Agricultural Issues Forum

Purpose

The purpose of the Agricultural Issues Forum is to provide students an opportunity to explore local, state, national, and international agriculture issues and create an unbiased presentation to a public audience. The ability to understand and communicate clearly with the public about agriculture is important to the career success of students and to the agriculture industry.

Objectives

The objectives of the Agricultural Issues Forum are to:

I. Expose a wide variety of students to the selection, research, planning, and presentation of an agricultural issue.

II. Acquire knowledge and skills in community leadership for present and future use.

III. Become knowledgeable of and familiar with a variety of local, state, national, and international issues facing agriculture.

IV. Understand the principles and fundamentals of agricultural issue analysis.

V. Further the awareness of agricultural issues in the local community.

VI. Promote integration of agricultural issue analysis in local school academic subject matter areas.

VII. Promote career choices by providing students an opportunity to become acquainted with professionals in the industry.

VIII. Foster teamwork, leadership, and communication skills.

Crosswalk with Show-Me Standards

	Objectives – Students participating in the Career Development Event should be able to:	Show-Me Standards	
		Knowledge Standards (Content Areas)	**Performance Standards (Goals)**
1.	Expose a wide variety of students to the selection, research, planning, and presentation of an agricultural issue.	CA.1,3,4,5,6 FA.1,4 MA.3,4 SC.4,7,8 SS.2,3,4,5,6,7	1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10 2.1, 2.2, 2.3, 2.4, 2.5, 2.7 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8
2.	Acquire knowledge and skills in community leadership for present and future use.		
3.	Become knowledgeable of and familiar with a variety of local, state, national, and international issues facing agriculture.		
4.	Understand the principles and fundamentals of agricultural issue analysis.		
5.	Further the awareness of agricultural issues in the local community.		
6	Promote integration of agricultural issue analysis in local school academic subject matter areas.		
7.	Promote career choices by providing students an opportunity to become acquainted with professionals in the industry.		
8.	Foster teamwork, leadership, and communication skills.		

Corresponding Secondary Agriculture Curriculum	
Course and/or Curriculum:	**Unit(s):**
Agriculture Science 1	Unit G.7: Introduction to Beef Production Unit H.7: Introduction to Swine Production Unit J.6: Introduction to Dairy Production
Advanced Crop Science	Unit A: Overview
Advanced Livestock Production and Management	Unit A: Issues in Animal Agriculture
Biotechnology: Applications in Agriculture	Unit B: Issues in Biotechnology
Exploring Agriculture	Unit E.6: Natural Resources and Conservation

Event Format

The Agricultural Issues Forum shall consist of the following two (2) components:

1. Team Presentation –

A. A team may consist of three (3) to seven (7) members.

B. Each team will conduct a presentation on the issue developed and presented at the local level.

C. The issues will come from one of the following eight (8) agricultural issue topic areas as listed in the Focusing on Agricultural Issues instructional materials:

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

D. Each team will have a total of 30 minutes to compete, broken down as follows:

1. Five (5) minutes allowed for set up.
2. Fifteen (15) minutes for presentation. Contestants will receive a signal at ten (10) minutes and fourteen (14) minutes.
3. Seven (7) minutes for judges questions and answers. Questions and answers will terminate at the end of the seven (7) minutes.
4. Three (3) minutes will be allowed for take down.

ALL time limits will be strictly enforced.

E. The judges may ask questions of all individuals of the team. Each individual is encouraged to and must make themselves available to respond to at least one question from the judges.

2. Team Portfolio –

A. The Portfolio shall serve as a record of the public forums presented by the team prior to competition. To be eligible to earn maximum points, a team must have made a minimum of five (5) high-quality public forums prior to the state contest.

B. The Portfolio should include items described below and will be limited to ten (10) pages single sided or five (5) pages double sided maximum, not including the C**over Page** or the **Statement of Original Work**. **Each team should submit ten (10) copies of their Portfolio that are stapled in the top, right-hand corner; no covers or binders will be accepted.** A maximum of 100 points will be deducted for exceeding the maximum number of pages and/or not including the cover page containing required information. Ten (10) hard copies of the portfolio must be received by the state office, addressed to the State FFA Executive Secretary, the Friday prior to the State FFA Convention. If the portfolio is not received by the designated time, portfolio points will be forfeited.

i. **Cover Page** – The cover page will include the title of the issue, the date of the state qualifying event, name, address, and phone number of the chapter, and list of team members.

ii. **Statement of Original Work** – The research, presentation, and portfolio must be derived from the original work of the contestants. Plagiarism is grounds for disqualification.

