

4-H Public Presentations

Types of Presentations



4-H Presentations: 5 -19 Year Olds

Time Limit: 5 to 15 Minutes (Varies depending upon age & experience)

REMEMBER YOUR SNAPPY & CLEVER INTRODUCTION!!

-Snappy sentence, quote, question, surprising fact, joke/funny story, personal experience, unusual objects, or dramatic/historical significance.

1. Demonstrations:

- The presenter shows, one step at a time, how to do, make, or prepare something based on a topic or subject from a 4-H project or from general interests and activities.
- This type of presentation usually includes a completed product and/or posters, which list the ingredients or give background information.
- Some examples may include: "How to lay out a pattern", "How to juggle", "How to use the Internet", "How to sort & do laundry", etc. Topic should be appropriate for experience level.
- **Important reminder about Food Demonstrations:** Presenters must wear aprons, have hair pulled back, wash hands before beginning (or indicate that they just washed their hands if sink is not in the room). Due to food safety guidelines presenters **cannot** serve samples. However, Evaluators may request a sample.
- **TEAM Demonstrations ARE permitted at the county, district, and state level if the presentation requires two people for efficient use of time and effectiveness relative to the presentation.**

2. Illustrated Talk:

- The presenter tells a story, or informs audience about something.
- An Illustrated talk usually explains a process, trip, activity or event accompanied by visuals such as a poster series, overheads, slides, power point, books, pictures, models or other illustrations.
- The presenter may use visual aids to tell about the topic.
- Some examples may include telling & showing the importance of good nutrition; telling & showing about fishing; telling about quilts, etc.
- **TEAM Illustrated Talks are NOT permitted at the county, district or state level.**

3. Recitation (Creative Communication):

- The presenter delivers a piece of **pre-written** material (No original pieces).
- Vocal inflection, body language, mood and tone are used as primary communication tools.
- Props **may not** be used but presenter may use clothing to subtly represent the mood however, costumes are not permitted.
- Memorization is expected; but notes are permitted.
- **TEAM Recitations are NOT permitted at the county, district or state level.**

4. Dramatic Interpretation (Creative Communication):

- The presenter or team delivers a re-enactment of a piece of **scripted** material taken from plays, movies or monologues. (Original pieces are acceptable with prior approval from 4-H Educators).
- Vocal inflection, body language, mood and tone are used as primary communication tools.
- Props and costumes should be used but should not detract from the strength of the presenter.
- Memorization is expected; but notes are permitted.
- **Team Presentations are permitted at the county, district and state levels. (Maximum 2 presenters per team)**

5. 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.



4-H Public Presentations **Format for Public Presentations**

~ Guidelines for Introductions & Summaries/Conclusions ~

All types of 4-H Public Presentations share the same three-part format: an introduction, body, and conclusion or summary. ***The content and presentation techniques used in each part vary somewhat depending on the type of presentation.***

Introductions:

- **Demonstrations & Illustrated Talks:** the presenter will begin by introducing his/her topic in a manner that creatively catches the attention of the audience while either stimulating their curiosity or providing information about the subject.
 - **Sample (Demonstration) Intro:** (A football is thrown from the side of the room and caught by the presenter who is dressed in football uniform). "If you have ever watched a football game, you know how important it is for the players to be able to throw and catch the ball skillfully".
 - **Sample (Illustrated Talk) Intro:** "Vehicular accidents are the number one killer of youth ages 16 to 20".
- **Creative Communication & Speeches:** the presenter 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. The setting as well as the presenter's reason for choosing this particular piece may also be included at this point if so desired.

Body (This is the main part of the presentation):

- **Demonstration:** a technique or steps of a process are shown.
- **Illustrated Talk or Speech:** the main points are identified and explained.
- **Creative Communication Presentation:** the creative piece is performed.

Conclusion or Summary (The presenter emphasizes or re-emphasizes the message of the presentation):

- **Demonstration/Illustrated Talk:** the most important steps or points are summarized.
- **Creative Communication Presentation:** the conclusion depends on the type of creative piece and how it was introduced. 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 (lowering one's head) or even through dialog with the audience.
- Please note that this part of the presentation is called a **summary in a demonstration** or an **illustrated talk** because it calls for a summary of the material presented; and called a **conclusion in a speech, recitation or dramatic interpretation** due to the fact that it requires the presenter to bring his talk to a conclusion.



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Putting Your Presentation Together

Practice, Present, Critique

Now that you have your demonstration / illustrated talk, it's time to complete the puzzle by practicing it and perfecting it. This may even include the development of posters, tri-boards and/or other visual aids to make your presentation top-notch! Don't forget about the final pieces of this puzzle which are presenting your demonstration as well as critiquing it!

To practice and present a great demonstration, you must believe in what you say and say it with conviction. A well designed presentation should be almost as natural as casual conversation. This will be much easier if you have chosen a topic you know something about and are interested in. The content of your presentation will flow from you, because of your knowledge of the topic. If you have chosen a topic you know little about, then you will have to memorize a lot of it. A good demonstration should not be memorized, at least not word-for-word. Memorized demonstrations often lack spontaneity, because you're concentrating on recalling words instead of your thoughts and knowledge-base.

