

**EASTERN REGION**

**ACHIEVEMENT**

**COORDINATORS**

**PACKET**

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## ACHIEVEMENT MULTI-COUNTY GROUPS BY YEAR

YEAR	BIG NINE	GREAT NORTH WEST	SOUTH EASTERN CORNER	UPPER EIGHT
2005	Jefferson	Roane	Monroe	Sullivan
2006	Knox	Scott	Polk	Unicoi
2007	Sevier	Anderson	Rhea	Washington
2008	Union	Campbell	Bledsoe	Carter
2009	Blount	Cumberland	Bradley	Greene
2010	Claiborne	Fentress	Hamilton	Hancock
2011	Cocke	Loudon	McMinn	Hawkins
2012	Grainger	Morgan	Meigs	Johnson
2013	Hamblen	Roane	Monroe	Sullivan
2014	Jefferson	Scott	Polk	Unicoi
2014	Knox	Anderson	Rhea	Washington

## Assignment Grid for Multi-County Achievement Day

TASK	Agent Responsible	Responsibilities	Date to have completed
Contest Coordinator		1. Coordinate entire event.	All along Way
		2. Secure in conjunction with other agents in the group the date, and location of contest. Send info to Jenny.	Fall planning Day
		3. Secure Agents to fill assignment grid.	Fall planning Day
		4. Review rules on web page. (See 4-H Agents Handbook under Contests: Achievement for Rules)	ASAP
		5. Network with Jenny about putting registration on SUPER.	4 weeks prior to contest
		6. Assemble judges packets; assign judges to contest area. (See 4-H Agents Handbook under Contests: Achievement for scorecards)	2 weeks prior to Contest
		7. Check out site and assign rooms.	2 weeks prior to contest
		8. Conduct Welcome at the contest, turn over to Opening Ceremony Chair, and make announcements concerning project room locations.	Day of Contest
		9. Float during contest; check for problems.	Day of Contest
		10. Clean-up after program.	Day of Contest
		11. Secure awards to transport to Jenny .	Day of Contest
Check-In		Check in 4-H'ers who are signed up using check-in sheet provided by Contest coordinator.	Day of Contest
Opening Ceremony Chair		<ol style="list-style-type: none"> <li>1. Secure flags for pledges.</li> <li>2. Secure 4-H'ers to lead pledges.</li> <li>3. Secure 4-H'er to do Thought for the Day.</li> <li>4. Conduct Opening Ceremony according to Script.</li> </ol>	Prior to Contest
Awards Chair		<ol style="list-style-type: none"> <li>1. Unpack, sort and display awards to aid in the effectiveness of the awards ceremony.</li> <li>2. Conduct Awards Ceremony according to script.</li> <li>3. Repack awards so they can be transported back to Regional Office and can be used again. (Do not just throw ribbons back in box in haphazard manner. )</li> </ol>	Day of Contest
Tabulation	Need 2 agents 1. 2.	Tabulate scores as they come in and prepare forms to aid in awards ceremony. Bring calculators or adding machines.	Day of Contest
Records	(Contest coordinator)	Send participant placing information to Jenny to be posted on web page.	Day after contest
Publicity and Photos		Take picture of winners to send to Jenny to post: <ol style="list-style-type: none"> <li>1. Group Picture of 4<sup>th</sup> grade winners</li> <li>2. Group picture of Junior winners</li> <li>3. Group Picture of Jr. High Winners</li> </ol>	Day of Contest, E-mail to Jenny asap
All agents in Multi County Group		<ol style="list-style-type: none"> <li>1. Plan to attend.</li> <li>2. Secure 2 volunteers to serve as judges.</li> <li>3. Plan to serve as a judge if you are not assigned to another responsibility.</li> </ol>	Secure judges a month prior to contest and send to Coordinator

## Achievement Coordinator's Timeline

1. Remind all 4-H agents in your multi-county area that you will be setting the date for Jr. and Jr. High Achievement at the Fall 4-H Planning meeting.
2. Review the rules for Jr. and Jr. High Achievement prior to the Fall Planning meeting. These rules can be found in the 4-H Agents Handbook under Contests.
3. Have an idea in mind for the location of this contest prior to the Fall planning meeting. Remember:
  - A. The location needs to have several breakout rooms (depending on the size of your contest) and a large room for interactive exhibits. A good rule of thumb is to remember that a demonstration will last about 5 minutes, so divide up so that you have about 10-12 demos in each room (about an hour).
  - B. The location does not necessarily have to be in your county. A central location in another county may be best.
4. Meet with other agents in your multi-county group at the Fall planning date and decide the following:
  - A. Location of Contest
  - B. Date of Contest
  - C. Time of Contest
  - D. Assignments (See Assignment Grid for Achievement)

It will take 6 agents to fill the assignment grid. However, this number can be shortened by using the same agent to do more than one task (i.e. the check-in person can also do photos, the awards chair can also do opening ceremony).

**Also, at this time, discuss rules for the contests. If anyone has a question concerning rules (such as eligibility), this is the time to answer that question or ask ER Staff member. Rules can be printed and shared with group.**

5. After Fall planning meeting, please E-mail Jenny with the Date, Time, and Location of Contest. This needs to be done as soon as possible.
6. Make sure to secure site of contest as soon as possible so this can be put on the Regional calendar. Again, E-mail this to Jenny as soon as possible.
7. Network with Jenny about putting registration on SUPER. This needs to be done at least 4 weeks prior to contest.
8. Remind agents to secure at least two volunteers to serve as judges from each county. Remind them of this at least a month ahead of contest. These volunteers need to be registered through SUPER. Agents are required to attend.
9. Assign judges to contest area. You will need to use SUPER information to have an idea as to the number of participants in each area. Remember, the minimum number of judges to judge an area is two. Never have just one judge making decisions on a contest. Also, remember we are looking at trying to complete the competitive part of this contest in an hour or less... that means (since a demo should last around 5 minutes) that each judging pair should have about 10 – 12 demos to judge. Interactive Exhibits could also take up to 5 minutes so try to have each judging pair view about 12-15 exhibits. See “project breakdown” to see an example of how this can be done. This needs to be done at least two weeks prior to contest.
10. Assemble judges’ packets according to the way you have made assignments. This needs to be done at least a week or two prior to contest. Assemble in a file folder for each judge the following:
  - \* A list of all of the projects that the judging pair will be judging.
  - \* Although this may not be available until after check-in, a list of the 4-H’ers participating in each project needs to be in the packet.
  - \* Enough scorecards so that you can have a separate scorecard for each project area (this greatly increases the effectiveness in the tabulation room if they can separate the scorecards by project).

- \* Two pencils and a few pieces of scratch paper.
  - \* You may want to ask agents and volunteers who are judging to bring a personal calculator as well.
  - \* A sheet telling them where to bring scorecards after they have judged. (“Tabulation room is room 211” for example.)
11. Check site and assign rooms. Making room signs greatly helps the facilitation process on the day of the contest. Colored paper with the projects listed works really well. Remember to assign a location for tabulation where judges can bring in scorecards to be tabulated and tabulators can work without being disturbed by participants/parents/etc. This needs to be done 2 weeks prior to contest.
  12. Transfer names from SUPER to “Project Summary Score-Sheets.” There needs to be one Project Summary sheet for each project. These will be used by tabulators to figure scores and winners. When this is completed, make a complete copy of these sheets to be used during check-in. Remember to get portfolio scores from Mitch and put these on the Jr. High Project Summary Score-sheets
  13. Provide check-in person with a spread sheet by county of all participants. Jenny can send this to you. Also provide a copy of the Project Summary sheets. Check-in person needs to check off participants as they arrive and amend the check-in sheets and project summary sheets if there are changes. Provide the check-in person with a list of how the projects will be grouped for judging and ask them to sort the project summary sheets by that grouping so judges can pick these up on the way to the rooms. The other check-in sheets will go to tabulation room so changes can be made to their project summary sheets.
  14. Conduct a judges’ orientation prior to starting opening ceremony. Make sure judges: 1) understand how to use scorecard, 2) know they should calculate their own totals for each participant, and 3) they do not do averages as this will be done in the tabulation room. Judges also need to know where tabulation room is located.

15. Conduct welcome at contest; turn over to opening ceremony chair for opening. Prior to dismissal introduce all agents and volunteers who helped with contest. Make announcements and start facilitating contest.
16. Float during contest. Make sure all groups have found their locations. Make sure tabulators are set and ready. Tabulators should be provided with a "Project Summary Score-sheet" for each project. Tabulators will receive the check-in sheets which have changes so they can make changes to their Project Summary Score-sheet. Tabulators should be provided with the portfolio scores for those who are competing in Jr. High.
17. During contest make sure awards chair is sorting awards and getting ready for the awards portion of the contest. Make sure the awards chair sorts the awards by grade level and separates Jr. High Portfolio, Interactive Exhibit, and Premier Exhibitor Awards (the awards look alike but are identified on the award).
18. Tabulators should sort scores on Project Summary sheet, indicate winners and give to coordinator so they can be announced during awards ceremony.
19. As you get ready to start awards ceremony, make sure publicity chair has camera and is ready to take photos.
20. Assist awards chair in conducting awards ceremony.
21. Thank everyone for coming and remind all winners to stay for pictures
22. Assist publicity chair with photos.
23. Clean-up and load up.
24. Send participants list with winners indicated to Jenny to be posted on web.

## Opening and Awards Scripts for Multi-County Achievement Day

### Opening

- Coordinator: Welcome; turn over to Opening Ceremony Chair.
- Opening Ceremony Chair: Introduce Pledge Leaders; ask audience to stand.  
Ask audience to sit and introduce Thought for the Day giver.  
Turn back over to Contest Coordinator.
- Coordinator: Introduce Agents and volunteers who are assisting... (just have all agents stand and all volunteers to stand).  
Introduce Regional Staff who are present.  
Make any last minute announcements.  
Tell where and when Awards Ceremony will take place.  
Dismiss by groups to areas.

### Awards

- Coordinator: Introduce Awards Chair and turn program over to them.
- Awards Chair: Remind everyone that photos will be taken after awards ceremony and ask that all winners stay for that.

(Bring two projects up at once - put one project on one side of the stage and one on the other. When you finish one project, ask the 3rd project to be coming up while you are presenting the awards for the second. Then continue until you complete the age group.

Start awards... start with 4<sup>th</sup> Grade...

“Participating in this project today are...” (tell the 4-H’ers who did not place in the top three).

Placing 3<sup>rd</sup> is \_\_\_\_\_ from \_\_\_\_\_ county

Placing 2<sup>nd</sup> is \_\_\_\_\_ from \_\_\_\_\_ county

Placing 1<sup>st</sup> is \_\_\_\_\_ from \_\_\_\_\_ county

Repeat for all projects in 4<sup>th</sup> and 5<sup>th</sup> grade divisions

When you get to Jr. High, follow the same pattern of bringing two projects up.

Do awards for portfolios, then for IE’s, then the premier Exhibitor or Overall in each project.







### 4th and 5<sup>th</sup> grade Project Breakdown Worksheet

Judges	Project (No.)	Project (No.)	Project (No.)	Project (No.)	Project (No.)	Project (No.)	Project (No.)	Project (No.)	Project (No.)	Total (No.)
<i>Pair 1 (All 4<sup>th</sup> grade)</i>	<i>4<sup>th</sup> Animals (2)</i>	<i>4<sup>th</sup> Machine &amp; Tools (4)</i>	<i>4<sup>th</sup> Nature (6)</i>							<i>12</i>
<i>Pair 2 (All 4<sup>th</sup> Grade)</i>	<i>4<sup>th</sup> Plant &amp; Soil (1)</i>	<i>4<sup>th</sup> Yum and Chops (8)</i>	<i>4<sup>th</sup> Shopping (1)</i>	<i>4<sup>th</sup> Stitches (2)</i>						<i>12</i>
<i>Pair 3 (4<sup>th</sup> and 5<sup>th</sup>)</i>	<i>4<sup>th</sup> Safety &amp; health (4)</i>	<i>4<sup>th</sup> Sports (2)</i>	<i>5<sup>th</sup> AS Beef (1)</i>	<i>5<sup>th</sup> AS Dairy (1)</i>	<i>5<sup>th</sup> AS Goat (2)</i>	<i>5<sup>th</sup> AS Swine (1)</i>	<i>5<sup>th</sup> Citizen- ship (1)</i>			<i>12</i>
<i>Pair 4</i>	<i>5<sup>th</sup> AS Horse (4)</i>	<i>5<sup>th</sup> Comp. Animal (4)</i>	<i>5<sup>th</sup> Clothing (1)</i>	<i>5<sup>th</sup> Computers (1)</i>	<i>5<sup>th</sup> Com. &amp; Speaking (1)</i>	<i>5<sup>th</sup> Electric (1)</i>				<i>12</i>
<i>Pair 5</i>	<i>5<sup>th</sup> Line and Design (8)</i>	<i>5<sup>th</sup> Consumer Ed (3)</i>	<i>5<sup>th</sup> Envi. Sc (1)</i>							<i>12</i>
<i>Pair 6</i>	<i>5<sup>th</sup> Food Sc (1)</i>	<i>5<sup>th</sup> Hort Garden (2)</i>	<i>5<sup>th</sup> Leadership (1)</i>	<i>5<sup>th</sup> Nut. Health (3)</i>	<i>5<sup>th</sup> Photo (2)</i>	<i>5<sup>th</sup> Plant Sc (1)</i>	<i>5<sup>th</sup> Vet Sc (1)</i>			<i>12</i>

#### 4<sup>th</sup> Grade Project Breakdown

Project	No.	Project	No.	Project	No.	Project	No.	Project	No.	
Animals	2	Machine & Tools	3	My Home	0	Nature	6	Plant & Soil	1	Total
Safety & Health	4	Shopping Tour	1	Sports & Recreation	2	Stitches	2	Yum and Chops	8	29

#### 5<sup>th</sup> Grade Project Breakdown

Project	No.	Project	No.	Project	No.	Project	No.	Project	No.
AS. Beef	1	AS . Swine	1	Consumer Ed./Economics	3	Forestry, Wildlife & Fish.	0	Photography	2
AS. Dairy	1	Citizenship	1	Electric	1	Hort/Garden	2	Plant Sc.	1
AS. Goat	2	Clothing & Textiles	1	Engineering/Safety Science	0	Leadership & Personal Dev	1	Vet Science	1
AS. Horse	4	Companion Animal	4	Entomology	0	Line and Design	8		
AS. Poultry	0	Computers & Technology	1	Environmental Sc./Conservation	1	Nutr. Health & Fitness	3	Total No.	41
AS .Sheep	0	Communication/Pub Speaking	1	Food Science	1	Perf. Arts & Recreation	0		



# JUNIOR PROJECT ACHIEVEMENT

Junior Project Achievement is designed for 4th and 5th grade members. It consists of a demonstration in the member's project area.

**Eligibility for multi-county contest:** Check with your Region Office to see if there is a multi-county contest for 4<sup>th</sup> and/or 5th graders. A county can send one 4th grade participant in each project area and one 5<sup>th</sup> grade participant in each project area. Projects for 4th and 5th grades are listed below.

## **Demonstration:**

Demonstrations should be 3 to 5 minutes in length and generally "show how" to do some thing related to the project area. **NO LIVE ANIMALS MAY BE USED IN DEMONSTRATIONS.**

## **Projects for 4<sup>th</sup> grade (from the Exploring 4-H book):**

Animals	Plant and Soil	Sports and Recreation
Machines and Tools	Safety and Health	Stitches
My Home	Shopping Tour	Yum and Chops
Nature		

## **Projects for 5<sup>th</sup> grade:**

\*Demonstrations can be done in the following projects:

Animal Science-Beef	Companion Animal	Forestry, Wildlife & Fisheries
Animal Science-Dairy	Computers and Technology	Horticulture/Garden
Animal Science-Goat	Communications/Public Spkg	Leadership/Personal Development
Animal Science-Horse	Consumer Ed./Economics	Line and Design
Animal Science-Poultry	Electric	Nutrition, Health and Fitness
Animal Science-Sheep	Engineering/Safety Science	Performing Arts/Recreation
Animal Science-Swine	Entomology	Photography
Citizenship	Environmental Sci/Conservation	Plant Science
Clothing/Textiles	Food Science	Veterinary Science

## **Multi-County Contests:**

This contest will be conducted in Multi-Counties in conjunction with Jr. High Achievement. A chair county will be selected which serves as the coordination team for the event. The event will take place somewhere within the multi-county area preferably in a central location but not necessarily in the chair county itself.

## **Judges:**

Each county will supply at least one adult volunteer and one 4-H agent to serve as judges for this event. Projects will be divided among those judging pairs.

## **Awards:**

Awards will be provided by the Regional Office. There will be one 4th grade winner in each project area and one 5th grade winner in each project area (project areas listed above).

## **Scorecard:**

The demonstration scorecard will be used as a means of evaluating the demonstration.

# REGION 4-H DEMONSTRATION JUDGING SCORECARD

Project _____ Judge _____	Contestant Number									
	1	2	3	4	5	6	7	8	9	10
<b>A. DEMONSTRATOR</b>										
1. Appearance - neat, well groomed Good posture 5										
2. Voice pleasing, clear, distinct correct English 5										
3. Shows poise and enthusiasm 5										
<b>POSSIBLE POINTS</b> 15										
<b>B. PRESENTATION</b>										
1. Introduction - attention getting gives purpose for demonstration 10										
2. Main points are clearly stated 10										
3. Summary - interesting short, but complete 10										
4. Demonstration given convincingly 10										
5. Equipment - well selected and organized visuals neat, clear well-illustrated easy to read 10										
6. Work area left neat 5										
<b>POSSIBLE POINTS</b> 55										
<b>C. SUBJECT MATTER</b>										
1. Well Organized and selected. 10										
2. Source of information Accurate and up to date 15										
3. Practical questions answered accurately 5										
<b>POSSIBLE POINTS</b> 30										
<b>TOTAL POINTS</b> 100										

**A. Demonstrator**

1. Appearance: Is demonstrator neat, clean, well groomed; has good posture; no distracting jewelry; girls not overly made up; no chewing gum.  
*Scores can range from 0 to 5 in this category*
2. Voice: Pleasing, clear, distinct, using correct grammar.  
*Scores can range from 0 to 5 in this category*
3. Poise and enthusiasm: Does demonstrator project voice so it can be easily heard; make eye contact with audience and judges; smile and appear at ease; if gestures are used, are they natural.  
*Scores can range from 0 to 5 in this category*

**B. Presentation**

1. Introduction: attention getting, giving the purpose of the demonstration; brief and important; telling what is to be done; should be more than just the repetition of the demonstrator's name and club or county.  
*Scores can range from 0 to 10 in this category*
2. Main points are clearly stated: Are all steps clearly seen and understood by the audience? Easily distinguished points.  
*Scores can range from 0 to 10 in this category*
3. Summary: interesting and short but complete; key points requirements emphasized; no new material introduced; purpose met.  
*Scores can range from 0 to 10 in this category*
4. Demonstration given convincingly: Does it seem 4-H'er has knowledge of the subject matter and does not simply read the information; Does audience seem interested and not bored.  
*Scores can range from 0 to 10 in this category*
5. Equipment: well selected and organized; work area clearly seen; suitable and effective equipment for the job; equipment handled with ease; arranged for efficient use; used as needed; without name brands or labels; Visuals: neat, clear, easy to read, well illustrated; used to amplify, not duplicate method shown; charts not too crowded; simple designs; only needed charts used; charts handled smoothly. (Note: some demonstrations show and therefore use equipment to demonstrate; others tell or illustrate and use graphics. Both are equally acceptable.)  
*Scores can range from 0 to 10 in this category*
6. Work area: Is the area left as it was before the demonstration?  
*Scores can range from 0 to 5 in this category*

**C. Subject Matter**

1. Selection and Organization: Is it presented in a logical sequence with only one theme or idea presented; subject narrow enough to be covered adequately? Is topic related to a 4-H Project?  
*Scores can range from 0 to 10 in this category*
2. Source of Information: Is it accurate and up to date; UT recommended practices followed; personal experience can be cited; suited to age, interest, and experience of the demonstrator?  
*Scores can range from 0 to 10 in this category*
3. Practical questions: Judges may opt to ask no questions due to time restraints; If questions are asked they should be asked to all demonstrators; are questions asked accurately; admits not knowing instead of guessing.  
*Scores can range from 0 to 5 in this category*

# JUNIOR HIGH ACHIEVEMENT PROGRAM

Junior High Achievement consists of three components: **Interactive Exhibit**, **Portfolio**, and **Premier**. This contest is open to 6th, 7th and 8th graders and will take place at the multi-county level in conjunction with Jr. Achievement. There is no limit to the number of 4-H'ers that can participate from each county. However, only one winner will be selected in each project area regardless of grade. (See Junior Achievement concerning specific rules on how to conduct a multi-county contest.)

## Projects:

Animal Science-Beef	Companion Animal	Forestry, Wildlife & Fisheries
Animal Science-Dairy	Computers and Technology	Horticulture/Garden
Animal Science-Goat	Communications/Public Spkg	Leadership/Personal Development
Animal Science-Horse	Consumer Ed./Economics	Line and Design
Animal Science-Poultry	Electric	Nutrition, Health and Fitness
Animal Science-Sheep	Engineering/Safety Science	Performing Arts/Recreation
Animal Science-Swine	Entomology	Photography
Citizenship	Environmental Sci/Conservation	Plant Science
Clothing/Textiles	Food Science	Veterinary Science

## Interactive Exhibit Component:

An interactive exhibit consists of a table top exhibit (4 per eight foot table or 4 feet wide by 2 feet deep). The 4-Hers will have a 2-3 minute talk to explain the exhibit. The contestant needs to be prepared to answer questions by the judges. **NO LIVE ANIMALS MAY BE USED IN THE INTERACTIVE EXHIBIT.** The interactive exhibit scorecard will be used to evaluate these exhibits. There is no limit to the number of participants which can represent a county with an interactive exhibit.

## The Portfolio Component:

A Jr. High portfolio can be submitted in each project area. The guidelines to be used are listed on the state web page. This includes the state portfolio scorecard. There is no limit to the number of portfolios a county may submit for competition.

## The Premier Exhibitor Component:

The Premier Component will combine the exhibit and the portfolio scores to determine the overall best exhibitor in each project area. In order for a 4-H member to win the Premier Exhibitor Award, he/she must have a portfolio and an interactive exhibit.

## AWARDS

The Regional Office will provide appropriate awards in the following three categories: Winners will be crowned **in each area** for:

1. Portfolios
2. Interactive Exhibit
3. Premier Exhibitor

The 6th, 7th and 8th graders will all compete against each other within each project area.



## Interactive 4-H Project Exhibits 6th, 7th and 8th Graders

### **Rules:**

There is no limit to the number of project exhibits per project per county. Each exhibitor will be given 1/4 of an eight foot table for the exhibit (4 feet wide by 2 feet deep). Free standing exhibit boards or posters should be used. Space from the table to the floor may be used. Items may be displayed on the table.

The 4-H member will be expected to explain their exhibit in 2 minutes. The judge will have 2-3 minutes to ask questions. The interactive exhibit will be for the judges, not an audience. The audience may view the exhibits when judging is completed.

The exhibit must have a title and include the word 4-H or the clover somewhere on the exhibit. The exhibit needs to be related to the project material for that level.

### **Explanation**

#### **I. Exhibitor:**

**Appearance:** As the speaker presents, is his/her posture good; does he/she stand solidly on the floor, are his/her clothes (whether or not they are new or fashionable) clean and pressed? Or does the speaker sway from one foot to another; lean on the lectern or table; slump; and show poor grooming?

**Voice:** Is it understandable, pleasing, meaningful, vivid, properly pronounced, with proper grammar?

**Projection to Judges:** Does he/she have eye contact? Does the presentation have sufficient volume? Is it clear, distinct and presented with expression and enthusiasm? Or does the speaker instead present a memorized or read "report"? Does he/she communicate?

**Oral Explanation:** Does speaker have his/her thoughts together, showing good use of short preparation time? Can he/she communicate original or pertinent ideas?

**Well Organized:** Do ideas center around a central theme in a logical order, easily followed and understood by listeners? Or does speech seem poorly organized, with random ideas, or with ideas which do not fit into the theme?

**Source of Information:** Is the information accurate? Is the topic narrow enough for the message to be given completely? Has speaker earned the right to speak on the subject through study and experience, preferably in 4-H? Is the information apparently current?

**Questions:** Judges should be consistent as to the numbers and types of questions they ask each participant. How well does the speaker answer the questions?

#### **II. Exhibit:**

**General Appearance:** Pleasing Composition

**Attractive:** Is poster well-balanced and neatly done? Is the size in accordance with rules?

**Dynamic, Eye-Catching, Original:** Does the exhibit cause viewers to stop and read it? Is originality used in combining the design and style of lettering to catch the viewers attention? Are color combinations pleasing and used for emphasis?

**Message Told:** Does the poster attract attention, focus your interest on the idea and motivate you to take action? Is the message brief and direct?

**Creative:** Does the poster convey an original idea?