNED	COMMENTS
Description of Product/Service and Client Status	5		
<b>MARKET ANALYSIS</b>			
Client's status in current market	5		
Industry trends	5		
Buyer profile and behavior	5		
Competition's SWOT analysis	5		
Product's/client's SWOT analysis	5		
Primary research results (surveys, focus groups, interviews)	5		
<b>BUSINESS PROPOSAL</b>			
Mission statement	2		
Key planning assumptions	2		
Short and long-term goals	3		
Target market	3		
<b>STRATEGIES AND ACTION PLAN</b>			
Product	1		
Price	7		
Place	5		
Promotion	7		
Position	5		
Budget (income statement, costs, returns, accuracy)	15		
Evaluation	5		
Technical & Business Writing Skills	10		
Deduction – Written plan received after postmark deadline. Deduction 10% of possible written plan score (or 10 points).			
Deduction – Five (5) points deducted for incorrect written plan format.			
<b>WRITTEN PLAN TOTAL POINTS</b>	<b>100</b>		

## MARKETING PLAN Presentation Scorecard

Name: \_\_\_\_\_

Region:     W    M    E    

	POSSIBLE POINTS	EARNED	COMMENTS
Marketing Process (understanding and clear presentation of the six parts of the marketing plan)	130		
Brief description/client status	5		
Marketing analysis	10		
Primary research	35		
Business proposal	15		
Strategies/action plan	30		
Budget	25		
Evaluation	10		
Communication <ul style="list-style-type: none"> <li>• Examples explained, detailed</li> <li>• Speaking without notes, unrehearsed</li> <li>• Tone</li> <li>• All members participated</li> <li>• Eye contact</li> <li>• Mannerisms, gestures</li> <li>• Poised</li> </ul>	20		
Questions and Answers	50		
<b>PRESENTATION TOTAL POINTS</b>	<b>200</b>		
<b>WRITTEN PLAN SCORE</b>	<b>100</b>		
<b>SUB-TOTAL (WRITTEN &amp; PRESENTATION):</b>	<b>300</b>		
Deduction – Five (5) points for each minute, or major fraction thereof, presentation went over fifteen (15) minutes			
<b>TOTAL EVENT POINTS</b>	<b>100</b>		

# MEATS EVALUATION AND TECHNOLOGY

## CAREER DEVELOPMENT EVENT

### PURPOSE

In the Meats Evaluation and Technology CDE, students develop the skills needed for careers in the meat animal industry. During the event, members complete a evaluate beef carcasses for quality and yield grade; identify various meat cuts and place carcasses, and identify wholesale and/or retail cuts.

### OBJECTIVES

- A. To develop employment skills for students who are interested in exploring or pursuing career opportunities in the meat animal industry.
- B. To assist the local agricultural education instructor in motivating students to become knowledgeable consumers of meat and meat animal products and/or involved in the industry of meat animal marketing and merchandising.
- C. To encourage the development of broader analytical skills, critical thinking strategies and an understanding of appropriate meat terminology for high school students.
- D. To develop the ability to evaluate meat animal products in order to optimize economic returns to producers and industry as well as to meet the needs of the consumer.
- E. To develop good cooperation and communication skills in working together to accomplish a goal.

### EVENT RULES

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<b>TEAM OF:</b>	4 FFA members
<b>OFFICIAL DRESS APPROPRIATE:</b>	No; students should come prepared to work in a cold environment and may be required to wear protective clothing
<b>STATE PARTICIPANTS:</b>	Open to all chapters
<b>MATERIALS NEEDED: (ON THE DAY OF THE EVENT)</b>	No. 2 pencils Clean, clear (see-through/transparent) clipboards Calculator ( <i>must be battery operated, non-programmable and silent with only the following functions- addition, subtraction, multiplication, division, equals, percent, square root, +/- key and one memory register.</i> )

## **FORMAT**

This event consists of the following components:

- A. Meat Formulation Problem Solving and Written Test**
- B. Retail Meat Cuts Identification**
- C. Beef Quality and Yield Grading**
- D. Placing of Four Classes**
- E. Placing Class Questions**

### **A. Meat Formulation Problem Solving and Written Test**

Students will complete a meat formulation problem solving exercise. Nine questions are to be answered. The one solution to the meat formulation problem will be worth 10 points. The other 8 questions based on the correct formulation will be valued at 5 points each.

Each participant will be given a written test of 25 questions relating to meat selection, storage, cookery, nutrition and safety. All questions will be based on materials taken from Yellow Pages - Answers to Predictable Questions Consumers Ask About Meat." No questions will be taken from cooking charts or the Glossary of Better Known Sausage and Prepared Meat (located in the Yellow Pages). Questions will be multiple-choice. Each question will be valued at 3 points.

### **B. Retail Meat Cuts Identification**

Students will identify 30 retail meats cuts found on the National FFA Rules for Meats Evaluation. Only the cuts listed are eligible to be used in this event. Students will be given one point for correct species identification, two points for correct primal cut identification and three points for correct retail trade name. Answers will be recorded on a computerized scorecard.

### **C. Beef Quality and Yield Grading**

Participants will quality and yield grade five beef carcasses. Quality Grading: Using Training Aid II (found in National FFA CDE Handbook) the student may give the carcass a maturity score and a marbling score based on USDA standards and then determine the quality grade. The student should complete the section of answers for quality grading on the computerized scorecard.

Also using Training Aid II, students may write in the carcass weight which is given for each carcass, give the carcass a preliminary yield grade based on USDA Standards, and then adjust the preliminary yield grade using "Ribeye Area" and "% Kidney, Pelvic and Heart Fat." After completing these steps, the student may write in the final "Yield Grade". The student should complete the section of answers for yield grading on the computerized scorecard. A deduction of two points will be made for a one-third grade above or below the official grade; five points will be deducted for two-thirds grade above or below the official grade; eight points will be deducted for one full grade above

or below the official grade. A perfect score will be fifty points for Quality grading and fifty points for Yield grading.

**D. Placing of Four Classes**

Four classes from the following list will be placed when possible. All classes will consist of four exhibits per class.

- Beef carcasses
- Retail cuts
- Pork carcasses
- Wholesale/subprimal pork cuts
- Lamb carcasses
- Wholesale/subprimal beef cuts

**E. Placing Class Questions**

A total of ten questions will be asked covering two of the four classes. Answers will be transferred to the appropriate section. Students will not be able to use their notes when answering questions. Sample Question: *“Which beef carcass had the highest percentage of KPH fat?”*

**GUIDELINES**

1. Participants must come to the event prepared to work in a cold storage facility (approximately 0° C) for approximately two hours.
2. Participants may be required to wear protective clothing in the form of hard hats, clean, white frocks, hairnets, and warm clothing and footwear.
3. Official FFA dress is not worn during the event.
4. Participants and official judges are to make their placings and identifications without handling the meat.
5. Two minutes stand back time on placing classes will be utilized when possible.

**SCORING**

<b>SECTION</b>	<b>POINTS</b>
<i>INDIVIDUAL</i>	
Meat Formulation and Written Exam	125
Retail Meat Cuts Identification	180
Beef Quality and Yield Grading	100
Placing of Four Classes	200
Questions on Placings	50
<b>TOTAL INDIVIDUAL</b>	<b>655</b>

Individual Scores (655 x 3 members)    **TEAM TOTAL    1965**

**TIEBREAKER**

If ties occur, the following events will be used in order to determine award recipients:

1. Identification Retail Meat Cuts
2. Questions About Classes Score

## **AWARDS**

Awards will be presented at the Tennessee FFA Convention. Awards are presented to teams as well as individuals based upon their rankings. Awards are sponsored by a cooperating industry sponsor(s) as a special project, and/or by the general fund of the Tennessee FFA Foundation.

## **REFERENCES**

- National FFA Core Catalog – <http://shop.ffa.org/cde-materials-c1289.aspx>
  - Meat Evaluation Handbook (hard bound)
  - Retail Meat Instructional Materials/Instructor Combo Pack
  - Retail Meat Team Combo Pack
  - Retail Meats Field Guide
  - Retail Meats Flash Cards
  - Meat Identification Tutorial CD-ROM
  - Meat Buyer's Guide
  - NAMP Meat Posters
  - Beef, Lamb, Pork and Veal Cut Charts
  - Meats Evaluation Scan Forms
  - National FFA CDE Q&A's (2007-2010)
  - FFA Learn-National FFA CDE Q&A's (2005 & 2006)  
<https://ffa.learn.com/learncenter.asp?id=178409&page=31&mode=preview>
- CEV Multimedia, 1020 SE Loop 289, Lubbock, TX 79404, (800) 922-9965
  - Meat Evaluation Handbook (DVD)
  - Retail Cuts Identification (DVD)
  - Meat Science and Food Safety (DVD) - written exam resource
- Beef Myology - <http://bovine.unl.edu/bovine3D/eng/nIntro.jsp>
- National Cattlemen's Beef Association  
9110 E. Nichols Ave. #300, Centennial, CO 80112, (303) 694-0305/1-800-368-3138
  - USDA Marbling Photographs
  - Guide to Identifying Meat Cuts
  - <https://store.beef.org/>
- American Meat Science Association (AMSA)
- 2441 Village Green Place, Champaign, Illinois 61874, (800) 517-2672
  - <http://www.meatscience.org/page.aspx?id=539>
  - Email: [information@meatscience.org](mailto:information@meatscience.org)
- USDA Marbling Photographs
- Art Services, Inc.
- 3015 Earl Place, N.E., Washington, D.C., 20018, (202) 526-5607
  - Beef Ribeye Grids
- NASCO
  - 901 Janesville Avenue, P.O. Box 901, Fort Atkinson, WI 53538-0901, 1-800-

558-9595

- Preliminary Yield Grade Rulers  
(<http://www.enasco.com/product/C02615N>)
- Beef and Pork Ribeye Grids
- Example Meats Evaluation Websites of Classes and Materials  
<http://aggiemeat.tamu.edu/judging/meatjudging.html>  
<http://animalscience.unl.edu/meats/id/>

# MILK QUALITY AND PRODUCTS

## CAREER DEVELOPMENT EVENT

### PURPOSE

The purpose of the Milk Quality and Products Career Development Event is to promote practical learning activities in milk quality and dairy products, as well as assisting students in developing team decision-making skills. The focus of the Milk Quality and Products Career Development Event is raw milk quality, federal milk marketing orders and attributes of selected milk products. The four general areas that contribute to milk quality and consumer demand are milk production, milk quality and safety, milk processing or manufacturing, and raw milk marketing.

### OBJECTIVES

- A. Utilize knowledge of milk quality
  - a. Producing quality milk
    - i. Regulations
    - ii. Grades and classes of milk
    - iii. Factors necessary to produce quality milk
  - b. Cleaning and sanitizing
    - i. General types of cleaners and sanitizers
    - ii. Water hardness
    - iii. Milkstone
    - iv. Equipment, teats and udders
  - c. Cooling milk
  - d. Identifying diseases transmitted to consumers via milk
  - e. Recognizing causes of off flavors in milk
- B. Utilize knowledge of milk pricing
  - a. Marketing and marketing concepts
  - b. Pricing trends
  - c. Economics
  - d. Supply and demand
  - e. Federal milk marketing orders, economics and distribution
  - f. Transportation costs
  - g. Cooperatives
  - h. Pricing
- C. Utilize knowledge of the composition and quality characteristics of raw and pasteurized milk and milk products
  - a. Nonfat solids portion
  - b. Milkfat
  - c. Adulterants, including water
  - d. Bacterial standards and usual methods of estimating their numbers
- D. Understand the causes and control of mastitis, its influences on milk quality and cheese yield and the use of mastitis detection methods in controlling the disease
  - a. Causes



- b. Prevention
- c. Detection (California Mastitis Test and Direct Microscopic Somatic Cell Count)
- d. Treatment
- e. Regulatory programs
- E. Identify cheese varieties and characterize properties
- F. Identify flavor defects and evaluate milk quality

## EVENT RULES

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**TEAM OF:** 4 FFA members

**OFFICIAL DRESS APPROPRIATE:** Optional

**STATE PARTICIPANTS:** Open to all chapters

**MATERIALS NEEDED:  
(ON THE DAY OF THE EVENT)** No. 2 pencils  
Clean, clear (see-through/transparent) clipboards  
4 Official judgingcard.com scorecards  
Bottled water or palette cleanser (*optional*)

### FORMAT

This event may consist of the following components:

#### *INDIVIDUAL*

- A. Milk Flavor Identification and Evaluation**
- B. Identification of Cheeses**
- C. Milk Fat Content of Fresh Milk Products**
- D. Written Exam**

#### **A. Milk Flavor Identification and Evaluation**

Ten milk samples will be scored on flavor (taste and odor) using the computerized scorecard. All samples of milk are prepared from pasteurized milk intended for table use and will score 1 to 10 (See Scoring Guide). Milk samples will be tempered to 60°F. Only those cups provided at the event may be used. Participants are to use whole numbers when scoring “Flavor” of milk and to check only the most serious defect in a sample even if more than one flavor is detected. If no defect is noted, participants should check, “No defect” and score as a ten (See Scoring Guide).

Palette cleansers (e.g. apples or soda crackers) will be allowed for refreshing. No more than 20 minute should be allotted for this portion. Scores may range from 1 to 10.

**Quality Scoring Guide:**

10	excellent (no defect)
8 to 9	good
5 to 7	fair
2 to 4	poor
1	unacceptable/un-salable

**Suggested Flavor Scoring Guide:**

<b>Defect</b>	<b>Slight</b>	<b>Definite</b>	<b>Pronounced</b>
Acid	3	2	1
Bitter	5	3	1
Feed	9	8	5
Flat/Watery	9	8	7
Foreign	5	3	1
Garlic/Onion	5	3	1
Malty	5	3	1
Oxidized	6	4	1
Rancid	4	2	1
Salty	8	6	4

\*Suggested scores are given for three intensities of flavor. All numbers within the range may be used. Intermediate numbers may also be used; for example, a bitter sample of milk may score 4.

**C. Identification of Cheeses**

Contestants shall identify 10 cheese samples from the reference list. Two points will be awarded for each sample correctly identified. Uncolored cheeses may be used. Cubes of the cheeses will be available for tasting. Palette cleansers (e.g. apples or soda crackers) will be allowed for refreshing. No more than 20 minutes should be allotted for this portion.

**Cheese Reference List**

- Bleu
- Brick
- Brie/Camembert
- Cheddar (mild)
- Cheddar (sharp)
- Edam
- Cream
- Monterey (Jack)
- Mozzarella
- Neufchatel
- Parmesan

- Processed American
- Provolone
- Swiss

#### **D. Milk Fat Content of Fresh Milk Products**

Five samples of fresh fluid milk products will be identified according to their content of milk fat.

The following products may be included among the samples: nonfat (skim) milk, reduced fat milk (2%), milk (3.3%), half and half (10.5%), coffee cream (18%) and whipping cream (30%). This portion should last no more than 20 minutes.

#### **E. Written Exam**

Contestants shall complete a 25 question multiple choice exam. Exam questions are available for download via the Tennessee FFA Association website. Two points awarded for each question answered correctly. This portion should last no more than 40 minutes.

