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Introduction:

The fear of public speaking, also known as Glossophobia, affects many people (three out of four people suffer from speech anxiety). This fear, without the chance of being conquered by the individual, could have an adverse impact on their ability to succeed at school, work and play.

"According to Toastmasters International 60% of people get turned down for a job because they don't have strong communication skills!"

It’s been said that practice makes perfect; practice also helps in overcoming a fear, especially when it is done within a safe environment. The Ontario 4-H program provides an encouraging learning environment for its members. It makes sense to use the supportive environment of 4-H to practice public speaking. Seeing an opportunity to further help members develop this skill 4-H Ontario unveiled a Provincial Communications Competition in 2009. Public speaking helps members in a variety of ways including assisting them in organizing their ideas, opinions and information; presenting in a logical and persuasive manner all while building confidence.

With the progression of the Provincial Communications Competition, administered by 4-H Ontario, and to provide more opportunities for 4-H members to practice their public speaking skills, each local 4-H Association and Regional Board must hold a Communications Competition for its members beginning in 2011. The structure for the Communications Competition is similar to the Go For The Gold program. Local Associations will hold a local Communications Competition from which participants will be selected to attend the Regional Communications Competition. The successful participants at the Regional Communications Competition will then be eligible to participate at the Provincial 4-H Communications Competition.

This handbook has been developed to help committees plan and implement the local and regional competitions. Included within this handbook is information on the communication categories as well as guidelines, tips and hints to run competitions. For more information or advice on planning your competition contact your Regional Specialist.

In today's society, communication is very technology based. Texting and emails are become more and more prevalent.

4-H Ontario Communications Competitions allow youth to develop the key skills with speaking face to face and to a group.
Communications Competition ~ An Overview

Age divisions:
There are two age divisions: Junior and Senior. Junior contestants are members aged 9 to 14 prior to January 1st of the competition’s calendar year. Senior contestants are aged 15 to 21 prior to January 1st of the competition’s calendar year.

Communications Categories
The 4-H Ontario Communications Competition covers three different categories of communication: Public Speaking (prepared speech), Demonstration, and Speak & Show. Each of these categories of communication has its own unique advantages and challenges. Members are encouraged to try all styles of communication during their involvement with 4-H.

1. Public Speaking (Prepared speech):
   Public speaking (‘speech’) is an extremely valuable skill for all aspects of an individual’s life. This skill can be used in a variety of ways; examples include introducing/thanking a speaker or friend, explaining a concept to a friend or co-worker, selling a product, or persuading someone to take your position or support your view.

   For the 4-H Communications Competition, the public speaking category is a prepared speech developed and delivered by one individual. Speeches given at competition should be the work of the individual and uniquely prepared for the current year’s competition. For this category of communication visual aids are not permitted.

   Timing for this category is as follows:
   a. **Junior Timing:** 3 to 5 minutes.
   b. **Senior Timing:** 5 to 7 minutes.

2. Demonstration:
   Demonstrations are presentations that show how to perform a task or skill using precise instructions for each step of the task or skill. It is a physical demonstration with adequate description; or, barring inadequacy of equipment or time, a presentation that includes enough of the physical demonstration to impart knowledge of the task or skill. Demonstrations end with a learned skill (something that in the time allotted takes the audience from inexperienced to more knowledgeable) or a finished product (something that in the time allotted produces a tangible item(s)). Demonstrations are completed by teams of two.

   Timing for this category is as follows:
   a. **Junior Timing:** 8 to 10 minutes. Time used to answer questions is in addition to the 8 to 10 minutes allotted.
   b. **Senior Timing:** 10 to 12 minutes. Time used to answer questions is in addition to the 10 to 12 minutes allotted.

   Please note: When registering to compete in this category, each person in the team is required to complete a registration form.

3. Speak and Show:
   Speak and Show presentations can be either demonstrations or illustrated talks which are developed and delivered by one person. At the end of the Speak and Show, the
presenter will have created a finished product, taught a new skill or created an increase in understanding of the topic by the audience. The Speak and Show category is similar to that of the Demonstration, however in Speak and Show only one person is presenting.

Timing for this category is as follows:
  a. **Junior Timing**: 5 to 7 minutes. Time used to answer questions is in addition to the 5 to 7 minutes allotted.
  b. **Senior Timing**: 8 to 10 minutes. Time used to answer questions is in addition to the 8 to 10 minutes allotted.

Quick Comparison: Categories of Communication
Reference: Modified from the Communication Manual (Publication #1806, Version 12/05), BC 4-H

<table>
<thead>
<tr>
<th>Actions</th>
<th>Public Speaking</th>
<th>Demonstration</th>
<th>Speak and Show</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of people</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Presentation Timing</td>
<td>Jr. 3-5 minutes</td>
<td>Jr. 8-10 minutes*</td>
<td>Jr. 5-7 minutes*</td>
</tr>
<tr>
<td></td>
<td>Sr. 5-7 minutes</td>
<td>Sr. 10-12 minutes*</td>
<td>Sr. 8-10 minutes*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*not including time for questions</td>
<td>*not including time for questions</td>
</tr>
<tr>
<td>Visual aids</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Final outcome for audience</td>
<td>Increased understanding of topic</td>
<td>Finished product and learned skill</td>
<td>Increased understanding of topic, finished product and learned skill</td>
</tr>
</tbody>
</table>

Quick Overview – Progression of 4-H Ontario Communications Competitions

LOCAL COMPETITION
Local Grand Junior and Senior Competitors
Selected to attend Regional Competition
Suggested time of year: May through July

Names to be sent immediately following the competition to the Regional Competition Planning Committee

REGIONAL COMPETITION
Regional Grand Junior and Senior Competitors
Selected to attend Provincial Competition
Suggested time of year: August

Names to be sent by September 1st to the 4-H Ontario Opportunities Coordinator

PROVINCIAL COMPETITION
Provincial Grand Junior and Senior Competitors
Selected
Registrations are due September 1st, Competition held in October
Scoring and Timing:
In order to keep consistency across the province 4-H Ontario has created scorecards, included in this manual, for use in these Communications Competitions. Each contestant will be awarded points based on a variety of criteria specific to each category and given a final score.

It is important to note that there are time penalties for contestants that are either over or under the time allotted. Penalties are specific to the category and more information can be found on the back of the scorecards. Time for questions, in the Demonstration and Speak & Show categories, is above the time allotted and will not be counted towards time penalties.

Ties:
In the event of a tie, an impromptu question will be asked to the participants with the tied score to determine the winner. The tied participants will receive the same question to answer. The participants will be escorted to an area away from the main competition and one contestant at a time will be sent into the competition room to answer the impromptu question. Based on the impromptu scorecard, the judges will then tabulate their results to decide the winner. Once the impromptu questions are completed the participants may stay in the main room.

For ties in the Demonstration category, the process will be the same as outlined above, however both participants will be asked to respond to a question and their average score will be used to choose the winner.

Rules and Regulations:
To ensure consistency of programming across the province a list of rules and regulations has been developed for use by all Communications Competition Committees. For the complete listing of rules and regulations review the “Rules & Regulations” section of this handbook.

Communications Competition Committee:
Each local Association and Regional Board should have a Communications Competition Committee. The Communications Competition Committee is responsible for:

• Planning and scheduling
• Selecting and booking of a venue
• Taking registrations from members
• Recruiting volunteers for various competition roles
• Training volunteers for their role in the competition
• Promoting the event to members and community
• Reviewing of competition rules
• Informing the Regional Board/Planning Committee and the 4-H Ontario Opportunities Coordinator of the winning contestant(s)
• Creating and monitoring a budget for the competition

For detailed information regarding these tasks go to the “Competition Logistics” section of this handbook.

Volunteer Roles and Responsibilities:
Volunteers ensure the success of any 4-H program and the Communications Competition is no exception. A variety of volunteers are needed to execute a Communications Competition including an emcee, judges, sergeant at arms, timer/counter. Below is a brief description of these roles.
a. **Emcee**: It is the emcee’s responsibility to provide an overview of the competition rules to the contestants and audience at the beginning of the competition. As well, the emcee will introduce each contestant along with the speech title, ensure the judges have time between each speaker to tabulate their scores and thank each speaker upon completion of their presentation.

b. **Judge**: It is recommended that a panel of three judges for each room is established for the competition. Judges’ responsibilities include rating the contestants based on the scorecard criteria and providing feedback, in written form, to the contestants via the space provided on the scorecard. Judges can also give verbal feedback to the participants if they would like to or if asked by the participant following the completion of the competition.

c. **Sergeant at Arms**: The Sergeant at Arms ensures that the room is set up prior to the contestants arriving as well as ensuring that any tables/chairs/lectern etc. are removed/added as requested by the speakers. If an impromptu question is required to determine the winner, the Sergeant at Arms will escort the candidates from the competition room allowing one contestant at a time to go into the room to answer the question.

d. **Timer(s)**: The timer(s) main responsibility is to keep the time of the speeches/presentations as well as complete the Timer Record Sheet. This sheet is given to the judges to ensure that time allotments were not under/over used.

   *For more detailed information* see the factsheets for each role in “Volunteer Role Factsheets” section.

**Quick Communications & Public Speaking Resources:**
There are a lot of resources available to aid in the development of communications skills. The following are a few resources that could be used – be sure to add your favourites to help others in future.

1. **4-H Related Resources:**
   
   i. Paper to Podium DVD available from Association Resource Contacts (in early 2011)
   
   ii. Paper to Podium online resource:  
       www.4h.ab.ca/resources/communication/index.html
       
   iii. Speaking Your Way to Success DVD is available from Association Resource Contacts

2. **Other organizations:**
   
   i. Toastmasters International: [www.toastmasters.org](http://www.toastmasters.org)
**Rules & Regulations:**

1. **How to Register:**
   Each participant must submit a registration form and Participant Agreement to the organizing committee of each level of competition (local, regional and provincial). The organizing committee is expected to ensure that each participant completes a Participant Agreement.

2. **Competition Representatives**
   At each level of competition a grand champion participant (or team of two if the demonstration participants are selected) in both the junior and senior age divisions will be selected to be the representatives at the next level of competition.

   It is the responsibility of the local 4-H organizing committee to send the names and contact information for the local junior and senior grand champions to the Regional Board/Committee and the 4-H Ontario Opportunities Coordinator immediately following the competition.

   It is the responsibility of the Regional Board/Committee to send the names and contact information for the regional junior and senior champions to the 4-H Ontario Opportunities Coordinator by September 1st each year for inclusion in the Provincial Communications Competition.

   Once a participant has achieved Provincial Grand Champion Junior they are no longer eligible to compete in the Junior portion of the Provincial Communications Competition, however they would be eligible to participate in the Senior level competition once they are of age.

   Participants can only achieve the Provincial Grand Champion Senior title once. 4-H Ontario Ambassadors are not eligible to compete in the Provincial Communications Competition during the year of their Ambassadorship.

3. **Age of Participants**
   Junior participants are those aged 9 to 14 prior to January 1st of the competition year. Senior participants are those aged 15 to 21 prior of January 1st of the competition year.

4. **Communication Category**
   The communication category selected by the participants will be the category used for the duration of their involvement in that year’s competition. For example, if Sara prepares and delivers a Speak and Show presentation at the local level she must then do a Speak and Show in the Regional and Provincial Competitions. The topic choice is up to the competitor however the same topic must be used each competition year.

5. **Participant Presentations**
   Participants are required to present their own work (defined as having done their own research, scripting and presenting). The same presentation may be given at the local, regional and provincial level in the same calendar year. Participants may choose to create a new presentation, in the same communication category, as they progress through the levels of competition. Each year a new presentation topic must be presented.
It is up to the participant’s discretion to use a podium and/or microphone (if a microphone is available).

6. Scoring
To ensure consistency at all levels of competition, the 4-H Ontario Score Sheets must be used at the local and regional levels. For complete scoring information and rules see the Score Sheets for the communication category of interest. The Judges’ decision is final.

On each score sheet there is an option for written feedback for participants. It is encouraged that participants are provided with this feedback to allow for personal growth.

