



4-H Public Presentation Guide

Educational Presentations and Talks

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Educational presentations are planned talks in which one or more 4-H members teach others about a project or activity. The talks are ways of sharing useful information and of showing and telling others how to make or do something.

Two types of 4-H educational presentations are demonstrations and illustrated talks. These types of talks are effective because people learn faster and remember longer if they see as well as hear.

The greatest value of demonstrations and illustrated talks, however, is to the 4-H members who plan, prepare, and present them. Every 4-H member profits in some way from planning and presenting an educational presentation. Through these presentations, 4-H'ers can:

- ◆ Work on something they like and are interested in
- ◆ Gain new knowledge and learn about a specific subject
- ◆ Learn to plan and organize their thoughts so they can express themselves more clearly
- ◆ Emphasize the major points of a presentation with visuals or examples
- ◆ Increase in poise, confidence, and self-assurance
- ◆ Develop the ability to demonstrate good judgment and speak and act well before an audience

- ◆ Listen to the opinions of others
- ◆ Teach and show others improved methods and practices, thus performing a service to the community
- ◆ Take part in interesting events and activities

What's the difference?

A method demonstration differs from an illustrated talk in that:

- ◆ A demonstration is doing; an illustrated talk is talking.
- ◆ A demonstration is showing how to do something while telling how to do it; an illustrated talk is telling how while showing visuals.
- ◆ In a demonstration, the presenter makes or does something; there is a finished product. In an illustrated talk, the presenter uses pre-made charts, posters, photographs, computer programs, slides, pictures, models, and/or cutouts to support the information given.
- ◆ The key to a good demonstration is “go and do likewise.” The key to an illustrated talk is “here is information.”

Who?

Everyone involved with the 4-H program gives educational presentations. As a 4-H leader, you should encourage younger 4-H members to give at least one educational presentation at a meeting during the year. Even though the talk and action may last only a minute, the 4H member will have stood before a group, said something, and done something while fellow members, parents, and friends watch and listen.

Older members should plan to give several educational presentations at 4-H and other meetings, such as civic organizations, schools, or libraries, throughout the year.

Why?

Educational presentations add variety, interest, and enthusiasm to a 4-H program. One key to a good 4-H program is member participation. The more often 4-H'ers are involved in club and project meetings through educational presentations, the more interested they become. They may also continue their 4-H membership for a longer period.

4-H members who present educational presentations will develop their skills in speaking, researching, and organizing their thoughts into a logical order.

Where?

Educational presentations should begin in a 4-H project meeting. As the members practice and gain public speaking skills, they can move on to presenting at club meetings, school classes, local communities, and beyond.

Encourage 4-H members who have sufficient experience to give presentations at public gatherings. Work with Extension program committees and civic organizations to arrange for 4-H presentations. These opportunities help the 4-H'ers grow and give them a chance to share the benefits of the 4-H program.

4-H Roundup contests encourage 4-H members to compete at county, district, and state levels. Educational presentations on a wide variety of subjects may be presented. Preparing for and participating

in contests helps members expand their educational experiences and learn to plan, make decisions, acquire information and skills, and develop self-confidence.

Different people see contests in different ways. Help the youths understand that competing can mean more than just winning. A contest can help 4-H members measure their present knowledge and skills against their personal goals.

The starting point

To introduce younger 4-H members to presentations, a 4-H leader can:

- ◆ Give a short, simple demonstration, perhaps following it with a talk about the parts of an educational presentation and one or two demonstration techniques.
- ◆ Show one beginner how to complete a simple task such as threading a needle or driving a nail. Then ask the member to show another member or the group how to do it. After the member has completed the “showing,” point out that this was a demonstration. Follow this with a word of praise for the presenter and encouragement for the others to try a “show-how.”
- ◆ Ask an older 4-H member to give an educational presentation for younger members. The talk should be smooth, clear, and simple enough for younger members to see that they can do it too.
- ◆ Arrange for the younger members to attend county or district contests to see presentations by other 4-H'ers. Members need not compete the first year they are enrolled. Your goal may be to have each first-year member try informal educational presentation within the project group and watch older members giving presentations at the county and district level. However, encourage the younger members to compete if they seem willing.
- ◆ After explaining educational presentation techniques at one meeting, assign several 4-H members to give presentations at the next meeting using the techniques learned.

