



Prepared Public Speaking

Created: 01/2024 by the National FFA Organization

This lesson exposes students to the prepared public speaking LDE and introduces them to researching and writing their own informative speech.

Student Learning Objectives:

After completing these activities, students will ...

- 1. Research and prepare an informative speech.
- 2. Critique a speech through the peer-editing process.
- 3. Deliver a six- to eight-minute speech.

Suggested Grade Level:

Grades 9 and 10 (This lesson is written so instructors can scale up or down based on class needs.)

Suggested Time: 120 minutes (*Time requirements may vary based upon student understanding and class schedule.)

Resources/References:

- 1. Website: Prepared Public Speaking, [FFA.org/participate/prepared-public-speaking/](https://ffa.org/participate/prepared-public-speaking/)

Equipment and Supplies Needed:

- 1. A copy of the “Prepared Public Speaking” worksheet for each student
- 2. Internet access and projector to project the slides for students
Slides: <https://ffa.box.com/s/ro66g19p7it9902bu3l0z02smf4vwtov>
- 3. A copy of the “Prepared Public Speaking Presentation and Questions Rubric” for each student/partner set/group
Rubric ([Word](#), [PDF](#), [Google](#))
- 4. A copy of the “Generic Retiring Address and Keynote Worksheet” for each student

Vocabulary:

- 1. Introduction
- 2. Body
- 3. Conclusion
- 4. Prepared Public Speaking
- 5. Peer Edit

Cross-Curricular Connections:

English/Language Arts	Technology
Research an agricultural topic and write a speech. Peer edit a speech. Deliver a six- to eight-minute speech.	Use technology for research. Use technology to type their speech.

Virtual Instruction Ideas:

This lesson can be taught virtually. All student handouts can be sent or posted electronically. All links can be posted onto the preferred learning management system.

Student Activity Sheets:

Direct access to student activity sheets without lesson plan or answer key for easy upload to a learning management system or printing for classwork.

<https://ffa.box.com/s/5trkh7dhf45ousxww65khjlqi5msh9ml> (Word)

<https://ffa.box.com/s/z4iijhg5dsk5qlklnmmpesi7ujhm2w42> (PDF)

https://docs.google.com/document/d/1kmSMRmsHeRkS96InfynJuMWhHZVdSJTlHfbuIDm_TQU/copy (Google)

These Activities Are Aligned to the Following Standards:

FFA Precept

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-B.Relationship: Build relationships, work as a team player and appreciate the talents of others.
- FFA.PL-E.Awareness: Understand personal vision, mission and goals.
- FFA.PL-F.Continuous Improvement: Accept responsibility for learning and personal growth.
- FFA.PG-H.Social Growth: Successfully interact with others and adapt to various social situations.
- FFA.PG-I.Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career success.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.
- FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.
- FFA.CS-O.Flexibility/Adaptability: Be flexible in various situations and adapt to change.

AFNR Cluster Skills

- CS.01. Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.

Common Core – Reading: Informational Text

- CCSS.ELA-LITERACY.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Common Core – Writing

- CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS.ELA-LITERACY.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- CCSS.ELA-LITERACY.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CCSS.ELA-LITERACY.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- CCSS.ELA-LITERACY.W.9-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Common Core – Speaking and Listening

- CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- CCSS.ELA-LITERACY.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Common Core – Language

- CCSS.ELA-LITERACY.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

AFNR Career Ready Practices

- CRP.02. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- CRP.06. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization.
- CRP.07. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies.
- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.
- CRP.11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Information Literacy
- Information, Communications, and Technology Literacy
- Initiative and Self-direction
- Leadership and Responsibility
- Media Literacy
- Productivity and Accountability
- Think Creatively

Lesson Plan:

1. **Bell Ringer:** Based on what you learned in Lessons 2 and 3, what are TWO differences between giving a demonstration and giving a speech?
2. **Introduction:** Before class, look through the FFA Video Center to find a retiring address or keynote speech from a previous National FFA Convention. Show the video and have your students complete the “Generic Retiring Address and Keynote Worksheet.”
 - o Video Center:
FFA.org/ffa-video-center/convention-keynotes-and-retiring-addresses/
 - o Generic Retiring Address and Keynote Worksheet (WORD):
<https://FFA.box.com/s/e6sohcbundso3te9mrm9a6sd1euizw7t>
 - o Generic Retiring Address and Keynote Worksheet (PDF):
<https://FFA.box.com/s/bpv0sz1kb4xlpn3nsgqcqpi0hscthmug>

Now that you have had a chance to analyze a prepared speech, we are going to dive deeper into learning about prepared public speaking, how to write a speech, how to present your speech successfully and how the FFA Prepared Public Speaking LDE is conducted.

3. **Activity:** Each student needs a copy of the worksheet “Prepared Public Speaking.”
 - a. **Part 1:** Students will complete the graphic organizer. Content for the graphic organizer will be on slides. Use [these slides](#) to teach the content.
Content covered:
 - The FFA Prepared Public Speaking LDE
 - Description of the contest
 - Details of the contest
 - Getting Started With Writing A Speech
 - Determining the purpose and the audience of the speech
 - These slides relate the purpose and audience back to the prepared public speaking LDE.
 - Writing the Speech
 - Types of speeches
 - Three main parts of a speech
 - Tips for writing a speech
 - Researching the Speech
 - Tips for researching
 - Great sources to start
 - Presenting the Speech
 - Practice ideas
 - Posture and gestures
 - Eye contact and voice
 - Personality
 - b. **Part 2:** Students will select a topic (either from a list that is provided or a topic that is approved) and write a prepared speech. An outline is provided to help them plan out their speech, but it is recommended that speeches be written on clean and neat paper or typed. This part may take additional time.
 - c. **Part 3:** Once the speeches are completed, students will pair with another student to trade and peer edit each other’s speeches. A guide for peer editing is provided. After peer editing, the speeches are returned, and students can revise their own speeches.
4. **Follow-up:** Have students present their speeches to the class. This can be done in whichever manner works best for your class: students presenting to the entire class, breaking students up into groups to present to their group, spread out student presentations over two to three days, etc. Give each student a rubric from the prepared public speaking LDE to score the other students. Compile the scores to determine the top three speakers in your class and reward them with extra credit or a fun prize.
5. **Exit Ticket:** What was the most challenging part of participating in prepared public speaking? Why was this the most challenging part?

Name: _____

Prepared Public Speaking

Aligned to the following standards:
FFA.PL-A; FFA.PL-B; FFA.PL-E; FFA.PL-F; FFA.PG-H; FFA.PG-I; FFA.CS-M; FFA.CS-N; FFA.CS-O; CS.01; CCSS.RI.9-10.1; CCSS.RI.9-10.7; CCSS.W.9-10.2; CCSS.W.9-10.3; CCSS.W.9-10.4; CCSS.W.9-10.5; CCSS.W.9-10.6; CCSS.W.9-10.7; CCSS.W.9-10.8; CCSS.W.9-10.9; CCSS.SL.9-10.1; CCSS.SL.9-10.4; CCSS.SL.9-10.6; CCSS.L.9-10.6; CRP.02; CRP.04; CRP.06; CRP.07; CRP.08; CRP.11

Part 1

Directions:

Complete the questions below as you review the prepared public speaking slides.

- What FFA competition challenges students to research an agricultural topic, write a speech and present that speech to a panel of judges?
 - Extemporaneous Public Speaking
 - Prepared Public Speaking
 - Creed Speaking
 - FFA Demonstrations
- How long must the speech be for this FFA leadership development event?
- In addition to presenting a speech, what else will you need to be prepared for when competing in this FFA leadership development event?
- What two things must you determine when starting to write a speech?
- Why is determining your purpose and your audience important to be successful when giving a speech of any kind?
- What is one tip to reach your audience that stood out to you the most?
- Color in the type of speech typically used in the FFA Prepared Public Speaking LDE.

Persuasive	Entertaining	Motivational	Informative	Demonstrative	Impromptu
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- Write a characteristic for each of the three main parts of a speech:
 - Introduction
 - Body
 - Conclusion

Name: _____

9. What is one tip on writing your speech that stood out to you the most?

10. Why is this tip important?

11. One tip on researching is not to plagiarize or fabricate information. Why would doing either of these be such a bad thing?

12. What is the importance of using credible sources when researching information?

13. Which practice method would be your preferred method? Why?

14. What are two of your favorite characteristics of a speaker when you are listening to someone else give a speech? (This can be from the slides or from your own experiences.)

Part 2

You will choose a topic within the agriculture industry to write an informative speech on. (Your teacher has a list of topic examples, but you are encouraged to pick a topic that is most interesting to you.) Using the outline provided, you will write a six- to eight-minute informative speech.

Introduction:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Name: _____

Body:

Main Point 1 (briefly explain): _____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Main Point 2 (briefly explain): _____

[illegible]

Main Point 3 (briefly explain): _____

Summarize the speech: _____

Reiterate why the audience should care: _____

Name: _____

Tie it all together/Closing thoughts: _____

Major Sources to Cite:

Publication	Author	Date	What It Says	Location

Name: _____

Prepared Public Speaking Topic Examples

- Choose a species and breed of animal from animal science (dog, cattle, horse, goat, lamb, hog, etc.) and write an informative speech about the breed.
- The differences between organic and conventional agriculture
- Native flowers for your area
- Safety in the agricultural mechanics shop
- Agriculture marketing methods
- Meat alternatives
- Crop production (pick a crop) and its history
- Honeybees
- Women in agriculture
- The NFA and FFA merger
- The importance of all farmers, from hobby farmers to conventional farmers
- Agriculture in space
- Agricultural literacy
- Food labels
- Welding methods
- Global hunger
- Animal rights versus animal welfare
- Mental health in agriculture
- Self-driving tractors
- Artificial intelligence in agriculture
- Emerging technologies in agriculture
- Agricultural policies/the farm bill
- Conservation of land and water
- Food insecurity
- Food safety concerns
- Agriculture teacher shortage
- Student involvement in FFA versus other extracurriculars
- Navigating special needs in agriculture
- Diversity in agriculture
- Grass-fed beef versus grain-fed beef
- Getting the next generation involved in agriculture
- Fear-free veterinary practices
- Urban agriculture
- Pollinator gardens
- Farmland preservation
- Community gardens
- Soilless growing structures

Name: _____

Part 3

Directions:

Now that you have written your speech, you will trade with another student in the class and peer edit each other's speeches. As you read through your classmate's speech, use the checklist below to help you edit their speech. When edits are complete, trade back and make any changes to your own speech that are needed after being peer edited.

Author's Name: _____

Peer's Name: _____

Punctuation

- Periods
- Commas
- Exclamation points
- Question marks

Capitalization

- Beginning of sentences
- Proper nouns

Grammar

- Sentences are complete.
- Sentences make sense.
- No run-on sentences
- Consistent verb tense

Spelling

- Checked unknown words
- Checked plurals

Clarity

- Writing makes sense.
- Writing has clear ideas.
- Writing is focused.

Structure

- Clear introduction
- Clear body with two or three main points
- Clear conclusion

Style

- Do sentences sound the same?
- Does the speech drone on?
- Is the content vague?

Works Cited

- References are cited.

Peer Edit Notes:

Name: _____

Presentation and Questions Rubric

800 POINTS

Name _____ Member Number _____

Chapter _____ State _____

Indicators	Very strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Score
Oral Communication and Non-Verbal Communication						
Supporting evidence	Examples (stories, statistics, etc.) are vivid, precise and clearly explained.	Examples are usually concrete but sometimes need clarification.	Examples are sometimes confusing, leaving the listeners with questions.		x 15	
Persuasive use of evidence	Exemplary use of evidence to persuade listeners.	Sufficient use of evidence to persuade listeners.	Has difficulty using evidence to persuade listeners		x 15	
Pace	Speaks very articulately at rate that engages audience.	Speaks articulately but occasionally speaks too fast or has long unnecessary hesitations.	Speaks too slow or too fast to engage audience.		x 15	
Command of audience	Speaker uses appropriate emphasis and tone to captivate audience.	Speaker presents speech as mere repeating of facts and speech comes across as a report.	Speaker lacks enthusiasm and power to engage audience.		x 20	
Eye contact	Constantly looks at the entire audience (90 to 100% of the time)	Mostly looks around the audience (60 to 80% of the time)	Occasionally looks at someone or some groups (less than 50 % of the time)		x 10	
Mannerisms and gestures	No nervous habits are displayed. Hand motions are expressive and used to emphasize talking points.	Sometimes exhibits nervous habits; Hands are sometimes used to express or emphasize points.	Displays some nervous habits; Hands are not used to emphasize talking points; hand motions are sometimes distracting.		x 10	
Poise	Portrays confidence and composure through appropriate body language (stance, posture, facial expressions)	Maintains control most of the time; rarely loses composure	Lacks confidence and composure		x 15	
Response to Questions						
Response to questions	Responds with organized thoughts and concise answers	Answers effectively but has to stop and think and sometimes gets off focus	Rambles or responds before thinking		x 20	
Knowledge of topic	Answers show a thorough knowledge of the subject and support answers with strong evidence.	Answers show some knowledge of the subject but lack strong evidence.	Answers show little knowledge of the subject and lacks evidence.		x 40	
TOTAL POINTS EARNED OUT OF 800 POSSIBLE						

Name: _____

KEY: Prepared Public Speaking

Part 1

Directions:

Complete the questions below as you review the prepared public speaking slides.

1. What FFA competition challenges students to research an agricultural topic, write a speech and present that speech to a panel of judges?
 - a. Extemporaneous Public Speaking
 - b. Prepared Public Speaking
 - c. Creed Speaking
 - d. FFA Demonstrations
2. How long must the speech be for this FFA leadership development event?
Six to eight minutes long
3. In addition to presenting a speech, what else will you need to be prepared for when competing in this FFA leadership development event?
Questions from the judges
4. What two things must you determine when getting started on writing a speech?
Purpose and audience
5. Why is determining your purpose and your audience important to be successful when giving a speech of any kind?
Answers will vary.
6. What is one tip to reach your audience that stood out to you the most?
Answers will vary.
7. Color in the type of speech is typically used in the FFA Prepared Public Speaking LDE.

Persuasive	Entertaining	Motivational	Informative	Demonstrative	Impromptu
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8. Write a characteristic for each of the three main parts of a speech:
 - Introduction
Answers will vary.
 - Body
Answers will vary.
 - Conclusion
Answers will vary.

Name: _____

9. What is one tip on writing your speech that stood out to you the most?

Answers will vary.

10. Why is this tip important?

Answers will vary.

11. One tip on researching is not to plagiarize or fabricate information. Why would doing either of these be such a bad thing?

Answers will vary.

12. What is the importance of using credible sources when researching information?

Answers will vary.

13. Which practice method would be your preferred method? Why?

Answers will vary.

14. What are two of your favorite characteristics of a speaker when you are listening to someone else give a speech? (This can be from the slides or from your own experiences.)

Answers will vary.