Kentucky 4-H Written Communication Contest Informational Packet

The Kentucky 4-H Written Communications Contest is an opportunity for young writers to showcase their talents and develop and build upon essential life skills.

This packet includes the contest rules, categories, resources, example cover page, and statement of authenticity.

General Contest Rules and Resources

1. Each county may submit two junior- and two senior-level entries per category.
2. Each category will have a Junior and Senior class. The age of a young person participating in 4-H is the age they are on January 1st of the current program year. Junior level members are ages 9-13, and senior level members are ages 14-18.
3. Each writing piece must be original. If there is a question, the participant will be disqualified. A statement of authenticity must be completed by the 4-H member and included with the entry. The statement of authenticity is included in this informational packet.
4. Each entry must include a cover page with the 4-Her's category, age division (Junior or Senior), first and last name, and county. The 4-Her's last name must be included on every page.
5. Entries that do not include a cover page and statement of authenticity will not be judged at the state level and will be disqualified.
6. All entries must be submitted by the county Extension office on 4-H Online by **February 1st**. All documents must be uploaded though the 4-H Online system by the county Extension office as one PDF document (the PDF document should include the cover page, entry submission, and statement of authenticity). The exception is Infographic entries – for Infographic entries, the cover page and statement of authenticity can be submitted as one PDF document and the Infographic entry can be submitted as a PDF or JPG file. Entries can be submitted on 4-H Online between December 1st – February 1st by the county Extension office.
7. Table 1 includes a list of the categories and notes specific requirements for certain categories (each category includes a Junior and Senior class).
8. Formatting requirements for entries: Use Calibri or Times New Roman font, set the font size to 12, and ensure the text is double-spaced (except for song and infographic entries).
   a. Songs: single-space the text within verses, choruses, and bridges; double-spaced between each verse, chorus, and bridge. This will help keep the song section clear and easy to read.
   b. Infographics: see Infographics Information and Rules Section (see page 3 of this packet)
9. Champions will be showcased at the Kentucky State Fair.

Table 1: Categories

Infographic
Original Monologue
Poetry: 3 line minimum; 25 line maximum
Press Release: Maximum of 1,000 words
Public Service Announcement
Songwriting
What 4-H Means to Me Essay: Minimum of 500 words

Resources
These resources are available for purchase on the National 4-H website.

General Communications Resources
- Communications Curriculum – Modules 1, 2, and 3
- The Writer in You Project Guide

Specific Activities for Various Contest Categories
Monologue
The Magic of Monologue Activity is available in National 4-H Council's Theatre Arts Level 1 Curriculum (available for purchase on the National 4-H website).

Poetry
The Poet in You Activity is available in The Writer in You Project Guide

Press Release and Public Service Announcement
Extra! Extra! Activity is available in the National 4-H Council's Communication Curriculum Module 2 (available for purchase on the National 4-H website).

Songwriting
Compose Your Song Activity is available in the National 4-H Council's Communications Curriculum Module 1

Infographic Contest Rules and Information

An infographic is a picture that shows information or data in a way that's easy to understand quickly. It uses images, charts, graphs, and just a little bit of text to make the message clear.

How to Make a Great Infographic
1. Pick a Topic: Choose a topic you like.
2. Find Information: Gather important facts and data. Make sure your sources are reliable. Add a reference section at the end of your infographic to list all the sources you used for information.
3. Plan Your Layout: Decide how to organize your infographic. Include an introduction, main points, and a conclusion.
4. Use Visuals: Add charts, graphs, icons, and pictures to show your data. Keep it simple and tidy.
5. Choose Colors: Pick a few colors that look good together and are easy to read.
6. Add Text: Use short, clear sentences to explain your visuals.
7. Check Your Work: Make sure everything is correct and easy to understand.

There are many websites with templates to help you make an infographic, like Canva and Piktochart. You can use these or try other ones.

Infographic Contest Rules
1. See the Kentucky 4-H Written Communication General Contest Rules (all rules apply).
2. The use of templates from websites is permitted.
3. Infographics should be clear and not blurry. A good size for an infographic is typically around 600 to 1000 pixels wide and 1200 to 3000 pixels long.
4. Infographics should be saved and submitted as a PDF or JPG file.

