Guidelines for:

Short Take  I  Prepared Speech
Interpretive Reading (Humorous or Serious)
Illustrated Talk  I  Dramatic Presentation  I  Demonstration
4-H Commercial  I  Broadcasting  I  Video Production
4-H Promotion  I  Website Design
Presentation Software  I  Cloverbud Recitation
The 4-H Communication Arts program primary objectives:

- To help participants develop communication skills that are useful throughout a lifetime
- To provide participants with an opportunity to practice their skills before a group
- To provide participants with an opportunity to gather and organize information, equipment and props for public presentation
- To develop participants’ confidence in making public presentations

Participation begins at the club or local level, where youth are encouraged to give at least one public presentation each year. Each county (or group of cooperating counties) is encouraged to conduct annually a Communication Arts event in which all youth can participate.

The Communication Arts program is open to any youth involved in Extension youth programs. It has two age divisions: the preteen division (youth 8 to 12 years old) and the teen division (youth ages 13 to 18). Eligibility is based on the youth’s age as of Sept. 1, the start of the 4-H year.

Participants should use their own creativity and originality in preparing their public presentation. Youth are encouraged not to use presentations that previously have been used in judged competitions.

Dress Code

All members participating in the North Dakota 4-H Communication Arts state and district events will be neatly dressed and must wear a solid colored white, yellow, gray or green shirt/blouse with the 4-H emblem prominently displayed and securely fastened on the front. It is recommended that participants wear dark jeans/slacks/skirts.

Exceptions to this are those youth participating in the Dramatic Presentation and Commercial categories where costumes are allowed.

Participants not following the dress code shall not be eligible for the First Place or Honorable Mention awards in their categories.

Rules for Communication Arts Events

No live animals of any type will be allowed in the district/state 4-H Communication Arts events for any of the categories.

No guns or ammunition should be brought as props for any category in the Communication Art events.

The topic, content and language of your speech should be appropriate for an audience with an age range of 5 to 85. Topics, language and content that may be appropriate for you may not be appropriate for the youngest members of the audience.

When preparing your selection, remember that the appropriateness of the piece will be part of the judging process. The audiences for each Communication Arts event will vary; if you have questions about the appropriateness of your topic, check with your local county Extension agent prior to the event.

If a religious reading is chosen as a piece, it should remain neutral and avoid influencing the religious beliefs of your audience. A reading or presentation that specifically supports one religion, such as Christianity, not only has religious purpose, but it has the obvious effect of promoting one religion versus others and can create a barrier for participation among other groups.

If you have questions regarding the reading of a religious text, check with your local county Extension agent prior to the Communication Arts event.

A participant may enter in a maximum of two categories in the district or state event (if qualified).

Levels of Involvement

- **Club:** All 4-H members are encouraged to give a public presentation at the club level.

- **County:** Enrolled youth can participate in the county or multicounty 4-H Communication Arts event.

- **District:** Ten district events are held. Each district consists of the group of counties in the multicounty program units (MPUs). The districts organize the event. If county events are held, counties may send participants to the district event at the county’s discretion, based on the quality of the presentation.

- **State:** First place participants in each category from the preteen and teen divisions from each district event are invited to participate in the state Communication Arts event held at the North Dakota State Fair in July.
Short Take Guidelines

Description
Short takes are presentations given from a topic drawn by the participants when they enter the room without advanced preparation. After participants receive their topic, they are given a note card and have 10 minutes to prepare. Topics are on 4-H themes. Teens and preteens have different topics. Presentations need to be organized to include an introduction, body and a summary.

Requirements
1. A maximum of five minutes of speaking time is allowed. A monitor will hold up a warning card at 4½ minutes.
2. The preteen division has a one-minute minimum. The teen division has a two-minute minimum.

Tips
• Consider your audience.
  – Targeting your message to your audience increases the likelihood that your speech will be a success.
• Develop an outline.
  – Keep in mind the three basic outline parts: introduction, discussion and conclusion.
• Remember the high points.
  – Write down certain phrases or points that you don’t want to forget.

• Use the introduction to grab attention.
  – Choose a quote, joke, challenging question or something surprising to get the audience interested. The introduction also should outline important parts of your speech and tell your audience what you’ll be talking about.
• Be logical and thorough.
  – Present your material in a logical order and be sure to cover the areas you outlined in your introduction.
• Get personal.
  – Use personal examples, illustrations and stories in your talk.
• Summarize your speech.
  – The conclusion summarizes the speech. It should stress the most important parts of the speech and tie everything together.

Resources Available
4-H Youth Development publications:
• Picking up the Pieces, Level 1 – BA101
• Putting it Together, Level 2 – BA102
• The Perfect Fit, Level 3 – BA103

Examples of Communication Arts presentations can be viewed at www.youtube.com/playlist?list=PL9ennltriCeYFMBCptWVejsKkr3oD2r_A

Visit North Dakota 4-H online at www.ndsu.edu/4h
N.D. Communication Arts Program

4-H Short Take Evaluation Form

Name of Presenter ______________________________________________  □ Preteen  □ Teen

Age__________ Years in 4-H__________ County __________________ Placing ________________________

(Maximum 5 minutes; Preteen minimum 1 minute, Teen minimum 2 minutes)  Time ________________________

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<thead>
<tr>
<th>I. Material Organization (35%)</th>
<th>Things Done Well</th>
<th>Things That Could Be Improved</th>
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Prepared Speech Guidelines

Description
Prepared speech is the presentation of speeches that are composed by the presenter. No more than 10 percent of a speech may be quotations. Notes may be used for reference, but reading from notes is discouraged. Singing, visuals or costumes are not permitted.

Requirements
1. Presentations for preteens must be between three and eight minutes long and for teens, between five and eight minutes long.
2. All topics used must be 4-H appropriate. Contestants should seek guidance from their 4-H leaders or local Extension staff if they need help determining whether content is 4-H appropriate.

