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UNH Cooperative Extension
State Office
862-1520

January 20, 2018

Dear Club Organization Leader:

County Activities Day – March 10, 2018
Location: Claremont Middle School

Now is the time to register each member who plans to participate.

**PARTICIPANT REGISTRATION AND PHOTO & POSTER
ENTRIES DUE: *February 9th, 2018!***

Encourage your members to try doing a demonstration or an action exhibit. Participation is a fun way to help youth learn, practice and develop public presentation skills.

The activities day schedule includes demonstrations/illustrated talks, STEM-onstrations, action exhibits, and public speeches. Photography and poster entries will be on display as well!

Here's what 4-H'ers have said about their activities day experience: "The best thing about 4-H is action exhibits because I like to show people what I enjoy doing and how to do it" and "4-H gave me more confidence to stand up and talk".

All event participants receive an award. Verbal and written comments will be provided about each presentation through a supportive judging and evaluation process. Comments provided help youth make improvements from year to year.

The **Event Criteria** includes the rules and specific opportunities pertaining to each type of presentation. All this information will be posted on the Sullivan County web site for families to review.

Please promote, share, and review event information with your club families. It is important for club members to have the information they need to prepare themselves adequately for the experience. **Remind families that 4-H members need to setup their own exhibit or risk point deductions.**

A schedule will be sent to each member participating giving the time and room where (he/she) will be scheduled to present. Encourage members to be on time and to call if they are unable to attend.


Please spread the word to Cloverbud families, friends, and relatives that they are welcome to attend as spectators.

First timers and younger 4-H members are encouraged to start with a Demonstration or Action Exhibit. Both presentation styles can be done as teams.

Also, the UNH-CE website is currently undergoing changes that will affect how our documents are accessed. Remember to contact our office anytime you experience any issues with accessing documents. And let us know if you would prefer a paper copy.

As always, please call if you have any questions. We hope to see you March 10th!

Sincerely,



Robin R. Luther
Program Manager,
Sullivan County 4-H Youth Development

Robin.Luther@unh.edu

Enclosures:

Event Criteria

Registration Form

Fact Sheets:

- Making Posters
- Using the 4-H Name and Emblem
- Guide to Making Great 4-H Speeches

Scoresheets for Demonstration and Action Exhibits

Scoresheet for Public Speaking

Scoresheet for STEM-onstration

Horse Communications Contest scoresheets

Poster and Photo scoresheets – NEW scoresheets are being developed

FLIX Video contest fact sheet, check list & scoresheet

Sullivan County 4-H Activities Day

March 10, 2018

**REGISTRATION FORMS AND PHOTO & POSTER ENTRIES DUE TO
COUNTY EXTENSION OFFICE NO LATER THAN: February 9th**

Event Criteria and Rules

Please read about each event for further clarification of rules guiding the county selection process to send participants to State Activities Day.

Notes on County Event: The day **BEGINS PROMPTLY AT 9:00 A.M.**

- 1) **Volunteers are needed:** Adults to serve as judges and teens to help with scoring and as runners.
- 2) An awards ceremony is conducted at the end of the day (usually around 12:30 p.m.) All members are recognized with a ribbon. Special rosettes go to the top scoring 4-H'ers in each contest.
- 3) Members should arrive a full hour before they are scheduled to begin. Our program often runs quicker than expected. Members arriving late will be added to the end of the schedule to keep things running smoothly.

General Rules Applying to all presentations:

- * **Living Animals and Fire Arms are NOT to be included in any Activities Day or ESE presentations. Models, illustrations and photos may be used instead.**
- * Entries, submissions, and presentations (photo, poster, demonstration, action exhibit and speech) which have previously been delivered **cannot** be repeated. **All presentations must be new work since May 30, 2017.**
- * **Age divisions are as follows:** Juniors (age 8 to 10); Intermediates (age 11 to 13); and Seniors (age 14 to 18)

Encourage new 4-H families to attend so they can become familiar with the event and try the following year.

ACTION EXHIBIT Presentation Style

This style involves up to three 4-H'ers showing a process; making or doing something while explaining it to the audience and answering the audience's questions. The exhibit is brought to life through a combination of motion, conversation, color, and design.

Key Things to Know When Doing Action Exhibits!

- Involves 1-3 presenters
- Plan your exhibit for a 60 minute period (50 minutes at State Event)
(Be sure to bring enough supplies/keep cost in mind during planning process)
 - Participants **share equal roles** in planning, preparing and doing the exhibit
 - Exhibitors must stay with their exhibit at all times to tell and teach others about their topic
- Posters are important for an effective display
 - The title poster needs to include exhibitor(s) name(s) and age(s)
 - A cafeteria type table is the exhibit space provided
 - Bring an extension cord, if electricity is needed
- Bring your own easels or display boards and tape **(for the county event)**

The University of New Hampshire Cooperative Extension is an equal opportunity educator and employer. UNH, U.S. Dept. of Agriculture and New Hampshire counties cooperating.
"Helping You Put Knowledge and Research to Work."

- Samples can be used to show different steps
- If instructions have a copyright, just share information about how to find the source.
- Instructions are helpful, but only if they are from a source without a copyright.

PARENTS – stand back and **Do Not** pitch in to help during the presentation. Set up needs to be done by the exhibitors only

Note: If a child's interest area involves more expensive materials and/or the action element is hard to repeat over and over, a demonstration or talk may be a better choice.

Resources available on 4-H Web site:

Action Exhibit booklet:

https://extension.unh.edu/resources/files/Resource004460_Rep6355.pdf

Awards:

All participants will receive a ribbon. The top two exhibits from each of the three age groupings are eligible for selection to participate in the State Event in May. **A minimum score of 30 must be achieved to move on to the next level.**

DEMONSTRATION or TALK

In a demonstration or talk, the presenter *shows* and *explains how to do or make something* (how to juggle, do basic dance steps, build a kite, make cookies, care for a pet etc.) Appropriate equipment, models or illustrations, posters/visuals are used "as needed" to explain the information being conveyed and to show the step in the process being demonstrated. Demonstrations can be done in any project area.

Team Demonstrations

Members may work together to do a two or three person team demonstration. (Horse Demonstrations can only be a team of two.) During the presentation each team member should have equal amounts to say and do. Team members should be about equal in ability and experience and the demonstration should be integrated and not two individual demonstrations.

Time Limits by age division

Juniors: 3 - 8 minutes **Intermediates:** 4-9 minutes **Seniors:** 5 - 10 minutes

Categories/Subject Areas

When registering a demonstration please indicate the topic area in which a child's presentation belongs. Use "open class" when the demonstration doesn't seem to fit in the areas provided below

Basic things to know when doing demonstrations/talks:

There are three parts: Introduction, the body, and Summary

At the end of the summary say "This concludes my presentation are there any comments or questions."

Be prepared to answer questions.

Posters/visuals should be used to add to the effectiveness of your presentation

Resources with more detail for preparing a demonstration are on the web site:

Demonstrate booklet: https://extension.unh.edu/resources/files/Resource002350_Rep3444.pdf

Scoresheets:

Demonstration: https://extension.unh.edu/resources/files/Resource007048_Rep10198.pdf

STEMonstration: https://extension.unh.edu/resources/files/Resource007049_Rep10199.pdf

What to Bring?

Members need to bring all the material they need for their demonstration with them. Examples include: tape, easels, extension cord, etc. **If the 4-H member needs more than one easel they should plan to bring one as we may not have enough to go around.**

Awards:

All participants will receive a ribbon. **The top 2 demonstrations, in each subject category, and in each age range are eligible for selection to participate at State Activities Day. A minimum score of 39 is required.**

A PUBLIC SPEECH

The presenter aims to **persuade, motivate or inform** the audience without the use of visuals or props. A speech is written in the presenters own words.

Who Can Take Part?

Juniors: youth ages of 8-10 as of January 1st of the current 4-H year.

Intermediates: youth ages 11-13 as of January 1st of the current 4-H year

Seniors: Anyone between the ages of 14 - 18 as of January 1st of the current 4-H year.

Is There A Set Topic?

4-H'ers are welcome to explore any topic of interest. Some general areas to consider are: Home/Family, School, Current Issues, Trips/Vacations, Humorous Topics, Historical Events, or Favorite Pet.

Length of Time for Speech

The most important thing to let members know is to cover the topic adequately so the judges gain an understanding of what is being conveyed without unnecessary words.

***Juniors (8 - 13 year olds): 3 - 8 minutes

Seniors (14 and older): 5 - 10 minutes

Preparing a Public Speech resource:

<http://4h.unh.edu/documents/guidetomakinggreatspeeches.pdf>

Dress

Members should wear good school clothes. Dressing appropriately for a presentation is very important.

Visual or Note card Use

Note cards may be used, but should be used with skill. They should be small and inconspicuous.

County Awards

Each participant receives a ribbon.

The top two intermediate presenters and the top two seniors will receive rosettes and move on to the State event.

Score sheet: https://extension.unh.edu/resources/files/Resource007051_Rep10201.pdf

4-H FLIX VIDEO: What Is This Event?

Its' simple! Create a video that is 3-5 minutes in length. See full Contest Rules at:

https://extension.unh.edu/resources/files/Resource003761_Rep5362.pdf

Video Themes are:

- 4-H Promotion
- 4-H Healthy Living
- Personal Introduction
- Open Category

Fill out the registration form and send it to the county with your video on a thumb drive or DVD.

Present your video in front of the judges at County Activities Day.

Scoresheet: https://extension.unh.edu/resources/files/Resource007050_Rep10200.pdf

POSTER CONTEST

This event is open to any 4-H'er. This is a great way for youth to learn how to express a single idea, using their creativity to communicate a message in a visual way. **Posters are brought to the Extension Office for judging on or before February 9, 2018.**

Key Points to emphasize to members

- Use poster board measuring 14" x 22" only
- Poster designs must be new work created since May 30th of the previous year.
- Other than the 4-H Clover, posters *may not* incorporate copyrighted materials like "Garfield" or "Snoopy" cartoon characters or trademarked materials such as depictions of items with names like "Elmers Glue" or "McDonalds".
- **If the 4-H Clover is used**, it may not be distorted and no images may be superimposed over it. The statement "18 USC 707" must legibly appear at the right of the base. Any use of the official 4-H Clover (*any* clover with "H's" on the leaves) must be used in accordance with the rules governing the emblem. **Official 4-H graphics and regulations may be found included in this information packet.**
- Keep your name on the back side of the poster
- Poster themes are:
 - 4-H Citizenship
 - 4-H Promotion
 - 4-H Healthy Living
 - 4-H Science

Additional Rules are listed on the attached poster entry form. Be sure to securely attach the poster label to the back of ALL poster entries (exception: Cloverbuds need full name, age, and club name only.)

Resources to assist with the basics of poster design

Poster Tips: https://extension.unh.edu/resources/representation/Resource000940_Rep1035.pdf

County Awards

All posters submitted by youth age 8 and above, will be eligible to be considered for the State competition. Rosettes will be awarded to the three selected to move on to the state competition. All entries will receive a ribbon.

PHOTOGRAPHY CONTEST

This event is open to all 4-H members and NOT limited to those in the photography project. Members can submit no more than two photos.

Photo Categories:

1. New Hampshire at its best
2. 4-H at its best / 4-H promotion
3. Open category

Key Points to emphasize to members:

- *Prints must **not** exceed 9" x 12" but can be matted to a larger overall size.
- *Digital photos will be accepted.
- *Photographs previously submitted may not be resubmitted.

Additional rules are listed above the poster entry label. Please securely attach the label to the back of each entry. Please read them carefully and provide any additional information requested.

County Awards

All photos submitted by youth age 8 and above, will be eligible to be considered for the State competition. Rosettes will be awarded to the three photos selected to move on to the state competition. All entries will receive a ribbon.

Horse Demonstrations (special opportunity)

Counties may also send:

- 2 Senior Individual Horse Demonstrations and 2 Senior Horse Team Demonstrations provided those members have not participated in this contest at the Eastern National 4-H Horse Roundup in a previous year. Winners and alternates in the Horse Communications contest at State Activities Day are eligible to compete at the New England Regional Horse Contest held annually.
- 2 Intermediate members with a horse-themed topic in individual and/or team demonstration.

Horse Demonstration Time Guidelines:

- Individual: Intermediates 5- 10 Minutes; Seniors 9 – 12 Minutes
- Team presentation: Intermediates 8-12 Minutes; Seniors 10-15 Minutes
- **1 point is deducted for each minute (or fraction) under or over the time limit.**

Note: Participants at the county level will be judged using the specific scoresheet designed for this contest and used at the Eastern National 4-H Horse Roundup in Kentucky. Check on line for the details about these advanced opportunities and copies of the specific scoresheets:

https://extension.unh.edu/resources/files/Resource003594_Rep5141.pdf

Horse Public Speaking (special opportunity)

In addition, each county can qualify 2 Senior Horse Public Speakers provided those members have not participated in public speaking at the Eastern National 4-H Horse Roundup in the past. Counties can also send the top 2 Intermediate Public Speakers with a horse themed topic to State Activities Day.

Senior winners and alternates selected from the Horse Communications contest at State Activities are eligible to compete at the New England Regional Horse Contest annually.

High-scoring Intermediate participants will be recognized at State Activities Day and those age 12 will be invited to participate at Eastern States. Intermediate aged youth are NOT eligible for the New England Regional Contest or the Eastern National 4-H Horse Roundup in Kentucky.

Horse Public Speaking Time Guidelines:

- Juniors 5-8 Minutes
- Seniors 7-10 Minutes
- **1 point is deducted for each minute (or fraction) under or over the time limit.**

State Activities Day is Saturday, May 19th at Manchester Community College.

REGISTRATION FORM

2018 SULLIVAN COUNTY 4-H ACTIVITIES DAY

Saturday, March 10th 2018

Registration Form, Photo Exhibit/Poster Art is Due at the 4-H office by February 9, 2018

CLUB NAME _____ **Adult Contact Person:** _____

(NOTE: When counting years in project and in 4-H, be sure to add in the current year.) Please indicate if electricity is needed.

ACTION EXHIBITS

[illegible]

DEMONSTRATIONS/ILLUSTRATED TALKS

4-H Age as of Jan. 1, '18	NAME	Electricity Needed?	Demo (D) or Talk (T) STEMonstration	Title	Subject Area/category See list in leaders notes

PUBLIC SPEAKING

4-H Age as of Jan. 1, '18	NAME	Speech Title	Project



Making Posters

Table of Contents

- The Purpose of 4-H Posters
- Communication Value
- Secrets of Success
- Planning a Poster
- Materials Needed
- Choosing Colors
- Lettering
- Putting It Together
- Other Poster Making Tips



The Purpose of 4-H Posters

4-H Posters provide an opportunity for members to share information about 4-H and a wide range of projects. Posters may be stand-alone pieces that can be exhibited at fairs and events, or visual aids developed to assist with presentations.

COMMUNICATION VALUE

Signs attract attention in order to identify something, offer directions, or issue a command. A poster does more. A good poster is self-explanatory, or it speaks for itself. Posters make people:



**STOP
READ
REMEMBER.**

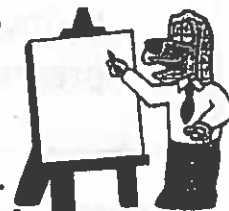
An effective poster: Attracts attention, focuses on a main interest or idea, and motivates you to take action.



SECRETS OF SUCCESS

A successful poster will:

- Catch the eye of the passerby
- Be simple and clear: People glance only briefly and are immediately “told or sold”, don’t be too wordy.
- Impress an idea or a fact upon the viewer (remember, focus on one idea or interest).
- Stimulate the viewer to support your idea, get more information, or take appropriate action.
- Have space left over- *white* space is not *blank* space.



Posters that are uncluttered are easier to read.

PLANNING A POSTER

As mentioned earlier, a poster should have one main idea. A presentation may require a series of posters to illustrate the points of your talk. (Thus, the phrase: illustrated talk.) Have the reason for the poster clearly in mind before you start. If you are working on a presentation, an outline of the topic may be helpful. For help in preparing a presentation refer to Demonstrations and Illustrated Talks, 200.D-1 / R-2001.

- Consider who your viewers will be
- Decide what you want them to know
- Decide what you want them to do
- Think of a clever theme or slogan
- Limit your effort to one main idea
- Make a small rough sketch
- Remember that this type of visual communication is an *aid* to what you are trying to teach with your presentation

NOTE: Presentation visual aids may be overheads, PowerPoint slides or other variation of a poster, but the general guidelines still apply!

MATERIALS NEEDED

*There are a variety of materials that may be used to create posters. Letters may be hand-drawn, computer generated, pre-cut, stenciled, etc. Any paper substantial enough to stand up on an easel, foam board, cardboard, or poster board may all be used to create posters. Be sure and refer to the contest guidelines (fair books, etc) to insure that you are creating a poster of the proper size. For presentations, posters should be large enough to be viewed from 8 to 16 feet away, and small enough for the presenter to easily handle.

*Once the base is selected, other materials can be gathered to give the poster more eye appeal. Markers, paints, glue, and scissors may all be necessary when constructing a poster. Don't forget a ruler and a pencil.

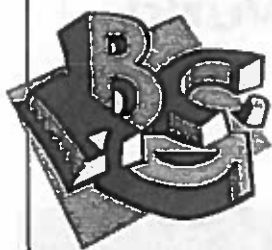
*Start off with some scratch paper and sketch out how you want your poster to look. This will help you be more specific on the type of materials you need.

CHOOSING COLORS

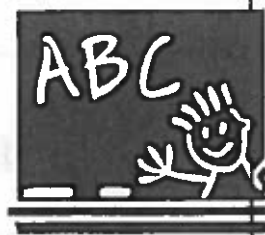
- Color combinations affect how easily the message is read as well as the overall appearance of the poster.
- ♦Consider the Contrast: This means you use dark letters on a light background, and light letters on a dark background.
- ♦Let the most important items be the most important color.
- ♦Colors that are close to the background shade will not show up well and cannot be read at a distance.
- ♦Avoid using too many different colors. Two or three should be sufficient. This is for the purpose of letters and backgrounds, color photos or clipart may be added to enhance your poster, just be sure they do not overwhelm your main point!
- ♦Avoid putting red and green next to each other- this is hard to focus on if a person is colorblind.
- ♦Avoid bright neon colors- they may catch the eye, but they are hard to focus on.

LETTERING

- ♠ Lower case letters are easier to read than all capitals. Use capitals only for emphasizing an important phrase or word to give variety.
- ♠ Save fancy or script lettering for catching the attention of the viewer.
- ♠ When hand lettering, always use guidelines. Using a ruler, lightly pencil in straight lines that can be erased when your poster is complete.
- ♠ Letters may be cutout and glued on, or precut letters may be purchased.
- ♠ Keep written material to a minimum. Use only headings, captions and signs necessary to tell the story. Use different size lettering for items of varying importance.
- ♠ Allow margins to keep things from running together and looking too cluttered.
- ♠ Below is a table of letter sizes and their effectiveness:



Size	Viewing Distance
¼ inch	8 feet
½ inch	16 feet
1 inch	32 feet
2 inches	64 feet



REVISE – RE-DO – REARRANGE

Refer to your original sketch. Cut out all your letters, pictures and graphics. Draw guidelines and place or draw in letters. Lay all your components out on your poster. *How does it look?* Revise and rearrange as needed! Re-do anything that should be a different color or size. Move things around until you are happy with the overall effect and message of your poster. Glue everything in place- Remember, neatness counts!

Consider entering your poster in the County Fair. A great activity for your 4-H Club is to sponsor a poster contest promoting 4-H and then use the posters around your community!



Appoint Poster Police

Ask your parents, other 4-H members, leaders or Extension Agents to look at your poster and tell you what they think!

Put It All Together

- ♣ Double check that all letters or drawn objects are outlined with permanent marker (washable markers might smear).
- ♣ Erase all excess pencil lines neatly (a gum eraser is best for this).
- ♣ Posters may be laminated, or stored in a large trash bag to protect them until you need them.
- ♣ Practice using your posters in your presentation to insure smooth transition from one to the other.
- ♣ Good luck with your poster!

Tips for Poster Making



Use
Guidelines
*Light pencil lines that
can be erased later*

Posters
can be
any shape

Remember
To Prove
Reed
YOU
Wurk!

Vary
Lettering
STYLE
and
Direction

Dark on
Light
can be
easily seen

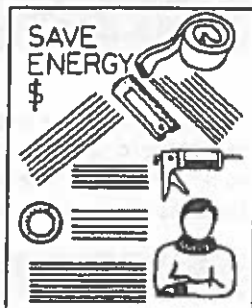
Light on
Dark
IS OKAY, TOO!

ADD
BORDERS

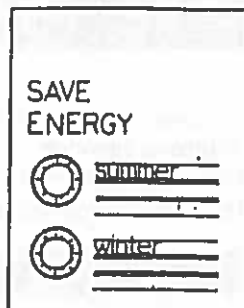
Leave
White
Space



Poster Design Tips



Too many ideas on one poster



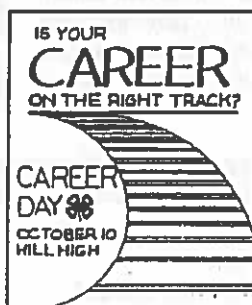
One idea is more effective



Good use of body copy



Poor use of body copy



Lines or shapes direct the eye to a point of interest

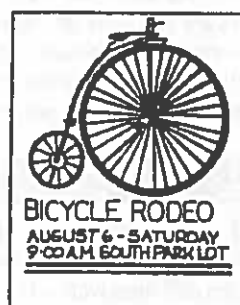
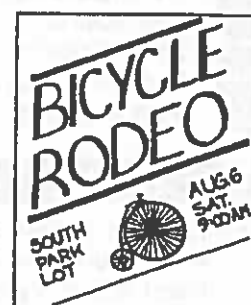


Illustration dominates design



Lettering dominates design



Placement of objects determines balance



Symmetrical composition



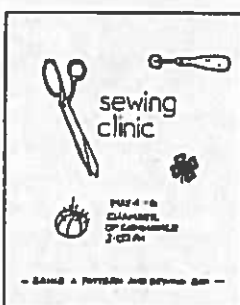
Asymmetrical composition



Scattered composition



Grouped composition



Lettering/art too small



Lettering/art in proportion



Using the 4-H Name and Emblem

The 4-H Youth Development Program is the youth outreach from the Land Grant Universities, Cooperative Extension Services, and the United States Department of Agriculture. The 4-H Name & Emblem is intended to represent the ideals of the program with its focus on **Head, Heart, Hands, and Health**. Today, it is one of the best-known and most valued images emblematic of a century of 4-H achievement. The 4-H Name & Emblem is very important to us as an organization because it represents who we are.

What Is the 4-H Name & Emblem?



The official 4-H Emblem is a clover with four leaves and an "H" on each leaf. The clover's stem must point to the right as you look at the image. The 4-H Emblem is *not* a plain four-leaf clover. The 4-H Emblem should appear in specific colors and in its entirety. The 4-H Name & Emblem belongs to the 4-H Youth Development Program, under the authority of USDA and anyone wishing to use it must obtain permission to use it ahead of time.



How Do I Get Permission to Use the 4-H Name and Emblem?

It depends on who you are and for what reason you wish to use the 4-H Name & Emblem:

4-H Club or Program member or volunteer leader?
Event, activity or program affiliated with 4-H?

Commercial vendor?
Private, non-profit organization?

If you are a 4-H member or volunteer, you are permitted to use the 4-H Name & Emblem once your program is chartered with the official 4-H Charter from National 4-H Headquarters at the Cooperative State Research, Education and Extension Service (CSREES), within the United States Department of Agriculture (USDA). If you are a commercial vendor, private organization or any other entity, you need to contact either the local Cooperative Extension Service office or the State 4-H Office to determine what steps you need to take for your use of the 4-H Name & Emblem. Anyone wishing to use the 4-H Name & Emblem in a way that does not specify a local or state program, should seek authorization to use the 4-H Name & Emblem from National 4-H Headquarters at USDA.

In all private and commercial use of the 4-H Emblem, the statement "18 USC 707" must legibly appear either to the right of the base of the stem or below the lower right leaf of the clover. In use internal to the Cooperative Extension System (all 4-H Youth Development programs and clubs duly given authorization to use the 4-H Name & Emblem) use of the statement is at the discretion of the State 4-H Program Leader, or for those uses that are multi-state, regional, or national in scope, at the discretion of National 4-H Headquarters.

Did You Know?

The 4-H Name & Emblem is a highly valued mark within our country's history. As such, it was granted a very unique and special status; it is in a category similar to the Presidential Seal and the Olympic Emblem. This federal protection makes it a mark into and of itself with protection that supercedes the limited authorities of both a trademark and a copyright. As a result, responsibility and stewardship for the 4-H Name & Emblem were not given to the U.S. Patent Office but were given to a higher level of the federal government, a member of the Cabinet, the Secretary of Agriculture. The Secretary has responsibility for the 4-H Name and Emblem, at the direct request of Congress. The "18 USC 707" is the statement in the United States Code that outlines the protection of the 4-H Name & Emblem.





Using the 4-H Name & Emblem: Graphics Basics

The Official 4-H Emblem

The Official 4-H Emblem is a 4-leaf clover with an H in each leaf, the stem turned to the right. The Emblem may be two-dimensional (flat) or three dimensional (with shadows that show depth and perspective). Authorized users of the 4-H Emblem should take care to ensure that when they use the Emblem, they have done the following:

1. They have obtained the Official 4-H Emblem and are using it in its entirety.
2. They do not "flip" the image to create a framed look. The stem on the 4-H Emblem *must* point to the right as you look at the image. Under no circumstances should the stem be changed to point to the left.
3. They are familiar with resizing graphics through the software application being used, and do not distort or warp the dimensions of the Emblem.
4. The 4-H Emblem is never used to imply endorsement of any product or material.
5. They follow the graphic use guidelines outlined in this document, or for additional information, contact National 4-H Headquarters.

Use the Whole Emblem

The 4-H Emblem should always appear in its entirety- meaning it should always appear as a whole and complete image—the image recognized by millions of people. This means:

Don't remove any leaves. If you are using a clover image that has an "H" on each leaf, the leaves cannot be removed or have another image superimposed over the top of one of the leaves. Other images should be moved and appear completely separate from the 4-H Emblem. This also means you shouldn't "cut off" a leaf by running it off the edge of the paper in print media or other designs.

Don't place text or other images over or on top of the 4-H Emblem. The 4-H Emblem should not appear screened under words or graphics. No photo, drawing, symbol, word or other figure or object may be placed on or obscure the 4-H Emblem. This includes on web pages, where it should not appear as a "watermark" behind other information.

Keep it Upright

In general, the 4-H Emblem should not be rotated or turned on its side. There are some exceptions, such as on fabric where the emblem is scattered randomly across the fabric or in other random designs. If you are considering an exception, please contact the National 4-H Headquarters.

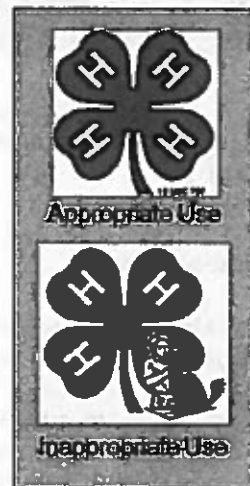
Color

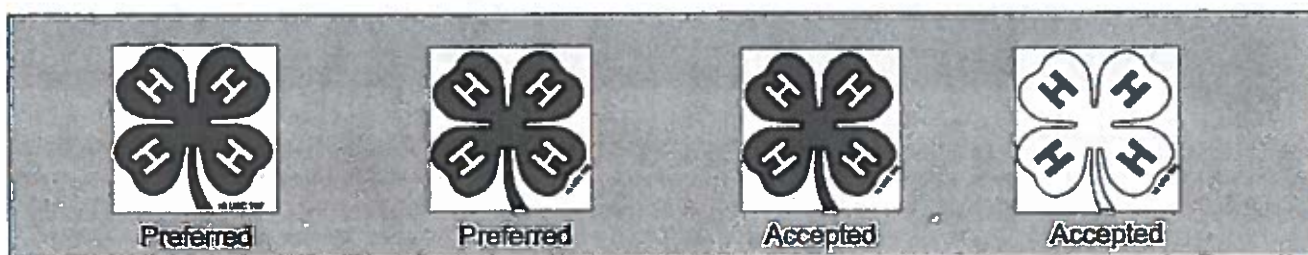
The 4-H Emblem should never be screened, shaded, gradated, or appear in a multi-colored hue. The official and preferred color of the 4-H Emblem is 100 percent PMS 347 green, (The H's reversed out to the color of the paper on which the emblem is printed). The clover can also be white, black, or metallic gold. The H's on the clover can be white, metallic gold (only on a green clover), green (only on a white clover), or black. The clover can be outlined in green (for white clover) or white (for green clover) to add prominence to the image and make the emblem stand out from the background.

One-color printing requires either PMS 347 green or black. For commercial applications, the "18 USC 707" notice should be the same color as the clover leaves. Black is the only acceptable alternative to green for one-color printing and should be used only when cost prohibits green ink or color photocopies.

Two-color printing—Only PMS 347 green may be used for the leaves and "18 USC 707" notice—the H's will be reversed out of the PMS 347 to be white or the color of the paper on which the emblem is printed. The H's may also be printed in metallic gold (PMS 873) on a green background.

Four-color process (full color printing)—In four-color process printing, PMS colors are approximated using a particular combination of the standard four-color process printing inks. The four-color process percentages required to match 4-H's PMS 347 green are: cyan 100%, magenta 0%, yellow 90%, and black 0%. There is no CMYK equivalent to PMS 873.





Video and Computer Screen Colors (Electronic Media) The colors transmitted by electronic media are created using precise combinations of RGB (red, green, blue). The correct RGB values for the 4-H green are: R=51, G=153, B=102. No other colors are acceptable.

For exceptions to the guidance provided regarding color, especially in non-print or corollary materials, please contact National 4-H Headquarters.

Distortion and Proportion

The appearance, shape, and proportion of the 4-H Emblem should never be distorted to fit in an imprint space. Do not make the 4-H Emblem longer, taller, wider, angled or squarer. Do not alter the shape in any way. The overall size of the 4-H Emblem may be changed, but the proportions must remain intact. All standard word processing software applications allow you to scale an image while maintaining its original proportions. Before rescaling the 4-H Emblem, please consult your software manual for proper instructions. Do not make the 4-H Emblem so small that the H's are no longer clearly legible.

Using the 4-H Name

The official 4-H Name includes 4-H, 4-H Youth Development, or 4-H Youth Development Program. When using the term "4-H" it must conform as follows:

- Numeral "4" separated from a capital "H" with a hyphen (not a dash, slash or space).
- The typeface is usually Helvetica Regular, but a similar *sans serif* font such as Arial may be used.
- It is well documented in English usage, as well as in the most familiar style manuals, that you should never begin a sentence with a numeral. To comply with this rule, you would need to begin a sentence using "Four-H." This language rule, however, is contrary to the regulations set down for use of the 4-H Name & Emblem; if such a situation arises in writings, it is far better to re-word the sentence slightly to avoid the language rule. An exception to this would be in writing news headlines where the 4-H name would be better served by using the familiar numeral-hyphen-letter combination to provide instant recognition.
- Do not use the 4-H Emblem in place of the word "4-H" in a title or text.
- Avoid separation of any of the elements of the 4-H Name at the end of sentences. This can sometimes be difficult because some software programs override user commands. Often, these overrides do not become visible until after printing or posting to a web page: careful scrutiny of text after trial printing or posting is advised. If such overrides occur, try rewording your sentence to keep the entire name on the same line or add a small word or space between words to force the separated portions together on the next line.

Using the 4-H Emblem on Collateral Items

The 4-H Emblem can be used for collateral materials such as jewelry or fine art and may be made of metal (e.g. copper, bronze, gold or silver), glass, leather, or wood without conflicting with the color specifications for the 4-H Emblem. Ceramic, plaster, paper, fabric or any materials that are colored or painted must comply with the color specifications and all other guidelines.

Use of the emblem on fabric, whether painted, screen printed, embroidered, appliquéd, or some other technique, must accurately represent the 4-H Emblem in authorized colors and adhere to all other use guidelines.

The 4-H Emblem is not open to reinterpretation or reconfiguration, regardless of its intended use, including the development of materials such as jewelry, sculpture, furniture, signage, crafts, or other fine art.

Using the 4-H Emblem in Animation

Animation of the 4-H Name & Emblem is allowable provided that the animation is in keeping with the guidelines, and that at the end point of the animation (where the animated loop begins to repeat, if an ongoing loop), the 4-H Name & Emblem appear in a manner that meets all guidelines for its use. Effects that may be used as part of an animation loop include: swivel and rotate, transition and dissolve, fly-by, layer, and posterization.