Sample Cover Page

Category (Infographic, Original Monologue, Poetry, Press Release, Public Service Announcement, Songwriting, <u>or</u> What 4-H Means to Me Essay)

Age Division (Junior or Senior Level)

4-H Member's First and Last Name

County

Kentucky 4-H Written Communication Contest
Statement of Authenticity

This is to verify that the piece I entered in the Kentucky 4-H Written Communication Contest is my original work.

I further verify that the piece I entered has never been published and has not been submitted to the 4-H contest before this year.

I give permission for my writing piece:
- to be submitted for judging.
- to be published online and on social media.
- to be displayed at the Kentucky State Fair.

_____   _____

4-H Member Signature   Date

_____   _____

Parent/Guardian Signature   Date
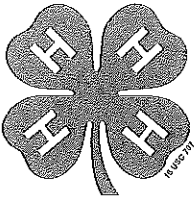
The Magic of Monologue
How Can Improvisation Become The Basis for the Creation and Performance of A Monologue?

Skill Level
Beginner

Learner Outcomes
Write and perform a character based monologue based on creation of a character with one's own personal interests.

Educational Standard(s)
National Theatre Standards 5-8: Standard 1.

Success Indicator
Writes and perform a character based monologue.

Life Skill(s)
- Communication
- Conflict Resolution
- Empathy

Tags
Playwriting, Acting, Auditions

Time Needed
1 hour

Materials List
- Writing materials
- Possibly audio and filming equipment

Introduction

We have all seen plays, movies or television shows in which a character speaks on the phone in such a believable way that we truly believe another person is on the other line. This speaking part is defined as a monologue, when a character speaks without verbal response from another character. ("mono"-meaning "one").
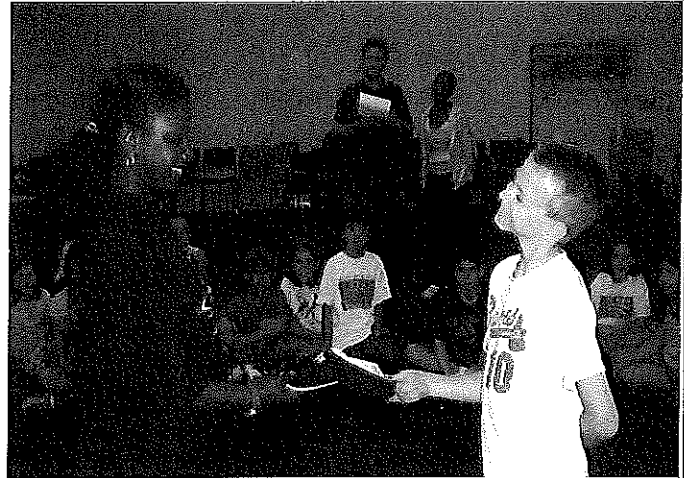
Monologues may be delivered in many ways. One is as one side of a phone conversation as described above. Another is speech the actor directs to a character not visible on stage. The actor's monologue may be projected out over the audience, as if the person being addressed is at a distance away. Some actors deliver their monologue directly to the audience. Sometimes, the monologue is actually more of an interior monologue, (an inner reflection that is spoken out loud). A monologue could also be a letter or diary read aloud.

As you can see, you have many options to choose from in preparing your monologue. Now we will explore one of these options, and create the Magic of Monologue!

Learn More

You can find additional information on this activity and more at:
www.4-H.org/curriculum/theatre2

Opening Questions

What can a character reveal through a monologue? What does the monologue tell us about the character, about the situation that he or she is in? About his or her personality? What motivates or drives him or her?
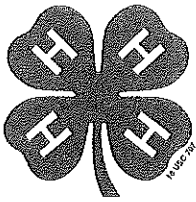
Experience/ "What to Do"

Let's choose the option of creating a phone monologue.

A phone rings. On the other end of the phone is someone calling you to fix a problem. Who is calling you? What is the problem you are being asked to solve? What is your relationship to the caller? Doctor and patient? Mother and daughter? Social worker and client? Friend to friend?

Decide your character, your relationship to the caller, and the problem you have been confronted with. With imaginary or real phone in hand, begin speaking to the caller, with pauses representing the responses of the caller.

Here is an example:

John (you): Hello?.......Oh, hi, Sam........You sound upset. What's the matter?................Wow, that's a problem! What are you going to do?...............What's that? ....You want me to tell him you're sorry?.....

Because you are speaking without audible response from another character, you are speaking a monologue. (you alone speaking). By the end of your monologue, suggest a resolution to the problem.

For example in John's monologue, it might end with:

John: Sam, why don't you and I meet together with Jerry to let him know it was an accident and you're sorry. Would that help?.......Great, get back to me and let me know when we can meet..... You're welcome, buddy. Bye for now.

After creating your monologue, you may want to record it to hear how your voice and tone have brought life to the words. If you consider yourself a visual learner, you can write your monologue and thus capture your words for future acting. If you like drawing, you can draw a cartoon with your character's monologue in a cartoon bubble.

You have made the Magic of Monologue!

Did you know?

If you audition for a school, community, or professional theatre, you will often be asked to deliver a monologue. The monologue can be one that you have developed on your own through improvisation or playwriting, or it may be one you have selected from a script. The monologue should be 3-5 minutes long. Be prepared to deliver a comic and a dramatic monologue; the director wants to see your ability to express a range of emotions.

News & Careers

An Actor's Preparation for an Audition

Find more information at:
www.4-H.org/curriculum/theatre2

National 4-H Curriculum
Facilitator Guide

Theatre Arts: Level 1 – Activity 6
The 4-H Name and Emblem is protected under 18 USC 707.

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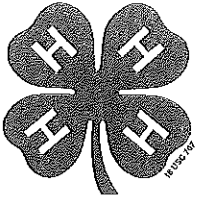
Share...

What did your character reveal about him or herself through the response to the given problem?

Reflect...

How did your character's responses relate to your own personality?

Generalize...

If the scene became a dialogue between you and the caller, what parts of your monologue would you expand, maintain, or delete?

Term Concept Discovery/Facilitator Notes...

The creation and performance of the monologue is the precursor to the creation and performance of dialogue. Having mastered the delivery of a monologue, youth move to the level of interpersonal communication with one or more other actors. Moving from monologue (solo) to dialogue (partner or group) insures that youth do not prematurely engage in ensemble group work for which they feel unprepared. From monologue to dialogue safeguards that the performance experience will be a positive one, building self-esteem and confidence.

Youth should be encouraged to perform their monologues in various ways. The monologue can be directed to one or more actors on stage. Or the same monologue can be directed to one or more people the audience is expected to visualize. In addition, the monologue can be spoken as an interior monologue. Props can be added to enhance the monologue development process; for instance, the addition of smart phones or lap tops can inspire the creation of the monologue.

Apply...

How might you apply your character's conflict resolution to situations in your own life?

Extra! Extra!

Read all about it! Even though we live in the Internet age, most people still keep track of events by reading the newspaper or listening to the radio. By learning to use the proper format, you can improve your chances of getting your news items published or aired. In this activity you will learn how to get your information released about an upcoming activity or event.

Making Contact

Write a press release to let others know about a recent or upcoming event. When you are finished use the checklist below to make sure you have included the necessary information. Make your revisions and get the news out! Include as many elements as possible in your press release.

"That's our story."
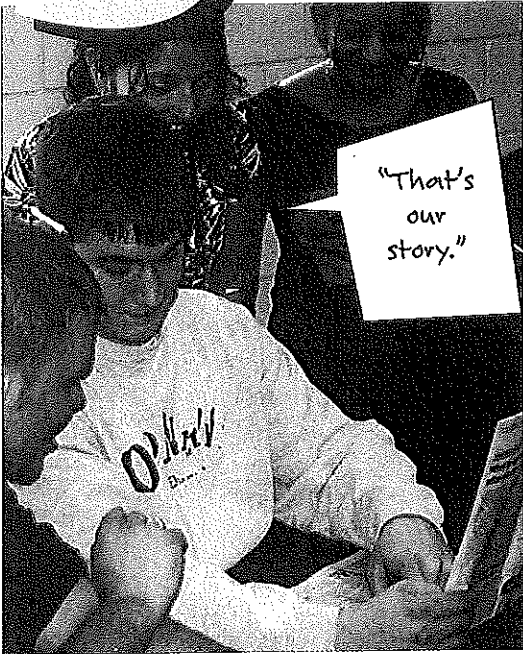
Check It Off: Writing a Press Release	Yes	No	Revisions Needed
Is the topic timely?			
Important?			
Of local interest?			
Does the story tell:			
Who?			
What?			
When?			
Where?			
Why? and/or How?			
Does the story begin with a strong informative lead?			
Is it written in newspaper style?			
Are the most important facts included here?			
Is it written in an objective way?			
Does it include the writer's contact information? (Name, address, phone number, e-mail address)			

REMEMBER:
Store your Press Release in your Communications portfolio.