Tips
• Choose a topic.
  – If you’re familiar with and excited about the topic, your speech will be more interesting for the audience to listen to and easier for you to present.

• Consider your audience.
  – Targeting your message to your audience increases the likelihood that your speech will be a success.

• Develop an outline.
  – Keep in mind the three basic outline parts: introduction, discussion and conclusion.

• Remember the high points.
  – Write down certain phrases or points that you don’t want to forget.

• Use the introduction to grab attention.
  – Choose a quote, joke, challenging question or something surprising to get the audience interested. The introduction also should outline important parts of your speech and tell your audience what you’ll be talking about.

• Be logical and thorough.
  – Present your material in a logical order and be sure to cover the areas you outlined in your introduction.

• Get personal.
  – Use personal examples, illustrations and stories in your talk.

• Summarize your speech.
  – The conclusion summarizes the speech. It should stress the most important parts of the speech and tie everything together.

Resources Available
4-H Youth Development publications:
• Picking up the Pieces, Level 1 – BA101
• Putting it Together, Level 2 – BA102
• The Perfect Fit, Level 3 – BA103

A Parent’s Guide to Public Speaking

Examples of Communication Arts presentations can be viewed at
www.youtube.com/playlist?list=PL9ennItriyFMBCpWVejSkrRxoD2r_A

Visit North Dakota 4-H online at www.ndsu.edu/4h
# 4-H Prepared Speech Evaluation Form

**Title of Speech** __________________________________________________________________________________

**Name of Presenter** ______________________________________________  

☐ Preteen  

☐ Teen

**Age__________ Years in 4-H__________ County __________________ Placing ________________________**  

(Preteen time 3-8 minutes; Teen time 5-8 minutes)

**Time ________________________**

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Interpretive Reading (Humorous or Serious) Guidelines

Description
Interpretive readings are oral presentations of works taken from any published source, including poetry, fiction, children’s literature, news articles, speeches, letters and journals. Interpretive readings are readings, not memorized speeches. The presenter should be familiar with the piece but present it as being read. The purpose of the interpretive reading is to communicate the author’s thoughts expressively.

The presentation begins with a brief introduction that gives the source and the author. The introduction also may explain the reason for the selection. The reading is presented with a script in hand. This requires keeping some eye contact with the audience and evoking a mood and vocal expression. A summary or conclusion is not necessary.

An individual or team of two may do an interpretive reading. Each participant must have a speaking role and both must be in the same age division.

Requirements
1. Presentations for preteens must be between three and eight minutes long and for teens, between five and eight minutes long.
2. Visual aids, props or costumes are not permitted.
3. All topics used must be 4-H appropriate. Contestants should seek guidance from their 4-H leaders or local Extension staff if they need help determining whether content is 4-H appropriate.

Tips
• Project your voice and speak up. Voice projection is not shouting, and you can do it without straining.
• Try to sound like yourself. Use a conversational tone with familiar words.
• Speak at a comfortable pace so everyone can hear and understand your entire reading.
• Enunciate (pronounce clearly) all vowels and consonants.
• Don’t slur your words. Practice pronouncing the d’s, t’s and ing’s on the end of words.
• When you’re rehearsing, have someone stand near the back of the room to give you feedback on your projection and delivery, as well as content.
• Maintain eye contact with your audience. Try to memorize your opening and closing statements so you can maintain steady eye contact.

Resources Available
4-H Youth Development publications:
• Picking up the Pieces, Level 1 – BA101
• Putting it Together, Level 2 – BA102
• The Perfect Fit, Level 3 – BA103
• Making Your Interpretive Readings Come Alive – BAA807

Examples of Communication Arts presentations can be viewed at www.youtube.com/playlist?list=PL9ennItriCeYFMBCptWVejskkRxod2r_A

Visit North Dakota 4-H online at www.ndsu.edu/4h
Title of Reading __________________________________________________________

Name of Presenter _____________________________________________

❑ Preteen  ❑ Teen

Age__________ Years in 4-H__________ County __________________ Placing ________________________

Please check topic area:  ❑ Humorous  ❑ Serious

❑ Individual  ❑ Team

(Preteen time 3-8 minutes; Teen time 5-8 minutes)

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I. Preparation (15%)

A. Selection
   – Theme or specific topic
   – Fits reader’s audience

II. Delivery and Presentation (85%)

A. Introduction
   – Conversational delivery
   – Source and author

B. Meaning
   – Phrasing
   – Emphasis

C. Emotion
   – Mood
   – Climax

D. Vocal
   – Voice
   – Enunciation – clarity, pronunciation
   – Volume
   – Rate
   – Emphasis where needed

E. Physical
   – Facial expression
   – Response
   – Eye contact
   – Handling of Script
Illustrated Talk Guidelines

Description

Illustrated talks are speeches using visual aids. They are presentations in which charts, posters, figures or real objects are used to explain an idea or procedure. The presenter explains “how something works” or “how to do something” but does not show the working object or demonstrate the process. An individual or team of two individuals may do an illustrated talk.

Requirements

1. Presentations for preteens must be between two and 12 minutes long and for teens, between four and 12 minutes long.
2. Visual aids including posters, charts or photos to help the audience understand your topic are encouraged.
3. No live animals are allowed at district events. If a demonstration includes guns, check with county Extension staff or the 4-H volunteer in charge of the event to determine restrictions or other limitations.
4. All images and topics used must be 4-H appropriate. Contestants should seek guidance from their 4-H leaders or local Extension staff if they need help determining whether content is 4-H appropriate.

Tips

- Choose your audio and visual aids thoughtfully, keeping in mind the size and shape of your room, the expected size of your audience and available equipment.
- Practice will all equipment before you deliver your presentation so you’re comfortable with how it works.
- Rehearse your presentation, including all of your visuals. You should be able to use them smoothly to enhance your presentation and not distract the audience from your primary message.