7. To Select the Grand Champion:
To select the grand champion participant(s) in each age division, it is recommended that the top junior and senior participants be selected from each communications category. These participants would present a second time to a panel of judges (combined from each of the communications categories if running multiple rooms of competition) to select the participant(s) to receive the Grand Champion Junior and Grand Champion Senior Titles.

8. Ties
In the event that a tie occurs, an impromptu question “speak off” will be held to break the tie. The tied competitors will speak on the same impromptu topic and wait outside the speaking area until it is time for the m to prepare their presentations. This is only necessary if it affects the top two placings.

For ties in the Demonstration category, the process will be the same as outlined above, however both participants will be asked to respond to a question and their average score will be used to choose the winner.

9. Timing
Each communication category and age division has a unique time requirement. It is important to note that there are time deductions if the participant is under or over the time range allotted. Timers are allowed to provide the participants with a visual gesture (i.e. a coloured cue card) when the maximum time allotment has been reached.

Time deductions are as follows:
- Two points will be deducted for being 1 to 10 seconds over or under the time allotted
- Five points will be deducted for being 11 to 20 seconds over or under the time allotted.
- Fifteen points will be deducted for being more than 20 seconds over or under the time allotted

It is the responsibility of the timers to keep track of the presentation time and provide the actual time of each presentation to the judges prior to final calculation of scores and the deliberation.

10. Volunteer Roles
It is important to have a strong volunteer team to help with the success of the event. It is strongly suggested that volunteers for the following positions be secured: three judges, one Sargeant at Arms, two timers and one emcee.

Judges must not be a parent or family member of a participant. Where possible, it would be beneficial to have no family members of the participants acting in this type of volunteer role.
11. **Competition**
   How your event is divided between the different styles of communication and the junior/senior age is up to the organizing committee (i.e. different rooms for each communication category or different rooms for the age divisions).

12. **Use of Technology**
   It is up to the organizing committee if they will allow participants to use technology such as power point in their Speak & Shows or Demonstrations. It is important to keep in mind the committee or the participants will have to make the appropriate arrangements for any technology that is required.
Communication Category
Factsheets

Included in this section:
• Demonstration Factsheet
• Speak & Show Factsheet
• Prepared Speech Factsheet
• Impromptu Speech Factsheet
**Purpose**

Demonstrations are presentations in which 4-H members show how to do something at the same time as explaining what and why. Demonstrations are done by teams of two 4-H members who coordinate their words and speech to demonstrate to the audience how to complete a task. The final result of a demonstration can be either a finished product or a learned skill.

Examples of finished products:
- homemade soap
- bird house
- muffins

Examples of learned skills:
- swing dancing
- first aid
- fishing

Demonstrations are an important part of the 4-H program because they help develop new communication and teamwork skills. Demonstrations also give 4-H members the opportunity to practice the 4-H motto, "Learn to do by Doing."

**Timing**

Timing for this category is as follows:

a. **Junior Timing**: 8 to 10 minutes. Time used to answer questions is in addition to the 8 to 10 minutes allotted.

b. **Senior Timing**: 10 to 12 minutes. Time used to answer questions is in addition to the 10 to 12 minutes allotted.

Time for questions is not included in the above allotments and will not be counted towards time limit deductions.

Time limit deductions are as follows:
- Two points will be deducted for being 1 to 10 seconds over or under the time allotted
- Five points will be deducted for being 11 to 20 seconds over or under the time allotted.
- Fifteen points will be deducted for being more than 20 seconds over or under the time allotted.
Let’s do a Demonstration!
There are several steps involved in preparing a demonstration. The following section will help you prepare your demonstration from the first step, picking a topic, right down to the last step, preparing visual aids.

Selecting a Topic
The first step to a successful demonstration is picking a good topic. To find a topic follow these steps:

1. With your partner, brainstorm a list of possible topics based on what you are interested in, what you know how to do, or what you might be interested in learning how to do.
2. Consider which topics on the list would be of interest to a general audience.
3. Consider which of the topics on the list can easily be shown to a large group who may be seated some distance away.
4. Consider which of the topics on the list are the right level of complexity to be both explained and shown in 8-10 minutes.
5. Consider which of the topics on the list you will be able to get all of the needed tools and materials for.

Using the criteria above, you should be able to narrow down your list until you have just one or two topics left to choose from. Make sure the topic you select is not overly complicated or broad. Narrow it down to one specific idea. You may want to make a chart to narrow down your topic from a broad idea such as safety to a specific idea such as tractor safety.

Research
Once you have picked your topic, you may want to do some research to find interesting facts to include in your demonstration. Try going to the library, searching on the Internet, or talking to people you know about the topic. When choosing information to include in your demonstration, make sure that it is both accurate and relevant to your topic.

Choosing a Title
When choosing a title, try to be both creative and descriptive. Pick a title that both describes what the demonstration is about and captures the audience’s interest. For example: when doing a demonstration on growing a herb garden, rather than choosing a basic title such as: “Growing a Herb Garden” you could come up with a catchy title such as: “Let’s Get Growing!”

Preparing an Outline
Once you have chosen your topic and your title, you are well on your way. The next step to preparing a successful demonstration is preparing an outline.

Demonstrations, like most public presentations, should have 3 parts: Introduction, Body and Summary.

In a 10 minute demonstration:
- the Introduction should take approximately 1 minute
- the Body should take approximately 8 minutes
- the Summary should take approximately 1 minute
Introduction
Your introduction is your chance to make a good first impression with your audience. Introductions should:

- Catch the audience’s attention!
- Welcome those in the room using a formal greeting such as “Thank you Chairperson, Welcome Honourable Judges, Ladies and Gentlemen, fellow 4-H members”
- Introduce the demonstrators, even if they have already been introduced by the chair
- Arouse the audience’s interest in the topic
- Persuade the audience that the topic is worthwhile

During the introduction, be sure to clearly identify your topic. If your title does not identify exactly what you will be doing, be sure to include some sort of explanation of the topic during the introduction.

Body
The body is the “meat” of the demonstration where you will be teaching the audience how to make or do something. It may be useful to break up the body of the demonstration into steps. For example: in the Herb Garden demonstration “Let’s Get Growing”, we could break the body down into the following steps:

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Gather necessary equipment (plant pot, soil, herb plants, trowel…etc.)</td>
</tr>
<tr>
<td>Step 2</td>
<td>Decorate plant pot</td>
</tr>
<tr>
<td>Step 3</td>
<td>Fill plant pot with potting soil</td>
</tr>
<tr>
<td>Step 4</td>
<td>Transplant herbs</td>
</tr>
<tr>
<td>Step 5</td>
<td>Water and fertilize plants</td>
</tr>
</tbody>
</table>

For each step you should tell:

- WHAT is being done?
- HOW it is being done.
- WHY a particular method is being used.

At the same time as you are explaining each step, you should be demonstrating HOW to do it.

Summary
Your summary is your chance to leave a lasting impression with your audience.

Summaries should:

- Showcase the finished product or the learned skill
- Review the steps outlined in the body (a summary poster may be helpful)
- Relate back to the theme brought out in the introduction
- Allow the audience an opportunity to ask questions
- Bring the demonstration to a definite close with a strong concluding statement
The summary will round out your demonstration by allowing you to emphasize key points and to relate back to the scenario set in the introduction.

**Teamwork**
Because demonstrations are done in teams of two, it is important to balance the demonstrating and speaking between the two demonstration partners. One partner should not be doing all the speaking while the other does all the demonstrating. In demonstrations good teamwork is key!

Once you have outlined the Introduction, Body and Conclusion of your demonstration, you should break down each step into a demonstration task and a speech task. You can then divide up the speech and demonstration tasks to ensure that both partners are sharing equally.

Example:
Below is a sample outline of how we could break up the demonstrating and speaking tasks in our “Let’s Get Growing” demonstration. This is just an example; you may need to adjust this format to suit your topic.

<table>
<thead>
<tr>
<th></th>
<th>Demonstrator A</th>
<th>Demonstrator B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opening comment</td>
<td>speech</td>
<td>speech</td>
</tr>
<tr>
<td>Introduction of topic</td>
<td>speech</td>
<td></td>
</tr>
<tr>
<td>Introduction of team members</td>
<td>speech</td>
<td></td>
</tr>
<tr>
<td><strong>Body</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 1 - Gather Material Needed</td>
<td>demonstration</td>
<td>speech</td>
</tr>
<tr>
<td>Step 2 – Decorate Plant Pot</td>
<td>speech</td>
<td>demonstration</td>
</tr>
<tr>
<td>Step 3 – Fill plant pot with potting soil</td>
<td>demonstration</td>
<td>speech</td>
</tr>
<tr>
<td>Step 4 – Transplant herbs</td>
<td>speech</td>
<td>demonstration</td>
</tr>
<tr>
<td>Step 5 – Water and fertilize garden</td>
<td>demonstration</td>
<td>speech</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review steps</td>
<td>speech</td>
<td>speech</td>
</tr>
<tr>
<td>Ask for Audience Questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concluding Comment</td>
<td>speech</td>
<td></td>
</tr>
</tbody>
</table>

For each step or section of your demonstration, you should also write out exactly what speech and action will be taking place.
Example:
Below is a table showing the details of the demonstrating and the speaking tasks for three different sections of the “Let’s get Growing” demonstration. Remember, when planning a full demonstration you will want to share equally the speaking and demonstrating.

<table>
<thead>
<tr>
<th></th>
<th>Demonstrator A</th>
<th>Demonstrator B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction of topic</strong></td>
<td>Demonstration: Lift up example of completed herb garden. Gesture towards “Let’s Get Growing!” title poster…</td>
<td>Speech: Say “Today we are going to show you how you can grow fresh herbs at home in your very own herb garden. Let’s Get Growing!”…</td>
</tr>
<tr>
<td><strong>Step 1: Gather Material Needed</strong></td>
<td>Demonstration: Hold up and display each project material as it is listed by Demonstrator B</td>
<td>Speech: List all the materials that will be needed to complete the project “plant pot, potting soil, trowel...etc.” at the same time as pointing to the name of the materials on a “materials needed” poster…</td>
</tr>
<tr>
<td><strong>Steps 2-5:</strong></td>
<td>Speech: Say “Now that we have completed our fantastic home herb garden, let’s review the key steps that we used to make it.” List the steps…</td>
<td>Demonstration: Turn to the summary poster and point to each step on the poster as Demonstrator A explains them…</td>
</tr>
</tbody>
</table>

**Visual Aids**
Demonstrations require a large number of visual aids such as posters, tools, supplies, and labels. Below are some tips for making or selecting effective visual aids for your demonstration.

**Tools and Supplies**
- Only use tools and supplies that are large enough for the audience to see. If you are doing something that is very hard to see, such as needlepoint, you should consider whether your topic is suited for a demonstration. Alternatively, you can make giant models of the equipment (extra large needle) for demonstration purposes.
- Use clear containers or bowls so that the audience can see the contents
- Place small, messy, or hard to see materials in a container. Even if you only need a few handfuls of sand or a few tiny seeds, bring a jar full of sand or seeds so that the audience can easily see that you have sand and seeds on display.
- Use plain, uniform, practical equipment so the audience focuses on what you are doing, not on what you are holding. Consider covering flashy labels on items still in their original packaging.
Posters
- Use large clear text.
- Use the same font or writing on all posters.
- Colours could match theme of the demonstration. For example:
  - boating safety: blue, red and white
  - fire safety: red, yellow and orange
  - making grape juice: purple and green
- Text colour on poster should stand out on background colour. For example:
  - black on white
  - yellow on navy
- Don’t try to fit too much information on a poster. It is better to have two easy to read posters than one overcrowded poster.

Labels
- Place a label on all tools and supplies that you will use in your demonstration.
- Labels should be large enough for the audience to read from a distance.
- Labels should all be in the same font, possibly matching the posters.
- Labels should either be attached to items or should be able the stand on their own in front of items.
- Commercial labels and brand names should be covered when possible.

TIP Look at your posters and labels from 10 meters away. Can you still read them clearly and easily? Remember, when you are presenting your demonstration the audience might be sitting quite far away.

