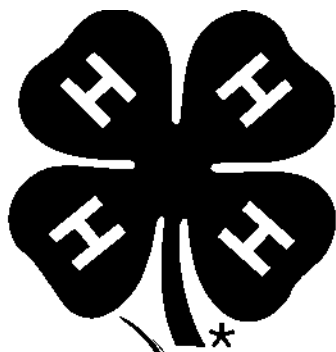


# 4-H Public Speaking Evaluator's Guide



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# 4H Takes You Places

**Cornell Cooperative Extension**

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 4-H Youth Development

# The 4-H Public Presentation Program

The Public Presentation Program is one of 4-H's most beneficial and rewarding experiences. It is the one most often credited by 4-H alumni as having given them an edge above peers in both college and professional careers. It provides a unique opportunity to develop a positive self-concept and poise, gain self-confidence before a group, learn to express ideas clearly, respond spontaneously to questions, and gain subject matter knowledge. Through a progressive series of communication activities, youth learn to express themselves and their ideas.

- Types of presentations include **Demonstrations, Illustrated Talks, formal Speeches, Interview Process** and Creative Communications such as **Recitation** and **Dramatic Interpretation**. These are defined on page 3.
- Cloverbuds (grades K to 2) begin by preparing a simple Show & Tell to help relieve the “jitters” and get them used to talking in front of a small audience. Evaluation is done for motivation and encouragement. The complexity of a Cloverbud’s presentation is highly dependent on the individual child.
- First-time presenters (grade 3 or higher) start with a short, but formally organized, **Demonstration** or **Illustrated Talk**. Public presentations provide a “building block” process with new skills and more emphasis on delivery, subject, and presentation being introduced each year. Public presentation training begins at the club or beginner workshop level. Area or countywide 4-H Public Presentation events provide a more “public” setting in which members can practice their skills and become comfortable with constructive evaluation of their presentation. District and state events expand learning opportunities for those who have already developed their proficiency beyond the basic expectations.
- The 4-H Public Presentation Program is part of the broader 4-H Communications and Expressive Arts project area, which helps young people express their thoughts and emotions clearly, confidently and creatively. This project area also includes writing, photography, art, crafts, and performing arts such as music and drama.

## Public Presentation Categories

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- **Demonstration** - The presenter *shows* and *explains how to do or make something* (how to juggle, do basic dance steps, build a kite, make cookies, care for a pet, etc.). Appropriate equipment, models or illustrations, posters/visuals are used as needed to explain information being conveyed and to show the steps in the process being demonstrated. It is sometimes necessary to show a larger scale replica of something that is too small for the audience to see. A finished product is shown. **Team Demonstrations are allowed at the state level and should reflect a topic requiring teamwork as well as effective balancing of verbal communication and hands-on action.**
- **Illustrated Talk** - The presenter uses visual aids to *tell about* the topic. The effective use of charts, pictures, posters, slides, PowerPoint slides, overheads, graphs, examples, models etc. play a major role in communicating the presenter's message. **TEAM Illustrated Talks are not allowed at the state level.**
- **Formal Speech** - The presenter aims to *persuade, motivate* or *inform* the audience without the use of visuals. Proper use of note cards is acceptable. In this category, the presenter chooses and researches a topic of choice. Depending on the topic chosen, the presenter chooses a format (persuasive, motivational, or informative) that best suits what is to be conveyed to the audience. For example, if the topic is censorship of literature, the presenter can choose to inform the audience about this topic, persuade the audience of his convictions, or motivate the audience to take a more active role in making current changes in this arena. A Speech is written in the presenter's own words, however, poetry, quotations, humor, or imagery may be incorporated to command attention or emphasize a point. **TEAM Speeches are not allowed at the state level.**
- **Creative Communication** bridges the gap between message-delivery and the performing arts. Art forms such as **Recitation, Dramatic Interpretation**, puppetry, skits, clowning, singing, music, and story telling are used as the vehicle for conveying a message. Currently **Recitation and Dramatic Interpretation** (as defined below) are the only subcategories under Creative Communication being evaluated at the state level.
  - **Recitation** - The presenter, with the use of vocal inflection and body language as communication tools, delivers his rendition of a piece of **pre-written material**. Props should not be used, but appropriate dress to subtly represent the character or mood of the written piece is acceptable. **Dress should not overwhelm the oral presentation.** Memorization is expected, but proper use of notes is permitted either in the form of note cards or a book. This area is not intended for presentation of original pieces of material written by the presenter. **TEAM Recitations are NOT allowed at the state level.**
  - **Dramatic Interpretation** - **The presenter or team of two** delivers a re-enactment of a piece of scripted material. The content can be taken from plays, movies, sketches, or monologues--dramatic or comedic. This form of presentation, by definition, should include props and costumes. Props need to be **simple** and **minimal**, not detracting from the strength of the presenter(s). Original pieces written by the presenter(s) are accepted in this category, but **4-H educators should** monitor appropriateness of presentation.
- **Interview Process** - During the Interview Process, 4-H teens will undergo a simulated job or college entrance interview with a volunteer evaluator. The résumé, cover letter and application (written presentation) will be judged based on appearance and content. The oral presentation will be the actual interview using questions selected from a set list. The written presentation documents will be submitted for judging prior to the face-to-face interview. The face-to-face interview should last about 20 minutes. Afterward, the evaluator will privately consult the youth and provide positive feedback.

## **Format for Public Presentations for New York State 4-H**

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All types of presentations except for the **Interview Process** share the same three-part format: an **introduction, body, and conclusion or summary**. The content and presentation techniques used in each part differ somewhat for each type of presentation.

### **1. Presenter Introduction (by Emcee or Room Host)**

Presenters in ALL categories will be **required** to compose a biographical introduction of themselves on a **4x6 card** which should include name, county, club (if applicable), number of years in 4-H, and any biographical information the presenter thinks would be of interest to his/her audience, i.e., hobbies, music, drama, other youth related interests, etc. This should be kept interesting and concise and should be written as the presenter wants it to be read by the room host. **DO NOT GIVE AGE OR NUMBER OF PREVIOUS PRESENTATIONS FOR DISTRICT LEVEL, AND Title and topic of presentation are not included in the Room Host's "Presenter's Introduction".**

### **2. INTRODUCTION**

#### **Introduction of the Presentation (By Presenter)**

The presenter will begin his/her presentation by introducing the topic in a manner that creatively catches the attention of the audience while stimulating their curiosity and motivating them to think about the subject to be presented. Use of the Title can be a part of this introduction.

For **Creative Communication** categories, the presenter(s) should identify the source of the creative piece and its author and may allude to, explain, or challenge the audience to discover the message it conveys prior to beginning. Setting the stage for either a recitation or dramatic interpretation will often serve to stimulate the audience as well as help them to “feel” what is being presented. In addition the presenter’s reason for choosing this particular piece may also be included at this point if so desired or if it lends to a better understanding of the piece being presented. These introductions should not attempt to “interpret” the piece for the audience, be too lengthy, nor “overshadow” the content of the recitation or dramatic interpretation.

### **3. BODY**

This is the main part of the presentation. In a **Demonstration** a technique or steps of a process are shown. In an **Illustrated Talk** or **Speech**, the main points are identified and explained. In a **Creative Communication** presentation the creative piece is performed.

## New York State Level Format for Public Presentations (continued)

### 4. CONCLUSION OR SUMMARY\*\*

The presenter emphasizes or re-emphasizes the message of the presentation:

- **Demonstration-** the most important steps are summarized,
- **Illustrated Talk or Speech-** the presenter concisely recaps the message of the presentation or draws conclusions.
- **Creative Communication-** the nature of the conclusion depends on the type of creative piece and how it was introduced.

In both a **Speech** and a **Creative Communication** presentation, a conclusion may be built into the piece itself or the message may be emphasized through a simple comment, a brief analysis, an expressive body movement (i.e., lowering one's head, stepping to one side, creating a noticeable pause, etc.) or even through dialogue with the audience.

\*\*Please note that this part of the presentation is called a **summary** in a **Demonstration** or **Illustrated Talk** and a **conclusion** in a **Speech, Recitation, or Dramatic Interpretation** due to the fact that one type of presentation actually calls for a summary of the material presented and the other types require the presenter to bring the talk to a conclusion.

It has been observed that in a few cases, depending on the subject being presented, an **Illustrated Talk** may also come to a "conclusion" rather than providing a "summary." (Example: an Illustrated Talk on an event in history may find concluding remarks more appropriate and stimulating than a recapping of what has been presented.)

