

4-H LEADERSHIP DAY
Youth Center
Sunday, July 29, Noon to 5 PM
ASHLEA HULL, Assistant Superintendent

GENERAL GUIDELINES

1. Age of Participants:
 - 4-H age unless noted in specific class guidelines
 - Project Citizen school grade as of January 1 of the current year

2. Participation Guidelines:
 - No one individual may participate in more than one class J-1 thru J-9. Participants may participate in one class J-1 thru J-9 along with class J-10 or J-11.
 - Counties may be represented by one individual in each class J-1 thru J-9. Counties may send up to 2 entries (teams) per class in class J-10 or J-11.
 - Participants must be enrolled as 4-H members in their county in the project indicated for their class.
 - Winner of any class in 2011 is not eligible to participate in the same class for 2012.
 - Participants will register and set up their exhibit at the time indicated for their county.
 - Participants are encouraged to set up their display on their own with no outside assistance. Participants and their exhibits must remain in the exhibit area until the class is dismissed at the end of the judging time for that participant's county. All participants will be introduced and awards will be announced at 4:30 pm.

3. Type of Evaluation:
 - Class J-1 thru J-9:
 - Participants will take part in an interview evaluation with a judge. Participants will be judged based on their knowledge, skill, and understanding related to the project (40%), the quality of their exhibit and project records in documenting their project accomplishments (30%), and interview performance (30%).
 - Class J-10 and J-11: (Project Citizen)
 - Participants take part in a presentation in which they identify and analyze a problem or issue facing their community (school, neighborhood, town/city, county, state) based on the guidelines outlined in the Project Citizen project books (4-H 380, 4-H 381).
 - Completion of the Project Citizen project book (4-H 380 and 4-H 381) is not a requirement for competing in class J-10 or J-11; however, participants are strongly encouraged to use the project books to prepare their presentation and display.
 - The presentation should last between 10 and 15 minutes.
 - The presentation must address the following tasks: (see attached page for detailed information about each task area)
 - Explain the problem
 - Evaluate alternative policies
 - Propose a public policy
 - Develop an action plan
 - Participants must bring a display that includes information regarding the four tasks. Project Citizen books 4-H 380 and 4-H 381 include information regarding a display board.
 - Participants must also bring a portfolio that demonstrates the work and research done to prepare for the presentation. The Project Citizen project books (4-H 380 and 4-H 381) provide information and worksheets that may be appropriate to use for this portfolio.
 - Following the presentation, groups will be asked questions from the judging panel.
 - Groups give their presentations and are then free to watch others present or explore the fair.

4. Participant to bring:
 - Registration material provided by County 4-H Educator.
 - J-1 thru J-9:
 - Completed project book and other project records.
 - A table-top exhibit illustrating highlights of their project experiences and accomplishments to share with fair-goers and with judges during an interview. Each participant will be limited to a 36" wide by 24" deep tabletop space in which to exhibit all materials. Electrical connections are not available.
 - J-10 and J-11:
 - Registration information provided by County 4-H Educator
 - Display as described in project book
 - Portfolio

CLASSES

J-1	One-on-One: 4-H Mentorship	J-7	Teen Boardsmanship
J-2	Club Teen Leadership	J-8	Leadership Self-Determined Project
J-3	Multi-Level Teen Leadership	J-9	Leadership Master
J-4	CARTEENS	J-10	Project Citizen (Participants in grades 5-8)
J-5	Teen Leadership On The Job	J-11	Project Citizen (Participants in grades 9-12)
J-6	Speak Out		

AWARDS

1. All participants will receive participation awards sponsored by The Ohio State Fair.
2. "Outstanding of the Day" ribbons from **The Ohio State Fair**, will be awarded to the top 20% of each class. The 2011 sponsors included: Brown County 4-H Carteens, Tim and Nadine Fogt, Larry L. Hall, Joan and Bob McCoy, Ottawa County 4-H Junior Leadership and Clark Siddle
3. A clock trophy will be awarded to the overall winner of each class.

2011 CLASS WINNERS

J-1	One-On-One	Yvonne Eberhart, Wayne
J-2	Club Teen Leadership	Jillian Caudill, Morrow
J-3	Multi-Level Leadership	Chelsea Neighbarger, Licking
J-4	CARTEENS	Coltin Osborne, Morrow
J-5	Teen Leadership	Alexandra McGrain, Hancock
J-6	Speak Out	Ashley Johnson, Franklin
J-7	Teen Boardsmanship	Ali Mowrey, Hancock
J-8	Leadership Self-Determined	Sarah Lawrence Meigs

JUDGING SCHEDULE

The exact schedule of participation will depend on the number reporting at any one time.

- 12:00 p.m. Adventure Central, Ashtabula, Brown, Clark, Coshocton, Defiance, Fayette, Geauga, Hancock, Highland, Jackson, Lawrence, Lucas, Medina, Monroe, Muskingum, Perry, Preble, Sandusky, Stark, Union, Warren, Wood
- 1:00 p.m. Adams, Athens, Butler, Clermont, Crawford, Delaware, Franklin, Greene, Hardin, Hocking, Jefferson, Licking, Madison, Meigs, Montgomery, Noble, Pickaway, Putnam, Scioto, Summit, University District, Washington, Wyandot
- 2:00 p.m. Allen, Auglaize, Carroll, Clinton Cuyahoga, Erie, Fulton, Guernsey, Harrison, Holmes, Knox, Logan, Mahoning, Mercer, Morgan, Ottawa, Pike, Richland, Seneca, Trumbull, Van Wert, Wayne, Youth Outdoors
- 3:00 p.m. Ashland, Belmont, Champaign, Columbiana, Darke, Fairfield, Gallia, Hamilton, Henry, Huron, Lake, Lorain, Marion, Miami, Morrow, Paulding, Portage, Ross, Shelby, Tuscarawas, Vinton, Williams

4-H LEADERSHIP DAY Evaluation Sheet

Exhibitor Number _____

NAME(S): _____ COUNTY: _____

ADDRESS: _____

PHONE: _____ - _____ - _____ E-MAIL: _____ AGE (Jan. 1): _____ YRS IN 4-H: _____

CATEGORY: J-1 One-on-One J-5 Teen Leadership On the Job J-9 Leadership Master
 J-2 Club Teen Leadership J-6 Speak Out
 J-3 Multi-Level Leadership J-7 Teen Boardmanship
 J-4 CARTEENS J-8 Leadership Self-Determined

	Excellent	Very Good	Good	Average	Needs Improved
Knowledge, skill and understanding related to the project (40%)					
Quality of exhibit and project records in documenting project accomplishments (30%)					
Interview performance (30%)					

JUDGES REMARKS:

Class J-10 and J-11 Presentation Guidelines:

****Please note, it is NOT a requirement for the group to complete the Project Citizen project book. Instead, it is STRONGLY RECOMMENDED that the group uses this as a guide. There are examples and sample worksheets to use when planning the presentation.***

Task 1: Explain the Problem

The group should provide a detailed explanation of the issue/problem chosen by the group and why that particular issue/problem was selected. The group should provide a detailed description of the problem, including its scope and impact on the community.

Questions to consider in task1 include, but are not limited to:

- How widespread is this issues/problem in your community?
- Is this an issue/problem that people in your community think is important? How do you know?
- What has public reaction to the issue/problem been?
- What sources of information did you use to research the issue/problem?
- What more did you learn about the issue/problem as a result of your research?
- What branch of government do you think should be dealing with the issue/problem and why?
- Are there policies, regulations, ordinances, or rules currently in place that address the issue/problem? Do you believe they are adequate to deal with the problem? Why or why not?

Task 2: Evaluate Alternative Policies

This topic should focus on explaining present and/or alternative policies designed to solve the problem or address the issue. In some instances, no policy exists; groups are expected to develop public policy alternatives to address the problem in such cases.

Task 2 should include strengths and weaknesses of existing or proposed policies. Where no policy exists, groups should explain any alternative policy proposals that may be pending or are being recommended by their classmates, community groups, special interest groups, formal boards, the legislature, and/or city councils. Advantages and disadvantages of each policy or proposal should be presented and discussed.

Questions to consider in task 2 include, but are not limited to:

- What sources did you use to locate existing or proposed policies?
- What more did you learn about the issue/problem after you examined alternative policies?
- If a public policy currently exists, why does it need to be changed?
- Which groups or individuals support the existing policy or proposed new policy and why?
- Which groups or individuals oppose changing the policy or proposed new policy and why?
- Were there other policies or solutions that you did not include in your portfolio or in your presentation? If so, what were they? If not, why not?

Task 3: Propose a Public Policy

Task 3 should focus on the policy or solution being proposed by the class. The explanation in this topic should include a clear rationale for making changes to existing policy, eliminating existing policy, or implementing new policy and why. If appropriate, the group should present a cost analysis. The group must include an explanation of why their proposed policy does not violate the federal or state constitution.

Questions to consider in task 3 include, but are not limited to:

- Which branch or agency of government is the proposed policy directed toward and why?
- Have you ever considered the total cost of implementing your policy? Why or why not? If so, what is the total cost and what is included?
- Where would the funds come from? What other resources besides money might be needed?
- Does the civil community or private sector (business) have any responsibility to correct the problem or to assist in carrying out the proposed public policy?

Task 4: Develop an Action Plan

Task 4 should focus on giving a detailed explanation of the steps needed to have the proposed policy adopted by the appropriate government officials. Testimony should include a statement on how long it might realistically take to get the proposed policy adopted and implemented.

Questions to consider for task 4 include, but are not limited to:

- How could the groups or individuals who support your proposal help to influence or convince government officials to adopt it?
- Are there other individuals or groups who might support your recommended solution or policy? Why?
- What individuals or groups oppose your recommended solution or policy and why?
- How would you respond to the arguments of the individuals or groups that are opposed to your policy?
- How long would it take to implement the proposal?
- What results would you expect if you carried out your action plan?
- What do you think might happen if your proposal were not adopted?

**4-H PROJECT CITIZEN
Evaluation Sheet**

Exhibitor Number _____

COUNTY: _____

NAME(S) and AGE (as of Jan.1) : _____

	Excellent	Very Good	Good	Average	Needs Improved
Task 1 (15%): - Stated and explained the problem and its causes (evidence included) - Demonstrated an understanding of the issue and existing/proposed public policies - Explained disagreements about problem - Explained why government should be involved					
Task 2 (15%): - Presented 2-3 alternative policies to address problem - Explained advantages & disadvantages of each alternative - Identified controversies and conflicts					
Task 3 (15%): - State public policy that addresses the problem & identified government agency/branch responsible - Supported public policy with reasoning & advice - Identified advantages & disadvantages of proposed public policy - Explained & supported why policy is constitutional					
Task 4 (15%): - Identified individuals/groups who need to be influenced - Identified government officials who need to be influenced - Outlined & explained action process for enacting public policy					
Quality of Visual Aids (display/portfolio) (20%): - Legibility - Creativity - Neatness - Quality of information included					
Overall Presentation (20%): - Used & documented research from multiple sources and made reference to sources - Appropriate dress (business casual attire) - Eye contact - Volume - Shared speaking responsibility among group members - Effective public speaking presentation techniques					

JUDGES REMARKS: