



# Lehi FFA Chapter Contest Information

Date: November 17, 2009 @ 4 PM – 8 PM

Location: Lehi High School Agriculture Classrooms

\*\*\*Note: Before you sign up for any contest, you need to make sure that you will attend the State FFA Convention March 11<sup>th</sup> – 13<sup>th</sup>, 2010, to compete - **NO EXCEPTION!** We have no control over these dates as advisors. Agri-Science Fair, State Officer Candidate, and Job Interview competitors will compete at State FFA Convention. Prepared Public Speaking, Extemporaneous Public Speaking, and Creed Speaking competitors will be selected to compete at Area Contest, which will be held on January 27, 2010. If they win Area Contest, they will then move on to State Convention and will be given the opportunity to compete there. Also, all members will be required to present in full Official FFA Dress. If you are unsure of what Official Dress includes, please talk to one of the FFA advisors and they can help you!

Dear parents and students,

Once again, it is time for the Lehi FFA Chapter Contest! Due to increasing numbers and interest in our FFA program, we have been able to add contests to this year's Chapter Contest! As advisors, we are excited to see the new growth and the increase of interest as students compete in these leadership events! We also hope that students can see the added value of having to compete in a chapter contest. Besides giving them the experience of being able to present in front of a panel of judges (which increases their public speaking skills), it also gives them the opportunity of having a practice run before they present it at Area Contest, which will be January 27, 2010, and/or State FFA Convention, which will be March 11-13, 2009! It is fun to see students present what they are working on and enables them to develop the ability to "think on their feet"!

In this packet, you will find information for the following contests: Agri-Science Fair, Prepared Public Speaking, Extemporaneous Public Speaking, Creed Speaking, Job Interview, and State Officer Candidate. Additionally, the Parliamentary Procedure team will be practicing demonstrations. Please sign up with Mr. Bushman, Mr. Robertson, or Mrs. Clement. They can tell you where the signup sheet is located. You will be responsible for signing your name on the signup sheet for each contest that you are interested in participating in! **Please note: Due to overlapping schedule problems at State Convention, those who are competing for State Officer Candidate cannot compete in the job interview contest, but may compete in all the rest.**

Although we will not be helping with boards and presentations at this time, please feel free to ask for advice! We are very excited about what the coming year holds for our FFA members and look forward to helping them achieve their potential!

Mr. Bushman, Mr. Robertson, and Mrs. Clement

## **Agri-Science Fair Chapter Contest:**

Students may participate as an individual or as a team of two. Also, students who are in grades 7-9 are in a different division than students who are in grades 10-12.

For the Lehi FFA Chapter contest you do not need to have a full science fair project completed. However, you will need to prepare a presentation to present to a panel of judges and convince them that your project will be the best to represent Lehi and Utah at the State and National Science Fair. Your presentation needs to be 5-10 minutes and you will need to be able to answer any clarification questions that the judges may ask.

Please put together a presentation. It can be a PowerPoint, a poster, a tri-fold, etc... Your goal is to convince the judges your project will win state and compete at nationals. If you have any questions you can ask Mr. Bushman, Mr. Robertson, or Mrs. Clement. At the end of the contest, any available opening for agri-science fair divisions will be given on a first-come, first-serve basis. For example, if you compete in Zoology and place second and no one has competed in Food Science, you may sign up to compete in that event.

To assist you in your presentation you need to ask yourself the following questions:

- How does this Science Fair relate to agriculture?
- How can this project help agriculture producers and employers?
- What is the Problem (why are you testing what you're testing)?
- What is the Hypothesis?
- What would the constants be in my project?
- What is the independent variable?
- What is the dependant variable?
- How are you going to conduct the experiment?
- What are some of the products that you will be using?
- What safety precautions need to be followed?
- How long will you be conducting the project?

Attached, you will find the score sheet that the judges will be using in order to grade your Agri-Science Fair proposal. Please take a moment to review the rubric as that is how points will be awarded. You will want to make sure that you cover each of those concepts as thoroughly as you can. The judges will be looking for your ability to understand and comprehend the purpose of your project and what you predict your outcomes will be. Also attached is a list of possible Agri-Science Fair project topics. Please realize that there are hundreds of topics and projects out there for you to try! Don't just focus on the sample list. Think about a question that you have about agriculture and go from there. Try to be original and creative in what you are going to do, but don't make it so complex that there is no possible way for you to actually perform the experiment!

Agri-Science Fair projects must fall into the following divisions:

- **Botany (Plant/Soil Science):** Study of plant life-agriculture, agronomy, horticulture, forestry, plant taxonomy, plant physiology, plant pathology, plant genetics, hydroponics, algae, etc.
  - Examples: Study effects of lunar climate and soil conditions on plant growth. Examine effect of substrate particle size on shiitake mushroom growth. Research the effects of heavy metals such as cadmium on edible plants. Compare plant growth using hydroponics and conventional methods. Study effect of ultraviolet light on soil microbes.
- **Zoology (Animal Science):** Study of animals-animal genetics, ornithology, ichthyology, entomology, animal ecology, paleontology, cellular physiology, animal husbandry, cytology, histology, animal physiology, invertebrate neurophysiology, studies of invertebrates, etc.
  - Examples: Compare effects of different thawing temperatures on livestock semen. Compare effects of different nutrient levels on animal growth. Study effects of growth hormones on meat or milk production. Research new disease control mechanisms. Examine effects of estrous synchronization on ovulation.
- **Environmental Sciences:** Study of pollution (air, water, and land) sources and their control; ecology
  - Examples: Study effect of agricultural chemicals on water quality. Compare water movements through different soil types. Examine effects of cropping practices on wildlife populations. Compare different irrigation systems for energy efficiency. Research uniform water quality standards.
- **Engineering (Mechanical/Agricultural Engineering Science):** Technology; projects that directly apply scientific principles to manufacturing and practical uses-mechanical, chemical, electrical, environmental engineering, etc.
  - Examples: Develop alternate energy source engines. Investigate light energy sources. Test absorption media for plant materials. Compare various tillage methods for energy efficiency.
- **Biochemistry/Microbiology/Food Science:** Biology of microorganisms-bacteriology, virology, protozoology, fungi, bacterial genetics; can also include chemistry of life processes-molecular biology, molecular genetics, enzymes, photosynthesis, protein chemistry, food chemistry, hormones, etc.
  - Examples: Compare different yeast fermentation techniques for converting sugars to alcohol. Research resistance of organic fruits to common diseases. Examine techniques for controlling molds on bakery products.

# Lehi FFA Agri-Science Fair

## Judging Criteria - Rubric

Category (10 points each)	Score
<b>Knowledge Gained-</b> Is there evidence 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 or she has selected?	
<b>Scientific Approach-</b> Has a scientific approach been made to the problem? Is the exhibitor aware of the basic scientific principles that lend support to the methods used and the conclusions reached?	
<b>Experimental Research-</b> 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?	
<b>Individual/Team Work-</b> Has material been gathered from a variety of sources and cited? If a team, is evidence of collaboration present? Can the portions of the presentation representing the work of others be identified?	
<b>Thoroughness-</b> 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?	
<b>Information-</b> Are known facts and principles stated correctly and used accurately? Is the data complete or at least based on random, rather than selected sampling?	
<b>Interview-</b> Is the exhibitor able to successfully communicate their knowledge on the project?	
<b>Visual Display-</b> 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?	

## **Prepared Public Speaking Chapter Contest:**

Public speaking is designed to develop agricultural leadership by providing for member participation in agricultural public speaking activities and stimulating interest in leadership and citizenship.

You may choose any current (***past two years***) subject for your speeches, which is of an **agricultural nature**. It may include agri-science and technology, agri-business, agri-marketing, international agricultural relations and agricultural communications.

Some examples could be current agricultural trends. Make sure it is not something that has been covered way too much and has lost its integrity.

Good examples of speech topics may include (but are not limited to) the following: *H1n1 and the effects on pork consumption, rural America vs. suburbia, Price of commodities and the effects on ranchers, and, Science; benefit or detrimental.*

You will be required to submit a written manuscript of your speech before you present. Your speech must be double-spaced, typed written on 8 ½" x 11" white bond paper, with cover page that gives the speech title, your name, state and date. The body will have 1" margins. Font size can be 10-12 Times New Roman, Arial, or Courier. Speech must also follow APA style formatting. Included below are references to assist you in formatting your speech to APA style. Your paper must include a reference page (following APA format), citing all sources used in writing the speech. You must bring 3 copies of your speech for the judges. To bind your speech, please use only one staple in the upper left-hand corner. Fancy binding will not be allowed and will not increase your score.

Please refer to the Public Speaking Rubric included in this packet to help you understand specifically what you will be graded on.

Your speech will be a minimum of 3 minutes in length and a maximum of 6 minutes. You will also be given five minutes additional time in which you will be asked questions relating to your speech.

APA Format: In text citations, referencing, paraphrasing, quoting, and using any person or institution in your speech.

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- **APA Reference Cites:** <http://owl.english.purdue.edu/owl/resource/560/01/>  
<http://www.liunet.edu/cwis/cwp/library/workshop/citapa.htm>  
<http://www.library.cornell.edu/resrch/citmanage/apa>
  - **Check out from Library:** Publication Manual of the American Psychological Association, 4<sup>th</sup>, 5<sup>th</sup> and/or 6<sup>th</sup> Edition American Psychological Association
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# Lehi FFA Public Speaking

## Judging Criteria - Rubric

Category	Score
<i>Content in Speech</i>	
<ul style="list-style-type: none"> <li>• Importance and appropriate of the subject</li> <li>• Suitability of the material used</li> <li>• Accuracy of the statement</li> <li>• Evidence of purpose</li> <li>• Completeness and accuracy of reference</li> </ul>	
<i>Composition of Speech</i>	
<ul style="list-style-type: none"> <li>• Organization</li> <li>• Unity</li> <li>• Logical</li> <li>• Language used</li> <li>• Sentence Structure</li> <li>• Accomplishment of purpose-conclusion</li> </ul>	
<i>Voice</i>	
<ul style="list-style-type: none"> <li>• Quality, Pitch</li> <li>• Articulation</li> <li>• Pronunciation</li> <li>• Force</li> </ul>	
<i>Stage Presence</i>	
<ul style="list-style-type: none"> <li>• <i>Personal appearance</i></li> <li>• <i>Poise</i></li> <li>• <i>Attitude</i></li> <li>• <i>Ease before audience</i></li> </ul>	
<i>Power of Expression</i>	
<ul style="list-style-type: none"> <li>• Communicative ability; fluency, emphasis, directness</li> <li>• Conveyance of thought and meaning</li> </ul>	
<i>General Effect</i>	
<ul style="list-style-type: none"> <li>• Extent to which the speech was interesting, understandable, convincing, pleasing, and held attention</li> </ul>	

## **Extemporaneous Public Speaking Chapter Contest:**

The extemporaneous speaking contest 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 member an opportunity to formulate their remarks for presentation in a very limited amount of time.

**The selection process will be held** 30 minutes prior to the event. You will draw three specific topics, selected at random from a pool of 12, relating to agriculture. After selecting the three topics, you will choose one topic you desire to speak on. All three topics will be returned to the pool for the next drawing.

You will be admitted to a preparation room at 15-minute intervals and given 30 minutes for topic selection and preparation. You may bring the following items into the preparation room:

- Must be limited to five items.
- Must be printed material such as books or magazines and/or a compilation of collected materials.
- To be counted as one item, a notebook or folder of collected materials may contain no more than 100 single sided pages or 50 double.

Each speech should be a result of your own effort using approved reference material. Any notes for speaking must be made during the 30 minute preparation period.

Your speech must be no less than four and no more than 6 minutes in length. After, an additional five minutes will be given to the judge to ask questions related to your speech.

We have included a sample list of topics that have been used in the past, just to kind of get your minds thinking. Please use this list as a guideline, but realize that your specific topics will not come from this list! Categories that are included in the selection pool include: Agri-Science and Technology, Agri-Marketing and International Agriculture Relations, Food and Fiber Systems, and Urban Agriculture. From each of those categories, a more specific topic is developed and given as a possible speech topic.

Please refer to the Public Speaking Rubric included in this packet to help you understand specifically what you will be graded on.