- ◆ List possible subjects from which the members may choose.
- ◆ Obtain a videotape on 4-H presentations from your county Extension agent.
- ◆ Have fun with impromptu educational presentations. For example, place items such as pieces of fabric, cooking utensils, a dog brush, or small equipment in a paper bag. At a meeting, ask one or two members to use items from the sack for a presentation.

The first presentation

A boy or girl's first opportunity to give an educational presentation makes a lasting impression. If the experience is enjoyable, the beginner learns something while receiving recognition from peers, parents, and leaders. The member will want to try again.

At project and club meetings, members learn to perform in front of their peers. There they can overcome the hurdle of talking while standing before an audience. Poise and confidence will often increase with each performance.

The first presentation should be short—1 to 2 minutes—and on a topic that the 4-H'ers know well. Most people find it easier to talk in front of a group if they have something to do with their hands. For this reason, it is often easier for a beginning 4-H'er to give a demonstration than an illustrated talk.

Presentations can be easy

The beginning 4-H'er needs careful guidance, direction, and encouragement:

- ◆ Encourage the beginner to start with something already taught and used in the 4-H group. The information should be well understood by the member and useful to the audience.
- ◆ Suggest several possible topics to help the member get started.
- ◆ Help the member make a simple, step-by-step outline.
- ◆ Make practicing fun!
- ◆ Be sure the members have a chance to deliver their presentations after they have prepared

them. Make sure the young member's first few presentations are as easy as possible.

- ◆ Schedule the beginning member to speak early in the program so that the excitement will not turn to fear.
- ◆ Avoid scheduling a beginner to follow the complex, polished presentations of older members.
- ◆ A good introduction by the leader or presiding officer makes it easier for the presenter to say the first few words.
- ◆ If the speaker falters or makes a mistake, give a little help. But do not take over, finish the demonstration, or talk for the member.
- ◆ Provide a seat nearby where the member can unwind without being watched immediately after the presentation.
- ◆ Be generous with praise. A smile and a nod as the member sits down, or a hand on the shoulder and the words "I'm proud of you," are worth a fortune at that moment.
- ◆ Review the 4-H "Score Sheet for Educational Presentations" with the member and help him use it to rate his own performance. Younger members might try their skill at judging while watching older members give presentations.

The experienced 4-H'er

To help the members advance and gain experience, leaders should encourage them to:

- ◆ Choose subjects within their 4-H experience
- ◆ Find new resources to strengthen and enrich the demonstration
- ◆ Check information carefully to be sure it is accurate
- ◆ Consider others' interests as well as their own in selecting a subject
- ◆ Recognize the importance of practice, practice, and more practice!
- ◆ Find opportunities to present and practice; for example, older 4-H members who have prepared educational presentations for contests could give them for other groups

- ◆ Evaluate their own performance and find ways to improve it
- ◆ Recognize that they are providing an example for and have an opportunity to inspire younger members

Advanced 4-H'ers can explore new fields by:

- ◆ Selecting subjects that appeal to broader audiences and have real value to the community
- ◆ Showing increased concern for timeliness and appropriateness for the occasion
- ◆ Using the demonstration as a teaching medium
- ◆ Evaluating the demonstration's development step by step
- ◆ Learning to use many resources for accurate, up-to-date subject matter
- ◆ Striving for professional competence in performance and in the use of visual aids

J. Lyman MacInnis, a public speaking expert, offers these tips in his book, *The Elements of Great Public Speaking*:

- ◆ Continually expand your skills and knowledge base, particularly in vocabulary and grammar.
- ◆ Be observant; try to learn from everything that goes on around you.
- ◆ Take extensive notes.
- ◆ Develop a filing system that will enable you to easily find and refer to your notes.
- ◆ Be open-minded; become interested, not judgmental.
- ◆ Try doing new things and doing old things in new ways.
- ◆ Always consider your audience's point of view.