Practice Makes Perfect
When all your materials are assembled and your outline is complete it is time to practice, practice, and practice!

When you first start practicing your demonstration you might want to do it without any actions, just reading through the speaking parts. Once both partners feel comfortable with what they have to say, you can add in the actions that go along with the words.

Practicing will also give you the opportunity to time your demonstration and make sure that it fits within the time limit.
Presentation Tips

1. Appearance
   • Your appearance as you greet the audience has a lasting impression. Dress neatly and appropriately for the job and topic. Depending on your topic, you may be able to wear an outfit that coordinates with your theme. For example, to present “Let’s Get Growing”, demonstrators might want to wear gardening hats and aprons. For a western theme, demonstrators may wear cowboy hats and boots.
   • Choose simple, practical clothing so your audience will be attracted to your presentation, not distracted by your clothes.
   • Demonstrators may also wish to dress alike but this is not a requirement.
   • If in doubt about what to wear, club uniforms usually make a good choice.
   • Stand up straight.
   • Look like you are having fun so you can motivate and engage the audience.

2. Speech
   • When delivering the spoken parts of the demonstration be natural and sincere, yet purposeful. Speak as if you are explaining to a friend how to do a task.
   • Make sure you don’t speak too quickly or too slowly. Not only must your speech coordinate with the action of your partner, but it must be at a pace that keeps the audience focused.
   • Speak loudly enough for people at the back of the room to hear you.
   • Do not read the speaking parts of the demonstration. Try to speak from your knowledge on the subject or from a brief set of notes. Write notes on note cards which are easier to conceal and less noisy than large pieces of paper.
   • When you are speaking, look at your audience. You should also be paying attention to what your partner is doing, but the main focus should always be the audience.

3. Action
   • During the demonstration, it is important to coordinate the work and speech. This is where your practice will pay off. At any given time, both the demonstrating partner and the speaking partner need to be aware of what their partner is doing so that one does not get ahead of the other.
   • Some demonstration topics may be too complex to complete from A to Z within 10 minutes. In these cases, teams may want to bring samples of the project at several stages so that they can quickly move from one step to the next. For example, in our “Let’s Get Growing” demonstration it would take too long to paint the whole plant pot and let it dry before moving on to step 2. To solve this problem, the demonstrators could bring a pre-painted pot to use for step 2, which they could pull out after they demonstrate painting in step 1.
   • It is important to keep your materials neat and easy to see throughout the demonstration. Make sure to put tools and materials back beside their labels when you are finished using them. If there is any garbage or debris, remove it from the
work surface before moving onto the next step. Having a small bag for garbage tacked or taped to the back of the table where the audience cannot see it is a good way to keep things tidy.

- Place materials within reach of the demonstrator. Reaching in front of each other should be avoided. Consider this with posters too. It may be advantageous to have 2 easels or to place the posters in the center so demonstrators don’t get in each other’s way and block the audience’s view.

4. Decoration and Stage Setup
- You may want to decorate the area around the demonstration table and stage to match the theme of your demonstration. As long as the decorations do not distract the audience from the demonstration itself, they can be a welcome addition and enhance your presentation. For example, to decorate to match the “Let’s Get Growing” theme, we might use a green table cloth and set some completed herb gardens in front of the table. However, you must be able to set up for your presentation in under three (3) minutes.
- Make your tools and materials more visible by propping them up on boxes or stands rather than laying them flat.

Answering Questions
At the end of the demonstration, the audience should be given the opportunity to ask questions. When a question is asked, it may be beneficial for one team member to repeat the question out loud so the whole audience can hear it. Answer questions as completely and honestly as possible. If the answer to the question is unknown don’t be afraid to say that you don’t know, but you can indicate that you will try to find the answer afterwards.

It may be useful for demonstration partners to plan ahead a sequence of who will ask for questions and who will answer them. This will help you avoid both trying to answer at the same time.

If no one puts up their hand when you first ask for question, wait a moment and ask again at least once before moving on to your concluding statement. This will allow your audience to think up any questions they may want to ask.

Evaluation
When your demonstration is judged with a 4-H score card, you are being evaluated in five different areas. These five areas all contribute to your final overall score. The five areas are:

- Introduction
- Subject
- Presentation
- Workmanship
- Summary

For a further breakdown of the judging criteria please review the Demonstration Scorecard.
**Purpose**
Speak and Show presentations can be either demonstrations or illustrated talks delivered by one 4-H member. The final result of a Speak and Show presentation can be a finished product, a learned skill, or increased understanding of the topic by the audience.

Examples of finished products (you make the actual item):
- rope halter
- jam
- dried flower arrangement

Examples of learned skills (you show how to complete these tasks):
- planting a vegetable garden
- first aid for animals
- hoof trimming

Examples of topics for increased understanding (you provide information using visual aids but you don’t make or show how to do anything):
- breeds of livestock
- importance of good nutrition
- organic foods

Speak and Shows are great opportunities to show and tell. You can teach your audience how to make something, how to do something, or how to understand something better. In Speak and Show you teach using your speech as well as visual aids.

**Timing**
Timing for this category is as follows:

a. **Junior Timing:** 5 to 7 minutes. Time used to answer questions is in addition to the 8 to 10 minutes allotted.

b. **Senior Timing:** 8 to 10 minutes. Time used to answer questions is in addition to the 8 to 10 minutes allotted.

Time for questions is not included in the above allotments and will not be counted towards time limit deductions.

Time limit deductions are as follows:
- Two points will be deducted for being 1 to 10 seconds over or under the time allotted.
- Five points will be deducted for being 11 to 20 seconds over or under the time allotted.
- Fifteen points will be deducted for being more than 20 seconds over or under the time allotted.
Let’s do a Speak and Show!

There are several steps involved in preparing a Speak and Show. Helpful hints on picking a topic, preparing an outline, and using visual aids and more are outlined in the following section.

Picking a Topic
The first step to a successful Speak and Show is picking a good topic. To find a topic follow these steps:

1. Brainstorm a list of possible topics based on what you are interested in, or what you might be interested in learning about.

   Sample Agriculture and Food topics could include:
   • Raising bees
   • Care of Horse tack
   • Energy conservation
   • Fire prevention
   • Records management
   • Gifts from the kitchen
   • Floral arranging

2. Consider which topics on the list would be of interest to a general audience.

3. Consider what sort of visual aids would be necessary to present each topic.

4. Consider how difficult it will be for you to prepare or find the visual aids that you will need for each topic.

5. Consider which of the topics on your list has the right level of complexity to be presented within the allotted time period. Your topic should not be too complex and should be centered on a single idea. At the same time there will need to be enough information for you to speak for your allotted time.

Using the points above, you should be able to narrow down your list until you have selected your topic. If you have more than one topic that fits all the criteria pick the one you are the most Speak and Show.

Research
Research your topic before you start outlining the body of the Speak and Show. Research will ensure that you have accurate and up to date information to include in your presentation.

Try using the library, the internet, or the knowledge of friends and family to learn more about your topic. When choosing information to include in your presentation, make sure that it is relevant to your topic. If your presentation is about raising bees, do not start talking about how you found a hornets’ nest under your porch.

Choosing a Title
The title of your presentation should give a hint about your topic. Be creative when giving your presentation a title. For example, if you are going to do a presentation on raising bees, you might choose the title “You can Bank on Bees” instead of “The Steps in Raising Bees”.

Preparing an Outline
Armed with a great topic and a catchy title, you are ready to start outlining your presentation. Speak and Show, like most public presentations, should have 3 parts: Introduction, Body and Summary.

Both the introduction and the summary should be relatively short. The body will take up the majority of the allotted time, as it is the portion where you will be speaking and showing for the audience.

Introduction
Your introduction is your chance to make a good first impression with your audience. Introductions should:
- be brief
- be original
- follow-up on the title
- tell why the topic was selected
- make your audience feel that the subject is important
- introduce the presenter, even if they have already been introduced by the chairperson
- formally welcome those who are present, for example:
  - if you are introduced by a chairperson you could include “Thank you Chairperson” in your formal greeting
  - if you are being judged you could include “Welcome Honourable Judges” in your formal greeting
  - if you are at a public venue such as a fair you could include “Welcome fairgoers” or “welcome ladies and gentlemen, boys and girls” in your formal greeting
  - if there are a lot of other 4-H members in the audience you could include “welcome fellow 4-H members” in your formal greeting.

The key to delivering formal greetings in Speak and Shows is identifying who is present and acknowledging them.

Body
The body is the “meat” of the Speak and Show, where you will be teaching the audience about your subject and possibly showing them how to do something. When outlining the Speak and Show it may be useful to break up the body into sections.

Example: In the “You can Bank on Bees” Speak and Show, the body could be broken down into the following sections:
- History of Beekeeping
- Advantages of Raising Bees
- Basic Bee Care
- Honey
- Beeswax and Other Bee Products

Organize the sections into a logical order so that your presentation will be easy to follow.
If your Speak and Show demonstrates how to make something or do something, then each section of the presentation would be a step leading up to the completion of the final product or skill. In this type of presentation each section or step should tell: WHAT is being done, HOW it is being done, and WHY is a particular method being used. At the same time as you are explaining each step you should be showing HOW to do it.

If your Speak and Show does not result in a final product or skill, but is designed to increase the audience’s understanding of the topic, each section should have a main point which you can expand upon with visual aids and support information. For example, in the “You can Bank on Bees” presentation, in section 1 “History of Beekeeping”, the main point could be when and how beekeeping started. This main point could be expanded by using specific examples of beekeeping in historical societies or by showing old-fashioned beekeeping equipment.

Summary
Your summary is your chance to leave a lasting impression with your audience and reinforce key points from your presentation. Never introduce new material in your summary.

Summaries should:
- Showcase any finished products or the learned skills resulting from the presentation
- If the presentation was designed to increase the audience’s understanding of the topic, the summary should remind them why the topic is important
- Review each section or step covered in the body (a summary poster may be helpful)
- Relate back to the theme brought out in the introduction
- Allow the audience an opportunity to ask questions
- Bring the presentation to a definite close with a strong concluding statement

Making a Guide
When preparing your outline, you can make a chart outlining what you will say, what visual aids you will need, and any actions you will have for each section. This chart can be used as a guide to help you gather necessary materials and practice the speaking parts of the presentation.

For Example: “You Can Bank on Bees” Outline Chart

<table>
<thead>
<tr>
<th></th>
<th>What to Say</th>
<th>What to Do</th>
<th>Visual Aids Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Write out your introductory comments here including your formal greeting.</td>
<td>Put up a poster that says “You can Bank on Bees”</td>
<td>Poster that says “You can Bank on Bees” and an easel</td>
</tr>
<tr>
<td><strong>History of Beekeeping</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Advantages of Raising Bees</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Basic Bee Care</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Visual Aids
While preparing your Speak and Show outline start considering what sort of visual aids you will use, after all, half of a Speak and Show is showing. Simple, well-prepared visual aids help the audience learn faster, understand better, and remember longer. Visual aids may be used to introduce the presentation, to present main points, and/or to give the summary. Use only visual aids that will enhance your presentation. If visual aids will not make the presentation better, you should not use them. Depending on your topic you may be able to use a variety of visual aids in your presentation. Options for visual aids may include posters. No matter what medium you choose be sure to consider the following tips for preparing effective visual aids.

Posters and Labels
- Keep them simple, do not include too much information
- Use large lettering so that people in the back of the room can read them.
- Text color should stand out on background color (black on white, yellow on navy)
- Display posters or slides long enough for the audience to read them
- Remove posters or slides as soon as you have made your point
- Blend the posters and slides in with your Speak and Show by using colors or designs that match your theme
- Use the same font or writing on all materials

Props
- Only use tools and supplies that are large enough to be seen by the audience. If you are doing something that is very hard to see, consider making oversize models for demonstration purposes.
- Use clear containers or bowls so that the audience can see the contents.
- Use plain, uniform, practical equipment so the audience focuses on what you are doing or saying, not on what you are holding.
- Place small, messy, or hard to see materials in a container to keep your work surface tidy and your props easy to see.
- When gathering all needed equipment and supplies, don’t forget to think about support equipment such as an easel or flipchart for your posters. You may also need a table or bench to display your props.

Practice Makes Perfect
When all your materials are assembled and your outline is complete it is time to practice, practice, and more practice!
When you first start practicing your Speak and Show, you might want to do it without any actions, just reading through the speaking parts. Once you feel comfortable with what you have to say, you won’t need to refer to your notes as often. This will free your hands to add in any actions that go along with the words.

You can practice your presentation in front of a mirror or for friends and family to help you get ideas on how to improve your delivery. Practicing will also give you the opportunity to time your presentation and make sure that it fits within the time limit.

Presentation Tips

1. Appearance
   Your appearance as you greet the audience has a lasting impression. Dress neatly and appropriately for the job. Depending on your topic, you may be able to wear an outfit that coordinates with your theme.
   - Choose simple, practical clothing so that your audience will be attracted to your presentation, not distracted by your clothes.
   - If in doubt about what to wear, club uniforms usually make a good choice.
   - Be aware of your posture: if you stand up straight you will appear more professional.
   - Be confident in yourself and your presentation.
   - Look like you are having fun so you can motivate and engage the audience.

2. Speaking
   - When you are speaking, look at your audience.
   - When delivering the spoken parts of the presentation, be natural, sincere, and purposeful.
   - Don’t speak too fast or too slow.
   - Speak from your knowledge on the subject or from a brief set of notes. Don’t read your lines. Try your best to remember what you need to say.
   - Speak loudly enough for people at the back of the room to hear you.
   - Write notes on note cards which are less distracting than large pieces of paper.
   - Vary your tone of voice while you present to keep your audience interested.

3. Action
   - Avoid blocking the audience’s view of posters, models, or screens. A pointer will help you stay out of the way when referring to information on a screen or poster.
   - When using PowerPoint, make sure that you change your slides in time with your speech. Ensure that you can reach the keyboard or have a remote to advance between slides when needed.
   - If you are showing the audience how to make something, be aware that some topics
might pose special problems because they have long intervals between steps. Avoid this problem by having the item or product available at various stages of development. For example, show dinner rolls at the preparation and completion stages.

- Keep your materials neat and easy to see throughout the presentation. Put props and supplies back where they belong when you are done using them.
- If there is any garbage or debris, remove it from the work surface before moving on.

4. Stage Setup
You may want to set up the stage or presentation area to match the theme of your presentation. For example, to match the “You can Bank on Bees” theme, you might use black and yellow table cloths.

5. Answering Questions
Be prepared to answer questions. The audience may have missed some point or a step of the presentation, or they may want to test your knowledge. At the end of your presentation you should ask if there are any questions from the audience. When a question is asked, let the entire audience know what the question was by repeating it or by incorporating it into the answer.

If questions are asked that you can’t answer, don’t worry. Simply say you don’t know the answer. Unless the presentation is a contest, you may ask the audience to help with the answers.

If no one asks questions right away, be sure to ask again if there are any questions before you move on to your final statement. When there are no more questions, finish the presentation with a concluding line and/or invite the audience to inspect the finished product. Having copies of your procedure or main points on a handout available for the audience is a popular gesture.

Evaluation
Speak and Shows will be judged using a 4-H score card which means you will be evaluated in four different areas. These four areas all contribute to your final overall score. The four areas are:

- Introduction
- Subject
- Techniques
- Summary

For a further breakdown of the judging criteria please review the Speak & Show Scorecard.
Prepared Speech Factsheet

Reference: Modified from the Communication Manual (Publication #1806, Version 12/05), BC 4-H

Purpose
In the prepared speech category program, 4-H members deliver formal speeches to the public. The public can be any group of people being spoken to by an individual speaker, whether they be a just a small group or a large audience. 4-H speeches should always be the original work of the presenter. 4-H speeches should not be monologues or poems.

Prepared speeches have many different purposes in our society. They can be used to:

- Introduce
- Inform
- Persuade
- Sell
- Explain
- Introduce
- Thank
- Praise or condemn
- Present or accept

Prepared speeches help 4-H members learn to:

- communicate ideas and information effectively
- organize speech and thought in a clear and logical format
- use presentation skills that will make them interesting and easy to listen to
- become comfortable in front of an audience
- be confident in their abilities

Timing:
Timing for this category is as follows:

a. Junior Timing: 3 to 5 minutes.
b. Senior Timing: 5 to 7 minutes.

Points will be deducted from the final score if members are over or under the allotted time limit.

Time limit deductions are as follows:

- Two points will be deducted for being 1 to 10 seconds over or under the time allotted
- Five points will be deducted for being 11 to 20 seconds over or under the time allotted.
- Fifteen points will be deducted for being more than 20 seconds over or under the time allotted.
Let’s do a Speech!

Selecting a Topic
What do you like? Pick something that you like and know something about or would like to know something about, but make sure it will also be interesting to your audience. If you are interested in your topic, your enthusiasm will show through and pass onto your audience.

Make sure that you don’t select a topic that is too broad. If you pick a very large topic like “Safety” there will be far too much information to communicate in the short period of time you have to deliver your speech. You have to make sure you narrow down your topic to one specific thought or idea. A good way to do this is to take a large general topic such as “Safety” and then break it down into series of progressively simpler topics.

The most important thing is that you pick a topic that you will be able to clearly explain within the time limit. When selecting your topic, try making a chart of your own to narrow down your general topic to something smaller and more manageable.

Research
Once you have an idea about what topic you would like to speak on, spend some time doing research on that topic to make sure there will be enough information. Try going to the library, searching on the Internet, or talking to people you know about the topic to gather interesting new facts and information. When choosing information to include in your speech, make sure that it is both accurate and relevant to your topic.

Some key questions you should ask yourself when you’re doing research:
- Am I using reliable sources, or ones that may have made mistakes?
- Have I written down the sources of my information so that I can acknowledge them if I use a quote?
- Am I able to back up all my key points with facts?

Choosing a Title
When you choose a title for your speech, be sure to pick something that will grab your audience’s attention. When you are introduced, or when the audience reads your title in the program, you want them to be intrigued by your topic and anticipate what you will have to say. For example for our “Tractor Safety” speech, we could choose a title such as “Tractor Troubles”.

Preparing an Outline
Public speeches have three basic parts: Introduction, Body, and Summary. When preparing an outline for your speech, use these three parts as your skeleton: Introduction at the head (fairly short), Body in the middle (takes up most of the time), and Summary at the end (fairly short).

Introduction
Your introduction has three purposes:

1. Formally Greets the Audience
   Your formal greeting should thank the person who introduced you (the chairperson) and greet those in the audience.

   For example: “Thank you chairperson. Welcome honourable judges, ladies and gentlemen, fellow 4-H members” You can tailor your own formal greeting to suit your
specific situation.

2. Captures the Audience’s Interest
You should find an exciting and interesting way of catching the audience’s attention in your introduction; this can be called a hook. You could try using a different pitch or volume of voice, an amusing observation, a thought provoking question, or even a short poem or verse.

3. Introduces You and Your Topic
Make sure you introduce yourself and your topic clearly, even if you have already been introduced by the chairperson. If the audience is not sure what your topic is, you may lose their interest and attention later on in the speech.

Don’t feel restricted to presenting the three elements of your introduction in a specific order (e.g. formal greeting, hook, personal introduction). You can present these elements in any order you like, just be sure that you don’t leave any of them out.

Body
The body is the part of the speech where you present the actual facts and information on your topic. The body is the meat of the sandwich or the cream filling of the Oreo cookie.

There are several different formats that you may want to use when developing the body of your speech. Two popular formats are the who, what, when, where and why format and the three key points format.

Using this format you will develop the body material of your speech by answering the five questions.

For example in a speech on an event such as the local fair, we could use a who, what, why, where and when format to develop the body material as follows:

Who: who goes to the fair?
What: what is there to do at the fair?
Where: where is the fair?
When: when is the fair held?
Why: why do people go to the fair?

When using this format, be sure to organize your points in a logical order starting usually with the most basic or easiest to answer question. Also, be sure not to make the transition between your points too abrupt, each point should somehow be connected to the next. This format may not be appropriate for all topics, so consider whether there is a who, what, where, when and why to answer about your topic before you try to structure your speech this way.

2. Three Key Points Format
Using this format, you will develop the body material of your speech around three key points. Select three important things you want to tell your audience about your topic and then develop each of those points using the support material you found when doing research.
For example in our “Tractor Troubles” speech, we could develop the following three points for the body of the presentation:

a. **Tractor Accidents in Canada**: Facts about how frequently they occur and how badly people are hurt.

b. **Tips for Tractor Safety**: How to outfit and operate your tractor with maximum safety in mind.

c. **Teaching Youth about Tractor Troubles**: Suggest a minimum age for tractor operators and explain how to avoid dangerous equipment.

Just as with the who, what, where, when and why format, make sure that all the points making up the body are tied together somehow and that you transition smoothly from one point to the next.

Above all, when outlining the body of your speech, make sure your information is in a logical order and is easy to follow and understand.

**Summary**
The summary is your opportunity to stress to your audience what you want them to take away from your speech by driving home the main points you highlighted in the body.

Your summary should:
- Repeat your main points without detail, since you already gave details in the body.
- Relate back to any theme you may have set in the introduction.
- Bring the speech to a definite close with a strong concluding statement.

**Practice Makes Perfect**
Many people are nervous about delivering speeches in front of an audience. The best way to avoid excess nervousness is preparation, and that means practice, practice, practice! There are different ways to practice public speaking; a few are listed below. Try them all out and see what works best for you.

- Practice in front of a mirror. Sometimes it’s a lot easier when your audience is just you. Practicing in front of a mirror helps you see what you look like when you are doing your speech, and can help you improve your gesturing and posture.

- Tape yourself with either a tape recorder or a video camera. What you think you are saying is not always what comes out of your mouth. Catch problems such as speaking too fast or too quiet before you are in front of the audience.

- Present your speech for friends and your family. They can make a great practice audience so you can get comfortable speaking for a group. It might even be a good idea to give them score cards so they can help you identify areas for improvement. Remember, any criticism you get is only meant to help you do a better job next time.

**Presentation Skills**
Okay, you’ve prepared your speech but even the most well written speech can’t be a winner without good presentation skills. Once you get used to speaking in front of people presentation skills will become second nature to you. To get started here are a few hints to help you look both polished and prepared as you deliver your speech.
• Look at the audience. Do not stare at one person, but look at a couple of different points around the room. This makes the audience feel that you are talking to all of them and will encourage them to listen to you.

• Do not read your speech. Public speaking is not supposed to be public reading. Make sure you practice your speech enough to be able to present it by only referring to your notes occasionally.

• Speak from your knowledge of the subject. Do not worry if you don’t give your speech exactly as it is written. It is more important to speak in a way that comes naturally to you.

• Be enthusiastic. Try to transfer your nervous energy into excitement and enthusiasm about your topic. If you are excited about your topic, your audience will be too.

• Use your voice! Varying the pitch and the volume of your voice will help you to stress main points and ideas. It will also make you more interesting to listen to for the audience.

• Don’t speak too fast or too slow or else you will lose your audience’s interest. People tend to speak faster when they are in front of an audience, be aware of this and try to control your speed.

• Speak loudly enough for everyone in the room to hear you. This may mean speaking louder than you naturally would, but don’t shout at the audience either.

• Write your notes on a set of cards rather than on large paper. Cards will be easier to handle and less distracting for the audience.

• Make sure you pronounce your words and articulate them correctly. It is difficult to listen to a speaker who slurs words together.

• Do not use jargon or terminology that a general audience will not understand. This would include the use of acronyms (PCW = Provincial Club Week), 4-H slang (horse people, dog people…etc.), and topic-specific titles that are not commonly known (names of dance moves, skateboarding tricks…etc.). Only use unfamiliar terms if you explain what they mean as a part of your speech.

• Stand up straight. Good posture makes you appear open and inviting to the audience.

