



The 4-H Public Presentation Program is considered one of the strongest methods available to develop poise, confidence and leadership abilities in youth.

It does not matter what award youth receive. Everyone who gives a presentation emerges a winner. This project is perfect for learning how to manage “goal setting” as the youth should take the recommendations for improvement given by their evaluators and apply them the next time they give their presentation. This may be accomplished each year as they move from their club presentation event to our county level presentation event. Those who qualify may move on to the District level event. When youth stay in the program for a few years the big goal might be to qualify to present at the NYS level event. Everyone participating fully in this project will find that:

- ✂ They speak with ease before groups of people
- ✂ They can put across ideas easily because they have learned to organize what they want to say
- ✂ They can tell people that this is a life skill they learned in 4-H
- ✂ They learn a great deal more about the subject they chose
- ✂ They learn to think ahead and plan
- ✂ They learn poise and self-confidence
- ✂ They are helped in their schoolwork



## 4-H Public Presentations

### Progression and Age-group Expectations

| Approximate Age/Grade                         | Presentation Type   | Comments and Expectations   |
|---|---|---|
| Young Cloverbuds<br>Grades K-1,<br>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<br>Grades 2-3,<br>Ages 7 & 8       | Show-and-Tell<br>Demonstration  | <sup>3</sup> “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,<br>Ages 8-11                      | Demonstration<br>Illustrated Talk   | <sup>3b</sup> 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,<br>Ages 12-14                     | Demonstration<br>Illustrated Talk<br>Creative<br>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,<br>Ages 15-19                   | Demonstration<br>Illustrated Talk<br>Creative<br>Communication<br>Formal Speech | 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.   |

## Glossary of 4-H Public Presentation Standards

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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**. 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 on needlessly 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.

**Introduction** - Opening remarks creatively stimulate interest in the topic (explain why it is important to the presenter and/or the audience, describe its dramatic or historical significance, etc.). If the presenter has not been introduced a personal introduction should also be included. ♦♦♦ **At state level, presenter provides biographical introduction to room assistant.**

**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.**

**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

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.

### **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.

**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.

**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.

**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.

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

**Posture** – The presenter does not slouch or fidget; 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.)