### **GUIDELINES**

1. Foreign milk will be on the scantron; it is not used in the state event.

### **SCORING**

#### **SECTION**

#### **POINTS**

Milk Flavor Identification and Evaluation	480 (120 x 4)
Identification of Cheeses	80 (20 x 4)
Milk Fat Content of Fresh Milk Products	60 (15 x 4)
Written Exam	200 (50 x 4)
<b>TOTAL:</b>	<b>820</b>

### **TIEBREAKER**

Team tiebreakers will be:

1. Milk Flavor team total
2. Cheese ID team total
3. Milk Fat Content of Fresh Milk Products team total
4. Exam team total

Ties for individual awards shall be broken by substituting the word “individual” wherever the word “team” appears.

### **RESOURCES**

- TN FFA Website, sample exam questions - <http://tnffa.org/association>
- National FFA Core Catalog; National Career Development Event Questions and Answers— <http://shop.ffa.org/cde-qas-c1413.asp>
- Hoard’s Dairyman, PO Box 801, Fort Atkinson, Wisconsin 53538. Phone (414) 563-5551. Issues used are from September of previous year to August of current year.

- Using the California Mastitis Test published by the University of Missouri-Columbia Extension Division, Columbia, Missouri 65211. (Single copy free; write for price quote for multiple copies).
- California Mastitis Test can be ordered from NASCO. Toll free 1-800-558-9595 or toll call, 1-414-563-2446. NASCO, 901 Janesville Avenue, Fort Atkinson, WI 53538.
- The Cheese Reporter (Publication Number: ISSN 0009-2142), published weekly by Cheese Reporter Publishing Co., Inc. 4210 Washington Ave., Madison, WI 53704. Phone (608) 246-8430, Fax (608) 246-8431.
- Dairy Facts – International Dairy Foods Association, 1250 H Street, N.W. Suite 900, Washington, DC 20005. Phone – 202-732-4332– [www.idfa.org](http://www.idfa.org)
- Agricultural Marketing Service – [www.ams.USDA.gov](http://www.ams.USDA.gov)
- Judging and Scoring Milk and Cheese, Farmers bulletin # 2259, United States Department of Agriculture, Washington DC, 20250. Phone 202-447-7473.
- Judging, Identifying and Scoring Dairy Products – Bulletin J250c, University of Illinois, 1401 S. Maryland Drive, Urbana, IL 61801; Phone – 217-333-3871.
- Dairy Foods: Producing the Best, Dr. Robert Marshall; Instructional Materials Laboratory, 1400 Rock Quarry Road, Q139, University of Missouri; Columbia, MO 65211
- The Dairy Practices Council: Guidelines – [www.dairypc.org](http://www.dairypc.org)
  - #21 – Raw Milk Quality Tests (\$4)
  - #24 – Troubleshooting High Bacteria Counts of Raw Milk (\$5)
  - #38 – Preventing Off-Flavors and Rancid Flavors in Milk (\$6)
- Pasteurized Milk Ordinance - <http://www.fda.gov/Food/FoodSafety/ProductSpecificInformation/MilkSafety/>
- [NationalConferenceonInterstateMilkShipmentsNCIMSModelDocuments/default.ht](http://www.nationalconferenceoninterstatemilkshipments.com/NCIMSModelDocuments/default.htm)
- Code of Federal Regulations Title 21, Part 133 – Cheeses and Related Cheese Products - <http://www.accessdata.fda.gov/scripts/cdrh/cfdocs/cfcfr/CFRSearch.cfm?CFRPart=133>

# NURSERY/LANDSCAPE

## CAREER DEVELOPMENT EVENT

### PURPOSE

The Nursery/Landscape Career Development Event includes all aspects of the industry in producing, marketing, utilizing and maintaining landscape plants (woody and herbaceous plants and turf grasses), plus related products, equipment and services including landscape design. The purpose is to stimulate career interest, encourage proficiency development and recognize excellence in students of nursery practices and landscaping through the agricultural education curriculum.

### OBJECTIVES

- A. to demonstrate the ability to identify nursery and landscape plant materials and turf grasses commonly used in the United States.
- B. to demonstrate the ability to identify unhealthy plant conditions due to pests, nutritional or physiological disorders and mechanical or chemical injury.
- C. to demonstrate knowledge of the principles and skills involved in propagation, growth requirements, growing techniques, harvesting, marketing and maintenance of nursery plants and landscape turf.
- D. to demonstrate knowledge of the principles and techniques of landscape design and construction.
- E. to demonstrate the ability to identify, select, use and maintain appropriate supplies and equipment for nursery and landscape operations, including equipment and procedures in mechanization and automation.
- F. to demonstrate knowledge of safety practices in nursery and landscape operations.
- G. to demonstrate skills in oral and written business communications.
- H. to demonstrate understanding of marketing principles and proper sales and service skills.
- I. to demonstrate the ability to prepare accurate and legible records and reports and to interpret business documents.

### EVENT RULES

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**TEAM OF:** 4 FFA members

**OFFICIAL DRESS APPROPRIATE:** Optional

**STATE PARTICIPANTS:** 12 teams – top 4 teams per region

**MATERIALS NEEDED:  
(ON THE DAY OF THE EVENT)** No. 2 pencils  
Clean, clear (see-through/transparent) clipboards  
4 Official judgingcard.com scorecards

Ball-point or felt-tip pen  
12-inch ruler (*for use as a straightedge*)  
an architect's scale  
an engineer's scale  
Calculator (*must be battery operated, non-programmable and silent with only the following functions- addition, subtraction, multiplication, division, equals, percent, square root, +/- key and one memory register.*)

*Additional items allowed but not required:*

a circle template  
a plastic block or stick eraser  
a pocket-size dictionary or electronic speller  
a personal hand pruner or knife

## **FORMAT**

This event consists of the following components:

### *TEAM*

#### **A. Phase 1 - Team Activity**

### *INDIVIDUAL*

#### **B. Phase 2 - General Knowledge Exam**

#### **C. Phase 3 - Identification**

#### **D. Phase 4 - Landscape Estimating**

#### **E. Phase 5 - Verbal Customer Assistance**

#### **F. Phase 6 - Written Customer Assistance**

#### **G. Phase 7 - Nursery Production Practices**

#### **A. Phase 1 - Team Activity**

In the team activity only, all 4 sores will count. This practicum involves the team members working together towards accomplishing an assignment. It is designed to evaluate individual and group contributions in coordination and cooperation of knowledge, evaluation and decision-making. The team activity has two parts:

##### **1. Team Preparation**

The team members work as a group in evaluating a landscape or nursery business-type situation (production, service learning, personnel, business operations or relations, community involvement, promotions, or customer consultation), as in the following examples:

- A landscape plan (new or renovation) with a planting plan, hardscapes (patio, etc.) plan, irrigation system plan, and landscape maintenance plan, with each of the components evaluated to describe them verbally.
- Two landscape plans of the same property to evaluate for making a

verbal comparative description and recommendation on which plan is preferred by the team.

- Preparation of a 4 x 5 inch newspaper advertisement (e.g., for the school paper promoting enrollment in the school nursery and landscape program).

The team will have 30 minutes for this preparation part. Notepaper and other supplies, including computer resources that may be appropriate for the situation will be available. References will not be provided or needed for this preparation part. A judge will be observing and scoring during this time but not interacting with the team. If needed, the team may ask the judge basic questions about the assignment or materials provided.

## **2. Team Presentation**

Each of the team members will make a verbal presentation to a judge based on decisions made during the preparation part. Methods of presentation may be:

- Each team member separately describes one of the plan components (plants, hardscapes, irrigation and maintenance).
- Positive and negative qualities of Plan A are described by a team member, repeated for Plan B by another, the team recommendation is provided by the third, while the fourth serves as moderator.
- Members separately discuss the audience characteristics, program features considered and selected for promotion, ad layout and ad timing.

The team will have 15 minutes for individual presentations and interaction with the judge. The presentation format is informal and conversational with all seated at a conference table, not a prepared visual-aid speech. Division of the time and organization of the presentations is at the team's discretion. The judge may ask questions of the presenter or other team members during this time. Information will be provided on the judge's role as business client, supervisor or other appropriate party to facilitate the dialogue.

Individual components from both phases have a value of 50 points added to the individual score, while the team components of both phases have a value of 100 points added to the composite team score.

## **B. Phase 2 — General Knowledge Examination**

Fifty objective multiple-choice questions will be prepared on topics reflecting subject areas in the objectives. This phase will evaluate the participant's knowledge and understanding of basic horticultural principles in producing, marketing, using and maintaining landscape plants and turf. Participants are allowed 50 minutes to complete this phase. Each answer has a value of three points. Participants will record their answers on a scanning sheet.

### **C. Phase 3 — Identification of Plants, Pests, Disorders, Equipment & Supplies**

Participants will identify 50 items selected from the list provided in this handbook covering the following categories:

- Plant Materials - 80% Live Plants
- Pests and Disorders - 10%
- Equipment and Supplies - 10%

Plants to identify will be presented as intact, live specimens. Equipment may be either an intact item or photograph. Pest and disorder items may be presented as an intact specimen, photograph or preserved specimen (herbarium sheet, insect mount, etc.). When a problem must be presented with an affected plant, a “Disorder” label will be with the item to designate identification of the problem rather than the plant.

Each specimen will be designated by a station number (1-50). When the participant identifies the item, its name is then located on the identification list. The participant then records the number by that name on a scanning sheet at the respective station number. Each participant will be provided a copy of the list at the event site. Three points will be awarded for each correct identification. Participants have 50 minutes to complete this event phase. No specimens or items may be touched or handled in any way.

### **D. Phase 4 — Landscape Estimating**

This practicum is designed to evaluate participant knowledge of and ability in evaluating a landscape design, reading a landscape drawing, measuring and calculating materials needed to execute a landscape plan, and evaluating factors that affect profitability of a landscape business.

A landscape drawing and scratch paper will be provided to the participants. There will be 20 objective questions about the landscape plan, and each correct answer has a value of five points. The questions may include such areas as determining how accent was provided in the public area, the form and size specified for a certain plant, the cost of fencing, the number of patio pavers required, the area of sod to be installed, the volume of mulch required and the labor cost to install a ground cover bed. Fifty minutes will be allowed for this practicum. Participants will record their answers using a scanning sheet.

### **E. Phase 5 – Verbal Customer Assistance**

This interpersonal relations practicum is designed to evaluate participant knowledge of and ability in verbal communication, sales and customer assistance skills, preparation of business documents, plant materials, plant culture and problems and garden center supplies and equipment.

The participant will assume the role of a customer service representative (garden center or other related business or an educational agency) responding to an



assistance need of a customer or client (the judge). Example situations might include, but are not limited to, the following individually or in combination:

- **Assistance with Product Purchase and Use:** from a selection of merchandise and related informational materials provided
- **Disorder Diagnosis and Treatment Recommendation:** from a sample of the pest or symptoms, photograph, or verbal description (from the list used in Phase 3) and selection of specimen labels from common retail-packaged garden chemicals
- **Advice on Plant Selection or Culture Questions:** from informational materials provided
- **Assistance with a Client Complaint or Problem:** from personnel instructions and procedures provided

Each participant will be located at a separated station with one minute allotted to review the materials and information provided prior to arrival of the judge. These materials may be handled and referred to as appropriate for the conversation with the judge. Plants and disorders presented will come from the list used for Phase 3. Tools and supply items, if not on the Phase 3 list, will be appropriately labeled for identification and use. Depending on the situation presented, preparation of a store order form may also be appropriate. Seven minutes will be allowed for completion of this practicum.

#### **F. Phase 6 — Written Customer Assistance**

This interpersonal relations practicum has the same objectives as in Phase 5 – Verbal Customer Assistance applied to written communication. The participant will assume the role of a customer service representative. A copy of correspondence about a plant, landscape or business question will be provided, along with the appropriate response information. Each participant will hand-write in ink pen and in business letter format the response to the writer. Scratch paper will be provided for a rough draft in pencil if desired. Only the final draft in ink on the letterhead stationary provided will be scored. Thirty minutes will be allowed for this practicum. A pocketsize dictionary or electronic speller is allowed for checking spelling.

#### **G. Phase 7 — Nursery Production Practices**

This practicum is designed to evaluate participant knowledge of and ability in performing fundamental nursery production practices. All participants will perform one of the following exercises. The selected exercise will not be announced prior to the start of the event.

##### **1. Propagating Nursery Stock**

Each participant will be furnished a stock plant, rooting flat and media, rooting powder, a hand pruner and a label and marking pen. (Personal knives or pruners are allowed, if desired.) Participants are to prepare the

designated softwood or hardwood cuttings and place them in the media with a single label. Seven minutes will be allowed for making and sticking up to 20 cuttings. An official will observe and score each participant during this practicum.

## 2. Potting Nursery Stock

Each participant will be furnished a supply of plants, nursery containers or pots of appropriate size and media. Hand pruners, a label and a marking pen will also be provided. (Personal pruners are allowed, if desired.) The participants will pot the plants, one per container, using standard nursery practices. Plant division or grading of liners may be involved. One finished container will be labeled. Seven minutes will be allowed for potting up to 10 containers. An official will observe and score each participant during this practicum. Scoring criteria are presented on the “Potting Nursery Stock” score card.

### GUIDELINES

1. Note that landscape symbol templates are not allowed.
2. Under no circumstances will any participant be allowed to touch or handle plant materials or other specimens during the event except as expressly permitted in certain practicums.
3. **Special Note for Event Coordinators** - No national listings of plant materials and disorders can match perfectly the industry situation in every state. National FFA recommends that event coordinators, wherever feasible, modify both sections of the included lists to serve better their industry and student educational needs.

### SCORING

#### STATE EVENT

**Only 2 of the final 3 phases (Phases 5, 6, and 7) will be conducted**

<b>SECTION</b>	<b>POINTS</b>
<b>INDIVIDUAL</b>	
Phase 1 - Team Activity Individual Component	50
Phase 2 - Written Exam	150
Phase 3 - Identification	150
Phase 4 - Landscape Estimating	100
Phase 5 or 6- Customer Assistance	50
Phase 7 - Nursery Production Practices	50
	<b>INDIVIDUAL SCORE: 550</b>
<b>TEAM</b>	
Phase 1 - Team Activity Team Component	100
Phase 1 - All Four Individual Component Scores	200
Top 3 Individual Scores from Phases 2-6 (500 x 3 members)	1500
	<b>TEAM SCORE: 1800</b>

**REGIONAL EVENT**  
**Only Phases 1- 4 will be conducted**

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<b>SECTION</b>	<b>POINTS</b>
<b>INDIVIDUAL</b>	
Phase 1 - Team Activity Individual Component	50
Phase 2 - Written Exam	150
Phase 3 - Identification	150
Phase 4 - Landscape Estimating	100
<b>INDIVIDUAL SCORE:</b>	<b>450</b>
<b>TEAM</b>	
Phase 1 - Team Activity Team Component	100
Phase 1 – All Four Individual Component Scores	200
Top 3 Individual Scores from Phases 2-4 (400 x 3 members)	1200
<b>TEAM SCORE:</b>	<b>1500</b>

**TIEBREAKER**

If needed in the case of tied individual or team total scores, final placings will be determined by comparing, in order, scores for the following:

1. Phase 2 – Written Exam
2. Phase 3 – Identification Section
3. Phase 4 – Landscape Estimating

**AWARDS**

Awards will be presented at the awards ceremony. Awards are presented to teams as well as individuals based upon their rankings. Awards are sponsored by a cooperating industry sponsor(s) as a special project, and/or by the general fund of the National FFA Foundation.

