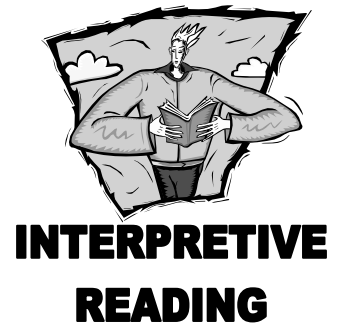
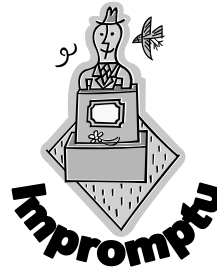


PARADES PRESENTATION NOON DAY



**Saturday, March 13, 2010
Rockford School
14983 Road 208
Porterville**

Dear Event Coordinator:

4-H Presentation Day is designed to give 4-H members experience in public speaking skills. The event is scheduled for Saturday, March 13, 2010, at Rockford School, 14983 Road 208, Porterville. Please note, only members in the 7th grade and above may enter Impromptu Speech, Interviews, and Problem Solving. 4-H'ers participating may enter any of the other categories.

- Junior, Intermediate and Senior Members may enter up as many categories as they are qualified to do. If multiple categories are entered, the committee will do it's best to coordinate the scheduled delivery of presentations, but it will be up to the presenters to contact Room Monitors and Judges, letting them know if there is a conflict to re-schedule. NOTE* There is no guarantee that scheduling will allow for multiple presentations entered from one individual to be given within the event time frame.
- Mini Members may enter one presentation. They will give their presentations, but not be judged. All Mini member participants will receive participation certificates. Presentations made by a mini member do not count towards their stars. They **cannot** enter it on their personal development form once they are a junior member.

Remember that for every one (1) to four (4) **Presentations** your club submits, you must provide at least one (1) judge. **If your club does not supply a judge your members will not receive an award. They may still participate, but will not be judged.** If you have any seventh grade or higher 4-H members who would like to serve as Room Monitor, please sign them up.

See you on the 13th of March 2010!

TIME SCHEDULE

February 22, 2010 ▶ Club entries Due or Postmarked
(*Faxed, phone called or late entries will not be accepted.*)
List of Judges and Room Monitor from clubs
Judges: At least one (1) judge per 1 - 4 entries per club
Room Monitor: 7th grade or higher 4-H members

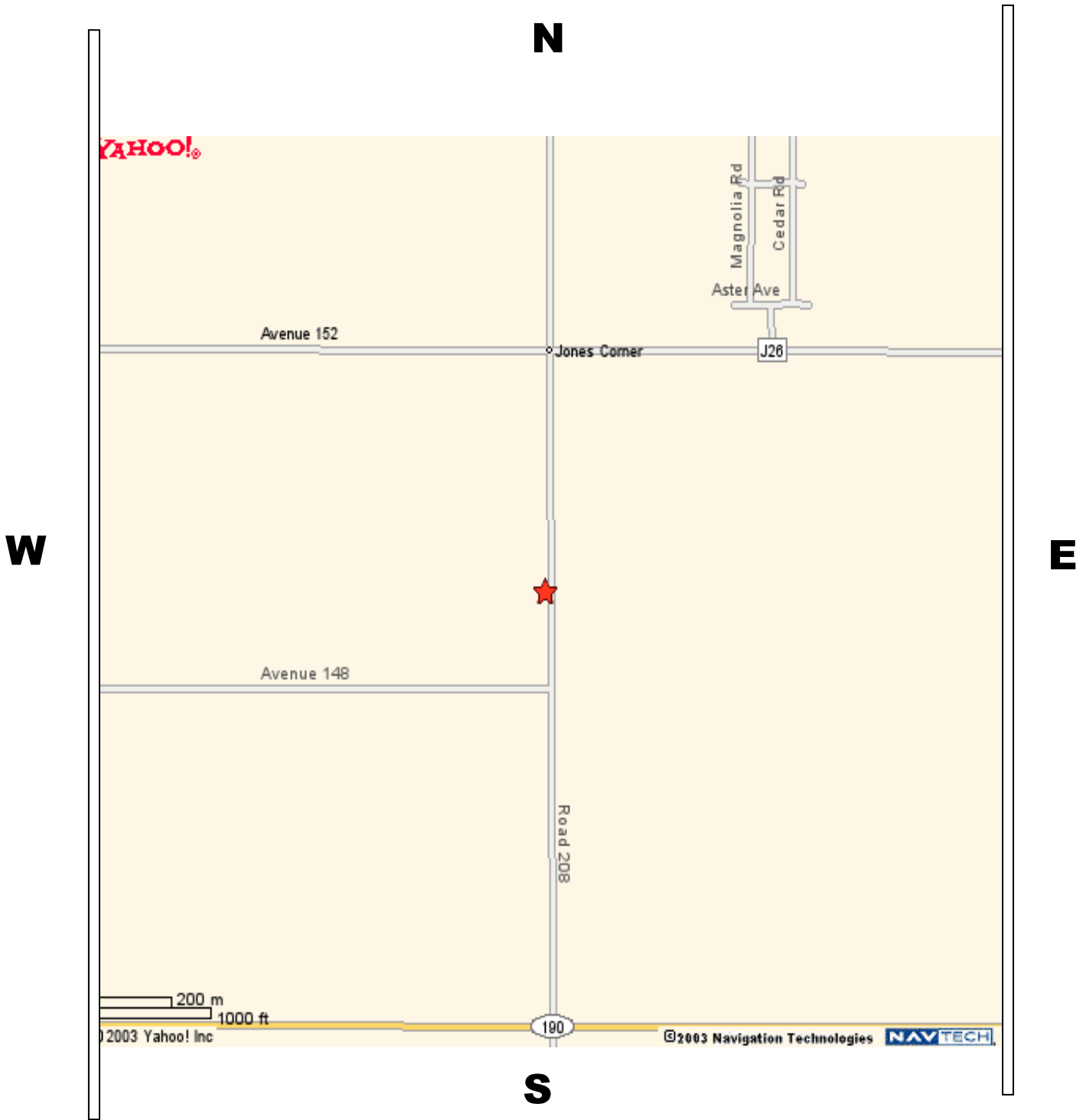
**To: 4-H Presentation Day
 4437 S. Laspina St., Ste. B
 Tulare, CA 93274**

March 13, 2010 ▶ County Presentation Day, Rockford School, 14983 Road 208, Porterville
 Committee Chair: Karen Lewis, Pleasant View 4-H Club

8:30 a.m. Donuts, coffee and hot chocolate for sale (Burton 4-H)
8:30 – 9:15 a.m..... Registration check-in for Participants
9:00 a.m..... Judges' and M.C Orientation
9:45 a.m..... Mandatory Parent and Participant Orientation
10:00 a.m..... Presentations Begin
11:00 a.m..... Lunch Begins (pre-pay for lunch on entry form)
**11:00 a.m.....Planned Activities are available – Virtual Shooting Gallery, 4-H
 Jeopardy, and Community Service Activity**
12:30 p.m..... Estimated Time for Awards Assembly

Note: Burton 4-H is hosting the food booth. Virtual Shooting Gallery sponsored by the Southern Tulare County Sportsmans Association and the NRA!!