Resources Available

4-H Youth Development publications:
- Picking up the Pieces, Level 1 – BA101
- Putting it Together, Level 2 – BA102
- The Perfect Fit, Level 3 – BA103

Examples of Communication Arts presentations can be viewed at www.youtube.com/playlist?list=PL9ennItriCeYFMBCptWVejSkkRxoD2r_A

Visit North Dakota 4-H online at www.ndsu.edu/4h
### 4-H Illustrated Talk Evaluation Form

**Title of Illustrated Talk** ________________________________

**Name of Presenter** ________________________________

- **Preteen**  
- **Teen**

**Age** ________  
**Years in 4-H** ________  
**County** ________  
**Placing** ________

- **Individual**  
- **Team**

(Preteen time 2-12 minutes; Teen time 4-12 minutes)

**Time** ________

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<td>- Questions answered</td>
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<td>D. Team Illustrated Talks Only</td>
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<td>- Each participant in team had an active part</td>
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<td>C. Use of Visual Aids</td>
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<td>- Figures/objects used effectively (if used)</td>
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<td>D. Use of Technology as Visual Aids</td>
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<td>- Audience impact</td>
<td></td>
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<tr>
<td>- Appeal</td>
<td></td>
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</tr>
<tr>
<td>- Impression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Notes (if used, did not detract from the presentation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Appropriate for audience present</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Description

Oral dramatic presentations are based on an original or published piece performed in a creative, inspiring or thought-provoking manner. The presenter combines words and actions to put across the material to entertain or educate the audience, or both.

The presentation begins with a brief introduction, which includes the source and author of the material, and perhaps an explanation of why it was selected. Presenters may write their own material or use published material that is designed for dramatic presentation by one or two people as appropriate. A costume, makeup or props are required. A summary or conclusion is not necessary. This category is not a reading, but notes are allowed. An individual or team of two may do a dramatic presentation.

Requirements

1. Presentations for preteens must be between three and eight minutes long and for teens, between five and eight minutes long.
2. A costume, makeup or props are required.
3. All images and topics used must be 4-H appropriate. Contestants should seek guidance from their 4-H leaders or local Extension staff if they need help determining whether content is 4-H appropriate.

Tips

- Project your voice and speak up. Voice projection is not shouting, and you can do it without straining.
- Try to sound like yourself. Use a conversational tone with familiar words.
- Speak at a comfortable pace so everyone can hear and understand your entire presentation.
- Enunciate (pronounce clearly) all vowels and consonants.
- Don’t slur your words. Practice pronouncing the d’s, t’s and ing’s on the end of words.
- When you’re rehearsing a presentation, have someone stand near the back of the room to give you feedback on your projection and delivery, as well as content.
- Maintain eye contact with your audience. Try to memorize your opening and closing statements so you can maintain steady eye contact.

Resources Available

4-H Youth Development publications:
- Picking up the Pieces, Level 1 – BA101
- Putting it Together, Level 2 – BA102
- The Perfect Fit, Level 3 – BA103

Examples of Communication Arts presentations can be viewed at www.youtube.com/playlist?list=PL9ennltriCeYFMBCptWVejSkkRxoD2r_A

Visit North Dakota 4-H online at www.ndsu.edu/4h
# 4-H Dramatic Presentation Evaluation Form

**Title of Presentation** ______________________________________________________________________________

**Name of Presenter** _____________________________________________

- [ ] Preteen  - [ ] Teen

**Age__________ Years in 4-H__________ County__________________________ Placing ________________________

- [ ] Individual  - [ ] Team  (Preteen time 3-8 minutes; Teen time 5-8 minutes)  Time ________________________

### I. Preparation (15%)

#### A. Selection
- Theme or specific topic
- Fits presenter
- Choice of segment in dramatic piece
- Fits readers audience

<table>
<thead>
<tr>
<th>Things Done Well</th>
<th>Things That Could Be Improved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

### II. Delivery and Presentation (85%)

#### A. Introduction
- Delivery
- Source and author

#### B. Meaning
- Phrasing
- Emphasis

#### C. Emotion
- Mood
- Climax

#### D. Vocal
- Voice
- Expression
- Volume
- Rate
- Enunciation - clarity, pronunciation

#### D. Physical
- Facial expression
- Movement
- Make-up, costume
- Mood expression

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</table>
Demonstration Guidelines

Description
Demonstrations are presentations that reflect skills and procedures on all topics. They show “how to do something,” “how to make something” or “how something works” and may display a finished product. This can include food demonstrations and/or general demonstrations.

When choosing a topic, be sure to remember that you will do the demonstration “live” in front of the judges. An individual or team of two individuals may do a demonstration. Each team member must have a speaking role and be in the same age division. PowerPoint presentations are not permitted.

Requirements
1. Presentations for preteens must be between two and 12 minutes long and for teens, between four and 12 minutes long.
2. Visual aids including posters, slides and overheads to help the audience understand your topic are encouraged.
3. No live animals are allowed at district events. If a demonstration includes guns, check with county Extension staff or the 4-H volunteer in charge of the event to determine restrictions or other limitations.
4. All images and topics used must be 4-H appropriate. Contestants should seek guidance from their 4-H leaders or local Extension staff if they need help determining whether content is 4-H appropriate.

Tips
• Organization
  – Introduction – This is where you capture the audience’s attention with a relevant story, quote, challenge or other interesting remarks and then explain what the demonstration will be about.
  – Body – This is where you present a step-by-step procedure, explaining key points as you go along. You can outline the steps by doing the activity and writing the steps down as you go.
  – Summary – This is where you restate the purpose of your demonstration and give a brief summary of the steps.
  – Ask for questions
  – Closing statement

• Make sure your visuals:
  – Are attractive
  – Are readable from the farthest distance they will be viewed
  – Highlight important points
  – Are simple and neat
  – Are easy to use

Resources Available
4-H Youth Development publications:
• Picking up the Pieces, Level 1 – BA101
• Putting it Together, Level 2 – BA102
• The Perfect Fit, Level 3 – BA103
• 4-H Demonstrator – BAA806

Examples of Communication Arts presentations can be viewed at
www.youtube.com/playlist?list=PL9enn1triCeYFMBCptWVejSkxOd2r_A

Visit North Dakota 4-H online at www.ndsu.edu/4h
# 4-H Demonstration Evaluation Form

Title of Demonstration ___________________________________________

Name of Presenter ______________________________________________  ❑ Preteen  ❑ Teen

Age__________  Years in 4-H__________  County___________________  Placing ________________________

❑ Individual  ❑ Team  (Preteen time 2-12 minutes; Teen time 4-12 minutes)  Time ________________________

<table>
<thead>
<tr>
<th>I. Material Organization (35%)</th>
<th>Things Done Well</th>
<th>Things That Could Be Improved</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Attention getter</td>
<td></td>
<td></td>
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<tr>
<td>– One idea or theme</td>
<td></td>
<td></td>
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<tr>
<td>– Preview of main points</td>
<td></td>
<td></td>
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<tr>
<td>B. Body</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Information presented</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Accurate</td>
<td></td>
<td></td>
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<tr>
<td>– Up-to-date</td>
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<tr>
<td>– Complete</td>
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<tr>
<td>– Logical order</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Age-appropriate</td>
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<tr>
<td>C. Conclusion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Summary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Closing statement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Knowledge of subject</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Questions answered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Team Demonstrations Only</td>
<td></td>
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<tr>
<td>– Each participant in team had an active part</td>
<td></td>
<td></td>
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<tr>
<td>– Each participant had a speaking role</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Delivery and Presentation (65%)</th>
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<tbody>
<tr>
<td>A. Vocal</td>
<td></td>
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<tr>
<td>– Voice</td>
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<tr>
<td>– Enunciation - clarity, pronunciation</td>
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<tr>
<td>– Volume</td>
<td></td>
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<tr>
<td>– Sincerity</td>
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<tr>
<td>– Emphasis where needed</td>
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<tr>
<td>– Rate</td>
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<tr>
<td>– Pitch</td>
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<tr>
<td>– Grammar</td>
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<tr>
<td>B. Physical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Gestures</td>
<td></td>
<td></td>
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<tr>
<td>– Eye contact</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Stance, mannerisms, poise</td>
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<td></td>
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<tr>
<td>– Appropriately dressed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Use of Visual Aids</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Posters/charts used effectively</td>
<td></td>
<td></td>
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<tr>
<td>– Equipment–suitable and used effectively</td>
<td></td>
<td></td>
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<tr>
<td>– All steps easily seen by audience</td>
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<td></td>
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<tr>
<td>– Showed finished product (if appropriate)</td>
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<tr>
<td>D. Overall Effectiveness</td>
<td></td>
<td></td>
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<tr>
<td>– Audience impact</td>
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<tr>
<td>– Appeal</td>
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<tr>
<td>– Impression</td>
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<tr>
<td>– Notes (if used, did not detract from the presentation)</td>
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<td></td>
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<tr>
<td>– Appropriate for audience present</td>
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</tbody>
</table>
4-H Commercial Guidelines

Description
Commercials are presentations to convince an audience to buy an idea or product. Participants can use posters, flip charts, diagrams or objects as long as brand names are concealed. Commercials need to include an introduction, a body and a closing statement. An individual or team of two individuals may do a commercial. Each participant must have a speaking role and both must be in the same age division.

Requirements
1. Commercials should last between one and three minutes.
2. Costumes, makeup and/or props are allowed.
3. All images and topics used must be 4-H appropriate. Contestants should seek guidance from their 4-H leaders or local Extension staff if they need help determining whether content is 4-H appropriate.

Tips
• Project your voice and speak up. Voice projection is not shouting, and you can do it without straining.
• Try to sound like yourself. Use a conversational tone with familiar words.
• Speak at a comfortable pace so everyone can hear and understand you.
• Enunciate (pronounce clearly) all vowels and consonants.
• Don’t slur your words. Practice pronouncing the d’s, t’s and ing’s on the end of words.
• When you’re rehearsing, have someone stand near the back of the room to give you feedback on your projection and delivery, as well as content.
• Maintain eye contact with your audience. Try to memorize your opening and closing statements so you can maintain steady eye contact.

Resources Available
4-H Youth Development publications:
• Picking up the Pieces, Level 1 – BA101
• Putting it Together, Level 2 – BA102
• The Perfect Fit, Level 3 – BA103

Examples of Communication Arts presentations can be viewed at
www.youtube.com/playlist?list=PL9emmItticiCeYFMBCptWVejSkkRxOD2r_A

Visit North Dakota 4-H online at www.ndsu.edu/4h
## 4-H Commercial Evaluation Form

**Topic of Commercial** ____________________________________________________________

**Name of Presenter** _____________________________________________  

- [ ] Preteen  
- [ ] Teen

**Age__________ Years in 4-H__________ County________________________ Placing__________________________

- [ ] Individual  
- [ ] Team (Time between 1-3 minutes)  

**Time ________________________

### I. Material Organization (35%)

- **A. Introduction**
  - Attention getter
  - One idea or theme

- **B. Body**
  - Information presented
  - Accurate
  - Up-to-date
  - Complete
  - Logical order
  - Age-appropriate

- **C. Conclusion**
  - Closing statement
  - Knowledge of subject

### II. Delivery and Presentation (65%)

- **A. Vocal**
  - Voice
  - Enunciation — clarity, pronunciation
  - Volume
  - Sincerity
  - Conversational style
  - Emphasis where needed
  - Rate
  - Pitch
  - Grammar

- **B. Physical**
  - Gestures
  - Eye contact
  - Stance, mannerisms, poise
  - Appropriately dressed

- **C. Use of Visual Aids**
  - Posters/charts used effectively (if used)
  - Figures/objects used effectively (if used)

- **D. Overall Effectiveness**
  - Audience impact
  - Appeal
  - Impression
  - Appropriate for audience present

- **E. Team**
  - Shared roles
  - Transitions
Broadcasting Guidelines

Description
Presenters prepare a radio or television broadcast that may be read from a script. The broadcast may be a newscast with four to five items of about 30 to 45 seconds each or a more in-depth story addressing a topic. Each participant introduces himself or herself in the following manner:
“This is ____________ reporting.”

An individual or team of two individuals may do a broadcast. Team participants each must have a speaking role and both must be in the same age division.

Presentation will be given behind a screen, separated from the audience.

Requirements
1. In-depth stories should last a maximum of eight minutes.
2. All images and topics used must be 4-H appropriate. Contestants should seek guidance from their 4-H leaders or local Extension staff if they need help determining whether content is 4-H appropriate.

Tips
• Project your voice and speak up. Voice projection is not shouting, and you can do it without straining.
• Try to sound like yourself. Use a conversational tone with familiar words.
• Speak at a comfortable pace so everyone can hear and understand you.
• Enunciate (pronounce clearly) all vowels and consonants.
• Don’t slur your words. Practice pronouncing the d’s, t’s and ing’s on the end of words.
• When you’re rehearsing, have someone stand near the back of the room to give you feedback on your projection and delivery, as well as content.

Resources Available
4-H Youth Development publications:
• Picking up the Pieces, Level 1 – BA101
• Putting it Together, Level 2 – BA102
• The Perfect Fit, Level 3 – BA103

Examples of Communication Arts presentations can be viewed at
www.youtube.com/playlist?list=PL9ennItriCeYFMBCptWVejSkRxoD2r_A

Visit North Dakota 4-H online at www.ndsu.edu/4h
N.D. Communication Arts Program

4-H Broadcasting

Evaluation Form

Title of Broadcast ________________________________________________________________________________

Name of Presenter _____________________________________________

❑ Preteen   ❑ Teen

Age__________ Years in 4-H__________ County __________________ Placing ________________________

❑ Individual   ❑ Team   (Maximum 8 minutes) Time ________________________

I. Material Organization (35%)
   A. Introduction
      – Attention getter
      – Preview of main points
   B. Body
      – Information presented
      – Accurate
      – Up-to-date
      – Complete
      – Logical order
      – Age-appropriate
   C. Conclusion
      – Summary
      – Closing statement
      – Knowledge of subject

II. Delivery and Presentation (65%)
   A. Vocal
      – Voice
      – Enunciation - clarity, pronunciation
      – Volume
      – Sincerity
      – Conversational style
      – Emphasis where needed
      – Rate
      – Pitch
      – Grammar
   B. Overall Effectiveness
      – Audience impact
      – Appeal
      – Opinion
      – Impression
      – Appropriate for audience present
   C. Team
      – Shared roles
      – Transitions
Video Production Guidelines

(Adapted from Utah State University Extension)

**Description**

This project is open to individuals and teams of two. Both participants (in teams of two) must be from the same age category.

Participants are to develop a video using their choice of noncopyrighted music and video production techniques, including, but not limited to, video footage, still photography, computer animation or a combination of techniques.

Participants will be judged on creativity, flow of the video, technical performance and presentation of their video.

Participants will have no more than 12 minutes with the judges.

The 12 minutes will be broken into time viewing the video (up to five minutes) and presenting their project to the judges, including information about the video, what they learned, what technologies they used in making the video and answering questions from the judges (up to seven minutes).

**Requirements**

1. The video must be between three and five minutes in length, including the credits.
2. 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.
3. Participants may have others who are not taking part in the event appear in the video, but all editing and production of the video must be done by the participants.
4. Photo Release Forms must be submitted with the video at the MPU event for everyone appearing in the video. Photo Release Forms can be downloaded at [www.ndsu.edu/fileadmin/4h/Fair/NDFFMediaRelease.pdf](http://www.ndsu.edu/fileadmin/4h/Fair/NDFFMediaRelease.pdf)
5. Video must be submitted on a DVD or flash drive and be labeled with contestant names, ages and county. A separate sheet should include the equipment used to make the video.
6. All music, video images and computer animation used must be 4-H appropriate. Contestants should seek guidance from their 4-H leaders or local Extension staff if they need help determining whether a song or video is 4-H appropriate.

**Tips**

- **Planning**
  - Think through your goals and what you want to record.
  - Be selective and resist the temptation to turn the camera on and record everything that’s happening.
- **Lighting**
  - Pay attention to the light source and try to place your subject so that the light falls evenly across it.
  - Shoot so your back or side is to the light source and your subject is facing the light.
- **Sound**
  - Make sure to pay attention to where the microphone is in relation to your subject.
  - It is important that you eliminate distracting room noise (such as blowers, voices and equipment).
- **Camera Technique**
  - Only use the zoom on your camera when you really want to get close to your subject.
  - Use a tripod to make sure you have a stable shot.

**Resources Available**

4-H Youth Development publications:
- Picking up the Pieces, Level 1 – BA 101
- Putting it Together, Level 2 – BA102
- The Perfect Fit, Level 3 – BA 103
- 4-H Filmmaking Workshop DVD
- North Dakota 4-H Film Festival [www.ndsu.edu/4h/programs_events/state_4_h_contests/film_festival/](http://www.ndsu.edu/4h/programs_events/state_4_h_contests/film_festival/)

Examples of Communication Arts presentations can be viewed at [www.youtube.com/playlist?list=PL9ennItriCeYFMBCPtWVejSkkRxOD2r_A](http://www.youtube.com/playlist?list=PL9ennItriCeYFMBCPtWVejSkkRxOD2r_A)

Visit North Dakota 4-H online at [www.ndsu.edu/4h](http://www.ndsu.edu/4h)
# Video Production Evaluation Form

**Title of Presentation** ______________________________________________________________________________

**Name of Presenter** _____________________________________________  ❑ Preteen  ❑ Teen

**Age**__________  **Years in 4-H**__________  **County**______________  **Placing**__________________________

❑ Individual  ❑ Team  (Preteen time 2-12 minutes; Teen time 4-12 minutes)  **Time** ______________________

<table>
<thead>
<tr>
<th>Creativity (20%)</th>
<th>Things Done Well</th>
<th>Things That Could Be Improved</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Various images used throughout the video</td>
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<tr>
<td>B. Uniqueness</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Flow of Video (25%)</th>
<th>Things Done Well</th>
<th>Things That Could Be Improved</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Good transitions from scene to scene</td>
<td></td>
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</tr>
<tr>
<td>B. Used storyboard to aid process of making video</td>
<td></td>
<td></td>
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<tr>
<td>C. Video goes well with music (if applicable)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Technical Performance (25%)</th>
<th>Things Done Well</th>
<th>Things That Could Be Improved</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Camera Operation</td>
<td></td>
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<tr>
<td>B. Audio/Video quality</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Miscellaneous (15%)</th>
<th>Things Done Well</th>
<th>Things That Could Be Improved</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Has knowledge of equipment used</td>
<td></td>
<td></td>
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<tr>
<td>B. Credits are included</td>
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<tr>
<td>C. Video is appropriate length</td>
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</table>

<table>
<thead>
<tr>
<th>Presentation (15%)</th>
<th>Things Done Well</th>
<th>Things That Could Be Improved</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Vocal</td>
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<tr>
<td>– Voice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Enunciation-clarity, pronunciation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Volume</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Sincerity</td>
<td></td>
<td></td>
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<tr>
<td>– Conversational style</td>
<td></td>
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<tr>
<td>– Emphasis where needed</td>
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<tr>
<td>– Rate</td>
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<tr>
<td>– Pitch</td>
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<tr>
<td>– Grammar</td>
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</tbody>
</table>

B. Physical

<table>
<thead>
<tr>
<th>A. Vocal</th>
<th>Things Done Well</th>
<th>Things That Could Be Improved</th>
</tr>
</thead>
<tbody>
<tr>
<td>– Voice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Enunciation-clarity, pronunciation</td>
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<tr>
<td>– Grammar</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Overall Effectiveness</th>
<th>Things Done Well</th>
<th>Things That Could Be Improved</th>
</tr>
</thead>
<tbody>
<tr>
<td>– Audience impact and appropriateness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Appeal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Impression</td>
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</tbody>
</table>

D. Team

<table>
<thead>
<tr>
<th>A. Vocal</th>
<th>Things Done Well</th>
<th>Things That Could Be Improved</th>
</tr>
</thead>
<tbody>
<tr>
<td>– Voice</td>
<td></td>
<td></td>
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<tr>
<td>– Enunciation-clarity, pronunciation</td>
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<td>– Volume</td>
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<td>– Sincerity</td>
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<td>– Conversational style</td>
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<td>– Emphasis where needed</td>
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<td>– Rate</td>
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<td>– Pitch</td>
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<tr>
<td>– Grammar</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Overall Effectiveness</th>
<th>Things Done Well</th>
<th>Things That Could Be Improved</th>
</tr>
</thead>
<tbody>
<tr>
<td>– Audience impact and appropriateness</td>
<td></td>
<td></td>
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<tr>
<td>– Appeal</td>
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<tr>
<td>– Impression</td>
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</tbody>
</table>

D. Team

| – Both team members participated in the presentation (if applicable) |                 |                             |

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Description

The purpose of 4-H Promotion is to:

- Encourage 4-H members to develop promotional and marketing skills as they market and interpret 4-H through various types of media and presentations
- Increase promotion of 4-H to non-4-H audiences in North Dakota
- Increase the number of people who join and support the 4-H program

The 4-H promotion should convey a contemporary image of 4-H in a changing society.

This event is open to individual participants and teams of two. Both participants must be from the same age category. If a team works on the 4-H promotion, both members of the team are required to have a speaking role in the presentation.

Promotional methods might include radio, television, illustrated talks, method demonstrations, newspaper, posters, projected images, exhibits, photographs, puppets, public service announcements, speeches, drama, skits, videos, computer programs and PowerPoint presentations.

Participants identify a non-4-H audience and demonstrate a promotional method, which communicates the ideas or ideals of the 4-H program.

Requirements

1. Participants will be judged on materials chosen, message delivery (effective message and marketing power), creativity and the presentation of their promotion.
2. The use of graphics created by others is allowed, but permission must be gained to use any copyrighted material.
3. Photo Release Forms must be submitted at the MPU contest for everyone appearing in any 4-H promotional materials. Photo Release Forms can be found at www.ndsu.edu/fileadmin/4h/Fair/NDFFMediaRelease.pdf.

4-H Promotional Items/Materials

Laws regulate the use of the 4-H name and emblem. The basic rules to keep in mind while developing your materials are:

- Nothing can be superimposed over the 4-H emblem (Do not use the 4-H clover as a background image.)
- The 4-H emblem must be used in one of the following color combinations:
  - Green with white H’s
  - Green with gold H’s
  - Black with white H’s
  - White with green H’s
  - White with gold H’s
- The stem of the clover must be curved to the right.
- The text “The 4-H Name and Emblem are protected under 18 USC 707” must appear on promotional items.
- The “Using the 4-H Name and Emblem” guide is a good reference when creating 4-H promotional materials. It can be downloaded from www.csrees.usda.gov/nea/family/res/pdfs/using_the_4h_name.pdf.