• Dress appropriately. You should be dressed formally enough to suit the occasion. This may call for a suit or may just require well pressed pants and a shirt. Avoid wearing overly casual clothes, as this will give the audience the impression that what you have to say is not all that important. Also avoid flashy or bright clothes or accessories that will be distracting for the audience.

• **BE YOURSELF AND HAVE FUN!!** Find out what works for you and do it your way!

**Evaluation of Prepared Speeches**

When your speech is judged with a 4-H score card, you are being evaluated in five areas.

• Introduction
• Content
• Presentation
• Summary
• Overall Impression

For a further breakdown of the judging criteria please review the Prepared Speech Scorecard.
Impromptu Speech Factsheet

**Purpose**
Impromptu speeches are short presentations that are given with very little preparation time. Impromptu speaking teaches people to “think on your feet” and demonstrate knowledge on a subject area. Although impromptus are much shorter than prepared speeches, the same basic content and delivery rules apply. For the purposes of the 4-H Ontario Communications Competition impromptu speeches are used for tie breaking purposes.

Impromptu speeches are given every day. They could be convincing a friend to go to a movie or telling your manager about what you have been working on.

Impromptu speaking helps 4-H members learn to:
- communicate ideas and information effectively without preparation
- organize speech and thought in a clear and logical format
- use presentation skills that will make them interesting and easy to listen to
- become comfortable in front of an audience
- be confident in their abilities

**Timing:**
Timing for an impromptu speech is two minutes, starting from the first intentional communication with the audience, whether it is a gesture or a spoken word. Points will be deducted from the final score if members are over or under the allotted time limit as follows:

- No points will be deducted for being 10 seconds over or under the time allotted.
- Two points will be deducted for being 11 to 20 seconds over or under the time allotted.
- Five points will be deducted for being more than 20 seconds over or under the time allotted.
Preparing Impromptu Speeches

When preparing for a Communications Competition it is important to review the tips in the Prepared Speech Factsheet. Ultimately, impromptu speaking and prepared speeches only differ in the amount of time that is available for preparation.

An impromptu speech is not as organized as a prepared speech but try to follow this plan when you speak:

- Pick one central idea and expand on it (talk specifically about one aspect of the topic instead of generally about everything)
- Create an introduction, body and conclusion
- State your topic clearly
- Give details: stories, your experiences, examples, etc.
- Use your own personal experiences wherever possible
- Stay away from discussing areas you are unsure of

Hint: Slow down your delivery. When giving impromptus, speakers often speak faster than normal. Slowing down allows you to think ahead, reduces “umms” and “ahhs”, and gives the audience time to absorb what you are saying.

Evaluation of Impromptu Speeches
When your impromptu speech is judged with a 4-H score card, you are being evaluated in six areas.

- Introduction
- Organization
- Presentation
- Content
- Summary
- Overall Impression

For a further breakdown of the judging criteria please review the Impromptu Question Scorecard.
Notes:
- This section includes Anywhere within this section where square brackets are present is for the Association/Region to update with their own information
- Forms, templates and examples provided in this section are also available on the 4-H Ontario Communications Competition Handbook CD for your use.

Included in this section:
- Things to consider when planning your competition
- Sample Planning Timeline
- Sample Planning Meeting Agendas
- Sample Competition Program
- Competition Program Template Example
- Sample Budget
- 4-H Communications Competition Registration Form
- Local Winner Announcement Form to Regional Board/Committee & 4-H Ontario
- Regional Winner Announcement Form to 4-H Ontario
- Evaluation Form Template
- Examples of Impromptu Questions
Things to consider while planning your competition:

Planning any type of event requires consideration of many details. Of course, it is important to remember that there may be unexpected challenges that come up during the planning process. This is the benefit to using an organizing committee that can tackle any potential challenge that may arise. Below are important points that will be helpful to consider when planning your competition.

- Determine the logistics (date, location, length of day) for your competition. This will help you decide how many members will be able to compete at one time and how much space you may need. It is important to keep the time allotments for each communication category in mind.
- Access to tables for use during registration, Demonstrations and Speak & Shows
- Availability of easels, podiums and flipcharts for participant use
- Timing needed for setting up the venue – when can access to the venue be gained?
- Having some disposable or borrowed table cloths for the tables for Demonstrations and Speak & Shows
- Providing nametags for participants can help the judges with identification
- Supplies for volunteers (i.e. pens, timers, calculators, etc.)

Along with these logistical type considerations, there are a few important big items to consider. They are as follows:

1. Funding and Budget Information:
   As an organizing committee you have to determine any potential costs associated with your event and then make a budget to use while implementing the competition. For example, if you want to purchases prizes or participant gifts/ribbons funding/sponsorship will be required to do this. It is extremely important to set a budget with your committee and refer to it often!

   A sample budget is included in this section for your review.

2. Creating a Media Connection:
   Inviting the media is encouraged. Included in this package are a media invitation template that can be used to invite media to the event and also a news release template that can be used for announcing the results of the competition.

Note: Templates mentioned in this section are available electronically on the CD which came with this handbook. All you have to do is add your information and you’re all set!
When promoting an event, such as the Communications Competition, be sure to copy the 4-H Ontario Communications Coordinator by emailing communications@4-hontario.ca. This allows 4-H Ontario to showcase the successes 4-H has across the province.

Included in the Media and Promotion section of this handbook are templates for a media invitation and news release. These templates are also provided electronically on the CD that came with this handbook. All you need to do is insert your information and send it out!

3. **Promotion of your Event:**
Promotion of your event to 4-H members and leaders is extremely important. Sharing any and all information about your competition to these groups is very helpful in getting interest in your event. Promoting early and often is key to the success of any event.

Included in the Media and Promotion section of this handbook are templates for a poster and two different newsletter layouts for your use. These templates are also provided electronically on the CD that came with this handbook.

4. **Event Evaluation:**
One piece of the event planning puzzle that sometimes gets forgotten is the evaluation portion. Evaluation portion is the extremely important as it will allow future committees ideas on what was successful to be done again in future and what could be changed to help strengthen the program. In this handbook is a Communications Competition Evaluation Sheet that can be used for gathering information from the participants.

Remember – participant feedback is only one aspect in evaluation. Holding a wrap up and evaluation meeting for the committee and volunteers is another important method of gathering feedback.

5. **Participant Information:**
Having some personal information collected from your participants for your emcee allows them to personally introduce the participants. Included within this handbook is a Communications Competition Participant Biography Form to help in this item.

6. **To Select the Grand Champion:**
To select the grand champion participant(s) in each age division, it is recommended that the top junior and senior participants be selected from each communications category. These participants would present a second time to a panel of judges (combined from each of the communications categories if running multiple rooms of competition) to select the participant(s) to receive the Grand Champion Junior and Grand Champion Senior Titles.

Registration forms as well as Local and Regional Winner Announcement forms are included in this handbook for your use.
7. **How About Ties?**

Ties can happen during any competition and it is important that there is a plan to break these ties. For the 4-H Ontario Communications Competition ties will be broken through the use of an impromptu question speak off. The tied competitors will speak on the same impromptu topic, which will be of a general nature. Contestants will be escorted from the competition room by the Sargeant at Arms and brought back in one at a time. Upon the conclusion of each impromptu speech the next candidate will be invited into the room. Once each of the tied participants have the opportunity to deliver an impromptu speech the judges will use those scores to determine the winner.

It is important to have the questions prepared prior to the day of the competition. Junior and Senior age categories should have different questions.

Tie breakers are **only** required when the tie affects the top two placings.

Included in this handbook for your use are the following items:

- Examples of Impromptu Questions, included in this section of the handbook.
- The impromptu (tie breakers) scorecard is included for your use in the scorecard section of this handbook.
Sample Communications Competition Planning Timeline

One year in advance:
☐ Establish committee
☐ Select date, location, time for competition
☐ Book location/facility
☐ Send competition information to the 4-H Opportunities Coordinator by emailing opportunities@4-hontario.ca
☐ Determine format (daytime/evening, meals, simultaneous competitions [i.e. Different rooms running a different category of communication], etc.)
☐ Determine registration fee, if needed
☐ Set budget for the event, plan for any sponsorship that needs to be sought
☐ Send invitations to 4-H clubs within the Association or Associations within the Region

Each month starting a year ahead:
☐ Provide information to the Newsletter Coordinator for your Association to keep the competition in people’s minds
☐ Ask leaders to encourage their members to participate in the competition

Four months in advance:
☐ Recruit volunteers to be the Emcees, Sergeant at Arms, timers and judges
☐ Follow up with 4-H clubs in Association regarding registration
☐ Arrange for snacks, meals, refreshments, as necessary
☐ Arrange for awards, gifts, goody bags etc., as necessary

Two months in advance:
☐ Arrange for supplies (score cards, podiums, etc.)
☐ Arrange for volunteers to receive factsheets about their positions prior to competition (providing at time of confirmation would be best however this should be done at least 2 weeks prior to the competition)
☐ Arrange for orientation of volunteers on the day of the competition

Month prior to the competition:
☐ Gather registration and Participant Agreement Forms
☐ Confirm details with the venue and other suppliers (i.e. if having meals or catering)
☐ Finalize schedule for the competition
☐ Create the program for the event and arrange for printing
☐ Send out Participant Biography Form for the participants to fill in and send back

Two weeks prior to the competition:
☐ Invite the media to attend the event (media invitation included for your use)

Week prior to the competition:
☐ Compile information packages for volunteers (i.e. scorecards for the judges, etc.)
☐ Arrange for facility set up
☐ Finalize snacks, refreshments, meals, etc.
☐ Check in with volunteers to answer any questions
Day of the competition:
☐ Get to the venue prior to the expected participant arrival for final set up
☐ Set up competitor registration
☐ Review expectations with volunteers
☐ Have a great competition!

Week after the competition:
☐ Prepare and send out News Release to local media and 4-H Ontario’s Communications Coordinator (communications@4-hontario.ca) (news release template included for your use)
☐ Complete the evaluation form and the Local or Regional Winner Announcement Form; and return completed forms as follows:
  o Local Winners: to the Regional Board/Committee and 4-H Ontario
  o Regional Winners: to 4-H Ontario (opportunities@4-hontario.ca) **Must be received by September 1st**
☐ Prepare thank you letters to sponsors, donors etc.

Within the month following the competition:
☐ Finalize committee records/recommendations and be prepared to pass these on to next year’s committee

Note: This is just an example planning timeline. It is beneficial to review this as a planning committee and add in other things that may be helpful.
Sample Planning Meeting Agendas

Initial meeting for the next year's competition

1. Welcome
2. Approval of Agenda
3. Approval of Minutes
4. Business
   a. Determine date and location
   b. Determine registration fee, if necessary
   c. Determine registration deadline
   d. Other
5. Determination of responsibilities
   a. Invitation/registration
   b. Refreshments/food, if applicable
   c. Volunteer Recruitment & Thank you
   d. Program and Agenda
   e. Promotion and Media
   f. Other
6. Next meeting date and place

Follow up planning meetings;

1. Welcome
2. Approval of Agenda
3. Approval of Minutes
4. Business
   a. Update: date and location
   b. Other
5. Updates from Committees
   a. Invitation/registration
   b. Refreshments/food, if applicable
   c. Volunteer Recruitment & Thank you
   d. Program and Agenda
   e. Promotion and Media
   f. Other
6. Next meeting date and place
Sample Competition Program

Following the agenda there is an example of a program that you can use for your Association’s competition. When this is printed double sided it will be foldable in the middle.

Example (if using one room):

4-H Communications Competition Program
July 23, 2010
Zehrs Community Room, Guelph

Please note: timing may change due to the number of competitors.