Map to Rockford School



Rockford School
14983 Road 208
Porterville

RULES FOR COUNTY PRESENTATION DAY

1. County Presentation Day will be held Saturday, March 13, 2010, at Rockford School, 14983 Road 208, Porterville
2. **A food booth is planned by Burton 4-H club. The lunch will be spaghetti, green beans, a roll, and a drink for \$5.00. This is a fundraiser for Burton 4-H club. Lunches pre-paid on entry form. Support your county clubs!**
3. Participation in the event is open to all 4-H members who are in the 4th grade or nine (9) years old as of December 31, 2009 and older. ***Mini members*** may enter one presentation at a participation level only.
All participants must pre-register. Entry forms must be submitted from your club to the Cooperative Extension Office as a club packet. Entries must be received or postmarked no later than Monday, February 22, 2010. Mail entry forms to: **4-H Presentation Day, 4437 S. Laspina St., Ste. B, Tulare, CA 93274.**

Faxed, phone called or late entries will not be accepted.

4. **Participants may enter the following thirteen categories if qualified:** For a brief description of each category, see page 6. Complete descriptions are available on line at:
<http://ca4h.org/leadership/spd/4HPresentationManual-3.doc>
 - Demonstration • Illustrated Talk • Scientific Demonstration • Scientific Illustrated Talk • Educational Display • Prepared Speech • Interpretive Reading • Share the Fun • Cultural Arts • Audio-visual Presentation • Problem Solving Presentations • Impromptu • Interviews
5. **Members may not enter twice in the same category even if once as an individual and once as a member of a team.**
6. 4-H members in the 7th grade and up may participate in Impromptu Speech or Problem Solving, along with the other categories listed above in #3. See Topic and Fact Sheet on Page 7.
7. Participants will compete by division and category: Junior (4th - 5th grades), Intermediate (6th - 8th grades), and Seniors (9th grade and above). A team may consist of members from different grade divisions (Mini, Junior, Intermediate, and Seniors). The team participates in the grade division of the oldest member of the group.
8. **Dairy Foods Science Skill-a-Thon:** For the County Presentation Day, if a 4-H member is entering his/her demonstration or illustrated talk for the Dairy Foods Science Skill-a-thon, the youth must indicate on the entry form that the presentation is for "Dairy Foods Science". The demonstration or illustrated talk follows the same guidelines as outlined on page 6. The Dairy Foods Science Skill-a-thon is open to all members enrolled in the Foods-Nutrition Project. The activity is sponsored by Land O'Lakes Foundation, Inc. Primary members are not eligible to participate. Participation is on an individual basis, this is not a group activity. 4-H members must also declare at which event they want to present their demonstration or illustrated talk by submitting the response form found in the December, January, or February newsletters. Additional information regarding the Dairy Science Skill-a-thon can be found on the UCCE Tulare County website: <http://cetulare.ucdavis.edu>
9. Mini Members, 5- 8 years old, will not be judged individually, in a team, or group presentation.
10. **No parental or leader involvement permitted.** Room monitors will assist presenters, if needed.
11. Firearms are not allowed to be used in presentations.
12. Members must take into consideration that using certain products or materials may have an adverse effect. A presenter must make safety a concern. Presenter may be asked to move his/her presentation out of doors to protect the facilities and audience.
13. Members bringing an animal for his/her presentation must contain it and clean up after it.
14. Members using live horses for his/her presentation must abide by State 4-H Horse Project Safety Requirements. Note: All participants in any 4-H equestrian activity, regardless of riding seat, shall wear a properly fitted equestrian helmet which meets ASTM/SEI approval, and secured chin harness properly fastened at all times when handling, mounted on an equine or in a vehicle being pulled by one or more equine. **This includes showmanship and halter classes.** (State 4-H Policy)
15. Awards are given at the discretion of the judges. Each entrant will receive a "Certificate of Participation" with a gold, blue, red or white seal. See page 20 for scoring key.

16. Protest Policy: The following was adopted at the April 21, 1997 Tulare County 4-H Leader Council. The judge's decisions on awards cannot be protested. Protests will be considered only if there has been a violation of State or local rules. All protests must be presented to the arbitration committee of its respective Advisory Board in writing within 24 hours or the next business day of the alleged violation, i.e. the project is presented at the event, and must be accompanied by a \$50 deposit (cash, money order, or certified check), which will be returned if the protest is determined valid. Protests and appropriate action are decided by the arbitration committee of each respective 4-H Advisory Board. If protests cannot be resolved with the above-mentioned advisory boards' arbitration committee, the Tulare County 4-H Leader Council's Executive Board may intervene.

PRESENTATION DAY GUIDELINES AND TIPS

1. It is suggested members wear the 4-H uniform, but, it is not required. Participants should be neatly and appropriately dressed for the presentation. **The only categories where costumes and/or props are allowed are Share the Fun and Cultural Arts. This does not refer to the things needed in a demonstration.**
2. **The participant is responsible for supplying and setting up all equipment for the presentation.** Room Monitors can assist the participant during set up and take down. If the participant cannot set up the equipment necessary for the presentation without adult assistance, judges may infer that the participant did not prepare the visual portion of the presentation. **The participant may not receive assistance during the presentation, except in the case of unexpected mishaps; the Room Monitor may offer assistance.**
3. If the showing by action is clear, a poster IS NOT NECESSARY. The use of any type of visual is acceptable (films, slides, models, live exhibits, etc.). Posters should be simple, eye catching, and large enough to read from the back of a classroom.
Check your visual before you use it.
 - **Visibility** Is it easy to see and read from where participants sit?
 - **Simple** Is the message easy to understand?
 - **Interest** Does it attract and hold attention or is it cluttered with too many words or pictures?
 - **Useful** Are the lettering, words, pictures, etc. suitable for the subject and audience?
 - **Structure** Are the ideas grouped in sequential order?
 - **Information** Is it factual?
4. Product labels and trade names should be covered. Generic names should be used when possible to avoid promoting a particular brand.
5. Samples should not be given to the judges.
6. Teams should split talking and demonstrating evenly between members.
7. It is acceptable, but not necessary, for the 4-H'er to itemize topics in his/her introduction or summary.
8. Using notes is acceptable, but members will not receive an "excellent" rating for knowledge of subject.
9. The purpose of the judges asking questions at the end of a presentation or speech is to determine the member's ability to handle the unexpected. The wrong or right answer is not as important as the member's poise. **Audience questions are not allowed.**
10. No subject is too advanced or too simple if handled well. **Members may present any topic whether enrolled in the project or not.**
11. A catchy, attention-grabbing title is helpful.
12. There is no time limit for presentations. Beginners usually give presentations lasting 2 to 5 minutes, with more experienced members from 5 to 8 minutes.
13. Smile, hold your head up, and speak as clearly as possible. "Speak louder" and "speak slower" are common comments from judges.
14. Make sure the audience can see what you are doing. Provide for disposal of trash if necessary during the presentation.
15. Judges will critique/discuss presentations and speeches immediately following the judging and judges' conference in each room.

Excerpts for 4-H Presentation Format Descriptions – Manual may be obtained at the 4-H office or on-line for full descriptions at <http://ca4h.org/leadership/spd/4HPresentationManual-3.doc>

Demonstrations and Illustrated Talks	A demonstration teaches a skill by the “show how” method. Posters or equivalent visual aids are used by the member to enhance the teaching process. The demonstration will include at least a title, materials, process, and summary posters or visual aids. An illustrated talk teaches a concept or skill that would be impractical to demonstrate in a classroom setting. Posters or equivalent visual aids should include at least an introduction/title card, process card, and a summary card. Models or other visual aids can be used to enhance the presentation.
Scientific Demonstrations and Illustrated Talks	A scientific demonstration uses the steps used by scientists to answer questions and solve problems. The scientific process includes the following steps: 1) Ask a question. 2) Form a hypothesis of what you expect the answer to your question to be. 3) Test the hypothesis by conducting an experiment. 4) Analyze the results of the tests and information you have gathered. 5) Draw conclusions regarding the hypothesis from the tests. 6) Communicate the results. Posters or equivalent visual aids will be used by the member to enhance the teaching process. The visual aids will include a title, question, hypothesis, test, and an analysis card. This presentation style will have a minimum of 5 poster cards or equivalent multimedia presentation. This presentation style can either be in the form of a demonstration where the experiment is performed in its entirety or in representative parts. If the experiment cannot be performed, then it will be an illustrated talk. The cards are the same for either a demonstration or illustrated talk.
Educational Display	An educational display is an organized visual presentation of a program or a concept. A display should be designed to convey its message in a limited amount of time. Educational displays do not include science fair exhibits, other depictions of processes, project exhibits or collections. Educational Displays may exhibit one of the following display formats: 1) Card Table Display (approximately 30" x 30") - This format will feature a tri-fold poster board that includes a title, the member's name and 4-H affiliation, and a depiction of the program or concept. 2) Panel Display (48" x 48") - This is a vertical, freestanding display.
Prepared Speech	This format requires that the member write and deliver his/her own speech. The speaker will persuade, inform or educate the audience on a single issue or topic. Advocacy of political or religious views is not appropriate. The purpose of this category is to encourage members to give a speech in which they seek out accurate information, organize it into a useful form and competently present it.
Impromptu Speech (open to 7 th grade and up only)	Impromptu speaking involves speeches that the speaker has written him/herself at the competition. One at a time, the speakers will randomly draw a piece of paper with a topic on it. The topics will be developed from the pre-announced categories for the event. From the time that the speaker is given the topic, he/she will have three minutes to prepare a speech. The maximum speaking time is five minutes. Any time used in excess of the five-minute time limit should be considered a fault against the speaker's performance, but is not grounds for disqualification. Questions will be formulated from the list on page 7.
Interpretive Reading	This is not a memorized speech, but is a dramatic reading. The speaker should have the source material present during the reading and use it during the reading. The speaker may use either the original publication or a copy held in a portfolio. No props such as title cards, costumes, note cards or materials other than the reading material should be used in the reading. The reading portion of the presentation should be no longer than five minutes. While older speakers may have more complex readings with more characters or more complex ideas, the length of the reading material should not lengthen with the speaker's age. Five minutes should be adequate for the speaker to demonstrate his/her range of reading skills. Exceeding time guidelines does not result in disqualification. Judges may ask questions in this format
Share the Fun	Groups perform acts such as skits and other presentations that focus on health, safety, community pride, recreation, citizenship or other 4-H project or activity. This is a group activity and is not open to individual participants. A member should introduce the activity and its purpose. Notes may not be used. Costumes, props, decorations, and other visual aids are encouraged in this category. No title card is necessary. Presentations are not to exceed 15 minutes in length (not including setup and tear down.).
Cultural Arts	4-H individual members and groups perform a costumed dramatic reading, musical, dance, or other such performing art. This category is open to individual participants, groups, projects, clubs, etc. Cultural arts presentations may, but are not required to, include audience participation. A member should introduce the activity and its purpose. Notes may not be used. Costumes, props, decorations, and other visual aids are encouraged for this category, but no title card is necessary.
Audio-visual Presentations	This format includes any informational or instructional programs presented with slides, video, or digital representations. A presentation must take advantage of the medium. It should not be a substitute for another kind of presentation, such as a demonstration or illustrated talk. Demonstrations and illustrated talks using alternatives to poster boards, such as PowerPoint, should not enter this category. The length of presentation should be appropriate for its topic and message. A slide presentation, video or computer presentation generally lasts between five and 10 minutes and should be supplemented with a verbal commentary, synchronized tape recording, or audio track.
Problem Solving Presentations (open to 7 th grade and up only)	This format provides senior members the opportunity to use a prepared fact pattern as the basis for developing an action plan. During the competition the member will present the action plan using posters, overhead projector slides or computer generated slides. The selected medium must be used to effectively deliver the main points of the plan. Appropriate fact patterns will be developed for each age classification. The length of presentations should be appropriate for the topic and message. The member's presentation should last from five to 10 minutes and should include an introduction, body, and conclusion. Topics for Problem Solving presentation are to be selected from the fact set on pages 8-12.
Interviews	This format provides the 4-H member the opportunity to prepare for an advanced 4-H rank, a scholarship or job interview. The interview will be conducted as if the member is applying for a volunteer position within the 4-H program. A list of predetermined questions will be asked of all participants. This process is intended to encourage self-awareness, to share information and come to conclusions about the opportunity to work together. It also gives the interviewers the opportunity to evaluate your "total package", including areas such as attitude, appearance, personality, confidence, knowledge about yourself, and knowledge about the 4-H program, as well as your basic skills and abilities. 7 th grades & up. See pages 13-18.

IMPROMPTU CATEGORIES

The speaker will randomly draw a piece of paper with a question on it related to one of the topics below. The speaker is expected to have completed basic research on these topics. The speaker is allowed one 5" x 7" note card (single sided) to collect the results of the research on each topic.

Senior Topics

Science, Engineering and Technology

Note: Topics correspond with the 4-H SET Initiative and the 2009 4-H National Youth Science Experiment.

More information is available at www.ca4h.org/set/

- Science education in America and the role of non-formal science education
- Climate change and alternative fuel sources
- The future of water use in California – conservation, quality, and water rights

Healthy Living

Note: Topics correspond with the new Healthy Living Initiative.

- Role of schools in improving nutrition
- Trade-offs between organic versus non-organic produce

Citizenship

Note: Topics correspond with the Citizenship/Service Learning Advisory Council's 2010 focus on History and Cultural Heritage. A CD of resources is available at your County 4-H Office or by contacting Pat English at pnenglish@ucdavis.edu.

- Cultural heritage of your community: how and why people came together to form your community.
- History of the American flag

Intermediate Topics

Science, Engineering and Technology

- Ways 4-H can benefit from technology.

Healthy Living

- Role of your 4-H Club in helping 4-H members eat healthier snacks.

Citizenship

- History of the 4-H Pledge.

Junior-level members are not eligible to participate in the Impromptu Category.

4-H State Presentation Day
Problem-Solving Category Fact Set
“Award Systems – Danish v. American”

Evaluation of a young person’s work is a cornerstone of the 4-H Youth Development Program. Receiving feedback from judges on project exhibits, presentations, or other activities undertaken by young people is an important part of the learning experience. In evaluation, recognition is typically used to reward a young person on their accomplishments. Recognition is the acknowledgment and affirmation of an individual for completing a task or achieving a result. Opportunities for recognition (through an award) can be a powerful motivating incentive for many young people.

The 4-H Youth Development Program uses recognition to help young people in the following ways:

- Recognition for participation acknowledges that involvement in educational experiences is a first step in building a positive self-concept.
- Recognition for progress toward personal goals enables youth to gain experience in goal setting and realistic self-assessment.
- Recognition for standards of excellence achievements helps youth to measure their own learning experiences, using a set of external, predetermined targets.
- Recognition in peer competitions is a strong motivation for most young people.
- Recognition for cooperation helps youth learn and work cooperatively with others.

There are two main types of evaluation models used in the 4-H Youth Development Program. The American (competitive-based; peer-to-peer) system ranks exhibits against one another and awards one first place, one-second place, etc. The Danish (standards-based, criteria-based) system compares each exhibit on its own merit against a set scorecard or recognized standard and award as many first, second and third places as are merited.

Proponents of the Danish system say that this system allows each 4-H member to attain his/her own personal level of excellence and not compare his/herself to others. They say that this allows 4-H members to develop at their own pace, develop their own abilities, and not be as competitive. They state that the American system of judging encourages competitiveness and with it problems of conflict, unethical behavior, and uncooperativeness.

Proponents of the American system say that this form of judging is a huge motivator for young people in striving to be the best. They say that healthy competition is a valuable life skill, learning to both win and lose gracefully. They state that the Danish system of judging diffuses the honor of winning; making it less attractive and less of a motivator to enter the competition.

Select either Option A or B and develop a presentation that addresses the issues raised in each option and other issues you may determine. You may not mix the options. You will be judged on the effectiveness of your presentation and not the accuracy of your arguments.

Option A: You are a supporter of the American system of judging. You will need to convince the Statewide Recognition Committee of the following matters:

1. The American system of judging is more appropriate for young people in the 4-H program.
2. Encouraging development in healthy competition is a skill people will use throughout their lives.

Option B: You are a supporter of the Danish system of judging. You will need to convince the Statewide Recognition Committee of the following matters:

1. The Danish system of judging is more appropriate for young people in the 4-H program.
2. Encouraging people to judge their performance on a standard, rather than other people is important.

4-H State Presentation Day
Problem-Solving Category Fact Set
“Use of Irradiated Food in School Lunches”

Irradiating food is marketed as a means to minimize spoilage, prolong shelf life, and eliminate pathogens – the disease-causing microorganisms such as E. coli and Salmonella that cause food poisoning. Irradiation kills insects, parasites, fungi, and bacteria that cause food to spoil. Irradiation is a technology that can save thousands of lives lost every year to food poisoning from pathogens.

Because it slows ripening and sprouting, irradiation increases the shelf life of several fresh foods. Astronauts have eaten irradiated food since the beginning of the space program.

Irradiation does not involve any of the complex genetics or potential ecological impacts of genetically engineered crops, but it is just as much a product of industrial farming.

Food is not made radioactive by irradiation. The radiation energy penetrates the food and its packaging, but most of the energy simply passes through the food. The tiny amount of energy that does not pass through the food is retained as heat.

Critics of the technology have voiced concerns about its use. They see a potentially serious lack of safety testing and long-term data. Irradiation damages amino acids, fatty acids, and vitamins. Normal cooking methods and storage also cause nutritional losses, but irradiation plus cooking and storage decreases the nutritional value even further.

Radiation-resistant microbes may grow more rapidly once irradiation kills off competing microbes. For example, the bacteria that cause meat to smell spoiled also control the growth of the bacteria that cause botulism. Irradiation kills the smell-producing bacteria but the botulism bacteria survive to reproduce, unchecked.

The USDA now offers irradiated food through its National School Lunch Program. Should your school serve the USDA’s irradiated food or should it ban irradiated food? In presenting your selected position for or against the use of irradiated foods in school lunch programs, consider the economics of food irradiation, the safety of food irradiation, consumer food preferences, and the community based social and political reaction to food irradiation.

Select either Option A or B and develop a presentation that addresses the issues raised in each option and other issues you may determine. You may not mix the options. You will be judged on the effectiveness of your presentation and not the accuracy of your arguments.

Option A: You are a supporter of using irradiation in school lunches. You will need to convince the school board concerning the following matters:

1. Irradiation is similar to other safety measures used in food (such as pasteurization).
2. Food served in schools that have used irradiation poses no health risks to children.
3. How the benefits of irradiated food outweigh the potential risks of non-irradiated food.

Option B: You are a critic of irradiation in school lunches. You will need to convince the school board concerning the following matters:

1. There are no long-term studies on health risks associated with the use of irradiation, including radiation-resistant microbes.
2. The risks outweigh the benefits of irradiated food.
3. The decreased nutritional value of irradiated food poses a disadvantage in school lunches.
4. A potential solution could be to use local small farm fresh produce.

