
Columbia County 4-H Communication Arts Festival

What is it?

The annual 4-H Communication Arts Festival is being held in June and promotes the development of life skills related to communication.

There is one non-speaking category (creative writing/poster), while there are three speaking categories (solo speaking, team speaking, and demonstrations) . Youth may enter once in each of the four categories. The speaking part of the contest is the most popular and allows youth to feel comfortable speaking in public. Participants are evaluated on their entries/presentations. Cloverbud project members receive participation awards and 4-H members, 3rd grade and older, receive blue or red ribbon placings.

HOW TO PARTICIPATE

Youth who wish to participate need to complete registration via the 4HOnline system for

event registration. Watch The Weekly Update or check the Columbia Co. Extension Website.

Grade divisions are:

- K—2nd Grade
- 3rd — 4th Grade
- 5th — 6th Grade
- 7th — 8th Grade
- 9th — 12th Grade

CATEGORIES

Solo Speaking Category:

- Interpretive Reading of Prose
- Interpretive Reading of Poetry
- Interpretive Reading of Original Prose or Poetry
- Memorized Declamation/Storytelling
- Commercials
- Solo Newscasting
- Original Speech
- Original Project Activity

Team Speaking Category:

- Interpretive Team Reading
- Team Newscasting
- Readers Theater

Creative Writing/Poster Category:

- Creative Writing
- Poster

Demonstration Category:

- Demonstration

GENERAL SPEAKING GUIDELINES

1. Voice

- Speak to be heard easily
- Speak clearly and slow enough to be understood
- Speak with variety of voice quality
 - normal to express quiet emotions
 - feeble to express sickness, timidity or fear
 - harsh to express anger, disgust, contempt, irritation, hatred
 - whisper to express weakness, illness, tenderness, secrecy, caution, exhaustion, fear
- Speak with variety of depth of sound
 - a high pitch is used to express joy, rage, triumph or grief
 - a medium pitch is used in normal situations
 - a low pitch is used to express sadness, devotion, despair or weakness
- Speak with change of speed for important passages
 - a slow rate is used to express despair, sadness or devotion
 - a fast rate is used to express joy, fear, or humor

2. Expression

- Think what you mean
- Express what you feel

3. Method

- Pause before change of idea, significant word, before and after character speaks. The longer the pause, the more forceful the emphasis.
- Emphasis to bring out words that carry meaning
- Build a climax by increasing volume, raising pitch and decreasing speed
- Gestures to help make a point

4. Practice, practice, practice

BUILDING CONFIDENCE WHEN SPEAKING

As you become more familiar and comfortable with speaking situations, you will find that you think less about yourself and more about your message and your audience. The following suggestions will help you to control your nervousness and help you to develop confidence when speaking.

1. Prepare

- The knowledge that you know your topic does a lot to build confidence

2. Re-focus Attention on the Audience

- Think about the message you are delivering to your audience; not about how you are doing
- Show your listeners that their understanding of what you are saying is top priority to you

3. Observe Other Speakers

- What do other speakers do that might work for you?

4. Move

- Use gestures and take steps/walk if appropriate
- Use your nervous energy to ease your tensions and improve your effectiveness as a speaker
- Productive movement can reinforce what you are saying and add interest and variety

5. Practice

- Practice your presentation
- Participate in speaking situations (like class room discussions)

6. Take Your Time

- Maintain your normal conversational rate
- Do not rush through because you want to "get it over with"; this will only increase your nervousness and may even put your audience on edge.

INTERPRETIVE READING OF PROSE SUGGESTIONS

1. Choose a prose selection or cutting from a prose selection. Prose is ordinary language. Select material you enjoy; perhaps a passage from a favorite book. Prose can include stories, play cuttings, narratives, or anything not written as a poem. Your parents or teachers may be able to help you.
2. **Read** your selection; do not memorize it.
3. The time limit is 8 minutes for interpretive reading of prose.
4. Prepare and present an introduction and any transitions needed to establish the presentation and arouse the audience's interest. Also include your name and 4-H club and the title and author of your selection. The introduction should be memorized and spoken like conversation to the audience.