Recognize individual differences

The 4-H members differ in many ways—each child is unique in intellectual, social, and physical development. The group members will react differently to the challenge of giving educational pre-

sentations. If they are reluctant to perform, try to understand why. They may:

- ◆ Not know how
- ◆ Feel insecure mentally and/or physically
- ◆ Fear someone will make fun of them (peer group approval is important)
- ◆ Be afraid of doing poorly

Leaders can help 4-H members build confidence by showing a genuine interest and faith in them and their ability. If you understand individual differences and recognize the potential of each member, you can offer help and guidance where it is needed most.

Remember: There is a difference between helping and doing. Although adult support is encouraged, the presentation should be the work of the 4-H member. This includes the creation of visuals.

Steps in developing an educational presentation

There is not just one right way for preparing and giving an educational presentation; however, the following steps may be helpful:

- ◆ Visualize the audience.
- ◆ Choose a subject that is interesting to you.
- ◆ Decide on a goal.
- ◆ Gather information.
- ◆ Select the kind of presentation—illustrated talk or demonstration.
- ◆ Develop an outline.
- ◆ Organize the presentation.
- ◆ Choose equipment and visual aids.
- ◆ Create the title.
- ◆ Practice delivery.

Visualize the audience

The 4-H member should keep the audience in mind while preparing a demonstration or talk. A beginner's audience may be only fellow 4-H members. The experienced 4-H'er, however, may address

4-H members, leaders, parents, and members of another organization. Important questions to consider include:

- ◆ Who will be in the audience?
- ◆ How many will be in the audience?
- ◆ What are their interests?
- ◆ What kind of meeting will it be?
- ◆ What does the audience know about the subject? For example, if the listeners are not 4-H participants, 4-H terminology may be unfamiliar to them.
- ◆ What would the audience like to know about the subject?

Choose a subject

The subject should fit the 4-H member's interests, experience, knowledge, and skills. It should be exciting and challenging, not routine. 4-H projects provide excellent ideas.

Many club members and leaders keep a file of ideas for educational presentations. This file can become a catchall for possible topics to be sifted through as the need arises. Discard ideas or topics that become dated or too simple for group's the experience level. For example, demonstrating measuring ingredients for recipes is appropriate for first- or second-year members but overly simple for older 4-H'ers), they should be discarded. As the experience level in a project area increases, so should the difficulty of the educational topics.

Although the leaders can help 4-H members think of subjects, the final selection should be left up to the 4-H'ers. They are more likely to succeed if they choose a subject from their own project experience. Such familiarity will give them more to talk about, make them more comfortable handling the equipment, and help them handle questions from the judges.

Have each presenter limit the demonstration or talk to one principal idea or theme. The members should avoid trying to include too much material. Older 4-H'ers should choose subjects that are challenging and incorporate new or current information.

After selecting a subject, the 4-H member should answer these questions:

- ◆ Is this something I have learned as a part of my 4-H experience?
- ◆ Do I really want to learn more about the subject?
- ◆ Can I develop the skills, techniques, or visuals to really show or tell others about it?
- ◆ Does it have enough action, or can I get enough visuals to hold the audience's attention?
- ◆ Is it within my ability—not too simple or too difficult?
- ◆ Is this something I really want to do?

If the 4-H'er can answer "yes" to most of these questions, the topic is right. MacInnis offers these comments on choosing a topic for public speaking:

- ◆ The key to a successful speaking experience is to talk about the right topic for you.
- ◆ You must have significant knowledge and sincerely care about the topic.
- ◆ You must have a strong desire to impart your knowledge and feelings to the audience.
- ◆ If you know your material thoroughly, you'll perform with such confidence that distractions, interruptions, or losing your train of thought will not be a problem.
- ◆ If you care enough about your topic, you are less likely to worry about how you look and sound during your delivery.
- ◆ If you really want to impart your knowledge and feelings about your topic, you'll enjoy doing so, and the audience will catch your excitement and have a good time too.
- ◆ You can sometimes meet the criterion of caring enough about the topic by acting as if you do.
- ◆ But if you don't know enough about the subject, you will fail.

After selecting the subject, the 4-H'er must decide whether to present it individually or as part of a team. A team presentation provides valuable experience in planning and cooperation. At times, individual presentations may be more fitting for the subject and situation.