4-H State Presentation Day
Problem-Solving Category Fact Set
“High School Exit Exams”

California state law, enacted in 1999, authorized the development of the California High School Exit Examination (CAHSEE), which students in California public schools would have to pass to earn a high school diploma. Beginning with the 2005-06 school year, all California public school students are required to pass the CAHSEE and meet all other state and local requirements to earn a high school diploma.

The purpose of the CAHSEE is to improve student achievement in high school and to help ensure that students who graduate from high school can demonstrate grade level competency in reading, writing, and mathematics.

All students are required to take the CAHSEE for the first time in grade ten in either February or March, with make-up days in either March or May. Students who do not pass one or both parts of the CAHSEE in grade ten may have up to five additional opportunities to retake the part(s) of the exam not passed.

The test first applied to the graduating class of 2006, with approximately nine of every ten students passing. As of June 2, 2006, 41,758 members of the California class of 2006, or one of every ten students, will be denied diplomas as a result of failing the CAHSEE; this does not include students who have failed to meet other graduation requirements. The passing rate of white and Asian students is higher than that of Latino and African-American students. Students learning English as a second language have the lowest passing rate, with one out of every four failing the exam.

Those in favor of the High School Exit Exam say that the test improves the value of a high school diploma and does not allow those students that do not meet minimum criteria to graduate. Supporters also argue that an exam helps keep schools and teachers accountable for good teaching.

Those against the High School Exit Exam say that the test infringes on student’s rights by virtue that not all California students have access to the same quality of education. They say that schools, especially in less affluent neighborhoods, do not adequately prepare students for the exam; that curriculum taught in the schools does not match what is being tested. Also, critiques argue that by implementing an exit exam, schools are more likely to “teach to the test” and ignore or limit opportunities in subjects like art, music, and other extracurricular studies.

Information from Wikipedia.org and California Department of Education

Select either Option A or B and develop a presentation that addresses the issues raised in each option and other issues you may determine. You may not mix the options. You will be judged on the effectiveness of your presentation and not the accuracy of your arguments.

Option A: You are a supporter of the High School Exit Exam. You will need to convince the state legislature to continue the exam through the following arguments:

1. The exam helps ensure that students who graduate can demonstrate minimum requirements.
2. The exam keeps teachers accountable for good teaching.
3. With the exam, the educational system is improved.

Option B: You are a critic of the High School Exit Exam. You will need to convince the state legislature to cancel the exam through the following arguments:

1. The exam is biased towards particular groups of students.
2. Subjects not tested are impacted and hurt by the exam.
3. Even without the exam, the educational system still meets the needs of public education standards.

4-H State Presentation Day
Problem-Solving Category Fact Set
“Driver Age – Graduated Licensing”

In July 1998, California enacted a new law that requires all new, teenaged drivers to obtain driver’s licenses through a three-step process. This graduated driver’s license law is aimed at reducing the amount of teen auto injuries and fatalities as statistics show that drivers between the ages of 15 and 19 experience a high number of collisions.

Crash patterns for teen drivers are alarming. Studies regularly show that:

- Traffic crashes are the leading cause of death among teens in the United States. In California alone, nearly 20,000 teen drivers are injured or killed every year.
- Teen drivers are in a far higher proportion of crashes than expected, given their relatively small percentage of the entire driving population.
- Teen fatal crashes take place far more commonly during late night hours than expected, given their relatively limited nighttime driving.

Because teens are so highly over-represented in traffic crashes, the law requires young drivers to spend more time behind the wheel gaining the experience needed for safe driving. These laws make teens hold an instruction permit for six months before applying for a provisional license. During this time, they must log 50 hours of adult-supervised driving practice. Because nighttime driving poses a greater risk for teens, the instruction permit period requires 10 of the 50 hours of practice to occur during darkness. Because the risk for teen passengers is greater with teen drivers, the law restricts under-age-20 passengers for the first year of a provisional license, until the teen gains more driving experience.

Proponents of these stricter laws say that driving is a complex and often demanding task, even for the best drivers. More supervised practice helps young drivers become more skilled behind the wheel and gives parents greater peace of mind. Proponents state numerous studies showing the decrease in collisions with a graduated licensing system.

Opponents of these stricter laws say that these restrictions place a burden on teens’ employment and extracurricular activities, especially in areas with little or no public transportation. Critics state that not allowing teens a measure of responsibility does not help prepare them for society after high school. Opponents can also show a few studies that demonstrate little or no change in decreasing certain types of teen collisions in a graduated licensing system.

Information from AAA and the California Department of Motor Vehicles

Select either Option A or B and develop a presentation that addresses the issues raised in each option and other issues you may determine. You may not mix the options. You will be judged on the effectiveness of your presentation and not the accuracy of your arguments.

Option A: You are a supporter of the graduated licensing system. You will need to convince the DMV to continue and/or strengthen these laws through the following arguments:

1. Due to collision patterns of teens, that the laws are necessary to help keep teens safe.
2. A graduated licensing system is effective in preventing teen collisions.
3. The laws do not place an additional burden on teens.

Option B: You are a critic of the graduated licensing system. You will need to convince the DMV to withdraw the system through the following matters:

1. The graduated system places a burden on some teens.
2. Some types of collisions are not addressed or reduced with a graduated licensing system.
3. There are alternate mechanisms to help decrease teen traffic collisions other than a graduated system.

4-H State Presentation Day
Problem-Solving Category Fact Set
“Internet Safety – Social Networking Websites”

With the growing popularity of the Internet, new social websites have been created for young people to create profiles, share information about themselves and network with others. Websites such as myspace.com, facebook.com, and other profile and web log sites have become a median through which young people can network with others across the globe. In a few short years, these sites have seen tremendous growth, partially due to the popularity of being able to create your own space and network with friends.

On these websites, young people create a profile with their name, town, interests, school, sexual orientation, favorite books, movies and descriptions of themselves. The sites also allow users to upload photographs, create albums, and identify people in the photographs. People find and add other users as “friends” to their profiles. Many of these sites also allow people to write notes, journal entries, and other survey tools sharing personal information.

These sites have a potential for danger, however. Many critics are extremely concerned about the types, amount and quantity of information young people place on their site, accessible to anyone in the world. They cite frequent hate-filled and violent text entries, inappropriate photographs, and posting of private information. At best, this is a nuisance and demonstrates improper behavior by the young person. At worst, an online predator looking at a page may have enough information to aid in an abduction of that young person. The Center for Missing and Exploited Children reported more than 2,600 incidents last year of adults using the Internet to entice children.

Proponents of myspace say that it is a social website where people can meet, chat and generally entertain themselves. They say that people in general (but teenagers in particular) are looking for ways to entertain and express themselves. They state that the internet is full of strangers, some of them dangerous, some of them nice, some of them apathetic. There is nothing dangerous in myspace, only in the ways young people use it, and they will be fine as long as they follow basic rules of common sense.

Recently, bills have been introduced in Congress to ban social networking websites from schools and public libraries. This attempts to both limit access to child predators and dissuade young people from posting information about themselves on these sites. It has been met with mixed reviews.

Select either Option A or B and develop a presentation that addresses the issues raised in each option and other issues you may determine. You may not mix the options. You will be judged on the effectiveness of your presentation and not the accuracy of your arguments.

Option A: You are a supporter of social networking websites. You will need to convince Congress of the following matters:

1. These websites are not dangerous in themselves only in the ways people use them.
2. These websites serve a useful role in society by allowing young people to network electronically.
3. Young people will gain access to these websites at places other than schools and libraries.

Option B: You are a critic of social networking websites. You will need to convince Congress of the following matters:

1. Young people have enough opportunities to network in other settings.
2. These websites pose a danger to young people and should be banned in schools and libraries.
3. Additional restrictions are needed to help protect the safety of young people.

Note: Junior-level members are not eligible to participate in the Impromptu Category

2010 Presentation Day Interview Competition

The Process

In this interview process, the volunteer is applying for a non-paying job with the local 4-H Youth Development Program (YDP) as a 4-H YDP Event/Activity Volunteer. The volunteer is interested in getting some job experience but is willing to do so without pay. They will be able to write this experience down on their job resume or next job application.

The volunteer needs to be able to identify the skills that show their experience that makes them a good applicant for the stated job. An application is filled out describing various skills the volunteer has to offer. The interviewer will ask questions to identify additional skills that will be helpful for the position as a 4-H YDP Event/Activity Volunteer.

What is a volunteer?

Most non-profit organizations rely on volunteers because the organizations do not have funds to pay for the help they need. For a volunteer to provide help, the organization needs to know what skills the person has and then identifies what work matches the abilities of the volunteer. This matching of the volunteer's skills with the needs of the organization occurs through the interview process.

What skills does the volunteer bring?

The volunteer identifies their skills on their application and resume then again in the interview. Examples of skills that the 4-H Program might need are:

- Construction related such as building a bookshelf, painting, or hanging shelves, learned from working with Grandpa or in the woodworking project.
- Computer assistance such as preparing a PowerPoint presentation, typing up meeting notes, doing research on the internet, all skills learned from school or in the computer project.
- Experience and ability to work with kids is a skill that you might have learned through being a Junior Leader in a 4-H Project, being a Committee Chair at your club, babysitting jobs, assisting younger kids at their church or in Girl Scouts, camps or at school helping younger buddies learning to read.
- The ability to keep good records of costs and income might come from the day-to-day care provided to your project animal.
- Public Speaking and the ability to stand in front of others can relate to presentations you have given through the 4-H Program, school, holding an Office and even showing an animal.
- Community Service activities that you have participated in, skills you have learned from doing canned food and clothing drives, planting trees and park clean ups.
- Club fundraisers can also be added as skills acquired. Food booth worker, taking and handling money, sales of tickets and just the organization of each activity is much the same as what the 4-H Program as a whole entails.

So, what is required and what is optional for the interview competition?

- Required – Completed Application
- Required - Resume or 4-H Record Book
- Optional – Letters of recommendation
- Required - Bring your application, resume and letters of recommendation to the interview on County Presentation Day.
- This activity may or may not be available at the sectional or state presentation day.
- Medals will be awarded in this activity. If the interview competition is offered at the sectional or state presentation day events, you do not have to medal at the county event to participate.

4-H Youth Development Program Event/Activity Volunteer Job Description

General Description

The 4-H Youth Development Program Event/Activity Volunteer:

- Advises and assists 4-H members and leaders in planning events and activities.
- Identifies resources available to help members plan activities.

Qualifications

The 4-H Youth Development Program Event/Activity Volunteer should have the following characteristics:

- An interest in helping the group.
- The ability to communicate with diverse groups of youth and adults.
- Organizational abilities.
- Commitment to 4-H Youth Development Program (YDP) program mission and core values.

Duties

A 4-H YDP Event/Activity Volunteer is part of the leadership team. It is important that all parts of the team work together to develop a smooth running event or activity. A 4-H YDP Event /Activity Volunteer will:

- Involve members and parents/guardians in planning and conducting the activity. This may be done with one or more clubs and or with a committee.
- Help members and parents/guardians make necessary arrangements for meeting location, program materials, equipment, etc.
- Provide guidance and direction to members, leaders or committee members helping with the activity or event.
- Help members plan tours and other activities that will supplement the activity or event.
- Assist with and provide support for county and area activities and events.
- Assist in identifying, locating, and obtaining community resources.
- Attend volunteer training meetings related to the activity or event while you work and plan.
- Support University of California 4-H YDP mission and core values.
- Adhere to University of California policies.

Types of 4-H Events and Activities

- Help in organizing club, county or regional activities such as: Favorite Foods Day, Fashion Review, Presentation Day, Livestock Judging Day or 4-H Fair activities.
- Community Service Activities such as: Canned Food Drive, Clothing Drives, Arbor Day Tree Planting, Community Clean up Days, Relay for Life teams, Beautification projects, etc.
- Fundraising activities such as: food booths or entertainment venue.
- Field Trips
- Outreach activities such as: Informational Booth regarding the 4-H program at county fairs, community events, presentations at clubs and other organizations meetings or activities.

Relationships

The YPD Event/Activity Volunteer accomplishes his/her duties by working with the following:

- Members enrolled in clubs.
- Parents/guardians of members enrolled in clubs.
- Experienced junior/teen leaders
- Resource persons from the community.
- The leadership team of the County Volunteer Management Organization.
- The county 4-H YDP staff and/or county project volunteers.

Resources Available

The 4-H YDP Event/Activity Volunteer will receive:

- Support and assistance from parents/guardians of unit members and from the unit leadership team.
- County or area unit training sessions.
- Members' manuals, leaders' guides and other printed and audiovisual materials from Cooperative Extension and other sources.

Rewards

The 4-H YDP Event/Activity Volunteer may experience the:

- Satisfaction of significant contribution to growth of members.
- Respect and friendships of members, officers, and junior/teen leaders.