5. Type the passage you will read and mount the paper(s) on construction paper (or other cardstock-type paper) to back it.
6. Look up any unfamiliar words in the dictionary to be sure you can pronounce them and to be sure you know their meaning.
7. Mark your copy so you know where you will pause and which words you will emphasize.
8. Practice with your marked copy of the manuscript. As you practice, get used to looking up to maintain some eye contact with the audience. Have someone time you as you practice and ask them for suggestions on how you can improve.
9. Try to effectively communicate the thoughts/feelings of the author to the listener. Do not try to "be" anyone else, but you should try to make the printed page come alive for the listeners.
10. Costumes and props are **not** to be used in this category.

INTERPRETIVE READING OF POETRY SUGGESTIONS

1. Choose a single poem, a cutting from a single poem, or several related poems or cuttings which may be in verse form or open-ended. Poetry is rhythmical composition. Select material you like. Your parents or teachers may be able to help you.
2. **Read** your selection; do not memorize it.
3. The time limit is 8 minutes for interpretive reading of poetry.
4. Prepare and present an introduction and any transitions needed to establish the presentation and arouse the audience's interest. Also include your name and 4-H club and the title and author of your selection. The introduction should be memorized and spoken like conversation to the audience.
5. Type the passage you will read and mount the paper(s) on construction paper (or other cardstock-type paper) to back it.
6. Look up any unfamiliar words in the dictionary to be sure you can pronounce them and to be sure you know their meaning.
7. Mark your copy so you know where you will pause and which words you will emphasize.
8. Practice with your marked copy of the manuscript. As you practice, get used to looking up to maintain some eye contact with the audience. Have someone time you as you practice and ask them for suggestions on how you can improve.

9. Try to effectively communicate the thoughts/feelings of the author to the listener. Do not try to "be" anyone else, but you should try to make the printed page come alive for the listeners. In poetry, more than any other kind of literature, the emotional weight and the content and importance of image, rhythm and sound are directly related.
10. Costumes and props are **not** to be used in this category.

INTERPRETIVE READING OF ORIGINAL PROSE OR POETRY SUGGESTIONS

1. Select a poem or prose (story) you have written, or write a poem or story.
2. **Read** your selection; do not memorize it.
3. The time limit is 8 minutes for interpretive reading of original prose or poetry.
4. Prepare and present an introduction and any transitions needed to establish the presentation and arouse the audience's interest. Also include your name and 4-H club and the title of your piece. The introduction should be memorized and spoken like conversation to the audience.
5. Type the passage you will read and mount the paper(s) on construction paper (or other cardstock-type paper) to back it.
6. Mark your copy so you know where you will pause and which words you will emphasize.
7. Practice with your marked copy of the manuscript. As you practice, get used to looking up to maintain some eye contact with the audience. Have someone time you as you practice and ask them for suggestions on how you can improve.
8. Try to effectively communicate your thoughts/feelings to the listener. Do not try to "be" anyone else, but try to make the printed page come alive for the listeners. In poetry, more than any other kind of literature, the emotional weight and the content and importance of image, rhythm and sound are directly related.
9. Costumes and props are **not** to be used in this category.

INTERPRETIVE TEAM READING SUGGESTIONS

1. Choose a prose, poetry, or drama selection that would be suitable for two to five individuals. Grade level is determined by the oldest member. Select material you like. Your parents or teachers may be able to help you.
2. Read your selection; do not memorize it.
3. The time limit is 12 minutes for interpretive team reading.
4. Prepare and present an introduction and any transitions needed to establish the presentation and arouse the audience's interest. Also include your names and 4-H clubs and the title and author of your selection. The introduction should be memorized and spoken like conversation to the audience.
5. Type the passage you will read and mount the paper(s) on construction paper (or other cardstock-type paper) to back it.
6. Look up any unfamiliar words in the dictionary to be sure you can pronounce them and to be sure you know their meaning.
7. Mark your copy so you know who will read what part, where you will pause and which words you will emphasize.
8. Practice with your marked copy of the manuscript. As you practice, get used to looking up to maintain some eye contact with the audience. Have someone time you as you practice and ask them for suggestions on how you can improve.
9. Try to effectively communicate the thoughts/feelings of the author to the listener. Do not try to "be" anyone else, but you should try to make the printed page come alive for the listeners.
10. Costumes, props, and make-up are not to be used in this category.



READERS THEATER SUGGESTIONS

1. Participants read a dramatic script or literature selection, suitable for 3 or more people, that has several characters who interact through dialogue. There is no limit to the number of performers, and the grade level for judging is determined by the oldest member.
2. Readers Theater may be performed with many kinds of literature: picture books, short stories, parts of novel, and folk tales. Not all literature, however, makes a good Readers Theater script. Look for literature that:
 - a. is interesting or has compelling content;
 - b. has a strong story line, interesting characters, conflict, plot action, drama, or humor;
 - c. uses dialogue;
 - d. is not filled with descriptive passages;
 - e. flows at a steady pace.
3. The time limit is 12 minutes for Readers Theater.
4. Prepare and present an introduction to introduce the story and the participants. Include your names & 4-H club, and the title & author of your selection. The introduction can be given by one or more of the participants.
5. Type the passage you will read and mount the paper(s) on construction paper or other sturdy paper.
6. Practice reading with expression, proper emphasis, and clear enunciation. The goal is to read a script aloud effectively, enabling the audience to visualize the action. Performers should bring the text alive by using voice, facial expressions and gestures.
7. Individuals should practice their parts on their own and be familiar with them before beginning group practice. As the group practices, they should encourage each other and offer suggestions. They should also practice in front of others who can time them and offer further suggestions for improvement.
8. Costumes, props, and make-up are not to be used in this category.

MEMORIZED DECLAMATION/STORYTELLING SUGGESTIONS

1. Choose prose/story or a poetry selection. Select material you enjoy and that you will be able to memorize or, if storytelling, that you will be able to retell in your own words. Your material could be poetry, an historical speech, children's story, folk tale, tall tale, fables, nature story, humorous story, hero story or other prose/story. It may or may not be original. Your parents or teachers may be able to help you.
2. Memorize your selection and present it without notes in an interpretive fashion. If doing storytelling, you may retell the story in your own words.
3. The time limit is 8 minutes for memorized declamation/storytelling.
4. Prepare and present an introduction and any transitions needed to establish the presentation and arouse the audience's interest. Also include your name and 4-H club and the title and author of your selection. The introduction should also be memorized and spoken like conversation to the audience.
5. Look up any unfamiliar words in the dictionary to be sure you can pronounce them and to be sure you know their meaning.
6. Know where you will pause and which words you will emphasize.
7. Practice first with your written copy, then gradually start memorizing each part. As you practice, get used to maintaining some eye contact with the audience and using gestures/props. Have someone time you as you practice and ask them for suggestions on how you can improve.
8. Try to effectively communicate the thoughts/feelings of the author to the listener. Retain the mood of the story. Emphasis should be placed on a natural delivery which does not sound memorized.
9. Props may be used in this category.

4-H Communication Arts Festival—Judge's Criteria Sheet **Interpretive Reading/Memorized Declamation/Storytelling/Readers Theater**

Name:	4-H Club:	Grade:
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Title of Presentation:

Evaluation Area	Very Good	Good	Needs Imprvmt.	Comments...
Introduction (attention getting, sets mood)				
Choice/Quality of Material (suitable, interesting)				
Interpretation of Material (understands and conveys the meaning)				
Easily Heard and Understood (voice projection, enunciation, pronunciation)				
Inflection of Voice (pitch and rate variation)				
Use of Non-Verbal Expression (body language, facial expression, eye contact)				
Style of Delivery Appropriate to Reader(s), Subject, Audience (friendly, natural, enthusiastic, confident)				

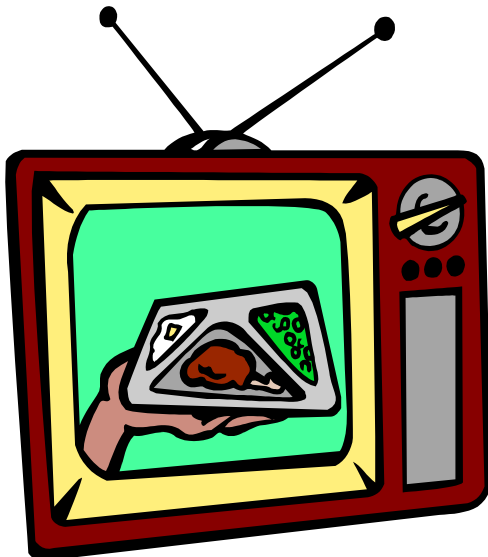
Additional Comments:

Rating: ☐ Blue ☐ Red

Evaluator's Signature:

COMMERCIAL SUGGESTIONS

1. Think of an idea for a new product. An example would be contact lenses for fish.
2. Prepare a convincing presentation which includes a catchy introduction, reasons to buy the product, and a summary with what you want the audience to remember.
3. The commercial should be 30, 60 or 90 seconds long. One to three participants will present the commercial in the style of radio or television
4. Memorize your commercial and present it without notes.
5. Product props may be used, but any brand names must be covered. Be sure your prop(s) can be easily viewed and the new name is displayed.
6. Practice your commercial. Try to sound friendly, natural, enthusiastic, and confident.



