

Friday, March 8<sup>th</sup>, 2019  
Seneca County CCE offices – Waterloo  
Check in starts at 5:30pm  
Presentations start at 6pm and go until 8pm

Saturday, March 9<sup>th</sup>, 2019  
Seneca County CCE offices – Waterloo  
Check in starts at 8:30am  
Presentations start at 9am–11am &  
11:30am–1:30pm (may want to bring a snack)

## 4-H Public Presentations Types & Age-group Expectations

### Cloverbuds

**Show & Tell:** A simple show & tell to help relieve jitters. This is a lead-up activity that “readies” the young Cloverbud for participation in the Public Presentation program.

**Demonstration:** The presenter shows how to do, make or prepare something one step at a time. Models or illustrations may be used as needed to explain information, show the steps in the process being demonstrated, or show a larger scale replica of something that is too small for the audience to see.

A special Cloverbud Comment Sheet is used (no ratings or scores are given) and 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 cannot advance to District level presentations.

### **Introductions**

At this level an Introduction should consist of “My name is \_\_\_\_\_, I am \_\_\_\_ years old” and telling the title of his/her presentation or introducing the presentation: “The title of my presentation is “How to Make a Peanut Butter and Jelly Sandwich” or “I am going to show you how to make a peanut butter and jelly sandwich.”

At this age and level the 4-Her’s introduction should be brief and simple. It should serve to make him/her feel comfortable (accomplished by being able to say a few things about him/herself), help in getting the words started, and begin the training process of starting with an Introduction.

### All other 4-H Members

8 years old (as of January 1<sup>st</sup>) and up

Listed below are six types of presentations that are acceptable at the county and district levels. Pick the one that you feel is the best for you and practice, practice, practice.

1. **Demonstration** – The presenter shows and explains how to do or make something. Models or illustrations are used as needed to explain information, show the steps in the process being demonstrated, show a larger scale replica of something that is too small for the audience to see, reveal a finished product.
2. **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 play a major role in communicating the presenter’s message.
3. **Speech** – The presenter aims to persuade, motivate or inform the audience without the use of visuals. Proper use of notes card is acceptable. 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.

4. **Impromptu** - Is a formal speech that is prepared immediately before the presentation by the presenter within a limited amount of preparation time (15 minutes) after being assigned the topic. The emphasis of impromptu presentations is the skill of speaking and thinking “on one’s feet”.

5. **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 notes are permitted. This area is not intended for presentations of original pieces of material written by the presenter.

6. **Dramatic Interpretation** – The presenter or team delivers a re-enactment of a piece of scripted material. The content can be taken from plays, movies, sketches, and 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 will monitor appropriateness of presentation.

## **Basic Guidelines**

1. Presentations should be a minimum of 5 to 15 minutes, with the exception of those youth who are doing an impromptu presentation, and then the presentation should be at least 3 minutes to 8 minutes.

2. Note cards need to be used appropriately. They are to be used as an outline or for specific factual information. They are not to be read or depended upon. They should not interrupt the flow of the presentation. If you have memorized the presentation or can follow along with your poster, you do not have to use note cards.

3. Presenters will have to supply all their own materials. Tables and easels are provided.

4. Presenters should be well groomed. If your attire is an integral part of your presentation, then you should mention your dress in your opening introduction. No faded or torn jeans and slogan t-shirts, please.

5. Do not use containers showing brand names. A separate container may be used or just covering the name is sufficient.

6. The source of your information must be given. If you included it during the introduction and body of the presentation, it needs to be restated at the conclusion of the presentation. If you used the Internet, you need to share the specific website(s). To say the Internet would be similar to saying the library. We would want to know what book or what website source.

7. Presenters with special limitations or challenges are encouraged to inform the evaluator before hand so they can appreciate the effort that was needed for the completion of this task.

8. SMILE!! Judges are really nice people and they understand how you feel. They are there to help you, not criticize you.

9. On the day of presentations 4-H members can observe presentations on different subjects and types of presentations. It is recommended that presenter stay the entire time so that all 4-H'er have an audience and to learn from others. Certificates will be awarded when all presentations are finished.

10. When answering questions at the end of your presentation, the demonstrator should repeat the question before giving the answer. This helps everyone in the room to hear the questions.

11. Should a presentation include the use of a live animal(s), the presenter is responsible for sanitation and humane well-being of the animal(s) throughout the event. This would include clean up and sanitization of the presentation area, making it suitable for the next presenter. Live animals need to have appropriate health certificates and be caged or leashed. If domestic animals will remain in the building during the event they need to be crated.

### **Hints for Demonstrations (\* Foods Demonstrations) or Illustrated Talks –**

- Arrange equipment and supplies so the audience can see clearly.
- Wash hands or wear gloves when using food.\*
- Place extra equipment on a second table or tray off to the side of the demonstration table.\*
- Use trays to group your supplies and equipment. It is easier to move materials on trays and it looks neater.\*
- When possible, use transparent equipment such as glass bowls so the audience such as glass bowls so the audience can see the material and the process.\*
- Label containers clearly and be sure your labels are visible to the audience.
- Keep a hand towel or paper towels handy if needed. A paper bag taped or tacked to the demonstration table serves as a handy waste container.\*
- Use visuals only when they enhance your demonstration/illustrated talk. Simple well-prepared visuals help the audience learn faster, understand better and remember longer. Visuals may be use to introduce the demonstration, to present the main points and/or to give the summary. When using visuals, keep these points in mind:
  - \* Keep them simple. Use large lettering so that people in the back of the room can read them.
  - \* Remove posters as soon as you have made your point.
  - \* Blend the posters in with your demonstration.

### **Introductions**

**Ages 9-11:** At this level of age and experience the presenter can still include information about him/herself but the Introduction should begin to show more creativity and understanding of how to engage the audience's attention. The use of visuals or audio stimuli can be used to enhance this piece. Examples: (1) The sound of screeching brakes followed by the yelp of a dog is played followed by—"If you have ever heard those heart wrenching sounds then you know the value of learning about "First Aid for Your Pet." (2) A football is thrown from the side of the room and caught by the presenter (could be 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. (3) The presenter gives some pieces of intriguing information pertaining to his/her subject matter that stimulates the audience's curiosity about the presentation: "Lying deep beneath the surface of the sea lies a vessel that, to this day, holds the secrets of many lives that were lost on a fateful night in 1912—For many April 12, 1912 will be locked in their memory forever. Who were these people, where were they going, why did some never return home?" These creative introductions can be followed up with a piece of personal information about the presenter and then the naming of the Title if desired by the presenter. However, if a 4-Her is giving their **first** presentation at this age/grade level then it is advised that this piece be included. Once again, saying a few words about oneself helps to eliminate some of the jitters.

**Ages 12-14:** An Introduction at this level of experience should begin to be an intricate piece of the presentation shedding light on the presentation, stimulating the audience's interest and curiosity, "perking up their ears" so to speak, giving a "window" into the presentation without giving all of the pieces of the presentation. This can be accomplished with visuals, a brief demonstration (i.e. a dancer demonstrating basic

dance steps might “tap” a short piece), humor, audience participation of some type, etc. The Introduction should ENHANCE NOT DETRACT FROM THE PRESENTATION. At this age level the elimination of the personal information in the introduction should be strongly encouraged. It is at this level of experience (whether through 4-H or school) that the 4-Her should be developing **creative, meaty, and thought provoking** Introductions. Suggestions like those given for the previous level would be further developed. Leaders and Educators may want to have the presenters at this level create a personal information card to be used by the room host/hostess to introduce the presenter. The presenter would **not** then re-introduce him/herself.

**Ages 15-19:** At this level of age and experience, the presenter should **never** include personal information about him/herself or depend on this information to “beef” up their introduction. It is **strongly encouraged** that these presenters create a personal introduction of themselves and print or type it on a 4 X 6 card to be used by the room host or hostess. This personal introduction can include any information about the presenter that he/she feels would be interesting to the audience. It can include age, county, experiences pertinent to the presentation (i.e., experienced the joy of seeing whales on a whale watching boat if the presentation is about whales or sea mammals), and any other timely/pertinent or interesting information about the presenter. With the addition of Speech as a category to present in, it should be noted that an Introduction in this category should blend with and be intricately connected to the speech itself. An introduction for a speech should not sound detached from the piece itself and should flow into the body causing the two to feel connected in plan and purpose.

Remember to relax, smile and thank your audience. For more information on public presentations or to practice before presentation day contact Rachel [rrw33@cornell.edu](mailto:rrw33@cornell.edu) at the 4-H office.

**Advancement:** 4-H Members who demonstrate a readiness for a more challenging presentation, are given an opportunity to advance to the next level - District (regional) 4-H Public Presentations. Time limits are strictly enforced at the District Level. **Presentation Length:** 5 to 15 minutes (Time may vary depending on age & experience.). At this age level, trained Evaluators constructively critique each presentation, using the Danish System as the primary method of evaluation. Upon conclusion of the presentation, the Evaluator’s consult with each presenter to provide positive feedback as well as suggestions for improvement.

### **\*SPECIAL NOTICE\***

In order to qualify for Special Awards, Trips and Medals at the yearly Achievement Night, 4-H'ers must have participated in the Produced in NYS Contest, Public Presentations or Junior Iron Chef Youth of all ages are eligible for Special Awards.

Reminder: Individuals who participate in Public Presentations and at least 2 other County-wide activities will be recipients of the 3-A Trip. Most recently, recipients participated in a trip to Cayuga Nature Center and Museum of the Earth.

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