2026 The Nashville Fair –Davidson County FFA Trade Show Booths

For more information, contact FFA Advisor: Hank Cardwell – hank.cardwell@mnps.org

Premiums Offered:	$1,125		
Set-up Times:	Wed., Sept. 9th and Thurs., Sept. 10th, 9 a.m.—6p.m.		
Judging:	Fri., Sept. 11th at 8 a.m.		
Release:	Mon., Sept. 21st, 9 a.m.—4 p.m.		
Premiums:	1st	2nd	3rd
Classes 1-13	$425	$375	$325

Rules & Guidelines

1. Davidson County FFA Chapters will be selected to prepare an educational exhibit. Each chapter will select an idea or topic related to the chapter's mission and construct a display on one of the following areas:
    a. Promotion of a successful or approved agricultural practice
    b. Promotion of a successful chapter leadership activity
    c. Promotion of local, state, or national agricultural program or activity
2. Participating chapters are encouraged to insure quality in their exhibits by using:
    a. Attention grabbers - motion and/or special effects
    b. Attractive and well-prepared components and sign work
    c. Effective display techniques
3. Exhibit must fit within the 10'x 10' booth space on a maximum height of 8'. Anyone not meeting these criteria will have points deducted.
4. Grading and placing will be based on this rubric:
    a. Display represents one of the three topic areas (0-5)
    b. Display is eye-catching and creative (0-5)
    c. Display has educational value (0-5)
    d. Display clearly shows student-led design and construction (0-5)

    Total: 20 points
5. Entries will be received Wednesday and Thursday from 9 a.m. to 6 p.m. prior to the opening day of the Fair. Judging will be Friday, opening day of the Fair, at 8 a.m. To be eligible for premiums, all exhibits must be in place before the official judging.
6. No exhibits will be released prior to the close of the Fair. Entries will be released for pick up on Monday after the close of the Fair between 8 a.m. until 4 p.m., no exceptions. ALL entries must be out by posted time or entries become property of The Nashville Fair. If any entry is removed before the end of the fair, the premium money and ribbon will be forfeited.

2026 The Nashville Fair –Davidson County FFA Public Speaking Contest

For more information, contact FFA Advisor: Hank Cardwell – hank.cardwell@mnps.org

Premiums Offered:	$600		
Competition Date:	Wed., Sept. 16th at 4 p.m. - 7 p.m.		
Premiums:	1st	2nd	3rd
All Classes	$75	$50	$25

Any Davidson County FFA Chapters Members are welcome to compete. Each member needs to register with their chapter's advisor, entry is limited to eight students per competition per school.

Speaking contests will be timed. No visuals may be used for any speech. ***Contestants may use note cards; but memorization is preferred.** See attached Rubric for scoring. Judges will stop contestant if speech goes over allotted time or if speech is inappropriate.

Prepared Speech Competition- This event will consist of a 3-4 minute prepared speech on one of the following topics:
1.What is the importance of agricultural education in an urban setting?
2.How can I exert a positive influence in my home and community?

We will use the TN FFA rubrics below. There will be separate competitions for 9th-10th and for 11th-12th grades. Students may use notecards only as a support for their speech (no cell phones). *Each school can bring up to **eight** students for each competition.*

Class	Description
01	Individual Member in grades 9 & 10
02	Individual Member in grades 11 & 12

Presentation and Questions Rubric

800 points

NAME MEMBER NUMBER

CHAPTER STATE

INDICATORS	Very strong evidence of skill is present 5-4 points	Moderate evidence of skill is present 3-2 points	Strong evidence of skill is not present 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 and 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 percent of the time).	Mostly looks around the audience (60 to 80 percent of the time).	Occasionally looks at someone or some groups (less than 50 percent 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.	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	Is able to respond 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	Answer shows thorough knowledge of the subject and supports answer with strong evidence.	Answer shows some knowledge of the subject but lacks strong evidence.	Answer shows little knowledge of subject and lacks evidence.		x 40	
					TOTAL	

Job Interview Competition - This event will consist of a resume submission and personal interview (5-10 minutes). We will use the TN FFA rubrics (below) for each. There will be separate competitions for 9th-10th and for 11th-12th grades. *Each school can bring up to **eight** students for each competition.* The resume will be judged ahead of the competition.

Class	Description
03	Individual Member in grades 9 & 10
04	Individual Member in grades 11 & 12

Job Interview Description:

1. Resumes should be organized for the following job description. Submit resume pdfs to Hank Cardwell by Friday, 9/11 via email. Hank.Cardwell@mnps.org.
2. Interviews will be conducted on 9/16 from 4:00 to 6:00 at the fairgrounds. Students should dress professionally and bring copies of their resume.