5. All **six** types of presentations end the citing of the resources used and with asking the judges or audience if there are any questions. **Internet Resources should be listed. Tangible media such as books and magazines should be present. Individuals should be named.**



## Progression and Age-group Expectations

Approximate Age/Grade	Presentation Type	Comments and Expectations
Young Cloverbuds Grades K-1, Ages 5 & 6	Show-and-Tell	This is a lead-up activity that “readies ” the young Cloverbud for participation in the Public Presentation program. The show-and-tell is not evaluated but a dialogue between the member and either an adult or teen listener takes place providing motivation and praise. Emphasis is on self-expression and helping the member feel comfortable speaking to a small group of peers and adults.
Cloverbuds Grades 2-3, Ages 7 & 8	Show-and-Tell Demonstration	✧“First-timers” are advised to do the Show-and-Tell. Cloverbuds who have already had a positive show-and-tell experience and/or feel confident about trying a Demonstration may do so. Although the three parts of a presentation are learned at this level, focus is still on helping the member to feel comfortable. Cloverbuds are not expected to do a polished job. A special Cloverbud Comment Sheet is used; no ratings or scores are given. The evaluator encourages and coaches in a highly positive manner.
Grades 3-6, Ages 8-11	Demonstration Illustrated Talk	✧✧Emphasis is now shifted to the Demonstration format and some of the finer points of organization. The member is expected to both show <b>how</b> and explain <b>why</b> . The member should know enough background information to answer reasonable questions. Members who have done well with Demonstrations are encouraged to try an Illustrated Talk.
Grades 7-9, Ages 12-14	Demonstration Illustrated Talk Creative Communication	Training emphasizes format, presentation technique and showmanship equally. Presentations are expected to be informative, well organized and presented in an interesting manner. Members who have done well with Demonstrations are encouraged to try an Illustrated Talk or Creative Communication presentation.
Grades 10-12, Ages 15-19	Demonstration Illustrated Talk Creative Communication Formal Speech Interview process	Experienced teens should be able to deliver a polished and professional Demonstration. They are encouraged to try one of the other presentation types if they have not already done so. Training emphasis is on delivery and showmanship since format and organization should be second nature by now. The formal Speech is an appropriate challenge because the speaker has nothing but his/her own voice and body to retain audience attention and communicate the message. <b>The Interview Process should be encouraged for this age group.</b>

✧ This is highly dependent on the individual child.

✧✧ Members sometime choose to do an Illustrated Talk over a Demonstration.

# A Message to 4-H Public Presentation Evaluators

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Evaluation is the connecting link in the chain of learning experiences that convert the unsure to self-assured, and the awkward to polished presenters. It is the end of one “learning by doing” cycle and the start of the next through which 4-H members strive to “make the best better.”

Your role is an important one. **What** you say and **how** you say it affects both the learning and the self-concept of the member. Your influence will be most positive when:

- You understand the purposes and goals of youth development programming;
- You understand the developmental stages of youth and respect the capabilities of each;
- You are positive and encouraging when coaching youth, able to challenge them to improve without discouraging them;
- You know the standards and expectations against which to measure youth presentations; You enjoy working with youth and want to make a difference in their lives.

This guide presents the basic information you need to become an effective 4-H Public Presentation evaluator. Attending an evaluator training workshop will help you to further understand the expectations for youth of different ages, to hone your coaching skills, and to learn how to use the evaluation forms as effective teaching tools.

The 4-H Youth Development Staff appreciates your willingness to share your expertise with young people. We thank you for investing the time to help our 4-H members grow in confidence and competence.

Oral communication is a complex matter. It involves the accurate use of vocabulary and grammar, the ability to grab and retain audience attention and the use of a variety of techniques and tools to help deliver the message. These are all affected by the personality, confidence and self-concept of the presenter. No matter how well planned and practiced a presentation may be, it will not communicate effectively unless the presenter is comfortable in front of the audience and allows his/her personality to shine through. Therefore, the progression of learning experiences in the **4-H Public Speaking** Program starts and ends with a focus on the personal aspects of presentation. The technical aspects are emphasized during the middle years of participation in the program. **This progression is outlined in the chart on page 6.**



## Pointers for Presentation Evaluators

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The challenge in any educational evaluation process is to balance recognition with constructive criticism. To motivate a young person to improve, his/her work must be evaluated realistically, praised appropriately, and critiqued tactfully. Providing constructive suggestions after the member has identified need for improvement in a certain area reinforces the member's self-assessment and maps a path to greater accomplishment. When the member does not see the performance realistically the challenge for the evaluator is greater. Serving "compliment sandwiches" can help – spread the constructive criticism between two compliments. In the end, all presenters should leave feeling good about themselves and the effort they have made and with the confidence that they are capable of doing even better next time.

