



SKILL DEMONSTRATION EVENT

Impromptu Speaking

Impromptu Speaking, an individual event, recognizes participants for their ability to address a topic relating to FCCLA and Family and Consumer Sciences without prior preparation. The ability to express one's thoughts in an impromptu situation while maintaining poise, self-confidence, logical organization of point, and conversational speaking are important assets in family, career and community situations.

CAREER CLUSTER/CAREER PATHWAYS

- Arts, Audio/Video Technology & Communications
- Human Services

Connection to National Standards for Family and Consumer Sciences

-
- 1.0 Career, Community, and Family Connections
 - 13.0 Interpersonal Relationships
-

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

ELIGIBILITY

1. Each chapter may submit up to three (3) entries in each category of this event. Entries at participating National Cluster Meeting locations will be available on a first come, first served basis. The number of entries will be determined by the conference facility and schedule.
2. Participation is open to any nationally affiliated FCCLA member.
3. Participants must be registered to attend the National Cluster Meeting and those living more than 50 miles from the convention site must stay at one of the official conference hotels. Hotel reservations will be verified prior to the meeting.

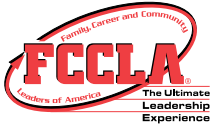
PROCEDURES AND TIME REQUIREMENTS

1. Participants must attend an event orientation session where they will:
 - be given a brief overview of the event
 - draw an identification number indicating the order of participation (participant must wear number during the event)
 - review time schedule
 - take a timed, 10 question test on general FCCLA knowledge, based on information found on the FCCLA national website, www.fcclainc.org.
2. At the designated time, the participant will be given up to 5 minutes to take a timed, 10 question test on general FCCLA knowledge. Following the test, participants will remain in the orientation/holding room until their assigned presentation time and following presentation may not return to the holding room.
3. Following the test, the participant will select a topic. The participant may see the three topics before choosing one to use. The topics will relate to FCCLA purposes, activities, current programs and/or Family and Consumer Sciences topics.
4. Participants may not bring reference materials for use during the 10-minute preparation period.
5. One 4" x 6" card may be used during the preparation and performance. Information may be written on both sides of the note card. The note card must be left with the event coordinator at the conclusion of the oral presentation.
6. An event volunteer will introduce each participant. The participant will introduce the speech topic by title only.

7. Each speech should be 4 minutes in length. A 1-minute warning will be given at 3 minutes. Participants will be asked to stop at 4 minutes.
8. Evaluators will score and write comments for each entry for approximately 5 minutes.
9. Total time required for participation in this event is approximately 25 minutes including testing, preparation time, presentation, and evaluator scoring.

GENERAL INFORMATION

1. A table and table top podium will be provided. A corded microphone may be provided if required by event facility set up.
2. Spectators are allowed to observe this event, as space allows. Participants may only observe after they have already presented.
3. Participants are not allowed to discuss the event with other participants or receive coaching from any spectators. Doing so will result in disqualification.
4. Printable online certificates of participation will be available on the FCCLA website. Participants placing 1st, 2nd and 3rd will receive awards at the National Cluster Meeting during the Closing General Session.
5. Presentations may not be recorded or photographed, except by the official FCCLA photographer.
6. Participants should follow the approved conference dress code for participation in this event.
7. Terms in italics are defined in the glossary in the *National Competitive Events Guide*.



IMPROMPTU SPEAKING

Specifications

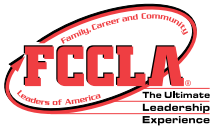
Testing

A 10-question test on general knowledge of FCCLA programs and activities will be given prior to the participant planning time. This test will be scored and included in the final event points. The test will be timed and in case of a tie, the participant with the highest score and lowest time will receive the higher rank. The maximum time allowed for this test is 5 minutes.

