

Applicant Number: _____

Video Prompt

Tell us about your participation in a JA program and how that participation has changed your behavior or mindset. Include the following:

1. Describe your experience in a JA program, including the name of the program and, if applicable, how a volunteer played a role.
2. What was the most memorable part and why?
3. How have you already and/or how will you apply what you learned in a JA program to your life moving forward, especially as it relates to financial literacy, work readiness, and/or entrepreneurship?

Assume the judges know nothing about JA programs. Please include concrete examples of changed behavior or mindset where possible, address all components, and keep the finished video response between 1-3 minutes.

Students, Keep these Guidelines in Mind

- Ask a teacher or other adult to assist in planning and review.
- Take time to reflect before recording. Write an outline or even a full script and practice. Edit.
- Be authentic. Demonstrate genuine impact through stories. Include details to support big ideas.
- Speak to impress.
 - Imagine you are speaking to a local business owner who knows nothing about JA.
 - Avoid using profanity or excessive slang. You want to demonstrate that you can speak to an adult audience.
- Where possible, record your video inside with a still, quiet background. Avoid having a light/window behind you, and turn fans off to avoid a strobe effect.
- Watch the [winning videos](#) from last year (note the prompt and time limit was slightly different), read the rubric, and follow these tips. After you record, judge your video using the rubric to make sure it includes everything requested.

SECTION 1- Standard Qualifiers

	YES	NO (disqualified)
Student is in 9 th , 10 th , 11 th , or 12 th grade		
Application is complete by deadline		
Participated in a JACV program while in HS		
Parent/Guardian Agreement		
Student Agreement		
Video is between 1-3 minutes long		
Video submitted by deadline		

SECTION 2- Judged

	Poor	Below Average	Good	Excellent	Score
<p>Program Description (13%): Assume the judges have no knowledge about the program that you participated in. Describe your experience in a JA program, including how a volunteer played a role (if applicable).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Does not mention a JA program <input type="checkbox"/> Describes an experience that isn't a JA program <input type="checkbox"/> Mentions a JA program by name without giving any details about the experience 	<ul style="list-style-type: none"> <input type="checkbox"/> At least briefly mentions the name and content of a JA program <input type="checkbox"/> Description is too vague, incomplete, or meandering to clearly contextualize their experience 	<ul style="list-style-type: none"> <input type="checkbox"/> Includes enough to understand their experience in a JA program, but may include a few extra details or leave out an important detail <input type="checkbox"/> Names the JA program <input type="checkbox"/> May mention a volunteer component (if applicable) 	<ul style="list-style-type: none"> <input type="checkbox"/> Includes a well-composed overview of the program: <ul style="list-style-type: none"> <input type="checkbox"/> names the program <input type="checkbox"/> provides context for the rest of the video <input type="checkbox"/> shares relevant details about activities completed <input type="checkbox"/> describes how the volunteer(s) added value to their experience (if applicable) 	
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	
<p>Favorite Part (13%): What was the most memorable part and why?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Does not identify a specific part of the program as most memorable 	<ul style="list-style-type: none"> <input type="checkbox"/> Mentions a memorable part of the program <input type="checkbox"/> Includes little to no explanation as to why it's their favorite 	<ul style="list-style-type: none"> <input type="checkbox"/> Describes their most memorable moment <input type="checkbox"/> Includes some explanation as to why it's their favorite 	<ul style="list-style-type: none"> <input type="checkbox"/> Aptly describes their most memorable moment with an appropriate amount of detail to understand what happened <input type="checkbox"/> Clearly explains why that portion stood out to them personally <input type="checkbox"/> Connects to impact 	
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	
<p>Program Impact (40%): How have you already and/or how will you apply what you learned in a JA program to your life moving forward, especially as it relates to financial literacy, work readiness, and/or entrepreneurship?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Does not mention impact of JA program on their life/future 	<ul style="list-style-type: none"> <input type="checkbox"/> Includes at least one example of a lesson learned and how it could impact their life/future <input type="checkbox"/> The lesson and/or application may be vague, incomplete, or otherwise unclear 	<ul style="list-style-type: none"> <input type="checkbox"/> Includes at least one concrete example of a lesson learned, and <input type="checkbox"/> Clearly applies a JA lesson to their life/future <input type="checkbox"/> May lack evidence or passion or sound perfunctory 	<ul style="list-style-type: none"> <input type="checkbox"/> Includes at least one concrete example of a lesson learned <input type="checkbox"/> Clearly applies their participation in a JA program to a genuine change in behavior or mindset about their life/future <input type="checkbox"/> Uses a story or specific details to demonstrate that they have already made a change in their lives or taught someone else a JA lesson <input type="checkbox"/> Student is demonstrably and authentically affected by their experience 	
	<input type="checkbox"/> 1	<input type="checkbox"/> 6	<input type="checkbox"/> 9	<input type="checkbox"/> 12	
<p>Presentation (33%): Technical Voice* and Environment</p> <p><i>Do not include items outside of student control.</i></p> <p>*If using ASL, disregard any criteria related to speaking.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Reads script without eye contact <input type="checkbox"/> Stilted, flat, and/or confusing presentation style <input type="checkbox"/> Does not engage audience <input type="checkbox"/> Mumbles and/or speaks too quietly <input type="checkbox"/> Uses profanity <input type="checkbox"/> May have several distractions in background <input type="checkbox"/> This student could benefit from a substantial amount of public speaking coaching 	<ul style="list-style-type: none"> <input type="checkbox"/> May read script but occasionally looks at camera <input type="checkbox"/> Presentation seems unnatural, meandering, or somewhat confusing <input type="checkbox"/> Minimally engages audience <input type="checkbox"/> Includes only one of these: <ul style="list-style-type: none"> <input type="checkbox"/> clear voice <input type="checkbox"/> appropriate volume <input type="checkbox"/> dynamic vocal expression <input type="checkbox"/> May have some distractions in background <input type="checkbox"/> This student could benefit from a lot of public speaking coaching 	<ul style="list-style-type: none"> <input type="checkbox"/> Presentation is mostly engaging and coherent <input type="checkbox"/> May have moments that seem less smooth, meandering, unnatural, or somewhat confusing; <input type="checkbox"/> Includes two of these but not all three: <ul style="list-style-type: none"> <input type="checkbox"/> clear voice <input type="checkbox"/> appropriate volume <input type="checkbox"/> dynamic vocal expression <input type="checkbox"/> May have minor distractions in background <input type="checkbox"/> This student could benefit from some public speaking coaching 	<ul style="list-style-type: none"> <input type="checkbox"/> Presenter shares responses without reading prepared answers directly from a script, or if using a script, student references it, but spends the majority of the time looking at the camera; <input type="checkbox"/> Presentation is natural, engaging, coherent, and authentic <input type="checkbox"/> Includes all of these: <ul style="list-style-type: none"> <input type="checkbox"/> clear voice <input type="checkbox"/> appropriate volume <input type="checkbox"/> dynamic vocal expression that emphasizes key messages <input type="checkbox"/> Minimal or no background distractions <input type="checkbox"/> This student could benefit from minimal public speaking coaching, if any. 	
	<input type="checkbox"/> 1	<input type="checkbox"/> 4	<input type="checkbox"/> 7	<input type="checkbox"/> 10	

Total