Resources Available

4-H Youth Development publications:
- Picking up the Pieces, Level 1 – BA 101
- Putting it Together, Level 2 – BA102
- The Perfect Fit, Level 3 – BA 103

Examples of Communication Arts presentations can be viewed at www.youtube.com/playlist?list=PL9emnItricFtMBCplWVejSkkRxoD2r_A

Visit North Dakota 4-H online at www.ndsu.edu/4h
# 4-H Promotion Evaluation Form

Title of Presentation ________________________________________________________________

Name of Presenter(s) ________________________________________________________________

<table>
<thead>
<tr>
<th>Age</th>
<th>Years in 4-H</th>
<th>County</th>
<th>Placing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Preteen</th>
<th>Teen</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Individual</th>
<th>Team</th>
<th>(Preteen time 2-12 minutes; Teen time 4-12 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑</td>
<td>❑</td>
<td>Time _______________________</td>
</tr>
</tbody>
</table>

## Materials Chosen (30%)

<table>
<thead>
<tr>
<th>A. Appropriate for youth audience</th>
<th>B. Features 4-H</th>
</tr>
</thead>
</table>

## Message Delivery (25%)

<table>
<thead>
<tr>
<th>A. Effective message</th>
<th>B. Effective Marketing</th>
<th>C. Effective Power</th>
</tr>
</thead>
</table>

## Creativity (25%)

<table>
<thead>
<tr>
<th>A. Produce something new, unique and original</th>
<th>B. Creativity in delivery</th>
</tr>
</thead>
</table>

## Delivery and Presentation (20%)

### Vocal

- Voice
- Enunciation-clarity, pronunciation
- Volume
- Sincerity
- Conversational style
- Emphasis where needed
- Rate
- Pitch
- Grammar

### Physical

- Gestures
- Eye Contact
- Stance, mannerisms, poise
- Appropriately dressed

### Overall Effectiveness

- Audience impact and appropriateness
- Appeal
- Impression

### Team

- Both team members participated in the presentation (if applicable)
Website Design Guidelines
(Adapted from Utah State University Extension)

Program Description

This program is open to individual participants and teams of two. Both participants must be from the same age category. Participants are to create a website on any topic of their choice. Participants may use any software they choose in creating their website. If participants use content that requires special plug-ins, they should include links to download the plug-ins from the website they create.

Participants will be judged on content, appearance and design, technical performance and the presentation of their website. Participants will have no more than 12 minutes with the judges for their presentation.

• For preteens: Presentation time is between two and 12 minutes.
• For teens: Presentation time is between four and 12 minutes.

Participants should be prepared to present all sections of their website to the judges, as well as describe what they learned and why they decided to create the website on the chosen topic, and answer judges’ questions.

If a team works on the website, both members of the team are required to have a speaking role in the presentation.

Requirements

1. Participants will be judged on content, appearance and design, technical performance and the presentation of their website.

2. Parents, 4-H leaders and others are encouraged to inspire, guide and help with developing ideas for the site; however, the website must be the work of the 4-H member or team.

3. The use of graphics created by others is allowed, but permission must be gained to use any copyrighted material.

4. Photo Release Forms must be submitted with the website at the MPU contest for everyone appearing on the website. Photo Release Forms can be downloaded at http://www.ndsu.edu/fileadmin/4h/Fair/NDDFFMediaRelease.pdf.

5. All websites must:
   a. Have an easy way to contact the webmaster of the site
   b. Be on a 4-H appropriate topic
   c. Have at least four sections, or pages, not including the webmaster contact form or link

6. The use of scripts written by others is permitted for forms processing, displaying random images or slide shows, displaying random quotes and counters. Any other scripts used must be written by the 4-H member or team.

7. Site design and templates must be designed by the individual member or team. Free Web templates that are available for download can be used only by preteen category participants.

8. Participants are responsible for finding a server to host their website. The Center for 4-H Youth Development will not host these sites. You will not be docked points for having advertising on your site because most free website hosting companies require ads for the free service.

4-H Websites

If you would like to create a website for your local 4-H program or club, you will need to seek permission from the county Extension office before you begin.

Laws regulate the use of the 4-H name and emblem.

The basic rules to keep in mind while developing your site are:

• Nothing can be superimposed over the 4-H emblem. (Do not use the 4-H clover as a background image.)

• The 4-H emblem must be used in one of the following color combinations:
  – Green with white H’s
  – Green with gold H’s
  – Black with white H’s
  – White with green H’s
  – White with gold H’s

• The stem of the clover must be curved to the right.

• The text “The 4-H Name and Emblem are protected under 18 USC 707” must appear on each page of the 4-H website.

• The “Using the 4-H Name and Emblem” guide is a good reference when creating websites. It can be downloaded from www.csrees.usda.gov/nea/family/res/pdfs/using_the_4h_name.pdf.

Resources Available

4-H Youth Development publications:

• Picking up the Pieces, Level 1 – BA 101
• Putting it Together, Level 2 – BA102
• The Perfect Fit, Level 3 – BA 103

Examples of Communication Arts presentations can be viewed at www.youtube.com/playlist?list=PL9emmItreiCeyFfBCptWVejSkkRxoD2r_A

Visit North Dakota 4-H online at www.ndsu.edu/4h
### Website Design Evaluation Form

**Title of Presentation**

**Name of Presenter(s)**

- [ ] Preteen  - [ ] Teen

**Age** _______  **Years in 4-H** _______  **County** _______  **Placing** _______

- [ ] Individual  - [ ] Team  (Preteen time 2-12 minutes; Teen time 4-12 minutes)

**Time** _______

**Content (30%)**

- A. Purpose of the site is shown through the content
- B. Correct paragraph structure, grammar, spelling, punctuation, etc.
- C. Language used on site is easy to understand
- D. All required sections included

**Appearance and Design (20%)**

- A. Site navigation is easy to use and understand
- B. Multimedia elements contribute to site content and purpose
- C. Uniqueness
- D. Color combinations go well together
- E. Entire site shares the same layout

**Technical Performance (30%)**

- A. All links are valid
- B. Multimedia components load properly and quickly
- C. Site looks good in multiple browsers

**Delivery and Presentation (20%)**

- A. Vocal
  - Voice
  - Enunciation-clarity, pronunciation
  - Volume
  - Sincerity
  - Conversational style
  - Emphasis where needed
  - Rate
  - Pitch
  - Grammar

- B. Physical
  - Gestures
  - Eye Contact
  - Stance, mannerisms, poise
  - Appropriately dressed

- C. Overall Effectiveness
  - Audience impact and appropriateness
  - Appeal
  - Impression

- D. Team
  - Both team members participated in the presentation (if applicable)
Presentation Software Guidelines
(Adapted from Minnesota 4-H Youth Development)

Program Description
This program is open to individual participants and teams of two. Participants must be from the same age category.