In addition to the general awards of the career development events, the top three participants in the following two areas will be specially recognized:

1. **Nursery/Landscape Knowledge and Principles** - based on the composite score from Written Exam and Identification section.
2. **Nursery/Landscape Applications** - based on the composite score from the following sections: Team Activity – Individual; Landscape Estimating; Verbal Customer Assistance; Written Customer Assistance; Production Practices.

**REFERENCES**

- National FFA Core Catalog
  - Nursery/Landscape CDE materials: <http://shop.ffa.org/cde-materials-c1289.aspx>
  - CDE Q&A's: <http://shop.ffa.org/cde-qas-c1413.aspx>
- Introduction to Horticulture. 4th Edition, 2009. Charles B. Schroeder, Eddie Dean Seagle, Lorrie M. Felton, John M. Ruter, William Terry Kell, and Gerard Krewer. Prentice-Hall, Inc., Englewood Cliffs, NJ. ISBN 0130364134

- Introductory Horticulture. 8th Edition, 2011. H. Edward Reiley and Carroll L. Shry, Jr. Clifton Park, NY : Delmar Cengage Learning. ISBN 9781435480391
- Ornamental Horticulture. 4rd Edition, 2010. Jack Ingels. Delmar Publishers Inc., Albany, NY. ISBN-13: 9781435498167
- Introduction to Plant and Soil Science and Technology. 2003. Ronald J. Biondo and Jasper S. Lee. Prentice-Hall, Inc., Englewood Cliffs, NJ. ISBN 0813432162
- Principles of Plant Science: Environmental Factors and Technology in Growing Plants. 2005. Dennis R. Decoteau. Pearson/Prentice Hall, Upper Saddle River, NJ. ISBN 0130163015
- Practical Horticulture. 7th Edition. 2011. Laura W. Rice and Robert P. Rice. Prentice-Hall, Inc., Englewood Cliffs, NJ. ISBN 0135038669
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## NURSERY/LANDSCAPE Plant Identification List

Name: \_\_\_\_\_

Participant Number : \_\_\_\_\_

#	BOTANICAL NAME/COMMON NAME	#	BOTANICAL NAME/COMMON NAME
101	<i>Abelia x grandiflora</i> / Glossy Abelia	137	<i>Ficus elastica</i> 'Decora' / Decora Rubber Plant
102	<i>Abies concolor</i> / White Fir	138	<i>Forsythia x intermedia</i> cv. / Border Forsythia
103	<i>Acer palmatum</i> cv. / Japanese Maple	139	<i>Fraxinus americana</i> cv. / White Ash
104	<i>Acer platanoides</i> cv. / Norway Maple	140	<i>Gaillardia aristata</i> cv. / Common Blanketflower
105	<i>Acer rubrum</i> cv. / Red Maple	141	<i>Gardenia jasminoides</i> 'Fortuniana' / Common Gardenia
106	<i>Acer saccharum</i> cv. / Sugar Maple	142	<i>Ginkgo biloba</i> / Ginkgo, Maidenhair Tree
107	<i>Ajuga reptans</i> cv. / Carpet Bugle	143	<i>Gleditsia triacanthos inermis</i> cv. / Thornless Honeylocust
108	<i>Antirrhinum majus</i> cv / Snapdragon	144	<i>Hedera helix</i> cv. / English Ivy
109	<i>Aquilegia x hybrida</i> cv. / Columbine	145	<i>Hemerocallis spp.</i> and cv. / Day lily
110	<i>Amelanchier arborea</i> / Downy Serviceberry	146	<i>Hosta x hybrida</i> cv. / Plaintain Lily
111	<i>Astilbe hybrid</i> cv. / Astilbe	147	<i>Hydrangea quercifolia</i> / Oakleaf Hydrangea
112	<i>Begonia semperflorens-cultorum</i> / Wax Begonia	148	<i>Ilex cornuta</i> cv. / Chinese Holly
113	<i>Berberis x mentorensis</i> / Mentor Barberry	149	<i>Ilex crenata</i> cv. / Japanese Holly
114	<i>Betula nigra</i> / River Birch	150	<i>Ilex x meserveae</i> cv. / Meserve Holly
115	<i>Brassaia actinophylla</i> / Schefflera, Octopus Tree	151	<i>Impatiens hybrid</i> cv. / Impatiens
116	<i>Buxus microphylla</i> cv. / Littleleaf Boxwood	152	<i>Iris x germanica florentina</i> cv. / Bearded Iris
117	<i>Camellia japonica</i> cv. / Common Camellia	153	<i>Juniperus chinensis</i> cv. / Chinese Juniper
118	<i>Cedrus atlantica</i> 'Glauca' / Blue Atlas Cedar	154	<i>Juniperus horizontalis</i> cv. / Creeping Juniper
119	<i>Cercis canadensis</i> / Redbud	155	<i>Lagerstroemia indica</i> cv / Crape Myrtle
120	<i>Chaenomeles speciosa</i> cv. / Japanese (Flowering) Quince	156	<i>Liquidambar styraciflua</i> / Sweet Gum
121	<i>Chrysanthemum x superbum</i> cv. / Shasta Daisy	157	<i>Liriodendron tulipifera</i> / Tuliptree
122	<i>Cornus florida</i> cv. / Flowering Dogwood	158	<i>Liriope spp.</i> cv. / Lily-Turf
123	<i>Cotoneaster dammeri</i> / Bearberry Cotoneaster	159	<i>Lobularia maritima</i> / Sweet Alyssum
124	<i>Cotoneaster divaricatus</i> / Spreading Cotoneaster	160	<i>Lonicera japonica</i> 'Halliana' / Hall's Japanese Honeysuckle
125	<i>Crataegus phaenopyrum</i> / Washington Hawthorn	161	<i>Magnolia grandiflora</i> cv. / Southern Magnolia
126	<i>Cynodon dactylon</i> cv / Bermudagrass	162	<i>Magnolia x soulangiana</i> cv. / Chinese (Saucer) Magnolia
127	<i>Dieffenbachia maculata</i> cv. / Spotted Dumb Cane	163	<i>Mahonia aquifolia</i> cv. / Oregon Grape
128	<i>Dracaena deremensis</i> 'Warneckii' / Striped Dracaena	164	<i>Malus spp.</i> and cv. / Flowering Crabapple
129	<i>Dracaena fragens</i> 'Massangeana' / Corn Plant	165	<i>Myrica pensylvanica</i> / Bayberry
130	<i>Echinacea purpurea</i> / Purple Coneflower	166	<i>Nandina domestica</i> / Heavenly Bamboo
131	<i>Epipremnum spp.</i> / Pothos	167	<i>Narcissus pseudonarcissus</i> cv. / Daffodil
132	<i>Euonymus alatus</i> / Winged Euonymus	168	<i>Nyssa sylvatica</i> / Sour (Black) Gum
133	<i>Euonymus fortunei</i> cv. / Wintercreeper	169	<i>Pachysandra terminalis</i> / Japanese Spurge
134	<i>Fagus sylvatica</i> cv. / European Beech	170	<i>Paeonia hybrid</i> cv. / Peony
135	<i>Festuca spp.</i> and cv / Fescue	171	<i>Parthenocissus tricuspidata</i> / Boston Ivy
136	<i>Ficus benjamina</i> / Benjamin Fig	172	<i>Pelargonium x hortorum</i> cv. / Zonal Geranium

#	BOTANICAL NAME/COMMON NAME	#	BOTANICAL NAME/COMMON NAME
173	<i>Pennisetum ruppelia</i> / Fountain Grass	195	<i>Rosa spp.</i> Class Hybrid Tea cv. / Hybrid Tea Rose
174	<i>Petunia x hybrida</i> cv. / Petunia	196	<i>Salvia nemorosa</i> cv. / Meadow Sage
175	<i>Philodendron scandens oxycardium</i> / Heartleaf Philodendron	197	<i>Sedum spurium</i> cv. / Sedum
176	<i>Picea abies</i> / Norway Spruce	198	<i>Solenostemon scutellarioides</i> / Coleus
177	<i>Picea pungens</i> cv. / Colorado (Blue ) Spruce	199	<i>Sorbus aucuparia</i> / European Mountain Ash
178	<i>Pieris japonica</i> / Lily-of-the-Valley Bush	200	<i>Spiraea x bumalda</i> / Bumalda Spirea
179	<i>Pinus mugo</i> / Mugo Pine	201	<i>Syringa vulgaris</i> cv. / Common Lilac
180	<i>Pinus strobus</i> / Eastern White Pine	202	<i>Tagetes spp.</i> cv. / Marigold
181	<i>Pinus sylvestris</i> / Scotch Pine	203	<i>Taxodium distichum</i> / Bald Cypress
182	<i>Pinus thunbergiana</i> / Japanese Black Pine	204	<i>Taxus spp.</i> and cv. / Yew
183	<i>Platanus x acerifolia</i> / London Planetree	205	<i>Thuja occidentalis</i> cv. / American Arborvitae
184	<i>Poa pratensis</i> cv Kentucky Bluegrass	206	<i>Tilia cordata</i> / Littleleaf Linden
185	<i>Podocarpus macrophyllus</i> / Southern Yew	207	<i>Tsuga canadensis</i> / Canadian Hemlock
186	<i>Potentilla fruticosa</i> cv. / Shrubby Cinquefoil	208	<i>Tulipa spp.</i> cv. / Tulip
187	<i>Prunus laurocerasus</i> cv. / Cherry Laurel	209	<i>Verbena x hybrida</i> cv. / Garden Verbena
188	<i>Prunus serrulata</i> 'Kwanzan' / Kwanzan Japanese Flowering Cherry	210	<i>Viburnum x burkwoodii</i> / Burkwood Viburnum
189	<i>Pyracantha coccinea</i> cv. / Firethorn	211	<i>Viburnum trilobum</i> / American Cranberrybush Viburnum
190	<i>Quercus alba</i> / White Oak	212	<i>Vinca minor</i> cv. / Periwinkle
191	<i>Quercus palustris</i> / Pin Oak	213	<i>Viola x wittrockiana</i> cv. / Pansy
192	<i>Quercus rubra</i> / Red Oak	214	<i>Wisteria sinensis</i> cv. / Chinese Wisteria
193	<i>Rhododendron x catawbiense</i> / Catawba Hybrid Rhododendron	215	<i>Yucca filamentosa</i> / Adam's Needle
194	<i>Rhododendron Hybrid</i> / Exbury Hybrid Azalea	216	<i>Zinnia elegans</i> / Zinnia



## NURSERY/LANDSCAPE

### Pests and Disorders Identification List

Name: \_\_\_\_\_ Participant Number : \_\_\_\_\_

INSECTS		WEEDS	
217	Aphid	237	Annual Bluegrass
218	Bagworm	238	Broadleaf Plantain
219	Borer	239	Buckhorn Plantain
220	Leafhopper	240	Chickweed
221	Leaf Miner	241	Crabgrass
222	Scale	242	Dandelion
223	Spider Mite	243	Henbit
224	Snail/Slug	244	Nutsedge
225	Whitefly	245	Oxalis
226	White Grub	246	Purslane
		247	White Clover
DISEASES		PHYSIOLOGICAL PROBLEMS	
227	Anthracnose	248	Frost/Freeze Injury
228	Apple Scab	249	Iron Deficiency
229	Black Spot	250	Leaf Scorch (drought/winter burn)
230	Botrytis	251	Nitrogen Deficiency
231	Canker	252	Pot-bound roots
232	Cedar-Apple Rust	253	String Trimmer Injury
233	Crown Gall	254	2,4-D Injury
234	Fireblight		
235	Powdery Mildew		
236	Root Rot		

## NURSERY/LANDSCAPE

### Equipment and Supplies Identification List

Name: \_\_\_\_\_

Participant Number : \_\_\_\_\_

#	ITEM NAME	#	ITEM NAME
255	anvil-and-blade pruner	293	hook-and-blade pruners
256	architect's scale	294	hose-end repair fitting
257	ball cart (B&B truck)	295	hose-end sprayer
258	bark mulch	296	hose-end washer
259	bark medium	297	hose repair coupling
260	bow saw	298	impulse sprinkler
261	brick paver	299	landscape fabric
262	broadcast (cyclone) spreader	300	leaf rake
263	bubbler head, irrigation	301	loppers
264	bulb planter	302	mattock
265	burlap	303	measuring wheel
266	chaps	304	mist nozzle (mist bed)
267	compressed air sprayer	305	mower blade balancer
268	core aerifier	306	nursery container
269	chain saw	307	oscillating sprinkler
270	cut-off machine	308	peat moss
271	drip emitter, irrigation	309	pick axe
272	dry-lock wall block	310	planting/earth/soil auger
273	duster	311	planting bar
274	dust mask	312	pole pruner
275	edger (power or hand)	313	polyethylene film
276	edging	314	polyethylene pipe
277	engineer's scale	315	pop-up irrigation head
278	erosion netting	316	post-hole digger
279	fertilizer tablet	317	power blower
280	galvanized pipe	318	power hedge trimmer
281	garden (spading) fork	319	pot-in-pot units
282	garden (bow) rake	320	propagation mat
283	gas mask	321	pruning saw
284	grafting band	322	PVC (polyvinylchloride) pipe
285	grafting tool	323	reel mower
286	granular fertilizer	324	resin-coated fertilizer
287	gravity (drop) spreader	325	respirator
288	grass shears	326	rotary mower
289	ground/pelleted limestone	327	rototiller
290	hearing protection	328	round point shovel
291	hedge shears	329	safety goggles
292	hoe	330	sand

#	ITEM NAME	#	ITEM NAME
331	scoop shovel	343	string trimmer
332	shade fabric	344	tape measure
333	sharpening stone	345	timeclock
334	siphon proportioner	346	topsoil
335	soaker hose	347	tree caliper
336	soil sampling tube	348	tree wrap
337	solenoid valve	349	trowel
338	spade	350	T-square
339	spark plug gap gauge	351	vermiculite
340	sphagnum moss	352	vertical mower
341	spray suit	353	water breaker
342	square point (flat) shovel	354	wire tree basket