Oral Presentation

The oral presentation may be up to 4 minutes in length and is delivered to evaluators. The presentation should be based upon the topic chosen and should not be scripted.

| | |
|---|---|
| Introduction | Uses creative methods to capture audience attention. |
| Relationship to Family and Consumer Sciences and/or Related Careers | Reflect views and knowledge of issues related to areas of Family and Consumer Sciences and/or related careers. |
| Relationship to FCCLA Purposes, Programs, and/or Activities | Referenced FCCLA purposes, programs, or activities in relationship to the chosen topic. |
| Purpose and Focus | Establishes a purpose early in the presentation and maintains a clear focus throughout the oral presentation. |
| Idea Organization | Ideas effectively organized and remain aligned with chosen topic. |
| Topic Development | Fully addresses the chosen topic and the oral presentation is not scripted. |
| Summary/Ending | Summarize major points related to the chosen topic. |
| Delivery: Enthusiasm | Facial expressions and body language generate a strong interest and enthusiasm about the topics in others. |
| Delivery: Tempo | Use tempo or pauses to improve meaning and/or add dramatic impact. |
| Delivery: Volume | Speak loudly enough to be heard by all throughout the presentation. |
| Delivery: Eye Contact | Maintain eye contact with evaluators and audience. |
| Body Language/ Clothing Choice | Use appropriate body language including gestures, posture, and mannerisms. Wear appropriate clothing for the nature of the presentation. |
| Grammar/Word Usage/ Pronunciation | Use proper grammar, word usage, and pronunciation. |



Skill Demonstration Events Point Summary Form **IMPROMPTU SPEAKING**

IMPROMPTU SPEAKING

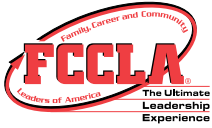
Name(s) of Participant _____

State _____ Participant # _____ Category _____

DIRECTIONS:

1. Make sure all information at top is correct. If the participant does not show, please write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and paper clip all items related to the participant together. Please do **NOT** staple.
3. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy.
4. Please check with the Event Coordinator or National FCCLA Staff if there are any questions regarding the evaluation process.

| ROOM CONSULTANT CHECK | | | Points |
|---|---|---|---|
| Check-in 0 or 5 points | 0 Did not attend participant check-in | 5 Attended participant check-in | |
| Testing Score (0–5 points) | | | |
| Testing Time in minutes and seconds (will be used in case of ties): | | | |
| EVALUATORS' SCORES | | | ROOM CONSULTANT TOTAL (10 points possible) |
| Evaluator 1 _____ Initials _____ | | | AVERAGE EVALUATOR SCORE (90 points possible) |
| Evaluator 2 _____ Initials _____ | | | FINAL SCORE (Average Evaluator Score plus Room Consultant Total) |
| Total Score _____ divided by number of evaluators _____ = AVERAGE EVALUATOR SCORE | | | FINAL RANK |
| VERIFICATION OF FINAL SCORE (please initial) | | | |
| Evaluator 1 _____ | Evaluator 2 _____ | Event Coordinator _____ | |