# Possible Extemporaneous Public Speaking Career Development Event Topics

## **Agri-science and Technology**

1. Discuss the impact of water quality standards and regulations on agricultural production.
2. What idea or invention has made the greatest impact in American agriculture?
3. What impact have technologies introduced during your lifetime had on agriculture?

## **Agri-marketing and International Agriculture Relations**

1. Is Country of Origin Labeling (COOL) a good thing for American consumers?
2. Discuss the effect on the U. S. market of BSE (Mad Cow Disease) in Canada?
3. How have the “Check Off” programs (Beef Check Off, Lamb Checkoff) impacted the beef, pork and lamb industries?

## **Food and Fiber Systems**

1. What impacts do Threatened Species and Endangered Species regulations have on agriculture?
2. How has the organic foods movement impacted agriculture?
3. How important is bio-security and how does it impact the agricultural industry today?

## **Urban Agriculture**

1. What is “urban agriculture” and what career areas are available?
2. Should public funds (government taxes or fees) be used to preserve open spaces and agricultural areas?
3. How does consumer knowledge of agricultural products and production effect producers and processors?

## **Agri-science and Technology**

1. Discuss the effect of “Mad Cow Disease” (BSE) on animal agriculture in the United States.
2. Should genetically modified organisms be developed and marketed to consumers.
3. Discuss the advantages and disadvantages of requiring Jr. Livestock shows to be terminal shows.

## **Agri-marketing and International Agriculture Relations**

1. Is Country of Origin Labeling (COOL) a good thing for American producers?
2. What can producers of agricultural products do to better market their products internationally?
3. Discuss the effects of livestock shows on the marketing of agricultural animals.

## **Food and Fiber Systems**

1. How should producers respond to the growing demand for organic products?
2. How do state and national government regulations impact food and fiber systems?
3. How have new animal identification and tracking regulations affected producers?

## **Urban Agriculture**

1. How does the disappearance of small family farms affect the suburban and urban landscape?
2. What effects do community “Farmers Markets” have on agricultural producers?
3. Discuss the growing effects of urban water use on agriculture.

## FFA Creed Speaking Chapter Contest:

The FFA Creed outlines the organization's beliefs regarding the agriculture industry, FFA membership and the value of citizenship and patriotism. The purpose of the Creed Speaking Contest is to develop the public speaking abilities of 9<sup>th</sup> grade students as well as develop self-confidence and contribute to their advancement in the FFA Degree program.

This event is only for 9<sup>th</sup> Grade FFA members attending Lehi Junior High and Willowcreek Middle School.

The FFA Creed Speaking Contest will involve the following:

1. Memorized presentation of the included FFA creed to a panel of judges.
2. After presentation of creed, members will be required to answer questions about the creed to the judges. Please see Mrs. Clement or Mr. Bushman for a list of possible questions.
3. Each participant should recite the creed from memory. Members may NOT take in index cards or any other items to help them remember the creed.
4. Each participant shall begin by stating "The FFA Creed by E.M. Tiffany" followed by the actual creed. They will finish with, "Thank You" at which time the judges will be allowed to ask them questions.
5. To the right is the official rubric that will be used to judge the FFA members.
6. Speaking order will be determined randomly on the evening when you present.

**\*\*\*\* Note: Only the top two individuals from the chapter will be able to attend and compete at the area contest.**

	POSSIBLE POINTS
<b>VOICE</b>	
• Quality	40
• Pitch	40
• Force	40
• Articulation	40
• Pronunciation	40
<b>Voice Total:</b>	<b>200</b>

<b>STAGE PRESENCE</b>	
• Personal Appearance	50
• Poise and Posture	40
• Attitude	35
• Confidence	35
• Personality and ease before audience	40
<b>Stage Presence Total:</b>	<b>200</b>

<b>POWER OF EXPRESSION</b>	
• Fluency	30
• Emphasis	35
• Directness	35
• Sincerity	35
• Communicative Ability	35
• Conveyance of thought and meaning	30
<b>Power of Exp. Total:</b>	<b>200</b>

<b>GENERAL EFFECT</b>	
Extent to which speech was understandable, convincing, pleasing and held attention.	100
<b>General Effect Total:</b>	<b>100</b>

<b>RESPONSE TO QUESTIONS*</b>	
Ability to answer satisfactorily the questions asked by the judges indicating familiarity with the subject.	300
<b>Response Total:</b>	<b>300</b>

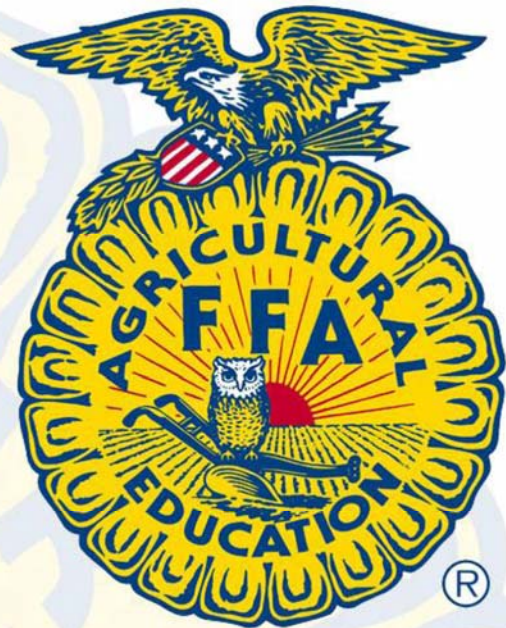
<b>Gross Total Points:</b>	<b>1000</b>
Less Time Deduction**:	
Less Accuracy Deduction***:	
<b>Net Total Points</b>	
Participant Ranking:	

\* - Judges will use questions from a possible list submitted by the Career Development Event Committee.

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

\*\*\* - 20 points per word, determined from by the accuracy judges.

# The FFA Creed



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

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

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

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

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

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

## **Job Interview Chapter Contest:**

The job interview contest is designed for 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 are used by real world employers. Included on the next two pages are the rubrics that will be used to judge each Job Interview contestant.

For our chapter contest, there will be five areas that will be evaluated.

1. **Résumé** (150 Points): Each participant will need to come with a completed résumé. The résumé is to be single-sided only on 8 ½“x11” white standard bond paper (no specialty, color, or cardstock paper will be allowed), typed, and should not exceed two pages total. It must be truthful and based upon their work history. In the résumé, each participant must declare the type of job they would like to apply for, so that the judges can “interview” them from that standpoint. If you need to view a sample résumé, please go to the following website: <http://lehiffa.org/assets/resume.pdf>
2. **Job Application** (50 Points): Students will complete a standard job application on-site. Students will be evaluated on neatness and completeness of the application.
3. **Telephone Interview** (150 Points): The telephone interview will last 3-5 minutes. The purpose of this contest is for students to obtain a personal interview with the company for which they are applying. Students should interview with the thought that the company has received their résumé. Students could interview with one of the following: Human Resource Personnel Director, the Employer’s Assistant, or the Employers themselves.
4. **Personal Interview** (450 Points): Students will be interviewed in front of a panel of judges. They will need to be able to comfortably discuss their qualifications for the “job” they are applying for, as well as be able to discuss any weaknesses they have and how they overcome their weaknesses. Judges will be asking questions as they relate to the occupation specified in the student’s résumé. The maximum time allotted for Personal Interview is ten minutes.
5. **Follow-up Letter** (100 Points): Students will be provided with paper and writing devices so that they may compose a follow-up letter. The letter should be addressed to the “Judging Committee” and should be a response to the Personal Interview.

### RESUME SCORECARD

GENERAL APPEARANCE	POSSIBLE POINTS	SCORE
Presented in proper format and printed as outlined on page 224 paragraph b.1	15	
Pleasing to the eye <ul style="list-style-type: none"> <li>• Captures interest</li> <li>• Layout</li> <li>• Easily read</li> </ul>	40	
Grammar <ul style="list-style-type: none"> <li>• Punctuation</li> <li>• Typing</li> <li>• Spelling</li> </ul>	20	
<i>General Appearance Sub Total:</i>	75	
COMPOSITION		
Personal data	10	
Career objective	10	
Educational background	20	
Work experience/skills	20	
Special experiences, activities, honors	10	
References	5	
<i>Composition Sub Total:</i>	75	
<i>Composition Sub Total:</i>	75	
<i>Content Sub Total:</i>	75	
<i>Subtotal:</i>	150	
Deduction for materials received after the postmark deadline: 10% or 15 points maximum		
<b>Total Points Earned</b>		

### EMPLOYMENT APPLICATION SCORECARD

	POSSIBLE POINTS	SCORE
Overall impression	5	
Legible	10	
Neat <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Punctuation</li> </ul>	10	
Completed according	10	
Consistent with resume	15	
<b>Grand Total</b>	<b>50</b>	

### TELEPHONE INTERVIEW SCORECARD

	POSSIBLE POINTS	SCORE
Introduction	22	
Initiative	22	
Communicated effectively	26	
Exhibited ambition and efficiency	30	
Diplomatic and courteous	26	
Gathered appropriate information <ul style="list-style-type: none"> <li>• Contact name</li> <li>• Address</li> <li>• Date</li> <li>• Time</li> </ul>	24	
<b>Grand Total</b>	<b>150</b>	

**PERSONAL INTERVIEW SCORECARD**

	POSSIBLE POINTS	SCORE
<i>Appearance and courtesy</i>	45	
<i>Greetings and introduction</i>	45	
<i>Speech</i> • Grammar • Vocabulary • Volume • Enunciation	45	
<i>Attitude and personality</i> • Forcefulness • Poise • Temperament • Sincere	45	
<i>Ability to convince or impress interviewer</i> • Persuasiveness • Self-confidence	45	
<i>Knowledge and presentation of abilities</i> • Educational experience • Occupational experience	45	
<i>Reliability</i> • Frankness • Consistency • Accuracy	45	
<i>Poise</i> • Tact • Discretion • Questions asked of interviewer	45	
<i>Career Objective</i> • Degree to which the contestant had determined career objective	45	
<i>Conclusion of interview</i>	45	
<b>Grand Total</b>	<b>450</b>	

**PRELIMINARY ROUND FOLLOW-UP LETTER SCORECARD**

	POSSIBLE POINTS	SCORE
General appearance	5	
Composition	10	
Express appreciation	10	
Comments on interview activities	10	
Express interest in position	15	
Review of relevant qualification	15	
Is requested information addressed	15	
Provisions for follow-up stated	20	
<b>Grand Total</b>	<b>100</b>	

## **State Officer Candidate:**

In order to fairly evaluate all members who would like to be considered as the State Officer Candidate who represents the Lehi FFA Chapter, we will be adhering very closely to the rules and procedures that have already been established by the Utah State FFA. Please understand that the purpose for having a run-off for State FFA Officer Candidate is to give all senior FFA members an equal opportunity to present their knowledge about FFA, be tested about their FFA knowledge, and also be given another opportunity to practice events they will need to be able to do while they are running for State FFA Officer. No events have been fabricated, and students need to look at this competition as an opportunity to practice something they will already be required to do at the state level. There are not many chapters in Utah who provide the opportunity for students to have a practice run of the events and competitions that will be required of state officer candidates at State FFA Convention.

The next two pages include exact wording from the state for State Officer Candidates and the requirements that they must meet, as well as the Written Application Evaluation Form. Hopefully this will clear up any misconceptions or questions about what is expected of a State Officer. As advisors, we are proud of your commitment to FFA and commend you on your desire to serve the state as a mentor and friend for the agricultural youth of Utah!

With that in mind, students wishing to run for State Officer Candidate will be required to do the following:

- **Fill out the Utah State Officer application.** You can find the electronic application on the Lehi FFA webpage at lehiffa.org. It will be located on the front page, titled "State Officer Application." If you have any problems with finding or downloading the application, please contact Mr. Robertson or Mr. Bushman.
- **Supply a transcript from the counseling center.** In addition to filling out Section II of the application, you will also be required to submit a transcript of your high school career.
- **FFA Knowledge Test.** Come prepared to take an FFA knowledge test that will test your knowledge about the purpose of FFA, previous dates of FFA events, and any other general FFA knowledge that may be taken from the Official FFA Manual.
- **Presentation.** You will be required to create a 5-10 minute presentation about a pre-determined FFA topic. You may use any method you want to convey your thoughts and message about the specified topic, such as PowerPoint, posters, boards, handouts, etc. Please make sure that you find out what the topic is when you get your State Officer Application, so that you can begin brainstorming ideas on how to present! Judges will be looking to see how comfortable you are in front of a crowd and how well you are able to convey thoughts and messages.

## **STATE FFA OFFICER CANDIDATES**

### **1. General Rules**

- a. Each chapter may present one bona fide FFA member in good standing as a candidate for State FFA Officer.
- b. Candidates must hold the State FFA Degree prior to being elected. Candidates can receive the State FFA Degree at the convention at which they are running for office.
- c. Potential candidates should carefully review the State Officer Commitment form before deciding to apply.
- d. All State Officer Applications must be typed or computer generated and received by the State FFA Executive Secretary on or before February 1.
- e. Absolutely no late applications will be accepted. Faxed copies will not be accepted.
- f. All signatures must be in place for the application to be considered.

### **2. Application Process**

- a. Complete the Utah FFA Association State Officer Application and return to the State Executive Secretary by February 1 of the current year.
- b. The application must include all of the following in the order stated:
  - i. Utah FFA Association State Officer Application
  - ii. Utah FFA Association State Officer Commitment Form
  - iii. Officer Candidate Essay Question (essay question distributed Dec. 1.)
- c. Materials for the Essay Question will be distributed by the State FFA Executive Secretary on or before December 1 of the current year. The information can be obtained from the chapter advisor, state executive secretary or from the Utah FFA Association Website.

### **3. State Officer Candidate Selection Process**

- a. No pre-sift of officer candidates will be performed prior to convention. The nominating committee has the right to sift candidates at any point during the interview process.
- b. The nominating committee shall use the evaluation sheets provided with the state officer candidate application as a guideline for selection of the State FFA Officers

## UTAH FFA ASSOCIATION STATE OFFICER WRITTEN APPLICATION EVALUATION FORM

### Section I. Personal Information - 5 pts.

- (5) I-1. Personal Information: *Includes COMPLETE mailing address (zip code) and phone number (area code), email address is optional.*

### Section II. Scholastic Achievement - 45 pts.

- (20) II-1. Current Class Rank *Rank in top 20% = 20 pts.  
Rank in top 40% = 10 pts.  
Rank in top 50 % = 5 pts.  
Rank below 50% = 0 pts.*
- (25) II-2. Cumulative High School G.P.A. *= or < 3.50 = 25 pts.  
3.49 - 3.00 = 15 pts.  
2.99 - 2.50 = 5 pts.  
> 2.50 = 0 pts.*

II-3. Scholastic Record (Transcript or Signed Class List): *Candidate must have taken at least 1 Ag Ed class per year for at least 3 years, including the current year or they are **INELIGIBLE**.*

### Section III. Leadership Activities - 60 pts

- (20) III-1. FFA Officer and/or Committee Activities:
- (20) III-2. FFA Activities Other than Office:
- (20) III-3. Non-FFA Leadership Activities:

### Section IV. Supervised Agricultural Experience Program - 50 pts.

IV-1. SAE Program: *(Demonstrates in explanation that they are actively pursuing a quality SAE program)*

### Section V. Future Plans - 20 pts.

V-1. One Year Plan: *(Demonstrates in explanation that serving as a State FFA Officer will be a HIGH priority)*

### Section VI. Recommendations - Disqualified if Missing

VI-1. Chapter Officer, Chapter Advisor, School Administrator Recommendation:  
*Chapter President/Vice President Signature Missing - Disqualification  
Chapter Advisor Signature Missing - Disqualification  
School Administrator Signature Missing - Disqualification*

### Section VII. Utah FFA Association State Officer Commitment Form - Disqualified if Missing

*Form Not Signed by Candidate - Disqualification  
Form Not Signed by Parent - Disqualification*

### VIII. State FFA Officer Candidate Essay Question - 20 pts.

*Include in scoring:  
Followed instructions (did not exceed max words, signed application)  
Clarity of Thought  
Spelling  
Grammar*