



## 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.

### 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 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
  - 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](http://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. Presentations may not be recorded or photographed, except by the official FCCLA photographer.
5. Participants should follow the approved conference dress code for participation in this event.

## 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 <i>audience</i> 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 <i>audience</i> .
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**

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 staple all items related to the participant together.
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
<b>Check-in</b> 0 or 5 points	<b>0</b> Did not attend participant check-in	<b>5</b> Attended participant check-in	
<b>Testing Score</b> (0-5 points)			
<b>Testing Time in minutes and seconds</b> (will be used in case of ties)			
<b>EVALUATORS' SCORES</b>		<b>ROOM CONSULTANT TOTAL</b> (10 points possible)	
Evaluator 1 _____	Initials _____	<b>AVERAGE EVALUATOR SCORE</b> (90 points possible)	
Evaluator 2 _____	Initials _____	<b>FINAL SCORE</b> (Average Evaluator Score plus Room Consultant Total)	
Total Score _____	divided by number of evaluators	<b>FINAL RANK</b>	
_____	<b>= AVERAGE EVALUATOR SCORE</b>		
<b>VERIFICATION OF FINAL SCORE AND RATING</b> (please initial)			



# IMPROMPTU SPEAKING

## Rubric

Name of Participant \_\_\_\_\_

State \_\_\_\_\_ Participant # \_\_\_\_\_ Category \_\_\_\_\_

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

# Impromptu Speaking (continued)

**Points**

	<b>0</b>	<b>1-2</b>	<b>3-4</b>	<b>5</b>	
<b>Grammar/Word Usage/Pronunciation</b> 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	
<b>Time</b> 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 \_\_\_\_\_ Event Consultant \_\_\_\_\_

**TOTAL**  
(90 points possible)

**Evaluator's Comments:**