Position: Lot Associate

Employer: Home Depot

Job Description:

Lot Associates assist customers with the loading of their vehicles and also monitor and maintain the entrance of the store. Lot Associates also are responsible for maintaining a sufficient quantity of carts near the entrance of the store. This position interacts with Home Depot associates and customers. Because the Lot Associate is often the first and last associate to interact with customers as they enter or leave the store, customer service plays a vital role in this position. Direct customer interaction is frequently required for some positions and excellent customer service skills are required.

Resume Rubric

200 points

Name Member Number

Chapter State

INDICATOR	Very strong evidence of skill is present 5–4 points	Moderate evidence of skill is present 3–2 points	Weak evidence of skill is present 1–0 points	Points Earned	Weight	Total Points
Contact Information	Includes name, address, email address, and phone number; name stands out on resume; provides professional e-mail address.	Name does not stand out; email address is too casual.	Missing name, address, email address, or phone number; email used is inappropriate or unprofessional.		X 2	
Employment Objective	Focused objective that states how employee will help company achieve its goals.	Focused objective that states what you want from the company.	No objective identified.		X2	
Education or Relevant Coursework	Contains complete information (listed in reverse chronological order) with relevant courses listed, dates formatted correctly, GPA listed in correct format (if appropriate), includes appropriate honors and awards.	Contains information (listed in reverse chronological order) with relevant courses listed, dates formatted correctly, may show gaps in work history; inappropriate GPA listed, includes appropriate honors and awards.	Information not listed in reverse chronological order, important information missing, information not listed in correct format.		X7	
Relevant Experience and Skills	Entries are listed in reverse chronological order; company name, title, location, and dates are included; strong action verbs used with correct verb tense; personal pronouns and extraneous words are omitted; bullets are concise, direct and indicate one's impact/accomplishments ; results are quantified; bullets are listed in order	Entries are listed in reverse chronological order; entries have a pattern of one type of error; action verbs are weak; verb tenses are inconsistent; bullets are not concise or direct and do not indicate impact; bullets are written in complete sentences.	Entries are not in reserve chronological order; most entries do not include company name, dates, location, or position title; bullets are written in complete sentences; verb tenses are inconsistent; bullets are wordy, vague, or do not indicate one's impact; bullets are not listed in order or importance to the reader; results are not quantified when appropriate; irrelevant or outdated information is		X9	

INDICATOR	Very strong evidence of skill is present 5–4 points	Moderate evidence of skill is present 3–2 points	Weak evidence of skill is present 1–0 points	Points Earned	Weight	Total Points
	of importance.		listed.			
Achievements and Honors	Appropriate and relevant achievements and honors listed; achievements and honors related to career goal; provides specific details related to achievements and honors; listed in reserve chronological order.	Appropriate and relevant achievements and honors listed; achievements and honors related to career goal; lacks specific details related to achievements and honors; listed in reserve chronological order.	Achievements and honors not listed in reverse chronological order; inappropriate or irrelevant achievements listed; no achievement or honors are listed.		X5	
References	Listed appropriate references and provided complete contact information for references.	References are listed, but not all may be appropriate or not all contact information for references is included.	Inappropriate references are listed; no references listed; no contact information listed.		X2	
Spelling/Grammar/Punctuation	Spelling, grammar, and punctuation are extremely high quality with two or less errors in the document.	Spelling, grammar, and punctuation are adequate with three to five errors in the document.	Spelling, grammar, and punctuation are less than adequate with six or more errors in the document.		X5	
Format and General Appearance	Does not exceed two pages without overcrowding; margins are acceptable; font size and style is readable (10-12 point); headings reflect content and content substantiates headings; resume is targeted to job. References may be listed in addition to the two-page resume.	Does not exceed two pages; appears overcrowded; margins are acceptable; font size and style is readable (10-12 point); headings don't necessarily reflect content and content substantiates headings; resume is targeted to job.	Exceeds two pages; margins are inappropriate; font style is unreadable; font size is too small or too large.		X8	
					TOTAL POINTS	