The persona projected by the evaluator can enhance the learning process or undermine it. These four characters illustrate the point:

**Mr. Ego** - This evaluator wants the member (and everyone within earshot) to know how much of an expert he is. He asks tricky questions, and when the member stumbles he gleefully proceeds to enlighten all with more information than anyone cares to know. The member leaves depressed. Mr. Ego is so impressed with himself that he doesn't even notice.

**Ms. Conscientious** - She knows that evaluation is an important job. She must catch each and every mistake that a member may make. She's afraid that if she lets something slip by her she will have failed in her mission and she, herself, will be viewed as unfit. Ms. Conscientious, because she is so wrapped up in the "judging" process, overlooks the member completely. The member leaves with a head full of "don'ts" and the feeling that he won't get it right – EVER.

**Grandma** – This evaluator is a good-natured soul. She can't bear to tell any of "her children" that they may have made a mistake. (If she had her way, members would do their presentations seated on her knee!) It pains her to make corrections, but when she does, they are *so* gentle the member can't recognize them. The member leaves convinced that he is a perfect being with no need for improvement.

**Mr. Mentor** - He is an empathetic teacher and knows that the presenter is more important than the presentation. He realizes that guided self-evaluation helps members grow. As he consults with each presenter he listens carefully. He watches the member's face and body language to judge the reaction to what he is saying so that he will know when more positive comments are needed and when it is time to stop making suggestions. His evaluation is realistic, encouraging and tactful. The member leaves feeling confident in himself and motivated to make his best even better.



## Setting the Stage for a Positive Experience

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Here are some simple things that an evaluator can do, and avoid doing, to create a positive learning environment:

### *Before the presentation starts –*

- ☺ Greet the presenter with a smile **and introduce yourself.**
- ☺ If the member seems nervous initiate a little small talk – comment on your interest in the topic, etc. – let the member tell you when he/she is ready to start.
- ⊖ Don't make the member wait while you chat with other adults when he/she is ready to start.

### *During the presentation –*

- ☺ Watch and listen to the presenter continuously, making only brief notes on scrap paper.
- ☺ **Interrupt only** to make presenter aware of a safety hazard, **if the member cannot be heard**, or if the presenter has obviously met with an obstacle that they don't seem to know how to surmount.
- ☺ Tactfully signal the presenter when the time limit has been reached.
- ☺ Be prepared to ask some questions at the conclusion of the presentation **and encourage the audience to ask questions also.** (If a question is inappropriate or questions too numerous, intervene as needed.)
- ☺ Keep an open mind. If the presenter used a technique or method different from your own consider the results. If it worked well it is probably acceptable.
- ⊖ Don't show displeasure when a mistake is made.
- ⊖ Don't stop the presentation *without warning* even when it is obvious that it is not close to being finished when the time limit has been reached.

### *After the presentation –*

- ☺ **Be prepared to stand up and say something to the audience that is positive about the presenter or the presentation. This “sets the stage” for a more positive consultation time between you and the presenter. No negative statements should ever be made publicly regarding the presenter or presentation.**
- ☺ While the presenter is clearing the table begin to write comments on the evaluation form. (You may write additional comments after speaking with the member.)
- ☺ If possible, leave the room to hold the consultation. Ask the presenter to sit next to you for the consultation.
- ☺ Start with a positive and sincere comment then lead the member into a self-evaluation. (“I enjoyed your presentation. Were you pleased with it?”)
- ☺ Maintain a dialogue while providing both praise and suggestions for improvement.
- ☺ End the consultation with a positive comment.
- ☺ Complete your written comments (*be thorough*) and numerical ratings when called for. Make sure your written comments, like your oral consultation, include both positive and constructive remarks.
- ⊖ Don't lecture or be too picky.