HINTS for a topnotch demonstration:

- * **Clothing.** Plan your image. Avoid blaring clothing and lots of jewelry, especially jewelry that makes noise when you gesture. Keep hair out of your face. You want the audience's attention on what you are saying, not on what you're wearing or doing.
- * **Posture.** Stand straight with feet slightly apart for balance.
- * **Make Eye Contact** with judges and audience before you begin your speech. Smile and be appropriately enthusiastic!
- * **Speak Clearly and Slowly.** It's a natural tendency to speak much faster than normal while giving a presentation, so you will have to make a concerted effort to speak slowly and enunciate every word so the audience/judge can understand.
- * **Pronunciation / Use Correct English.** By all means, expand your vocabulary, but avoid using words that cause you to stumble or stutter. Replace words you have trouble saying with words you use more comfortably. Use a thesaurus for help.
- * **Gestures / Facial Expressions** -- Avoid the following habits:
 - jingling change in your pockets, even putting your hands in your pockets!
 - pushing hair out of your face or shaking bangs out of your eyes
 - leaning on the podium or table
 - chewing gum while giving a presentation
 - rolling your eyes or using other expressions that reveal you've made a mistake

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* Videotape Yourself Practicing. A good way to tell if you have any bad speaking habits is to videotape yourself. Sometimes you wouldn't believe what you see (or hear)! At the very least, practice in front of someone for the express purpose of pointing out any bad habits you may be using.

* Never say "thank you" at the end of your presentation. Your conclusion should tell them you're finished.

* Practice. Good speakers practice their speeches many times. When you rehearse a speech, it will give you the confidence to speak to a group. Rehearse it out loud several times alone.

Don't hesitate to rearrange your points so they "feel" more natural to you. The "feel" of a speech is very important to how effective you'll be in giving it. It's your speech, so make it feel good to you. After you've worked out most of the awkward parts, rehearse before a mirror. Don't be too critical of yourself, but look and sound as natural as possible - like you're talking to a friend.

Then, rehearse before an audience -- a real, live person! You can use parents or other adult friends or you can rehearse with other

4-H'ers or friends who are also learning to be better speakers. In any case, follow these rules:

-- Select a place where you won't be disturbed.

-- Stand while you are speaking. You might want to use a table as a makeshift podium.

-- As soon as you finish speaking, have your audience tell you how they feel about your speech by pointing out: your strong points, confusing areas, improvements, questions, voice volume, and emphasis created by changing pace and volume.

-- Make notes on the things you want to change.

Notes:

-- Use sparingly. Learn the information and become comfortable telling it, not merely reciting it as a memorized speech. An occasional glance at one's notes is fine.

-- Don't shuffle note cards.

-- Note cards should not be written out word for word. Simply write down phrases that will help remind you what to say next.

-- Don't try to cram all your material on 2 or 3 cards, use 8 or 10 so the your can pick up information quickly.

-- Number each card in the upper right-hand corner (in case you drop them or get them out of order).

-- You don't have to stand in one place, but don't move all over the room either.

Fear. It's normal to have butterflies in your stomach. Even great speakers are nervous before each presentation. Speakers who lack any nervousness are often dull. Remember, your nervousness is not nearly so evident to your listeners as it is to you. A good way to calm down before a speech is to take 10 deep breaths before you start. This may sound silly, but when we are really nervous we tend to hold our breath. Taking deep breaths gets oxygen to your brain and muscles, helping your body to calm down. A lot of times we get nervous when we aren't comfortable with our demonstration. Practice makes you feel better about your speech, which takes away some of the fear.

Critique it:

Now it's time to see how you did. Ask yourself these questions and answer Yes or No for each one.

Demonstration Self - Critique Questions:

Contest:

" Was the topic focused? Was it too broad? Too narrow?

" Was the topic relevant to and suitable for the audience?

- " Was the research appropriate for the topic? Were primary source used where possible?
- " Did I make effective use of language? Analogies? Imagery? Was there originality?
- " Did I stay within the assigned time limits?

Introduction:

- " Does the presentation begin in an interesting way? Did the introduction make the audience want to keep listening?
- " Are the expectations by the introduction fulfilled in the body of the presentation?

Organization:

- " Were the main points clear?
- " Was the overall organization easy to follow?
- " Did I have an effective attention getter?
- " Were the relationships between ideas clear?
- " Were there smooth transitions between main points?
- " Were the main points well developed and well balanced?

Conclusion:

- " Did the conclusion summarize the topic and the main points?
- " Did it provide a sense of closure?

Delivery:

- " Did nonverbal's add to or detract from the speech? (posture, gestures, bodily movement, dress and facial expression.)
- " Did I have good eye contact with the entire audience?
- " Did I use notes appropriately?
- " Did I use visual aids? If so, were they smoothly integrated into the speech?
- " Was the rate of delivery too fast? Too slow?
- " Was my voice loud enough for everyone to hear?
- " Were the words enunciated so they were clear and comprehensible? Were terms pronounced correctly?

How did you feel about presenting your demonstration?

What are some important things you learned about presenting a demonstration?

What did you learn about communicating with others through your presentation?

How can you use what you have learned in a similar situation?

Other Ideas:

1. Record a cassette tape or audio CD of your demonstration so that you can listen to it for improvement.
2. Create a complete set of visuals for your presentation.
3. Have someone videotape you presenting your demonstration using your visuals and props.
4. Have a friend or a leader critique your presentation and help you make improvements.

Presentation delivery is an art, not a science, and the key to good delivery is that it does not call attention to itself. Audiences respond positively to presenters who balance an appropriate degree of formality with a conversational tone. Research suggests that 90% of the success of your presentation is determined before you stand up to speak, so take the time to plan and practice.

SOURCE: Cheryl Varnadoe, Georgia 4-H Youth Technology Leadership Team

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