



4-H Presentations

by Derylee Hecimovich

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Should I do a presentation?

Does the thought of speaking in front of others make you sweat? 4-H presentations to the rescue! Participating in presentation opportunities in 4-H will help you:

- Learn to organize and present information
- Gain self-confidence and public speaking skills
- Become more knowledgeable and teach others
- Respond to questions
- Compete for awards and recognition

What Can It Be?

Most presentation contests include:

Demonstration: Shows how to do something. Visual aids and posters may be used.

Illustrated Talk: Tells about something. Visual aids and posters may also be used.

Prepared Speech: Is written and delivered by the member. It may be informative, persuasive or entertaining. Note cards may be used but no visual aids are permitted.

What else?

District and state contests may also include categories such as:

Extemporaneous Speech: The participant is given a topic (or a choice of two or three topics) and research materials, with a time limit to prepare, then make the presentation.

Interpretive Reading: The participant reads any published written work, such as children's stories, poetry, essays and excerpts from novels.

Talent: Skits, musical numbers, comedy, etc., by an individual or group.

Cultural Arts: Individual or group presentation such as a dramatic reading, music, dance or other performing arts. Costumes, props and visual aids are encouraged.

Educational Display: A visual presentation related to a topic, usually free-standing.

Audiovisual/Multimedia: A presentation consisting of slides, PowerPoint, video or digital media accompanied by a verbal commentary, recording or audio track.

Opportunities Abound

- Club presentations
- Community service organizations
- District, state or national contests
- School classes
- Teaching workshops
- Talent shows and special events
- YouTube and other online sites
- Camps
- Drama productions, puppet shows and theater
- Radio and television
- Fair exhibits and events

www.uaf.edu/ces or 1-877-520-5211

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How Do I Get Started?

1. **Choose a topic** of interest to you and others.
2. **Research your topic**, theme or demonstration idea.
3. **Develop an outline and time frame** to help you organize the steps in the process and gather the equipment, supplies, illustrations and knowledge required.
4. **List the important steps** and processes to be discussed and arrange in logical order.
5. **Outline the explanation necessary to go with each step** or process. Remember that people learn in different ways, so the presentation should include both verbal and visual information.
6. **List and prepare** the necessary material, equipment, illustrations, models, etc.
7. **Organize your introduction** (what, who, why), **main body** (what, how, why) and **conclusion** (summary, questions, closing).
8. **Plan your appearance.** Wear suitable clothing; be neat and clean.
9. **Practice** and practice more; use a mirror.
10. **Be prepared** if things go wrong or are forgotten.
11. **Evaluate ways** to improve.

Resources

- *4-H Public Presentation Guide*, Texas A&M System Extension, http://texas4h-tamu-edu.wpengine.netdna-cdn.com/files/2011/12/publications_public_speaking_presentation_guide.pdf
- *Eight Steps to Writing and Giving a Great Speech*, University of Florida, IFAS Extension, florida4h.org/news/public_relations/files/TropTeach8Steps.pdf
- *Demonstrations for 4-H Members*, 4-H Circular 909R, Ohio 4-H Youth Development, www.ohio4h.org/sites/ohio4h/files/publications/
- *Getting 4-Hers Involved in Public Speaking*, Clemson University, www.clemson.edu/extension/4h/volunteers/lts_publicspeaking.pdf
- *Speak Up With Confidence*, BUL 880, University of Idaho Extension, www.uidaho.edu/~media/Files/Extension/4H/Common/27511.ashx
- *4-H Presentation Training*, South Carolina 4-H Youth Development Program, Clemson University, www.clemson.edu/extension/4h/kids_families/projects/citizenship_leadership/communications.html

— Project and Competition Guidelines —

This information is taken from UAF Cooperative Extension past publications and “Speakeasy,” a program developed by 4-H Agent Cindy Osterlund, Oregon State University Extension.

Demonstrations, illustrated talks and prepared speaking are important parts of the 4-H program. But just what are they and how do they differ?

Demonstrations

- A demonstration is **doing**.
- A demonstration is **showing** how by **making** or **doing** something.
- A demonstration should have a **finished product**.
- A demonstration is best given to a smaller audience so everyone can see it.

Illustrated Talks

- An illustrated talk is **talking**.
- An illustrated talk is telling how by **showing pictures, charts, models, graphs, equipment**, etc.
- An illustrated talk may or may not have a finished product.
- An illustrated talk can involve a larger audience.

Prepared Speech

- A prepared speech is **written and delivered** by the member

- It may be informative, persuasive or entertaining.
- Note cards may be used but **no visual aids** are permitted.

Other Categories

Audio visual/multimedia: A presentation consisting of slides, PowerPoint, video or digital media accompanied by a verbal commentary, recording or audio track.

Extemporaneous (impromptu) speech: The participant is given a topic (or a choice of two or three topics) and research materials, with a time limit to prepare, then makes the presentation.

Interpretive reading: The participant reads any published written work, such as a children’s story, poetry, essay or an excerpt from a novel.

Talent: An individual or a group performs a skit, musical number, comedy routine, etc.

Cultural arts: Individual or group presentation such as a dramatic reading, music, dance or other performing arts. Costumes, props and visual aids are encouraged.

Educational display: A visual presentation related to a topic, usually free-standing.

Suggested Time

Cloverbud (kindergarten–2nd grade)	3–5 minutes
Junior (grades 3–5)	5–15 minutes
Intermediate (grades 6–8)	7–15 minutes
Senior (grades 9–12)	10–20 minutes

Choosing a Subject

- Pick a topic that is interesting to you and preferably one that is familiar to you.
- Limit your presentation to one process or main idea.
- Learn all the facts you can about your subject.
- Plan the steps and what you will do or say.
- After you have the plan, choose a catchy title.

Demonstrations, illustrated talks and team presentations need a title poster, which should include:

- The title of demonstration or illustrated talk
- Name and grade level of presenter
- Your club name (optional)

PowerPoint and similar presentations need a title slide, to include the previous information.

Setup and take down is part of the presentation and is judged; it should be done by the 4-H'er. Arrangement of materials must be convenient and attractive and allow the audience to see all steps of the workmanship.

Presentations Have Three Parts

Introduction: Tell them what you are going to tell them. Your job is to:

1. Get the audience’s attention.
2. Introduce yourself. This can be done before or after the overview.
3. Give a quick overview. Perhaps tell how you became interested in the topic.

Body: Tell them. This is the main part of the presentation. Tell the audience what you want them to do or learn.

4. Pick two or three basic points and plan your outline around these points.
5. If you are showing or explaining how to do something, the audience must know:

What is being explained.

How it is being done.

Why it is being done.

Show all the steps in the process so the audience gets the complete picture or completed project at the end. If appropriate, show the finished product.

Conclusion or Summary: Tell them what you told them.

6. Review the two or three main points of your presentation.
7. Help your audience want to try your ideas
8. Ask for questions. Repeat the questions or work them into your answer. If you don’t know the answer, say so and offer to find out and get back to them.
9. After the questions, end with:
 - “Thank you” or “This completes my presentation”
 - A paper, recipe, resource list or other handout for future reference
 - Samples to show or share with your audience
 - A smile!

Visuals

Visuals are the objects you use to help illustrate your presentation and help the audience see how you do it. Visuals may be equipment, posters, charts or other objects.

Using Visuals

Use visuals only while demonstrating the point they illustrate, then set aside or they may detract from the rest of your presentation. Have them in order of use and within easy reach. Each should attract attention, be simple and neat, serve a purpose, be easy to use and fit smoothly into the demonstration.

Use the **real thing** when:

- You want to involve as many of the five senses as possible
- The object is practical to carry, transport and maintain
- The object is unusual or interesting enough to hold the audience's attention.

Use **models** or miniatures when:

- The real item is very large or small or impractical to transport
- Inside or cutaway views help tell your story

Use **boards** (chalk, dry-erase, flannel, magnetic) when:

- You want to "show how" or build on a story or process

Use verbal visuals, such as **posters and signs** when:

- You are presenting ideas that cannot be visualized
- You want to show organization, flow, quantities, percentages, changes over time, trends or projection of data

Use **photographs and pictures** when:

- You cannot show an object itself and a picture may be the next best visual
- You want to show something larger than life-size or show clearer detail
- You show changes over time or step-by-step processes
- You show things that are difficult to show by other means, such as emotions.

Use **drawings or line art** when:

- Abstraction or simplification emphasizes that which is shown
- Real objects or photographs are not available

When **drawing freehand**, use pencil first, then ink or markers. If tracing or copying pictures, use tracing paper or acetate to make it easier.

Silhouettes (black outlines of objects) can be cut from dark paper or colored in and look best on a plain background. The outline is important and should be sharp. Eliminate most details.

Poster and Display Guidelines

- Title posters should show your title, name, age or grade, and club name.
- Use a margin of 2 inches or more on the sides and 3 inches on top and bottom.
- Use one or two simple fonts. One-inch lowercase letters can be read at a distance of 32 feet, 2-inch letters at 64 feet and 3-inch at 128 feet.
- Spacing between lines should be equal to the size of the lettering.
- Include important steps, lists of supplies, recipes or ingredients.
- A summary poster may include important points to remember and references.
- The sources (references) or quotes by others should be listed and acknowledged.
- Lettering and illustrations should be dominated by one or the other.

Audio Visual Guidelines

- The content should be center stage.
- Use animation, transitions and other tools to emphasize your points
- Avoid too many colors, special effects or small words (see above on word size).
- Most people read from left to right, so design your content accordingly.
- Don't read your presentation, and practice your pace to not be overly fast or slow.
- Use common audio visual equipment and have a backup plan in case of technical problems.

How Tos and Tips

Don't forget about how you present yourself.

1. **Eye contact:** Be sure to look at your audience even when you are demonstrating (be sure to practice). Don't just look at the judge or mom.
2. **Talk while you are demonstrating,** avoid long periods of silence. Practice "doing" while talking.
3. **Get and keep the audience's attention** by being friendly and enthusiastic.
4. **Use good posture,** look neat and clean, and dress the part.
5. **Avoid nervous habits** such as swaying from side to side, putting your hands in your pockets or standing on one foot, saying "ya know," "um," etc.
6. **Speak slowly, clearly and loud enough** to be heard in the back row; get rid of your gum.
7. **Have a backup plan** in case of emergencies such as a power outage.
8. **Work space:** Have everything as neat and orderly as possible. Use lists to be sure you have everything you need and trays and pails for carrying and organizing supplies. Arrange posters in order of use.
9. **Be an attentive listener** until it is your turn to speak (don't be talking on your cell phone or text messaging).
10. **Avoid reading your notes.** Put your outline on a card or on your poster so you can refer to it, but not read it.
11. When doing food presentations, **use clear mixing bowls and plastic utensils** (these are quieter than metal) to allow others to see what you are doing and also:
 - Tie your hair back and wear an apron.
 - Bring paper towels, a wastebasket or trash bag.
 - Offer samples and recipes.
12. **A little warm up exercise** (shaking your hands and arms, wiggling your tongue, stretching your neck and mouth, etc.) will help loosen you up.
13. **Study the judging sheet** to see where and how the points are awarded.
14. **PRACTICE, PRACTICE, PRACTICE, KISS (KEEP IT SHORT AND SIMPLE) and SMILE!**

Ideas for Teaching Public Speaking Skills

15. Provide opportunities for young people to show someone else how to do something, for example, at club meetings, community events, district or state presentation contests, rally days, fairs, school, family, service clubs, etc.
16. Have your whole club give a team demonstration.
17. Discuss, and then use the judge's sheet to judge presentations given.

Objectives of 4-H Public Speaking (Based on the 4-H Essential Elements)

Mastery of skills

- Development of organizational skills (speech resources and materials)
- Speaking in public
- Learning about the subject presented
- Recognizing the importance of getting the facts and obtaining all of the information on a subject
- Learning how to teach others

Independence

- Setting priorities
- Managing time
- Developing skills and confidence for leadership and self-discipline

Generosity

- "Doing something valued by others raises feelings of self-worth and competence"
- Helping other 4-H'ers through the process
- Developing a pleasing personal appearance before an audience
- Sharing information

Belonging

- Support from parents, leaders, judges
- Learning and working together
- Group participation

18. Interview in pairs or small groups.
19. Play a grab bag game: A member pulls an item out a bag or is given a bag with one or more items and gives a presentation about it.
20. Have team presentations.
21. Make a demonstration kit. Put bags of items together that can be used to present a specific topic.
22. Show and tell.
23. Have youth answer a question, such as, "What is your favorite _____ and why? (Examples: hobby, sport, TV show, movie, video game, etc.)"
24. Use the "Speak Easy" course or other 4-H public speaking materials.
25. Tape and record the presentation or use YouTube or other movie applications for practice.
26. Teach a favorite game or activity.
27. Host a simple contest involving presentation skills.
28. Hold a salesmanship workshop to gain skills in public relations.

Organizing a Contest

Presentations contests are open to all 4-H members. Cloverbuds may present, but they are given a participation/Cloverbud award, not a placing.

- Team presentations and PowerPoint presentations are judged all ages together.
- Demonstrations, illustrated talks and speeches will be judged in separate age categories:
 1. Junior: grades 3–5
 2. Intermediate: grades 6–8
 3. Senior: grades 9–12

Contest Site and Equipment

If possible, pick a site with multiple rooms or a room that may be subdivided if needed for more participants. Contests may be organized by age, type of presentation, topic or other applicable method.

Distance delivery capability is beneficial. Suggested equipment:

- Registration table
- Judges table
- Presentations table and/or podium
- Audience chairs
- Microphone
- Easel
- Video/movie equipment
- Judging forms
- Pens, pencils, paper
- Ribbons, prizes
- Laptop, projector, screen as needed
- 4-H flags, banners, decorations

Judges and Judging

Choose two to three impartial judges and send a letter, guidelines and a judging form before the contest. Consider holding an orientation for new judges. Mail a thank-you to each judge and videographer (or give out at the contest). Judges should fill out the evaluation form and talk to the presenter about how he/she did. Remember, this is a learning experience for the 4-H'er, so give constructive comments, always including something encouraging! All presentations will be judged using the Danish judging system, unless otherwise noted.

State Contest

Contact your district agent for the current procedure and deadline. Generally the top two winning entries and completed district judging form in each age division and contest category are submitted (by age group):

1. Demonstrations in each age group
2. Illustrated talks in each age group
3. Speeches in each age group
4. Team demonstrations
5. Power point presentations
6. Other categories as available

Presentation Contest Results

District _____ Year _____

(Optional form to record winners)

Category	Junior Results	Intermediate Results	Senior Results	Comments
Illustrated Talk				
Demonstrations				
Prepared Speech				
AV/Video				
Other (list)				



4-H Presentation Judging Form



Name(s) _____

Address _____ City _____ Zip _____

Extension district _____ Club name _____

Year in 4-H (1st, 2nd) _____ Number of years presenting _____

Title of presentation: _____

Type of presentation: Illustrated Talk ___ Demonstration ___ Speech ___ Team ___ Power Point ___ Other ___

Division: CB* (grades K-2) ___ Jr. (grades 3-5) ___ Int. (grades 6-8) ___ Sr. (grades 9-12) ___ Team ___

*Cloverbud presentations are awarded participation ribbons only.

Overall rating of presentation: Excellent ___ Good ___ Worthy ___ Participation ___
 Blue Ribbon Red Ribbon White Ribbon Cloverbud

Division Champion: Yes No Division Reserve Champion: Yes No

Judges: The "overall rating" (ribbon color) MUST correspond to the boxes checked!

Factors Considered in Rating	Excellent	Good	Worthy	Comments
Presenter (10%)				
Appearance/properly dressed				
Voice/natural				
Posture				
Manner/poise and enthusiasm				
Eye contact				
Team presentation: division of work/speech				
Poster(s)/Media (15%)				
Effective use				
Appearance overall				
Presentation (50%)				
Introduction: short and interesting				
Body: given in logical order				
Equipment use: suitable choice				
Workmanship: work area neat & orderly				
Summary/conclusion				
a. Important parts stressed				
b. Finished product displayed				
c. Questions handled properly				
d. Closing definite				
Subject Matter (15%)				
Information: accurate, up-to-date				
Knowledge and ability to answer questions				
Topic suitable to age & experience				
Setup and Take Down (10%)				
Done by presenter				
Area left clean				