## The Consultation Method of Evaluation

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The New York State 4-H Youth Development Program endorses the consultation method for evaluating 4-H Public Presentations rather than the public critique method used in some other states. The consultation method focuses on facilitating growth rather than justifying a rating.

The most important aspect of the consultation method is the *dialogue* that takes place between the presenter and the evaluator after the presentation has been completed. It is intended to help members *decide for themselves* how well they did relative to their experience and to identify specific things they can work on to improve their next performance. The evaluator makes very brief notes during the presentation and uses them as the basis for a series of questions that lead the member through a self-evaluation. This process should give the members an opportunity to talk about what they have done, how they feel about it, what they think can be improved, and where they would like help. The evaluator recognizes the things the member has done well and, when areas that need improvement have been identified, provides suggestions and alternative approaches. When the conversation has ended the evaluator records the most important points on the evaluation sheet and completes the ratings.

It is important for evaluators to be aware of the presenter's past experience and the expectations for their age group. It is just as important to praise members for their participation, preparation and progress as it is to recognize an excellent performance.

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## 4-H Public Presentation Evaluation Standards

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The factors to consider when evaluating a 4-H Public Presentation are detailed on each of the evaluation forms used at the state level: **Demonstration, Illustrated Talk, Speech, Recitation, Dramatic Interpretation and Interview Process**. However, it is wise to look at the “forest” before examining the “trees.” If you can answer “yes” to each of the following three questions, the presenter has, *in general*, met expectations:

- ✓ Was the topic appropriate for the audience and the age/experience of the presenter?
- ✓ Was the message clear; was the intended lesson or process taught effectively?
- ✓ Did the member present him/herself with poise and confidence?

Your assessment of the *general* quality of the presentation will guide your final rating. Each of the details contributes to the quality of the presentation but not to the same degree. So, simply adding up points given for each item will not accurately reflect the overall quality of the presentation.

Regardless of the final rating, it is the details that will guide the member's future growth. The point system used on the state level evaluation forms assigns points relative to the expectations for a given age/experience level: 3 points = met expectations for level, 4 points = above expectations, 5 points = outstanding, 2 points = needs improvement, 1 point = omitted something essential. It is the items that fall above and below the expectation point that you will be discussing with the presenter. The standards for each of the items listed on the forms are described on the following pages. The **New York State 4-H Public Speaking Program's recommended and required evaluation forms** are available from a 4-H Educator or on the state 4-H website, <http://nys4h.cce.cornell.edu/events/Pages/PublicPresentations.aspx>, if they are not included with this packet.

## **New York State Level Glossary of 4-H Public Presentation Terms for each division except Interview Process**

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While the terms used vary from form to form, the items listed on all evaluation forms are divided into three sections - delivery, subject, and presenter. Definitions given below are shown in alphabetical order under section headings.

### **Delivery**

**Articulation** - Words are pronounced clearly and appropriately. (Consider level of difficulty and age.)

**Conclusion** - The conclusion of a **Speech** or **Creative Communication** presentation may take any of three forms. It may present the generalization that is drawn from the previously discussed points; it may provide an emotional closure; or it may bring points presented to a logical closure. Consider how well the conclusion brings the main message home to the audience.

**Conveys Tone/Mood** - The language, facial expressions, tone of voice, inflection, etc. convey an emotional character or attitude that is in keeping with the nature of the topic and its main message.

**Efficient Organization** - The materials and equipment used should be logically arranged in the demonstration space so that they remain organized and easy to use or find throughout the **Demonstration/Illustrated Talk**. Work area is kept clear for good audience observation.

**Gestures** - Hand and body movements are appropriate to the content of the presentation and serve to depict the emotional character of the message. These are neither over nor under accentuated.

**Gets Point Across/Appropriate Length** – Information is presented in an effective, clear manner. The audience clearly understands the purpose and intent of the presentation. A sufficient amount of time is used to effectively deliver the message without rambling or attempting to “squeeze” in too much information in the allotted time.