4-H members who plan to compete in Roundup contests should refer to the *Texas 4-H Roundup Guide* for information on the number of participants that make up an entry in the various contest areas.

Decide on a goal

What is the demonstration or talk to accomplish? Is it to entertain? Stimulate? Convince? Is it to help others learn, or to show what the member knows? Or both?

The 4-H'er should decide on the desired response from the audience and work toward that goal. A beginner's goal may simply be to share information. An experienced 4-H member may want to share knowledge as well as convince members of the audience to try what is being demonstrated.

Gather information

For demonstrations or talks presented to the 4-H club, the presenter should allow at least 1 month of preparation time. For talks that will be presented to outside groups or used in competitions, allow 2 to 3 months.

Once the subject has been selected, the 4-H'er should learn as much as possible about it. Having a good foundation of information gives confidence, ensures a better performance, and makes it easier for the presenter to answer questions from the judges.

4-H project guides are good sources of information. In addition, publications from the Texas AgriLife Extension Service, textbooks, circulars, libraries, newspapers, and current magazines contain valuable information. Personal interviews with professionals, manufacturers, or processors also can provide specific information. Caution the members about obtaining information from the World Wide Web. They should check to make sure that it is accurate information rather than one person's opinion.

4-H members should become acquainted with people in their community who can help, such as

an electrician, farmer, doctor, nurse, or anyone with special information. The county Extension agent is also a valuable resource person. Have the presenters ask for assistance.

One of the leader's responsibilities is to help the members be selective in their choice of resources. Help them determine whether the information they plan to present is accurate, complete, up to date, appropriate for their age, and an approved practice.

Select the method

As you work with 4-H members in deciding on which method to use, ask them the following questions:

- ◆ Do you want to show and explain the actual steps in a process? If the answer is "yes," give a demonstration.
- ◆ Can you best explain or tell how to do something with the use of visuals? If the answer is "yes," give an illustrated talk.
- ◆ Will you be able to take all of the equipment and supplies needed for a demonstration to the site? If the answer is "no," give an illustrated talk.
- ◆ Do you want to make or do something and have a finished product? If the answer is "yes," give a demonstration.
- ◆ How many people will be in the audience? Will everyone be able to see what you are doing if you give a demonstration? If the answer is "no," give an illustrated talk.
- ◆ Will the audience be made up of youths or adults? Which method would be the best for the audience?

You probably can think of additional questions relating to the particular subject that the 4-H'er has chosen. The main point is that the method used should suit the material to be covered and the situation where it will be presented. Whether the 4-H'er wishes to show, explain, or tell will determine whether a demonstration or illustrated talk is used.

Develop an outline

4-H'ers need help to understand the importance of creating an outline for the presentation. Just as a family needs a road map to plan a trip, a speaker needs an outline to follow when preparing a presentation. An outline helps the presenter organize the steps in the process and determine the knowledge, equipment, supplies, and illustrations needed. Organization will enable the 4-H'er to coordinate the messages with the steps and make the best use of the time available.

An adult may need to help in outlining (see the outline guide on page 11.) The 4-H'er should:

- ◆ List the important steps and processes to be discussed.
- ◆ Arrange the steps in logical order.
- ◆ Outline the explanation necessary to go with each step or process. Remember: People learn in different ways, so include both verbal and visual information in the presentation.
- ◆ List the material, equipment, illustrations, models, and other materials needed.
- ◆ Plan the illustrations needed.

An outline serves as a guide for the 4-H member to:

- ◆ Present material in a logical sequence to make the presentation easy to follow.
- ◆ Determine how much action there is and how much telling. A good balance can be achieved by careful planning.
- ◆ Relate the visuals, equipment, and supplies to the information being given.
- ◆ Emphasize the essentials and delete the unimportant.

Organize the presentation

Every complete presentation has four major parts: an introduction, a body, a summary and a question-and-answer period.

Introduction

The introduction is the interest-grabber. The presenter must convince the listeners that the

subject is important and worth their time. The member should explain the reasons that the demonstration or talk was selected and its importance for the audience. Although the introduction should be original and clever, make it brief to save time for the main part of the presentation.

In an individual presentation, the 4-H member should introduce himself; in a team presentation, one member may introduce all of the team.

Body

The body of a speech is the “show and tell” part, when the 4-H members exhibit their “know-how” and skills in communicating it. As they present each step, they explain what is being done and why the method is being used. If the step is not finished by the time the explanation is completed, the presenters should give additional information about the material or equipment being used.

Each step should include only enough explanation to fill the action time required for that part of the demonstration or talk. The 4-H'er should also avoid talking over the noise of a loud tool such as a mixer or drill.

If the members know how to do each step in the demonstration, they can make the talk fit their actions. To be convincing, they must use their own words and avoid memorizing the talking part of the presentation.

For a team demonstration or talk, the 4-H members should divide up the work and explanation to give each team member about the same amount to do. The divisions should transition naturally from one step to another; avoid shifting in the middle of an idea or process.

The presenters should practice speaking in complete sentences, and avoid using slang expressions or trailing off in the middle of a thought.

Summary

The summary reviews the important points of the presentation. A good summary is short, concise, and pertinent. This is the presenter's last chance to sell the idea, give information, and motivate the audience to follow the suggestions given.

Ending a presentation might be compared to wrapping up a package:

- ◆ Tie up the package by emphasizing the main points the audience should remember.
- ◆ Put the name on the package by encouraging the audience to use the information or method.
- ◆ Add a fancy bow by telling why it is important.

The summary is also an excellent time to tell the audience where the information came from and to cite references.

Questions and answers

At the end of a presentation, the 4-H member should ask for questions. Explain that allowing the audience to ask questions gives presenters an opportunity to use their background knowledge and teach more thoroughly. Some points may not have been made clear. Questions can help the speaker clarify points not covered or those someone in the audience failed to hear.

In answering questions, the members should:

- ◆ Repeat the question if all the audience members did not hear it.
- ◆ Give only correct answers. Admit it if they do not know the answer and offer to find the information and supply it to the person later.

Choose equipment and visual aids

The complete success of a demonstration or talk depends on the use of appropriate tools and equipment and the effective use of visuals. What is shown in a demonstration is as important as what is said. The equipment should be:

- ◆ Designed for the job (makeshift arrangements show a lack of preparation)
- ◆ Accepted and recommended by authorities
- ◆ Clean and in good working condition

Visuals such as posters, charts, models, and pictures should:

- ◆ Be used only when really needed. When possible, the 4-H'ers should use the real item rather than an image of it.

If the presentation is clear without visuals, the presenter may choose not to use them.

- ◆ Be large enough to be seen by all members of the audience
- ◆ Have lettering large enough and dark enough to be seen by all audience members. Letters made with black grease pencil or felt point pen, or letters cut from paper, can be seen easily.
- ◆ Not look crowded. It is better to use two or three charts than to have too much information on one.
- ◆ Be clean and neat
- ◆ Be on heavy cardboard that will not buckle or bend

Models should be used only for one of two purposes: small-scale models for ease in handling topics such as tractors, animals, furniture, or buildings; or enlargements to enable the audience to see small operations, such as electrical work and sewing techniques. If models are used, they should be well built and actually do the intended job.

Each visual should be tested against these questions:

- ◆ Is it needed?
- ◆ Does it focus attention?
- ◆ Is it neat and simple?
- ◆ Is it easy to use?
- ◆ Does it fit smoothly into the presentation?

A “yes” answer on these points will indicate a good choice of visuals. MacInnis offers these suggestions on visuals:

- ◆ Unless in a teaching situation or when introducing a new and complex subject, use as few visual aids as possible.
- ◆ If you're using copyrighted material such as a comic strip panel, you must get permission from and give credit to the copyright holder.
- ◆ Visual aids should never dominate a presentation; you want the audience to remember you and your message, not just the sound and light show.

- ◆ The more visual aids you use, the weaker you seem as a leader.
- ◆ Don't get mired in technology.
- ◆ Visual aids should be relevant, informative, necessary, foolproof, and worth the time and expense.
- ◆ Pictures are better than words, and graphs are better than numbers.
- ◆ Unless it's a summary, deal with just one main point per visual aid.
- ◆ Unless it's a summary or a backdrop, don't let the audience see the visual aid until you've introduced the information on it.
- ◆ When you've finished with the visual aid, remove it.
- ◆ Never use a visual aid solely for dramatic effect; it must also support your message.
- ◆ Don't distribute copies of your visual aids before the talk unless you want the copies to be used as a workbook.
- ◆ Never speak with your back or side turned to the audience while looking at a visual aid.

Encourage the members follow these guidelines for handling equipment and visuals:

- ◆ Make a list of the equipment and supplies needed.
- ◆ Use trays to assemble the equipment and supplies.
- ◆ Arrange trays on an extra table to the side or in back.
- ◆ Plan the arrangement to avoid reaching across the body.
- ◆ Keep the table clear in front, so people can see.
- ◆ Handle props carefully and quietly. Have a folded towel under bowls or pans.
- ◆ Keep the work surface clean. Have damp cloths, sponges, or paper towels handy. Tape a paper bag to the table back for trash.
- ◆ Before beginning the presentation, check all posters, charts, and easels for proper sequence and to see that each is secure.

- ◆ Be sure each part of the presentation is visible. Use step shelves, slant boards, clear bowls, or mirrors as needed.
- ◆ Show visuals at the right moment. Posters put up before they are needed will distract the audience's attention from what the presenter is saying and doing.
- ◆ Before using photo or computer projection, make sure that it is needed. The equipment can be difficult to transport, set up, and use. Take into account the amount of time a computer takes to start up, and learn the sequence of turning on the projector and connecting it to the computer before turning on the computer. Never try to use a computer and/or projector that you have not tested with your visual presentations.

Consider the title

Choosing a title may be the last step in preparing a presentation. Encourage the member to concentrate on the idea for the presentation and the development of the idea. The title will come later.

Titles that are most effective usually are fun, short, descriptive, and image making. A title should suggest the demonstration subject without telling the whole story.

Practice delivery

Practice is vital. After each review, the 4-H members can see whether their ideas are in order and supported with examples, illustrations, or quotations. Practice will help them:

- ◆ Synchronize action and explanation
- ◆ Do things in logical order
- ◆ Stay within the time limit
- ◆ Know whether or not he has sufficient information on the subject
- ◆ Use equipment skillfully
- ◆ Know that special equipment is functioning as it should

Practicing before several audiences—members, leaders, or parents—is helpful, as is recording with a tape recorder and practicing in front of a mirror.

If the equipment is available, use a video camera to record the presentation so the 4-H'ers can see themselves in action.

Making presentations effective

- ◆ Practice good posture; stand tall. Do not lean on the table or twist one foot behind the other.
- ◆ Maintain eye contact with the audience—project your voice to the back of the room to make sure the entire audience can hear.
- ◆ Speak in a voice that is natural, distinct, and loud enough to be heard. A friendly, confident tone of voice is the most convincing.
- ◆ Avoid mannerisms, such as pushing back hair or rocking back and forth, that may distract the audience.
- ◆ Be neat and well groomed.
- ◆ A dress rehearsal is an opportunity to evaluate the overall effectiveness of the performance.
- ◆ Smile to indicate interest and enthusiasm for the subject.
- ◆ Look and act as if you are enjoying presenting the demonstration or talk so the audience will want to follow the example.

Evaluation

Members and leaders evaluate or rate educational presentations with different rating scales. Both, however, are looking for the personal growth and development of the individual.

As a 4-H leader, ask yourself to what extent the 4-H member assumed responsibility in planning and presenting the demonstration or talk. Did the demonstration or talk lead the member into new learning or expanded interest in 4-H? Has the member matured through participation in educational presentations?

The 4-H'er members will measure their success by their own feelings of satisfaction, the response of the audience, and the rating of the judges.

Although 4-H demonstrations and illustrated talks help members acquire confidence, poise, and

knowledge, they are also used in competition at the county, district, and state levels.

Explain to 4-H members the judge's role and what to expect. The task of the judge is to:

- ◆ Rate each demonstration or talk according to an acceptable standard
- ◆ Select contest winners when appropriate
- ◆ Give reasons for judging decisions
- ◆ Give constructive suggestions

In making decisions, judges:

- ◆ Look at the demonstration or illustrated talk in light of points given on the *4-H Presentation Score Sheet*
- ◆ Ask questions if more information is needed to clarify the presentation or to further test the member's knowledge or background. Judges should ask questions only on the material covered in the presentation.
- ◆ Base their rulings on the ratings on the "Score Sheet for Educational Presentations," the presenter's responses to questions, and the total impact of the presentation on the judges and audience
- ◆ Encourage the 4-H member and give suggestions for improvement, either orally or in writing

Leaders and parents can help members to accept both winning and not winning and to sustain their interest in giving educational presentations by:

- ◆ Explaining that not everyone can win every competition
- ◆ Acquainting members with the score sheet to be used by the judges
- ◆ Giving members verbal approval often so that tangible awards do not become the only form of recognition
- ◆ Explaining the value of each rating so the members will be proud to receive participation certificates, ribbons, medals, or other awards
- ◆ Keeping informed about current standards so that you can answer members' questions

- ◆ Helping members understand that participation in competitive events is a worthwhile activity regardless of how they place

Additional resources

4-H Method Demonstration Instructional Video,
Texas AgriLife Extension Service

4-H Presentation Planning Sheet

Example Presentation Outline

Introduction

Who are you?

Why did you select this topic?

Why is your topic important?

Body

How activity to be done:

Do:

Say:

Need: (supplies, equipment, visuals)

Summary

What was accomplished?

What were the main points of the presentation?

What did the subject mean to you?

What can it mean to the audience?

What references did you use?

Questions and answers



Score Sheet for Educational Presentation

NAME(S) _____

PRESENTATION TITLE: _____

AGE CATEGORY: Junior Intermediate Senior

MAX TIME 12 MINUTES: Starting Time: _____ Ending Time: _____ Elapsed Time: _____

TYPE OF PRESENTATION: Method Demonstration Illustrated Talk Public Speech

Each person evaluation an education presentation is to score all items in divisions I, II, III (see reverse side). It is important that each item be scored and additions be checked for accuracy. The scoring team should compare scores and arrive at a combined score for each presenter.

JUDGE'S COMMENTS	FACTORS FOR SCORING	POINTS
	I. The 4-H member (20 points)	
	A. Appearance (5 pts)	
	B. Voice (5 pts)	
	C. Poise (5 pts)	
	D. Grammar (5 pts)	
	II. Presentation (35 points)	
	A. Introduction (5 pts)	
	B. Method (5 pts)	
	C. Verbal Presentation (5pts)	
	D. Teaching Aids (5 pts)	
	E. Organization (5 pts)	
	F. Audience Appeal (5 pts)	
	G. Summary (5 pts)	
	III. Subject Matter (45 points)	
	A. Selection of Subject	
	1. Reason for Choice (5 pts)	
	2. One Basic Theme (5 pts)	
	3. Practical (5 pts)	
	B. Information Presented	
	4. Accurate (5 pts)	
	5. Up-to-Date (5 pts)	
	6. Complete (5 pts)	
	7. Appropriate for Experience (5pts)	
	C. Knowledge of Subject	
	8. Principles (3 pts)	
	9. Application (2 pts)	
	10. Judge's Questions (5 pts)	
	FINAL SCORE	

cut along dotted line before returning to 4-H member

POINTS TO CONSIDER IN SCORING

I. The 4-H Member (20 points)

- A. Appearance - Neat, appropriate dress, good posture. Is the 4-H'er well groomed? (5 points)
- B. Voice - Distinct, forceful, yet natural. Does the 4-H'er have a clear, reasonably strong voice with distinct enunciation? Is he/she enthusiastic? (5 points)
- C. Poise - Calm, pleasant, confident. Does the 4-H'er keep his/ her composure even when something appears to go wrong or does go wrong? Does he/she have self-assurance, yet a pleasant manner? (5 points)
- D. Grammar - Correct, well chosen words. Does he/she use correct grammar and choose words that make the meaning clear? (5 points)

II. Presentation (35 points)

- A. Introduction - Effective, interesting. This is an explanation of the presentation, not an introduction of the 4-H'er. Does it get the attention of the audience? (5 points)
- B. Method - Did the 4-H'er demonstrate when the illustrated talk would have enabled him/her to do a better job or vice versa? (5 points)
- C. Verbal Presentation – Is the presentation well coordinated? Has the 4-H organized the presentation to create a smooth flow of information. If the 4-H member is doing a demonstration, does the explanation match the process? If information is given is it to fill time during the process; is it related to what is being shown? (5 points)
- D. Teaching Aids - Posters, Equipment, illustrative aids, and supplies effective and well arranged. Did the 4-H'er choose the teaching aids that would best tell the story? Were they neat, concise and appropriate? (5 points)
- E. Organization - Presentation well organized, clear and logical, not memorized. Is evidence shown that the 4-H'er has planned the presentation? (5 points)
- F. Audience Appeal – Did the 4-H'er maintain the attention of the audience? If using visuals were they readable throughout the room? If they gave a speech, did they interact with the audience, use voice inflection, etc to keep interest. Was it something of interest? (5 points)
- G. Summary - Are key points summarized? (5 points)

III. Subject Matter (45 points)

- A. Selection of Subject (15 points)
 - 1. Reason for Choice - Why did the 4-H'er choose this particular subject? This can be implied in talk. (5 points)
 - 2. One Basic Theme - Is the presentation confined to one theme or is it so broad in scope that it cannot be covered in the allotted time? (5 points)
 - 3. Practical - Is the subject important to the project area and to the 4-H'er? (5 points)
- B. Information Presented (20 points)
 - 4. Accurate - Is it the information correct? (5 points)
 - 5. Up-to-Date - Is it the most current information to which the 4-H'er would have access or is obsolete information given? (5 points)
 - 6. Complete - Are all the steps in the process shown? Is given information adequate to cover the topic? (5 points)
 - 7. Appropriate for Experience - Is the presentation appropriate to the experience of the 4-H'er? (5 points)
- C. Knowledge of the Subject (10 points)
 - 8. Principles - Did the 4-H'er understand principles and practices presented? (3 points)
 - 9. Application - Did the 4-H'er understand application of information presented? (2points)
 - 10. Judges' Questions - Did the 4-H'er understand and answer questions correctly (5 points)

Acceptable forms of presentations - (1) Illustrated Talk, (2) Method Demonstration, or (3) Speech with no props or illustrations.

Texas Essential Knowledge and Skills (TEKS)

Instructors who use this curriculum will address the following TEKS as outlined by the Texas Education Agency:

English and language arts

The student listens attentively and engages actively in a variety of oral language experiences.

Speech communication: The student is able to recognize and explain the importance of communication in social, academic, citizenship, and professional roles.

Analysis of visual media: The student is able to distinguish the purposes of various media forms such as information, entertainment and persuasion.

Public speaking: The student is able to identify and analyze the traditional elements of speech form, including introduction, body, and conclusion.

Communication applications: The student is able to explain the importance of effective communication skills in professional and social contexts.

Oral interpretation: The student is able to analyze the audience, occasion, and purpose when designing presentations.

Home economics education

Skills for living: The student applies principles of effective communication.

Technology education

Exploring communication technology: The student uses communication technology to meet practical objectives.

Communication systems: The student selects and uses the proper communication technology to meet practical objectives.

Communication graphics: The student applies communication graphics technology to practical problems.

Developmental assets and life skills

Young people who have learning experiences through this curriculum may develop certain assets and life skills that contribute to their personal development:

Developmental Asset

Search Institute®

- Support
- #4 Caring Neighborhood
 - Boundaries & Expectations
- #14 Adult Role Models
 - Positive Values
- #30 Responsibilities
 - Social Competencies
- #32 Planning and Decision Making
- #33 Interpersonal Competence
 - Positive Identity
- #37 Personal Power
- #39 Sense of Purpose
- #40 Positive View of Personal Future

Targeting Life Skills Model

Iowa State University Extension

- Nurturing Relationships
- Self-responsibility
- Planning/Organizing
- Goal Setting and Personal Feelings

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