- Respect and gratitude of parents/guardians and community.
- Recognition of accomplishments by Club and county.
- Opportunity for continued personal growth.
- Opportunity for increasingly responsible leadership roles.

Length of Commitment

- Short term (event or activity completed).

Below are examples of a few interview questions & how to formulate your answers.

Tough questions are those kinds of questions that make you sick to your stomach when it comes time to develop your answer. We all have had these moments before. Fear sets in, and the interview is over. The following are some of the toughest interview questions and strategies on how to best answer them. Here's a hint: Answer the questions with specific examples that will provide clear evidence to help back up what you are saying about yourself.

1. Tell me about yourself.

Take the time to gather your thoughts on your background in the 4-H program, community and school. Think about what you have done to prepare yourself for volunteering, and use that for your answer base.

2. Why should you be selected as a 4-H volunteer?

Stress to the employer that you are the best person for the job. Provide details and examples that will show what additional qualities or attributes you would bring to the job in comparison to other applicants.

3. What do you see yourself doing five years from now?

Talk about the direction you'd like to take in the 4-H program, your education etc. How is this going to benefit you and the 4-H Youth Development Program as a 4-H Event/Activity Volunteer for which you are interviewing?

4. How has your time in 4-H, your education and other experiences prepared you for this job?

Discuss the projects, committees, classes you have taken and what you have done beyond that to enhance your learning. Talk in great detail about any special projects, activities or classes you participated in that you think will be of particular interest.

5. Are you a team player?

If yes, cite examples of how you have worked on teams. Use examples both inside and outside of the 4-H program.

6. What major problem have you had to deal with recently and how did you handle it?

Again, provide examples of situations you were in and how you dealt with them. State how you believe the conflict developed. Then, explain how you resolved it. If you think, in retrospect, there may have been a better way to deal with the conflict, explain that as well.

7. What is your greatest weakness?

Think of a "positive" weakness and work with it. Again, state what the weakness is and what you have done to correct it. Use an example if possible.

8. If I were to ask your 4-H Leaders to describe you, what would they say?

Before you go into an interview, ask professors to prepare letters of recommendation. Take a look at what they had to say, and paraphrase it in the interview. Bring those letters along, and show the interviewers. They will be impressed.

9. What qualities do you think it takes to be a successful Volunteer?

Think of a person you have worked with that you admire for his or her leadership qualities. Talk about those qualities, again using a personal example.

10. What do you know about the 4-H Program? Think and talk about your club, your projects, county events. Talk about the services performed by you, your parents, leaders and the county as a whole. Think about the County office staff and their jobs and relationship to the clubs.

11. What do you think it takes to be successful as a volunteer? Think and talk about the volunteers that you have known and what makes them successful. What skills and abilities they use to keep organized, communicate, make the clubs and projects run smooth.

12. What do you think, to date, has been your greatest contribution to the 4-H Program? Think about your community service activities, your junior or teen leadership activities and talk about what you did what affect it has had on your growth and the persons you have helped.

INTERVIEW TECHNIQUES

Before an interview

The time before you actually do an interview is crucial to your performance during the interview. Before the interview, consider what you want to communicate and how you are going to communicate it. Areas I recommend you focus on include your personal qualities, skills, and special knowledge and interests that relate to the 4-H Program with which you are interviewing. Four main areas you should concentrate on before entering the interview itself are research, getting to know yourself, preparing yourself, and practicing. Going into an interview knowing important details will impress the interviewer(s), as well as give you more time to focus on your qualifications and discuss the specifics of the job.

1. Know the Organization

Some of the information you will want to know includes: How the 4-H program works and who are the people involved in the 4-H program. Look for information on issues, trends or problems in the 4-H Program. Finally, when you feel your research is complete, prepare a list of questions for the interviewer regarding the 4-H Program and the job of a Volunteer.

2. Know yourself

Although it may sound silly, it is essential that you really get to know yourself before you go into an interview. It will be very difficult to present yourself to another person if you don't know whom you really are and what you have to offer.

Before the interview:

- Analyze your strengths and weaknesses. Know what you do and do not want to say during the interview.
- Evaluate your problem areas. Be ready to offer a strong argument for these if necessary. **Do not volunteer negative information about yourself!**

3. Prepare yourself

Once the hard work is done, it is time to prepare for the interview. This is a matter of paying attention to detail and should include the following.

- Know the name, role and responsibility of each individual in the 4-H program.
- Be prepared to arrive early and stay as long as it takes.
- Dress professionally. Project an image of confidence and success.
- Bring copies of your résumé. This can be your 4-H record book or an actual resume including a list of references, along with the list of questions you want to ask and pen and paper for notes.

4. Practice, practice, practice!

As the old saying goes, practice makes perfect. This holds true in interviewing. Before an interview, practice. Do mock interviews with friends or relatives. Have them critique you and give you feedback on what you could do to improve. Although this may seem weird at first, it will make the actual interview process a little less awkward.

During the Interview

The time has come, and you are sitting in the room with the interviewers. What do you do? Where do you start? Go back to the time before the interview when you determined how you want to communicate what you have to offer. During the interview, you must get these points across. How you communicate your personal attributes and background information is shown by your attitude, nonverbal behaviors and verbal responses. Your first goal during the interview is to build rapport with the interviewer. Building rapport involves your attitude as well as your verbal and nonverbal responses. In order to build a strong rapport with the interviewer, remember the following points.

- Keep an open mind and attitude to the interviewer's style.
- Think positively.
- Pay special attention to your nonverbal behaviors, including your dress and posture, eye contact, handshake, voice level, and gestures. (Don't watch the clock!)
- Remember that your verbal behaviors, such as courteous observations, initiating discussion, or disclosing personal qualities, also help to build rapport.

After you begin to build rapport, the questions will begin. It is very important not to lose control of yourself at this point in the interview. When a question is asked, take a deep breath and begin to develop a strong answer in your mind. Do not be afraid to take some time and think about your answer. A strong answer should be concise yet original, or "uncanned". The components of a strong answer should: Back up your statements with a specific example. Share

your challenges, accomplishments, and roles in past experiences. Share outcomes or solutions. Summarize to emphasize your strengths to the interviewer.

By using these components and providing a strong answer every time, you will be making a significant contribution to the overall success of the interview. If your mind goes blank and you cannot think of an appropriate answer to a question, do not be afraid to ask the interviewer if you can come back to that question later. Once the interviewer has completed his/her questions, you will have the opportunity to ask any questions that you may have. Be ready to ask questions from the list you created before the interview. Once the interview has begun to come to a close, find out when the next contact will be made. You can do this tactfully by asking questions such as "When can I expect to hear from you?" or "What is the next step?"