ii. **Issue Summary -** A maximum of two pages of the portfolio will include a summary of the issue, answering the questions that are most relevant to your topic:

- List course(s) in which instruction occurred including the number of students involved in the instruction of the issue.
- Why is the issue important now?
- What is the nature of the issue?
- Who is involved in the issue?
- How can the issue be defined?
- What is the historical background of the issue?
- What caused the issue?
- What are the risks?
- What are the benefits?
- Is there strong disagreement on the issue?

iii. **Bibliography** – A bibliography of all resources and references cited which may include personal interviews and any other supporting material.

iv. **Documentation of Local Forums** – Proof of local forums including when (date and time), where, and to whom the forums were presented must be provided and indicate how many community members were in attendance at each of the forums. This proof may be in the form of letters from organizations, news articles, and/or photos showing attendance at forums.

- 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 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.

Event Scoring

Event	Points Possible
Team Presentation	1250
Portfolio	250
TOTAL	**1500**

1. Each component/event of the Agricultural Issues Forum CDE will be scored using the appropriate Agricultural Issues Forum Score Sheet (see Forms).

2. There will be a 50-point deduction from the scorecard of any team that draws a conclusion "in favor" or "against" a viewpoint during the formal presentation.

3. A maximum of 100 points will be deducted for exceeding the maximum number of pages and/or not including the cover page containing the required information in the Portfolio.

4. Judges' rankings will be use to place teams.

5. Teams shall be ranked in numerical order on the basis of the final score determined by each judges without consultation. The judges' ranking of each team shall then 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).

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.

7. Tiebreaker will be based on the highest Portfolio score. If a tie still exists, then team's total questions score will determine the winner.

Event Rules and Regulations

1. The following equipment will be provided by the CDE superintendent: two (2) easels and a front projection screen. Other equipment is allowed, but the presenting team must provide it.

2. The same agricultural issue presentation and portfolio will not be used in subsequent years by the same chapter and/or FFA Advisor.

3. Research on the topic must be current and students must be involved in all the research of the topic and development of the portfolio.

4. 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.

5. Each student must take an active role in the presentation and must make themselves available for questions from the judges.

6. Presentations may include FFA Official dress, costumes, props, skits, multimedia, and other creative paraphernalia.

7. A minimum of three (3) competent and unbiased judges will be provided. They will be instructed to not take sides on the issue(s). Professors and industry professionals are recommended. The CDE superintendent will adequately prepare judges before the event.

References

This list of references is not intended to be inclusive. Other resources may be utilized and teachers are encouraged to make use of the very best instructional materials available.

Focusing on Agricultural Issues Instructional Materials, http://web.ics.purdue.edu/~peters/ .

"Helpful hints to give your students the best opportunity to do well in the Agricultural Issues Forum CDE at the State and National FFA Conventions", www.ffa.org/documents/cde_agissues_resources.pdf

"Power of Demonstration" DVD, www.ffa.org .

Forms

Agricultural Issues Forum Score Sheets A and B.

Ag Issues Forum
Score Sheet A

Team Presentation Scorecard

Chapter Name: _____ Chapter #: _____

	POINTS POSSIBLE	SCORE
Introduction: - Statement of the issue and its importance	**100**	
"In Favor" View Point	**200**	
"Against" View Point	**200**	
Summary of Pro and Con	**200**	
Overall Presentation	**200**	
Response to Questions	**350**	
Presentation Sub Total:	**1250**	
Portfolio Score	**250**	
Total Score:	**1500**	
Deduction for Presenting a Conclusion	**(-50)**	
Grand Total Score:	**1500**	

Ag Issues Forum
Score Sheet B

Portfolio Scorecard

Chapter Name: _____ Chapter #: _____

	POINTS POSSIBLE	SCORE
Summary of the Issue: - Maximum of 2 pages - Answers questions relevant to topic (*see below)	50	
Bibliography and Grammar: - APA Style Citation - Proper grammar, spelling, and typing	50	
Documentation of Local Forums: - At least 5 high-quality public forums (** see below) - Date, time, location, audience identified	150	
Portfolio Sub Total:	**250**	
Deductions: - Exceeding Length(over 10 single pages or 5 front/back) - Incomplete/Missing Cover Page - Missing Statement of Original Work	(-100)	
Total Score:	**250**	

* **Issue Summary** – Relevant Questions

- List of course(s) in which instruction occurred including the number of students.
- Why is the issue important now?
- What is the nature of the issue?
- Who is involved in the issue?
- How can the issue be defined?
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- What caused the issue?
- What are the risks?
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