

Olympia Middle School FFA & Heartland Community College
Middle School Agriculture Career Exploration Invitational Contest

Event Details

Date: *Friday, May 9, 2025*

Location: *Heartland Community College Agriculture Complex*

Day of Check In: *9:00AM*

Start Time: *9:30AM*

We will try to conclude by 12:30PM

Registration:

[Click HERE for the link to a Google Form.](#) A response will be automatically generated to know your registration has been received.

Registration Deadline: *Monday, May 5, 2025 at 11:59PM*

Purpose:

The purpose of the Agriculture Career Exploration Invitational Contest is to provide Middle School FFA members and students in 5th-8th grades the opportunity to explore career fields within the agricultural industry and practice the art of public speaking. This contest is designed to strengthen the knowledge of agricultural careers, practice the ability to appear before groups, and to develop confidence in middle school members of the FFA and students in agriculture education. During this contest, four different events will take place:

- Agriculture Career Presentation
- Agriculture Career Interview
- Impact of Middle School Agriculture Programs Team Presentation
- Agriculture Career Trivia

Eligibility:

1. This contest is open to any 5th through 8th grade student who is enrolled in at least 1 quarter-long agriculture related course. Students are not required to be FFA Members to participate.
2. Each school may enter the following number of students per event:
 - a. Agriculture Career Presentation (up to 2 students per school)
 - b. Agriculture Career Interview (up to 2 students per school)
 - c. Impact of Middle School Agriculture Programs Team Presentation (1 team of 3-4 students per school)
 - d. Agriculture Career Trivia (up to 2 teams (consisting of 5 students))
3. Each contestant can be in official FFA dress or career related attire to compete. Students competing in trivia can wear school appropriate attire.

4. Students may compete in Trivia and one other event if they choose. They may NOT compete in more than one of the following: Agriculture Career Presentation, Agriculture Career Interview, or Impact of Middle School Agriculture Programs Team Presentation

Entry Fee:

- a. Agriculture Career Presentation: \$10 per student
- b. Agriculture Career Conversation Interview: \$10 per student
- c. Impact of Middle School Agriculture Programs Team Presentation: \$25 per team
- d. Agriculture Career Trivia: \$25 per team

Cash and checks are accepted. *Please make checks payable to Olympia FFA.*

Awards:

- Agriculture Career Presentation
 - 1st Place: Tumbler
 - 2nd Place: T-Shirt
 - 3rd Place: Keychain
- Agriculture Career Interview
 - 1st Place: Tumbler
 - 2nd Place: T-Shirt
 - 3rd Place: Keychain
- Impact of Middle School Agriculture Programs Team Prepared Presentation
 - 1st Place: Team Banner & T-Shirt for Each Member
 - 2nd Place: Team Banner & Keychain for Each Member
 - 3rd Place: Team Banner
- Agriculture Career Trivia
 - 1st Place: Team Banner & T-Shirt for Each Member
 - 2nd Place: Team Banner & Keychain for Each Member
 - 3rd Place: Team Banner
- Overall Highest Scoring School from all events
 - Team Metals

*Individuals from the same school are eligible to receive top three awards in their event

*The Overall Highest Scoring Team will be determined by taking the highest score representing the school from each event. For example if you have two students compete in the Agriculture Career Presentation event, the student with the highest score of the two individuals will count towards your overall score for the contest.

Agriculture Career Presentation Event

Students will write a 4-6 minute speech about an agricultural related career to present in front of a panel of judges.

Presentation Content:

1. Contestants may choose any agricultural career field as their presentation topic. Career fields should fall within the following pathways: agribusiness, animal systems, plant systems, environmental services, food products and processing, natural resource systems, biotechnology systems, and power, structural and technical systems
2. Presentations are to be on a specific agricultural career. A contestant will be disqualified if they speak on a nonagricultural career subject.
3. Each contestant's speech is to be the result of their own efforts. Facts and working data may be secured from any source.
4. The speech must include the following success criteria:
 - a. the name of your career
 - b. what the career/job duties entail
 - c. the education or certification requirements
 - d. the cost of education or certification
 - e. the job outlook
 - f. the skills needed for this career
 - g. how your skills align with the career
 - h. different ways you can build your skills through courses and activities available at your school and/or community
 - i. the average salary of this career
 - j. if your career will financially sustain your desired lifestyle
 - k. how you will apply the skills learned in your agriculture course in your future career
5. Students should create a slideshow to use during their presentation. Their slideshow title slide should include:
 - a. Career Title
 - b. Career Field Pathway Area
 - c. Event Name (Agriculture Career Presentation)
 - d. Contestant's Name
 - e. Name of FFA Chapter/School
6. Each teacher/advisor should email a PDF formatted copy or Google Slideshow of the presentation slideshow to the event host (Meg Baer: meg.baer@olympia.org) by 11:59PM on Monday, May 5, 2025. A response will be sent within 48 hours so that each contestant may know that their entry to this event is assured.

Presentation Format:

1. Each speech shall not be less than four (4) minutes and more than six (6) minutes. Judges will deduct .5 points for each second over six minutes and under four minutes that the speech runs. Time commences when the speaker begins talking. A timer will be displayed for students to keep track of their running time.
2. Up to three (3) minutes of questioning by the judges will occur to test the contestant's knowledge and understanding of the presentation topic.
3. Contestants may not use notecards, props, or other aids other than their slideshow while presenting.

Scoring:

Individuals will be evaluated according to the Agriculture Career Presentation Event Rubric in the following areas:

- a. Presentation Slides- 10 points
- b. Verbal & Non-Verbal Communications- 45 points
- c. Career Content- 30 points (see point four (4) under presentation content)
- d. Question and Answer- 15 points

Total Possible Points: 100 points

1. The panel of judges will be composed of persons involved in the agricultural industry, agricultural instructors, former FFA members and FFA supporters.
2. Only the judges will be allowed in the room during this event.
3. Each judge will score the contestants upon the delivery of their presentation and upon their response to the questions asked by the judges.
4. When all contestants have finished, each judge will compute their scores for each of the contestants on the basis of their scorecard, and record their ranking of the contestants without conferring with any other judges.
5. The judges' ranking of each contestant then shall be added and the winner will be the contestant whose numerical total is the lowest. Other placing shall be determined in the same manner. In case of a tie, the individual who has the highest grand total shall be placed ahead of the pair.
6. When the judges are in full agreement, the chairman of the judges will present the final ranking sheet and student rubrics to the event host.
7. Adult representatives from each school will receive their student's rubrics after award presentations.

Agriculture Career Presentation Event Rubric

Name: _____ School: _____

	Very strong evidence of skill is present	Moderate evidence skill is present	Strong evidence skill is not present	Points Earned	Weight	Total Score
	5-4	3-2	1-0			
Presentation Slides						
Formating & Creativity	The presentation slideshow is clearly organized and concise by remaining on target; completely focused with obvious construction. The style chosen has obviously been well thought out based on the specific audience.	The presentation slideshow demonstrates good organization with few statements out of place or lacking in clear construction. Most of the language is appropriate for the intended audience.	Little or no organization is present in the presentation slideshow; sometimes awkward and lacking construction. Some languages might be confusing for some audiences.		X 1	
Spelling & Grammar	Spelling and grammar are extremely high quality with 2 or less errors in the document.	Spelling and grammar are adequate with 3-5 errors in the document.	Spelling and grammar are less than adequate with 6 or more errors.		X 1	
Verbal & Non-Verbal Communication						
Speaking without hesitation	The student always articulates and speaks without hesitation.	The student articulates and speaks without hesitation most of the time.	The student rarely articulates and speaks without hesitation.		X 3	
Tone of voice	The student uses an appropriate tone that is consistent. They speak at the right pace and pronunciation of words is clear. Intent is apparent.	The student uses appropriate tone and is usually consistent. They speak at the right pace most of the time, but show some nervousness. Their pronunciation is usually clear, but sometimes vague.	The student has difficulty using an appropriate tone. Their pace is too fast and nervous. Their pronunciation of words is difficult to understand or unclear.		X 2	
Eye Contact	Student's eye contact is constantly used as an effective connection. They constantly look at the entire audience (90-100% of the time).	Student's eye contact is mostly effective and consistent. They mostly look around the audience (60-80% of the time).	Student's eye contact does not always allow connection with the speaker. They occasionally look at someone or some groups (less than 50% of the time)		X 2	
Gestures	The student uses gestures that are purposeful and effective. They use hand motions that are expressive and used to emphasize talking points. They have a confident posture with positive body language.	The student usually uses purposeful gestures. Their hands are sometimes used to express or emphasize. They occasionally slump or sometimes have negative body language.	The student occasionally uses gestures effectively. Their hands are not used to emphasize talking points. Their hand motions are sometimes distracting. They lack positive body language or slump.		X 2	
Career Presentation Content						
Success Criteria	The student's presentation accurately addressed <u>each of the criteria</u> for the presentation. (listed in point 4 of the rules)	The student's presentation accurately addressed most of <u>the criteria</u> for the presentation but is missing 1-3 of the success criteria.	The student's presentation is missing 4 or more of the success criteria.		X 6	
Response to Questions						
Response to Questions	The student speaks unrehearsed with comfort and ease. They are able to speak quickly with organized thoughts and concise answers.	The student speaks unrehearsed mostly with comfort and ease, but sometimes seems nervous or unsure. They are able to speak effectively, but have to stop and think and sometimes get off focus.	The student shows nervousness or seems unprepared when speaking unrehearsed. They seem to ramble or speak before thinking.		X 3	
Time Deductions						-
Total Points out of 100						

Agriculture Career Interview Event

Students will pre-determine an agricultural job they are interested in and complete a resume for that position. At the contest they will have a 5-7 minute interview to determine their qualifications for that position.

Event Format:

- Contestants may choose any agricultural career field as their presentation topic. Career fields should fall within the following pathways: agribusiness, animal systems, plant systems, environmental services, food products and processing, natural resource systems, biotechnology systems, and power, structural and technical systems.
- Each conversation shall not be less than five (5) minutes and more than seven (7) minutes. It is the judge's responsibility to wrap up within this time frame. A timer will be displayed for students to keep track of their running time.
- Students will introduce themselves to the judge who is "seeking to hire them". The student will be asked questions concerning their qualifications for their chosen career. The judge will have a copy of the student's resume available.
- Contestants may not use any notes, cards, or electronic devices while completing the interview.
- Each teacher/advisor should email a PDF formatted copy of the student's resume and job description to the event host (Meg Baer: meg.baer@olympia.org) by 11:59PM on Monday, May 5, 2025. A response will be sent within 48 hours so that each contestant may know that their entry to this event is assured.
- The resume must include the following success criteria:
 - a. **Contact Information**
 - Name
 - Address
 - Phone number
 - Email
 - b. **Education and Relevant Coursework** (listed in reverse chronological order)
 - Courses relevant to the job
 - GPA listed
 - Honors and awards related to education
 - c. **Experience and Skills** (this can be related to jobs or experiences like 4-H, youth group, community service, etc.- listed in reverse chronological order)
 - Company/group name
 - Dates/years participated in
 - d. **Achievements and Honors** (listed in reverse chronological order)
 - Achievements and honors related to career goal
 - Provide specific details related to the achievements

e. **References**

- 3 appropriate references including name, relevance to student, and contact information

Scoring:

Individuals will be evaluated according to the Agriculture Career Interview Event Rubric in the following areas:

- a. Resume- 10 points
- b. Interview Skills- 90 points

Total Possible Points: 100 points

Agriculture Career Interview Event Rubric

Name: _____ School: _____

	Very strong evidence of skill is present	Moderate evidence skill is present	Strong evidence skill is not present	Points Earned	Weight	Total Score
	5-4	3-2	1-0			
Resume						
Content	The student's resume accurately addressed <u>each of the criteria</u> for the presentation. (listed in point 4 of the rules)	The student's resume accurately addressed most of <u>the criteria</u> for the presentation but is missing 1-3 of the success criteria.	The student's resume is missing 4 or more of the success criteria.		X 2	
Appearance & First Impression						
Appearance and First Impression	The student introduced themselves upon entering the interview. The student was dressed appropriately for someone entering that career field. They spoke clearly without hesitation, used appropriate tone, spoke at the right pace to be clear, and pronounced words clearly.	The student's introduction was incomplete. They were dressed appropriately and spoke clearly and articulately but with some hesitation. They used appropriate tone and spoke at the right pace, but they showed some nervousness. The pronunciation of words was usually clear, but sometimes vague.	The student did not introduce themselves upon entering the interview. The student was dressed too casually for an interview of someone with this position. They did not use appropriate tone, and frequently hesitated when speaking. Their pace was too fast and they appeared nervous. Their pronunciation of words was difficult to understand or was unclear.		X 2	
Response to Questions						
Position Knowledge	The student used appropriate terms for position; cited relevant examples; knowledge of career field evident (talk the talk); knows education and experience required for position	The student seems to know terms associated with position; cited several relevant examples, but list is incomplete; knew about position, but conveyed incomplete picture; unsure of education or experience required for position.	The student knew some of the terms associated with position, but used incorrectly or did not understand terms; unable to cite or provide relevant examples; position education and requirements not known or does not match applicants' skill set.		X 2	
Skills Related to Position	The student discussed skills gained through school or personal experiences and how those skills are relevant to the current position applied. The abilities they described match their resume.	The student described incomplete list of skills gained through school and personal experiences and relevance to current position applied. Their abilities mostly match their resume.	The student was unable to relate skills learned in school or past jobs and relevance to the position applied. Their abilities hardly match resume.		X 3	
Communication Details	The student's responses were concise and logically communicated; responses are not "canned"; provided in-depth description of skills, not just a list; provided in-depth response to questions, not yes/no responses to questions; established a "theme" that describes overall abilities.	The student's responses seem rehearsed and somewhat disorganized; provided some depth to description of skills; provided some depth to responses to questions; provided some yes/no responses; was able to tie some abilities together to form a picture of qualifications.	The student's responses were "canned" with little logical progression; mainly provided list of skills with little explanation; provided yes/no responses; unable to see an overall theme of persons' abilities.		X 3	
Communication Skills						
Non-Verbal	The student maintained optimal eye contact; used appropriate nonverbal communication cues (nods and smiles) to demonstrate level of engagement; exhibited poise (cool under pressure).	The student maintained appropriate eye contact; seemed nervous under pressure, which impacted poise, pleasantness.	The student's interview lacked engagement as evidenced by lack of eye contact with interviewer; appeared very nervous, not poised (cracks under pressure).		X 2	

<p>Verbal</p>	<p>Appropriate volume: Spoke with proper volume to be heard clearly; not too loud, not too soft</p> <p>Enunciation/grammar: Enunciated clearly and avoid informal dialect; used proper words when speaking (didn't use 10-dollar words when a 5-dollar word would do)</p> <p>Concise: Avoided run-on sentences and answered with logical and organized thoughts</p>	<p>Appropriate volume: Did not modulate volume to express answers; could be heard sometimes, but was quiet when unsure of response and was hard to hear</p> <p>Enunciation/grammar: Some language not appropriate for position applied; used some slang and exhibited some dialect.</p> <p>Concise: Some questions were answered in a rambling fashion, but made point; thoughts were logical but somewhat disorganized</p>	<p>Appropriate volume: Volume was either too soft to hear answers or too loud</p> <p>Enunciation/grammar: Used overly complex or simplistic language; sprinkled in slang and exhibited dialect.</p> <p>Concise: Rambled and used run-on sentences; answers were poorly organized and thoughts not clearly expressed.</p>		<p>X 2</p>	
<p>Poise & Confidence</p>	<p>Confident: Exhibited self-confidence with body language and verbal communication</p> <p>Sincere: Expressed true interest in the position they were seeking</p> <p>Poise: Avoids distracting mannerisms, such as drumming fingers or overuse of "um" and "you know"</p> <p>Discretion/Tact: Shared appropriate information and did not create an awkward situation through responses</p>	<p>Confident: Exhibited some nervousness, but recovered well; voice and body language showed some uncertainty</p> <p>Sincere: Seemed somewhat interested in the position and was slightly distracted</p> <p>Poise: Seemed comfortable with some nervousness; caught self before exhibiting distracting mannerisms; rarely used "um" or "you know"</p> <p>Discretion/tact: Mostly professional in tone and shared information that created little, if any, awkwardness</p>	<p>Confident: Did not appear comfortable; was nervous; slouched in chair</p> <p>Sincere: Seemed uninterested in the position and was distracted</p> <p>Poise: Demonstrated distracting mannerisms such as drumming fingers, cracking knuckles, etc.; displayed excessive use of "um" and "you know"</p> <p>Discretion/fact: Shared information that may be seen as personal about someone else that created awkwardness; appeared unprofessional</p>		<p>X 2</p>	
<p>Conclusion</p>						
<p>Participant Questions</p>	<p>The student posed appropriate questions (e.g., when notification of selection will occur and how); clarified next steps, inquired next step in interview process (e.g., if there will be additional interviews, etc.)</p>	<p>The student's questions posed were somewhat appropriate; some had no relevance to interview; incomplete inquiry of the next steps in the interview process</p>	<p>The student did not ask any questions or if questions were asked, questions had no relevance to next steps in the interview process.</p>		<p>X 1</p>	
<p>Next Steps</p>	<p>The student asked for contact information, ended the interview appropriately and smoothly (thanked interviewers, said good-bye, shook the judge's hands).</p>	<p>The student ended the interview somewhat appropriately (not sure what to do) or without thanking the interviewers.</p>	<p>The student ended the interview awkwardly and abruptly; did not thank interviewers or say good-bye, just left the interview</p>		<p>X 1</p>	
<p>Time Deductions</p>					<p>-</p>	
<p>Total Points out of 100</p>						

Impact of Middle School Agriculture Programs Event

Students will work in a team of three or four students to prepare a presentation about the impact of agricultural education courses in their middle school and local communities. They will prepare a slideshow ahead of time outlining the team's plans to address the topic which they will present in front of a panel of judges.

Presentation Content:

1. Teams will explore how offering agricultural courses at their school has impacted the students, school, and their community. Participants should explore the academic, social and cultural effects that agriculture courses can provide.
2. Each team will prepare an eight (8) to ten (10) minute presentation addressing:
"The importance of offering middle school agriculture courses in schools"
3. Each team's speech is to be the result of their own efforts. Facts and working data may be secured from any source.
4. Students should create a slideshow to use during their presentation. Their slideshow title slide should include:
 - a. Title of Presentation
 - b. Event Name (Impact of Middle School Agriculture Programs Presentation)
 - c. Team Member's Names
 - d. Name of FFA Chapter/School
5. Each team/advisor should email a PDF or Google Slides formatted copy of the presentation to the event to the event host (Meg Baer: meg.baer@olympia.org) by 11:59PM on Monday, May 5, 2025. A response will be sent within 48 hours so that each contestant may know that their entry to this event is assured.

Presentation Format:

1. Each team member will take an active role during the presentation. Points will be awarded to teams that equally share responsibility in the presentation.
2. Teams should utilize visual materials that will enhance their presentation. This can include their prepared slideshow or props brought in by the team.
3. Each speech shall not be less than eight (8) minutes and more than ten (10) minutes. Judges will deduct .5 points for each second over ten minutes and under eight minutes that the speech runs. Time commences when the speaker begins talking. The chairman of the judges will stop students if the time reaches 12 minutes. A timer will be displayed for students to keep track of their running time.
4. Up to five (5) minutes of questioning by the judges will occur after the presentation concerning the information shared in the written manuscript and presentation.
 - a. Questions will be targeted to an individual member; other members may aid or assist a team member after the initial answer has been given.

Scoring:

Teams will be evaluated according to the Impact of Middle School Agriculture Programs Team Presentation Rubric in the following areas:

- a. Prepared Slideshow Presentation- 10 points
- b. Verbal & Non-Verbal Communications- 45 points
- c. Team's Presentation 35 points
- d. Response to Questions- 10 points

Total Possible Points: 100 points

1. The panel of judges will be composed of persons involved in the agricultural industry, agricultural instructors, former FFA members and FFA supporters.
2. Only the judges will be allowed in the room during this event.
3. Each judge will score the teams upon the delivery of their presentation and upon their response to the questions asked by the judges.
4. When all teams have finished, each judge will compute their scores for each of the teams on the basis of their scorecard, and record their ranking of the teams without conferring with any other judges.
8. The judges' ranking of each contestant then shall be added and the winner will be the contestant whose numerical total is the lowest. Other placing shall be determined in the same manner. In case of a tie, the team who has the highest grand total shall be placed ahead of the pair.
9. When the judges are in full agreement, the chairman of the judges will present the final ranking sheet and student rubrics to the event host.
10. Adult representatives from each school will receive their team's rubrics after award presentations.

Impact of Middle School Agriculture Programs Team Presentation Event Rubric

Name: _____ School: _____

	Very strong evidence of skill is present	Moderate evidence skill is present	Strong evidence skill is not present	Points Earned	Weight	Total Score
	5-4	3-2	1-0			
Presentation Slides						
Formating & Creativity	The presentation slideshow is clearly organized and concise by remaining on target; completely focused with obvious construction. The style chosen has obviously been well thought out based on the specific audience.	The presentation slideshow demonstrates good organization with few statements out of place or lacking in clear construction. Most of the language is appropriate for the intended audience.	Little or no organization is present in the presentation slideshow; sometimes awkward and lacking construction. Some languages might be confusing for some audiences.		X 1	
Spelling & Grammar	Spelling and grammar are extremely high quality with 2 or less errors in the document.	Spelling and grammar are adequate with 3-5 errors in the document.	Spelling and grammar are less than adequate with 6 or more errors.		X 1	
Verbal & Non-Verbal Communication						
Speaking without hesitation	The team members always articulate and speak without hesitation.	The team members articulate and speak without hesitation most of the time.	The team members rarely articulate and speak without hesitation.		X 3	
Tone of voice	The team members use an appropriate tone that is consistent. They speak at the right pace and pronunciation of words is clear. Intent is apparent.	The team members use appropriate tone and are usually consistent. They speak at the right pace most of the time, but show some nervousness. Their pronunciation is usually clear, but sometimes vague.	The team members have difficulty using an appropriate tone. Their pace is too fast and nervous. Their pronunciation of words is difficult to understand or unclear.		X 2	
Eye Contact	The team members use eye contact constantly as an effective connection. They constantly look at the entire audience (90-100% of the time).	The team members use eye contact that is mostly effective and consistent. They mostly look around the audience (60-80% of the time).	The team members' use of eye contact does not always allow connection with the speaker. They occasionally look at someone or some groups (less than 50% of the time)		X 2	
Gestures	The team members use gestures that are purposeful and effective. They use hand motions that are expressive and used to emphasize talking points. They have a confident posture with positive body language.	The team members usually use purposeful gestures. Their hands are sometimes used to express or emphasize. They occasionally slump or sometimes have negative body language.	The team members occasionally use gestures effectively. Their hands are not used to emphasize talking points. Their hand motions are sometimes distracting. They lack positive body language or slump.		X 2	
Team's Presentation						
Viewpoints on the Topic	The team's presentation accurately presented 5 or more viewpoints on the topic: <i>"The importance of offering middle school agriculture courses in schools"</i> .	The team's presentation accurately presented 3 or 4 viewpoints on the topic: <i>"The importance of offering middle school agriculture courses in schools"</i> .	The team's presentation accurately presented 1 or 2 viewpoints on the topic: <i>"The importance of offering middle school agriculture courses in schools"</i> .		X 5	
Teamwork	Team members share presenting responsibilities equally. All members contribute to the presentation of the information and facts.	All team members participate but their roles and contributions are not equal.	The presentation is dominated by one or two of the participants.		X 2	

Response to Questions						
Response to Questions	The student speaks unrehearsed with comfort and ease. They are able to speak quickly with organized thoughts and concise answers.	The student speaks unrehearsed mostly with comfort and ease, but sometimes seems nervous or unsure. They are able to speak effectively, but have to stop and think and sometimes get off focus.	The student shows nervousness or seems unprepared when speaking unrehearsed. They seem to ramble or speak before thinking.			X 2
Time Deductions						-
Total Points out of 100						

Agriculture Career Trivia Event

Students will compete on a team of five students and will test student's knowledge of agricultural related careers and to develop agricultural career awareness.

A tour of the Heartland Community College Agriculture Facility will occur between two rounds of the trivia competition. The tour time will be announced at the competition

General Rules:

1. Information for questions may be pulled from the following:
 - a. AgCareers.com
 - b. AgExplorer.ffa.org
 - c. CareerOneStop.org
2. There will be no discussion amongst other teams/teachers during the competition.
3. The moderator has the final say on determining if an answer is correct; for example, if a member says "vet" instead of saying "veterinarian", it is at the discretion of the moderator to accept or reject the answer.
4. No cell phones or notes will be allowed during the event.
5. Student competitors may not leave the room during the round, unless of emergency or competing in another event.

Violation of these rules will result in the team forfeiting the question, losing points or disqualification from the competition. Moderators also have the right to remove members from competition if necessary.

Audience/Guests & Recording:

1. Guests are allowed to sit in on the competition, but no competitors will be allowed to watch. Once a team is out of the competition, they may watch the remaining matches.
2. Students waiting for their events may watch, but it is their responsibility to be ready for their event.
3. There will be absolutely NO RECORDING of the competition. Those that are found to be recording (including but not limited to: taking notes, audio recording, taking videos; (non-distracting photography is allowed) will be dismissed from the room.

Event Format:

1. This event will consist of multiple rounds consisting of ten (10) questions each round.
2. The number of rounds will be determined by the pace of other events happening in the contest.
3. The announcer will read off the question twice and have the question displayed on the board. The students will have one and a half minutes to discuss the answer with their team and write the answer on the sheet provided for that round.

4. At the end of each round (after all ten (10) questions have been asked), one team representative will turn in their team's score card to the official.
5. The announcer will read off the question from the round and the correct answer.

Scoring:

1. The scorekeeper will keep track of the number of correct answers given. At the end of all rounds, the teams overall score will be reflected as the percentage of questions answered correctly.
2. If a tie breaker is needed, all teams will be asked an additional question and the first team to turn in the correct answer will receive an extra percentage point.



HEARTLAND COMMUNITY COLLEGE & OLYMPIA MIDDLE SCHOOL FFA



INVITE YOU TO OUR

MIDDLE SCHOOL AGRICULTURE CAREERS EXPLORATION INVITATIONAL CONTEST

FRIDAY, MAY 9, 2025

9:00 CHECK IN – 9:30 START TIME

REGISTRATION CLOSES MAY 5

HEARTLAND COMMUNITY COLLEGE AGRICULTURE COMPLEX

1 CONTEST = 4 EVENTS



**Prizes will be awarded for each event and an overall events team.
All 5–8th grade students enrolled in an agriculture class are eligible to
participate.**