Personal Interview Rubric

500 points

Name **Member Number**

Chapter **State**

INDICATOR	Very strong evidence of skill is present 5–4 points	Moderate evidence of skill is present 3–2 points	Weak evidence of skill is present 1–0 points	Points Earned	Weight	Total Points
Appearance	**Professional dress/groomed:** Follows standard dress code, polished shoes, clothes pressed, conservative accessories.	**Dress appropriate:** Just not as professional and "put together", shoes clean, but not polished.	**Very disheveled:** Dirty shoes, not wearing black shoes.		x 10	
First Impression	**Greeting:** Appropriate salutation and firm handshake. **Introduction:** States name **Body language:** Smiling and pleasant, does not sit until invited, confident in manner.	**Greeting:** Confident but uneasy, soft handshake. **Introduction:** States name only when asked. **Body language:** Rarely smiles, cologne or perfume is distracting.	**Greeting:** Does not use salutation, very informal. **Introduction:** Fails to introduce self, fails to shake hands with interviewer. **Body language:** Obnoxious cologne or perfume, chewing gum.		x 15	
Response to Questions	**Used appropriate language for career:** Cited relevant examples; evidence knowledge of career field (talk the talk); knows education and experience required for position; discussed skills gained through school or past jobs and how they are relevant to position applied; abilities described match the resume; responses concise and logically communicated; responses do not sound "canned", provided in-depth description of skills; not just a list, provides in-depth response to questions; not yes/no responses to	**Seemed to know terms associated with career:** Some holes, cited several relevant examples; but list incomplete, knew about career, but conveyed incomplete picture unsure of education or experience required for position; incomplete list of skills gained through school and past jobs and relevance to position applied; abilities mostly match resume; responses seemed rehearsed and somewhat disorganized; provided some depth to description of job skills, some listing; provided some depth to	**Knew some of the language of position, but used incorrectly or did not show understanding of terms:** Unable to cite or few relevant examples; position education and requirements not known or does not match applicants skill set; unable to relate skills learned in school or past jobs and relevance to position applied, abilities hardly match resume; responses seemed "canned" with little logical progression; mainly provided list of skills with little explanation; provided yes/no responses; unable to see an overall		x 30	

INDICATOR	Very strong evidence of skill is present 5–4 points	Moderate evidence of skill is present 3–2 points	Weak evidence of skill is present 1–0 points	Points Earned	Weight	Total Points
	questions; establish a "theme" that overall describes their abilities.	responses to questions; provides some yes/no responses; was able to tie some abilities together to form a picture of qualifications.	theme of persons abilities.			
Communication Skills	**Persuasive:** Led the interview in a direction that enabled them to expand so their skills were expressed, took initiative to add information beyond question asked. **Confident:** Exhibited self confidence with body language and verbally **Appropriate volume:** Spoke with proper volume for room to be heard clearly; not too loud, not too soft. **Enunciation/grammar:** Avoided words like "git" versus "get and "agin" versus "again", used proper words when speaking (didn't use 10 dollar words when a five dollar word will do). **Concise:** Avoided run-on sentences and answered with logical and organized thoughts. **Sincere:** Expressed true interest in the position they are seeking.	**Persuasive:** Was able to expand somewhat on skills that are a fit for the position, volunteered some additional information to questions asked. Confident: Exhibited some nervousness, but covered well; voice and body language showed some uncertainty. **Appropriate volume:** Did not modulate volume to express answers, could hear sometimes; but quiet when unsure of response and hard to hear. **Enunciation/grammar:** Some language not appropriate for position applied, used some slang and exhibited some "dialect". **Concise:** Some questions answered in a rambling fashion, but point was able to be made. Thoughts were logical, but somewhat disorganized. **Poise:** Seemed	**Persuasive:** Answered yes or no to most questions, did not expand on skill set. **Confident:** Did not appear comfortable, nervous, slouched in chair. **Appropriate volume:** Hard to hear answers or volume too loud for room. **Enunciation/grammar:** Used overly complex or simplistic language, sprinkled in words like "git" versus "get" and "agin" versus "again". **Concise:** Rambled and used run on sentences. Answers were poorly organized and thoughts not clearly expressed. **Sincere:** Seemed uninterested in the position and distracted, **Poise:** demonstrated distracted mannerisms such as tapping foot,		x 30	

INDICATOR	Very strong evidence of skill is present 5–4 points	Moderate evidence of skill is present 3–2 points	Weak evidence of skill is present 1–0 points	Points Earned	Weight	Total Points
	Poise: Avoids distracting mannerisms, such as drumming fingers or overuse of "uhm" and "you know". **Discretion/Tact:** Shared appropriate information and did not create an awkward situation through responses.	comfortable with some nervousness, caught self before exhibiting distracting mannerisms, rarely used "uhm" or "you know". **Discretion/Tact:** Most professional in tone and shared information that created little ,if any, awkwardness.	drumming fingers, cracking knuckles, etc., Excessive use of "uhm" and "you know". **Discretion/Tact:** Shared information that may be seen as personal about someone else creating awkwardness, appeared unprofessional.			
Conclusion	**Posed appropriate questions of interviewer:** e.g., when notification of selection will occur and how. Clarified next steps, inquired as to next step in interview process e.g., if there will be additional interviews, etc. **Appropriate thanks and exit:** Asked for business card, thanked interviewer, stands and shakes hands prior to exiting room.	**Questions posed were somewhat appropriate:** Some had no relevance to interview, Incomplete inquiry of the next steps in the interview process, Asked for business card, thanks interviewer and shook hand, but seemed uncertain how to end the interview and exit.	**Asks no questions:** Questions asked (if asked) have no relevance to next steps in the interview process, Ends interview abruptly or awkwardly, exits without thanks or shaking hands.		x 15	
					TOTAL POINTS	