

State 4-H Presentations: 2023 Impromptu Speech Categories



Impromptu speaking involves speeches that the speaker has developed themselves at Presentation Events within a *three-minute preparation* time. One at a time, the speakers will randomly draw a piece of paper with a prompt on it. Prompts will be developed from the pre-announced categories outlined here. From the time that the speaker is given the prompt, they will have three minutes to prepare a speech. Please refer to the Impromptu Speech category description on page 21 of the State 4-H Presentation Manual at <http://4h.ucanr.edu/files/2193.pdf>.

Senior Categories (14-19 years old)

Civic Engagement: Civility

Civility is “more than just politeness, although politeness is a necessary first step. It is about disagreeing without disrespect, seeking common ground as a starting point for dialogue about differences, listening past one’s preconceptions, and teaching others to do the same. Civility is the hard work of staying present even with those with whom we have deep-rooted and fierce disagreements. It is political in the sense that it is a necessary prerequisite for civic action. But it is political, too, in the sense that it is about negotiating interpersonal power such that everyone’s voice is heard, and nobody is ignored.” ([The Institute for Civility in Government](#), 2022). Reflect on a discussion or argument you’ve had in your life when the use of civility might have changed the outcome of the discussion, or changed how people felt at the end of the discussion. Consider how using civility makes a difference in the way people interact with one another and how they feel, especially when discussing sensitive topics. Consider how civility is used in other cultures. Think about ways you might use civility to lead by example in your life, and ways to encourage others to use civility. *Potential prompt: what are the impacts on communities when members don’t engage in civility; how might civility be beneficial when used in written communication and social media; what can we learn from other cultures about civility?*

Healthy Living: Physical Fitness

4-H Healthy Living encompasses a holistic approach to health, including physical fitness. The University of California 4-H Youth Development Program is focusing efforts on increasing healthy living opportunities and strengthening the presence of healthy living themes throughout existing programs, activities and curriculum. Reflect upon why physical fitness is important to individuals, as well as communities. Consider how physical fitness impacts emotional and mental wellness, as well relationships. Think about how physical fitness can be added to existing 4-H events and activities and how the addition of physical fitness would enhance the health and wellbeing of participants.

Potential prompt: ideas to promote physical fitness in city or community planning; what are the impacts of communities which lack access to physical fitness programming and/or infrastructure; what are ways 4-H can incorporate physical fitness into our communities?

Leadership: Leadership Competencies

The Leadership Competencies are specific skill sets, Advise, Advocate, Mentor, Plan, Promote, and Teach, researched and developed by the University of Illinois 4-H Program. The University of California 4-H Youth Development Program is using these competencies to standardize core leadership programs. For more information, refer to [UC 4-H County Ambassador webpage](#). Reflect on a time when you were in a leadership position and what skills you used when leading. Consider someone you believe to be a good leader, what skills to you value in them and how do they relate to the Leadership Competencies. Think about how the six Leadership Competencies might be used to assist in developing skills in leaders.

Potential prompt: Define competency as it relates to leadership; explain what leadership competencies are and which is most challenging for you and which is least challenging; how might focusing on leadership competencies help an individual achieve their goals?



Science, Technology, Engineering and Mathematics (STEM): Ecosystems

An ecosystem is a geographic area where plants, animals, and other organisms, as well as weather and landscapes, work together to form a bubble of life ([National Geographic definition](#)). Every part of an ecosystem affects other parts linked through cycles of food/nutrients, water, oxygen, temperature, energy, and other resources. Ecosystems vary in size with some very small and others very large (often referred to as a biome). Humans have had varying impacts on ecosystems, forcing organisms to collapse, thrive, or adapt. Reflect on the importance of different plants and animals in an ecosystem and how they rely on each other for survival. Consider the impact of pollution on local ecosystems and the ways in which we can reduce pollution. Think about the impact of climate change on ecosystems and the ways in which we can mitigate these effects.

Potential prompts: what impact does climate change have on marine life and how does that impact us; how should we save water and why is it important; what are the effects of harmful gases on the human respiratory system.

Intermediate Categories (11-13 years old)

Growth Mindset

People with a growth mindset see skills and ability as things that can be improved through practice, effort, and persistence. Research shows that people who have a growth mindset are better able to handle tasks and challenges and are more successful. ([iThrive 1- Intelligence](#), pg. 35)

Reflect on a time when something was hard to accomplish. Consider how you feel and react when things don't go your way. Think about the steps you might take when faced with a challenge.

Potential prompt: what is the difference between a fixed mindset and a growth mindset; how might you change your mindset from a fixed mindset to a growth mindset; how might a growth mindset change how we see failure?

Sparks

A Spark is something you're passionate about; it really fires you up and gives you joy and energy. A spark comes from deep in your gut, and it is an important part of who you are. A spark may be an interest, skill or talent ([iThrive 1- Intelligence](#), pg. 31). Reflect on your own Sparks and what gives you joy. Consider how Sparks can be used in school, 4-H projects, and your life in general. Think about ways Sparks can be used in choosing a college major or a career (job).

Potential prompt: how might Sparks be used to make our daily lives more meaningful; how might Sparks be used to bring a positive change to your community; how could your Spark(s) influence your education?

Junior Categories (9-10 years old): Participation is limited to intermediate and senior members.

