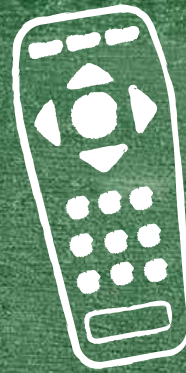




promotional  
package



impromptu  
speech



commercial



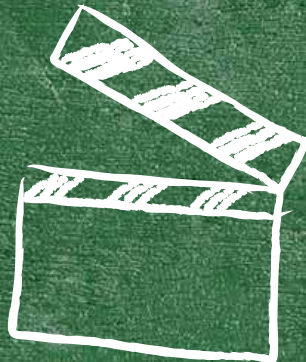
illustrated  
talk

# MONTANA 4-H CLOVER COMMUNICATIONS

demonstration



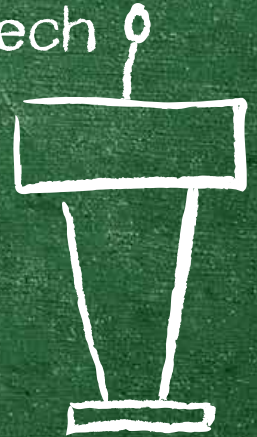
video



career



prepared  
speech



new 2016 5342

## Contest Guidelines



**MONTANA**  
STATE UNIVERSITY

EXTENSION



## Acknowledgments

The Montana 4-H Clover Communications Curriculum was produced by Alice Burchak, MSU Extension agent in Toole County, and Jane Wolery, MSU Extension agent in Teton County.

## Graphic Design

MSU Extension Communication and Publications

## Resources

This curriculum was adapted with permission from the University of California 4-H Presentation Manual; Rutgers New Jersey Agriculture Experiment Station 4-H Member Guide: How to Make a Public Presentation; and the Montana 4-H Center for Youth Development: Public Speaking, Demonstrations and Illustrated Talks.

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The life lessons we learn are gifts that we carry forward and present to others. We thank the 4-H volunteers, leaders, parents, 4-H youth, and Extension agents who work together to teach and learn communication skills. 4-H youth benefit from communication opportunities and learn to present themselves to the world with confidence and class.

- Alice Burchak and Jane Wolery

I would especially like to thank my mom, Betty Ann Wolery, and my cherished, transformational 4-H leaders, Louise and Adeline Seuser, for helping me prepare my very first 4-H demonstration, "Crocodile Bread" in 1979. I hope every child can know the feeling of having an adult invest in them so completely. I see this publication as a way of taking their investment and paying it forward.

I want to express my tremendous thanks and appreciation for all who are in the business of building youth.

- Jane Wolery



## Preface

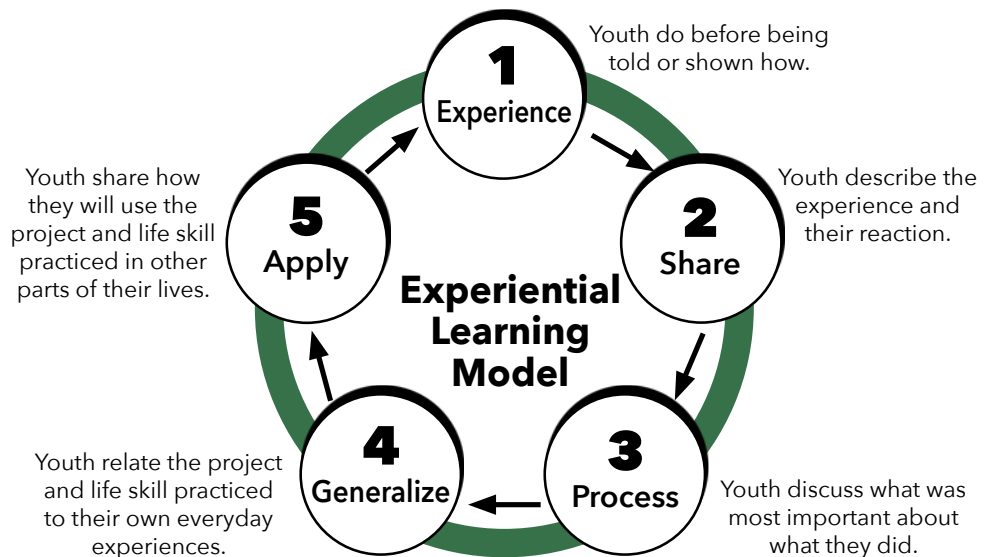
Communication skills are the cornerstone of society. From communication in the earliest forms of smoke signals and hieroglyphics to modern digital communications involving video, audio and graphics, humans have sought to share information and ideas through communication.

4-H recognizes the importance of developing high level communication skills that are applicable in our world. The processes learned through developing the types of presentations outlined in this manual will serve students in their future.

We encourage members to be “4-H Appropriate” by making their presentations:

- Respectful
- Professional and considerate
- Non-violent
- Free of degrading content, lewd or vulgar language or images

The 4-H Youth Development Program promotes the five steps of the experiential learning model as essential to all educational experiences. This experiential process engages learners by encouraging them to think more and work harder, as they ultimately learn more thoroughly than with non-interactive teaching methods.



Pfeiffer, J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals"  
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## What is 4-H?

4-H is a part of Montana State University Extension, which is a part of the U. S. Department of Agriculture and local county government. 4-H members are youth who chose to participate in Extension-sponsored educational programs which are open to all youth.

The goal of Montana 4-H is to develop citizenship and life skills, and to educate youth and adults for living in a global and changing world by using the resources of the Land-Grant Universities and the U.S. Department of Agriculture.

Montana 4-H Educational programs are 4-H Clubs, after-school programs, 4-H camps, school enrichment, community service, events and activities for young people and adults as they work toward attaining the five life skills:

- Fostering positive self concept
- Learning decision making skills and responsibility for choices
- Developing an inquiring mind
- Relating to self and others
- Acquiring a concern for communities – local and global

The emblem of the 4-H program is a green four-leaf clover with a “white H” in each leaf. The four “H”'s stand for Head, Heart, Hands, and Health and represent ways to develop the five life skills.

**HEAD:** Learning to think, making decisions, understanding the ‘whys’, gaining new and valuable insights and knowledge.

**HEART:** Being concerned with the welfare of others, accepting communities, determining values and attitudes by which to live and learning how to work with others.

**HANDS:** Learning new skills, improving skills already developed, instilling pride in works, and respect for work accomplished.

**HEALTH:** Practicing healthful living, protecting the well-being of self and others, making constructive use of leisure time.

This four-fold development is vital to every individual. All four of the “H”'s should be an important part of the goals youth identify as they participate in 4-H sponsored programs and educational activities.



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# MONTANA PUBLIC PRESENTATION CONTEST GUIDELINES

**Clubs, counties, districts, regions and state entities may organize presentation events to allow 4-H youth to practice their skills. Youth ages 13-18 by October 1 of the current 4-H year who receive a blue ribbon at the county level may advance to state events.**

Communications is a broad category. Many types of communications have specific constraints and rules. This curriculum assembles many of the best practices that can be applied to a variety of communication styles.

## Age Groupings

The age group is determined by your age on October 1 of the current program year. Members of teams and group presentations will be evaluated using the age of the oldest team member.

*Cloverbuds: 5-7 years old.*

Cloverbud participants may not be evaluated for ranking and will be given a participation ribbon. Cloverbuds may receive positive comments from evaluators. Team presentations that include Cloverbuds may not be evaluated.

*Junior/Intermediate: 8-13 years old*

*Senior: 14-18 years old*

At Montana 4-H Congress, 13-year-old members may compete in the senior division. Contact your club leader or MSU Extension Agent in your county to learn more.

## Individual or Team Competitions

Check criteria for each communication event to see whether it is an individual or team event. Teams may include up to **three** 4-H members.

## Being a Good Team Member

It is important for presenters to be good team members. When presenting a team presentation, team members should:

- Be open-minded and listen to suggestions from others as they prepare.

- Divide work and speaking parts equally.
- Practice the presentation together.
- Pre-determine which questions or which areas will be answered by which team member.
- Pre-determine a cue that will notify others that you would like to add to their answer.

## Photography and Filming

Photography and filming is allowed at communication events, but public posting of photos and videos should be done only with written permission from participants using the MSU Extension Media Release form (page 46). It is not appropriate for guests, 4-H volunteers or parents to post video or photos of youth without permission.

## Accessibility of Communication Events

It is our goal that all 4-H events will be as accessible as possible. If a 4-H member or guest feels they would benefit from special accommodations, they can contact the event coordinator or MSU Extension Agent in their county to request accommodations.

## Multiple Presentations

Check with the Event Coordinator in your county to determine the number of presentations that may be given by each presenter.

## Disqualification

Because of the educational nature of the communications events, presentations are rarely disqualified. Judges may deduct points, if deemed appropriate, for large time infractions.

# 4-H COMMUNICATION CONTESTS

Communication contests allow 4-H members to share what they have learned, to teach others, and to share ideas and concepts. Communications in this manual have been divided into contest categories: Demonstration and Illustrated Talks, Prepared and Impromptu Speeches, Career Communication, Published Videos, and Promotional Presentations and Commercials.



## **Demonstration and Illustrated Talk: Individual or Team**

Demonstrations show how to do something. They show a step-by-step process with a completed product at the end. Illustrated Talks convey a concept or idea using visual aids. Demonstrations can be thought of as a “how to” guide and Illustrated Talks are an “about” lesson. Demonstrations and Illustrated Talks use many of the same skills and therefore have traditionally been evaluated with the same scoring tool. Both presentation styles help the 4-H member develop research and planning skills, as well as confidence in speaking to an audience.



## **Speech: Individual**

A speech is a way of communicating an idea, thought or point without using any visual aids. Communication is largely provided through the words, body language, tone of voice and style of the presenter.



## **Impromptu Speech: Individual**

An impromptu speech is a presentation with very little preparation. A random topic is given and presenters have three minutes to think about what and how they are going to give a speech on the topic. After preparing for three minutes, a two to five minute speech is presented. The impromptu speech can be a separate event or can be used as a tie-breaker in senior levels of prepared speeches.



## **Career Communication: Individual**

Career Communication includes the job application, cover letter, resume and job interview. The 4-H Career Communication is not meant to encompass all aspects of career communication, such as the introductory and closing contact with a potential employer or creating a portfolio of work. The 4-H Career Communication is designed to allow 4-H members to practice the writing of applications, letters and resumes detailing their current skills and interviewing with a panel and receiving feedback and training for future interviews.



## **Video: Individual or Team**

The Video category is an opportunity for 4-H members to create a message using a video they create. This contest recognizes the importance of sharing information digitally through video. The video may be a demonstration, a concept or thought, or idea to promote. 4-H members will present/ play their video and then interview with a panel to discuss the video’s merits, intended audience and effectiveness. Participants may, but are not required, to publish their video online. Participants should take necessary precautions to ensure no identifying features (license plates, addresses and names, etc.) are included that would pose a safety risk if the video is published online and accessible by the general public. Consult with parents and adults regarding online safety.



## **Promotional Package: Individual or Team**

The Promotional Package can be for a concept, thought/idea or real product. The 4-H member(s) developing a Promotional Package should consider messages and platforms that would best reach the intended audience. The Promotional Package can be a combination of any prepared news release, radio spot, blog, webpage, Twitter/Pinterest/social media feed, flyer, app, advertisement, etc. The 4-H member(s) present their promotional materials and answer questions regarding intended audience, results of marketing campaign, etc.

Participants may, but are not required, to publish their package online. Participants should take necessary precautions to ensure no identifying features (license plates, addresses and names) are included in the promotional package that would pose a safety risk if the it is published online and accessible by the general public. Consult with parents and adults regarding online safety.



## **Commercial: Individual or Team**

The Commercial allows 4-H members to develop a short promotional message to be performed live. The Commercial can be for a concept, idea, thought or a real or imagined product. The Commercial should be fast-paced, appeal to the audience to take action or purchase a product.

# SECTION 1

## 4-H Presentation Best Practices

### INTRODUCTION

#### What is a 4-H presentation?

A presentation is a way to communicate an idea or topic by showing, telling, or expressing an opinion.

#### 4-H Presentations help you learn to:

- Research a subject
- Organize ideas in a logical order
- Share with others
- Present to an audience either live or recorded

#### Why are public speaking skills important?

Giving presentations helps develop life skills including the ability to present to an audience, organize ideas and create and use graphics, visual aids, or supplies to support the spoken word. Communication skills are vital for career achievement and social success. Through public speaking youth can:

- Discover an important component of leadership development
- Increase self-esteem, self-confidence, and the ability to accept feedback
- Expand skills for planning, preparation and performance

4-H members can prepare for presentations by giving talks at 4-H meetings, practicing skills learned in a project and observing other people giving presentations, whether live or recorded.

#### Develop Your Skills

4-H offers opportunities for you to realize your skills. Every member is encouraged to give a presentation each year whether at club level, county level or beyond. Show what you've learned; give a presentation. Collecting information and ideas that can be shared with others is part of the learning process. 4-H members who combine the skills necessary for communication events develop their polish as a communicator.

#### Where to Get Started

One place to start finding presentation topics is with 4-H project areas or other interests. Project leaders, parents, and other adults also can be a source of ideas. Other sources for presentation ideas are project manuals, books, magazines, websites and video sites.

#### Presentation Type and Style

There are many ways to present your ideas and skills to the world. Many presentation styles require similar skills. Choose a communication event that best fits you and your topic for this year. Either stay with that event and polish specific skills for a few years, or try more than one event to broaden your skills.





# PLANNING A 4-H PRESENTATION: a few easy steps

## 1. Choose the subject matter.

Select a subject that interests you.

## 2. Determine the audience.

Who will be learning? Adults, teens, younger 4-H members, experts, or novices - plan your presentation with your audience in mind.

## 3. Determine the purpose.

Determine the reason you are giving the presentation. Are you trying to inform, teach facts, motivate to action, stimulate thought, or show a process? Select a 4-H presentation format or contest that allows you to meet goals.

## 4. Research the topic.

Find out the most accurate and recent information on the topic. Consult your project leader, topic experts, magazines, books or websites.

## 5. Develop an outline.

Divide your outline into the introduction, body and conclusion.

## 6. Develop a title.

- Is it an attention getter?
- Does it summarize the purpose?
- Is it short and direct (no more than four to five words)?



## 7. Prepare the materials.

Use poster boards, digital slides, video or other materials to illustrate the main points. Use the outline to determine how to prepare visual aids, posters or slides.

## 8. Organize the presentation.

Prepare supplies for the type of presentation. Brand names and commercial labels should be covered. Endorsement of a particular brand is not recommended in a public presentation. Make custom labels that are easy to read so the audience can identify supplies and ingredients. Avoid saying brand names. For instance, say a permanent marker, not Sharpie®, or tissue rather than Kleenex®. Arrange equipment and supplies so the audience can see all the steps clearly. Use clear equipment, such as glass bowls, so the audience can see the material and the process. Use a handheld mirror to reflect the top of the work surface to show the audience. Sometimes using a raised or slanted work surface can help the audience see.

Consider using trays to organize supplies. Keep the trays of supplies or ingredients covered until needed. Using a tray or box to group supplies looks neater and is easier to move onto and away from the main work area. Equipment and supplies should be placed on the table in the order you plan to use them. Plan how to deal with dirty or used supplies so they do not distract from the presentation. Place

extra equipment on a second table away from the presentation table. Keep a hand towel or wet cloth ready to wipe the area clean. Consider a bag taped to a table or work area to serve as a waste container if needed. Decide which supplies or ingredients should be pre-measured or prepared.

Models or collectibles should be large enough to be seen from the back of the room.

- If doing intricate work, a video camera on a tripod can be connected to a projector to show detail, but it takes considerable practice to keep the work in view of the lens.



## 9. Practice.

Practice helps to prepare. How will you set up the workspace? How will you handle the materials? Where will you place items when you put them down? Consider recording your presentation to practice and score yourself. Invite a small audience to watch and give feedback. Pay attention to small details, mispronunciations, and informal language such as “gonna” instead of “going to.”

Choose clothing that is simple and practical for the presentation. For instance, if showing how to change oil, wear coveralls, not dress clothes. Make sure clothing is clean, neat and pressed. Avoid distracting brand names or words on clothing, unless they have to do with the presentation. Keep accessories and hairstyle minimal to avoid distraction. If needed for safety or sanitation, wear long hair pulled back.

Chances are, if you practice enough, the things that can go wrong will happen during practice, so you can make changes. Practice keeps you from getting rattled if something does not go according to plan. Work around problems the best you can and keep going. When presenting live, put the audience at ease by working the mistake into the presentation. For example say, “I like to make the mistakes, so you won’t have to if you try this later.”

Practice enough to present entirely on your own. Adults, parents or leaders should be minimally involved. Adults should not prompt youth, use cue cards, or be involved in the youth’s delivery. If an adult is a prop, for instance sits quietly as a model for a demonstration on hairstyles, that would be acceptable; however, sometimes adults get overly involved doing set-up, sharing in presenting and answering questions. Adults need to remember to teach and guide and then allow the youth to shine on his or her own performance.

## 10. Prepare for questions.

Try to anticipate questions that may come up and find answers. Practice restating the question so all audience members can hear before you answer.

That was a great question.

The woman in the yellow shirt asked.....

# SECTION 2

## Visual Aids

Simple, well-prepared visuals or posters enhance a presentation, help the audience learn faster, understand better, and remember longer. Visuals may be used to introduce the presentation, to present the main points, and/or to give the summary.

### DESIGNING POSTERS AND DIGITAL SLIDES

#### Keep It Simple

Remember that when it comes to presentations it is better to have less information on posters or slides than too much. This keeps the focus on you, not the slides or posters.

#### Lettering for Visual Aids

- **Use bold letters for headings to make a point.**
- **The use of plain lowercase text makes charts easier to read.** It should also be used for sub-items in a list and additional information. The eye moves quicker through it with a minimum delay in reading.
- **Use a font and large size letters that are easy to read from the back of the room.** Stick to basic fonts like Arial and Times New Roman. Basic fonts are easier to read and can be found on most computers.

- Use bullet points.
- Use CAPITAL letters, *italics*, and/or **color** to provide emphasis.
- Proofread

- **Words should be easy to read.** People find it easier to read words running horizontally than vertically. Be consistent in style.
- **Limit font types and sizes.** Limit font types and sizes to two or three in a presentation. For instance, one font might be used for titles and another for the rest of the slide text. Font size should be consistent throughout: all titles on each slide/poster should be the same size, and the body text should be the same size.
- **Proofread slides and posters.** Have someone read the presentation to help find misspelled words.

#### Color Combinations

Color can be a key element in a presentation. The color used can create a mood or feeling. Color attracts attention. That makes it great for highlighting points. Using different colors is useful to compare several different items. The colors allow the audience to easily see differences. Use a basic set of colors for your presentation. Use one or two vivid colors and then the tints or shades (lighter and darker versions) of those colors.

When using color it is important to understand the color itself is not as important as the relationship it has with other colors. On the following page are some basic tips to remember when using color.



**Remember to provide contrast** – Be sure there is contrast in the colors used. This could mean light colored text on a dark background or vice versa. Colors with little contrast will tend to blend together and be hard to read. Look to see how colors interact. Also, remember that some of your audience may be color blind, so be careful using reds and greens.



**Use a color wheel** – If you are having a hard time deciding on colors, look at a color wheel. Colors directly opposite of each other are can be complementary. Use dark and light colors to achieve contrast.



## Backgrounds and Templates

You usually will have the option of using a template or a background color scheme for slides. There are many different template designs; most have some sort of design border with a background in a solid color. Another option is to design a border for the presentation. Here are some tips on choosing backgrounds or templates.

**Select backgrounds or templates to enhance the presentation** – Find a background or template that will evoke a mood or feeling in a presentation. A presentation showing how to make a Thanksgiving turkey craft would look good with a background with fall colors and leaves.

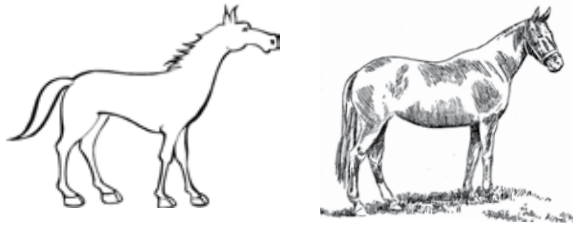
**Avoid clutter** – Many templates have some sort of border or image in the design. If you are adding lots of pictures or illustrations, the template design may distract. It may be better to choose a solid color background.

**Be sure text contrasts with the background** – A template or background has a color scheme, the text colors may already provide enough contrast. However, you may choose to customize the template by making the title and text bold, changing the size, or even choosing a font that contrasts better with the template or background.

## Graphics

Graphics are photos, illustrations, or clip art. Graphics can be used to support a point or add humor. When using graphics, remember the following:

**Be consistent** – It is a good idea to stick with similar types of graphics. If using clipart, try not to combine a simple line drawing with a very intricate illustration. Notice that the horse on the left is very simple and almost cartoon-like while the picture on the right is much more detailed. These two graphics would not look good in the same presentation.



**Be creative** – To use hand-drawn draw pictures, take photos of them for slides or posters.

**Use graphics to make the message clearer** – If you are adding a graphic just because you can, don't use it. Graphics need to support the message.

### USE THE 6 X 6 RULE:

Use no more than six lines on a slide and no more than six words in a line. Using this rule prevents putting too much information on the slide. A common mistake is putting too many words on a slide. This takes the attention off the presenter because the audience reads the information themselves and stops listening.

## BANK ON IT

- Track Spending
- Make Goals
- Make a Spending Plan
- Make a Saving Plan
- Review in One Month
- Make Adjustments

## BANK ON IT

- In order to get started saving and investing money, a person first needs to understand exactly where their money is going in the first place.
- Once the tracking is thoroughly completed and analyzed, the next step is to make goals based on your needs, wishes, wants and desires.
- After considering the normal and unexpected expenses and then trying to match those up with the goals, it is necessary to build a budget.
- Once the budget is established, look for ways to trim the budget so that a savings plan can be established.
- After one month of applying the budget, it is necessary to analyze progress and make adjustments.
- Analyze the spending and saving before making adjustments. Remember the occasional or non-monthly expenses.

## Poster Guidelines

Posters can be made with tri-fold boards, covered boxes, stencils, computer printers, markers, flip charts or using computer software to make an image for poster printing.

**Electronically-produced Posters** – Create the poster in any software at the size it will be printed at a copy center or photo processor. It is best to start with a document size that proportionally scales up to standard photo enlargements: 16x20, 20x24, 20x30. In many software programs, this can be achieved by creating a custom size before starting. (An 8½x11 will not enlarge to these standard sizes without some loss of top or side margins, or the poster 'floating' within the larger space.) Be aware of the quality of images as they enlarge to the printed piece, they can become more pixelated.

- Mount posters on a hard surface such as foam board or cardboard to prevent them from folding over.
- Keep posters the same size so they are easy to handle and appear more organized and professional.
- Enlarged pictures of supplies or tools are helpful if working with something small.
- Use an "enlarged" prop. For instance, if showing different types of buttons, perhaps make a large button out of wood or cardboard to aid in teaching.

## Digital Slides

Digital slides may be used to show photos of intricate details in the presentation by using close-ups and enlarging photos. Some of the software available includes Microsoft PowerPoint, Prezi, Apple Keynote, Google Slides, Haiku and Apache Impress. Watch slide presentations online to see what type of visuals you like. Watch some Pecha Kucha or Ignite-style presentations online to get a sense of how to make slides simple. The point of any visual aid is to enhance the presentation and keep the focus on the main points and presenter.

The way visual aids are used can make the difference between an effective presentation and one that's distracting and difficult to understand. Have you seen a presentation where it felt like the presenter used every font style and animation available? It can be overwhelming and detract from the message.



## Sound

Sounds and audio clips can distract. To keep the audience listening, avoid using sounds unless they are teaching a concept. Test your sound equipment prior to presentation

## Transitions and Animations

Transitions are how each slide comes onto the screen. Animations are how the text and graphics come onto and leave the screen. There are many transitions and animations. Words and graphics can fly in from almost anywhere. In general, the best slide transition is one the audience does not even know happened. Other tips for transitions and animations are:

**Be consistent** – Use the same transitions throughout the presentation. Be consistent on how text comes onto the slide.

**Make them simple** – It is a good idea to use basic animations such as:

- Wipes
- Fades

**Make them natural** – An animation that feels natural will keep the audience listening rather than trying to figure out where the next set of words will come from. Natural animations are:

- Drop from above
- Appear from left

**Use for emphasis** – If you really want to emphasize a point, this is when it is appropriate to add a different animation.

# SECTION 3

## Copyright

When something is created – a writing, photograph, art or piece of music – it is automatically protected by copyright. Many people do not understand copyright laws, which can be complicated. A good assumption is that if you didn't create something yourself, it has copyright protection. That means the photo taken from a website that you put into your presentation slides was copyrighted. Using it without permission is not acceptable. It also means that latest pop song is off-limits for your video, because it is copyrighted.

You may think copyrights will be limiting, which is true to some extent; however, some people do want their work (music, art, photos, and writing) to be used collaboratively and shared. There are several sources of available creative works. One source is Creative Commons. Where creators of material can specify how their work can be used. Many simply ask for attribution, which can be done with captions on photos/art or in credits on videos.

Following are a few resources to consider. No endorsement of these resources is intended. Be sure to read policies carefully. Attribute images as required by photographers who have shared their photos via sharing websites. Even with purchased stock photos, there may be limitations on use.

With so much content posted publicly on the internet in easy-to-search formats, there are creators who purposefully seek out copyright infringement to sue for monetary claims. Be careful and be sure to use materials with permission only and with correct attributions.

### For Music and Sound

Consider recording music through various available apps such as Audacity, Adobe Audition and Twisted Wave. Incompetech has royalty free music. Be sure to follow rules listed. Free Soundtrack Music is a

royalty-free music site that has both free and for-purchase music. Melody Loops offers background music for a small fee. Contact a composer/musician you know and ask for permission to use his or her music. Be sure to have written permission on file.

### For Photos and Art

Again, Creative Commons searches may produce free photos and art to use with proper attribution. If clipart is built into a software program, it is generally considered free to use; however, if the software sends you to web-based search engines, you have to find the creator of the content and ask permission to use. Assume anything posted on the web is copyrighted. There are photo sharing websites, such as Flickr that intend for photos to be used, but you must check the attribution requirements. Check out Free Range Stock and Pixabay for photos and art. You can create your own photos to use, but be sure you have permission from anyone appearing in the photo to use it as you intend. Another resource for editing photos is Canva.

### Research Citation

Remember to cite the source of information gathered from research either verbally, throughout a presentation, or in writing at the conclusion of a presentation, on a poster or slide. Senior members may want to use a standard citation system like APA (American Psychological Association) or MLA (Modern Language Association).



# SECTION 4

## Mechanics of presenting

### POLISHED PRESENTING

Explore different ways to effectively communicate by using different presentation formats and styles. Each person is generally most effective when they develop a style they are comfortable using. The information below gives suggestions for developing a personal public speaking style.

#### Body Positioning

When positioning yourself in the front of the room, decide whether to be in the center or slightly to one side. Any posters, digital slides, or other props or visuals should be visible to the audience. Where you stand should not block the view of visual aids. Visual aids should not block the audience from seeing you either. Be certain everyone in the room can see clearly. Stand in several places and look where you will be presenting to be sure there is nothing in the way.

#### Standing and Posture

Use good posture, it helps you feel and look more confident. Weight should be distributed evenly with feet shoulder width apart and knees unlocked. If you become tired during the presentation, shift from front to back (put one foot behind) instead of swaying side-to-side. Some presenters do not realize they sway or twist their legs in front of an audience and it can be distracting.

#### Speaking voice

It is important to practice your speaking voice to determine the correct volume, rate of speech and pitch. Decide the best inflection and emotion in your voice to successfully convey ideas. Well-planned pauses are useful to let the audience process the speech.

**Share in your own words.** Avoid reading, memorizing or repeating material that is written differently from how you normally speak. Stiff memorization of material is not recommended. Practice can help 4-H members feel more comfortable with their ability to form clear thoughts as needed, without memorization. While 4-H members should speak in their own words, they should be mindful that this is a formal presentation. Avoid speech habits such as overuse of certain words, catch phrases and sloppy speaking, such as like, gonna, haveta, umm, ahh, so, right, etc. Eliminate the word “you” as much as possible, unless in a rhetorical question. Instead of saying, “Next you do” ... say, “The next step is” or “Next I will.” Saying “you” assumes the audience is doing the action and they are not.

**Avoid using notes or being too dependent on notes.** If using note cards, number them and use prompts with as few words as possible. Practice will increase confidence without using notes. Listen to yourself as you are speaking. Staying attentive to the presentation is important.

Avoid vocalized pauses including "um," "er," "like," "well," "right," "you know," "so," and other fillers that detract from presentations. Avoid chewing gum and other things that may change voice projection.



**Volume should match your audience and room size.** Your voice sounds louder to you than to the audience. If you speak quietly, the audience will not hear. Avoid speaking when your back is turned away from the audience to get supplies, adjust visual aids, etc. Look up and out at the audience when speaking, and try to project voice volume to reach the audience in the back of the room.

**Pitch and vocal variation can be used** to heighten the quality of speech, and to reflect or emphasize a message. Avoid using the same tone throughout a presentation.

**Change the volume, speed, and tone of voice.**

Your audience is important! Remember to check for understanding by the audience's facial and physical reactions. Add your own style and personality with your voice.



- Turning your back to the audience.
- Hiding your facial expression.
- Crossing your arms in front.
- Putting your hands in your pockets.
- Putting your hands behind your back.
- Leaning on tables or props.
- Fidgeting or rocking.

## Eye Contact

Eye contact is important. For small audiences, try to engage each member by making eye contact with them. For large audiences, move your eyes around the room (right, to left, and back to center). When you avoid eye contact with the audience, they don't feel as engaged.

## Gestures and Movements

Use hand movements similar to those in a conversation. The larger the room, the more animated gestures can be. Gesturing should focus toward the audience, and should appear natural and enhance speech.

## Equipment

Use proper equipment. Practice to be comfortable, and to discover any potential mishaps before the actual presentation. Make sure equipment is clean, safe and in working condition.



# SECTION 5

## Preparing a presentation

### GETTING READY

- Keep steps and visual aids simple. Think about using coordinating colors for supplies, props, posters, tablecloths, and clothing.
- Practice aloud for 20 minutes a day several times. This will help fine-tune volume, pacing, and intonation.
- Avoid dependence on notes. If using notes, number them and use only key prompts with as few words as possible. Practice will decrease a need for notes.
- Make an audio recording and listen for ways to improve your clarity. Listening to a recording can help you learn your material.
- Examine presentation clothes for tears, frays, loose buttons, and spots. Remember to press clothes (and tablecloths) if needed.
- Rehearse the speech in front of friends, parents or small groups. Let them suggest areas that need work. Practice builds confidence.
- Weave personal experience into a presentation.
- Do a full dress rehearsal. Video if possible, to review.
- Show enthusiasm for the subject. Relax.. Begin and end with a smile.
- Think positive thoughts! Visualize and practice in your mind. See the presentation going well.
- Set up early if possible to check that all equipment is working properly.
- Position yourself correctly. The best place to stand during a presentation is facing the audience with electronic equipment to the side. Use a remote for a digital presentation. If no remote is available and a computer is out of reach, ask someone to advance slides for you. Work out a signal to advance slides. Saying “Go to the next slide” over and over is distracting.

### Hints for Digital Presentations

**Have a backup plan** – Make a backup plan in case something goes wrong. You never know when equipment will fail or the room is not appropriate for a computer presentation. Have a plan in case you cannot use digital slides. If your presentation is on external storage for use on a different computer, be sure to open files and test the presentation. It may need to be saved to the computer hard drive to run smoothly. Some computers read external storage slowly. Back presentations up to a web-based drive and a physical drive. Make sure the version of the presentation program works correctly on another computer.

**Use “B” or “W” keys** – During a presentation if you need to pause, make the screen black or white by hitting either the “b” or “w” key respectively. Hit the key again to go back to the presentation. Practice this technique to make sure it works with your device and software.



**Know key slide numbers** – Write down the numbers of key slides. For instance, if the presentation is getting too long and you want to skip to the summary, type in that slide number and hit the “Enter” key to advance to that slide.

**Use the arrow as a pointer** – If not using the arrow, move it to the side. An arrow/cursor in the middle of a video presentation is especially distracting.

**End with blank slides** – Add an extra blank slide at the end of a presentation. It is less distracting to end with a blank slide. While newer versions of programs have a blank screen at the end of a presentation, this is still a good idea.

## Logistics

Contact the event coordinator to ask what equipment will be supplied. You are responsible for supplying and setting up any additional equipment for the presentation. Room hosts may assist upon request. Too much unnecessary set up assistance may lead to questions about how much of the presentation you prepared. Having help to carry equipment for speedy transitions is one thing; having someone set up trays and supplies is another. Plan for equipment and supplies to be set up in 5-10 minutes.

Generally, if there is a malfunction, find a way to keep going. However, if equipment used in the presentation malfunctions and you cannot continue, request an opportunity to restart once you repair the equipment. Parents or room hosts may assist with equipment malfunctions. Evaluators should give the speaker the opportunity to relax and regroup their thoughts prior to restarting the presentation.

## QUESTIONS

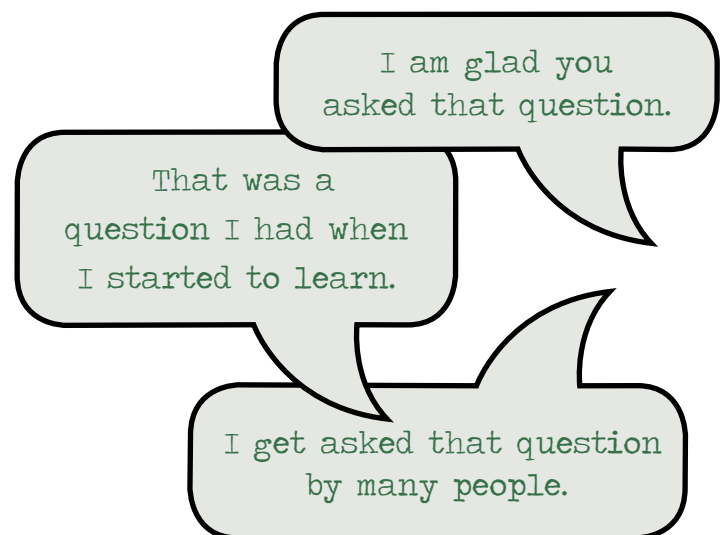
### Handling Questions

Depending on the presentation type, consider a five-step approach in responding to questions. These steps may vary depending on the situation.

- Listen to the entire question before you answer.
- Repeat the question out loud so the audience can hear it, or restate the question in your answer.
- Credit the person for asking the question.
- Respond to the question honestly and the best you can. If you do NOT know an answer, tell them you do not know. You may ask for a way to contact the person with the answer once you research it. You may see if anyone else in the audience is able to provide an answer.
- If it's applicable and appropriate, bridge to the next question by asking them a question. "Does that answer your question?" or, "Is that the kind of information you were looking for?" This is critical. Once they respond "Yes," you have permission to go on to the next person. This also gives them the opportunity to say "No," and allows them to clarify their question.

## HELPFUL HINTS FOR ADULT LEADERS

- Help the speaker choose a topic that interests them. Presentations are supposed to help the speaker learn more about a topic through teaching to others. Teaching creates a higher level of understanding.
- Presentations require practice, and practice pays in confidence.
- Memorization may work for some speakers, but *learning* the presentation is better because the speaker appears fresh during each presentation.
- Prepare the speaker for how to handle problems including distractions, falling posters, and forgotten items.
- Prepare the speaker to use evaluations to improve their performance. Help members to understand that feedback is necessary for improvement and not to give up if they were evaluated differently than expected.
- Help the speaker understand the importance of the skills they are learning and help them enjoy their public speaking experience.





Use trays to organize supplies, cover brand names, use a cloth to cover dirty supplies, have finished product covered on back table until revealing.



Use an easel so work can be shown to audience. Do not talk with back to audience. Show the step and turn back around to talk.



Use a covered box as a visual aid and flip sides.



If possible, tilt work surface toward audience.



Use clear cookware when possible, and keep work surface clean and clear.



Posters should be a size that the 4-H youth can manage. Think about color coordinating supplies, posters, etc



Costumes can be used to enhance a presentation.



Draw interest with a clear and creative title poster.

# SECTION 6

## Presentation Evaluation Specifications

### Rubrics Evaluations

Presentations will be evaluated using a rubric that measures specific presentation skills for each public presentation format. The rubric supports a standardized evaluation according to specified criteria, making evaluation simpler and more transparent.

A good presenter performs well in all skill categories. Each major skill for the presentation format is listed in the left-most column of the evaluation rubric. Points are earned for each skill based on performance of that skill. To find the overall quality of the presentation, total the skill scores and then compare with the scoring chart at the bottom of the evaluation rubric.

### Awards

Ribbons for the public presentation competition will be based on the Danish Ribbon System. The point rating system for Blue, Red and White ribbons are on the bottom of the rubric. Top awards for each presentation category will be based upon the ranking of rubric scores.

### Practicing with Rubrics

Practice your presentation using the evaluation rubrics to improve presentation skills. Have a parent or leader score your practice presentation with the rubrics. Once completed, compare your results and focus your practice on the areas that need improvement. After completing each competition, compare rubric scores to previous ones and keep practicing to maintain skills and performance quality.



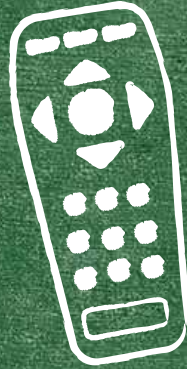
# SECTION 7

## Communication contest specifics

illustrated  
talk



commercial



impromptu  
speech



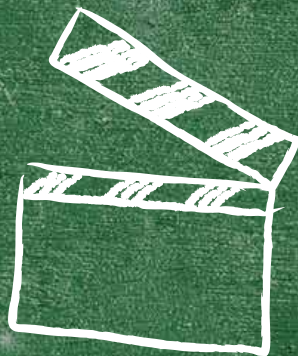
promotional  
package



demonstration



video



career



prepared  
speech





**An illustrated talk tells “how,” using visual aids. These aids can include charts, posters, photos, computer programs, slides, pictures, models or cut-outs. The presentation should have clearly identifiable sections including an introduction, main body, and conclusion.**

The primary differences between an illustrated talk and a demonstration:

- An illustrated talk is talking and a demonstration is doing.
- An illustrated talk tells something while showing visuals, and a demonstration shows and tells how to do something.
- In an illustrated talk, the presenter uses pre-made charts, posters, photographs, computer programs, slides, pictures, models, and/or cutouts to support the information given. In a demonstration, the presenter may do the same, but also makes or does something to create a finished product.

## Visual Aids

Visual aids are encouraged. Product labels should be limited to generic names and product names should be covered. The work area and table space used for the presentation should be used to the speaker’s best advantage. Handing out flyers and samples should not cause a distraction.

## Length

Cloverbud, ages 5-7: 1-5 minutes

Junior/Intermediate, ages 8-13: 3-7 minutes

Senior, ages 14-18: 7-20 minutes

No specific point penalties will be applied for an illustrated talk over or under time suggestions. Judges may score a presentation at a lower quality if time was not used properly.

## Number of Presenters

An individual presentation is delivered by one speaker. A team presentation is delivered by up to three speakers. Team members should divide work and speaking parts equally. An uneven distribution of work or speaking parts will impact the evaluation, as speakers are evaluated as a team.

## Questions

Anyone may ask questions. Evaluators/judges generally ask questions first. Time for questions may be limited, if necessary for schedule.

## Notes

Use of notes for illustrated talks is discouraged. Posters and/or visual aids should provide any necessary prompting.

## Attire

Appropriate attire for the occasion. Costumes may be used.





**In contrast to an illustrated talk, a demonstration shows and tells how to make or do something. The presentation should have clearly identifiable sections including an introduction, main body, and conclusion, often ending in the creation of a final product.**

## Posters and Slides

The posters should address the following points:

- Introduction / Title
- Materials
- Process
- Summary

## Visual Aids

Visual aids are encouraged. Product labels should be limited to generic names and product names should be covered. The work area and table space used for the presentation should be used to the speaker's best advantage. Handing out flyers and samples should not cause a distraction.

If you make the peanut butter and jelly sandwich in front of the audience, it is a demonstration. If you tell the audience how to make a peanut butter and jelly sandwich using visual aids, it is an illustrated talk.

## Length

Cloverbud, ages 5-7: 1-5 minutes

Junior/Intermediate, ages 8-13: 3-7 minutes

Senior ages, 14-18: 7-20 minutes

No specific point penalties will be applied for a demonstration over or under time suggestions. Judges may score presentation at a lower quality if time was not used properly.

## Number of Presenters

An individual presentation is delivered by one speaker. A team presentation is delivered by up to three speakers. Team members should divide work and speaking parts equally. An uneven distribution of work or speaking parts will impact the evaluation.

## Questions

Anyone may ask questions. Evaluators/judges generally ask questions first. Time for questions may be limited, if necessary, for schedule.

## Notes

Use of notes for demonstrations is discouraged. Posters and/or visual aids should provide any necessary prompting.

## Attire

Appropriate attire for the occasion. Costumes may be used.





# 10%

## Introduction

**USE AN OPENING DEVICE OR STORY HOOK** to create interest in your topic. Present the main idea, which can be the purpose of your presentation, a topic sentence. Preview the main points in the body of the presentation.

An opening device can be:

- An interesting statistic
- A thoughtful question
- A clever story
- A bold question or statement

# 80%

## Body

**TELL AND SHOW.** Tell the main points or demonstrate the process for making an item.

When preparing the body of the presentation, consider the following:

- What is the best way to share with the audience?
- What information should be included?
- What steps do I need to tell or show?
- What is the logical order for telling or showing?
- What should I say to explain the order or to give additional information?
- What materials and supplies do I need?
- How will I share a reference list, if necessary?
- What would be the best way to visually enhance my presentation – slides, supplies, posters?

When demonstrating, have something useful to say while performing the actions. Give supplemental information, particularly if the steps of a process take longer. It is fine to be silent for brief periods while showing a process, but it is good to have more information prepared to share than you might actually need.

Some presentations pose problems such as long intervals between steps. For example, if showing a fabric dyeing process, there may be drying time. Avoid this problem by planning the presentation carefully to have props and supplies ready at various stages. For instance, with fabric dyeing, it may be necessary to demonstrate dyeing one color and having wet fabric, but to complete the next step and add a second color, it would be important to already have a dyed and dried piece ready to continue the next steps..

# 10%

## Conclusion

**INCLUDE A SUMMARY OF THE BODY'S MAIN POINTS** and use a closing device or hook to make the presentation memorable. Try to recap important points without stiffly restating supplies and steps. The introduction and conclusion can use the same concept or hook to “bookend” a presentation. A catchy summary of why the topic was important or how it will be used is preferred.

# Spread a little too thin?

## INTRODUCTION

Sometimes I have days where I feel spread a little thin. I have sports practice before school, all my classes, music lessons after school and then church youth group. I barely have time to eat, so I can't waste time preparing a snack or meal, but I still need something healthy that will stick with me so I have energy. That is when the classic peanut butter and jelly sandwich comes to the rescue!

Today, I'll explain how to make a power-packed snack for days that are spread too thin.

## BODY

I'll start by setting out a plate. I try to work over a plate, because when I'm in a rush, I don't want to clean the counter. I like to think ahead, so I can minimize clean up. I'll add the peanut butter to the whole wheat bread. I like to use whole wheat bread because it is more nutritious. The wheat seed is made up of the germ, the bran and the endosperm. Each part of the grain contributes different nutrients. White bread is made only of endosperm. When choosing a whole grain product, look at the label and make sure one of the first ingredients says "whole wheat" or "whole grain."

Now I will spread the peanut butter on a slice of bread. I try to get peanut butter to the very edges because I think a sandwich is better if the crust is as tasty as the middle. I spread it thicker if I am very hungry. Peanut butter is a great source of protein. Peanuts have been around since as early as 950 B.C. I suspect many cultures figured out how to make paste or butter from the peanuts. However, in U.S. history, two people are of particular interest on the peanut butter path. First, George Washington Carver started researching uses for peanuts following the Civil War. Carver developed ways to use peanut butter, but it was Dr. John Harvey Kellogg (who crosses my mind when I eat cold cereal) who patented the product. Peanut butter is known for high protein content and was important as an inexpensive source of protein during the World Wars for both the troops and those on the homefront.

Next I will add jam. I prefer to use a spoon to spread jam on the second slice of bread. I pick jam over jelly because it has more fruit in it. I also like to make my own jam in fall when fresh fruit is available. There is quite a bit of sugar added to jam, but I hope I still get a little of the nutritional value of the fruit.

Speaking of fruit, I often like to add sliced banana to my sandwich to give it more nutrition. Bananas are most known for their potassium content, but they are also a good source of

Vitamins C and B6. Potassium helps with heartbeat regulation and helps build muscles. Vitamin C is known for healing the immune system and also aids in the function of skin collagen, which helps with everything from aging and wrinkles to healing wounds. Vitamin B6 helps the body make good use of protein. Since the peanut butter has protein, I think the banana is a smart addition to this sandwich. I like to put sliced bananas on the peanut butter to help the slices stick in place.

Now I'll top the sandwich with the bread and jam. I like to slice my sandwich diagonally.

I'll add a glass of milk with this sandwich and a few carrots for a balanced meal or snack.

## CONCLUSION

Remember, for a quick snack or meal, think of peanut butter for protein, whole grain bread with jam, jelly or honey and a piece of fruit. Between the protein of peanut butter and fiber in the whole grain, my hunger shouldn't need my attention again for several hours. I have found that this snack gets me through thick and thin on the days when I feel spread a little thin.

Are there any questions?

The woman in the yellow wondered if I have a preference in peanut butter and I do! I prefer smooth and creamy peanut butter over chunky.

Are there any other questions?

If not, thank you for your time. I hope I didn't spread it on too thick for you!

### Supplies:

- Whole wheat bread
- Peanut butter
- Jam, jelly or honey
- Banana (optional)
- Knife and spoon
- Plate

### Steps:

1. Spread peanut butter on bread
2. Add jam, jelly or honey
3. Add sliced banana
4. Top with bread
5. Eat and enjoy

# 4-H Demonstration and Illustrated Talk



Date: \_\_\_\_\_

Member Name: \_\_\_\_\_ Age: \_\_\_\_\_  Junior/Int (8-13)  Senior (14-18)

Member Name: \_\_\_\_\_ Age: \_\_\_\_\_  Junior/Int (8-13)  Senior (14-18)

County: \_\_\_\_\_ Title: \_\_\_\_\_

Indicate point value that most closely matches performance.

Performance	1 point	2 points	3 points	4 points	Points
<b>Introduction</b>	Lacks opening statement.	Brief or inadequate introduction of topic or self.	General introductory statement, stimulates interest in subject, personal introduction concise and complete.	Outstanding opening remarks, clear and concise introduction, smooth transition into presentation.	
<b>Understanding of subject</b>	Presenter shows no clear understanding of subject.	Shows some areas of misunderstanding or confusion.	Clear evidence of understanding through use of information and handling of questions.	Exhibits excellent grasp of information during presentation and handling of questions.	
<b>Body of Presentation</b>	No logical sequence of theme, random jumping around, irrelevant information.	Presentation follows somewhat of a logical progression. Some areas of disorder and confusion.	Information pertains directly to theme, logical and easy to follow order.	Excellent organization of theme and progression of information. Creative, deliberate progression.	
<b>Voice</b>	Volume, pronunciation or vocal variation need improvement.	Voice and language are adequate.	Voice and language are skillful and effective.	Volume, tone, inflection, timing and language are used to enhance presentation.	
<b>Manner and Appearance</b>	Appearance, body language or gestures need improvement.	Appearance and mannerisms are appropriate.	Appearance and mannerisms are presented with business-like conduct and style.	Appearance and mannerisms are presented with professional demeanor and personal style.	
<b>Visual Clarity</b>	Visual aids not clear or work area unorganized.	Visual aids and work area are clear and organized.	Visual aids and work area are well organized and effective.	Visual aids and work area organization creates a visually cohesive presentation.	
<b>Summary</b>	No summary or closure.	Minimal summary or new material introduced.	Main points concisely reviewed, feeling of closure conveyed. No material introduced.	Clear concise summary, logical closure, main theme, points and statement of purpose reemphasized in brief manner.	
<b>Questions</b>	More practice needed to answer questions.	Questions answered or handled when unable to provide answers.	Skillfully answers questions and relates them to the presentation.	Questions are used to extend the teaching of the presentation.	

Ribbon Placings: BLUE 32-24 points RED 23-16 points WHITE 15 points and below

Presentation Time \_\_\_\_\_

Total Points \_\_\_\_\_

What did the 4-H member do particularly well?

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What could the 4-H member have done differently to make the presentation more effective?

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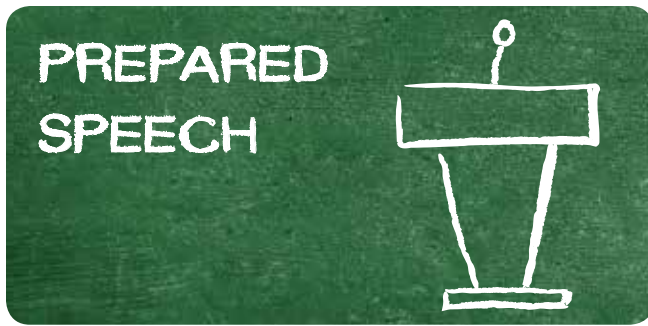
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Evaluator's name: \_\_\_\_\_

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**This format requires that the speaker write and deliver their own speech. The speaker will inform or educate the audience on a single issue or topic. The topic is only limited by age appropriateness of the topic for the member. The purpose of this category is to encourage participants to give a speech in which they seek out accurate information, organize it into a useful format, and competently present the information. Speeches may be persuasive or informative.**

Remember that credibility plays an important role in persuading audiences, such as dealing with oppositional arguments in a fair and convincing way. Good persuaders do not ignore the opposition, nor do they simply attack the opposition; they engage the opposition's arguments in an even-handed way.

A speech has a clear and understandable theme or thesis. Citing sources can increase the credibility of the speech if it does not interfere with the delivery of the prepared speech. The speaker is expected to discuss the chosen topic intelligently, with a degree of originality, in an interesting manner, and with some benefit to the audience.

A prepared speech should have a clearly defined introduction, body, and summary. The body contains the development of the main ideas of the prepared speech. The summary should not introduce new material but should be used to reinforce the ideas developed in the body and cement the theme and main ideas in the minds of the audience.

## Posters and Slides

None Allowed

## Visual Aids

No visual aids will be used by the speaker to assist with the delivery of the prepared speech. No props are allowed.

## Length

Cloverbud, ages 5-7: 1-3 minutes

Junior/Intermediate, ages 8-13: 3-7 minutes

Senior ages, 14-18: 5-7 minutes

Exceeding 7 minutes in length does not result in disqualification, but will be considered when evaluating the presentation.

## Number of Presenters

Prepared speeches may only be given by an individual.

## Questions

Anyone may ask questions. Evaluators/judges generally ask questions first. Time for questions may be limited.

## Notes

Notes may be used by the speaker to assist with the delivery of the speech. The notes should be inconspicuous and not detract from the speech.

## Attire

Appropriate attire for the occasion. Costumes may not be used.

## Other

In the event of a tie at senior level or at Montana 4-H Congress, an impromptu can be used to break a tie.



# 4-H Prepared Speech



Date: \_\_\_\_\_  
 Member Name: \_\_\_\_\_ Age: \_\_\_\_\_  
 Junior/Int (8-13)  Senior (14-18)  
 County: \_\_\_\_\_ Title: \_\_\_\_\_

Indicate point value that most closely matches performance.

Performance	1 point	2 points	3 points	4 points	POINTS
<b>Topic</b>	Topic used in a manner which is too challenging or too easy for speaker's age and skill level.	Topic used in a manner that could be more challenging for speaker's age and skill level introduction.	Topic used in a manner that is appropriate for speaker's age and skill level.	Topic used in a manner that is challenging for speaker's age and skill level.	
<b>Subject Knowledge and Coverage</b>	Not enough information is present to judge speaker's knowledge.	Adequate knowledge of subject.	In-depth knowledge of subject.	Full subject knowledge (more than required).	
<b>Body</b>	No logical sequence. Random jumping around, irrelevant information or lacking information.	Some areas of disorder and confusion. Some rambling or squeezing in too much information, or lacking information.	Information presented in a concise, effective manner. Relevant information provided.	Excellent conveying of main topic and information. Interesting or creative organization of information.	
<b>Voice</b>	Volume, pronunciation or vocal variation needs improvement.	Voice and language are adequate.	Voice and language are skillful and effective.	Volume, tone, timing, inflection, and language enhance presentation.	
<b>Manner and Appearance</b>	Appearance, body language or gestures need improvement.	Appearance and mannerisms are appropriate.	Appearance and mannerisms are presented with business-like conduct and style.	Appearance and mannerisms are presented with a professional demeanor and personal style.	
<b>Opening/Closing</b>	Opening/Closing are missing or unclear.	Opening/Closing are clear and organized.	Opening/Closing are well organized and effective.	Opening/Closing are creative and contribute to a cohesive presentation.	
<b>Effectiveness</b>	More practice is needed to maintain audience interest.	Audience interest is maintained.	Effort is shown to enhance audience interest and involvement.	Multiple techniques are used to artfully and successfully create audience interest.	

Ribbon Placings: BLUE 28-21 points RED 20-15 points WHITE 14 points and below

Presentation Time \_\_\_\_\_

TOTAL POINTS \_\_\_\_\_

What did the 4-H member do particularly well?

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What could the 4-H member have done differently to make the presentation more effective?

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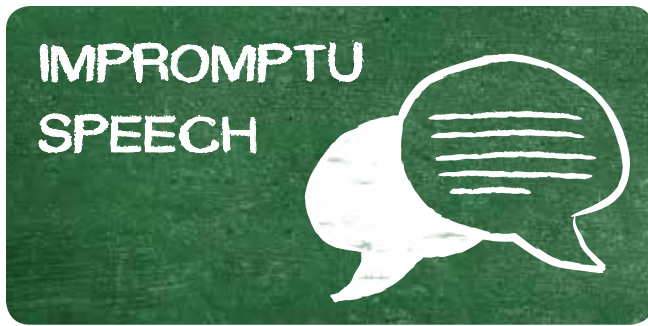
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Evaluator's name: \_\_\_\_\_

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**Impromptu speaking involves speeches that the speaker has developed themselves within a three-minute preparation time. One at a time, the speakers will randomly draw a piece of paper with a topic on it. From the time the speaker is given the topic, the speaker will have three minutes to prepare a speech.**

## Guidelines for preparing an impromptu speech

**Clearly state the topic** as it was given to the speaker.

**Give a reasonable interpretation of the topic.**

Neither exaggerate by reading more into the issue than is there, nor understate the issue.

**Give the speech a clear, central purpose.**

**Use a strategy.** A speech can inform or persuade. Persuasion is suggested as it provides a direction and purpose to the speech. The evaluators may not consider the position taken by the speaker and will consider how well the position is stated, developed and supported.

The speaker should incorporate an introduction, a body and a summary in the delivery of the speech. The body of the speech should be used for the development of the thesis or topic of the speech.

## Length

Cloverbud, ages 5-7: 1-3 minutes

Junior/Intermediate, ages 8-13: 2-5 minutes

Senior, ages 14-18: 2-5 minutes

Length: The speaker's presentation should be two to five minutes in length. Exceeding five minutes in length does not result in disqualification but will be considered when evaluating the presentation.

## Posters and Slides

None Allowed.

## Visual Aids

The speaker may not use props or costumes in the delivery of the speech.

## Number of Presenters

This format is limited to individual participants.

## Questions

There will be no questions during this category. The entire category involves the unrehearsed delivery of information and ideas.

## Notes

The speaker is allowed to use notes during the delivery of the impromptu speech. Notes should not distract from message.

## Attire

Appropriate attire for the occasion. Costumes may not be used.

# 4-H Impromptu Speech



Date: \_\_\_\_\_  
 Member Name: \_\_\_\_\_ Age: \_\_\_\_\_  Junior/Int (8-13)  Senior (14-18)  
 County: \_\_\_\_\_ Title: \_\_\_\_\_

Indicate point value that most closely matches performance.

	1 point	2 points	3 points	4 points	POINTS
<b>Performance</b>					
<b>Prompt Use</b>	The speaker fails to address the prompt.	The speaker addresses the prompt and provides limited supporting details.	The speaker demonstrates good understanding of the prompt and provides adequate solid supporting details.	The speaker demonstrates excellent understanding of the prompt and provides excellent solid supporting details.	
<b>Subject Knowledge and Coverage</b>	Not enough information is presented to judge speaker's knowledge.	Adequate knowledge of subject.	In-depth knowledge of subject.	Full subject knowledge (more than required).	
<b>Organization</b>	Speech is unorganized.	Speech follows a logical progression.	Speech shows skill and creativity in organization.	Speech shows a strong structure that enhances effect of speech.	
<b>Voice</b>	Volume, pronunciation or vocal variation needs improvement.	Voice and language are adequate.	Voice and language are skillful and effective.	Volume, tone, timing, inflection, and language enhance speech.	
<b>Manner and Appearance</b>	Appearance, body language or gestures need improvement.	Appearance and mannerisms are appropriate.	Appearance and mannerisms are presented with business-like conduct and style.	Appearance and mannerisms are presented with a professional demeanor and personal style.	
<b>Opening/Closing</b>	Opening/Closing are missing or unclear.	Opening/Closing are clear and organized.	Opening/Closing are well organized and effective.	Opening/Closing are creative and contribute to a cohesive presentation.	
<b>Effectiveness</b>	More practice is needed to maintain audience interest.	Audience interest is maintained.	Effort is shown to enhance audience interest and involvement.	Multiple techniques are used to successfully create audience interest.	

Ribbon Placings: BLUE 28-21 points RED 20-15 points WHITE 14 points and below **Presentation Time** \_\_\_\_\_ **Total Points** \_\_\_\_\_





**The Career Communication Contest is an opportunity for members to practice the skill of applying for a job. The contest involves completing the provided job application, cover letter, resumé and completing an interview. The member selects the type of job they are applying for, but it should be one for which they currently have skills.**

## Job Application

Students will complete the provided job application, prior to the personal interview. While the application will be generic, 4-H members are to complete the application for their intended job.

## Cover Letter

Students should write a cover letter outlining their experiences that would be pertinent to a potential employer.

## Resumé

Each contestant will provide a cover letter and resumé. Each participant's resumé and application will be the result of his or her own efforts. If a contestant's materials are found to not be their original work, the contestant will be disqualified from the Career Communication Contest. Participants are encouraged to use examples related to their 4-H experience whenever possible when preparing their resumé.

## Job Interview

The interview will be conducted by one to three judges. Questions will pertain to participant's current skill level and the specific job for which they are applying. As this contest simulates an actual job interview, spectators will not be permitted in the interview judging room.

## Job Descriptions

Please prepare a resumé for a position of your choice. Life experiences and education should be used to show that you are a good candidate for the selected job. Highlight your 4-H experiences whenever possible.

## Length

The job interview may be up to 20 minutes in length. Judges will determine when the interview is finished.

## Number of Presenters

This is a contest for individuals.

## Questions

Only judges may ask questions.

## Attire

Attire and grooming suitable for the specific job interview.

## Other

Contestants are encouraged to research career communications, including resumé and cover letter writing and interviewing skill. Career exploration and knowledge should be part of the research.



## Position Knowledge and Self-Reflection

1. Tell us about yourself and your qualifications for this job.
2. What are your greatest strengths? Weaknesses?
3. Give an example of how one of your strengths was helpful on a team (work, school, etc.).
4. Give an example where you had to compensate for a weakness (yours or a team's) and how you did so.
5. Why did you choose to apply for this position?
6. Tell us about your skills related to this position.
7. Describe any training or experience you've had that is related to this job.
8. What do you think will be your biggest challenge with this job?
9. What do you think will be easiest part of this job for you?
10. How has your education or training prepared you for this position?
11. If we were to gather several of your supervisors, teachers and co-workers into a room and ask them what your greatest strengths are, what would they say? If we asked them the areas you needed to improve, what would they say?
12. What do you believe are the most important characteristics and skills you would contribute?
13. Tell us what you know about the position and what questions you have about the position.

## Organization, Time Management and Goals

14. What are your short-term and long-term goals?
15. Tell us about an important goal that you have achieved and the steps it took to achieve the goal.
16. What is something you have done that makes you feel proud? What accomplishments have given you the most satisfaction in life?
17. How do you prioritize tasks?
18. Tell us what motivates you in your job.
19. What do you currently do to be effective in time management and organization – balancing multiple project priorities?
20. Can you describe a time when you had to organize a rather large project/event and how you managed it?

## Work Environment and Relationships

21. Describe a conflict you've had in work/school/an organization and how you solved it.
22. Have you ever had a conflict or difference of opinion with a supervisor or teacher? If so, describe the situation and how you handled it.
23. What qualities would you hope for in a supervisor?
24. Describe an ideal day on the job.
25. Tell us about some of your favorite classes, teachers or hobbies.
26. Would you rather work with information or people?
27. Can you describe a time when you had to work with someone you did not especially care for (client, co-worker, class member, volunteer) and how you handled that situation?
28. How do you feel about taking direction from co-workers or supervisors? (Explain)
29. How do you prefer to be approached about errors in your work?
30. How would you approach one of us if you found errors in our work?

[Date]

Clover Green  
Forever Green Farm  
1234 Purple Ribbon Place  
Heartland, MT 54444

Dear [*name of person application being submitted to*],

My 4-H club leader, Stan Dout, told me that you are looking for summer help with farm, ranch and child care duties. I was excited to hear about your needs, as I have just started to look for summer work and feel that my skills match your needs. I am currently finishing my sophomore year of high school and have been a 4-H member for eight years. In 4-H, I take both market livestock and breeding livestock projects. I am also involved in our 4-H dog project and have my own dog breeding business. I enjoy animals and have skills with large and small animals. I have taken the child development project in 4-H as well. I attended Babysitter Boot Camp through MSU Extension two years in a row.

I have attached my resume and a completed job application, which I found on your farm website. Both items describe my work experience. I worked for Happy Acres Farm last summer. I started out doing simple chores with the livestock and eventually was given more responsibilities such as tracking feed. This winter, my employers asked me back to help with calving and in the spring I helped with branding. They have now hired a full-time, year-round hand. At Happy Acres, I also had child care duties. Most of the time I watched the children, ages three and five, while the parents worked nearby. I planned special activities for the children each day, whether it was a theme day, like Monkey Mania, or a special art, food, reading or singing activity. I especially enjoyed the days when both parents were haying and I was solely responsible for the children. We had several summer picnics and made our own splash park!

Thank you for time reviewing my application. I look forward to the opportunity to meet your family to discuss your needs for summer help and my qualifications.

Sincerely,

*Clover Green*

Clover Green

# Clover Green

---

1234 Purple Ribbon Place • Heartland, MT 54444

406-444-4444 • Clover.Green@montana4-H.com

<b>OBJECTIVE</b>	To assist farm and ranch family with children and daily chores.	
<b>EDUCATION</b>	Blue and Gold High School, Class of 2018	2014-present 3.5 GPA
	Greenfield Middle School	2010-2014
<b>TRAINING</b>	Farm Safety First, MSU Extension	2015, Certificate
	First Aid, County EMS	2015, Certificate
	4-H Leadership Retreat, MSU Extension	2014-2015
	Hands Only CPR, County EMS	2013-2015
	Babysitter Boot Camp, MSU Extension	2013 and 2014, Certificate
<b>WORK EXPERIENCE</b>	<b>Blue and Gold School Concessions</b>	<b>2014-present</b>
	Responsible for organizing food stand, making food, serving customers, making change and cleaning concessions booth.	
	<b>Happy Acres Farm</b>	<b>2014-2015</b>
	Responsible for feeding livestock and pets daily; tracking feed; mowing yard; entertaining children while parents worked nearby; answering phone.	
	<b>4-H Camp Counselor</b>	<b>2014-2015</b>
	Responsible for planning camp activities with team; developing cabin activities; preparing and teaching classes for 50 campers; cleaning campgrounds; assisting with meal serving and cleaning.	
<b>LEADERSHIP</b>	<b>Blue Ribbon 4-H Club</b>	
	Treasurer	2014-2016
	Vice President	2013-2014
	Recreation Leader	2012-2013
	<b>Blue and Gold High School</b>	
	Class President	2016
	Class Secretary	2014
<b>ACTIVITIES &amp; COMMUNITY SERVICE</b>	4-H, FCCLA, FFA, Church Youth Group, Volleyball, Swim Team, Band, Choir, 4-H Food Drives, Adopt-a-Highway, Random Acts of Kindness	
<b>SKILLS</b>	Proficient in Microsoft Office; Google Apps; 4-H livestock project record keeping; prioritizing and managing time to complete multiple tasks; creative and flexible in solving problems; bringing a positive attitude to my daily work.	

*References available upon request.*



# DRESS FOR SUCCESS

You only have a minute to make a great first impression! Dress appropriately for the job. Think about how people dress to do the job for which you are applying and dress a level above that. For instance, do not wear a tie and suit to apply for a lawn care job. Perhaps wear clean, pressed jeans, and a button up shirt, tucked in with a belt.

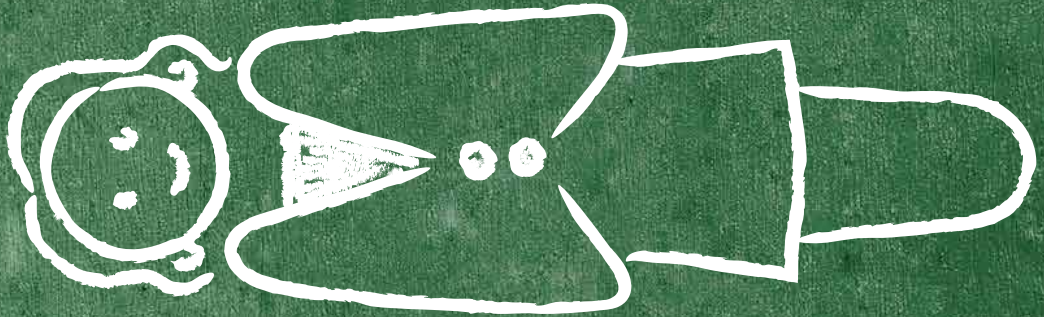
Wear simple earrings, piercings and hair accessories.

Keep makeup simple and natural.

Watch the cut of your blouse and avoid showing your midriff or cleavage.

Skirts should be at the knee or longer.

Shoes should be close-toed with conservative heels.



Be sure hair is brushed and out of face.

Teeth brushed.

Avoid wearing too much perfume or cologne. Usually go without.

Choose classic and rich colors, if wearing a suit. Make sure colors aren't flashy or distracting.

Clean and pressed outfit.

Polish shoes to avoid scuffs.



Clean shaven face.

Tuck in shirt.

Wear a belt, and try to match it to color of footwear.

Make sure socks match shoe color and each other.

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# EMPLOYMENT APPLICATION

## Applicant Information

Full Name: \_\_\_\_\_ Date \_\_\_\_\_  
*Last First M.I.*

Address: \_\_\_\_\_  
*Street Address Apartment/Unit #*

\_\_\_\_\_  
*City State ZIP Code*

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Position Applied for: \_\_\_\_\_

## Education

Elementary: \_\_\_\_\_ Address: \_\_\_\_\_

Middle School: \_\_\_\_\_ Address: \_\_\_\_\_

High School: \_\_\_\_\_ Address: \_\_\_\_\_

Other: \_\_\_\_\_ Address: \_\_\_\_\_

Classes, Certification or Training:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Volunteer Experiences:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Previous Work, Employment and Volunteer Service

Company or Organization: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Job Title: \_\_\_\_\_

Responsibilities: \_\_\_\_\_

From: \_\_\_\_\_ To: \_\_\_\_\_ Reason for Leaving: \_\_\_\_\_

May we contact your supervisor for a reference?  YES  NO

.....  
Company or Organization: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Job Title: \_\_\_\_\_

Responsibilities: \_\_\_\_\_

From: \_\_\_\_\_ To: \_\_\_\_\_ Reason for Leaving: \_\_\_\_\_

May we contact your supervisor for a reference?  YES  NO

.....  
Company or Organization: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Job Title: \_\_\_\_\_

Responsibilities: \_\_\_\_\_

From: \_\_\_\_\_ To: \_\_\_\_\_ Reason for Leaving: \_\_\_\_\_

May we contact your supervisor for a reference?  YES  NO

## Disclaimer and Signature

I certify that my answers are true and complete to the best of my knowledge.

If this application leads to employment, I understand that false or misleading information in my application or interview may result in my release.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# 4-H Career Communications

Date: \_\_\_\_\_

Member Name: \_\_\_\_\_ Age: \_\_\_\_\_  Junior/Int (8-13)  Senior (14-18)

County: \_\_\_\_\_ Title: \_\_\_\_\_



Indicate point value that most closely matches performance.

Performance	1 point	2 points	3 points	4 points	POINTS
<b>Interview Answers</b>	More practice needed to answer questions.	Questions answered or handled well when unable to provide answers.	Skillful answers to questions and related them well to the position.	Answers are used to exemplify skills beyond the questions, resumé and cover letter.	
<b>Position Knowledge</b>	More information and understanding of job position is needed by applicant.	Adequate knowledge of position.	In-depth knowledge of position.	Full position knowledge (more than required).	
<b>Organization</b>	Answers to questions are unorganized.	Answers to questions follow a logical progression.	Answers to questions show skill and creativity in organization.	Answers to questions show a strong structure that enhances effect of answer.	
<b>Voice</b>	Volume, pronunciation or vocal variation needs improvement.	Voice and language are adequate.	Voice and language are skillful and effective.	Volume, tone, timing, inflection, and language enhance the interview.	
<b>Manner and Appearance</b>	Appearance, body language or gestures need improvement.	Appearance and mannerisms are appropriate.	Appearance and mannerisms are presented with business-like conduct and style.	Appearance and mannerisms are presented with a professional demeanor and personal style.	
<b>Application</b>	Application is missing or messy.	Application is clearly filled out.	Application is professional in appearance.	Application is exceptionally done.	
<b>Cover letter</b>	Cover letter is missing or unclear.	Cover letter is clear and organized.	Cover letter is well organized and effective. Tailored to position.	Cover letter is creative, organized and contributes to a professional presentation.	
<b>Resumé</b>	Resumé is missing or unclear.	Resumé is clear and organized.	Resumé is well organized and effective. Tailored to position.	Resumé is creative, organized and contributes to a professional presentation.	

**Ribbon Placings:** BLUE 32-24 points RED 23-16 points WHITE 15 points and below **Presentation Time** \_\_\_\_\_ **TOTAL POINTS** \_\_\_\_\_



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**Videography and editing is done by contestants. Work follows copyright laws regarding music, still images, clip art, etc. (See Section 3, page 10.) Videos include contestant's choice of music and video production techniques. Format may include video footage, still photography, computer animation, stop motion, etc.**

## Video

- The video must have credits including title, who participated in creating the video and what their roles were.
- Others not taking part in the contest may appear in the video, however, all editing and production must be done by contestants.
- All music, video, images and computer animation must be 4-H appropriate. Contestants should seek guidance from 4-H leaders for help determining if content is 4-H appropriate.
- Video must comply with copyright laws and the 4-H emblem must be used appropriately.
- Photo releases must be submitted with the video for everyone appearing in the video. (Please use the photo release supplied.)
- Participant(s) are responsible for playing the video either from an online source or from a media storage device. Check with the local Event Coordinator to ensure Internet access is available at the event site. It is wise to have a backup plan for any digital media.
- Parents, 4-H leaders and others are encouraged to inspire, guide and help with developing ideas for the video; however, the video entry must be the work of the 4-H member or team.
- 4-H members are encouraged to review the 4-H Movie Magic project book, published by MSU Extension in April 2011 for information on making videos.

## Video Evaluation Interview

Contestants will be judged on video content, creativity, flow of the video, technical performance and presentation. Contestants will be asked about the message they intended to portray, their target audience, platform where the video is posted and effectiveness.

## Length

Videos should be between 30 seconds and 5 minutes in length. Contestants will have approximately 15 minutes to show the video and be interviewed. The time will be divided between time viewing the video (5 minutes) and interviewing with the judges (10 minutes). In the interview, contestants will present their video and answer questions about what they learned, technologies used in making the video, the message and the intended audience.

## Number of Presenters

An individual presentation is delivered by one person. A team presentation is delivered by up to three people. Team members should divide work equally. An uneven distribution of work will impact the evaluation. The team is evaluated together.

## Questions

Anyone may ask questions. Judges ask questions first. Time for questions may be limited.

## Attire

Appropriate attire for the occasion. Costumes may be worn if appropriate to video.

## Other

Copyright laws must be observed. A contestant may be disqualified from the contest for inappropriate content.



# 4-H Video Presentation Package



Date: \_\_\_\_\_

Member Name: \_\_\_\_\_ Age: \_\_\_\_\_  Junior/Int (8-13)  Senior (14-18)

Member Name: \_\_\_\_\_ Age: \_\_\_\_\_  Junior/Int (8-13)  Senior (14-18)

Member Name: \_\_\_\_\_ Age: \_\_\_\_\_  Junior/Int (8-13)  Senior (14-18)

County: \_\_\_\_\_ Title: \_\_\_\_\_

Indicate point value that most closely matches performance.

Performance	1 point	2 points	3 points	4 points	POINTS
<b>VIDEO</b>					
<b>Topic</b>	Topic is too challenging or too easy for speaker's skill level.	Topic could be more challenging for speaker.	Appropriate for speaker's age and skill level.	Challenging for speaker's age and skill level.	
<b>Technique</b>	Of the various techniques, more are unacceptable in their use in the video. Practice needed in learning the techniques required.	Marginal with a few areas acceptable. More work on technique needed.	Acceptable use of exposure and focus in the camera, angle shots and frame composition, lighting, transitions, and use of text or other graphics	Exceptional use of exposure and focus in the camera, angle shots and frame composition, lighting, transitions, and use of text or other graphics	
<b>Audio (including any music used)</b>	Audio is distracting or inappropriate or is copyrighted and licensing permission not included. Voice quality needs more attention.	Audio quality is marginal; voice quality is lacking consistency.	Audio is acceptable; quality is good but inconsistent throughout.	Audio is meaningful and aids the story line – coordinated with images. Voice quality is clear and consistently audible throughout.	
<b>Effectiveness</b>	More practice is needed to maintain audience interest.	Audience interest is maintained.	Effort is shown to enhance audience interest and involvement.	Multiple techniques are used to successfully create audience interest.	
<b>Organization</b>	Production needs to be more organized.	Production follows a logical progression.	Organization assists presentation of production.	Production shows a strong structure that enhances effect.	
<b>INTERVIEW</b>					
<b>Voice</b>	Volume, pronunciation or vocal variation needs improvement.	Voice and language are adequate.	Voice and language are skillful and effective.	Volume, tone, timing, inflection, and language enhance presentation.	
<b>Manner and Appearance</b>	Appearance, body language or gestures need improvement.	Appearance and mannerisms are appropriate.	Appearance and mannerisms are presented with business-like conduct and style.	Appearance and mannerisms are presented with a professional demeanor and personal style.	
<b>Questions</b>	More practice is needed to answer questions.	Questions answered or handled when unable to provide answers.	Skillful answers to questions and relate to the presentation's purpose.	Questions used to extend the teaching of the presentation.	

**Ribbon Placings:** BLUE 32-24 points RED 23-16 points WHITE 15 points and below

**Presentation Time** \_\_\_\_\_

**TOTAL POINTS** \_\_\_\_\_



## MSU Extension Media Release

Event \_\_\_\_\_ Event Date \_\_\_\_\_

Subject's Full Name \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

Requested By \_\_\_\_\_

I hereby grant MSU Extension the absolute and irrevocable right and permission, with respect to photographs, audio & video taken of me and/or comments made by me or in which I may be included with others, to copyright for same; to use, reuse and publish the same in whole or in part in any and all media including use on the internet now or hereafter, and for any purpose whatsoever for illustration, promotion, art, advertising and trade, and if appropriate, to use my name and pertinent education and/or biographical facts as MSU Extension chooses.

I hereby release and discharge MSU Extension from any and all claims and demands arising out of or in connection with the use of photographs, audio & video and/or comments, including without limitation any and all claims for libel or invasion of privacy.

I am of full age and have the right to contract in my own name. I have read the foregoing and fully understand its contents. This release shall be binding on me and my heirs, legal representatives and assigns.

Signed \_\_\_\_\_ Date \_\_\_\_\_

### Guardian's Release for Minors under 18 years of age.

I warrant that I am of full legal age and have every right to contract for the minor in the above regard. I have read, understand and agree with the conditions listed above.

Has my permission  Does not have my permission

Signed \_\_\_\_\_ Date \_\_\_\_\_

Guardian's Full Name \_\_\_\_\_

Relationship to Subject \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_



**The Promotional Package can be for a concept, thought/idea or real product. The 4-H member(s) developing a Promotional Package should consider the message and platforms that would be best to reach the intended audience. The Promotional Package can be a combination of any prepared news releases, radio spots, blog, webpage, Twitter/Pinterest/Social Media feed, flyer, app, advertisement, etc. The 4-H member(s) will present their promotional materials and answer questions regarding the intended audience, results of marketing campaign, etc.**

## Promotional Package

- All promotional items created must be the work of the contestants.
- Should have a well-constructed main message, product, event or person to promote.
- Must use more than one method of promotion or media – press release, series of articles, radio spots, social media, poster, flyer, billboard, advertisement, etc.
- Show originality in reaching the audience with the message.
- Follow copyright laws regarding music, still images, clip art, etc.
- Promotional package will be presented by the 4-H members to the evaluators.
- Presentation should share concept, audience, results (if any) and share promotional pieces with evaluators.
- If people appear in promotional materials (photo/video) obtain proper photo release.

## Promotional Package Evaluation Interview

Contestants will be judged on content, concepts, creativity, use of promotional methods and presentation. Contestants will be asked about the message they intended to portray, their target audience, where the promotional materials have been used and effectiveness, if applicable.

## Length

Contestants will have approximately 10 minutes to show and explain their promotional package to evaluators and approximately 10 minutes to be interviewed by evaluators. In the interview, contestants will answer questions about their promotional package such as, what they learned, methods used, message and intended audience.

## Number of Presenters

An individual presentation is delivered by one person. A team presentation is delivered by up to three people. Team members should divide work equally. An uneven distribution of work will impact the evaluation. The team is evaluated as one unit.

## Questions

Anyone may ask questions. Evaluators/judges ask questions first. Time for questions may be limited.

## Attire

Appropriate attire for the occasion.

## Other

Copyright laws must be observed.

# 4-H Promotional Package



Date: \_\_\_\_\_

Member Name: \_\_\_\_\_ Age: \_\_\_\_\_  Junior/Int (8-13)  Senior (14-18)

Member Name: \_\_\_\_\_ Age: \_\_\_\_\_  Junior/Int (8-13)  Senior (14-18)

Member Name: \_\_\_\_\_ Age: \_\_\_\_\_  Junior/Int (8-13)  Senior (14-18)

County: \_\_\_\_\_ Title: \_\_\_\_\_

Indicate point value that most closely matches performance.

Performance	1 point	2 points	3 points	4 points	POINTS
<b>Package</b>					
<b>Message</b>	The main message is not clear.	The message is somewhat clear.	The message can be clearly distinguished.	The message is clear, understandable and appropriate for the target audience. Outstanding.	
<b>Methods</b>	Methods of promotion not suitable for message.	Methods of promotion adequate to promote message.	Methods of promotion good for promoting message.	All methods used in promotional campaign are excellent for promoting message to intended audience.	
<b>Promotional Materials</b>	Not organized, poorly written and/or not visually pleasing.	Somewhat organized, used adequate writing and visual appeal.	Mostly organized, good writing and visually appealing.	Thoughts well organized, well written and/or very pleasing visually.	
<b>Originality</b>	Not original or creative.	Somewhat creative.	Used creativity and originality well.	Excellent use of creativity and originality.	
<b>Concept</b>	Concept of promotional package not clear.	Concept of promotional package adequate.	Concept of promotional package well developed.	Concept of promotional package outstanding to convey message and reach intended audience.	
<b>Copyright</b>	Copyright rules not followed.	Some copyright rules followed.	Credit given appropriately and appears that copyright rules were followed.	Copyright rules were clearly followed, work was original or if open source, was attributed properly.	

<b>Interview</b>					
<b>Presentation</b>	Presentation of promotional package/items/campaign is unorganized.	Presentation of promotional package/items/campaign follows a logical progression.	Presentation of promotional package/items/campaign shows skill and creativity in organization.	Presentation of promotional package/items/campaign shows a strong structure that enhances effect of the presentation.	
<b>Voice, Manner and Appearance</b>	Volume, enunciation, appearance, body language or gestures need improvement.	Volume, enunciation and appearance and mannerisms are appropriate.	Volume, enunciation, appearance and mannerisms are presented with business-like conduct and style.	Volume, enunciation, appearance and mannerisms are presented with professional demeanor and personal style.	

**Ribbon Placings:** BLUE 32-24 points RED 23-16 points

WHITE 15 points and below

**Presentation Time** \_\_\_\_\_

**TOTAL POINTS** \_\_\_\_\_



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**Individuals or a team performs commercials. The commercial allows 4-H members to develop a short promotional message to be performed live. The commercial can be for a concept, idea, thought, or a real or imagined product. The commercial should be fast-paced and appeal to the audience to take action or purchase a product.**

Participants must run any needed audio-visual equipment. Check with the local Event Coordinator to make sure equipment needed will be available.

The commercial should catch the audience's attention, be effective and interesting, have an introduction, body and conclusion, use clear ideas and logic, be organized, use accurate and current information, be brief and convincing, use volume/pitch/intonation, show proper use of language, poise and delivery.

## Posters and Slides

None required. No title card is necessary.

## Visual Aids

Costumes, props, decorations, and other visual aids are encouraged.

## Length

Presentations are not to exceed 3 minutes in length (not including setup and removal of props, etc.). Exceeding 3 minutes in length does not result in disqualification but will be considered when evaluating the presentation.

## Number of Presenters

Individual or teams.

## Questions

Anyone may ask questions. Evaluators/judges ask questions first. Time for questions may be limited.

## Notes

Notes may not be used.

## Attire

Appropriate attire for the occasion. Costumes can be used.



# 4-H Commercial



Date: \_\_\_\_\_

Member Name: \_\_\_\_\_ Age: \_\_\_\_\_  Junior/Int (8-13)  Senior (14-18)

Member Name: \_\_\_\_\_ Age: \_\_\_\_\_  Junior/Int (8-13)  Senior (14-18)

Member Name: \_\_\_\_\_ Age: \_\_\_\_\_  Junior/Int (8-13)  Senior (14-18)

County: \_\_\_\_\_ Title: \_\_\_\_\_

Indicate point value that most closely matches performance.

Performance	1 point	2 points	3 points	4 points	POINTS
<b>Topic</b>	Topic is too challenging or too easy for presenter(s) skill level.	Topic could be more challenging for presenter(s).	Appropriate for presenter(s) age and skill level.	Challenging for presenter(s) age and skill level.	
<b>Effectiveness</b>	More practice is needed to maintain audience interest.	Audience interest is maintained.	Effort is shown to enhance audience interest and involvement.	Multiple techniques are used to successfully create audience interest.	
<b>Organization</b>	Production needs to be more organized.	Production follows a logical progression.	Organization assists presentation of production.	Production shows a strong structure that enhances effect.	
<b>Voice</b>	Volume, pronunciation or vocal variation needs improvement.	Voice and language are adequate.	Voice and language are skillful and effective.	Volume, tone, timing, inflection, and language used to enhance presentation.	
<b>Manner and Appearance</b>	Appearance, body language or gestures need improvement.	Appearance and mannerisms are appropriate.	Appearance and mannerisms are presented with business-like conduct and style.	Appearance and mannerisms are presented with a professional demeanor and personal style.	
<b>Questions</b>	More practice is needed to answer questions.	Questions answered or handled when unable to provide answers.	Skillfully answers to questions and relates them to the presentation's.	Questions used to extend the promotion of the product.	

**Ribbon Placings:** BLUE 24-19 points RED 18-13 points WHITE 12 points and below **Presentation Time** \_\_\_\_\_ **TOTAL POINTS** \_\_\_\_\_



# SECTION 8

## Evaluating presentations

### WHAT TO EXPECT AS AN EVALUATOR

#### Before the Event

Read the Montana 4-H Clover Communication Curriculum manual. Study the evaluation section, event requirements, and evaluation forms.

#### Arrival

Arrive at time and location designated in correspondence from the event coordinator. Please dress appropriately.

#### Orientation

The event coordinator will lead the orientation and explain event expectations. Event coordinator may express specific special needs of students if known or speak in general terms about a variety of special considerations, such as not deducting points for a speech impediment.

#### During the Presentation

Sit quietly, take a few notes, and if desired, begin marking the evaluation form.

#### After the presentation:

##### Asking Questions

Questions are asked to learn how the member handles questions and to probe for understanding of their subject. It can also be a time to make sure a 4-H member has not simply memorized a presentation, but actually learned about his/her topic. Questions should relate to the presentation. Each evaluator should try to ask at least one question of each presenter. Do not ask questions

that test for the outer limits of the member's knowledge. Generally, evaluators will ask questions first and then audience members can ask questions. Evaluators or room monitors may limit questions based on schedule, but each presenter should be allowed to field a certain number of questions to show their skill before questions are stopped.

### KEY REMINDER FOR EVALUATORS

Your job is to help youth improve their presentation abilities. Take the perspective of an educator reviewing presentations to offer insights on what the speakers are doing well and where they need improvement.

#### Scoring Presentations

Complete evaluation forms. Sticky notes should be supplied so that evaluators can jot quick notes to refer to and present as complete thoughts on comment sheets later. It is up to the event coordinators discretion whether evaluators confer to select placings or whether straight scores are used to tally for placings. Evaluators should not confer with presenters or audience members when completing evaluation forms, but can confer with other evaluators. Placements of awards may be determined by tally or by conference or a combination of both.

#### Writing Comments

Comments should be constructive, positive, and specific for improvement. Saying something is done improperly does not teach how to correct the problem. Positive, constructive comments are better than inappropriate or critical comments. Even the best presenters want to know how to improve.

## Role of Event Coordinator or Host:

- When the room is ready to begin the presentations, the host will introduce evaluators and give instructions to the presenters and the audience.
- The host is responsible for keeping the program moving forward, adhering to the schedule and maintaining order in the room.
- The host will introduce presenters and give the presenters any needed assistance or designate someone to assist.
- The host will politely ask the evaluators if they are ready for the next presenter.

## THE MOST COMMON SITUATIONS EVALUATORS FACE

### 1. **A presentation is misclassified (for example: the member is doing a speech and not a demonstration)**

If the presentation is in the wrong category, confer with the Event Coordinator. Generally, the 4-H member can start anew with the right evaluation forms or be escorted to the correct room for their category.

### 2. **Distractions: Someone in the room is talking while a member is presenting.**

The room host should assess the situation and ask that person to stop distracting the presenter. Evaluators have the authority to step in and support the room host.

### 3. **The presenter makes a mistake, starts to cry, or otherwise cannot complete the presentation.**

The room host and evaluator may offer comfort and allow the youth to step outside the room. The presenter may be given the option to present after the next presenter.

### 4. **A member or parent asks about their score.**

If an evaluator feels comfortable giving further verbal feedback when asked by a parent or youth, they can. If a member or parent is confrontational, direct them to the Event Coordinator.

### 5. **No one asks questions.**

Since the presenter's ability to answer questions is part of the evaluation, this scenario should not happen. Each evaluator is expected to ask at least one question. Some suggested questions:

- What made you choose this topic for your presentation?
- Where did you find information for the presentation?
- What did you learn in planning the presentation?

### 6. **A presentation is controversial and/or overtly religious or political.**

Evaluate the presentation, based on the skills expected for the event. Talk to the Event Coordinator during a break (or after the Event) to discuss your concerns. Evaluator opinions or beliefs should not distract from giving feedback on the basic skills required.

### 7. **A presenter arrives late.**

Ask them to present last or insert them into the next spot on the program.

### 8. **A presenter does not follow the guidelines in the Montana 4-H Clover Communications Curriculum.**

Allow the presenter to continue and evaluate them based on the category that they entered. There is space on the evaluation forms to note any technical requirements that were not followed.

### 9. **Another evaluator is not following the guidelines provided or not behaving appropriately.**

During a break in the presentations, locate the Event Coordinator and inform them of the situation.

### 10. **Evaluator can not objectively review a presenter (e.g., you are close family friends)**

Review the list of presenters during orientation. Let the event organizers know if any conflicts arise during the orientation, so that adjustments can be made, if possible. If adjustments cannot be made, let other evaluators complete the evaluation and do not complete an evaluation form.

# EVALUATOR ORIENTATION CHECKLIST: Are you ready?

## 1. What procedures are followed if equipment malfunctions?

The presenter may request an opportunity to restart the presentation once they have had a chance to repair equipment. Parents and/or room hosts may assist with equipment malfunctions. Give the speaker the opportunity to relax and regroup their thoughts prior to restarting.

## 2. Can a presenter be disqualified?

Presentations may not be disqualified, except by the Event Coordinator in consultation with MSU Extension personnel. The primary goal is education rather than competition.

## 3. How many members may be in a team/group, and what determines the age category for a mixed-age group?

The number of presenters varies by presentation format. Members of teams and group presentations will be evaluated using the age of the oldest team member. Any team presentation that includes Cloverbuds may not be evaluated as part of a competition.

## 4. How should work and speaking parts be distributed among members of a team?

Team members should divide work and speaking parts equally. An uneven distribution of work or speaking parts will impact the evaluation. They are evaluated as a team.

## 5. What factors dictate how long a presentation should be?

The speaking time for presentations vary by format; see [Section 6](#) for a range for each presentation format. In most cases, the complexity of the topic and the age of participants should dictate the appropriate length.

## 6. May speakers use notes?

Notes are acceptable during speeches. Use of notes in other presentations is discouraged, but allowed. Notes should not distract from presentation delivery.

## 7. Should the presentation be memorized?

Presentations do not need to be memorized. In many cases, the speech will be more effective when the presenter modifies their delivery for the context in which they are speaking; for example, the size of the audience and layout of the room.

## 8. What constitutes “appropriate dress” for the various types of presentations?

Members should practice good personal hygiene. Costumes can be used for demonstrations, illustrated talk or commercials. Dress should be appropriate to the communication event and topic.

## 9. Are presenters allowed to use props; if “yes,” what type?

Props (or visual aids) may be used in many presentation formats. Visual aids are required in demonstration/illustrated talks. Visual aids may be used for all categories except speeches.

## 10. Who, if anyone, may ask questions?

Both evaluators and the audience may ask questions. Evaluators may ask questions first before opening questions to the audience. The amount of time for questions may be limited as needed for schedule, but all members should be allowed to answer some questions.



# GUIDELINES FOR WRITTEN COMMENTS

Evaluators must include written comments on the back of the evaluation form for every presentation. This is the critical part of helping 4-H members improve their skills.

- Personalize comments, and be sure that they reflect today's presentation. Realize that the stress of travel, illness, or other factors may affect a presenter.
- Be specific. Avoid generalizations.
- Offer specific suggestions for improving and/or expanding the presentation.
- Challenge the member(s), but conclude with a positive statement to motivate future participation and expansion of their public speaking skills (e.g., suggest trying a different category next year).

## Avoid these:

Can't  
Don't  
Won't  
Never  
Always  
Wrong  
No  
Should  
Must

## Try these:

Consider  
Suggest  
How about ...?  
Another way ...  
Next time ...  
Have you tried ...?  
Have you thought ...?

Below are poorly worded comments, along with suggested alternatives.

Your voice was much too quiet; no one in the back could hear you.

**Try raising your voice next time. You want to make sure that those in the back of the room can hear you.**

Practice moving your posters more since you were very clumsy.

**You may want to practice smoothly transitioning your posters from one to the next at home.**

You need a better conclusion. I didn't know you were really done until you asked for questions.

**Another way to conclude your presentation is to use a closing statement; this will make your presentation memorable and will notify your audience that you have finished.**

Your presentation was cute, but the theme has been used so often that it was totally predictable.

**I really enjoyed your presentation, but have you thought about selecting a more unique and original theme?**

You looked a bit sloppy. Next time, iron your shirt, and be sure it's tucked in!

**Next time, consider wearing a neat and ironed shirt that is tucked in; professional appearance can help reinforce the message that you are trying to send.**

Please avoid jargon. I'm not familiar with your project, and I had no idea what you were talking about.

**Consider the members of your audience. Some audience members were not familiar with the jargon that you used, and this made it difficult for the audience to fully understand your message. I suggest you avoid using jargon in future presentations.**

# SECTION 9

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