4-H Communication Arts Festival—Judge's Criteria Sheet

Commercial

Name:		4-H Club:		Grade in School:	
Product for Commercial:					
Evaluation Area	Very Good	Good	Needs Imprvmt.	Comments...	
Introduction (attention getting, sets mood, establishes central idea of topic)					
Choice of Material (original, good product/idea, interesting)					
Easily Heard and Understood (voice projection, enunciation, pronunciation)					
Inflection of Voice (pitch and rate variation)					
Use of Non-Verbal Expression (body language, facial expression, eye contact)					
Product (product brand name concealed, new name displayed, easily viewed)					
Style of Delivery Appropriate to Reader(s), Subject, Audience (friendly, natural, enthusiastic, confident)					
Summary (leaves an impression of the most important idea, brief, convincing, conclusive)					

Additional Comments: _____

ORIGINAL SPEECH SUGGESTIONS

(Cloverbud project members are NOT eligible to enter this category)

1. Decide on a topic for your speech. Consider what interests you, what interests your audience, and where you will get the information you need.
2. Once you choose a topic, it is important to choose a theme to narrow the topic down and limit what is said. For example, if your topic is dogs, your theme may be how to care for a dog.
3. Do not confuse a speech with original prose. A speech is not a story, but one main idea that is developed and supported with facts.
4. The time limit is 8 minutes for original speech.
5. Arrange your speech in a logical manner that makes sense for the audience to follow. Examples are past, present, and future or problem, cause, solution.
6. All speeches need three parts. Prepare a speech with an introduction, body and conclusion.
7. The introduction should establish interest and provide the purpose of the speech. You could use a quote, question, opinion or a fact/statistic for your introduction. Some people find it easier to prepare the introduction after they have the body and conclusion of their speech done.
8. The body of the speech should include three to four main ideas. There should be supporting material under each of the main ideas. 80% of the speech is the body.
9. The conclusion is a summary statement, story or quote that reviews what you have said in your speech. It should not bring up any new points.
10. Practice is essential. Work on one part at a time. Use note cards with the main points, not the whole speech.

4-H Communication Arts Festival—Judge's Criteria Sheet *Original Speech*

Name:		4-H Club:		Grade in School:	
Title of Presentation:					
Evaluation Area	Very Good	Good	Needs Improvement	Comments...	
Introduction (attention getting, establishes central idea of topic)					
Choice of Topic (worthwhile, one main theme)					
Well-Supported and Developed (material and ideas from a variety of sources)					
Easy to Understand with Main Ideas Clear					
Easily Heard and Understood (voice projection, enunciation and pronunciation)					
Inflection of Voice (pitch and rate variation)					
Use of Non-Verbal Expression (body language, facial expression, eye contact)					
Summary (summarized points effectively)					

Additional Comments: _____

ORIGINAL PROJECT ACTIVITY SUGGESTIONS

(Cloverbud project members are NOT eligible to enter this category)

1. Decide on an experiment or comparison that answers a question you may have. Consider what interests you, what questions you would like answered, and where you will get the information you need.
2. Once you choose an activity, it is important to develop a list of four or more pre-determined questions you would like answered. Example:
Activity: Compare chocolate chip cookies made from scratch, chocolate chip cookies made from a mix, prepared chocolate chip cookies from a box and chocolate chip cookies made from frozen cookie dough.
Questions:
Which cookie has the best appearance?
Which cookie has the best flavor?
Which cookie has the best texture?
What is the cost per serving?
Which cookie is the best value, taking into consideration appearance, taste, texture and cost per serving?
3. Do the activity.
4. Answer the pre-determined questions; involve others as judges if desired.
5. Set up a display (similar to a science experiment display), which would include an $8\frac{1}{2}'' \times 11''$ card with the steps you followed in the activity, an $8\frac{1}{2}'' \times 11''$ card with four or more pre-determined questions, and examples to display.
6. Prepare to give a talk about your project activity. Prepare an introduction, body and conclusion.
7. The introduction should establish interest.
8. The body of your talk should explain what you did and what you found out.
9. The conclusion is a summary statement and should not bring up any new points.
10. Practice is essential. Work on one part at a time. Use note cards with the main points, not the whole talk.
11. The time limit is 5 minutes for project activity.

4-H Communication Arts Festival—Judge's Criteria Sheet *Original Project Activity*

Name:	4-H Club:	Grade in School:
Title of Presentation:		

Evaluation Area	Very Good	Good	Needs Imprvmt.	Comments...
Introduction <i>(establishes idea of activity)</i>				
Choice of Topic <i>(creative, original and appropriate)</i>				
Well Planned and Designed Activity <i>(explain steps in activity & what was done)</i>				
Easy to Understand What Member Accomplished <i>(explain pre-determined questions & answers)</i>				
Display Attractive with Examples Explained				
Easily Heard and Understood <i>(voice projection, enunciation and pronunciation)</i>				
Use of Non-Verbal Expression <i>(body language, facial expression, eye contact)</i>				
Summary <i>(summarized points effectively)</i>				

Additional Comments: _____

Rating: ☐ Blue ☐ Red **Evaluator's Signature:** _____

NEWSCASTING SUGGESTIONS FOR SOLO OR TEAM
(Cloverbud project members are NOT eligible to enter this category)

1. One to three participants will present a news program in the style of radio or television.
2. Effective use of the 10 minute time allowance is important.
3. Select and write news, weather, sports and an editorial from events that occurred within the past month. The news portion of the presentation requires the use of a paper manuscript, and should be read, not memorized.
4. Decide what each person will present. Grade level is determined by the oldest member.
5. The introduction and any transitions needed to establish the presentation should arouse the audience's interest. The introduction should be part of the presentation, include the names of the newscasters, and be memorized and spoken like conversation to the audience.
6. No commercial advertisements or public service announcements are to be part of this presentation.
7. Visual materials may be used (but are not required) and should not be the primary focus of the presentation. Electrical/battery-operated equipment is not allowed. A table or desk and chairs may be used if available. The presentation is to be given without costumes.
8. Movement is limited only by what is appropriate to the material and the style of presentation.
9. Practice with your marked copy of the manuscript. Try to sound friendly, natural, enthusiastic and confident.
10. As you practice, get used to looking up to maintain some eye contact with the audience. Have someone time you as you practice and ask them for suggestions on how you can improve.
11. Try to effectively communicate to the audience.

4-H Communication Arts Festival—Judge's Criteria Sheet

Newscasting

Name:	4-H Club:	Grade in School:	
Title of Presentation:			

Evaluation Area	Very Good	Good	Needs Imprvmt.	Comments...
Effective Use of 10 Minute Time Allowance <i>(effective use of time for all reporters)</i>				
Well Written Material <i>(suitable, interesting)</i>				
Interpretation of Material <i>(understands and conveys the meaning)</i>				
Easily Heard and Understood <i>(voice projection, enunciation, pronunciation)</i>				
Inflection of Voice <i>(pitch and rate variation)</i>				
Use of Non-Verbal Expression <i>(body language, facial expression, eye contact)</i>				
Style of Delivery Appropriate to Reader(s) Subject, Audience <i>(friendly, natural, enthusiastic, confident)</i>				

Additional Comments: _____

Rating: ☐ Blue ☐ Red

Evaluator's Signature: _____

DEMONSTRATION SUGGESTIONS

(Cloverbud project members are NOT eligible to enter this category)

1. Participants can do an individual or team demonstration.
2. Demonstrations should be in a project area in which participants are currently enrolled.
3. The recommended time for an individual demonstration is 5-10 minutes and team demonstrations are 10-15 minutes.
4. This demonstration contest is the only county one that will be held. Participants should enter demonstration on their Columbia County Fair entry form to receive a premium.
5. All demonstrators are eligible to demonstrate at the Wisconsin State Fair in August with entries due in early June. Youth may participate in the Performance Category or in the Activity Stations category.



Individual and Team Demonstration Evaluation Form

Name: _____

Project Area Demonstrating: _____

Grade: _____ 3-5 _____ 6-8 _____ 9-13

	VG	G	F	P	Comments
A. Introduction					
1. Was introduction short and to the point?					
2. Was a catchy title used?					
B. Organization					
1. Was only one main idea demonstrated?					
2. Did discussion relate directly to steps?					
3. Could the audience see each step?					
4. Were materials and equipment carefully selected, arranged and organized?					
5. Were charts and posters used?					
C. Content and Accuracy					
1. Were facts accurate and approved?					
2. Was there enough information?					
4. Was credit given?					
5. Was content related to project area?					
D. Stage Presence					
1. Was demonstrator(s) neat and appropriately dressed?					
2. Did demonstrator(s) look at the audience?					
3. Was the demonstration a good pace, not too fast or too slow?					
4. Was good teamwork displayed-if a team?					
E. Delivery					
1. Did demonstrator(s) have good voice control? Were they easy to hear?					
2. Were all words pronounced correctly?					
3. Did demonstrator talk to the audience, as opposed to memorizing demonstration?					
F. Effect on Audience					
1. Did the audience show interest?					
G. Summary					
1. Was the summary short and interesting?					
2. Were the key points briefly reviewed?					
3. Were questions handled easily?					

VG = Very Good; G = Good; F = Fair; P = Poor

Placing: _____ Blue _____ Red _____ White _____ Pink

Additional Comments:

POSTER SUGGESTIONS

1. Think of an idea for your poster to promote 4-H. Make a small sketch of your poster idea.
2. Lettering: don't try to say too much; try to make your point with just four or five words. Use plain, simple lettering. Your lettering should be big enough to read from a distance. Be sure you spell words correctly. Good choices to use for lettering are construction paper or markers.
3. Art: a poster should have a single, eye-catching element. Usually this will be a drawing or picture. One or two pieces or art is usually enough.
4. Color: the bolder and deeper the colors the better. It is more effective to use two or three colors rather than a whole rainbow of colors.
5. Pencil in the lettering and art on the poster board before using markers, paint or ink. Make sure your poster is balanced but not crowded; use the entire poster space.
6. All posters must be on 14" x 22" poster board.
7. You may use any medium: watercolor, ink, crayon, marker, acrylic, charcoal, or collage.
8. You may not use three dimensional or copyrighted ideas.
9. Attach the registration form to the back of the poster.
10. Posters are due to the Extension Office on the date entries are due. You do not need to be present the day of Communication Arts unless desired, however, your work will be displayed with its critique. All posters and ribbons will be kept by the Extension Office following the festival and then displayed at the Columbia County Fair in July. Youth are encouraged to pick up their posters at the end of the fair when they pick up their other projects.

4-H Communication Arts Festival—Judge's Criteria Sheet

Poster

Name:		4-H Club:		Grade in School:	
Title of Presentation:					
Evaluation Area	Very Good	Good	Needs Imprvmt.	Comments...	
Attention Getting					
Originality					
Message (brief, clear, accurate)					
Title & Content Related					
Lettering (neat & easy to read)					
Design (balance, color & space well used)					
Workmanship (neat & durable)					

Additional Comments: _____

Rating: ☐ Blue ☐ Red

Evaluator's Signature: _____

CREATIVE WRITING SUGGESTIONS

(Cloverbud project members are NOT eligible to enter this category)

1. Decide if you want to write a short story, poem, skit, or other form of creative writing.
2. You can write about any 4-H related project, activity, or idea. You must indicate if your writing is fiction or non-fiction.
3. The length of your creative writing should not be more than three typed, double-spaced pages; it may be less.
4. Attach the registration form to your entry.
5. Your creative writing is due to the Extension Office on the date entries are due. You do not need to be present the night of the Communication Arts Festival unless desired, however,



REMEMBER
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**IF YOU HAVE ANY
QUESTIONS,**
**CONTACT YOUR 4-H
CLUB LEADER,**
**COMMUNICATIONS
LEADER,**
**OR THE COLUMBIA
COUNTY
EXTENSION
OFFICE!!**

4-H Communication Arts Festival—Judge's Criteria Sheet

Creative Writing

Name:		4-H Club:		Grade in School:	
Title of Presentation:					
Evaluation Area		Very Good	Good	Needs Imprvmt.	Comments...
Interesting Topic					
Easy to Understand					
Language & Vocabulary (rich, varied, appropriate, effective)					
Creativity					
Well Organized					
Overall Fluency (title, beginning, middle and end complete)					
Mechanics (capitalization, punctuation, spelling, grammatical usage)					

Additional Comments:

Rating: ☐ Blue ☐ Red

Evaluator's Signature: