

4-H PUBLIC PRESENTATIONS

Saratoga County Guidelines for Leaders



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4H Takes You Places

Cornell Cooperative Extension

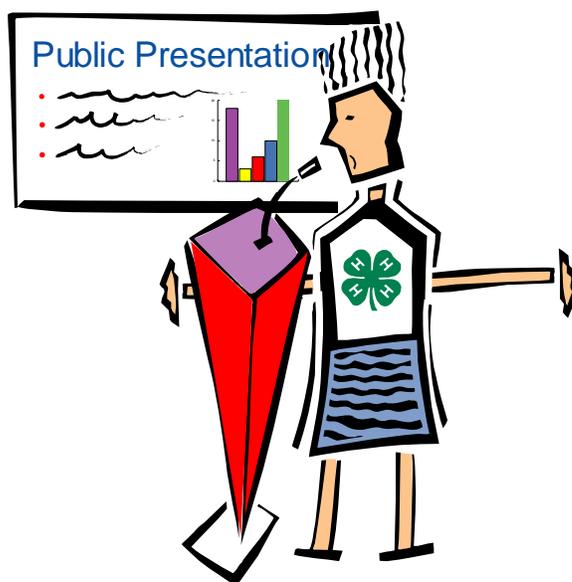
 4-H Youth Development

2013

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**, and **Recitations**. 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**. 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

- **Cloverbud Show & Tell Presentations** – Cloverbuds are invited to bring a 4-H project they have completed during the current 4-H year to “show” and “tell” how they made it, what materials they used, why they chose those colors, etc. They may also choose to “show” a pet and “tell” about how they care for them, what they eat, where they live, etc. Cloverbuds do not have a poster and **should not** be completing a working demonstration.
- **Demonstration** - The presenter *shows* and *explains how to do or make something* (how to thread a sewing machine, how to create a wreath, explain the parts of a fishing rod, bake 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** (A “Team Demonstration” consists of **no more than 2 presenters**) are allowed at the county, district, and 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.
- **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. 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.
- **Creative Communication** bridges the gap between message-delivery and the performing arts. **Recitation** is used as a vehicle for conveying a message. Currently **Recitation** is the only category under Creative Communication being evaluated in Saratoga County.
 - **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.
- **Mock Job Interview for Teens** – An interview opportunity is offered to 4-H members 15 years old and over **and who have done at least 3 demonstrations**. This is designed to give the older 4-H member an opportunity to learn and practice interviewing techniques. They are asked to sign in with a receptionist and complete an application. Each participant should come with a resume and be dressed appropriately for an interview. Be prepared to answer questions, and treat the interview as if it is an actual business or place of employment.

Format for Public Presentations

All types of presentations 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.

INTRODUCTION

Introduction of the Presentation (By Presenter)

The presenter begins his/her presentation by telling the audience who you are and what you are presenting. Members state their name, club, age, the topic, and the number of presentations including this one. Then, introduce 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. The Title can be a part of this introduction. Use eye contact.

For a recitation, 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. Setting the stage for a recitation will often serve to stimulate the audience as well as help them to “feel” what is being presented.

BODY

A **Demonstration** shows how to and explains why. It describes a process and explains by example and/ or a set of steps. (For example, how to make a smoothie, how to prepare a rabbit for show, the parts of a guitar, how to make a snack pizza, how to make a greeting card, safe gun handling, leaf bud cutting of a plant) Remember the who, what, when, where and how.

- A good poster (large lettering, photos or drawings) can be used to guide the demonstration. Use it instead of note cards.
- The demonstration table is set up to move from side to side. All items or ingredients begin on one side of the table and during the demonstration, they are moved to the other, keeping the middle clear for the audience to see the demonstration. (Example- in a cooking demonstration, all the ingredients will start on the left and at the end, all ingredients will be on the right)

In an **Illustrated Talk** or **Speech**, the presenter tells about a topic. The main points are identified and explained. Effective use of visual aids is key here.

A **Speech** is written in the presenter’s own words and should persuade, motivate and inform without visual aids.

In a **Recitation**, the presenter delivers a pre-written piece or poem, with emphasis on vocal inflection and body language.

CONCLUSION OR SUMMARY*

The presenter emphasizes or re-emphasizes the message of the presentation- tell them what you told them (This is a good use of the poster steps). In a **Demonstration** the most important steps are summarized- what do you want the audience to remember? In an **Illustrated Talk** or **Speech** the presenter concisely recaps the message of the presentation or draws conclusions. The source(s) of the information is also included.

In a **Recitation**, the nature of the conclusion depends on the type of creative piece and how it was introduced. In both a **Speech** and a **Recitation**, 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 or Recitation** 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.)



Progression and Age-group Expectations

Saratoga County 4-H

Approximate Age/Grade	Presentation Type	Comments and Expectations
Cloverbuds Grades K-2, Ages 5-8 (in some cases an 8 yr old may be a Cloverbud)	Show-and-Tell	The show and tell is the first step of public presentation and it uses the show and tell format (ex. the 4-H pledge or pledge of allegiance). Cloverbuds use the introduction, body, conclusion format, simplified for their age group. Emphasis is on self-expression and helping the member feel comfortable speaking to a small group of peers and adults.
Grades 3-6, Ages 8-11	Demonstration	Emphasis is now shifted to the Demonstration format. Members are required to do <u>two</u> demonstrations before moving on to a different type of presentation. Members select a topic they enjoy, preferably from a 4-H project they are doing. The member is expected to both show how and explain why . The finer points of organization- an introduction, then the body, and a conclusion- are evaluated. The member should know enough background information to answer reasonable questions. Power Point requirements: 2 traditional demonstrations and 11 years of age.
Grades 7-9, Ages 12-14	Demonstration Illustrated Talk	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 that <i>tells about</i> a topic.
Grades 10-12, Ages 15-19	Demonstration Illustrated Talk Formal Speech Recitation Interview	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. Interviews provide an opportunity to talk with an experienced adult and practice techniques used in the interview process. You must have done at least 3 demonstrations prior to doing an interview.

New York State Level Glossary of 4-H Public Presentation Terms

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 **Recitation** presentations 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.

Introduction – Opening remarks creatively stimulate interest in the topic; catches audience’s attention (explains why it is important to the presenter and/or the audience; describe its dramatic or historical significance, use of dramatic effects, etc.). If the presenter has not been introduced, a personal introduction should also be included. ✦✦✦ **At state level, presenter provides biographical introduction for room assistant’s introduction of presenter.**

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 Recitations 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. 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 ?’s.

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.)