IMPROMPTU SPEAKING

Rubric

Name(s) of Participant _____

State _____ Participant # _____ Category _____

| ORAL PRESENTATION (0 to 90 possible points) | | | | | | Points |
|--|---|---|--|--|--|---|
| Introduction 0–5 points | 0 No obvious introduction | 1–2 Introduction not effective in capturing attention | 3–4 Somewhat creative and attention getting | 5 Introduction captured attention immediately | | |
| Relationship to Family and Consumer Sciences Coursework and/or Related Careers 0–15 points | 0 No evidence of relationship to FACS coursework and/or career knowledge | 1–2–3 Minimal evidence of relationship to FACS coursework and/or career knowledge | 4–5–6 Some evidence of relationship to FACS coursework and/or career knowledge | 7–8–9 Knowledge of relationship to FACS coursework and/or career knowledge is evident but not shared | 10–11–12 Knowledge of relationship to FACS coursework and/or career knowledge is evident and shared | 13–14–15 Knowledge of relationship to FACS coursework and/or career knowledge is evident and explained well |
| Relationship to FCCLA Programs, Purposes, and Activities 0–15 points | 0 No evidence of relationship to FCCLA | 1–2–3 Referenced FCCLA purposes, programs, or activities but not in relation to the topic | 4–5–6 Used 1 example of FCCLA purposes, programs, or activities in relation to the topic | 7–8–9 Used 2 examples of FCCLA purposes, programs, or activities in relation to the topic | 10–11–12 Used 3 or more examples of FCCLA purposes, programs, or activities in relation to the topic | 13–14–15 Used 4 or more examples of FCCLA purposes, programs, or activities in relation to the topic |
| Purpose and Focus 0–5 points | 0 Purpose and focus is missing | 1–2 Purpose and focus is weak and difficult to figure out | 3–4 Purpose and focus is implied, but fairly clear | 5 Establishes a purpose early and maintains focus for most of presentation | | |
| Idea Organization 0–5 points | 0 Ideas not organized, hard to follow, audience left confused by disorganization | 1–2 Ideas lack coherence, consistency and flow, audience makes assumptions to follow | 3–4 Ideas mostly coherent but not clearly supported in project flow, portions are hard to follow | 5 Ideas mostly coherent and organized, project flow is easily followed | | |
| Topic Development 0–5 points | 0 Presentation is not related to the chosen topic | 1–2 Very little relationship between presentation and chosen topic | 3–4 Presentation somewhat centers on chosen topic | 5 Topic is generally addressed and developed | | |
| Summary/Ending 0–5 points | 0 Ending is abrupt, weak, or missing | 1–2 Ending is somewhat developed but does not provide closure | 3–4 Ending meets average audience expectations | 5 Ending is creative and closes the project well | | |
| Delivery: Enthusiasm 0–5 points | 0 No enthusiasm for the presentation | 1–2 Very little use of facial expressions or body language. Did not generate much interest in topic being presented | 3–4 Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked | 5 Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others | | |
| Delivery: Tempo 0–5 points | 0 Tempo or pauses were used in such a way that they were very distracting to the audience | 1–2 Tempo or pauses were not used to improve meaning or dramatic impact | 3–4 Tempo or pauses were intentionally used but were not effective in improving meaning or dramatic impact | 5 Tempo or pauses were helpful in improving meaning or dramatic impact | | |
| Delivery: Volume 0–5 points | 0 Unable to hear the presentation | 1–2 Volume often too soft to be heard by all audience members | 3–4 Volume is loud enough to be heard by all audience members at least 80% of the time. | 5 Volume is loud enough to be heard by all audience members at least 90% of the time | | |
| Delivery: Eye Contact 0–5 points | 0 No eye contact with evaluators or audience | 1–2 Limited eye contact with the audience | 3–4 Inconsistent eye contact with the audience | 5 Good eye contact with the audience | | |
| Body Language/ Clothing Choice 0–5 points | 0 Body language shows nervousness and unease/ inappropriate clothing | 1–2 Body language shows minimal amount of nervousness/ clothing is appropriate | 3–4 Body language portrays participant at ease and clothing is professional | 5 Body language and clothing choice both enhance the presentation | | |

Impromptu Speaking (continued)

Points

| | 0 | 1-2 | 3-4 | 5 | |
|---|--|---|--|---|--|
| Grammar/Word Usage/Pronunciation 0-5 points | Extensive (more than 5) grammatical and pronunciation errors | Some (3-5) grammatical and pronunciation errors | Few (1-2) grammatical and pronunciation errors | Presentation has no grammatical or pronunciation errors | |
| Time 0-5 points | Presentation is less than 1 minute | Presentation is less than 2 minutes | Presentation is between 2 and 2:59 minutes in length | Presentation is 3-4 minutes in length | |

VERIFICATION OF SCORE (please initial)

Evaluator _____ Room Consultant _____ Lead Consultant _____

TOTAL

(90 points possible)

Evaluator's Comments:

IMPROMPTU SPEAKING