9:15am  Volunteer Briefing
9:30am  Registration begins
        Refreshments available
10:00am Prepared Speech Category
        Both junior and senior competitors will be competing at this time
10:50am Break
11:00am Speak & Show Category
        Both junior and senior competitors will be competing at this time
12:00pm Lunch Break
12:30pm Demonstration Category
        Both junior and senior competitors will be competing at this time
1:45pm Announcement of Championship Competitors
2:00pm Championship for Junior and Senior
        Top competitor from each communication style and age group will be asked by
        the judges, when applicable, to present again for the championship.
3:30pm Announcement of Champion Junior and Senior Competitors
Example (if using more than one room):

4-H Communications Competition Program  
July 23, 2010  
Zehrs Community Room 2, Guelph

*Please note: timing may change due to the number of competitors.*

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:15am</td>
<td>Volunteer Briefing,</td>
<td>Zehrs Community Room 1</td>
</tr>
<tr>
<td>9:30am</td>
<td>Registration begins</td>
<td>Zehrs Community Room 2</td>
</tr>
<tr>
<td>10:00am</td>
<td>Prepared Speech Category, Senior Division</td>
<td>Zehrs Community Room 1</td>
</tr>
<tr>
<td></td>
<td>Prepared Speech Category, Junior Division</td>
<td>Zehrs Community Room 2</td>
</tr>
<tr>
<td>10:50am</td>
<td>Break</td>
<td>Hallway</td>
</tr>
<tr>
<td>11:00am</td>
<td>Speak &amp; Show Category, Senior Division</td>
<td>Zehrs Community Room 1</td>
</tr>
<tr>
<td></td>
<td>Speak &amp; Show Category, Junior Division</td>
<td>Zehrs Community Room 2</td>
</tr>
<tr>
<td>12:00pm</td>
<td>Lunch Break</td>
<td>Hallway</td>
</tr>
<tr>
<td>12:30am</td>
<td>Demonstration Category, Senior Division</td>
<td>Zehrs Community Room 1</td>
</tr>
<tr>
<td></td>
<td>Demonstration Category, Junior Division</td>
<td>Zehrs Community Room 2</td>
</tr>
<tr>
<td>1:45pm</td>
<td>Announcement of Championship</td>
<td>Zehrs Community Room 1</td>
</tr>
<tr>
<td></td>
<td>Competitors from each category and age division</td>
<td></td>
</tr>
<tr>
<td>2:00pm</td>
<td>Championship for Junior and Senior</td>
<td>Zehrs Community Room 1</td>
</tr>
<tr>
<td></td>
<td>Top competitor from each communication style and age group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>will be asked by the judges, when applicable, to present</td>
<td></td>
</tr>
<tr>
<td></td>
<td>again for the championship.</td>
<td></td>
</tr>
<tr>
<td>3:30pm</td>
<td>Announcement of Champion Junior and Senior Competitors</td>
<td>Zehrs Community Room 1</td>
</tr>
</tbody>
</table>
Thank you!

The [Association] 4-H Association would like to thank the following people for their support of the [year] Communications Competition.

[List judges and committee volunteers]

Thank you also to our supporter[s]:

[List any sponsors or donors you have for the competition]

[Association] 4-H Association Provincial Communications Competition

[year] Program

Congratulations to all competitors for participating in the [year] [Association] 4-H Association’s Communications Competition.

[date]
[location]
4-H Communications Competition Program
[date]
[location]

9:15am  Volunteer Briefing

9:30am  Registration begins
        Refreshments available

10:00am Prepared Speech Category
        *Both junior and senior competitors will be competing at this time

10:50am Break

11:00am Speak & Show Category
        *Both junior and senior competitors will be competing at this time

12:00pm Lunch Break

12:30pm Demonstration Category
        *Both junior and senior competitors will be competing at this time

1:45pm  Announcement of Championship Competitors

2:00pm  Championship for Junior and Senior
        Top competitor from each communication style and age group will be asked by the judges, when applicable, to present again for the championship.

3:30pm  Announcement of Champion Junior and Senior Competitors

Speaking Order
As the speaking order was drawn randomly prior to starting the competition, please mark the order beside the competitors’ names.

Prepared Speech – Junior

 Prepared Speech – Senior

Speak & Show – Junior

 Speak & Show – Senior

Demonstration – Junior

 Demonstration – Senior

Prepared Speech

Speak & Show

Demonstration
Communications Competition Sample Budget

### Communications Competition Budget

<table>
<thead>
<tr>
<th>INCOME:</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Income:</td>
<td>Budgeted Funds:</td>
<td>Actual:</td>
<td></td>
</tr>
<tr>
<td>Sponsorship</td>
<td>$ 350.00</td>
<td>$ 225.00</td>
<td></td>
</tr>
<tr>
<td>Registrations</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td></td>
</tr>
<tr>
<td>TOTAL:</td>
<td>$ 350.00</td>
<td>$ 225.00</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>EXPENSES:</th>
<th></th>
<th></th>
<th>Includes: (examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenses:</td>
<td>Budgeted Funds:</td>
<td>Actual:</td>
<td></td>
</tr>
<tr>
<td>Facilities</td>
<td>$ 100.00</td>
<td>$ 50.00</td>
<td>Venue rental, equipment rentals, etc</td>
</tr>
<tr>
<td>Meals/Snacks</td>
<td>$ 100.00</td>
<td>$ 75.00</td>
<td>Lunch, water, etc</td>
</tr>
<tr>
<td>Stewardship/Signage</td>
<td>$ 25.00</td>
<td>$ 20.00</td>
<td>Creation of thank you materials (i.e. signs)</td>
</tr>
<tr>
<td>Volunteer Gifts</td>
<td>$ 25.00</td>
<td>$ 30.00</td>
<td>Thank you cards, items from the 4-H Ontario Mini Store, etc</td>
</tr>
<tr>
<td>Printing</td>
<td>$ 50.00</td>
<td>$ 30.00</td>
<td>Scorecards, Programs, etc</td>
</tr>
<tr>
<td>Misc.</td>
<td>$ 25.00</td>
<td>$ 10.00</td>
<td></td>
</tr>
<tr>
<td>TOTAL:</td>
<td>$ 325.00</td>
<td>$ 215.00</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Overall Outcome:</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>(Income – Expenses)</td>
<td>$ 25.00</td>
<td>$ 10.00</td>
</tr>
</tbody>
</table>

### In-kind Support

<table>
<thead>
<tr>
<th>Name:</th>
<th>Donation Value:</th>
<th>Item Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joe Smith</td>
<td>$ 50.00</td>
<td>Printing/photocopying of scorecards</td>
</tr>
</tbody>
</table>

These are sample numbers only used to showcase a budget. As a committee it is important to develop a budget that is realistic.
# 4-H Communications Competition Registration Form

<table>
<thead>
<tr>
<th>Name of Applicant:</th>
<th>Name for Nametag:</th>
<th>Check:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Home Phone Number:</th>
<th>4-H Association (if applicable):</th>
<th>4-H Provincial ID #:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of Birth: (mm/dd/yyyy)</th>
<th>Age (prior to Jan. 1):</th>
<th>Email:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent/Guardian Full Name (1):</th>
<th>Parent/Guardian Full Name (2):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Full Civic Mailing Address: (Full street address, city/village)</th>
<th>Style of Communication:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prepared Speech</td>
</tr>
<tr>
<td></td>
<td>Speak and Show</td>
</tr>
<tr>
<td></td>
<td>Demonstration</td>
</tr>
<tr>
<td></td>
<td>(presenting with: ________________________)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Postal Code:</th>
<th>Presentation Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of years in 4-H:</th>
<th>Number of 4-H Projects Completed:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What have been some highlights of your 4-H involvement?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name your hobbies/interests:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

To register, please return this form by [date] to: [Insert name, address, email address, phone number of contact person]
Local Winner Announcement Form to Regional Board/Committee & 4-H Ontario

<table>
<thead>
<tr>
<th>Association:</th>
<th>Date of Competition:</th>
<th>Total # of Competitors:</th>
</tr>
</thead>
</table>
|              |                      | _____ Junior
|              |                      | _____ Senior |

<table>
<thead>
<tr>
<th>Association Contact Name:</th>
<th>Association Contact Phone Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior Champion Name(s) and Full Civic Mailing Address:</th>
<th>Senior Champion Name(s) and Full Civic Mailing Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Full street address, city/village, postal code)</td>
<td>(Full street address, city/village, postal code)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age:</th>
<th>Date of Birth: (mm/dd/yyyy)</th>
<th>Age:</th>
<th>Date of Birth: (mm/dd/yyyy)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Home Phone Number:</th>
<th>4-H Provincial ID#:</th>
<th>Home Phone Number:</th>
<th>4-H Provincial ID#:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Email address:</th>
<th>Email address:</th>
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<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior Style of Communication:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared Speech</td>
</tr>
<tr>
<td>Speak and Show</td>
</tr>
<tr>
<td>Demonstration</td>
</tr>
<tr>
<td>Presentation Title:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior Style of Communication:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared Speech</td>
</tr>
<tr>
<td>Speak and Show</td>
</tr>
<tr>
<td>Demonstration</td>
</tr>
<tr>
<td>Presentation Title:</td>
</tr>
</tbody>
</table>

If demonstration team is champion, please indicate their additional contact information here:

Please return completed form within one week of your competition, to the Regional Board/Committee and the 4-H Ontario Opportunities Coordinator.
# Regional Winner Announcement Form to 4-H Ontario

<table>
<thead>
<tr>
<th>Association:</th>
<th>Date of Competition:</th>
<th>Total # of Competitors:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>_____ Junior  _____ Senior</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Association Contact Name:</th>
<th>Association Contact Phone Number:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Junior Champion Name(s) and Full Civic Mailing Address:</th>
<th>Senior Champion Name(s) and Full Civic Mailing Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Full street address, city/village, postal code)</td>
<td>(Full street address, city/village, postal code)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age:</th>
<th>Date of Birth: (mm/dd/yyyy)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Home Phone Number:</th>
<th>4-H Provincial ID#:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Email address:</th>
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<tbody>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior Style of Communication:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared Speech</td>
</tr>
<tr>
<td>Speak and Show</td>
</tr>
<tr>
<td>Demonstration</td>
</tr>
<tr>
<td>Presentation Title:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior Style of Communication:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared Speech</td>
</tr>
<tr>
<td>Speak and Show</td>
</tr>
<tr>
<td>Demonstration</td>
</tr>
<tr>
<td>Presentation Title:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If demonstration team is champion, please indicate their additional contact information here:</th>
</tr>
</thead>
</table>

Please return completed form by September 1st, to the 4-H Ontario Opportunities Coordinator by email: opportunities@4-hontario.ca, fax: 519-824-8759 or mail 5653 Hwy 6N, RR5, Guelph ON, N1H6J2
Communications Competition Participant Biography Form

Name of Competitor: _____________________________________________________________

Local 4-H Association: _________________________________________________________

Number of clubs you have completed: __________________________________________

Presentation Title: _____________________________________________________________

What school do you attend? __________________________________________________

What grade are you in? _______________________________________________________

_Briefly describe your involvement within the 4-H program (clubs you have completed, opportunities you have attended, etc.):_

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

_List any other extracurricular experience that you have:_

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

_Do you have any other interesting pieces of information about yourself that you would like to share?_

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

_Why are you interested in participating in the Communications Competition?_

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
<table>
<thead>
<tr>
<th>My key learning in preparation for this event:</th>
<th>My favourite part of the competition was…</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wish that …</td>
<td>Things I am taking home to use in my future public speaking opportunities are…</td>
</tr>
<tr>
<td>If I could add one thing to the competition …</td>
<td>A way to get more people interested in competing would be to …</td>
</tr>
</tbody>
</table>

Additional thoughts:
**Examples of Impromptu Questions:**

These are examples of impromptu questions that could be used in case of a tie. It is important that no participants have access to the question that will be used prior to the time of speaking. Keeping these questions of a general nature is important as participant’s knowledge about specific subjects is unknown.

Prior to the competition, the organizing committee should select the impromptu questions that will be used in the Junior and Senior age divisions. Committees can make up questions as it sees fit keeping in mind the age group they will be asked to. Below are some examples of questions that might work.

Examples:

- What has been the highlight of your 4-H Career to date?
- What are the top three key skills you have learned through 4-H and why?
- What accomplishment are you most proud of?
- Where do you see the 4-H program in 5 years?
- You are a piece of paper. Describe how we should use you before you get recycled.
- The most important lesson of my life so far...
- What characteristics make an ideal hero and why?
- Who has been the most influential person in your life and why?
- How do you eat an oreo cookie?