**Grammar/Vocabulary** – Proper grammar and terminology are used. The language used makes the meaning clear.

**Length of Presentation** – The length of the presentation (within 3 to 15 minute limits) is appropriate to the topic and to the age and experience of the presenter. ♦♦♦ **At state level, point reductions will occur for presentations going over 15 minutes or under the minimum time expectation of 5 minutes.**

**Proper Equipment/Visual Aids** – The **correct** equipment is used when demonstrating a technique or process. Equipment is in safe and clean condition. If audio/visual equipment is used, it should be handled properly, smoothly and confidently. If hand-made visual aids are used, they should be neat, concise, legible and effective in the delivery of the message.

Charts, models and other visuals may be used to:

- Show an enlarged view of a detail
- Show a reduced scale model when it is not practical to have a full-scale model or the real object show a cross-section
- Compare data
- Summarize steps in an operation
- List pertinent information such as ingredients or craft supplies Show a timeline
- Props for Dramatic Interpretations should be simple so they do not overwhelm the presentation.

**Proper use of Notes/Visual Cues** – If needed, note cards or other inconspicuous visual cues should be used for quick reference only. For **Demonstrations** and **Illustrated Talks**, a poster may be used simultaneously as a visual for the audience and a cue card for the presenter. Consider age, experience, and the difficulty level of the presentation when evaluating whether the degree of dependence on aids is acceptable.

**Smoothness/Flow** – Pace and pauses are used appropriately to add emphasis, convey mood, or enable the audience to process information before moving on.

**Summary** – The main points of the **Demonstration** or **Illustrated Talk** should be reviewed concisely; no new material should be introduced. A feeling of closure should be felt following a well produced Summary.

## **Subject**

**Appropriate for Experience & Age** – The topic is challenging but within the capability of the presenter.

**Content: Documented and Researched** – The content is well thought out, researched and factual; the presenter identifies sources. In persuasive **Speeches**, sources of conflicting opinion should also be cited.

**Correct, Up-to-date Information/Sources Given** - The information given is based on reliable sources that are identified by the presenter. Unless known to be otherwise, the presenter's information is assumed correct/current.

**One Main Theme, Logically Organized** - Information given pertains directly to the topic and is presented in a logical order that is easy to understand.

**Stimulates Audience Interest** – The topic would be expected to attract attention from people like those in the audience without factoring in the effectiveness of the delivery. However, creative delivery can affect audience interest.

**Understanding of Subject** – The presenter gives evidence that information is understood, not “parroted”, by adequate response to questions and through the way information is used throughout the presentation. In a creative communication presentation, the manner of interpretation shows that the presenter **understands** and **feels** the meaning and significance of the creative piece.

## **Presenter**

**Appearance** – The presenter is well groomed and properly dressed for the topic and type of presentation. Appropriate clothing may be worn for a **Recitation** to **subtly** represent the character or mood of the written piece but it should not overwhelm the oral presentation. Costumes for **Dramatic Interpretation** should be kept simple. An attempt by the presenter to integrate presentation with appearance, i.e. color or topic coordination should be noted favorably.

**Enthusiasm** – The presenter projects an excitement about the topic that serves to stimulate audience's interest.

**Eye Contact** - The presenter creates a connection with the audience by looking directly at individuals in a small audience or by focusing on areas in a large room that would make audience members feel as though the speaker was gazing at them. This should become more refined with age and experience

**Fields Questions Adequately** - Answers most questions correctly and completely. When an answer is not known, the presenter suggests where it might be found or offers to find it. Presenter is not expected to have an answer for all questions.

**Poise** – The presenter's demeanor is relaxed and confident.

**Posture** – The presenter does not slouch, fidget or lean on table; stands and moves in a manner appropriate to the type of presentation. **(Presenters who are physically challenged should be evaluated accordingly.)**

**Voice** – The presenter speaks with a clear, strong voice using distinct enunciation; projects voice well enough to be heard from the back of the audience. Good steady rate with effective volume. (The affect of a speech impediment or braces should be taken into consideration when apparent.)

# **New York State Level Glossary of 4-H Public Presentation Terms for Interview Process**

## **Resume**

Arrangement:

Grammar/Punctuation:

Evidence of Skills:

Career or College Objective:

**References:** References are listed with accurate information.

## **Application**

Content:

Personal Data

Educational Information

Employment or Volunteer Experience

**References:** References are listed with accurate information

## **Interview**

**Personality & Poise-** The presenter's demeanor is relaxed and confident

Attitude

Courtesy

Knowledge and presentation of ability

Self-Confidence

Appearance

Response to Questions