Closing the interview

This area often makes interviewees uncomfortable. Closing the interview professionally and tactfully can be less awkward if you take the following into consideration.

- If you are interested in the job, let the interviewer know. Say something like, "I'm very impressed with what I've seen here today, and I am confident I could do a great job in the job we've discussed". The employer will love to see your enthusiasm about what he has to offer you.
- If you get the impression that things didn't go well and you sense rejection, don't let your discouragement show. Stay confident.
- Most important, thank the interviewer for his/her time and consideration.

Some "do's" and "don'ts" of interviewing

- **Do** plan to arrive on time or a few minutes early.
- **Do** greet the interviewer by last name if you are sure of the pronunciation.
- **Do** smile, shake hands firmly, and be glad to meet the interviewer.
- **Do** wait until you are offered a chair before sitting.
- **Do** look your prospective employer in the eye while speaking.
- **Do** stress your accomplishments and positive attributes in a sincere manner.
- **Do** conduct yourself at all times as if you are determined to get the job.
- **Do** show enthusiasm for the job and the company.
- **Don't** forget to bring a copy of your résumé.
- **Don't** chew gum.
- **Don't** answer questions with just "yes" or "no". Explain in detail when you can.
- **Don't** over-answer questions.



APPLICATION FOR EMPLOYMENT
4-H YOUTH DEVELOPMENT PROGRAM

Job Applying For: 4-H YDP Event/Activity Volunteer

Personal Information

Name:
Address:
City: State: Zip:
Phone: Cell:
Email:
Years in 4-H: 4-H Club:

Best time to contact you: [] Day [] Evening

Other Information

Driver's License: [] Yes [] No If Yes provide State and License Number:
Current Grade in School

Schools Attended

- 1.
2.
3.

What do you want to gain from your experience as a 4-H YDP Event/Activity Volunteer?

Experience

Job/Event/Activity Duration:

Duties

What did you learn?

Job/Event/Activity Duration:

Duties

What did you learn?

Additional Information

Additional Information: _____

Leadership Experience: _____

Honors and Awards: _____

Miscellaneous: _____

References (minimum of 3)

Name	Phone Number	Relationship
1. _____		
2. _____		
3. _____		
4. _____		
5. _____		
6. _____		

Scoring Key

Demonstration/Illustrated

Talk Scientific Evaluation

25-28 points - Gold
18-24 points - Blue
11-17 points - Red
10 points – White

Display Evaluation

25-28 points - Gold
18-24 points - Blue
11-17 points - Red
10 points – White

Cultural Arts Evaluation

18-20 points - Gold
13-17 points - Blue
8-12 points – Red

Interview Evaluation

25-28 points – Gold
18-24 points - Blue
11-17 points - Red
10 points - White

Prepared Speech

25-28 points - Gold
18-24 points - Blue
11-17 points - Red
10 points - White

Audio/Visual Evaluation

25-28 points - Gold
18-24 points - Blue
11-17 points - Red
10 points – White

Interpretative Reading

21-24 points - Gold
15-20 points - Blue
9-14 points - Red
8 points – White

Impromptu Evaluation

25-28 points – Gold
18-24 points - Blue
11-17 points - Red
10 points - White

Problem Solving Evaluation

25-28 points - Gold
18-24 points - Blue
11-17 points - Red
10 points – White

Share the Fun Evaluation

18-20 points - Gold
13-17 points - Blue
8-12 points - Red
7 points - White

Note* A member must earn a Gold at their county event to advance to the sectional level and earn a Gold at the sectional event to advance to the state level.

2010 4-H Presentation Day Entry Form

Due or postmarked no later than February 22, 2010

(Duplicate this form as needed)

4-H Club _____ Contact _____ Phone _____

_____, 4-H Member is presenting for the Dairy Foods Science Skill-a-Thon.

4-H Members Name

- Member enters as an individual or team
- Cannot enter same category twice regardless if entering as an individual or part of a team
- Mini Members may enter one category only.
- 7th grade & above may also participate in Impromptu Speech, Problem Solving, and Interviews.
- Please Print Clearly!

Presentation Type	Title	Member (s)	Age	Grade	Pre- Pay Lunch \$5.00
1.		1.			
		2.			
		3.			
		4.			
2.		1.			
		2.			
		3.			
		4.			
3.		1.			
		2.			
		3.			
		4.			
TOTAL FOR PRE- PAID LUNCHES					\$

Select Presentation Types from the list below:

- | | | |
|---|--|--|
| <p>1. Demonstration</p> <p>2. Illustrated Talk</p> <p>3. Scientific Demonstration</p> <p>4. Scientific Illustrated Talk</p> <p>5. Educational Display</p> | <p>6. Prepared Speech</p> <p>7. Impromptu Speech (7th grade & above, only)</p> <p>8. Interpretive Reading</p> <p>9. Share the Fun</p> | <p>10. Audio-Visual Presentation</p> <p>11. Problem Solving (7th grade & above, only)</p> <p>12. Cultural Arts</p> <p>13. Interviews (7th grade & above, only)</p> |
|---|--|--|

For Cultural Arts please circle type of presentation: Musical Reading Dance Skit

Length of Presentation _____ Minutes

Please check here if you will require any accommodations in order to participate in this 4-H Youth Development Program Event. List the participant's name and accommodations needed here: _____

2010 4-H Presentation Day Room Monitor List
Due by February 22, 2010 with Registration Forms

Club _____ Contact _____ Phone _____

Please list the names of the members from your 4-H club that would like to serve as Room Monitor for Presentation Day. Two Room Monitors are assigned to each room and introduce each presentation to the judges and audience. Room Monitor should be members who are in the 7th grade or older.

Name _____ Phone _____

Address _____

City _____ Zip _____

Name _____ Phone _____

Address _____

City _____ Zip _____

Name _____ Phone _____

Address _____

City _____ Zip _____

Name _____ Phone _____

Address _____

City _____ Zip _____

2010 4-H Presentation Day Judges List

Due by February 22, 2010 with Registration Forms

Club _____ Contact _____ Phone _____

For every 1 to 4 presentations submitted by a club, the club must submit at least one judge.

Please list the names of the judges that your 4-H club will provide. It is suggested to look outside your adult club members and parents for judges. **Example: One entry = one judge; Two to Four entries = one Judge; Five entries = two judges and so on.... Remember, your club members will be allowed to participate but will not be judged if no judges are provided.**

Name _____ Phone _____

Address _____

City _____ Zip _____

Name _____ Phone _____

Address _____

City _____ Zip _____

Name _____ Phone _____

Address _____

City _____ Zip _____

Name _____ Phone _____

Address _____

City _____ Zip _____