## **National FFA Agricultural Issues Forum Career Development Event**

A Special Project of the National FFA Foundation

#### Important Note

Please thoroughly read the Introduction Section at the beginning of this handbook for complete rules and procedures that are relevant to all National FFA Career Development Events.

#### I. Objectives

- A. Investigate a variety of local, state, national and international issues facing agriculture through classroom instruction.
- B. Engage students in the selection, research, planning and presentation of a local, state, national or international agricultural issue with relevance to the local community.
- C. Demonstrate through the portfolio, presentation and questioning an understanding of the principles and fundamentals of agricultural issue analysis.
- D. Connect agriculture students with professionals in the industry as they research and present their forum.
- E. Increase the awareness of an agricultural issue at the local, state or national level through presentations of the forum.
- F. Apply teamwork, leadership and communication skills for career success.

## II. Agriculture, Food and Natural Resources (AFNR) Career Cluster Content Standards

With the recommendation of the National FFA Board of Directors, all national FFA programs have incorporated these standards to guide the direction and content of program materials and activities. Refer to Appendix A in this chapter of the handbook for a complete list of the measurable activities that participants will carry out in this event. For details about the incorporation of AFNR standards, refer to the Introduction chapter of the CDE handbook.

#### III. Event Rules

- A. 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 olation examples which could result in disqualification.
- B. A minimum of three and a maximum of seven students who are actively participating, orally presenting and available to answer the judges' questions. To be eligible for scholarships and awards, each student must take an active role in the presentation. This includes active participation in the presentation and making themselves available for questions from the judges in all rounds of competition. Only the certified team members can take an active role in the presentation of materials and use of technology during the presentation.
- C. Presentations may include official FFA dress, costumes, props, skits and other creative paraphernalia.
- D. If there is not a state qualifying event, the date on which the state appoints the team to be the representative to the National FFA Agricultural Issues Forum will be considered as the state qualifying date. This must be substantiated by the state FFA advisor or other authorized individual from the state FFA association.

- E. 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
- F. Seeding of teams in the preliminary rounds will be determined based on portfolio scores.

#### IV. Event Format

- A. EQUIPMENT PROVIDED: two easels and a front projection screen. Other equipment is allowed, but the presenting team must provide it.
- B. Each team will conduct a presentation on the issue developed and presented at the local lev-
- C. The agricultural issue could come from one of the following eight agricultural issue topic areas as listed in the Focusing on Agricultural Issues Instructional Materials ( http://web.ics.purdue.edu/~peters/HTML/issue-analysis/teaching-materials.html):
  - 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 Issues
- D. The same agricultural issue topic will not be used in subsequent years by the same chapter and/or advisor.
- E. Research on the topic must be current, and students must be involved in all the research of the topic and development of the portfolio.
- F. The portfolio should include items described in H1-H5 and will be limited to ten singlesided pages or five double-sided pages maximum, not including cover page. Portfolios are to be printed on standard bond 8 1/2" x 11" paper, stapled in upper left hand corner or with spiral binding. Portfolios should not be sent in notebooks, page protectors or report covers.
- G. A maximum of ten points will be deducted for exceeding the maximum amount of pages and/or for not including the cover page containing required information.
- H. Ten copies of the portfolio must be sent to the Career Development Event Program Manager at the National FFA Center postmarked by August 15 prior to the national FFA convention at which the issue is to be presented. Please send to CDE Program Manager, 6060 FFA Drive, PO Box 68960, Indianapolis, IN 46268. A penalty of 10% (2.5 points) will be assessed for documents postmarked after the postmark deadline. If document is not received within seven days after postmark deadline, the team may be subject to disqualification. States qualifying after the August 15 deadline will have ten days from state qualifying event date to submit their portfolio.
  - 1. Required information on the cover to avoid score deductions:
    - a. Title of the issue stated as a question.
    - b. Date of the state qualifying event.
    - c. Name, address, state and phone number of the chapter.
  - 2. A maximum of two pages of the portfolio will include a summary of the issue. The purposes of the summary are to provide an overview of the issue and to demonstrate understanding of the principles and fundamentals of agricultural issue analysis. The summary needs to include the course(s) in which instruction occurred and the number of students involved in the instruction on agricultural issues. (See Objective 1.)

The summary may also include, but is not limited to, responses to the following questions:

- a. Why is this issue important now?
- b. What is the nature of the issue?
- c. Who is involved in the issue?
- d. How can the issue be defined?
- e. What is the historical background of the issue?
- f. What caused the issue?
- g. What are the risks?
- h. What are the benefits?

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

- 3. A bibliography of all resources and references cited which should include personal interviews, when appropriate, and any other supporting material.
- 4. In order for a forum 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. 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.
- 5. A chapter must have a minimum of five high quality public forums prior to their state qualifying event in order to receive the maximum of 15 points. In most cases, the date of the state competition is the date of the qualifying event. Forum presentations given after the state qualifying event are encouraged, but will not count toward the portfolio score.
  - a. Multiple organizations attending the same forum will count as one forum.
  - b. 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 students or presentations to teachers. In addition, no points will 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. 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.
  - d. Examples of low quality forums would be dropping in at a local business and giving a 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.

- Time Limits: 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. Seven minutes for questions and answers will be allotted in both the preliminary and semifinal rounds. Ten minutes for questions and answers will be allotted in the final round. Questions and answers will terminate at the end of allotted time. Three (3) minutes will be allowed for take-down.
- J. The presentations will be designed to be viewed by the judges. The audience at-large will not be of concern to the presenters.
- K. The judges may ask questions of all individuals of the presenting team. Each individual is encouraged to respond to at least one question from the judges.

#### V. Scoring

- A. Portfolio: ten single-sided pages or five double-sided pages maximum (Three parts, 25 points total)
  - 1. Summary of the issue, two pages maximum (5 points).
  - 2. Bibliography (5 points).
  - 3. Documentation of local forums (15 points).
    - a. All forums, require independent verification of when, where and to whom forums were presented, and independent verification of presentation times if more than one forum is held on the same day.
  - 4. Maximum of ten points will be deducted for exceeding the maximum number of pages and/or not including cover page containing required information.
  - 5. 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.
  - 6. Proper grammar, correct spelling and proper editing of text are important. The most current edition of The American Psychological Association (APA) style guide should be used for all research citations. Adherence to these editorial guidelines is expected to receive maximum points for the portfolio score.

#### B. Team Presentation

- 1. Introduction, Pro, Con and Summary of Pro and Con (20 points each, 80 points total)
- 2. Questions (25 points) Appropriate response and knowledge of the issue will be uated from team members' responses.
- 3. Effectiveness of Presentation (20 points)
  - a. participation of each team member.
  - b. creative in how main points are made. (It makes no difference, for the "creativity" score, if team is in costume or official FFA dress.)
  - c. quality and power of the presentations.
  - d. speaks at the right pace to be clear.
  - e. pronunciation of words is clear and intent apparent.
  - no distracting mannerisms that affect effectiveness.
  - gestures are purposeful and effective.
  - well poised with good stage presence.
- 4. There will be a five point deduction from the scorecard of any team that draws a conclusion supporting a pro or con viewpoint during the formal presentation. During the question period, students may draw a conclusion supporting a pro or con viewpoint if asked to do so by a judge.
- 5. Presentation comment cards will be completed by presentation judges and presented to the teams at the awards function.

C. Judges' ranking will be used to place teams. Teams 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 team then shall be added, and the winner will be that team whose total ranking is the lowest. (Low rank method of selection where a rank of "1" is assigned to the highest place team, "2" to the second place team, etc.)

#### VI. Tiebreakers

Ties will be broken based on the greatest number of low ranks. Teams' 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 greatest number of low ranks 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.

#### VII. Awards

Awards will be presented to individuals and/or teams based upon their rankings at the awards ceremony. Awards are sponsored by a cooperating industry sponsor(s) as a special project, and/ or by the general fund of the National FFA Foundation.

#### VIII. References

This list of references is not intended to be all-inclusive. Other sources may be utilized, and teachers are encouraged to make use of the very best instructional materials available. The following list contains references that may prove helpful during event preparation.

National FFA Core Catalog—Past CDE Material (http://shop.ffa.org/cde-gas-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 located at: http:// web.ics.purdue.edu/~peters/

"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

#### Agricultural Issues Forum CDE Portfolio Scorecard

Chapter Name:	
State:	

The portfolio should include items described in sections H1-H5 of the event format guidelines and is limited to ten single-sided pages or five double-sided pages maximum.

Ten copies of the portfolio must be sent to the Career Development Event Program Manager at the National FFA Center postmarked by August 15 prior to the National FFA Convention at which the issue is to be presented.

	Possible Points	15-11	10-6	5-1	Tota Scor	
Summary of the issue (2 pages maximum)	5					
Bibliography	5					
Documentation of local forums	15					
				Subtotal:		
Deductions						
• Late submission to National FFA -2.5 points				(	)	
<ul> <li>For exceeding maximum number of pages</li> <li>Cover page not stating Title in form of a question, Date of state qualifying event, Chapter Name, Address, State and Phone Number</li> </ul>			(	)		
Total Points						

Judge's Signature:	

# Agricultural Issues Forum CDE Team Presentation Scorecard

Chapter Name:				
State:				
Circle One:	Preliminaries	Semifinals	Finals	

Circle Offe: Prei	iiiiiiaries	SCI	IIIIIIais	ľ	mais		
	Possible Points	25-21	20-15	14-10	9-5	4-0	Total Score
<ul><li>Introduction</li><li>Statement of the issue</li><li>Why issue is important</li></ul>	20						
<ul> <li>Pro view point</li> <li>Identification of positive points</li> <li>Points addressed are relevant</li> </ul>	20						
<ul> <li>Con view point</li> <li>Identification of negative points</li> <li>Points addressed are relevant</li> </ul>	20						
Summary of pro/con view points	20						
Effectiveness of presentation  • Participation, creativity, quality and power, clear with right pace and word pronunciation, no distractions, appropriate gestures, poised	25						
<ul><li>Questions</li><li>Appropriate response</li><li>Knowledge of issue</li></ul>	20						
Subtotal							
Portfolio Score							
Deduction for presenting a conclusion during the 15 minute presentation (-5 points)						( )	
Total							

Judge's Signature:	
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Judge S Signature.	

### APPENDIX A: AFNR Career Cluster Content Standards

F	Performance Measurement Levels	Activity	Related Academic Standards
	Performance Indicator: Action: Exhibit the achieve a desired result.	skills and competencies	Social Studies: 4d and 4h
	CS.01.01.01.c. Work independently and in group settings to accomplish a task.	Presentation	
l	CS.01.01.04.b. Use appropriate and reliable resources to complete an action or proect.	Portfolio	
t	CS.01.01.06.b. Assign project parts equiably amongst team members to achieve a given task.	Presentation	
	Performance Indicator: Relationships: Buil coaching, understanding and appreciating o		Language Arts: 12 Social Studies: 4h
t	CS.01.02.02.c. Engage others in conversations to respond to an obstacle when completing a task.	Portfolio	
	Performance Indicator: Character: Conductivities based on virtues.	t professional and	Social Studies: 4c and 4f
	CS.01.04.03.b. Assess the alternative outcome of specific actions.	Portfolio	
CS.01.05. I	Language Arts: 1 Social Studies: 1e, 4e, 10b, 10j		
t	CS.01.05.01.c. Articulate current issues that are important to the local, state, national and global communities.	Presentation; Portfolio	
CS.01.06.	Performance Indicator: Continuous Improvation opportunities related to professional and pro	vement: Pursue learning	Science: A4 Language Arts: 8 Social Studies: 4h
e	CS.01.06.03.c. Use problem solving strategies to solve a professional or personal issue.	Presentation	
	Performance Indicator: Social Growth: Intent of the Indicator of the Adverse and the Indicator of the Indica		Language Arts: 12 Social Studies: 1e
(	CS.02.02.02.c. Present oneself appropri- ntely in various settings.	Presentation; Portfolio	

CS.02.04. Performance Indicator: Mental Growth: D application of reasoning, thinking and coping skills.	Math: 6C Science: A4 Language Arts: 4 and 8	
CS.02.04.02.b. Analyze problems that were solved well and problems that were not solved well.	Presentation	
CS.03.01. Performance Indicator: Communication: I and verbal skills.	Demonstrate oral, written	Language Arts: 4, 5 and 12
CS.03.01.01.c. Demonstrate technical and business writing skills to communicate effectively with co-workers and supervisors.	Portfolio	
CS.03.02. Performance Indicator: Decision Making execute an appropriate course of action.		Science: A1, A5 Social Studies: 1c, 4h
CS.03.02.02.c. Use problem-solving skills	Presentation; Portfolio	

#### Appendix B: Related Academic Standards

National academic standards for mathematics, science, English language arts and social studies related to this event are reported below. The statements are based on information in reports of the respective associations/organizations in the academic areas. Some adjustment of numbering was done to facilitate the process of alignment with the standards that have been developed in the pathways of the Agriculture, Food and Natural Resources (AFNR) Career Cluster.

The approach was to determine the presence of alignment between the content standards, expectations or thematic strands of the four academic areas and the performance indicators of the AFNR Standards. Supporting statements have been included to clarify content of the respective content standards, expectations or thematic strands. The statements were initially developed independently by the respective organizations and, therefore, are not parallel in wording and presentation. Occasionally minor editing was done to adjust the background or stem of a statement but not the statement itself.

#### **Mathematics**

6. Standard and Expectations: Problem Solving

6C. Apply and adapt a variety of appropriate strategies to solve problems.

#### Science

- A. Content Standard: Science as an Inquiry
  - A1. Identify questions and concepts that guide scientific investigation.
  - A4. Formulate and revise scientific explanations and models using logic and evidence.
  - A5. Recognize and analyze alternative explanations and models.

#### **English Language Arts**

- 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- 4. Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- 8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- 12. Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).

#### **Social Studies**

- 1. Thematic Strand: Culture
  - 1c. apply an understanding of culture and an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values and behavior
  - 1e. demonstrate the value of cultural diversity, as well as cohesion, within and across groups;

- 4. Thematic Strand: Individual Development and Identity
  - 4c. describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status and other group and cultural influences contribute to the development of a sense of self; 4d. apply concepts, methods and theories about the study of human growth and development, such as physical endowment, learning, motivation, behavior, perception and personality;
  - 4e. examine the interactions of ethnic, national or cultural influences in specific situations or events:
  - 4f. analyze the role of perceptions, attitudes, values and beliefs in the development of personal identity;
  - 4h. work independently and cooperatively within groups and institutions to accomplish goals:
- 10. Thematic Strand: Civic Ideals and Practices
  - 10b. identify, analyze, interpret and evaluate sources and examples of citizens' rights and responsibilities;
  - 10j. participate in activities to strengthen the "common good," based upon careful evaluation of possible options for citizen action.