4-H’ers will create and deliver a presentation utilizing presentation software (for example, MS PowerPoint, Corel Presentations).

Participants will be judged on the organization of material, workmanship, techniques of project graphic design and the actual presentation.

Requirements
1. The presentation must be between:
   - Preteen: two and 12 minutes
   - Teen: four and 12 minutes
2. At least 90 percent of the presentation must be created during the current project year.
3. 4-H’ers are responsible for securing any equipment necessary for judging.
4. The presentation should be presented with a computer and LCD projector.
5. Information used in the presentation must be credited and cited in the presentation.
6. In case of teams of two, each individual must have a speaking role in the presentation and both must be from the same age category.
7. All music, video images and computer animation used must be 4-H appropriate and not copyrighted. Contestants should seek guidance from their 4-H leaders or local Extension staff if they need help determining whether content is 4-H appropriate.

Resources Available
4-H Youth Development publications:
- Picking up the Pieces, Level 1 – BA 101
- Putting it Together, Level 2 – BA102
- The Perfect Fit, Level 3 – BA 103
- Design Tips for Software Presentations – www.ag.ndsu.edu/agcomm/training/presentations

Examples of Communication Arts presentations can be viewed at www.youtube.com/playlist?list=PL9ennItriCeYFMBCptWVejSkkRxoD2r_A

Visit North Dakota 4-H online at www.ndsu.edu/4h
## Presentation Software

### Evaluation Form

**Title of Presentation**

**Name of Presenter(s)**

- Age
- Years in 4-H
- County
- Placing

- Individual
- Team  
  (Preteen time 2-12 minutes; Teen time 4-12 minutes)

- Preteen
- Teen

<table>
<thead>
<tr>
<th>Things Done Well</th>
<th>Things That Could Be Improved</th>
</tr>
</thead>
</table>

### Material Organization (30%)

- A. Has defined the audience for whom the presentation was prepared
- B. Can explain what the target audience should be able to do/know after hearing/seeing the presentation
- C. Understands and utilizes the basic presentation techniques
  - Title
  - Attention getting introduction
  - Main points (body)
  - Summary
- D. Can credit sources (cite sources at end or throughout presentation)
- E. Understands principles of graphic design, visual and multimedia uses in presentation of information

### Workmanship and Techniques of Project (50%)

- A. Graphic Design
  - Legibility
  - Contrast
  - Continuity
  - Consistency, uniformity of presentation, color, transitions
  - Images compliment subject matter
- B. Visual and Multimedia
  - Use of media such as photos, audio, graphics, if appropriate
- C. Timing
  - Number of minutes
  - Use of Time

### Delivery and Presentation (20%)

- A. Vocal
  - Voice
  - Enunciation-clarity, pronunciation
  - Volume
  - Sincerity
  - Conversational style
  - Emphasis where needed
  - Rate
  - Pitch
  - Grammar
- B. Physical
  - Gestures
  - Eye Contact
  - Stance, mannerisms, poise
  - Appropriately dressed
- C. Overall Effectiveness
  - Audience impact and appropriateness
  - Appeal
  - Impression
- D. Team
  - Both team members participated in the presentation
    (if applicable)
Cloverbud Recitation

Counties and MPUs may offer a “recitation only” category for Cloverbuds. This category is noncompetitive and provides equal recognition for all participants. This optional category provides young participants an opportunity to make presentations without the task of finding or writing material and without the stress of competition. Recitation of the 4-H Pledge, Pledge of Allegiance or other simple verse is appropriate.

Recitation is a participation (noncompetitive) event and may be available at a local or county event.

Resources Available

4-H Youth Development publications:
- Picking up the Pieces, Level 1 – BA101
- Putting it Together, Level 2 – BA102
- The Perfect Fit, Level 3 – BA103

Examples of Communication Arts presentations can be viewed at www.youtube.com/playlist?list=PL9ennltriCeYFMBCptWVejSkkRxoD2r_A

Visit North Dakota 4-H online at www.ndsu.edu/4h

CLOVERBUD RECITATION REVIEW

Name of Presenter ____________________________________________________________

Age ________ Years in 4-H ________ County _________________________________________

Title of Presentation ___________________________________________________________

☐ You spoke loudly so the audience could hear you.

☐ You spoke slowly and clearly so the audience could understand.

☐ You stood straight and tall.

☐ You were neat and clean.

☐ You looked at the people in the audience.

☐ You stood firmly on both feet.

☐ You smiled at the audience.

☐ You remembered the piece you were reciting.

Other comments:

Reviewer’s Name _______________________________________________________________

CONGRATULATIONS! THANK YOU FOR SHARING YOUR RECITATION!
4-H Motto
The 4-H motto is: “Make the Best Better.”

4-H Colors
The 4-H colors are white and green.

4-H Emblem
The four leaf clover with an “H” on each leaf. These H’s stand for Head, Hands, Heart, and Health; the training and proper care of which will be the best assets any person can possess.

4-H Pledge
I Pledge my HEAD to clearer thinking, my HEART to greater loyalty, my HANDS to larger service, and my HEALTH to better living for my club, my community, my country, and my world.

4-H Creed
I believe in 4-H work for the opportunity it will give me to become a useful citizen.

I believe in training of my HEAD for the power it will give me to think, to plan, and to reason.

I believe in the training of my HEART for the nobleness it will give me to become kind, sympathetic, and true.

I believe in the training of my HANDS for the dignity it will give me to be helpful, useful, and skillful.

I believe in the training of my HEALTH for the strength it will give me to enjoy life, to resist disease, and to work efficiently.

I believe in my World, my Country, my State, and my Community, and in my responsibility for their development.

In all these things I believe, and I am willing to dedicate my efforts to their fulfillment.

Visit North Dakota 4-H on-line at www.ndsu.edu/4h

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