Another idea to use to get impromptu speaking questions is to ask each participant to write down 2 or 3 ideas of impromptu questions when they are registering. The Judges or organizing committee could then select the question they would like to use.
Media & Promotion Templates

Note:
- Anywhere within this section where square brackets are present is for the Association/Region to update with their own information

Included in this section:
- Media Invitation Template
- News Release Template – Local
- News Release Template – Regional
- Poster Template
- Newsletter Advertisement Templates
MEDIA INVITATION

For Immediate Release

[Association or Region] 4-H Communications Competition for youth aged nine to 21

([date]; [host city], ON) The [Association or Region] 4-H Association invites media to attend their Communications Competition which showcases the speaking talents of community youth aged nine to 21 on [date] starting at [time] at the [location].

Youth will be participating in three communication categories including Prepared Speech, Demonstration, and Speak & Show. Competitors compete within an age division, either junior (those aged nine to 14 prior to January 1st of the competition year) or Senior (those aged 15 to 21 prior to January 1st of the competition year).

[Association] 4-H Communications Competition
[date shown as follows Wednesday, May 5, 2004]
[time, shown as follows 5:30 pm - 7:30 pm]
[location name]
[location address]
[specific room at location, if applicable]

This competition is the chance to see our community’s future leaders speaking about topics they’re passionate about. It is sure to be an exciting, informative day.

- 30-

For more information contact:
[Committee Member Name]
[Committee Member Contact Information]
NEWS RELEASE

For Immediate Release

[last name of junior and last name of senior winners] are Champions at [Association (i.e. Sudbury)] 4-H Association’s Communications Competition

([date]; [host city], ON) On [date] the [Association] 4-H Association hosted a Communications Competition for its members. The day showcased [number of competitors] competitors vying for the title of [Association] Junior and Senior Champion. These Champions will be heading to the Regional 4-H Communications Competition on [date and location] to represent the [Association] 4-H Association.

Youth participated in one of three communication categories including Prepared Speech, Demonstration, and Speak & Show. The Prepared Speech asks one participant, without the use of visual aids, to give the audience an increased understanding of the topic being presented. The Demonstration category asks a team of two participants to teach the audience a new skill or present them with a finished product. The Speak & Show category has a single participant increasing the audience’s understanding of the topic, teaching the audience a new skill or creating a finished product.

Competitors competed within an age division, either junior (those aged nine to 14 prior to January 1st of the competition year) or Senior (those aged 15 to 21 prior to January 1st of the competition year).

“[QUOTE – examples of things that could be touched on in the quote: outstanding job by competitors, the skills the competition develops, why it is important that these competitions are run, etc.]

The Champion Senior competitor was [first and last name] from [town]. [His/her] topic of [insert topic title] spoke to [include a point or two about the speech]. [Last name] is [insert brief biographical information about the champion].

Alongside the Senior Champion, a Junior Champion, [first and last name] from [town] was announced. [He/She] spoke about [insert topic title and include a point or two about the speech]. [Last name] is [insert brief biographical information about the champion].

4-H is an organization of leaders building leaders. Over 6000 youth 10-21 years of age, and a grass roots network of 1800 trained, screened volunteers pledge their Head, Heart, Hands and Health as members of community based clubs. With projects encompassing agriculture, food, health and the environment, 4-H Ontario’s “Learn To Do By Doing” clubs, camps and conferences have a successful 95+ year history in developing competence, confidence, connection, character and caring within rural and urban youth.

- 30-

For more information contact:
[Committee Member Name]
[Committee Member Contact Information]
NEWS RELEASE

For Immediate Release

[last name of junior and last name of senior winners] are Champions at [Region Number ] 4-H Association’s Communications Competition

([date]: [host city], ON) On [date] the [Association] 4-H Association hosted a Communications Competition for its members. The day showcased [number of competitors] competitors vying for the title of [Association] Junior and Senior Champion. These Champions will be heading to the Provincial 4-H Communications Competition in October to represent 4-H Ontario Region [Number].

Youth participated in one of three communication categories including Prepared Speech, Demonstration, and Speak & Show. The Prepared Speech asks one participant, without the use of visual aids, to give the audience an increased understanding of the topic being presented. The Demonstration category asks a team of two participants to teach the audience a new skill or present them with a finished product. The Speak & Show category has a single participant increasing the audience’s understanding of the topic, teaching the audience a new skill or creating a finished product.

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- 30-

For more information contact:
[Committee Member Name]
[Committee Member Contact Information]
Calling all 4-H Members!

Get ready to showcase your speaking talents at this year’s Communications Competition and you could represent [Association] at the Regional and Provincial Communications Competitions!

Choose your category – Prepared Speech, Demonstration or Speak & Show!

<table>
<thead>
<tr>
<th>Communication Category</th>
<th>Public Speaking</th>
<th>Demonstration</th>
<th>Speak and Show</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions</td>
<td>Speaking only</td>
<td>Speaking and showing</td>
<td>Speaking and showing</td>
</tr>
<tr>
<td>Number of people</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Timing</td>
<td>Jr. 3-5 minutes</td>
<td>Jr. 8-10 minutes*</td>
<td>Jr. 5-7 minutes*</td>
</tr>
<tr>
<td></td>
<td>Sr. 5-7 minutes</td>
<td>Sr. 10-12 minutes*</td>
<td>Sr. 8-10 minutes*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*not including time for questions</td>
<td>*not including time for questions</td>
</tr>
<tr>
<td>Visual aids</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Final outcome for audience</td>
<td>Increased understanding of topic</td>
<td>Finished product and learned skill</td>
<td>Increased understanding of topic, finished product and learned skill</td>
</tr>
</tbody>
</table>

For more information on these Communication Categories visit the 4-H Ontario website at www.4-hontario.ca.

Details:

When: [insert date]
Time: [insert time]
Where: [insert location]
Who: Junior Division (9-14 years old prior to Jan 1st)
     Senior Division (15 to 21 years old prior to January 1st)

To register, complete the registration form by [date] and send to:
[Name]
[Email and mailing address]
[Phone number]

Looking forward to your participation at the competition!
NEWSLETTER PROMOTION: Please feel free to copy and paste these text boxes into your Association’s Newsletter. Note – these can be used for Regional Competitions as well – just change the Association to the Region number!

Get ready to showcase your speaking talents at this year’s Communications Competition and you could represent our Association at the Provincial Communications Competition!

Choose your category – Prepared Speech, Demonstration, or Speak & Show! For information on these Communication Categories visit the 4-H Ontario website at www.4-hontario.ca.

Details:
When: [insert date]
Time: [insert time]
Where: [insert location]
Who: Junior Division (9-14 years*)
    Senior Division (15 to 21 years*)
*Ages are prior to January 1st
To register: Complete the registration form by [date]
and send to: [Name]
            [Email and mailing address]
            [Phone number]
Scorecards & Tabulation Sheets

Included in this section:

- Demonstration Scorecard
- Speak & Show Scorecard
- Prepared Speech Scorecard
- Impromptu Speaking (Tie Breaker) Scorecard
- Demonstration Scorecard Tabulation Sheet
- Speak & Show Scorecard Tabulation Sheet
- Prepared Speech Scorecard Tabulation Sheet
- Impromptu Speaking (Tie Breaker) Scorecard Tabulation Sheet
## 4-H Demonstration Scorecard

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Interesting introduction and title</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Appropriate and worthwhile topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Information accurate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Evidence of thorough study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Appropriately dressed and groomed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Poised, friendly and enthusiastic</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Workmanship</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Balanced teamwork</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Work and speech coordinated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Well organized and logically presented</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Equipment and visual aids used effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Easily seen and understood by audience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Closing comment, impact</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ability to answer questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Final overall impression</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Column total:** 2**

### Time Limit Deduction Chart

<table>
<thead>
<tr>
<th>Time Over/Under</th>
<th>Deductions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-10 seconds</td>
<td>2</td>
</tr>
<tr>
<td>11-20 seconds</td>
<td>5</td>
</tr>
<tr>
<td>&gt;20 seconds</td>
<td>15</td>
</tr>
</tbody>
</table>

**Judge Signature**

Grand Total

## 4-H Demonstration Comment Sheet

<table>
<thead>
<tr>
<th>Category</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
</tr>
<tr>
<td>Workmanship</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
</tr>
</tbody>
</table>
Judge’s Guide – Demonstration

Introduction:
1. Interesting introduction and title – appropriate introduction that catches the audience’s attention
2. Appropriate worthwhile topic – suited to contestant’s knowledge, age and experience. Topic unique, of current interest, appealing to audience, informative

Subject:
1. Information accurate – must be accurate, up-to-date information
2. Evidence of thorough study – have they researched topic completely?

Presentation:
1. Appropriately dressed and groomed – are contestants neat and tidy, dressed appropriately for their topic? Similar dress preferred but not mandatory
2. Posed, friendly and enthusiastic – do contestants show confidence, smile, are friendly toward audience exhibiting interest and enthusiasm for their demonstration?

Workmanship:
1. Good balanced teamwork – contestants should share equally in speech and work, exchanging at appropriate times
2. Work and speech coordinated – is telling done while showing?
3. Well organized – is demonstration progressing in a logical manner, exhibiting continuity?
4. Equipment and visual aids used effectively – equipment should be labelled and displayed for all to see. Is work area always neat, tidy, organized logically? Sturdy tripod, pointer, charts should be neat and appropriate. Evidence that visual aids have been prepared by demonstration team members.
5. Easily seen and understood by audience – are visuals easily understood? Did the audience understand each step? What was being produced?

Summary:
1. Closing comment, impact – do the contestants increase impact of demonstration by summarizing effectively?
2. Ability to answer questions – do contestants increase impact of demonstration by summarizing effectively?
3. Ability to answer questions – do contestants repeat the question so that all can hear? Answer to the best of their ability and honestly?
4. Final overall impression – what is your feeling about the demonstration in general – excellent, very good, good, fair or poor?

General:
1. Time: 8-10 minutes for Juniors, 10-12 minutes for Seniors (question time extra)
2. Deduct points as indicated in the Time Limit Deduction Chart on front of scorecard
3. **No score is awarded for a poor rating however please add 2 points ‘bonus’ if needed
4. Demonstration set up time is limited to 10 minutes
4-H Speak & Show Scorecard

Name: ___________________________ Age: ___________________________
Club/Association: ___________________________ Title: ___________________________
Time Used: ___________________________

Please check for rating:

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Interesting introduction, includes salutation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subject</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Appropriate and worthwhile topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Information accurate and relevant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Evidence of thorough study, adequate experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Preparation: thorough and imaginative</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Techniques</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Poised, friendly and enthusiastic</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Voice: pitch, clarity, projection</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Style: speed, slow, fluency</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Well organized and logically presented, suitable length for topic covered</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Presence: eye contact, ability to hold audience attention</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Appearance: neat, well groomed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Equipment and visual aids used effectively, organized work area</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Effective summation, impact of closing comment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ability to answer questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Purpose of presentation accomplished effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Column total:** 2**

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<table>
<thead>
<tr>
<th>Time Limit Deduction Chart</th>
<th>Deductions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Over/Under:</td>
<td></td>
</tr>
<tr>
<td>1-10 seconds</td>
<td>2</td>
</tr>
<tr>
<td>11-20 seconds</td>
<td>5</td>
</tr>
<tr>
<td>&gt;20 seconds</td>
<td>15</td>
</tr>
</tbody>
</table>

Judge Signature:

Grand Total: ___________________________

---

4-H Speak & Show Comment Sheet

Name: ___________________________

**Time** ___________________________

---

Introduction

Subject

Techniques

Summary

Judge Signature
Judge’s Guide – Speak & Show

Introduction:
1. Interesting introduction and title – appropriate introduction that catches the audience’s attention

Subject:
1. Appropriate worthwhile topic – suited to participant’s knowledge, age and experience.
2. Information accurate – must be accurate, up-to-date information
3. Evidence of thorough study – has he/she researched the topic completely?
4. Preparation: thorough and imaginative

Techniques:
1. Poised, friendly and enthusiastic – does participant show confidence, smile, friendly toward audience, show interest and enthusiasm in the presentation?
2. Voice: pitch, clarity, projection – easy to hear and listen to
3. Well organized and logically presented, suitable length for topic covered – did the audience understand each step? Was the time suitable for the length of topic covered?
4. Appearance: neat, well groomed – dress appropriate for the topic of the presentation?
5. Style: speed, slow, fluency—does the presentation flow smoothly, comfortable speed?
6. Presence – does the participant hold the audience’s attention through use of effective communication skills?
7. Equipment and visual aids used effectively – equipment should be labelled and displayed for all to see. Is work area always neat, tidy, organized logically?

Summary:
1. Effective summation – does the participant increase impact of presentation by summarizing effectively?
2. Ability to answer questions – do contestants repeat the question so that all can hear? Answer to the best of their ability and honestly?
3. Purpose of presentation accomplished effectively – how well does the participant meet the objectives of the presentation?

General:
1. Time: 5-7 minutes for Juniors, 8-10 minutes for Seniors (question time extra)
2. Deduct points as indicated in the Time Limit Deduction Chart on front of scorecard
3. **No score is awarded for a poor rating however please add 2 points ‘bonus’ if needed
4. Demonstration set up time is limited to 10 minutes

Additional Comments:
<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Column total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salutation, introduces topic, captures audience’s attention</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic: has a purpose</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Information: accurate and relevant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation: thorough and imaginative</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Development: stays on topic, develops logical conclusion</td>
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<td>Presence: eye contact, correct use of notes (and podium if used), ability to hold audience’s attention</td>
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Judge Signature

Grand Total

Add 10 points
Judge’s Guide – Prepared Speech

Introduction:
1. Interesting introduction and title – appropriate introduction that introduces the topic and catches the audience’s attention

Content:
1. Appropriate worthwhile topic – suited to participant’s knowledge, age and experience.
2. Information accurate – must be accurate, up-to-date information
3. Evidence of thorough study – has he/she researched the topic completely?
4. Development: stays on topic, develops logical conclusion – has he/she developed a purpose, arguments and support for the speech in an organized manner? Did the speech achieve its purpose?

Presentation:
1. Voice: pitch, clarity, projection – easy to hear and listen to, clear enunciation
2. Appearance: neat, well groomed – dress appropriate for the topic of the presentation?
3. Poise: at ease, confident – does he/she show signs of nervousness?
4. Presence – does the participant hold the audience’s attention through use of effective communication skills? Does he/she use eye contact through the speech? Are notes used?
5. Style: speed, slow, fluency—does the presentation flow smoothly, comfortable speed? Are enthusiasm and energy evident within the presentation?
6. Gestures: appropriate, natural, effective – did gestures enhance the presentation? Did they flow well with the presentation?

Summary:
1. Effective summation, impact of conclusion – did the conclusion tie together all of the pieces of the speech? Did it illicit some kind of action?

Overall Impression:
1. Mastery of subject, strength of presentation, reception by audience – was the message delivered? Was the presentation received well by the audience?

General:
1. Time: 3-5 minutes for Juniors, 5-7 minutes for Seniors
2. Deduct points as indicated in the Time Limit Deduction Chart on front of scorecard
3. **No score is awarded for a poor rating however please add 2 points ‘bonus’ if needed

Additional Comments:
Impromptu Scorecard

Name: ____________________________ Age: ____________

Club/Association: ____________________________

Title: ____________________________

Time Used: ____________________________

Please check for rating:

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<td>Did the speaker include a brief salutation and introduction of the topic?</td>
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<td>Organization</td>
<td>Did the speaker stay on the topic and present the speech in a logical order?</td>
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<td>Presentation</td>
<td>Was the speaker clear and concise without undue hesitation?</td>
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<td>Content</td>
<td>Did the speaker say something worthwhile and interesting about the designated topic?</td>
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<td>Summary</td>
<td>Did the speaker summarize the speech? Did the ending have impact?</td>
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<td>Overall Impression</td>
<td>Was the speech enjoyable to listen to?</td>
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Judge Signature: ____________________________
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# Final Score Tabulation – Impromptu Question (Tie Breaker)

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Volunteer Role
Factsheets

Included in this section:
- Judge Factsheet
- Sargeant at Arms Factsheet
- Timer Factsheet
- Emcee Factsheet
**Competition Volunteer Information**

Volunteers for the Communications Competition can come from a variety of different backgrounds. The important thing to remember when choosing your volunteers, especially the judges, is any connection they may have to the participants (i.e. it would be important to not select a parent or family member of someone who is in the competition). It is important to match the correct people to the role; for example if you have someone who has a clear speaking voice they would make an excellent emcee.

To help these volunteers understand their role and to help them achieve success in the role the following are important planning pieces:

- Matching the volunteers to the specific role to maximize success. For example: a shy person may not be the right person for the emcee role, however they could be an excellent Sargeant at Arms or Timer.

- Volunteers should be provided with a written summary of their responsibilities and competition rules a minimum of seven days prior to the event. This allows the volunteers to become familiar with their role leading to an increase in success.

- A meeting for the volunteers should be held prior to the competition (this could even be done the morning of the competition if needed). Rules and responsibilities should be reviewed during this time.

- Checking in with the volunteers throughout the competition is important. This way they can ask any questions as they arise rather than having to wait until the competition presentations are complete.

- Providing water or something to drink to these volunteers is important, especially for the emcee.

- Officially thanking these volunteers at the end of the day should be done. This could be done by a participant or committee member.

- Following up with volunteers after the competition, through written correspondence, shows the value of the volunteer to the success of the competition (and will hopefully keep them involved in future years!). It would also be great to provide an overview of the competition.

The following factsheets should be copied and provided to the volunteers to help them achieve success in their roles.
Volunteer Factsheet ~ Judge

Judges are an integral part of the Communications Competition; without them there would be no way to determine the winner! It is important that a panel of three judges is established for the competition. The panel of judges should be comprised of volunteers with varying backgrounds and ages. It is suggested that the volunteers be not of an age where they would be eligible to compete in the competition.

Who’s A Judge?
Anyone could be a judge at the Communications Competition. Having a background in public speaking is an asset! Judges should not have any family participating in the competition. Here are some examples of people that would make good judges:

- Local politicians
- Rotary, Legion or Lions Club members
- Teachers
- Past Fair Ambassadors or Queens of the Furrow
- Toastmasters members

Judge Responsibilities:
Ultimately, the judges are responsible for selecting the successful participants. However it is important to remember the purpose of these competitions is the skills and experience participants are able to gain through participation. Here are the responsibilities of a judge:

- Become familiar with the 4-H Ontario scorecards prior to the competition.
- Identify conflict of interest (i.e. if a family member is participating in the competition).
- Be open-minded, impartial and base decisions on the facts and materials presented rather than personal opinion.
- Use the 4-H Scorecard to score each speaker.
- Ensure time deductions are taken from scores as necessary.
- Focus on the learning opportunities for participants.
- Work with other judges to determine the top contestant from each communications category and age division to compete for the Grand Champion Junior and Senior titles.
- Select the Grand Champion Junior and Senior titles.
- Present general feedback and thoughts regarding the competition verbally to the group prior to the announcement of the winners.
- Provide feedback about the competition to the organizing committee.
- Gather timing information from the competition timers.
- Dress appropriately (i.e. dress pants, slacks, collared shirt, dress, etc.)
- Have fun!
Comment Guidelines:
As this is a skill building opportunity for participants providing them with feedback is very important. When writing comments keep the following points in mind:

- Provide written comments to all speakers on the scorecards provided.
- Keep comments point form to save time and keep the self-esteem of the participant in mind when writing.
- Be honest and constructive in your feedback.
- Use personal statements of what you found effective during the presentation and what could be improved upon in future.
- Focus your comments on items that the speaker can take action with.
- Provide specific suggestions for improvement and reinforce with positive comments.
- Emphasize the participant’s strengths as you see them.
- Be descriptive and specific. For example: use wording such as:
  - When you did this...
  - When you said this...
- Note that content and delivery are equally important to a successful presentation.

It is up to the judge’s discretion as to whether they will provide verbal feedback to participants if asked for by a participant.

Note to the committee: a panel of three judges is needed for every room of competition.
Volunteer Factsheet ~ Emcee

The emcee is the voice for the day during the competition. The emcee is an important part to the competition as they ensure that the competition runs on time as well as that each competitor is able to present. One emcee is needed per room of competition.

It is the emcee’s responsibility to provide an overview of the competition rules to the contestants and audience at the beginning of the competition. As well, the emcee will introduce each contestant along with the speech title, ensure the judges have time between each speaker to tabulate their scores and thank each speaker upon completion of their presentation.

Who's An Emcee?
There are many options for who could be an emcee. Of course, having public speaking experience is an asset! As with judges, emcees should not have any family participating in the competition. Here are some examples of people that would make good emcees:

- 4-H Ontario Ambassadors
- Local politicians
- Rotary, Legion or Lions Club members
- Teachers
- Past Fair Ambassadors or Queens of the Furrow
- 4-H volunteers
- Toastmasters members

Emcee Responsibilities:
Ultimately, the emcee is responsible for introducing and thanking each speaker. Here are other responsibilities of the emcee:

- Ensuring the judges have enough time between participants to complete their comments.
- Confirming correct pronunciation of the participants’ names prior to the competition beginning.
- Keeping the competition moving and filling space when required.
- Being familiar with the rules of the Communications Competition.
- Introducing yourself to the audience at the beginning of the day.
- Introducing the judges, Sergeant at Arms, timers and members of the organizing committee.
- If required, thanking sponsors for their support of the competition.
- In the event of a tie, prompting the Sergeant at Arms to escort the tied participants to go to another room and reading the impromptu question to each competitor in turn.
- Wearing business casual attire.
- Having fun!
Volunteer Factsheet ~ Sargeant at Arms

The Sargeant at Arms ensures that the behind the scenes activities during the day of the competition run smoothly.

Who is a Sargeant at Arms?
There are many options for who could be a Sargeant at Arms. Here are some examples of people that would make a good Sargeant at Arms:

- 4-H Ontario Ambassadors
- Member of the organizing committee
- Teachers
- Past Fair Ambassadors or Queens of the Furrow
- 4-H volunteers
- Toastmasters members

Sargeant at Arms Responsibilities:
The Sargeant at Arms has a variety of responsibilities that help the competition run smoothly. They are as follows:

- Assisting in room set up prior to the contestants’ arrival.
- Ensuring materials that the contestants need are readily available (i.e. tables, chairs, lectern, easels, etc.)
- Assisting the contestants in the set up and take down of their presentation materials. This is important during the Demonstration and Speak & Show categories.
- If an impromptu question is needed to break a tie, the Sergeant at Arms will escort the participants from the room allowing one person into the competition room at a time.
- Providing the volunteers with water as needed.
- Assisting the organizing committee with any tasks required.
- Greeting guests and competitors as they arrive.
- Wearing business casual attire.
- Having fun!
Volunteer Factsheet ~ Timer

The timer's main responsibility is to keep record of the time of the speeches/presentations to be given to the judges for calculation of deductions.

Who is a Timer?
There are many options for who could be a Timer. Here are some examples of people that would make a good Timer:

- 4-H Ontario Ambassadors
- Member of the organizing committee
- Teachers
- Past Fair Ambassadors or Queens of the Furrow
- 4-H volunteers

Timer Responsibilities:
A Timer has a variety of responsibilities that help the competition run smoothly. They are as follows:

- Knowing the time allotments for each of the communications categories and age divisions.
- Accurately recording the time of the presentations and providing the information to the judges when requested.
- Answering any questions the judges may have about the recorded times.
- Indicating to the speaker(s) where they stand with timing (i.e. holding up a green card when the participant reaches the minimum time allotment, yellow when in midrange, and a red card when the time allotment is up). This is up to the organizing committee and the speakers if they would like this done.
- If necessary, checking with the speakers to see if they would like the time prompts (as noted above).
- Wearing business casual attire.
- Having fun!