Using the 4-H Name and Emblem

Animation may also show the 4-H Emblem on a waving flag, on a float that is partially hidden by crowds watching a parade, being placed in a box or behind a curtain, twirling as it "dances," "separating" as it forms the doors opening to welcome you to the 4-H Program, be partially hidden as it forms the backdrop for a youth speaking about 4-H, slowly come into focus or formation as the 4-H Emblem from an amorphous or other background, or completing itself as the clover leaves are added one by one to form the 4-H Emblem and each "H" is explained. In each of these cases, the 4-H Emblem may be temporarily blocked, in whole or in part, or have its shape altered. The end point of the animation must still comply with the guidelines.

For additional information or guidance related to animation applications for the 4-H Name & Emblem, contact National 4-H Headquarters.

Using the 4-H Name & Emblem in Partnership with Others

The 4-H Name & Emblem may be used in conjunction with the names, emblems, and word marks of other organizations and programs when 4-H is a partner, co-author, sponsor, or supporter or in some other official relationship. When feasible, the nature of the relationship among the organizations or programs should be clearly defined (e.g., in partnership with, sponsored by, etc.), and the 4-H Emblem should be given prominence consistent with its role in the relationship.

The 4-H Emblem should not be used or integrated into a larger design in such a manner that it becomes difficult to recognize or distinguish, or that is not consistent with the graphic guidelines for use of the 4-H Emblem.

To avoid the appearance of endorsement of a program, product, or service, the 4-H Emblem may not be incorporated into a larger design of a program, product, or service that is protected by trademark, service mark, copyright, or other similar laws. It is not acceptable to incorporate the 4-H Emblem into any other organization's logo or emblem. The authority for determining the proper display and use of the 4-H Emblem rests with National 4-H Headquarters.

Permission to use the 4-H Name & Emblem is not required when the 4-H Name & Emblem is used to link to an official 4-H website in keeping with the policies and guidelines of National 4-H Headquarters.

Downloadable Graphics

The official 4-H Emblem and versions for print and the web are available for download at: <http://www.national4-hheadquarters.gov>. Each of the download files contains both black and white, and two-color and three-color versions of the 4-H Emblem in EPS, TIFF and GIF formats, for Mac and PC. The EPS files are especially suited for "Postscript" printers and Mac-based units. In general, TIFF files may be used with any printer type. Test both formats with your software and printer to find which yields the best results.

Making 4-H Name & Emblem Decisions

This document is meant to be a quick reference for using the 4-H Name & Emblem. The National 4-H Headquarters at CSREES, USDA provides further use documentation on the official headquarters web site:
<http://www.national4-hheadquarters.gov/>

If your questions are not answered here, please go to the URL above and click on the 4-H Name & Emblem link. Carefully researching the 4-H Name & Emblem section of the National 4-H Headquarters website should answer your questions. If you need more information or clarification contact National 4-H Headquarters for help at (202) 720-2908.

Portions of the content and graphics used in this document were taken from "4-H Emblem Use and Graphic Standards," <http://4h.ifas.ufl.edu/newsandinfo/ClipArt/4hemblem.htm>, Ami Nieberger-Miller, University of Florida, Gainesville, FL.

The 4-H Name & Emblem is protected under "18 USC 707."

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EXTENSION

Know how. Know now.



A GUIDE TO MAKING GREAT 4-H SPEECHES

Communication and public speaking are important life skills gained through 4-H participation. Speaking face-to-face is one of the oldest forms of communication and is still the most effective. The listener hears your words, but more than that, he/she watches your face and your hands. They catch your enthusiasm or your concern. It is a warm, personal way of communicating. For the rest of your life, you will be communicating, trying to persuade and to inform. The work you do now in 4-H public speaking will have longer-lasting benefits than any event. So give it all you've got!

By giving a speech, you develop:

- Ability to express yourself clearly and convincingly
- Skills in organizing your ideas and ability to present them in a logical order
- Research skills and factual information to support your ideas.
- Poise and confidence in your ability to present your ideas.

The only way to learn good public speaking skills is to give one, and you'll get better the more you give.

Start with something simple, perhaps among friends at a 4-H Club meeting. You'll have their interest and support, and the butterflies won't be jumping in your stomach. All 4-H members should give at least one presentation or public speech each year. Once a year, you can find something to talk about, that you want to share

with others. And you will learn more when you do a presentation than the members who watch.

Remember that public speaking is basically the same as a demonstration, except that:

- It is just telling.
- It requires careful planning and effective delivery with gestures, voice variety, and proper grammar.

TYPES OF SPEECHES

Before selecting a topic, you need to be aware of the different types of speeches. There are four major types: informative, persuasive, motivational and entertaining.

1. **Informative speech** gives your audience information and facts on a subject.
2. **Persuasive speech** is used to affect the listener's behavior by changing a way of thinking. You are trying to convince or persuade them that your opinion is best.
3. **Motivational speech** encourages people to join an activity, initiate a program or take some other kind of action.
4. **Entertaining speech** amuses the audience, but it can also be used as a tool to communicate a message.



Extension is a Division of the Institute of Agriculture and Natural Resources at the University of Nebraska-Lincoln cooperating with the Counties and the United States Department of Agriculture

The 4-H Youth Development program abides with the nondiscrimination policies of the University of Nebraska-Lincoln and the United States Department of Agriculture

SELECTING A TOPIC

Your first step is to select a subject or topic. Usually you'll do best if you choose a subject from your own experiences. Determine the purpose of your presentation. Is it to inform, or do you want to create action?

When selecting your subject, ask yourself is it:

- Something you like to do.
- Something you have learned to do in 4-H or about 4-H.
- One single idea or theme.
- Something you think others would like to know how to do or know about.
- Timely and seasonal.
- Something interesting and worthwhile to you and your audience.
- Something you can do in a limited time.
- Something that has economic or practical importance to your community, your family, or to you.
- A topic on which you already have some knowledge, would like to know more about, and have an interest.
- A subject suitable to your age, experience, and surroundings.

You can find information about your subject from books, the Internet, newspapers, and magazines. Talk to parents, leaders, or teachers for ideas.

Select the topic you feel will work best and begin to organize your thoughts.

PLANNING A SPEECH

The purpose of your speech should be to communicate your ideas to your audience. To do this, your speech must be organized so that the

audience can understand what you are telling them. A speech is usually outlined into three

major parts: the introduction, body, and conclusion.



1. The **INTRODUCTION** captures the attention of the audience. It introduces the central thought of the speech and appeals to the interests of the audience.
2. The **BODY** presents the major points through discussion and examples. This is the longest section of the speech.
3. The **CONCLUSION** restates the central thought and summarizes the major highlights of the speech. This is the "final thought," the high point and the last chance to impress the audience.

Identify Key Ideas First. Don't start gathering material until you have listed two to five major ideas or thoughts you want your listeners to know. These will guide your search.



Get Organized

The four common ways to organize a speech are: logical, topical, spatial, and chronological.

1. **Logical:** In this form, the problem is stated and the speaker gives the possible solutions. (In a persuasive speech, the action or response the speaker gets from the audience is part of the solution.)
2. **Topical:** Here the speech is divided into general areas which become main headings. Suppose we were to inform an audience about the 4-H Club emblem. We might say that the emblem is composed of four H's. The names of these four H's would become our main headings.
3. **Spatial:** In this arrangement, the main headings are physically related to each other. An informative speech about the human body (head, shoulders, legs, feet, etc.) would use spatial arrangement.
4. **Chronological:** The fourth arrangement is according to time sequence. In telling the history of America, a speaker discusses the events of history year by year.

Of these four arrangements, logical and topical are used most often.

Use an Outline

An outline is used to help you prepare the speech. It gives you a format to follow and helps get your thoughts onto paper in an organized manner. Here is a simple outline that you can change to fit your needs. This might be used for an informative speech with topical organization.

- I. Introduction
 - A. Opening phrases to get audience attention
 - B. Subject or purpose statement—why the audience should be concerned
 - C. Bring 4-H into speech
- II. Body
 - A. Main point
 - B. Main point
 - C. Main point

1. sub-point
 - a. detail
 - b. detail
2. sub-point
 - a. detail
 - b. detail

D. How 4-H is or can be involved

III. Conclusion

- A. Summary of main points
- B. Closing statements



A good speaker usually prefers speaking from an outline. Speaking from a script may hamper delivery because one tends to read rather than “speak” from notes. However, in some instances, it may be wise to write out a speech. Make the decision based on what makes you the most comfortable. If you use notes, write them large enough so you can see them at a glance.

Develop a Catchy Introduction

A good introduction is like a handshake; it introduces you in a friendly way. An attention-getter during the introduction makes the audience react positively and makes you feel successful. When you capture the listener's attention, you make them want to listen. The other purpose of the introduction is to inform the audience of your subject. This is where you will state the main points of your speech. Do not expand on them yet; just state them so that the audience knows what your speech is about.

To capture the attention and interest of the audience, you might begin your speech by:

- Challenging them with a question.
- Giving a startling statement, but not an offensive one.
- Recounting a personal experience or telling a story.

- Using an appropriate poem or quote. Be sure the method you choose is one that relates to the audience and to what you are going to say.
- Referencing a common experience with humor.
- Revealing statistics related to a cause.

Speakers usually don't begin with "Good morning. My name is. . ." because it does not capture the interest of the audience. The introduction sets the stage for the speech, so you may want to write this section last. The length of the introduction should never exceed the body of the speech. It should be about five to ten percent of the total time allotted.

Develop the Body

The body is the portion of your speech where you support the main points of your topic. It contains the heart of your information. Plan this part of your speech first, and then you can develop an introduction and a conclusion that are appropriate. Three to five main points are a good number to use so the audience will not get confused. Try to keep your ideas well-defined so that the audience will remember them. The material supporting main points may be classified into four general types: testimony, statistics, examples, and analogies.

1. **Testimony:** the expression of an opinion on a topic by any person.
2. **Statistics:** quantitative information produced by organizing and analyzing data collected and the relationships among them.
3. **Examples:** include personal experience interviews with knowledgeable and experienced people, documents and library resources.
4. **Analogy:** a method of reasoning, concluding that when two particulars are alike in a number of known respects, they will be alike in an unknown respect.

Create a Memorable Conclusion

The conclusion is the part of your speech that the audience will remember the most. It should summarize your main points in the body, briefly giving your audience one more chance to hear what you have said. Your conclusion may also motivate your audience to action or just round out your thoughts bringing the speech to a smooth ending. Don't expand on your points in this section. All of the details are given in the body. Listeners tend to remember first and last statements. Give these crucial moments of your speech special attention. While experts recommend that you not memorize your entire speech, it is helpful to memorize your introduction and conclusion. This insures you will get off to a good start, even if you are nervous.

The **introduction** tells what you are going to tell them, the **body** is where you tell them, and the **conclusion** is where you tell them what you have told them.

Using Transitions

Transitions are the connecting parts of the speech. Transition words or phrases allow you to move smoothly from one point to another, developing relationships to help listeners understand your message.

Transitions can be used between the three major parts of a speech and within each part. Use transitions between:

- The introduction and body. ("I will identify five reasons...")
- The major points within the body. ("In addition to that, we need to...otherwise, we will not be able...and consequently the 4-H'ers...")
- The body and conclusion. ("So this means we must...")

These sample words can help accomplish the following transitions:

- *Further, besides, also, finally, again* - to add a point.
- *But, despite, however, on the contrary, yet* - to contrast one point with another.
- *Consequently, therefore, accordingly* - to identify a result of an activity.
- *Either, both, not only, on the other hand* - to link two alternate points.
- *When, then, inasmuch as* - to identify a cause of a major point.
- *So this means, to be sure, in reality* - to repeat and emphasize a point
- *Points are, first, the, follow by, next* - to call attention to next point.

Planning Your Time

There are approximately 150 words in each speaking minute. If you have seven minutes for a speech, you will prepare approximately 1,050 words. Consider this time schedule as a guide:

5-10%	Introduction (50-115 words)
80%	Body (850 words)
10-15%	Conclusion (115-150 words)



Tips for Writing Your Speech

- Use your own words. Your words when spoken versus a written script will have a conversational quality and sound natural.
- Try not to use long sentences. They are hard to understand when spoken.
- Simplify ideas and main points so that the audience can understand and remember them.
- Use examples, stories, dialogue, or anything to help your audience visualize what you are telling them.
- Avoid clichés and words that are hard for you to pronounce.

DELIVERING YOUR SPEECH

The First Impression

You will come to the audience's attention as soon as you start to walk to the front of the room or onto the stage. You will have written and learned your speech, but there are other things that you need to do to be a successful public speaker:

- Create a "presence" by walking briskly to the front of the room with a sense of purpose. Project a feeling of confidence.
- Pause just a few seconds and smile naturally to relieve tension before speaking.
- Don't be rigid. Use a relaxed and balanced posture. Often it works to separate your feet by 10 to 12 inches, perhaps with one foot slightly forward. This is a "home base" posture. It is your starting point for the speech. You don't have to stay planted the entire time, however. You can move around. Move back and forward, going to and from the home base.
- Stand straight with your arms at your sides until you are ready to gesture. Practice good posture at all times.
- Look good. Get "a little bit dressed up"—reflect to your audience that this is an important event for you. Make a special effort to be well-groomed. Wear attractive, comfortable clothes (nothing inappropriate).
- If you're nervous, don't announce it. Once you do, your audience feels obligated to worry about you.

Delivery

Delivery is a very important aspect of public speaking. It includes how well you use your voice and nonverbal communication or body actions. Look for these qualities in a good speaking voice:

1. Vocal Expression

- *Quality*-mellow, clear, stable, steady, rich and full, instead of thin, harsh, nasal and shaky.
- *Force*-volume and intensity. Force of the voice should vary according to what you are saying to avoid monotony, but should be pleasant to listen to and loud enough to be heard.
- *Pitch*-position on the scale at which you speak. Different words will have higher or lower inflections than others, such as the rising of pitch at the end of a question. Normal speaking pitch should be at a moderate level.
- *Rate*-speed at which you speak. Rate will change with the effect you want to give. By slowing down, you can think ahead and give the audience a chance to absorb what you are saying. Pauses can be used effectively. But don't let them appear to be memory problems.
- *Enthusiasm*-this is the magic ingredient. Enthusiasm is what convinces your audience to see your point of view, to agree with the material you are presenting. Enthusiasm helps build audience acceptance and creates a feeling of enjoyment and togetherness between the listener and the speaker. Remember, enthusiasm is contagious. Once you have it, it is not difficult to infect the audience with it.

2. Enunciation and Articulation

- Pronounce all words so that the audience hears them. Try not to let endings such as "-ing" drop off words.
- Look up words if you are not sure of their correct pronunciation.

- Most of us have a tendency to slur words together, but over-precision is undesirable, too. It will sound "mechanical."

3. Breathing

- A pleasing voice comes from a relaxed condition. By breathing deeply and evenly, you should be able to overcome a little of your nervousness. Short sentences will help put the pauses where they belong in relation to breathing.

All of these qualities contribute to the outcome of your speech. You have probably heard it one time or another, "*It's not what you said, but how you said it.*" This shows that the way we speak has much to do with what our audience actually hears.

What to Do with Your Hands



Body action is any physical movement by the speaker. It can relate your thoughts and feelings to the audience almost as effectively as words, so it is very important to understand this type of communication. How you feel always communicates itself to the audience through body language.

Any body movement, except moving from one spot to another, is considered a gesture. To convey your ideas to the audience, you will need to use your whole body. Use facial expressions and direct eye contact with your audience. Smile, frown, etc., just as you would in normal conversation.

Hands often speak louder than words. Here's a trick to help you prepare how to use your hands during your speech. Stand in front of a full-length mirror with a large book in each hand.

Then, talk. At times, you'll raise one hand or the other in a gesture, even though the books are heavy. Those are the real gestures. Save them. Eliminate all others. You'll also discover that the books will tell you exactly how your hands should be positioned—bent slightly at the biggest knuckle—comfortably close to your body, not moving except when there's an important point to be made.

Most gestures are variations and combinations of different movements. There are four basic hand positions used to express several meanings:

1. **Index finger:** This gesture is suggestive or descriptive, and is used to point out an object or an idea. For example, "*You are the problem and solution.*"



2. **Palms up:** This can show that you are in favor of something or to compare two things, but never for emphasis alone. For example, "*on the one hand . . . while on the other hand. . .*"



3. **Palms down:** This is the opposite of palms up. It shows disapproval and is made rapidly. "*I want nothing to do with it!*" can be emphasized by crossing the hands and arms in a downward sweep.



4. **Fist:** A very emphatic gesture such as this is used to show an important feeling of the speaker such as "*We must fight this problem.*"



Beginners may need to make a conscious effort to include gestures because they feel inhibited or shy, but put a purpose behind them. You should feel that a gesture is necessary to express your idea. Work toward a natural look as you make gestures and movements to emphasize points.

Control Your Nerves

Stage fright or nervousness before you speak to a group of people is natural. Understanding how and why it happens will help you overcome stage fright and change your nervousness to work to your advantage.



When faced with making a speech, it is only natural to be apprehensive or fearful because you care what the audience thinks of you. Stage fright is a physical and mental fear that causes your heart to quicken because you are breathing faster. As your heart speeds up, your blood pressure rises and adrenaline is released into the blood stream. This increases the supply of nervous energy. Muscles in your body tend to contract, causing the feeling of "butterflies" in your stomach.

Nervousness before giving a speech is a natural reaction that most people experience, but it does not mean that you will fail. Contrary to popular belief, nervousness is good for you and your speech—that is, up to a certain point. The challenge is to manage the nervousness so it

gives you a performance edge. Then your senses will be alert, and you will be able to talk with animation and liveliness.

Try some of these tips:

- Don't fight nervousness. Accept it as a positive influence.
- Reassure yourself that you are well prepared by having chosen a topic that interests you, and then, be confident that you have done enough research to be knowledgeable on your subject.
- Make sure that you have a clear organizational plan for the flow of your speech.
- Prepare a good introduction that includes material for gaining attention. By breaking the ice with your audience, you will feel more at ease as the speech progresses.
- Practice your speech out loud and in a physical setting that is similar to your speech making situation. As you practice, imagine yourself in the setting. The more you practice your speech, the better you'll feel about giving it to other people. If you know exactly what you are going to say (know it, don't memorize it), you won't need to worry about going blank. Try practicing your speech once a day for two weeks before the contest. It will get tiring after the first week, and then become easier as you work on the gestures. Also practice before a full-length mirror to improve eye contact and poise.
- Take a brisk walk. Walking gets your whole body loosened up and burns off excess nervousness.
- While you're sitting there waiting to present, let your arms dangle at their side.
- Try deep breathing for two minutes.
- Talk positively to yourself.

Remember, everyone is at least a little nervous in front of others, so don't give up if you do stumble over words or forget what to say next. As you gain experience, you will gain self-confidence. It will become easier to speak each time because you know that you can handle it.

Use of Notes



Using notes is allowed, but not encouraged. If you feel you need notes, try putting just your speech outline on a card. You then can refer to it, but not read off it. Do not gesture with your cards, but don't try to hide them either. If you forget what you wanted to say next, you can refer to the main points on your outline and easily recover.

Reading from a manuscript is not encouraged. Keep in mind that reference to notes and especially to the manuscript may detract from eye contact, audience interaction, and smoothness of delivery. Notes or manuscripts are, however, allowed. How well notes are used may be a factor in judging.

Also, practice enough so that your speech does not sound memorized.

Using a Microphone

When speaking to a very large audience, you may need to use a microphone to reach more people and to speak in a conversational, person-to-person style.

- Before the speech, check the microphone by talking into it to see if the height and volume are correct.
- Speak directly into the "mike" (about four to eight inches away is usually best), but do not lean into or away from it.
- Use a lapel mike if possible. This allows you to move around more than with a stationary microphone, but avoid turning your head away from it.
- Don't rustle papers. Sounds will be magnified.
- Don't be afraid of using a microphone. Try to produce a natural sound by listening to your voice to see if the "s, z, sh, and th" sounds are whistling or hissing too much.



Acknowledge Your Sources

When using materials written or spoken by someone else, be sure you acknowledge the source. For instance, a poem, quote, or passage from a book can be used as long as you identify who the author was. Using someone else's exact words under the pretense that they are your own is called plagiarism.

You should also be able to back up what you say. If you want to state that there are 15,000 meadowlarks in Nebraska, you should also tell the source of information. You want to appear as a credible source to your audience, that is, a person to be trusted for accurate and truthful information. One of the most common faults of a speaker is the failure to give credit to sources or to make a statement of fact without proper documentation or evidence of research.

HOW DID YOU DO?

After giving a speech, people often do not go any further to become a good public speaker. There is more to it than just the speaking. A good speaker knows the value of their speech. Some speeches can be very good in content, but not be delivered well. Others may not expand enough on their subject. Every speech should be reviewed to determine the strengths of the speech and how it can be improved. Use the scorecard to evaluate your speech to make you a better public speaker.

Through the years, as you gain experience and confidence, you might want to try different speaking techniques, but starting with good basic skills will make you a much better speaker. The old saying of "practice makes perfect" is a good guideline to follow. The more speaking experiences you have the better you will become.

Public speaking benefits are almost too numerous to count, but perhaps the most important one is the confidence that you develop in yourself.

IN THE FUTURE

Everyone can benefit from public speaking experience. Your life will be richer if you develop skillful communication with other people. Almost every profession that comes in contact with the public needs people like you with speaking skills. There are unlimited opportunities in fields such as television and radio, teaching, law, medicine, sales, entertainment, public relations, farming, and many, many more.

The 4-H Public Speaking Contest is just the beginning. Take the opportunities that arise to speak at your 4-H club meetings, school groups, organizations, or community clubs. High school speech contests are good experiences because you have the chance to participate in activities such as dramatic interpretation of poetry and

prose, extemporaneous speaking, one-act plays, public address, and acting. But don't stop here. There are many good college speech courses that can open up new doors for you, such as:

- Speech Therapy
- Basic Theory of Acting
- Debate
- Radio and T.V. broadcasting
- Non-verbal human communication
- Interpretive reading
- Business and professional speaking



4-H Communication Activities

- 4-H public speaking contests
- 4-H judging contests
- 4-H presentation contests
- 4-H photography contests

RESOURCES AVAILABLE

For more information about the Nebraska 4-H Public Speaking Program and additional resources refer to the Nebraska 4-H website at <http://4h.unl.edu>.



Other resources available on the website are:

- 4-H Public Speaking Contest Rules
- The Versatile 4-H Presentations
- The Four P's of Planning a Presentation
- Getting Ready to Give a 4-H Presentation
- 4-H Presentation Visual Aids
- Using PowerPoint in 4-H Presentations
- Evaluating a 4-H Presentation
- How to Prepare a 4-H Radio Public Service Announcement

Developed by:

Sandra Stockall, 4-H and Youth Development Specialist, University of Nebraska–Lincoln Extension
Vickie Greve, 4-H and Youth Development Specialist, University of Nebraska–Lincoln Extension

With assistance from the 4-H Communications Action Team (February 2008)

Tracy Pracheil, Jane Armstrong, Pam Bauer, Nancy Frecks, Barbara Scharf, Lynette Brown, Mary Jacobson, Marci Carroll, and Kae Russell

NH 4-H Presentation Evaluation

Demonstrations

Name: _____
 Topic: _____
 Age Range: _____ / _____ / _____
 8-10 11-13 14-18



Presentation Organization	1 Point	3 Points	5 Points	Score
<i>Subject Knowledge</i>	Insufficient information to judge speaker's knowledge on topic. Unable to answer judge's questions.	Adequate level of knowledge demonstrated. Responds accordingly to questions, may be hesitant with response.	In-depth knowledge/understanding demonstrated. Repeats question giving clear, accurate response. May note possible sources for unknown or unanswered questions.	
<i>Introduction</i>	Lacks opening statement, no connection to the audience. Brief or inadequate intro to topic or self.	General introduction statement, stimulates interest in subject. Concise and complete personal introduction.	Engages audience attention with creative opening remarks and personal introduction. Smooth transition into presentation.	
<i>Summary</i>	No summary provided.	Minimal/partial summary or new material introduced at end of presentation.	Clear, concise summary of main key points with feeling of closure conveyed.	
<i>Proper Use of Visual Aids (cards, screen, notes)</i>	No notes or cues used when clearly needed; or totally relied upon aids	Good use of aids as quick reference. Smooth transitions, no interference from visual aids.	Flawless use of visual aids and cues.	
Section Total:				

Presentation Delivery	1 Point	3 Points	5 Points	Score
<i>Appearance</i>	Aspects of presentation appearance, within personal control of the presenter , could be improved upon	Well groomed, neat, clean appropriate attire for public speaking.	Extra thought and effort given to appearance; dressed to coincide with topic of presentation; Above and beyond expectation.	
<i>Enthusiasm & Inflection</i>	Voice too soft, barely audible or not clear (pace). May lack sparks of enthusiasm	Voice clear, projected well. Appropriate rate and volume of speech. Conveys personal interest and enthusiasm	Very clear voice, projects and modulates tone to enhance specific points. Infectious enthusiasm and attitude displayed throughout	
<i>Eye Contact</i>	Seldom to no eye contact with judges or audience.	Eye contact with one or two focal points without visually addressing rest of room	Establish eye contact with entire audience consistently throughout presentation	
<i>Posture & Poise</i>	Slouches, leans or is too stiff. Body language indicates nervousness.	Generally calm, standing straight and attentive to audience.	Confident/relaxed, straight posture throughout presentation. Engages audience with comfortable demeanor.	
Section Total:				

Presentation Mechanics	YES (3 pt)	No (0 pt)	Score
Grammar: (Appropriate terminology and pronunciation, articulation, spelling)			
Sources: (Current & Credible)			
Length of Time: (Adequately covers topic within allotted time)			
Equipment/ Material Set-up & Usage: (Independent set-up, proper use of materials in order to enhance presentation)			
Section Total			

Judges Initials _____

GRAND TOTAL

Additional Comments:



Extension

NH 4-H Presentation Evaluation Action Exhibit

Name: _____

Topic: _____

Age Range: _____ / _____ / _____
8-10 11-13 14-18



Presentation Organization	1 Point	3 Points	5 Points	Score
Subject Knowledge	Not enough information to judge speaker's knowledge on topic. Unable to answer judge's questions.	Adequate level of knowledge is demonstrated. Responds accordingly to questions, may be hesitant with response.	In-depth knowledge/understanding is demonstrated. Answers questions with clear, accurate response. May identify possible sources for unknown/unanswered questions.	
Visual Display	Display area is lacking prompts and organization or connection to topic area. Poster may be difficult to read.	Display area includes poster and prompts. Organized, however display may require explanation as to connection with topic.	Poster attractive, easily seen, understood, with appropriate logos. Poster and other prompts thoroughly convey topic being presented. Citations included if/where appropriate.	
Mechanics in Grammar	Poor grammar incorrect terminology and mispronunciations	Proper grammar, good vocabulary, no errors, clear meanings. Occasional spacers (ums, uh)	Clear and concise vocabulary, excellent clarity of meaning and no use of spacers.	
Logical Sequence (display and presentation)	No logical sequence with random jumping around. Irrelevant information or materials presented.	Material displayed and presented in logical order. Easy to understand	Excellent organization and flow in display and presentation. Creative and deliberate progression of ideas.	
Equipment/ Material Set-up & Usage	Did not assist with set-up, did not use materials to enhance presentation	Assisted with set-up, did not maximize use of materials to enhance presentation	Independent set-up, proper use of materials in order to enhance presentation	
Section Total:				

Presentation Delivery	1	3	5	Score
Appearance	Some aspects of presentation appearance, <i>within personal control of the presenter</i> , could be improved upon	Well groomed, neat, clean appropriate attire for public speaking.	Extra thought and effort given to appearance; dressed to coincide with topic of presentation; Above and beyond expectation.	
Enthusiasm & Inflection	Voice too soft, barely audible or not clear (pace). May lack sparks of enthusiasm- did not engage audience. Seldom to no eye contact with judges or audience.	Voice clear and projected well. Appropriate rate and volume of speech. Establishes eye contact inconsistently throughout. Conveys personal interest and enthusiasm.	Attracted and actively involved audience. Eye contact was consistently with entire audience throughout the presentation. Very clear voice, projects and modulates tone to enhance specific points.	
Posture & Poise	Slouches, leans or is too stiff. Body language indicates nervousness.	Generally calm, standing straight and attentive to audience.	Confident and relaxed with straight posture throughout presentation. Engages audience with a comfortable demeanor.	
Section Total:				

Judges Initials _____

GRAND TOTAL



Additional Comments:



Extension

NH 4-H Presentation Evaluation Public Speaking

Name: _____
Topic: _____
Age Range: _____ / _____
11-13 14-18



Presentation Organization	1 Point	3 Points	5 Points	Score
Overall Persuasive Impact	Key ideas were unclear or lacking throughout the presentation.	Key ideas organized and presented however not entirely persuasive.	Key ideas/points were effectively persuasive	
Introduction	Lacks opening statement, no connection to the audience. Brief or inadequate intro to topic or self.	General introduction statement, stimulates interest in subject. Concise and complete personal introduction.	Engages audience attention with creative opening remarks and personal introduction. Smooth transition into presentation.	
Summary	No summary provided.	Minimal or partial summary or new material introduced at end of presentation.	Clear, concise summary of main key points with feeling of closure conveyed.	
Proper Use of Visual Aids (cards, screen, notes)	No notes or cues used when clearly needed; or totally relied upon aids	Good use of aids as quick reference. Smooth transitions without interference from visual aids.	Flawless use of visual aids and cues.	
Section Total:				

Presentation Delivery	1 Point	3 Points	5 Points	Score
Appearance	Some aspects of presentation appearance, <i>within personal control of the presenter</i> , could be improved upon	Well groomed, neat, clean appropriate attire for public speaking.	Extra thought and effort given to appearance; dressed to coincide with topic; Above and beyond expectation.	
Enthusiasm & Inflection	Voice too soft, barely audible or not clear (pace). May lack sparks of enthusiasm	Voice clear and projected well. Appropriate rate and volume of speech. Conveys personal interest and enthusiasm	Clear voice, projects/modulates tone to enhance specific points. Displayed infectious enthusiasm and attitude throughout	
Eye Contact	Seldom to no eye contact with judges or audience.	Established eye contact with one or two focal points without visually addressing rest	Establish eye contact with entire audience consistently throughout presentation	
Posture & Poise	Slouches, leans or is too stiff. Body language indicates nervousness.	Generally calm, standing straight and attentive to audience.	Confident/relaxed with straight posture throughout presentation. Engages audience with a comfortable demeanor.	
Section Total:				

Mechanics of Presentation	YES (3 pts)	No (0 pt)	Score
Grammar: (Appropriate terminology and pronunciation, articulation, spelling)			
Length of Time: (Adequately covers topic within allotted time)			
Section Total:			

Judges Initials _____

GRAND TOTAL



Additional Comments:

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Extension

NH 4-H STEMonstration Evaluation (Science, Technology, Engineering or Math Demonstration)

Name(s): _____
 County: _____
 Topic: _____
 Age Range: _____ / _____ / _____
 8-10 11-13 14-18



A STEMonstration, is a demonstration explaining the details of the STEM based project completed by the 4-Her. It should show and tell what was done and learned during the project.

Presentation Organization	1 Point	3 Points	5 Points	Score
Topic & Process	Presents <u>little or no</u> explanation of <i>what was done</i> in the project or <i>how it was done</i> . Gives only a <u>little or no detail</u> of the process.	Presents a <u>good</u> explanation of <i>what was done</i> in the project or <i>how it was done</i> . Gives a <u>good picture</u> of what was done, some small details may be missing.	Presents a <u>thorough</u> explanation of <i>what was done</i> in the project and <i>how it was done</i> . Gives an <u>excellent picture</u> of what was done and includes a high level of detail.	
Subject Knowledge & Understanding	Does <u>not</u> explain <i>what was learned</i> and shows only a <u>little to no</u> understanding of <i>subject matter</i> .	Gives a <u>good</u> explanation of <i>what was learned</i> and shows <u>good</u> basic understanding of <i>subject matter</i> .	Gives an <u>excellent</u> explanation of <i>what was learned</i> and shows a <u>thorough</u> understanding of <i>subject matter</i> .	
Clarity of Visuals	Visual aids <u>not included, poorly made or unclear</u> .	Visual aids are mostly <u>clear and neat</u> . They generally help to make points or illustrate concepts.	Visual aids are <u>very clear and neat</u> . They make points and illustrate concepts in a cohesive manner.	
Questions	Does <u>not</u> answer questions or gives incorrect answers and shows <u>little</u> understanding of <i>subject matter</i> .	<u>Generally</u> answers questions thoughtfully and <u>effectively</u> , and shows a <u>good</u> understanding of <i>subject matter</i> .	Questions are answered <u>clearly</u> and shows an <u>excellent</u> understanding of <i>subject matter</i> .	
Presentation	Presentation follows <u>no</u> particular order (<i>introduction-body-conclusion</i>) and speaker does <u>not</u> maintain audience interest.	Presentation generally follows a <u>logical</u> order (<i>introduction-body-conclusion</i>) and flows <u>nicely</u> , speaker maintains audience interest.	Presentation follows a <u>logical</u> order (<i>introduction-body-conclusion</i>) and flows well, speaker is <u>excited</u> and builds audience interest.	
Section Total:				

Presentation Delivery	1 Point	3 Points	5 Points	Score
Speaking & Voice	Speaker is quiet and <u>difficult to understand</u> . Voice volume, tempo and clarity <u>detract</u> from presentation.	Speaker is generally <u>easy to understand</u> . Voice volume, tempo and clarity may have some <u>minor inconsistencies</u> .	Speaker is <u>loud and clear</u> . Voice is very easy to understand, volume, tempo and clarity show no inconsistencies.	
Manner and Appearance	Speaker <u>does not</u> address or use physical gestures to engage the audience. Appearance - untidy.	Speaker <u>generally</u> addresses or uses physical gestures to engage the audience. Appearance - well dressed.	Speaker <u>continually</u> addresses or uses physical gestures to engage the audience. Appearance - smartly dressed.	
Section Total:				

Mechanics of Presentation	YES (3 pts)	No (0 pt)	Score
Grammar: (Appropriate terminology and pronunciation, articulation, spelling)			
Length of Time: (Adequately covers topic within allotted time)			
Section Total:			

Judges Initials _____

GRAND TOTAL

Additional Comments:



New Hampshire 4-H Horse Communications Contest Score Sheet

Public Speaking

Name _____ 4-H Age _____ Years participating in Presentations _____

Title of Speech _____ Club/County _____

Each item must be scored by checking the box that best describes the presentation. The numerical value of each x appears at the head of its column. Key: O = Outstanding, S = Satisfactory, NI = Needs Improvement

CRITERIA	O 5	4	S 3	2	NI 1	COMMENTS	
INTRODUCTION – 10 points							
Introduction creative, aroused interest							
Introduction was short and to the point.							
ORGANIZATION – 15 points							
Main points were easy to follow & arranged in logical order?							
Sentences short and easy to understand							
Speech was interesting.							
CONTENT AND ACCURACY – 20 points							
Facts and information were accurate.							
Enough information was presented about the subject.							
Appropriate credit was given to sources of information							
Content was appropriately related to the horse industry.							
STAGE PRESENCE – 15 points							
Speaker was neat and appropriately dressed.							
Speaker talked directly to and looked at the audience.							
Speaker's posture was erect, but not stiff. Speaker refrained from leaning on the podium and seemed relaxed and at ease.							
DELIVERY – 20 points							
Speaker used appropriate voice control.							
All the words were pronounced correctly.							
If notes were used, it was done without detracting from the presentation.							
The speaker chose words at the time they were spoken (preferred) as opposed to a memorized or ready-type delivery.							
GENERAL – 10 points							
The speaker conveyed a sense of wanting to communicate?							
The speech reflected the thoughts and personality of the speaker?							
CONCLUSION – 10 points							
The conclusion was short, interesting and properly wrapped up the speech							Time: _____ Points deducted _____
Presenter handled questions easily							



TOTAL FOR EACH COLUMN						
Evaluator's overall comments					TOTAL SCORE	

Time Guidelines:

Juniors 5-8 Minutes

Seniors 7-10 Minutes

Time Deduction: Deduct 1 point from the total score of each judge for each minute or fraction of a minute under 5 or 7 minutes or over 8 or 10 minutes (depending on division).

Introduction -- 10 point range (O) aroused interested and added to presentation (S) appropriate (NI) needs improvement
Introduction was creative and interesting without being overly dramatic and detracting from the topic.
Introduction was short and to the point without being too brief.
Organization -- 15 pts. range (O)Organized, logical & skillfully added to the presentation (S) - acceptable (NI) needs improvement
The main points were easy to follow, engaging and told in a logical order. A story was told.
The sentences were short and easy to understand. A large word was not used if a small word was appropriate.
The speech was interesting and informative.
Content and Accuracy -- 20 points (O) extremely accurate and thorough (S) effective (NI) needs improvement
Facts and information were all accurate. Opinion or speculation was not presented as fact.
The topic was covered thoroughly and enough information was presented.
Appropriate credit was given to information sources including publications, websites and individuals.
Content was appropriately related to the horse industry. Unrelated topics should be penalized or disqualified (see rules)
Stage presence --15 points range (O) style and demeanor added to presentation (S) appropriate (NI) needs improvement
The speaker was neat & appropriately dressed in apparel suited to the topic. Business attire is appropriate for most speeches.
The speaker directed his or her speech directly to the audience using eye contact and voice projection
The speaker had good posture without being stiff. Gestures were appropriate and not overdone.
Delivery -- 20 points range (O) delivery expertly added to the presentation (S) satisfactory (NI) needs improvement
Speaker used appropriate voice control, inserting emphasis and pauses to add impact.
All words were pronounced correctly and used appropriately.
Note were used sparingly, if at all. Reading of notes or script should be heavily penalized.
The words appeared to be chosen at the time of the speech; rigid memorization should be avoided.
General -- 10 pts range (O) speaker's skill and enjoyment added to the presentation (S) -- satisfactory (NI) needs improvement
The speaker conveyed a sense of wanting to communicate and deep interest in the topic.
The speech was suited to the personality, thoughts and body language s of the speaker.
Conclusion -- 10 pts range (O) the conclusion added to the presentation, reinforcing ideas (S) satisfactory (NI) needs improvement
The conclusion was short, interesting and wrapped up the speech; key points and areas of interest were overviewed creatively.
The presenter answered questions easily; the content of the question was implied in the answer or the question was repeated.



New Hampshire 4-H Horse Communications Contest Score Sheet

Individual and Team Presentations (Includes Demonstrations and Illustrated Talks)

Name _____ 4-H Age _____ Years participating in Presentations _____

Name _____ 4-H Age _____ Years participating in Presentations _____

Title of Presentation _____ Club/County _____

Each item must be scored by checking the box that best describes the presentation. The numerical value of each x appears at the head of its column.
Key: O = Outstanding, S = Satisfactory, NI = Needs Improvement

CRITERIA (If not applicable give 5 points)	O 5	4	S 3	2	NI 1	COMMENTS
INTRODUCTION – 10 points						
Introduction creative, aroused interest						
Introduction was short and to the point.						
ORGANIZATION – 25 points						
One main idea was demonstrated						
Clear order or logical sequence, if team, teamwork. Discussion related to each step as it was shown.						
Visual aids attractive, correct, easily seen & understood						
Materials and equipment were carefully selected, neatly arranged and well organized.						
Key points for each step were stressed.						
CONTENT AND ACCURACY – 25 points						
Facts and information presented were accurate.						
Enough information was presented about the subject.						
Approved practices were used.						
Appropriate credit was given to sources of information						
Content was appropriately related to the horse industry.						



STAGE PRESENCE – 10 points						
Presenter(s) were neat and appropriately dressed for the subject of the presentation.						
Effectively used voice & eye contact to engage audience Pace of presentation was appropriate.						
DELIVERY – 15 points						
Presenter appeared to enjoy giving the presentation If Team presentation, presenters worked equally						
Used correct grammar, terminology, pronunciation. Presenter seemed to choose words as they were spoken (preferred) as opposed to a memorized presentation?						
If notes were used, it was done without detracting from the presentation.						
EFFECT ON AUDIENCE – 5 points						
Audience showed an interest in the presentation. Could they go home and carry out the idea?						
SUMMARY – 10 points						
Summary was short and interesting; key points were briefly reviewed and summary properly wrapped up the presentation.						
Presenter handled questions easily						
						Time: _____ Points deducted _____
TOTAL FOR EACH COLUMN						Total Score

Time Guidelines:

Individual: Juniors 5- 10 Minutes Seniors 9 – 12 Minutes

Team presentation: Juniors 8-12 Minutes Seniors 10-15 Minutes

Time Deduction: Deduct 1 point from the total score of each judge for each minute or fraction of a minute under or over that allowed.

Introduction -- 10 point range (O) aroused interested and added to presentation (S) appropriate (NI) needs improvement
Introduction was creative and interesting without being overly dramatic and detracting from the topic.
Introduction was short and to the point without being too brief.
Organization -- 25 pts range (O)Organized, logical & skillfully added to the presentation (S) - acceptable (NI) needs improvement
One main idea was demonstrated without distraction from unrelated ideas.
The demonstration was done in a clear and logical order; teamwork was equal if a team.
Visual aids were clear, legible and understood. Posters, computer presentations, and other materials may be used.
Materials and equipment were neatly arranged and well organized without clutter or unneeded items being used.
Key points for each step were shown, including tips for success and cautions if applicable.
Content and Accuracy -- 25 points (O) extremely accurate and thorough (S) effective (NI) needs improvement
Facts and information were all accurate. Opinion or speculation was not presented as fact.
The topic was covered thoroughly and enough information was presented.
Approved practices were used, including safety measures when appropriate.
Appropriate credit was given to information sources including publications, websites and individuals.
Stage presence --10 points range (O) style and demeanor added to presentation (S) appropriate (NI) needs improvement
The presenter was neat & appropriately dressed in apparel suited to the topic. (for example riding apparel for a saddling demo)
The speaker directed his or her speech directly to the audience using eye contact and voice projection
Delivery -- 15 points range (O) delivery expertly added to the presentation (S) satisfactory (NI) needs improvement

2018 Sullivan County ACTIVITIES DAY POSTER EXHIBIT

They must be delivered to the County 4-H Office by Feb. 9, 2018 for evaluation.

NH 4-H State and County Poster Contest Rules & Entry Form

1. Rules

- Each county may send 3 posters, from members age 8 or over as of 1/1/18. **Participants MUST be 12 years or older as of 1/1/18 for their entry to be eligible for advancement to Eastern States Exposition.**
- Posters must be made on standard poster board measuring 14" x 22". They may be horizontal or vertical. **Posters on non-standard size board will not be accepted.**
- Posters may be produced by any medium including: watercolor, ink, crayon, acrylic, charcoal, and/or oils. Word processed lettering and computer generated graphics are acceptable.
- Posters *may* be three-dimensional, however must be no more than 1/4" high (must be able to lay flat in a pile).
- Poster should be able to be read from 10' to 15' away, and should convey one clear message (not a collage)
- Other than the 4-H Clover, posters *may not* incorporate copyrighted materials like "Garfield" or "Snoopy" cartoon characters or trademarked materials such as depictions of items with names like "Elmers Glue" or "Campbell's Soup"
- **If the 4-H Clover is used**, it may not be distorted and no images may be superimposed over it. The statement "18 USC 707" must legibly appear at the right of the base. Any use of the official 4-H Clover (*any* clover with "H's" on the leaves) must be used in accordance with the rules governing the emblem.
- Posters categories are: 4-H Citizenship, 4-H Healthy Living, 4-H Promotion, and 4-H Science

2. **Posters from previous years cannot be re-submitted** - Each entry should be identified by name, age, address, county, and a brief explanation of which theme the poster represents. Use form at the bottom of this page.
3. **Entries limited to ONE per member – Check with your County office for county submission deadline.**
4. **Award Notes:** The top 6-8 entries will be recognized. In addition, recognition will be given to top Intermediates if only seniors are the top scorers.

For more information on "how to", visit this website: <http://extension.unh.edu/Pubs/4HPubs/PostTFS.pdf>

2018 4-H Poster Exhibit

4-Her Name: _____ Age Jan. 1st: _____

Mailing Address: _____ County: _____

City: _____ State: _____ Zip: _____ Club Name: _____

Number of years in contest previously (DO NOT COUNT THIS YEAR) : _____ years

Poster Theme Area: _____ 4-H Citizenship _____ 4-H Promotion _____ 4-H Healthy Living _____ 4-H Science

Brief Interpretive Statement of Art Work: _____



Check List of Criteria Met (to qualify, all items must be checked acknowledging compliance) :

_____ No Copyright or Trademarked materials _____ 4-H Clover used according to regulations _____ Poster is standard 14" x 22"

_____ Poster was created after May 31, 2017 _____ Poster contains one clear message (not a collage)

_____ If poster is 3-D, it is no more than 1/4 " high and can lay flat in a pile

Signature of 4-H Member: _____

ATTACH THIS TO BACK OF POSTER

**2018 Sullivan County
ACTIVITIES DAY - PHOTOGRAPHY**

Photographs must have been taken after May 31, 2017.

Mounted photograph(s) must be delivered to the County 4-H Office by Feb. 9, 2018 for evaluation.

- Each county may send 3 posters, from members age 8 or over as of 1/1/18. **Participants MUST be 12 years or older as of 1/1/18 for their entry to be eligible for advancement to Eastern States Exposition.**
 - *Note: Members do not have to be enrolled in the photography project. It is the decision of each county whether or not they will allow one member to exhibit more than one photograph at State Activities Day.*
- Prints (black & white or color) must not exceed 9"x12". Entries can be matted and framed to a larger overall size.
- Each photography exhibit must be identified with a caption on the reverse side. Required information includes:
 - Name, address, and county, age
 - Equipment used - Type of Camera, Flash, Filters, etc.
 - Type of Processing - Commercially Printed or otherwise
 - Any enhancements made
- Members can enter photographs in the following categories:
 - New Hampshire at its Best
 - 4-H at its Best/4-H Promotion
 - Open category
- Awards will be given to the top 6-8 entries, with at least two awards to the top two Intermediate photographs.

2018 4-H Photography

4-Her Name: _____ Age Jan. 1st: _____

Mailing Address: _____ County: _____

City: _____ State: _____ Zip: _____ Club Name: _____

Number of years in contest previously (DO NOT COUNT THIS YEAR) : _____ years

Photo Theme Area: _____ New Hampshire at its Best _____ Open Category

_____ 4-H At its Best/4-H Promotion

Photography Caption: _____

Equipment Used: _____

_____ Flash _____ Filters _____ Digital _____ Commercially printed

_____ Digital enhanced If yes, describe enhancement _____

_____ Other _____

_____ Photo was taken after May 30, 2017

Signature of 4-H Member: _____



ATTACH THIS TO BACK OF PHOTO

NH 4-H Flix Video Contest

(Adapted from North Dakota State University Extension)

Description

- Each county may send up to a total of 3 individual/team entries. Teams can be comprised of up to 3 members, and will compete in the division of their oldest member. Participants must be at least 8 years old to be eligible for State Activities Day consideration, and at least 12 years of age to be eligible for Eastern States Exposition (by 1/1/2017).
- Videos can include contestant's choice of music and video production techniques, including but not limited to; video footage, still photography, computer animation, stop motion animation, etc.
- Contestants will be judged on creativity, flow of the video, technical performance, and presentation skills in presenting their video to a panel of judges.

Contest Rules

- Videos must be 3-5 minutes in length, including the credits
- The video must have credits showing who participated in the creation of the video and what their roles were. The credits also must include the title of the video and any participants.
- Others who are not taking part in the contest may appear in the video, however, all editing and production of the video must be done by the contestants.
- All music, video, images and computer animations used must be 4-H appropriate. Contestants should seek guidance from their 4-H leaders if they need help determining if content is 4-H appropriate.
- Video must comply with copyright laws and 4-H emblem must be used appropriately. See 4-H Flix website for informational links. <https://extension.unh.edu/NH-4-H-Flix>
- Photo releases must be submitted with the video for everyone appearing in the video.
- Video must be submitted on a CD, DVD or flash drive and must be labeled with the contestant's names, ages, and county.
- 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.

Definition of 4-H Appropriate

An entry in the NH 4-H Flix contest will be considered 4-H Appropriate if it meets the following guidelines:

- It is free of violence
- Does not contain swearing or vulgarity
- Is respectful to the community, actors and viewers.

Awards

- Awards will be given to the top 6-8 entries, with at least two awards to the top two Intermediate entries. Each award includes (2) admission passes, (1) parking pass, and (2) lunch tickets to the Big E (no age restriction), as well as eligibility for Eastern States jacket, per County funding criteria (12 years of age and above).



Use of inappropriate music, video, images or computer animation will disqualify the entry immediately and the contestants will not receive a score.

NH 4-H Flix Contest Team Registration

Name/Title of Video _____ County _____

Team Members Names	Sr. Age 14-18	Jr. Age 8-13	If Junior, were you age 12 on 1/1/14? Yes/No
1.			
2.			
3.			

Team Check List

Did you Follow the NH 4-H Flix Guidelines?	
Your team did the work (your team wrote and created your video, not your adult mentors – Guidance from adults is great! Having the adults do it for you is not!)	
You used your own, or royalty free footage and sounds – Or you purchased the rights to use images and/or sounds (You respected other peoples intellectual property and obeyed copyright law)	
You tested your DVD in a consumer DVD player (do not use a DVD-RW)	
You labeled your DVD with the title of the video and team name	
You edited your video to a length of 3-5 minutes, including credits.	
Did you include everything with your registration?	
Your Completed Registration form and checklist (this form)	
A media release for each person participating in the video	
A copy of your video in DVD format	

NH 4-H Flix Contest Media Release

Name/Title of Video _____ County _____

4-H Flix participants may be photographed and videotaped for use in 4-H promotional and educational materials. I authorize 4-H to record the individual's (named below) image and/or voice for use by the University of New Hampshire, its affiliates (including but not limited to the UNH Cooperative Extension, UNH Foundation, and 4H Foundation of New Hampshire), or its assignees in research, educational and promotional programs. I understand and agree that these audio, video, film, and/or print images may be edited, duplicated, distributed, reproduced, broadcast and/or reformatted in any form and manner without payment of fees, in perpetuity.

1	_____	_____
	Name of youth	Date
	_____	_____
	Signature of parent/guardian	Please print name
2	_____	_____
	Name of youth	Date
	_____	_____
	Signature of parent/guardian	Please print name
3	_____	_____
	Name of youth	Date
	_____	_____
	Signature of parent/guardian	Please print name
4	_____	_____
	Name of youth	Date
	_____	_____
	Signature of parent/guardian	Please print name
5	_____	_____
	Name of youth	Date
	_____	_____
	Signature of parent/guardian	Please print name



New Hampshire 4-H Flix Score Sheet

Name _____ 4-H Age _____ Years participating in Demonstrations _____

Name _____ 4-H Age _____ Name _____ 4-H Age _____

Title of Presentation _____ Club/County _____

Each item must be scored by checking the box that best describes the presentation. The numerical value of each x appears at the head of its column. Key: O = Outstanding, S = Satisfactory, NI = Needs Improvement

CRITERIA	O 5	4	S 3	2	NI 1	COMMENTS
INDIVIDUAL – 15 points						
Dressed appropriately, well groomed, good posture.....						
Poised and self-confident, enthusiastic.....						
Handling of questions, used as teaching opportunity.....						
Quality of Video – 60 points						
Production Quality/Technical Quality.....						
Appropriate use of music/sounds.....						
Storyline makes sense, scenes flow.....						
Overall entertainment value.....						
Performances are believable, characters fit in storyline.....						
Evidence of creativity, thought, originality.						
Quality of art direction, costumes, props, models, etc.....						
Cinematography: good visuals, use of different camera angles						
Editing Techniques; enhance video story/quality.....						
Good sound quality, actors could be heard and understood						
Lighting impacts the film in a positive way, ie. creates mood						
Video Summarized main points effectively.....						
EDUCATIONAL VALUE – 15 points						
Provided a learning outcome with educational value.....						
Knowledgeable about topic & achieved desired result.....						
Sources of information noted; promotion of 4-H & UNH/UNHCE connection.....						
TOTAL FOR EACH COLUMN						
OVERALL IMPRESSION – 10 points						TOTAL SCORE
Evaluator's overall comments						

Description of Criteria – 4-H Flix

Individual–15 points Range: (NI) improvement needed–(S) appropriate–(O) style & demeanor add to presentation
Dressed appropriately in clothing appropriate for activity, i.e. apron if cooking. Neat and clean, with long hair pulled back if necessary. Stood comfortably, with no slouching or leaning on objects.
Poised, self-confident, welcoming, appeared comfortable with topic and audience. Showed enthusiasm for topic.
Handling of questions, used as teaching opportunity. Presenter responded well to audience/judges questions.
Video Quality–60 points Range: (NI) practice needed – (S) effective – (O) skillfully adds to presentation
Technical quality of video was pleasing, caught interest and attention of audience.
Use of Music and Sound effects are appropriate to video and add to the storyline
Storyline makes sense, scenes flow: Storyline is well thought out and conveys the intended message.
Overall entertainment value. Story conveys a specific message while providing entertainment to audience.
Performance believable, characters fit in storyline. Actors are able to provide a believable performance. All characters fit into the storyline and add to the story.
Evidence of creativity, thought, originality: Story is original, shows creativity and originality.
Quality of art direction, costumes, props, models, etc: It is obvious that the director put thought and effort into the production of the video.
Cinematography: good visuals, use of different camera angles: Director attempted to use different cinematic techniques to add interest to the video.
Editing Techniques enhanced video story/quality: Editing was carefully planned and executed as to produce a quality finished product.
Good sound quality, actors could be heard and understood: Audience is able to hear and understand the actors. Background sound does not overpower actors.
Did the lighting impact the film in a positive way: Director used lighting quality to convey a message. I.e. Creating mood.
Video summarized main points effectively: Storyline is complete, including an introduction, body and summary. Audience is able to express an understanding of the main points of the video.
Educational Value–15 points Range: (NI) practice needed – (S) effective – (O) skillfully adds to presentation
Information presented was of value and interest to audience. A skill or piece of knowledge was taught to audience. Audience could repeat this project or use the information gained when they left.
Knowledgeable in subject matter -convincing, sincere. Understood principles and practices presented and could easily relay it to audience. Displayed completed product, process or purpose was accomplished.
The sources used for the presentation were clearly and appropriately identified. Reliable sources appropriate for the ability of the member were used. If used, logos used properly. 4-H program and connection to UNH or UNH Cooperative Extension were identified somewhere within the action exhibit (on poster, table cloth, flag, clothing) or during oral presentation.
Overall Impression – 10 points
This section allows the judge to recognize outstanding presentations and creativity. This is the place to add additional points and comments for exhibit.

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