## NURSERY/LANDSCAPE

### Potting Nursery Stock Practicum Scorecard

Name: \_\_\_\_\_ Team #: \_\_\_\_\_

Chapter: \_\_\_\_\_ Member #: \_\_\_\_\_

	POSSIBLE POINTS	MEMBER SCORE
<b>Preparation of Plants</b> <ul style="list-style-type: none"> <li>• Plants selected for quality and uniformity</li> <li>• Inspects/prunes/grooms damaged parts</li> <li>• Prunes excess root length</li> <li>• Handles plants properly</li> </ul>	<b>10</b>	
<b>Placement of Plants in Containers</b> <ul style="list-style-type: none"> <li>• Plant centered and vertical</li> <li>• Roots carefully and properly spread</li> <li>• Plant at proper depth</li> <li>• Plant roots covered</li> </ul>	<b>10</b>	
<b>Media Filling and Settling</b> <ul style="list-style-type: none"> <li>• Sufficient media added</li> <li>• Media settled by bumping</li> <li>• Plant remains stable</li> </ul>	<b>10</b>	
<b>Labeling of Completed Units</b> <ul style="list-style-type: none"> <li>• Plant (variety) name and date</li> <li>• Legible</li> </ul>	<b>2</b>	
<b>Safety Practices Applied</b> <ul style="list-style-type: none"> <li>• Proper cutting technique</li> <li>• Tool closed when finished</li> <li>• Minimal clutter/good organization in work area</li> </ul>	<b>3</b>	
<b>POTTING PROCESS TOTAL</b>	<b>35</b>	
<b>Number of Units Completed</b>	<b>10</b>	
<b>Quality of Units Completed</b> <ul style="list-style-type: none"> <li>• Overall quality</li> <li>• Uniformity of lot</li> </ul>	<b>5</b>	
<b>POTTING PRODUCTIVITY TOTAL</b>	<b>15</b>	
<b>TOTAL POSSIBLE</b>		<b>50</b>
<b>TOTAL SCORE</b>		

## NURSERY/LANDSCAPE

### Propagating Nursery Stock Practicum Scorecard

Name: \_\_\_\_\_ Team #: \_\_\_\_\_

Chapter: \_\_\_\_\_ Member #: \_\_\_\_\_

	POSSIBLE POINTS	MEMBER SCORE
<b>Removal of Cutting</b> <ul style="list-style-type: none"> <li>• Selects best quality, uniform stock</li> <li>• Cuts at appropriate lengths</li> <li>• Makes clean cuts</li> </ul>	<b>5</b>	
<b>Preparation of Cuttings</b> <ul style="list-style-type: none"> <li>• Leaves stripped/trimmed/groomed as needed</li> <li>• Proximity of cuts to nodes</li> <li>• Angled or wounded basal cut</li> <li>• Cutting/buds not damaged</li> </ul>	<b>10</b>	
<b>Application of Proper Hormone</b> <ul style="list-style-type: none"> <li>• Sufficient applied and excess removed</li> <li>• Hormone kept clean</li> </ul>	<b>7</b>	
<b>Placement of Cuttings in Media</b> <ul style="list-style-type: none"> <li>• Proper medium depth, as applicable</li> <li>• Media furrow cut and closed</li> <li>• Proper sticking depth</li> <li>• Efficient row and cutting spacing</li> </ul>	<b>8</b>	
<b>Labeling of Completed Units</b> <ul style="list-style-type: none"> <li>• Plant (variety) name, date, treatment</li> <li>• Legible</li> </ul>	<b>2</b>	
<b>Safety Practices Applied</b> <ul style="list-style-type: none"> <li>• Proper cutting technique</li> <li>• Tool closed when finished</li> <li>• Minimal clutter in work area</li> </ul>	<b>3</b>	
<b>PROPAGATION PROCESS</b>	<b>35</b>	
<b>Number of Units Completed</b>	<b>10</b>	
<b>Quality of Units Completed</b> <ul style="list-style-type: none"> <li>• Uniform size and placement</li> <li>• Cuttings stable in media</li> </ul>	<b>5</b>	
<b>POTTING PRODUCTIVITY</b>	<b>15</b>	
<b>TOTAL POSSIBLE</b>	<b>50</b>	
<b>TOTAL SCORE</b>		

## NURSERY/LANDSCAPE

### Propagating Nursery Stock Practicum Scorecard

Chapter: \_\_\_\_\_

Team #: \_\_\_\_\_

TEAM PREPARATION	INDIVIDUAL POSSIBLE SCORE	1	2	3	4	TEAM POSSIBLE POINTS	POINTS GIVEN
Team leadership roles established/evident						10	
Project assignment and goal defined						10	
Member responsibilities outlined and defined						10	
Members effective in individual tasks	10						
Members supportive of each other	10						
Members interact in positive/constructive way	10						
<b>SUB-TOTAL (A)</b>	<b>30</b>						
Agreement reached on individual evaluation					10		
Presentation plan developed (who does what/when)					10		
<b>SUB-TOTAL (B)</b>						<b>50</b>	
TEAM PRESENTATION	INDIVIDUAL POSSIBLE SCORE	1	2	3	4	TEAM POSSIBLE POINTS	POINTS GIVEN
Positive voice, grammar, eye contact	5						
Effective organization of information	5						
Effective communication of information	5						
Demonstrates knowledge of subject	5						
<b>SUB-TOTAL (C)</b>	<b>20</b>						
Effective team interaction during presentations					15		
Appropriate participation from each team member					15		
Effective total team presentation					10		
Team assignments fulfilled					10		
<b>SUB-TOTAL (D)</b>						<b>50</b>	
<b>TOTAL TEAM MEMBER POINTS (A + C)</b>	<b>50</b>						
<b>TOTAL TEAM POINTS (B + D)</b>						<b>100</b>	

# NURSERY/LANDSCAPE

## Verbal Customer Assistance Practicum Scorecard

Name: \_\_\_\_\_ Team #: \_\_\_\_\_

Chapter: \_\_\_\_\_ Member #: \_\_\_\_\_

	<b>POSSIBLE POINTS</b>	<b>MEMBER SCORE</b>
<b>Approach</b> <ul style="list-style-type: none"> <li>• Effective greeting and offer to help</li> <li>• Positive, enthusiastic; not hesitant</li> </ul>	4	
<b>Personality</b> <ul style="list-style-type: none"> <li>• Pleasant, friendly manner</li> <li>• Not pushy in selling</li> </ul>	7	
<b>Voice</b> <ul style="list-style-type: none"> <li>• Easy to hear and understand</li> <li>• Proper grammar used; good speaking form</li> </ul>	7	
<b>Information Requested from Customer</b> <ul style="list-style-type: none"> <li>• Determines assistance needs</li> <li>• Effectively ask details/preferences</li> </ul>	7	
<b>Salesmanship</b> <ul style="list-style-type: none"> <li>• Effective; tries to expand sale</li> <li>• Develops customer confidence in product/service</li> </ul>	7	
<b>Closing</b> <ul style="list-style-type: none"> <li>• Repeats order, handles payment (as applicable)</li> <li>• Asks if instructions understood</li> <li>• Thank you close</li> </ul>	3	
<b>CONVERSATION TOTAL</b>	<b>35</b>	
<b>Correct Product/Procedure/Selections</b>	<b>6</b>	
<b>Correct Product/Problem Information Provided</b>	<b>6</b>	
<b>Clarity of Information Provided to Customer</b>	<b>3</b>	
<b>PRODUCT/PROBLEM/ PROCEDURE PRESENTATION* TOTAL</b>	<b>15</b>	

<b>TOTAL POSSIBLE POINTS</b>	<b>50</b>	
	<b>TOTAL POINTS</b>	

*\* Includes, as applicable, evaluation of order form for completeness, spelling and arithmetic accuracy, clarity.*

## NURSERY/LANDSCAPE

### Written Customer Assistance Practicum Scorecard

**Name:** \_\_\_\_\_ **Team #:** \_\_\_\_\_

**Chapter:** \_\_\_\_\_ **Member #:** \_\_\_\_\_

	POSSIBLE POINTS	MEMBER SCORE
<b>Customer Relations</b> <ul style="list-style-type: none"> <li>• Does the letter create/maintain goodwill (is it free of negative words that create an unpleasant connotation)?</li> <li>• Is the tone appropriate for the letter purpose?</li> <li>• Does the letter emphasize reader (you) rather than writer (I)?</li> <li>• Is the tone and reading level appropriate for reader?</li> </ul>	<b>10</b>	
<b>Business Letter Form</b> <ul style="list-style-type: none"> <li>• Is the letter written in acceptable business format including the date, inside address, salutation, body, complimentary close, signature and additional data (pc, enclosure, etc.)?</li> </ul>	<b>10</b>	
<b>Organization</b> <ul style="list-style-type: none"> <li>• Is the content organized in logical, coherent order?</li> <li>• Is the letter properly divided into paragraphs with topic sentences?</li> <li>• Is the letter divided into sentences which clearly convey key points?</li> <li>• Does the letter use short conversational words?</li> </ul>	<b>10</b>	
<b>Technical Information</b> <ul style="list-style-type: none"> <li>• Is the technical information provided in letter correct?</li> <li>• Is the information provided in simple, clear, concise manner?</li> <li>• Does the letter relate directly to the inquiry?</li> </ul>	<b>10</b>	
<b>Grammar/Punctuation</b> <ul style="list-style-type: none"> <li>• Is the letter free of grammatical errors and misspelled words?</li> </ul>	<b>10</b>	
<b>TOTAL BEFORE DEDUCTIONS</b>	<b>50</b>	
<i>Deductions ( i.e., Rules Infractions, Missing Content)</i>		
	<b>TOTAL SCORE</b>	





# PARLIAMENTARY PROCEDURE

## CAREER DEVELOPMENT EVENT

*A Special Project of the Tennessee Association FFA*

### PURPOSE

The purpose of the Parliamentary Procedure Career Development Event is to encourage students to learn to effectively participate in a business meeting and to assist in the development of their leadership skills.

### OBJECTIVES

Students will be able to:

- A. Use parliamentary procedure to conduct an orderly and efficient meeting.
- B. Demonstrate knowledge of parliamentary law.
- C. Present a logical, realistic and convincing debate on motions.
- D. Record complete and accurate minutes.

### EVENT RULES

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<b>TEAM OF:</b>	6 FFA members
<b>OFFICIAL DRESS APPROPRIATE:</b>	Yes
<b>STATE PARTICIPANTS:</b>	6 teams – top 2 teams from each region
<b>MATERIALS NEEDED: (ON THE DAY OF THE EVENT)</b>	No. 2 pencils Gavel ( <i>optional, as one will be provided</i> )

### FORMAT

This event consists of the following components:

#### *TEAM*

- A. Presentation of Parliamentary Procedure**
- B. Oral Questions (*individually, then as a team*)**
- C. Preparation of Minutes (*Secretary & Chair only*)**

#### *INDIVIDUAL*

- D. Written Exam**

#### **A. Presentation of Parliamentary Procedure**

Each team will have 10 minutes to demonstrate their parliamentary abilities.

Members will each get an event card by which the demonstration will be governed.

### **Presentation of Parliamentary Procedure Guidelines:**

#### **1. Item of Business**

Each team will address a local chapter item of business, which would normally be a part of a chapter's Program of Activities (e.g., Food for America, Project PALS, WEA, fundraisers, recreation, etc.). Consult the Official FFA Manual and Student Handbook for specific activities. The motion will be specific and must be moved as an original main motion as it is written on the card.

#### **2. Event Card**

The event officials will select two subsidiary, two incidental and one privileged or a motion that brings a question again before the assembly from the list of permissible motions. These motions will be on an index card and one will be randomly assigned to each team member. All teams in each section will be assigned the same motions. Team members will have one minute to review the main motion, the motions to be demonstrated and to identify his/her motion (which may be noted by bolding, underlining or highlighting). Members may not confer during the one-minute time period or during the demonstration.

#### **Sample Card**

Main Motion:

I move that our chapter send two delegates to WLC.

Required Motions:

Lay on the Table

**Amend**

Suspend the Rules

Appeal

Reconsider \*

*\* I move that our chapter sells Christmas trees.*

#### **3. Opening the Demonstration**

The team demonstrating shall assume that a regular chapter meeting is in progress and new business is being handled on the agenda. The Chair shall tap the gavel once to signify the end of the previous item of business then start the presentation by saying, "Is there any new business that should be presented at this time?"

#### **4. Original Main Motion**

The event official will assign the main motion on an index card. This is to be

the first item of business presented. All teams in each section will use the same main motion. This original main motion must be the first motion presented unless orders of the day, take from the table, reconsider or rescind are required.

### **5. Individual Member Recognition**

A member may speak in debate on the main motion and conclude by offering a secondary motion. While it is discouraged, judges will award points accordingly for both the debate and the secondary motion.

### **6. Take from the Table**

If the officials in charge designate Take from the Table as a motion to be demonstrated, you will be provided the motion to take from the table. Example: "I move to take from the table the motion that our chapter sells Christmas trees." The original main motion, assigned on the card, cannot be taken from the table. The motion shall not be used unless it is a required motion.

### **7. Reconsider**

If the officials in charge designate Reconsider as a motion to be demonstrated, you will be provided the motion to reconsider. Example: "I move to reconsider the motion passed earlier to sell Christmas trees." This motion shall not be used unless it is a required motion. Unrealistic or "canned" debate on the motion to reconsider may be penalized at the judge's discretion.

### **8. Rescind**

If the officials in charge designate Rescind as a motion to be demonstrated, you will be provided the motion to rescind. Example: "I move to rescind the motion that was adopted at our last meeting to sell Christmas trees." This motion shall not be used unless it is a required motion. Unrealistic or "canned" debate on rescind may be penalized at the judge's discretion.

### **9. Call for the Orders of the Day**

If the event officials designate Call for the Orders of the Day as a motion to be demonstrated, you are to assume that a motion was postponed at the last meeting and made a special order for a time during the current demonstration.

### **10. Number of Motions**

There shall be no limitation to the number of subsidiary, incidental, privileged motions or a motion that brings a question again before the assembly demonstrated by the team. However, the team must demonstrate two subsidiary, two incidental and one privileged or a motion which brings a

question again before the assembly designated by the officials in charge. The team may use more than one original main motion as long as it pertains to the assigned main motion. While acceptable, this practice is strongly discouraged.

### **11. Using a Motion Twice**

A member's required motion will not be counted as an additional motion for another member. The person who makes the assigned main motion will be given credit for an additional motion (10 points). If an alternate main motion is used, the member will NOT be given credit for an additional motion. No motion may count for an additional motion for more than one member.

### **12. Debate**

The top four debates per member will be tabulated in the presentation score. No more than two debates per member per motion will be tabulated, even if the subsidiary motion to Extend the Limits of Debate has been passed.

### **13. Time Limit and Deductions**

A team shall be allowed ten minutes and thirty seconds in which to demonstrate knowledge of parliamentary law. A deduction of two points/second for every second over 10:30 will be assessed. Example: 10:35 = 10 point deduction. A timekeeper will furnish the time used by each team at the close of the event.

## **B. Oral Questions**

### **Individual Questions**

The team members (not including the Chair) will be asked a planned question, which may include 1-3 parts, relating to their assigned motion. No one may step forward to help another member answer their individual question. The Chair will be asked a question relating to presiding, debate, assigning the floor or other general parliamentary procedures.

### **General Questions**

The judges will have four minutes to ask questions related to the team's demonstration. Questions may be directed to the team or an individual member. Team members may volunteer to answer the question for the team or to help another member.

## **C. Presentation of Minutes**

Each team in the preliminary round will have a Secretary take minutes of the presentation. A possible score of 50 points will be allowed for the minutes. Pencil and paper will be supplied to take notes during the presentation. If paper and pencil are not present, it is the Secretary's responsibility to request these items from the judges or event officials. Following the presentation the Secretary, in consultation

with the Chair, will have 20 minutes to prepare the official minutes. Notes taken by the Secretary during the presentation must be turned in with the official copy of the minutes on Form 1. (The lowest possible score for the section is zero (0).) Event officials shall use Form 3 to score the official minutes of the presentation.

### **Guidelines for Writing Minutes**

1. Use the example of proper minutes as illustrated in *Robert's Rules of Order Newly Revised*.
2. A dictionary will be provided for writing the official minutes of the presentation.
3. The minutes will begin by recording the first item of business presented. Example: "It was moved by John Smith to conduct a Food for America program during the month of April."
4. The Chair and the Secretary may consult in preparing the official minutes of the presentation. A total of 20 minutes will be allowed to prepare the minutes.
5. A judge will read, review and grade the official minutes of the presentation after completion of the preliminary round of the event. The scores will be provided to the presentation judges for use in computing final scores

## **D. Written Test**

### **Part I**

Five (5) open book parliamentary procedure research questions using the current edition of Robert's Rules of Order Newly Revised. Participants will be allowed 30 minutes to complete Part I of the exam. All team members are required to provide their own copy of the most current edition of Robert's Rules of Order Newly Revised.

#### **Example research question:**

List the page and beginning line number for the following statement.

"The term rules of order refers to written rules of parliamentary procedure formally adopted by an assembly or an organization."

*ANSWER: Page 15 Beginning Line Number 3*

### **Part II**

Forty five (45) multiple choice questions taken from *Dunbar's Manual of Parliamentary Procedure Test Questions and Robert's Rules of Order Newly Revised*. References cannot be used for this part. Participants will have one hour to complete Part II of the exam.

The average score of the six team members will be used to compute the total team score in each round

## SCORING

<b>SECTION</b>	<b>POINTS</b>
Written Exam	100 (average score of 6 team members)
Presentation	670
Oral Questions	135
Minutes	45
<b>TOTAL:</b>	<b>950</b>

The state event will have two rounds, a preliminary round and a final round. The preliminary round will be made up of six teams consisting of two teams from each region. Two teams from the preliminary round will advance to the final round to perform on stage at State Convention. The teams will be ranked based on the judges' lowest combined rank.

### **Guidelines for Scoring Discussion**

1. It is essential that each judge observes and maintains consistent criteria in scoring debate for the duration of the event.
2. Judges must overlook personal opinions and beliefs and score debate in an unbiased manner. All debate should be scored at the time it is delivered.
3. Characteristics of effective debate include completeness of thought, logical reasoning, clear statement of speaker's position, conviction of delivery, concise and effective statement of debate.
4. A suggested grading scale is as follows:
  - Excellent 13-15 points
  - Good 9-12 points
  - Average 6-8 points
  - Poor 0-5 points
5. An excellent debate would be characterized by a truly stirring delivery and brilliant in terms of information provided and/or suggestions for action offered. Poor debate would be characterized by a lack of effective delivery, poor grammar, reasoning and substance. An example might be: "I think this is a good idea."
6. Most debate would fall in the range of 6-12 points. An example of a debate might be: "I think this is a very significant motion which should be adopted for the following reasons (new, informative and logically related)." Each debate should have a logical conclusion.
7. Good debate would be characterized by effective delivery, substance, creative and visionary thought delivered in a convincing and compelling manner.
8. Each time a participant in the presentation discusses any motion, they may earn a score. However, an individual may never earn more than 50 points in a given presentation. The top four debates per member will be tabulated in the presentation score. No more than two debates per member per motion will be tabulated.

### **Guidelines for Scoring the Chair**

1. Ability to preside: state motions correctly, follow rules of debate, keep members informed, put motions to a vote, announce results of vote, use of gavel, awareness of business on the floor.
2. A suggested grading scale is as follows:
  - Excellent 71-80 points
  - Good 61-70 points
  - Average 51-60 points
  - Poor 0-50 points
2. Leadership – stage presence, poise, self-confidence, politeness and voice.
  - A suggested grading scale is as follows:
    - Excellent 16–20 points
    - Good 11–15 points
    - Average 6–10 points
    - Poor 0–5 points

### **Guidelines for Scoring Team Effect**

1. Conclusions reached by the team – Main motion was well analyzed which may include: Who, What, When, Where, How.
2. Team Use of Debate – degree to which debate was convincing, logical, realistic, orderly and efficient, germane and free from repetition.
3. Team Presence – voice, poise, expression, grammar, gestures and professionalism.

### **TIEBREAKER**

Tiebreakers for teams will be:

1. The total presentation score
2. The team's average score on the written test
3. The total score for questions.

### **AWARDS**

Two teams will be recognized on stage at the State FFA Convention. The top team will receive a state winner plaque and will represent Tennessee at the National Parliamentary Procedure CDE. The second place team will receive a state runner-up plaque. In the event that the state winning team cannot compete at the national level, the second place team will represent Tennessee at the national CDE.

### **REFERENCES**

- National FFA Core Catalog
  - CDE Q&A's: <http://shop.ffa.org/cde-qas-c1413.aspx>
  - Additional parliamentary procedure resources, including those formally offered in the National FFA Education Resources Catalog can now be found on-line at <http://shop.ffa.org/parliamentary-procedure-c1412.aspx>



- The official text will be the most current version of Robert's Rules of Order Newly Revised.
- Additional references may include FFA New Horizons magazine, the Official FFA Manual and the FFA Student Handbook.

PERMISSIBLE MOTIONS FOR THE PARLIAMENTARY PROCEDURE CDE					
MOTION	SECOND REQUIRED	DEBATABLE	AMENDABLE	VOTE REQUIRED	RECONSIDER
<b>Privileged Motions</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	-	Yes
Limit or Extend Limits of Debate	Yes	No	Yes	-	Yes
Postpone to a Certain Time(or Definitely)	Yes	Yes	Yes	Majority	Yes
Commit or Refer	Yes	Yes	Yes	Majority	Yes
Amend	Yes	Yes (1)	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 (1)	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	-	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>Motions That Bring A Question Again Before The Assembly</b>					
Reconsider (4)	Yes	Yes (1)	No	Majority	No
Rescind (4)	Yes	Yes	Yes	Maj. with notice, or maj. 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 - \_ vote, standing rules - majority vote

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

(4) Refer to **GUIDELINES FOR PARLIAMENTARY DEMONSTRATION** before using these motions.

# PARLIAMENTARY PROCEDURE

## Form 1

*(Sample Minutes)*

### Official Minutes

**Chapter:**                     Mitchell FFA                          **Date:**                     October 12, 2016                      
**State:**                     Tennessee                          **Place**                     Stoney Creek                    

Bill Brown moved to reconsider the motion passed earlier to hold a district FFA basketball tournament. The motion was lost.

John Jones moved that the chapter hold a hay ride.

Jill Jason moved to refer the motion to the recreation committee. The motion was lost.

Chris Crown moved to amend the motion to add “on November 10, 2016 at 8:00 p.m.”

Paul Prinz moved to postpone the motion to the November chapter meeting. The motion was lost.

Bill Brown moved to take a five-minute recess. The motion was lost.

John Jones moved to limit debate to 2 minutes per side. The motion was lost.

Chris Crown moved the previous question on the amendment. The previous question was adopted.

The amendment was lost. Paul Prinz called for a division of the assembly. The amendment was adopted.

The motion to hold a hay ride on November 10, 2016 at 8:00 p.m. was adopted.

Jill Jason moved to adjourn. The motion was adopted.

Meeting adjourned at 2:35 p.m.

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**Chair’s Signature**

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**Secretary’s Signature**

**PARLIAMENTARY PROCEDURE  
Form 1**

**Official Minutes**

**Chapter:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**State:** \_\_\_\_\_ **Place** \_\_\_\_\_

\_\_\_\_\_  
**Chair's Signature**

\_\_\_\_\_  
**Secretary's Signature**

**PARLIAMENTARY PROCEDURE**  
**Form 3**

**Tabulation Sheet for Scoring Minutes**

Chapter: \_\_\_\_\_ Region:     W         M         E    

	POINTS POSSIBLE	POINTS GIVEN
<b>Completeness and Accuracy</b> <ul style="list-style-type: none"> <li>• Minutes accurately reflect all business transacted during demonstration.</li> <li>• Name of chapter</li> <li>• Date and time of meeting</li> <li>• President and Secretary were present?</li> </ul>	15	
<b>Format of Minutes</b> <ul style="list-style-type: none"> <li>• Separate paragraph for all items</li> <li>• All main motions (including those withdrawn)</li> <li>• All secondary motions (including those lost)</li> <li>• All points of order and appeals</li> <li>• Name of person making motion</li> <li>• Name of seconder NOT included</li> <li>• Vote count for motions requiring a 2/3 vote</li> <li>• Signed by the President and Secretary</li> </ul>	15	
<b>Grammar, Style and Legibility</b> <ul style="list-style-type: none"> <li>• Complete sentences</li> <li>• Correct spelling (deduction of 1 pt./error)</li> <li>• Correct punctuation (deduction of 1 pt./error)</li> <li>• Legibility and clarity</li> </ul>	15	
<b>TOTAL POINTS</b>	<b>45</b>	

**Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

National FFA Parliamentary Procedure Career Development Event  
Form 2 Team Score Sheet

FFA Chapter:												
Discussion (60 pts. max./member, 15 pts.max./item) Excellent 13-15 pts., Good 9-12 pts., Average 6-8 pts., Poor 0-5 pts.												
Required Motion												
Participant	Pts	Main	PP Indef	Amend	Refer	PP Def	Bring Back	Total	Additional Motion	10 pts./person	Individual Questions 15 pts./person	Total 105 pts./person
1												
2												
3												
4												
5												
<b>Chair</b>		<b>Ability to Preside (80 pts.)</b> Points State motions correctly, follow rules of debate, keep members informed, put motions to a vote, announce results of vote, use of gavel, awareness of business on the floor. Excellent = 71-80 pts., Good = 61-70 pts., Average = 51-60 pts., Poor = 0-50 pts.			<b>Leadership (20 pts.)</b> Points Tactful, sensitive, firm, understanding, good voice, proper pace Excellent = 16-20 pts., Good = 11-15 pts., Average = 6-10 pts., Poor = 0-5 pts.			<b>Chair Questions (12 pts.)</b>				
<b>Team Effect</b>		<b>Conclusions (40 pts.)</b> Points Main motion was well analyzed. What, When, Where, Who, How was answered Excellent = 31-40 pts., Good = 21-30 pts., Average = 11-20 pts., Poor = 0-10 pts.			<b>Discussion (40 pts.)</b> Points Convincing, logical, realistic, orderly and efficient, germane and free from repetition Excellent = 31-40 pts., Good = 21-30 pts., Average = 11-20 pts., Poor = 0-10 pts.			<b>Team Voice (40 pts.)</b> Points Voice: Volume, enunciation, pitch, pace, grammar Poise: confidence, professional, eye contact Expression: conviction, gestures Excellent = 31-40 pts., Good = 21-30 pts., Average = 11-20 pts., Poor = 0-10 pts.				
<b>General Questions</b>		General Clarification Questions (3 judges x 15 pts/each = 45 pts.)		Judge #1	Judge #2	Judge #3	<b>Total Points for General Questions</b>					
<b>Exam</b>		Average of all 6 individual exam scores (150 pts.)										
<b>Minutes</b>		Minutes taken from minutes scorecard (45 pts) (Preliminary Round)										
<b>Research</b>		Team Problem Solving Research (45 pts.) (Semi-Final & Final Rounds)										
<b>Deductions</b> (List mistakes 5-20 pts per mis-take)												
<b>Time</b>		Omitting assigned motion - 50 pts Deduction for overtime. -2pts/second after 10:30										
<b>Notes:</b>												
										<b>Total Deductions</b>		
										<b>Team Score</b>		

# POULTRY EVALUATION

## CAREER DEVELOPMENT EVENT

*A Special Project of the Tennessee FFA Foundation*

### PURPOSE

The Tennessee FFA Poultry Evaluation Career Development Event stimulates learning activities relative to production and management, processing, marketing and consumption of poultry products.

### OBJECTIVES

The Tennessee FFA Poultry Evaluation Career Development Event provides opportunities for the participant to:

- A. make accurate observations and logical decisions.
- B. discuss and justify decisions (orally and written).
- C. communicate industry and product terminology.
- D. promote USDA standards of product quality.
- E. identify consumer preferences for products.
- F. recognize economic importance of value-added products.
- G. collaborate with others for solutions to industry problems.
- H. demonstrate the use of appropriate information technology used in the poultry industry.

### EVENT RULES

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**TEAM OF:** 4 FFA members

**OFFICIAL DRESS APPROPRIATE:** Optional

**STATE PARTICIPANTS:** Open to all chapters

**MATERIALS NEEDED:  
(ON THE DAY OF THE EVENT)** No. 2 pencils  
Clean, clear (see-through/transparent) clipboards  
4 Official judgingcard.com scorecards  
Calculator (*must be battery operated, non-programmable and silent with only the following functions- addition, subtraction, multiplication, division, equals, percent, square root, +/- key and one memory register.*)

### FORMAT

This event may consist of the following components:

*TEAM*

**A. Team Activity**

*INDIVIDUAL*

**B. Poultry Management Written Examination**

**C. Class 1 - Market Broilers**

**D. Class 2 - Egg-type Hens**

**E. Class 3 - Oral Reasons**

**F. Class 4 - Ten Chicken and/or Turkey Carcasses and/or Parts for Quality Grading**

**G. Class 5 - Four RTC carcasses for placing**

**H. Class 6 - Oral Reasons for Class 5**

**I. Class 7- Ten White-shell Eggs for Interior Quality Grading**

**J. Class 8 - Fifteen Chicken Eggs for Exterior Quality Grading**

**K. Class 9 - Evaluation Criteria for Class 8**

**L. Class 10 - Boneless Further Processed Poultry Meat Products**

**M. Class 11 - Bone-In Further Processed Poultry Meat Products**

**N. Class 12 - Ten Chicken Carcass Parts for Identification**

**A. Team Activity**

The team activity and written examination will be administered at the beginning of the event. For the team activity, all members of a team will work collaboratively to perform an activity related to poultry science. Team members will observe **and/or** be provided information about a poultry industry situation or problem scenario. Then, team members will answer 15 questions related to the information gained from the situation/scenario and from reference material studied in preparation for the career development event. The team activity may require participants to use information technology that is appropriate for the poultry industry (e.g., computers, software applications, Internet resources and related technologies).

**B. Poultry Management Written Examination**

The written examination and the team activity will be administered at the beginning of the event. Each participant will complete a 30 item written examination on poultry production, management, anatomy and physiology. Five or more items will require mathematical calculations. Examination items will be developed from information found in **REFERENCES**.



### **C. Class 1 - Market Broilers**

Each participant will select a keep cull class of the four best potential broiler breeders from a class of eight meat-type cockerels or pullets. The keep-cull birds may have trimmed beaks. Each participant will be permitted to “handle” the birds, as long as the birds are inspected in a professional and humane manner.

### **D. Class 2 - Egg-type Hens**

Each participant will place a class of four egg-type hens. The birds will be Single-Comb White Leghorns, or commercial strains of Leghorn-type (inbred cross). The birds may have trimmed beaks. Each participant will be permitted to “handle” the birds, as long as the birds are inspected in a professional and humane manner.

### **E. Class 3 - Oral Reasons**

Each participant will present oral reasons for either Class 1 or 2. The class for which participants should develop oral reasons for presentation will be clearly identified during the event. Participants will have two minutes to present their oral reasons. Reasons should include current USDA and poultry industry terminology and standards.

### **F. Class 4 - Ten Chicken and/or Turkey Carcasses and/or Parts for Quality Grading**

Each participant will grade a class of ten ready-to-cook chicken **and/or** turkey carcasses **and/or** parts. Criteria for grading will be derived from USDA standards for chicken carcasses weighing two pounds to six pounds and for turkey carcasses weighing six pounds to sixteen pounds. Four categories may be used, including the USDA quality grades A, B, C and the category NG (non-gradable). Participants may not touch any carcass or part; doing so will result in disqualification. If used, the shackle holding a carcass may be rotated to show the entire carcass.

### **G. Class 5 - Four RTC Carcasses for Placing**

Each participant will place a class of four ready-to-cook carcasses. Criteria for placing will be derived from USDA standards for turkey carcasses weighing six pounds to sixteen pounds. Participants may not touch any carcass; doing so will result in disqualification. If used, the shackle holding a carcass may be rotated to show the entire carcass.

### **H. Class 6 - Oral Reasons for Class 5**

Each participant will present oral reasons for their placing of the class of ready-to-cook turkey carcasses. Participants will have two minutes to present their reasons. Reasons should include current USDA and poultry industry terminology and standards.

### **I. Class 7- Ten White-Shell Eggs for Interior Quality Grading**

Each participant will grade a class of ten white (or white-tint)-shell eggs. Criteria for grading will be derived from USDA standards for interior quality of market eggs. The USDA quality grades will be AA, A, B and Loss. Participants must candle the eggs to determine the appropriate USDA quality grade, but improper handling of eggs will result in disqualification.

### **J. Class 8 - Fifteen Chicken Eggs for Exterior Quality Grading**

Each participant will grade a class of fifteen shell eggs. Criteria for grading will be derived from USDA standards for exterior quality of market eggs. The USDA quality grades will be AA/A, B and NG (non-gradable).

Criteria for grading may include decisions related to the following quality factors (i.e., defects):

1. **Soundness** - unbroken, check, dented check or leaker
2. **Stains** - slight/moderate stain or prominent stain
3. **Adhering Dirt or Foreign Material**
4. **Egg Shape** - approximately normal shape, unusual or decidedly misshapen
5. **Shell Texture** - shell faulty in soundness and strength, large calcium deposits or pronounced ridges
6. **Shell Thickness** - pronounced thin spots
7. **No Defect**

### **K. Class 9 - Evaluation criteria for Class 8**

Each participant will determine written factors for the grading of the exterior chicken eggs. The written factors will relate to the criteria used for grading exterior quality of eggs.

### **L. Class 10 - Boneless Further Processed Poultry Meat Products**

Each participant will determine written quality factors for a class of ten boneless further-processed poultry meat products (e.g., precooked, coated chicken meat patties, tenders, nuggets or wings). Criteria for evaluation will include coating defects (void and color), appropriateness of shape (inconsistent shape and broken), inconsistent size, clusters/marriages, miscuts in wings (miscut and broken) and evidence of feathers or foreign material. Participants may not touch any product; doing so will result in disqualification.

### **M. Class 11 - Bone-In Further Processed Poultry Meat Products**

Each participant will determine written quality factors for a class of ten bone-in further-processed poultry meat products (e.g., precooked, coated chicken meat patties, tenders, nuggets or wings). Criteria for evaluation will include coating defects (void and color), appropriateness of shape (inconsistent shape and broken), inconsistent size, clusters/marriages, miscuts in wings (miscut and broken) and evidence of feathers or foreign material. Participants may not touch any product; doing so will result in disqualification.

### **N. Class 12 - Ten Chicken Carcass Parts for Identification**

Participant will identify ten poultry parts. Poultry parts to be identified will be randomly selected and consistent with those used in the chicken processing and merchandising industries. The participant may not touch any part; doing so will result in disqualification.

## GUIDELINES

1. **Humane Treatment of Live Animals:** All live animals must be treated with the utmost care and respect. Violation of this rule will automatically disqualify an offending team member from the event. The supervision, interpretation and enforcement of this rule will be the responsibility of the event superintendent and/or his/her designee.
2. Participants will have ten minutes per class to complete Classes 1 through 11. An appropriate amount of time, as determined by the event officials, will be provided for Classes 12 and 13. A warning signal will inform the participants when time expires for each class. Participants will have one minute to move from class to class.
3. A reliable technique will be used to identify the poultry and poultry products in the placing, selection, grading and identification classes.

## SCORING

Point Value of 12 Classes/Individual	700 (Total Possible Individual Points)
Point Value of Team Activity	200 (Total Possible Team Points)
Point Value of All 13 classes (Total possible team points)	2300 points

## TIEBREAKER

If ties occur, the following classes will be used in order to determine the ranking of award recipients:

1. Written Management Exam
2. Evaluation of Live Birds

## AWARDS

Awards will be presented at an awards ceremony. Awards are presented to teams as well as individuals based on their rankings. Awards are sponsored by a cooperating industry sponsor(s) as a special project, and/or by the general fund of the National FFA Foundation. The winning team will also be recognized on stage at State FFA Convention.

## REFERENCES

- A&M University, 2588 TAMUS, College Station, TX 77843-2588 (Phone: 979-845-6601; FAX: 979-845-6608; [ims@tamu.edu](mailto:ims@tamu.edu); <http://www-ims.tamu.edu/>).
- Poultry Grading Manual - Agriculture Handbook Number 31 (latest USDA edition) (IMS Catalog #0414)
- Egg-Grading Manual - Agriculture Handbook Number 75 (latest USDA edition) (IMS Catalog #0417)
- Poultry Science Manual for National FFA Career Development Events. (sixth edition) (IMS Catalog #0418-5) (or from the National FFA Core Catalog, product number PSM-06, online at <http://shop.ffa.org/poultry-science-manual-p38844.aspx>). All examination items will be derived from this reference.
- The Hormel Computing Slide is available through the National FFA Core Catalog, Item #HCSS, 888-332-2668 or online at <http://shop.ffa.org/hormel-computing-slide-p38052.aspx>

- Poultry Evaluation Scan Form—<http://shop.ffa.org/poultry-evaluation-scan-form-p38843.aspx>
- CDE Q&A's—<http://shop.ffa.org/cde-qas-c1413.aspx>
- FFA Learn, 2005 & 2006 CDE Q&A's —<https://ffa.learn.com/learncenter.asp?id=178409&page=31>

# PREPARED PUBLIC SPEAKING

## CAREER DEVELOPMENT EVENT

*A Special Project of the Tennessee Association FFA*

### PURPOSE

The Tennessee FFA Prepared Public Speaking Career Development Event is designed to develop agricultural leadership by providing for member participation in agricultural public speaking activities and stimulating interest in leadership and citizenship.

### EVENT RULES

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<b>TEAM OF:</b>	1 FFA member
<b>OFFICIAL DRESS APPROPRIATE:</b>	Yes
<b>STATE PARTICIPANTS:</b>	6 individuals – top 2 from each region
<b>MATERIALS NEEDED: (ON THE DAY OF THE EVENT)</b>	None

### FORMAT

This event consists of the following components:

- A. Speech Manuscript**
- B. Presentation of Speech**
- C. Oral Questions**

#### **A. Speech Manuscript**

Each participant's manuscript will be the result of his or her own efforts. It is expected that the participant will take advantage of all available training facilities at their local school in developing their speaking ability. Facts and working data may be secured from any source, but must be appropriately documented. Participants may choose any current subject for their speeches, which is of an agricultural nature. This may include agriscience and technology, agribusiness, agri-marketing, international agricultural relations and agricultural communications. Official judges shall disqualify a participant if he or she speaks on a non-agricultural subject. **A .pdf version of the media plan must be emailed to the State FFA Office by the deadline set on the official calendar or will be subject to penalties (see *Official Rules and Policies, page 3*).** Content and composition of the speeches will be judged, based upon the copies submitted before the state event.

### **Speech Manuscript Guidelines:**

*(failure to meet these guidelines will result in loss of points)*

1. Double-spaced
2. Typed
3. On 8 ½" X 11" white bond paper
4. 1" margins
5. 12 point font in Arial or other san serif font
6. Stapled in the upper left hand corner (no binding)

### **Speech Manuscript Format**

*(failure to meet these guidelines will result in loss of points)*

1. **Cover Page** - speech title, participant's name, state and date.
2. **Body** - Follow the latest APA style manual for developing references and bibliography.
3. **Bibliography** - complete and accurate for everything used in writing the speech. All participants should give credit to others where any direct quotes, phrases or special dates are used in the manuscript, in order not to be guilty of plagiarism. Direct quotes from any source of information must be marked in "quotes" on the manuscript and be identified in the bibliography. Failure to do so (plagiarism) will automatically disqualify a participant.

### **B. Presentation of Speech**

Participants will deliver their speech in front of a panel of judges. The delivery and composition of the speech will be judged. Each speech shall be a minimum of six minutes in length and a maximum of eight minutes. Participants are to be penalized one point per second on each judge's score sheet for being under six minutes or over eight minutes. No time warnings will be given.

Participants are highly encouraged to deliver the speech without the use of notes, as deductions in scoring may be made for this if it detracts from the effectiveness of the presentation.

### **C. Oral Questions**

Upon completion of their prepared speech, participants will then have five additional minutes to answer questions related to their speech. 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.

## **GUIDELINES**

1. The state event requires submission of written materials ahead of the event. However, regional qualifying events may either allow you to bring written materials

the day of the event or may ask for them to be submitted ahead of time to regional event coordinator. Reference any correspondence from regional event coordinators for more information.

2. No props should be used.

## **SCORING**

<b>SECTION</b>	<b>POINTS</b>
Manuscript	200
Presentation and Questions	800
<b>TOTAL:</b>	<b>1000</b>

A timekeeper(s) shall be designated who will record the time used by each participant in delivering his or her speech, noting under time or overtime, if any, for which deductions will be made.

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 by the event coordinator, and the winner will be that participant whose total ranking is the lowest. Other placings will be determined in the same manner (low rank method of selection).

## **TIEBREAKER**

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 lowest rank from the response to question 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.

## **AWARDS**

Plaques will be awarded to the State winner and the State Runner-up at State FFA Convention.

## **REFERENCES**

This list of references is not intended to be inclusive. Other sources may be utilized and teachers are encouraged to make use of the very best instructional materials available.

Factual information pertaining to agriculture is available from:

- United States Department of Agriculture, Washington, DC 20250
- State Colleges, Research Centers and/or Experiment Stations
- The Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402.

# PREPARED PUBLIC SPEAKING

## Manuscript Rubric

Name: \_\_\_\_\_ Chapter: \_\_\_\_\_

VERY STRONG EVIDENCE SKILL IS 5-4		MODERATE EVIDENCE SKILL 3-2		STRONG EVIDENCE SKILL IS NOT 1-0		WEIGHT	TOTAL SCORE	
<b>TOPIC IS IMPORTANT AND APPROPRIATE</b>							50 points	
Current topic of interest	Topic is current or a strong evidence of personal involvement in the topic is expressed.	Topic is dated or some evidence of personal involvement has been expressed.	Topic is irrelevant for the times or unrelated to personal involvement.	X5				
Topic is relevant and within the scope of identified subjects in the CDE guide	Topic addresses an issue facing the industry of agriculture.	Topic addresses an issue that may show some relationship to the industry of agriculture.	Topic addresses an issue that is unrelated to the industry of agriculture.	X5				
<b>SUITABILITY OF MATERIALS USED</b>							50 points	
Validity of resources	Resources are from reputable sources.	Resources are from questionable sources.	Resources are from unreliable sources.	x5				
Accuracy of content	Manuscript reflects accurate statements from resources.	Manuscript reflects some misinterpretation of resource materials.	Manuscript does not reflect accurate statements based on the resources provided.	x5				
<b>ORGANIZATION AND DEVELOPMENT OF CONTENT</b>							40 points	
Logical order and unity of thought	Clearly organized and concise by remaining on target; completely focused with obvious construction and strong introduction, body and conclusion layout.	Good organization with few statements out of place or lacking in clear construction.	Little to no organization is present; sometimes awkward and lacking construction.	x4				
Accomplishment of purpose	The style chosen has obviously been well thought out based on the specific audience.	Most language is appropriate for the intended audience.	Some language used might be confusing for some audiences.	x4				
<b>GRAMMATICAL ACCURACY</b>							35 points	
Spelling/grammar (sentence structure, verb agreement, etc.)	Spelling and grammar are extremely high quality with 2 or less errors in the document.	Spelling and grammar are adequate with 3-5 errors in the document.	Spelling and grammar are less than adequate with 6 or more errors in the document.	X7				
<b>WRITTEN ACCORDING TO FORMAT</b>							25 points	
Double-spaced on 8½" x 11" white bond paper 12 point Arial or sans serif font				x1				
1" margins in the body of the paper Cover page with speech title, participant's name, state and year				x1				
APA style for references and bibliography				X3				
<b>MANUSCRIPT TOTAL</b>							<b>200</b>	



# PREPARED PUBLIC SPEAKING

## Presentation Rubric

Name: \_\_\_\_\_ Chapter: \_\_\_\_\_

	VERY STRONG EVIDENCE SKILL IS 5-4	MODERATE EVIDENCE SKILL 3-2	STRONG EVIDENCE SKILL IS NOT 1-0	WEIGHT	TOTAL SCORE
<b>ORAL COMMUNICATION</b>					300 points
Examples	Examples are vivid, precise and clearly explained. Examples are original, logical and relevant.	Examples are usually concrete, sometimes needs clarification. Examples are effective, but	Examples are abstract or not clearly defined. Examples are sometimes confusing, leaving the	X10	
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.	X10	
Tone	Appropriate tone is consistent. Speaks at the right pace to be clear. Pronunciation of words is very	Appropriate tone is usually consistent. Speaks at the right pace most	Has difficulty using an appropriate tone. Pace is too fast; nervous. Pronunciation of words is	X10	
Being Detail Oriented	Is able to stay fully detail oriented. Always provides details which support the issue; is	Is mostly good at being detail oriented. Usually provides details which are supportive of the	Has difficulty being detail oriented. Sometimes overlooks details that could be very beneficial	X10	
Command Of Audience	Speaker uses power of presentation to engage and captivate the audience with the message of the speech.	Speaker presents speech as mere repeating of facts and speech comes across as a	Speaker bores the audience with lack of enthusiasm and power to deliver the speech.	X10	
Connect and Articulate Facts and Issues	Exemplary in connecting facts and issues and articulating how they impact the issue locally	Sufficient in connecting facts and issues and articulating how they impact the issue locally	Has difficulty with connecting facts and issues and articulating how they impact the issue	X10	
<b>NON-VERBAL COMMUNICATION</b>					200 points
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).	X10	
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.	Have mannerisms that pull from the effectiveness of the presentation. Displays some nervous habits – fidgets or anxious ticks.	X10	
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.	X10	
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.	X10	
<b>PRESENTATION TOTAL</b>					<b>500</b>

# PREPARED PUBLIC SPEAKING

## Question and Answer Rubric

Name: \_\_\_\_\_ Chapter: \_\_\_\_\_

	VERY STRONG EVIDENCE SKILL IS 5-4	MODERATE EVIDENCE SKILL 3-2	STRONG EVIDENCE SKILL IS NOT 1-0	WEIGHT	TOTAL SCORE
<b>RESPONSE TO QUESTIONS</b>					
Examples	Examples are vivid, precise and clearly explained. Examples are original, logical and relevant.	Examples are usually concrete, sometimes 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.	X10	
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.	X50	
<b>TOTAL</b>				<b>300</b>	

# AGRISCIENCE FAIR

## TENNESSEE FFA EVENT

The Tennessee FFA Agriscience Fair recognizes students studying the application of scientific principles and emerging technologies in agricultural enterprises. The Tennessee FFA Agriscience Fair is for high school students. Participation begins at the local chapter level and progresses to state level. Areas of participation closely mirror the National Agriculture, Food and Natural Resources Career Cluster Content Standards.

Developing a quality agriscience project includes or requires:

- Focusing on an important agricultural/scientific issue, question or principle.
- Specific research objectives.
- Using a number of steps.
- Following a scientific process to collect and analyze data.
- Student commitment to a moderate or substantial amount of time.
- Teacher supervision.

### EVENT RULES

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**TEAM OF:** 1 FFA member or 2 FFA member team (see **GUIDELINES**)

**OFFICIAL DRESS APPROPRIATE:** Yes

**STATE PARTICIPANTS:** 1 team/participant from each chapter for each division in each category (see **GUIDELINES**)

**MATERIALS NEEDED:  
(ON DAY OF THE EVENT)** Logbook  
Written report  
All materials needed for display

#### FORMAT

This event consists of the following components:

- A. Logbook**
- B. Written Report**
- C. Display**
- D. Interview**

#### **A. Logbook**

Your logbook is one of the most important pieces of your project. It will contain accurate and detailed notes of a well-planned, implemented project. Your notes should be a consistent and thorough record of your project. These notes will be your greatest aid when writing your paper.

## **B. Written Report**

### **Format for Written Report:**

#### **Title Page**

Your title should be a precise description of the work performed. The title page should include the title of your project, your name, grade, school and school address. This should be all that appears on this page. The title itself should be no more than three lines with a 15 word maximum. All numbers, chemical elements and compounds should be spelled out. All words should be capitalized except for articles (such as “a” and “the”), prepositions (such as “of,” “in,” “on,” “during” and “between”) and conjunctions (such as “and” and “but”) unless they are the first word of the title.

#### **Abstract**

An abstract is a brief summary of your paper, which concisely describes your purpose, methods, results and conclusion. Do not include the title in the abstract. Your abstract may include potential research applications or future research. The abstract should not contain cited references. It should be no longer than one page and in paragraph form. Because this is the first page of your project report, it will be where the reader forms an opinion on your work. In your abstract, arrange your points as 1) Purpose, 2) Procedure, 3) Conclusion. These sections would include materials used, effects of major treatments and main conclusions. Do not include discussion, citations and footnotes, or references to tables and figures or methods.

#### **Introduction**

The introduction answers the question “Why was the work done?” Provide background on your subject in several paragraphs. The introduction should clearly state the problem that justifies conducting the research, the purpose of the research, the findings of earlier work and the general approach and objectives. You must cite sources for statements that are not common knowledge. The last paragraph of the introduction includes the objectives of the study.

#### **Review of Literature**

The literature review should detail to the reader what information currently exists concerning your research project. Information listed in your review should be materials that you have used for your research. Material cited could include articles about similar studies, similar research methods, history of the research area and any other items that support the current knowledge base for the research topic and how your project might complement existing information.

## **Materials and Methods**

A well-written materials and methods section will enable others to reproduce your results by duplicating your study. Write in past tense, third person, encompassing all of the materials required and explaining the technical and experimental procedures employed. With fieldwork, describe the study site. Include any statistical procedures employed.

## **Results**

This section should be a summary of the results your project has produced, even if they were not what you expected. Do not include discussion or conclusions about the data. Tell the reader exactly what you discovered and what patterns, trends or relationships were observed. Decide on the most meaningful way to present your data (tables, figures) and refer to them in your text.

## **Discussion and Conclusion**

In this section draw conclusions from the results of your study and relate them to the original hypothesis. It is helpful to briefly recap the results and use them as a foundation for your conclusions. If your results were not what you expected, take this opportunity to explain why. Give details about your results and observations by elaborating on the mechanisms behind what happened. Tie your study in with the literature, but do not hesitate to offer sound reasoning of your own.

## **References**

Only significant, published and relevant sources accessible through a library or an information system should be included. All citations in the text must be included in the reference section. When you use information or facts that are not common knowledge, you must give credit to the source of that information by citing a reference. You should use the APA style recognized citation system throughout your report.

## **Acknowledgements**

Acknowledge anyone who helped in any aspect of your project in this section.

## **Technical Format:**

The report should be printed on 8 1/2" x 11" white bond paper. The report will have 1" margins. Font size must be 10-12 using Arial, Courier or Times New Roman font. The APA style recognized citation system should be used throughout the report.

## **C. Display**

Each exhibit should include information relevant to the study and any objects the student wishes to display.

All projects must have the following information attached to the exhibit:

- Name of person(s) responsible for developing the project
- Chapter name, state
- Title of category entered
- Division entered (I, II, III or IV)

**Preferred Display Requirements:**

It is preferred that agriscience fair participants display the results of their study utilizing a standard printed poster with dimensions of 36 inches (height) by 48 inches (width).

Posters can be created utilizing Microsoft PowerPoint™ slide format. The display should be stable and free standing on the provided table top. Each participant is responsible for providing backing for the poster. The display may include any objects the student wishes to exhibit, as long as they adhere to safety guidelines.

**Standard Display Requirements:**

A standard display should consist of one or more panels of information and any objects the student wishes to display within safety guidelines. The exhibit panels must be constructed to be stable and free standing.

The maximum size for a project is 48 inches wide by 30 inches deep (the distance from front to back) by 108 inches high (from floor to top of display, this includes the table and project). At the Tennessee FFA Agriscience Fair, tables will be provided and will not exceed a height of 36 inches. Failure to meet these requirements will result in disqualification.

**D. Interview**

The interview is an opportunity for judges to ask you questions about your project. Interviews for agriscience fair participants will normally be 5-15 minutes. The interview portion is used to help judges determine both the extent to which you actually participated in the project and your knowledge gained. A team project must be presented by a team of two. Judges will ask questions to determine your understanding of your project; how it relates to your SAE and possibly how your project relates to other FFA activities.

**Example Questions:**

1. How and why was the project selected?
2. What was your goal? What did you plan to accomplish in your project?
3. Were there any surprises in your project? How did you deal with them?
4. What did you learn from the experience?

5. How much time did you devote to your project?
6. What kept you from being discouraged?
7. How did you manage time for this project in relation to your other activities?
8. What would you advise others doing a project? What is the value of a project of this type?
9. How can your findings and conclusions be applied in the agriculture, food and natural resources industry?

## **GUIDELINES**

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### **Eligibility**

Students must meet eligibility requirements as outlined in Section I.

### **Divisions**

There are four divisions:

- Division I – individual member in grades 7, 8 and 9.
- Division II – individual member in grades 10, 11 and 12.
- Division III - team of two members in grades 7, 8 and 9.
- Division IV - team of two members in grades 10, 11 and 12.

Grade is determined by the grade level of the member at the time of the event at the state level. Chapters with qualifying competitions may have up to 24 entries, one in each category, in each division. For example: A chapter may have an entry in Plant Systems in Division I, II, III and IV. Chapters may not have more than one entry in a category/ division.

Each member and/or team may enter only one project. Exhibited projects and project reports will be the result of the students' own efforts. A team is a maximum of two members working cooperatively on the same project. Teams can be made up of two students in different grades but will compete in the division in which the older participant would qualify. Team members must be from the same chapter at the time of qualification.

### **Selecting A Topic**

When selecting a topic for your agriscience fair project, consider your ongoing SAE program as a good place in which to begin. Quality experimental SAE projects/activities are well suited for all students and can be easily incorporated into any SAE program. Experimental SAE activities can provide valuable learning experiences for students with agriscience-related career goals (as well as those with other career interests).

### **Category Description And Examples**

#### ***Animal Systems (AS)***

The study of animal systems, including life processes, health, nutrition, genetics, management and processing, through the study of small animals, aquaculture, livestock, dairy, horses and/or poultry.

Examples:

- Compare nutrient levels on animal growth
- Research new disease control mechanisms
- Effects of estrous synchronization on ovulation
- Compare effects of thawing temperatures on livestock semen
- Effects of growth hormone on meat/milk production

### **Environmental Services/Natural Resource Systems (ENR)**

The study of systems, instruments and technology used in waste management; the study of the management of soil, water, wildlife, forests and air as natural resources and their influence on the environment.

Examples:

- Effect of agricultural chemicals on water quality
- Effects of cropping practices on wildlife populations
- Compare water movements through different soil types

### **Food Products and Processing Systems (FPP)**

The study of product development, quality assurance, food safety, production, sales and service, regulation and compliance and food service within the food science industry.

Examples:

- Effects of packaging techniques on food spoilage rates
- Resistance of organic fruits to common diseases
- Determining chemical energy stored in foods
- Control of molds on bakery products

### **Plant Systems (PS)**

The study of plant life cycles, classifications, functions, structures, reproduction, media and nutrients, as well as growth and cultural practices, through the study of crops, turf grass, trees and shrubs and/or ornamental plants.

Examples:

- Determine rates of transpiration in plants
- Effects of heavy metals such as cadmium on edible plants
- Compare GMO and conventional seed/plant growth under various conditions
- Effects of lunar climate and soil condition on plant growth
- Compare plant growth of hydroponics and conventional methods

### **Power, Structural and Technical Systems (PST)**

The study of agricultural equipment, power systems, alternative fuel sources and precision technology, as well as woodworking, metalworking, welding and project planning for agricultural structures.

Examples:

- Develop alternate energy source engines



- Create minimum energy use structures
- Compare properties of various alternative insulation products
- Investigation of light/wind/water energy sources

### **Social Systems (SS)**

The study of human behavior and the interaction of individuals in and to society, including agricultural education, agribusiness economic, agricultural communication, agricultural leadership and other social science applications in agriculture, food and natural resources.

Examples:

- Investigate perceptions of community members towards alternative agricultural practices
- Determine the impact of local/state/national safety programs upon accident rates in agricultural/natural resource occupations
- Comparison of profitability of various agricultural/natural resource practices
- Investigate the impact of significant historical figures on a local community
- Determine the economic effects of local/state/national legislation impacting agricultural/natural resources

### **Plagiarism**

An agriscience fair project must be the result of a student's own effort and ability. However, in securing information as direct quotes or phrases, specific dates, figures or other materials, that information must be marked in "quotes" in manuscripts and identified in the Literature Cited or Reference section of the written report. Non-compliance represents plagiarism and will automatically disqualify a participant (National FFA Board of Directors, October, 1960).

### **Students MAY NOT:**

- In any way falsify a permission form, scientific paper or display.
- Use another person's results or thoughts as their own even with the permission of this person. This includes work done by a family member or a mentor.
- Use information or data obtained from the Internet without proper citation.
- Re-enter a project with only minor changes.

### **Ethics Statement**

Scientific fraud and misconduct is not condoned at any level of research or competition. Plagiarism, use of presentation of other researcher's work as one's own and fabrication or falsification of data will not be tolerated. Fraudulent projects will result in elimination from the Tennessee FFA Agriscience Fair. Unethical behavior will result in notification to the student's local school administration.

## Multiple Student Research Projects

If more than one agriscience project is entered from the same chapter and/or school, then projects must differ in:

- research hypotheses (questions or objectives).
- findings related to the research hypothesis (questions or objectives).
- conclusions.
- recommendations.

## Acknowledgements

Each of the published authors must have made a unique and substantial contribution to the research endeavor. It is standard that peripheral contributions be acknowledged (i.e., The Researchers would like to thank Mrs. Smith's 7th Period Animal Science Class for their assistance in...).

## Safety Rules

1. If an exhibit becomes unsafe or unsuitable for display, it will be removed and deemed ineligible for any awards.
2. Projects involving vertebrate animal subjects must conform with the following statement and have a fully completed non-human vertebrate endorsement form submitted: Experiments on live animals involving surgery, the removal of parts, injection of harmful chemicals and/or exposure to harmful environments are not acceptable at the Tennessee FFA Agriscience Fair. Live vertebrates may not be exhibited at the fair.
3. Hypodermic needles, syringes, crystals [other than sucrose (sugar) and sodium chloride(salt)] and/or toxic and hazardous chemicals are prohibited from display at the Tennessee FFA Agriscience Fair. Students should substitute colored water, photographs, three dimensional models or drawings for chemicals and crystals.
4. All necessary chemical glassware must be displayed in a stable manner. The items must be back from the edge of the table and may not be operational at any time.
5. No wild cultures may be incubated above room temperature; no cultures taken from humans or other warm-blooded animals may be used. This includes, but is not limited to, skin, throat and mouth.
6. Only plastic Petri dishes may be used in displays, and they must be sealed.
7. Lasers may not be used in any exhibit.
8. Dangerous and combustible materials are prohibited.
9. No exhibit may have open flames. Any part of an exhibit that can get hotter than 100 degrees Celsius (boiling water temperature) must be adequately protected from its surroundings.
10. If an exhibit includes electrical wiring or devices, they must be safe. For voltages above 20 volts, special precautions must be taken. All connections must be secure and provide suitable protection against short circuits, etc.
11. All wiring carrying more than 20 volts must be well insulated. Also, the connections must either be soldered or secured by UL listed fasteners. The wire used must be insulated adequately for the maximum voltage that will be present, and the wire must be of sufficient size to carry the maximum current you anticipate. Open knife

switches or door bell-type push buttons in circuits using more than 20 volts may not be used.

12. If the exhibit will be connected to 120 volt AC power (plugged into a wall outlet), fuses or circuit breakers must be provided to protect not only the exhibit, but also any others that may share the same sources of power. The power cord used must be UL listed for the voltage and current it will be carrying, and it must be at least 1.8 meters (6 feet) long. National FFA staff must be notified of the need for power at the time of certification so power can be ordered in advance.
13. Exhibits requiring voltage in excess of 120 volts AC are not allowed.

### **Interview Schedule Conflicts**

Each participant is required to meet with the judges to explain their project.

Participants/teams unable to meet with judges during the allotted time will be disqualified. No exceptions will be made due to participation in other events (i.e., career development events, talent performances, etc.) without prior arrangements discussed with the event coordinators and/or State Youth Consultant or other appropriate staff prior to the state event. Under no circumstances will the accommodation impact the published schedule, overall integrity of the event or other participants' ability to be fairly evaluated. In some cases, due to the published schedule, no accommodations will be made. In these cases the participant will need to choose, and where appropriate, the state staff may choose to certify a second place team or a replacement member. This policy does not supersede existing event policies that restrict multiple participation.

### **Process for Implementation of Schedule Conflict**

1. The local agriculture teacher notifies state staff of conflict.
2. State staff notifies appropriate National FFA program staff.
3. Program staff will contact event superintendents to discuss published event schedules and possible accommodations. National FFA staff will make final determination after obtaining input from event superintendents.
4. Program staff will communicate decision to state staff in writing with a copy of final decision sent to state staff, event superintendent and participant.

### **Extension of Agriscience Fair Projects**

The completion of a research project can generate additional research questions that are worthy of investigation. Participants will have the opportunity to conduct this additional research as long as the current year's project could not have been done without what was learned from the past year's research. This project would now be considered an extension project for competition.

1. Students may use findings of previous research to formulate their research hypothesis; however, the student will be evaluated on research they have conducted in the twelve months prior to June 15 annually.
2. Judging will be based on the current year of research, not the entire scope of the research project. The project must document that the additional research is an expansion based on findings of prior work (e.g. testing a new variable or new line of

investigation, etc.) Repetition of previous experiments with the same methodology and research question or increasing sample size are examples of unacceptable extensions. The logbook, project display and project report must reflect the current year's work only.

3. Displays and application materials must reflect the current year's work only. The project title displayed in the finalist's booth may mention years (e.g., "Year Two of an Ongoing Study"). Supporting data books (not research papers) from previous related research may be exhibited on the table properly labeled as such.
4. Longitudinal studies are permitted under the following conditions:
  - a. The study is a multi-year study testing or documenting the same variables in which time is a critical variable. (e.g., Effect of high rain or drought on soil in a given basin; return of flora and fauna in a burned area over time.)
  - b. Each consecutive year must demonstrate time-based change.
  - c. The display board must be based on collective past data and its comparison to the current year data set. No raw data from previous years may be displayed.
5. All extension projects must be reviewed and approved each year and forms must be completed for each year.
6. Successive year projects must indicate change or growth in the project from the previous year(s) in the logbooks and complete the continuation form in the application. Displays must reflect the current year's work only.

**NOTE:** For an extension project to be eligible for competition in the agriscience fair documentation must include the project extension form, the current year's abstract and the abstract for all other prior years. The documentation should be clearly labeled in the upper right hand corner with the year (i.e., 2012-2013). Please retain all prior years' paperwork in case event officials request additional documentation.

### **Causes for Disqualification**

- Aside from the causes for disqualifications as outlined in Section I, causes for disqualification include:
  - Failure to meet any one or more of the eligibility rules set forth in this chapter.
  - Failure to follow the participation guidelines for this event set forth in this chapter.
  - Failure to meet certification and form requirements specified in this chapter.
  - Once judging has begun, any assistance given to a team or participant from any source other than the agriscience fair officials or assistants will be sufficient cause to disqualify participant(s).
  - Event superintendents may remove any participants who are being hazardous either to themselves or others. Such removal will constitute as an immediate disqualification from the agriscience fair.
  - Once a participant starts the event, he/she must complete it or face disqualification, unless prior permission from the event superintendent has been obtained.

- Other than those approved by the event officials, participants will not be allowed to utilize personal electronic communication devices during the entire course of the event.
- No advisor, coach, parent or fellow chapter member will be allowed in the judging area once judging officially begins. Any advisor, coach, parent or fellow chapter member found to do so may disqualify their participant.
- Any participant, advisor or chapter member tampering with another participant's display will lead to their chapter participant's disqualification.
- The official maximum size for a project is 48 inches wide by 30 inches deep (the distance from front to back) by 108 inches high (from floor to top, including table). Failure to meet these requirements will result in disqualification. See Display requirements for more information.

### **Registration**

Agriculture teacher should register students/teams wishing to compete in the state event through the required method for the year, as communicated by the State Youth Consultant.

### **Recognition**

Chapter Level – Winners may be selected annually in each FFA chapter. The winner can represent any of the agriscience category areas (based on state rules for competitions).  
State Level – Winners from each division in all categories will be selected at State FFA Convention. Each of those winners should be sent to the National FFA Center for prescreening before moving on to compete at the national level fair.

# AGRISCIENCE FAIR

## WRITTEN REPORT SCORECARD

Student(s) : \_\_\_\_\_ Chapter: \_\_\_\_\_

Category: \_\_\_\_\_ Division: \_\_\_\_\_

**Each category should be scored separately as determined by point values listed. The total possible score for the entire sheet is 100 points.**

\_\_\_\_\_ **5 pts. Title Page:** Title precisely describes the work with no more than 3 lines and 15 words maximum. All numbers, chemical elements and compounds should be spelled out. Page should include student name, grade, school and school address.

\_\_\_\_\_ **10 pts. Abstract:** Abstract is brief and concisely describes the purpose, methods, results and conclusion. Abstract should not include the title or cited references. It should be no longer than one page. Arrangement of information should make the purpose, procedure and conclusion clear.

\_\_\_\_\_ **10 pts. Introduction:** Introduction should answer the question "Why was the work done?" It should clearly state the problem that justifies conducting the research, the purpose of the research, the findings of earlier work and the general approach and objectives. It should include the hypothesis/objectives and/or predictions.

\_\_\_\_\_ **20 pts. Materials and Methods:** The materials and methods section should enable others to reproduce the results by duplicating the study. It should be written in third person and encompass all of the materials required. It should include statistical procedure if employed.

\_\_\_\_\_ **20 pts. Results:** This section should be a summary of the results the project has produced. Trends and relationships are clearly addressed, but no conclusions should be made. Section should include data (tables, figures) that can stand alone and include headings, labels and proper units of measure. Captions for each table are placed above the table and a caption for a figure is placed below the figure. Both are at least two point sizes smaller than the point size of the figure's text and are single spaced.

\_\_\_\_\_ **25 pts. Discussion/Conclusions:** This section should show that the conclusions were drawn from the results of the study and how the results relate to the hypothesis. It should contain a brief recap of the results and show how the results were a foundation for the study. Explanations should be clear if the results were not as expected. Sound reasoning is used to make conclusions that rely on both literature and results. Discussion should reference facts and figures from results section. Conclusion should be editorial in nature.

\_\_\_\_\_ **5 pts. References/Literature Cited:** References should contain significant, published and relevant sources. Proper approved format is utilized; e.g., APA, MLA or Chicago.

\_\_\_\_\_ **5 pts. Acknowledgements:** This section should include a list or paragraph acknowledging anyone who helped in any aspect of the project and how they helped.

\_\_\_\_\_ **/100 TOTAL SCORE**

In the event of a tie, qualification for the agriscience fair will be based on the scores received in the following sections in order: Discussions/Conclusions; Results; Materials and Methods.

## AGRISCIENCE FAIR Written Report Rubric

Area	Total Points Possible	High Points 5-4	Medium Points 3-2	Low Points 1-0	Points Earned
Title Page	5 Points	Title precisely describes the work with no more than 3 lines and 15 words maximum. All numbers, chemical elements and compounds should be spelled out. Page should include student name, grade, school and school address. No spelling or grammar errors.	Title vaguely describes the work with no more than 3 lines and 15 words maximum. All numbers, chemical elements and compounds should be spelled out. Page should include student name, grade, school and school address. Minor spelling or grammar errors	Title poorly describes the work and includes more than 3 lines and 15 words maximum. All numbers, chemical elements and compounds are not spelled out. Page should include student name, grade, school and school address. Excessive spelling or grammar errors.	
Abstract	10 Points Weighted Area	Abstract is brief and concisely describes the purpose, methods, results and conclusion. Abstract does not include title or cited references. Abstract is no longer than one page. Arrangement makes the purpose, procedure and conclusion clear. No spelling or grammar errors are present.	Abstract describes the purpose, methods, results and conclusion. Abstract does not include title or cited references. Abstract is longer than one page. Arrangement makes the purpose, procedure and conclusion vague. Minor spelling or grammar errors are present.	Abstract is poorly describes the purpose, methods, results and conclusion. Abstract includes title or cited references. Abstract is longer than one page. Arrangement makes the purpose, procedure and conclusion are not clear. Excessive spelling or grammar errors are present.	X2
Introduction	10 Points Weighted Area	Introduction answers the question "Why was the work done?" and clearly states the problem that justifies the research being conducted, purpose of research, findings of earlier work, general approach and objectives. Hypothesis is clearly stated. No spelling or grammar errors are present.	Introduction answers the question "Why was the work done?" and vaguely states the problem that justifies the research being conducted, purpose of research, findings of earlier work, general approach and objectives. Hypothesis is unclearly stated. Minor spelling or grammar errors are present.	Introduction does not answers the question "Why was the work done?" and does not states the problem that justifies the research being conducted, purpose of research, findings of earlier work, general approach and objectives . Hypothesis is not stated. Excessive spelling or grammar errors are present.	X2

Area	Total Points Possible	High Points 5-4	Medium Points 3-2	Low Points 1-0	Points Earned
Materials and Methods	20 Points Weighted Area	Not written clearly to enable others to reproduce the results duplicating the study. May or may not be written in third person. Encompasses all materials required for the research. Minor spelling or grammar errors are present.	Clearly wrote to enable others to reproduce the results duplicating the study. Wrote in third person and encompasses all materials required for the research. No spelling or grammar errors are present.	Written poorly so that others cannot reproduce the results duplicating the study. Sec -third person and does not encompasses all materials required for the research. Excessive spelling or grammar errors are present.	X4
Results	20 Points Weighted Area	Results of the project are summarized. Trends and relationships are clearly addressed. No conclusions are made in this second. Data that can stand alone in the form of tables and/or figures are included. Tables/ figures should have headings, labels and proper use of measurement. Captions are included for each table/ figure and are at least 2 font sizes smaller than font in table/figure and are single spaced. No spelling or grammar errors are present.	Results of the project are incompletely summarized. Trends and relationships are vague. No conclusions are made in this section. Data that can stand alone in the form of tables and/or figures are included. Tables/figures should have headings, labels and proper use of measurement. Captions are included for each table/figure and are at least 2 font sizes smaller than font in table/figure and are single spaced. Minor spelling or grammar errors are present.	Results of the project are poorly summarized. Trends and relationships are not addressed. Data that is not appropriately included as tables and figures and lacks heading, labels and proper use of measurement. Captions are not included for each table/ figure. Excessive spelling or grammar errors are present.	X4



Area	Total Points Possible	High Points 5-4	Medium Points 3-2	Low Points 1-0	Points Earned
Discussion/ Conclusion	25 Points Weighted Area	Conclusions are clearly drawn directly from the results of the study and relate directly to the hypothesis. Brief recap of the results is included and shown how they were foundation of the study. Sound reasoning is shown that conclusions are based on results and literature. Discussion refers to facts and figures in the results section. No spelling or grammar errors are present.	Conclusions are unclear drawn directly from the results of the study and relate directly to the hypothesis. Brief recap of the results is included and shown how they were foundation of the study. Unsound reasoning is shown that conclusions are based on results and literature. Discussion refers to facts and figures in the results section. Minor spelling or grammar errors are present.	Conclusions are not drawn directly from the results of the study and do not relate directly to the hypothesis. No recap of the results is included or poorly shows how they were foundation for the study. Conclusions are not based on results or literature. Discussion poorly refers to the facts and figures in the results section. Excessive spelling or grammar errors are present.	X5
References/ Literature Cited	5 Points	References listed are significant, published and relevant sources. APA citation style is used. No spelling or grammar errors are present.	References listed are somewhat significant, published and relevant sources. APA citation style is used. Minor spelling or grammar errors are present.	References listed are not significant, published and relevant sources. APA citation style is not used. Excessive spelling or grammar errors are present.	
Acknowledgements	5 Points	Detailed list or paragraph is included acknowledging anyone who assisted with any aspect of the project and how they helped. No spelling or grammar errors are present.	A list or paragraph is included acknowledging anyone who assisted with any aspect of the project. Minor spelling or grammar errors are present.	A list or paragraph is not included acknowledging anyone who assisted with any aspect of the project and how they helped. Excessive spelling or grammar errors are present.	
<b>TOTAL POINTS</b>					<b>100</b>
<b>TOTAL SCORE</b>					

# AGRISCIENCE FAIR

## INTERVIEW

Student(s) : \_\_\_\_\_ Chapter: \_\_\_\_\_

Category: \_\_\_\_\_ Division: \_\_\_\_\_

\_\_\_\_\_ **15 pts. Knowledge Gained** - Is there evidence that the student has acquired scientific skills and/or knowledge by doing this project? Does the exhibitor recognize the scope and limitation of the problem he/she has selected?

\_\_\_\_\_ **15 pts. Scientific Approach** - Has the problem been clearly stated? Has the exhibitor solved the problem by using scientific facts as a basis for new conclusions? Is the exhibitor aware of the basic scientific principles that lend support to the methods used and the conclusions reached?

\_\_\_\_\_ **15 pts. Experimental Research** - Has data been gathered from work done by the student, rather than the results from the work of others? Is the exhibitor's equipment effective? Does it do what it was intended to do? Can the research be the basis for further experimentation? Is the project actually a model or demonstration? Have variables been clearly identified and controlled for in the research process?

\_\_\_\_\_ **15 pts. Individual/Team Work** - Has material been gathered and cited using an appropriate format? Is the logbook present for examination? Does the log book contain detailed information about the research process? If this was a team project, is there evidence of collaboration present? Identify the portions of the presentation representing the work of others.

\_\_\_\_\_ **15 pts. Thoroughness** - Is the exhibitor aware of the empirical method (the necessity of repeating trials) and the importance of controlling the variables in the experimentation in order to reach valid conclusions? Has the analysis of the problem been orderly? Have procedures been outlined in a step-by-step fashion? How successfully was the original plan carried through to completion?

\_\_\_\_\_ **15 pts. Information** - Are known facts and principles stated correctly and used accurately? Have the results of experiments been reported accurately even though faulty experimental methods or conditions may have made the data unreliable? If so, have these errors been noted?

\_\_\_\_\_ **15 pts. Results/Conclusions** - Has the exhibitor started with known facts and drawn their own conclusions? Are the conclusions consistent with the data and/or observations? Is information provided as to what was learned as a result of research?

\_\_\_\_\_ **15 pts. Interview** - Is the exhibitor able to communicate their knowledge of the project?

\_\_\_\_\_ **15 pts. Visual Display** - Has the data been presented in the best manner for the particular type of information involved? Are spelling errors present? Does the exhibit demonstrate a general neatness and attractiveness? Is the display presented in a logical and interesting manner?

\_\_\_\_\_ **45 pts. Written Project Report** - Are all components of the written report available? Has the exhibitor made thorough use of the data, literature cited, interviews, correspondence, etc. and noted them properly? Considering the age and experience of the exhibitor, does the project make use of their abilities?

\_\_\_\_\_ /**180 TOTAL SCORE**