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Chat Room

Publicize It! share

- How did you choose what to write about?
- What do you think made this event newsworthy?

Headline It! process

- Which of the five elements did you emphasize in your press release?
- Why did you choose to emphasize those?

_____

_____

_____

Link It! generalize

- About what topic have you written a press release or PSA in the last year?
- Why are press releases an effective form of communication?

_____

_____

_____

Network It! apply

- In what other situations could you use a Press Release or PSA?

_____

_____

_____

Express Yourself
www.n-4hces.org/communications

Press Releases

- Inverted pyramid

LINGO · Press Release · PSA

NOTE IT
All newspaper articles use the who, what, when where, and how— occasionally the how is not applicable.

News Stories, Press Releases and PSA's

Do you know the difference between a news story, press release and PSA? Each one of them has a specific purpose and format to get information to the public.

Five elements of a News Story (plus how)
- **Who** – who is the story about?
- **What** – what happened?
- **Where** – where did it take place?
- **When** – the date and time it happened?
- **Why** – or how did it occur?

Press Release

A **press release** is a written account of the five basic elements of a news story along with additional details and could include photos. It would be printed in a newspaper or magazine.

Share the most important information first and then work your way down to include the details that aren't as interesting or urgent. This style of writing is called an **inverted pyramid**.

On the top left hand side of your page you should start with FOR IMMEDIATE RELEASE followed by a few spaces and the date of writing the release. Always include the name, phone, email and fax of the contact person. Skip a few lines and title your release and then write the article covering all the main parts outlined in the checklist provided in the activity.

Public Service Announcement

A Public Service Announcement (**PSA**) is a short version that includes just the vital information of the five elements. It is usually transmitted electronically, via radio or television in a short spot of ten to sixty seconds. When writing a **PSA**, the words PUBLIC SERVICE ANNOUNCEMENT should be written at the top middle of your paper followed by a few spaces and then the date that you'd like your announcement to air. Next include name, phone, e-mail and fax of the contact person. Skip a few lines and title your announcement, in bold letters, by the name of the event, followed by a short, complete explanation of what you want aired. PSA should be sent about three weeks in advance.

Upgrades
1. Write a PSA for your local radio station or cable access channel for National 4-H Week. Review your PSA with your helper and then have it posted.
2. Write a press release for an upcoming 4-H or other event going on in your county. Ask your helper to assist you in submitting it to a local paper.

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Compose Your Song

Communication Skill:
Writing a song

Life Skill: Communicating with others – communicates appropriate verbal messages

Educational Standard:
NL-ENG.K-12.4 Youth use spoken, written, and visual language to communicate effectively

Success Indicator:
Composes and sings a song.

Singing a song, playing an instrument, making music—did you know that you can talk to others in a tune? They will hear you loud and clear. Music can help you feel happy, get energized or share your feelings. You can put your thoughts into words, tell a story, or teach a lesson. Did you ever think about being a songwriter? In this activity, you will learn how fun and easy it is to put your thoughts into words and your words into a song.

Making · Contact

Have you noticed how song writers are able to communicate their ideas through their songs? Now, it is your turn to make your words and ideas sing by creating a song. Start by choosing a topic that will impact others in a positive way. What do you especially care about? Peace, kindness, helping others, honesty, family or saving our earth? Select a familiar song and then take the melody and replace it with words of your own. The more you practice the easier it will be. Before long, you will be able to compose a new melody to go along with your message.

Row, row,
Row your boat,
Gently down the stream
Merrily, merrily
Merrily, merrily
Life is but a dream.

Friends

Be, be,
Be a friend
All across the land
It's always good
To have a friend
Who needs a helping hand.

My Sample Song

_____

_____

_____

_____

_____

_____
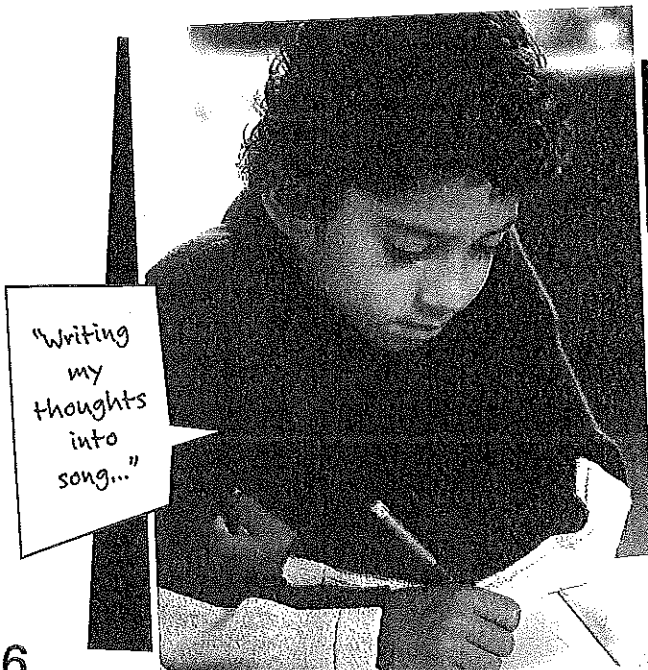
"Writing my thoughts into song..."

Uplink
COMMUNICATIONS
Express Yourself

Chat Room

Publicize It! *share*
- What was most difficult about writing a song?

Headline It! *process*
- What did you learn about delivering a message through this activity?

_____

_____

_____

Link It! *generalize*
- How can delivering a message in a different way help you share your feelings with others?

_____

_____

_____

_____

Network It! *apply*
- In what other ways could you communicate your message to different audiences?

_____

_____

_____

_____

° Lyric ° Rhyme ° Stanza

BINGO ° Jingle ° Limerick

NOTE IT
Poetry Writing Tips (from *Poetry Starting From Scratch* by Michael A. Carey)

- Do more with less
- Start with basics— not rhyme
- Match sound with meaning
- Use rhythm & line breaks
- Compare with similes and metaphors
- Create vivid imagery
- Be specific
- Use memory
- Exploit the senses
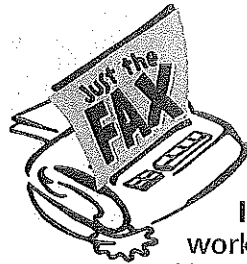
Does Poetry Make the Song?

How well do you understand and appreciate poetry? Poetry can range from the funny **limericks** of Ogden Nash to the more serious works of such poets as Robert Frost or Carl Sandburg. Unlike other kinds of writing, poetry uses some type of rhyme or stress meter, has a natural rhythm and can be set to familiar melodies like nursery rhymes. Poetry creates an image that will remain long after the words are spoken or sung.

Tips to Writing a Catchy Song
A song needs to do three basic things to impress a listener.

1. Needs to draw the listener in with interesting **lyrics**.
2. Needs to be 'catchy', as a song must please the ear rather than just reading it like a poem.
3. Needs to have good sound structure.

Parts of a Song
1. A **stanza** is similar to a paragraph in a book. One or two stanzas making up the verse usually give the details of the song.
2. **Rhyme** patterns are the poetry of songs and should match other verses in a song. Usually rhymes come at the end of a line, but not always.
3. The chorus is a section of lines that generally contain the catchiest part of the song and often contains the title.

Upgrades
1. Read a variety of poems. Choose a poem and describe to your helper or a friend the scene or mood set by the poem. "I like to see it lap the miles" by Emily Dickinson is an excellent poem for this type of activity.
2. Listen to a favorite song. Interpret the message in your own words. Share it with your class or group.
3. Create a catchy **jingle** to market 4-H. See if a local radio station will use the jingle during National 4-H Week.
4. Design a campaign song for your club president that states his or her qualifications and persuades people to vote for him or her.

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Examples of Infographics

Retention of graduates as part of the workforce a challenge for Kentucky, especially for STEM fields

Percentage of Graduates Working in Kentucky, One and Five Years After Graduation

Arts and Humanities	Business	Education	Health	Social Sciences	STEM	Trades
57%	57%	75%	67%	55%	48%	61%
49%	50%	66%	60%	48%	43%	56%

HIGHER EDUCATION Matters #KYHigherEdMatters

Source: Multi-State Postsecondary Report. KYSTATS.

Girls On The Run
Established 1996

A nonprofit organization committed to improving the physical, mental, and spiritual health of young females

In 2015, over **179,000** girls participated in GOTR

General Information

Meetings are twice a week for 10 weeks

GOTR curriculum is proven to increase self-esteem

A celebratory 5k tops off each season

GOTR targets improvement in:
Confidence, Contribution, Connection, Character, Caring

Sites in all **50** states

36 sites in Central KY

DIVERSITY OF PARTICIPANTS

Caucasian (45.3%)
African American (20.9%)
Hispanic (12.6%)
Asian or Native American (7%)
Other Ethnicity (14.2%)

Third Grade (44.3%)
Fourth Grade (33.3%)
Fifth Grade (22.4%)

DISTRIBUTION OF PARTICIPANTS BY GRADE

WHY
Girls on the Run?

7 in 10 girls believe they are not good enough or do not measure up in some way

Adolescents with low self esteem are **1.26** & **1.6** times more likely to develop major depression disorder / times more likely to develop an anxiety disorder

Sources
- Gabriel, K. P., DiClache, R. G., High, R. R., & Maxine, E. T. (2011). Girls on the Run: A quasi-experimental evaluation of a developmentally focused youth sport program. Journal of Physical Activity and Health, 8(2), 285-294.
- https://www.girlsontherun.org/Get-Involved/Start-a-Council
- https://www.girlsontherun.org/We-Us-Our-Our-History
- https://www.girlsontherun.org
- https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2567515.pdf
- Trzesniewski, K. H., Donnellan, M. B., Moffitt, T. E., Robins, R. W., Poulton, R., & Caspi, A. (2006). Low self-esteem during adolescence predicts poor health, criminal behavior, and limited economic prospects during adulthood. Developmental Psychology, 42(2), 381-390.

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Use It or Lose It

U.S. Farmers & Ranchers in ACTION

Focal points to reduce food loss & waste (FLW) at each stage of the value chain:

AGRICULTURAL PRODUCTION
- By products (e.g. almond hulls, corn cob, wheat stalks) as animal feed
- Refrigeration
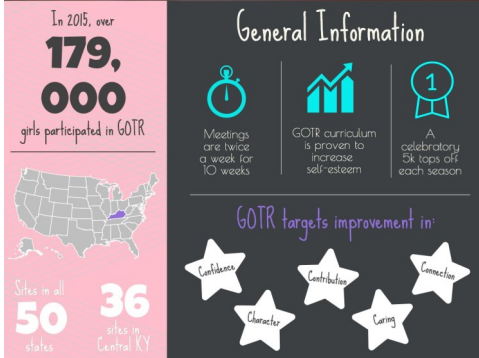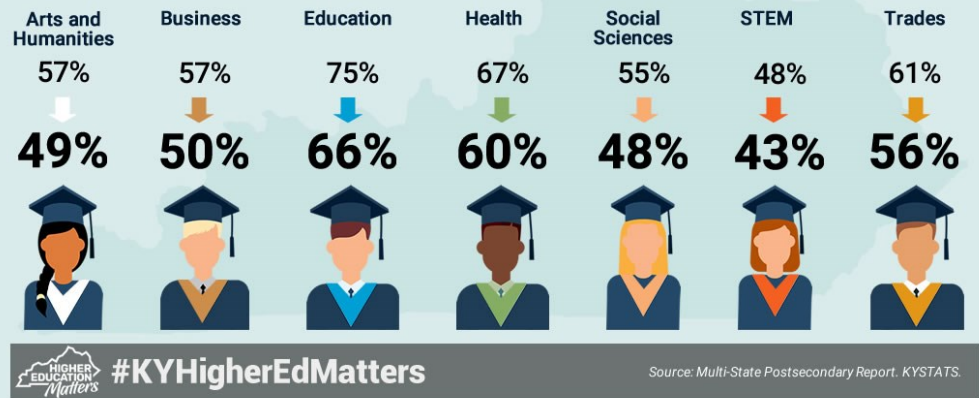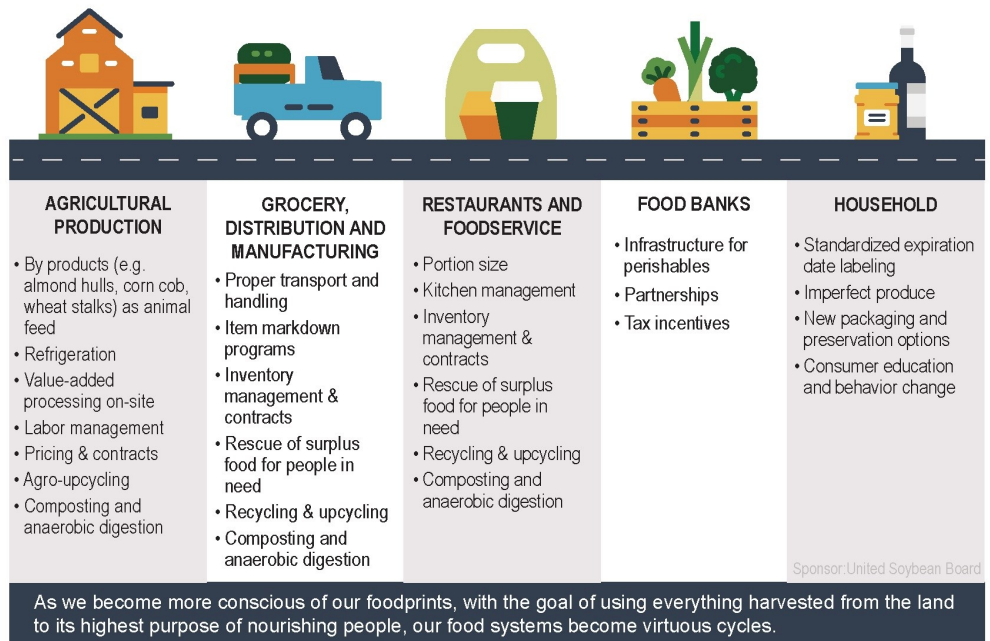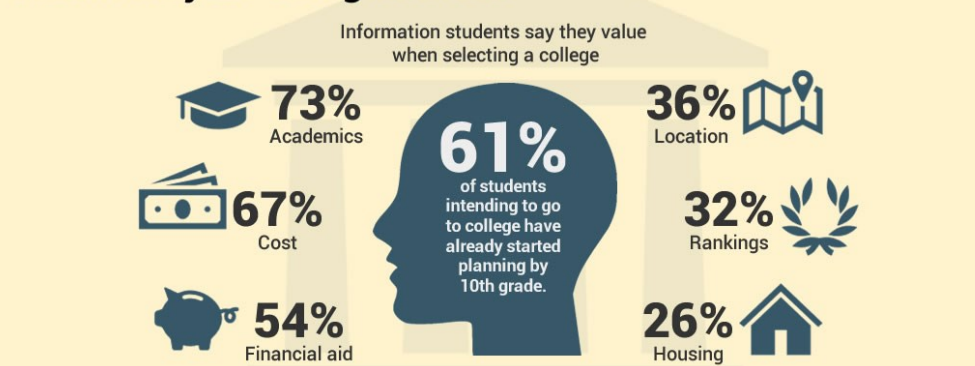- Value-added processing on-site
- Labor management
- Pricing & contracts
- Agro-upcycling
- Composting and anaerobic digestion

GROCERY, DISTRIBUTION AND MANUFACTURING
- Proper transport and handling
- Item markdown programs
- Inventory management & contracts
- Rescue of surplus food for people in need
- Recycling & upcycling
- Composting and anaerobic digestion

RESTAURANTS AND FOODSERVICE
- Portion size
- Kitchen management
- Inventory management & contracts
- Rescue of surplus food for people in need
- Recycling & upcycling
- Composting and anaerobic digestion

FOOD BANKS
- Infrastructure for perishables
- Partnerships
- Tax incentives

HOUSEHOLD
- Standardized expiration date labeling
- Imperfect produce
- New packaging and preservation options
- Consumer education and behavior change

Sponsor: United Soybean Board

As we become more conscious of our foodprints, with the goal of using everything harvested from the land to its highest purpose of nourishing people, our food systems become virtuous cycles.

www.usfarmersandranchers.org/our-work

Majority of students begin college planning during their freshman year of high school

Information students say they value when selecting a college

73% Academics

67% Cost

54% Financial aid

61% of students intending to go to college have already started planning by 10th grade.

36% Location

32% Rankings

26% Housing

HIGHER EDUCATION Matters #KYHigherEdMatters

Source: Serving the Virtual Consumer: Exceeding High School Student Expectations in 2022. Modern Campus and Ruffalo Noel Levitz.