

4-H

Presentations Training & Contest Guide



South Carolina
4-H Youth Development
"TO MAKE THE BEST BETTER!"



Acknowledgements

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We gratefully acknowledge the contributions of the following materials to the South Carolina 4-H Youth Development Presentations Training and Contest Guide:

National 4-H (CCS) Curriculum

Communications - (Level 1 - Picking Up the Pieces)

Communications - (Level 2 - Putting It Together)

Communications - (Level 3 - The Perfect Fit)

Communications Helper's Guide

Step Up to Leadership - (Level 2 - My Leadership Journal)

www.n4hccs.org

Making Posters - *New Mexico State University Extension Service*

<http://spectre.nmsu.edu/fourh/docs/Making%204-H%20Posters.pdf>

Public-speaking Tips - *Big Dog's Leadership Page*

<http://www.nwlink.com/~donclark/leader/leadpres.html>

Visual Presentations Made Easy - *University of Massachusetts Extension Service*

http://www.mass4h.org/programs/communications/pdf_ppt/visual_presentations_made_easy.pdf

Written and Produced in the Summer of 2006



4-H is the youth development program of the Cooperative Extension Service, a nationwide partnership of federal, state, and county governments, and the private sector. The Clemson University Cooperative Extension service offers its programs to people of all ages, regardless of race, color, sex, religion, national origin, disability, political beliefs, sexual orientation, marital, or family status



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**South Carolina
4-H Youth Development**

“TO MAKE THE BEST BETTER!”

4-H Presentations Training Overview

❁ Objective

The purpose of the 4-H Presentations Training is to provide youth with activities and tools that teach them how to research, plan, organize, create, and deliver a presentation. Through a positive learning environment, 4-H youth will be able to develop effective public speaking skills and will be able to practice and perform these skills with confidence.

❁ Training Agendas

The training for illustrated talks and demonstrations is intended for Cloverbuds (ages 5 - 8) and Juniors (ages 9 -13). Because speeches are a higher level of difficulty, the training for speeches is intended for Seniors (ages 14 - 19). Seniors can participate in the illustrated talks and demonstrations training or both agendas could be combined for a longer training for Seniors covering all three types of presentations including illustrated talks, demonstrations, and speeches.

❁ Trainers

Well-spoken adults or teens with public-speaking experience partnered with an adult could serve as effective instructors for this training. It is recommended that 4-H members be used to provide examples of different types of presentations including illustrated talks, demonstrations, and speeches.

❁ Resources

This training utilizes the following National 4-H (CCS) curriculum:

- Communications - (Level 1 - Picking Up the Pieces)*
- Communications - (Level 2 - Putting It Together)*
- Communications - (Level 3 - The Perfect Fit)*
- Communications Helper's Guide*

Each training activity identifies the curriculum used. Many of these activities have been modified slightly to give continuity to the overall training.

❁ Recognition

Participants will receive a certificate for completion of this training. In addition, individual counties (and/or regions) may want to provide recognition for each year of participation in the 4-H Communications Program.

Training Agenda for Cloverbuds & Juniors



Welcome & Introductions - 5 Minutes

Participants share their name and years in 4-H.
The trainer will share the schedule for the training.



Pledges - 5 Minutes

As a group, participants recite the Pledge of Allegiance and the 4-H Pledge.



Presentation Components - 10 Minutes

Participants will learn about the different components of an illustrated talk.



Illustrated Talks - 45 Minutes

Participants will share their knowledge on a topic by preparing and presenting an illustrated talk.



Break - 5 Minutes



Demonstration Judging - 15 Minutes

Participants will learn about the components of a demonstration and the judging criteria for the County and State Contest through watching and judging a demonstration.



Do-Able Demos - 45 Minutes

Participants will teach a skill by preparing and presenting a demonstration.



Review of Resource Materials - 5 Minutes

The trainer will introduce the resource materials to the participants.

Training Agenda

for Seniors



Welcome & Introductions - 5 Minutes

Participants share their name and years in 4-H.
The trainer will share the schedule for the training.



Pledges - 5 Minutes

As a group, participants recite the Pledge of Allegiance and the 4-H Pledge.



Speech Judging - 15 Minutes

Participants will learn about the different components of a speech and the judging criteria for the County and State Contest through watching and judging a speech.



Selecting a Topic - 10 Minutes

Participants will answer several questions designed to help them narrow down a topic.



Researching a Topic - 10 Minutes

Participants will brainstorm the different sources from which they can glean information for their speech.



Speeching Up - 45 Minutes

Participants will prepare and present a speech.



Review of Resource Materials - 5 Minutes

The trainer will introduce the resource materials to the participants.

Training Tips

for Teaching 5 - 8 Year Olds

The learning characteristics and teaching tips for working with youth illuminate some of the key factors influencing their learning experience. The following tips are intended to provide the trainer with guidance for working with youth in each age group. By following these tips, the trainer will be able to enhance the training experience and will better assist the youth in the development of their communication skills.

Learning Characteristics of 5 - 8 Year Olds

- Thinking is in the here and now
- Attention span is about 20 - 30 minutes
- Begin to develop friendships, usually with youth of the same sex
- Want to be liked and please adults
- Learn best when physically active
- Have a special attachment to older youth
- Differentiation between fantasy and reality can be difficult

Tips for Teaching 5 - 8 Year Olds

- Youth need real experiences to learn.
- Vary the length of activities based on how interested the youth are.
- Plan activities that youth can do in groups rather than individually.
- Let youth know when they have done a good job.
- Allow youth to participate in activities where they can use physical energy.
- Allow youth to choose an older helper to be their helper and role model.
- Build in transitions and discussions to help distinguish the imaginary from the real.

Training Tips

for Teaching 9 - 12 Year Olds

The learning characteristics and teaching tips for working with youth illuminate some of the key factors influencing their learning experience. The following tips are intended to provide the trainer with guidance for working with youth in each age group. By following these tips, the trainer will be able to enhance the training experience and will better assist the youth in the development of their communication skills.

Learning Characteristics of 9 - 12 Year Olds

- Learn best when physically active
- Are easily motivated
- Feelings of competence enhance self-respect
- Attention span is about 45 minutes
- Acceptance by peer group is important
- Enjoy both cooperation and competition

Tips for Teaching 9 - 12 Year Olds

- Allow youth to participate in activities where they can use physical energy.
- Use encouragement to keep them motivated.
- Provide activities that will let youth feel good about themselves and succeed. Recognize them for their accomplishments.
- Use varied activities to keep them interested.
- Use the peer group to recognize good work (e.g.-applauding completed activities and avoiding put-downs).
- Plan activities so that sometimes youth work together, and sometimes they compete with each other.

Training Tips

for Teaching 13 - 15 Year Olds

The learning characteristics and teaching tips for working with youth illuminate some of the key factors influencing their learning experience. The following tips are intended to provide the trainer with guidance for working with youth in each age group. By following these tips, the trainer will be able to enhance the training experience and will better assist the youth in the development of their communication skills.

Learning Characteristics of 13 - 15 Year Olds

- Can take responsibility in planning and evaluating their work
- Can plan social and recreational activities
- Can discuss current events, international affairs, and social issues with some help
- Want to make decisions but still depend on adults
- Can be quite self-conscious
- Choices are often unrealistic

Tips for Teaching 13 - 15 Year Olds

- Give youth responsibility for planning, implementing, and evaluating group activities.
- Provide opportunities for youth to work together; form committees to plan recreational and social activities.
- Use discussion activities and games that encourage awareness of current events and issues.
- Establish guidelines that give parameters for youth and adults.
- Avoid asking youth to share their work individually until they feel more comfortable with the group.
- Assist youth in making realistic choices; review their plans, discuss alternatives, and help them weigh options before making decisions.

Training Tips

for Teaching 16 - 18 Year Olds

The learning characteristics and teaching tips for working with youth illuminate some of the key factors influencing their learning experience. The following tips are intended to provide the trainer with guidance for working with youth in each age group. By following these tips, the trainer will be able to enhance the training experience and will better assist the youth in the development of their communication skills.

Learning Characteristics of 16 - 18 Year Olds

- Personal philosophy begins to emerge
- Enjoy discussing the world situations, as well as personal activities
- Abstract thinking and problem solving reach a higher level
- Strong desire for status in peer group

Tips for Teaching 16 - 18 Year Olds

- Use activities where youth search for experiences that will allow them to identify their own philosophies.
- Encourage discussion of events and feelings.
- Put youth into real-life, problem-solving situations.
- Develop a climate in which youth are encouraged and supported by peers.

Note to the Trainer

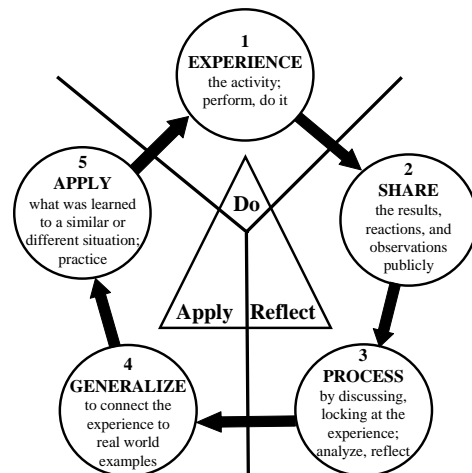
Dynamics of the Group

- The ideal number of participants is 6 - 10.
- If the group size is smaller or larger than the ideal, adjust each activity to the size of the group. For example, when the participants are practicing their illustrated talks, the participants could be divided into two groups if needed.
- Each activity should also be adjusted according to the personality of the group and the age of the participants.
- The more participants from different clubs the better.

Leading the Training Activities

- Be sure to read the introduction to the activity to the group. This provides the participants with the proper knowledge about the theoretical underpinnings of the activity and gives them a better idea as to the teaching objectives of the activity.
- You can invite different participants to read the introductions, which will incorporate the participants more into the training.
- When processing the activity once it is over, you do not have to use all of the reflection and application questions. You can select the most appropriate ones for the group.
- Be sure to process each activity so that the relevance of the activity is well understood by the participants.

4-H Experiential Learning Model



1. Experience

Notice that the model begins with an experience—action. In each activity, the experience is the “do” part of the activity. This immediately focuses the attention on the learner rather than the teacher.

2. Share

The last four steps of the model are addressed in questions at the end of each activity. The questions are structured to elicit answers beyond a “yes,” “no,” or single word response. As the model shows, sharing is simply asking the group or individual: What did you do? What happened? This step will generate lots of information and lead to the process step.

3. Process

The “Process” questions focus on what was important about the experience. Common themes that emerge from the sharing session are explored in more depth. The key teaching points relating to the subject matter and life skill are discussed.

4. Generalize

In this step, discussion becomes more personal. The “generalize” questions are the “so what?” of the activity. They ask, “What did the experience mean to me personally and to my everyday life?”. The discussion should include both the subject matter learned and the life skill practiced. If the method employed required the youth to work in teams to complete the activity, questions about teamwork would be appropriate.

5. Apply

Here the youth express what they really learned and how they can use the life skill and subject matter expertise. Or they might actually show they have mastered the skill by performing another activity that requires use of the new skill. Remember that the questions are your way of assessing what has been learned. The answers you get will help you evaluate each youth’s level of skill mastery.

South Carolina 4-H Youth Development

4-H PRESENTATIONS TRAINING

MATERIALS CHECKLIST

- 4-H Speaker(s)
- 8.5" x 11" Paper
- Markers
- Pens
- Demonstration Topics written on Paper Strips
- Paper bag
- String
- Napkins
- Video of a Speech (optional; see Speech Judging activity)
- Video equipment-TV and VCR (optional; see Speech Judging activity)
- Copies of the Illustrated Talks Preparation Sheet
- Copies of the Demo Preparation Sheet
- Copies of the Demonstration Scoring Sheet
- Copies of the Speech Scoring Sheet
- Copies of the My Speech Topic Sheet
- Copies of the Speech Preparation Sheet
- Color Copies of the Training Certificate
- Copies of the Training Evaluation Form



Presentations Training Activities

- Training Agenda for Cloverbuds & Juniors
 - Presentation Components
 - Illustrated Talks
 - Demonstration Judging
 - Do-able Demos
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 - Speech Judging
 - Selecting a Topic
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 - Training Certificate
 - Training Evaluation
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Training Agenda for Cloverbuds & Juniors

Welcome & Introductions - 5 Minutes

Participants share their name and years in 4-H.
The trainer will share the schedule for the training.

Pledges - 5 Minutes

As a group, participants recite the Pledge of Allegiance and the 4-H Pledge.

Presentation Components - 10 Minutes

Participants will learn about the different components of an illustrated talk.

Illustrated Talks - 45 Minutes

Participants will share their knowledge on a topic by preparing and presenting an illustrated talk.

Break - 5 Minutes

Demonstration Judging - 15 Minutes

Participants will learn about the components of a demonstration and the judging criteria for the County and State Contest through watching and judging a demonstration.

Do-Able Demos - 45 Minutes

Participants will teach a skill by preparing and presenting a demonstration.

Review of Resource Materials - 5 Minutes

The trainer will introduce the resource materials to the participants.

Presentation Components

Adapted from *Step Up To Leadership (Level 2 - My Leadership Journal)*




Introduction:

By observing a well-done illustrated talk, you will learn about the different components of a presentation including the title, introduction, body, conclusion, and visual aids. You will also discover the importance of effectively including these components into your presentation so that you leave your audience with a clear, yet powerful message.

Instructions:

1. Prior to the training, invite an experienced 4-Her to do a short (2-3 minute) illustrated talk for the participants.
2. Using the Visual Presentations Made Easy Handout, discuss with participants the different parts of an illustrated talk: title, introduction, body, conclusion, and visual aids.
3. Have the 4-Her do his/her presentation for the group.
4. Instruct the participants to think about the different components of the speaker's presentation. Lead a discussion on the flow of the presentation.
5. Ask the participants to identify the different components of the presentation including the title, introduction, body, conclusion, and visual aids.

RESOURCE KEY

-  Life Skills: Communication, Learning the components of a presentation
-  Time Required: 10 Minutes
-  Materials:
 - 4-H Speaker
 - Copies of the Visual Presentations Made Easy Handout

Reflection:

1. What would happen if the speaker didn't follow the same flow or if he/she mixed up the order?
2. Do you need to include all the presentation components even if the presentation is really short?

Application:

1. How would the audience feel if one of the parts of the presentation were missing?
2. How can you use the different components of a presentation to build a powerful message?

VISUAL PRESENTATIONS MADE EASY

Being able to speak well in public is a skill that can help you throughout your lifetime. You can probably think of famous people that were known for their speaking ability such as Abraham Lincoln, John F. Kennedy and Martin Luther King. They were able to accomplish great things because they had an important message and had the skills needed to deliver that message. You can become a good speaker, too! With the help of your leaders, teachers, and parents, you can learn to give a visual presentation.

What is a Visual Presentation?

Visual presentations teach, entertain, inform or persuade. There are several different types including a demonstration, illustrated talk or team presentation.

A demonstration is a way to teach others how to do or make something. In a demonstration, the presenter shows and explains each step of a process. A finished example of what has been demonstrated should be displayed at the end of a demonstration.

An illustrated talk is a useful way to explain a topic if the equipment necessary for the presentation is too large or hard to handle. The presenter depends on models, posters, or charts to explain the topic in an illustrated talk. A finished example is not required.

A team presentation is given by two presenters. Each presenter should participate equally in preparing and presenting the information. A team presentation is actually more difficult to prepare and present.

How do I get started?

First, you have to decide what you want to talk about. That may seem pretty simple but it may actually be the hardest part! Choose a topic that shows your interests and passions – this could be something that you do in your 4-H club, community or school. Think about the following:

- Unusual experiences that you have had such as organizing a conference for teens, a community service experience or your job
- Hobbies that you love
- Subjects that are important to you – recycling, cleaning up your neighborhood or caring for your animal

What should I do after I pick my topic?

Now you must begin to think about what you want to say and gather your information. Try to think about what your audience may want to know and find interesting. As you begin to plan, remember that for the county and state presentations contests that visual presentations for Juniors (ages 9 - 13) must be at least 3 minutes in length and no longer than 8 minutes while the Seniors (ages 14 -19) presentations must be at least 8 minutes long and can last up to 12 minutes.

Where can I find information on my topic?

Your leaders, teachers and other club members may know information about your topic that could help you get started. Your school and public library are also excellent sources. Of course, a wealth of information is available on the Internet.

VISUAL PRESENTATIONS MADE EASY

How should I arrange my information?

A visual presentation is made up of three parts: the introduction, the body of the presentation, and the conclusion.

The Introduction: This is the part of the presentation where you have to grab your audience's attention. A good introduction will:

- Get the audience interested in your topic and make them want to hear what you have to say
- Tell the audience what they will learn if they listen to you

There are several ways to introduce your topic. You could start with a story or a joke but make sure it relates to your topic! Other ways to do this include giving some history about your topic or telling the audience something that has happened in your life that made you interested in your topic. You could also choose to use an interesting quote that you gathered in researching your topic. These are just suggestions to help you think creatively about how to introduce your visual presentation.

The Body of the Presentation: This is the part of your presentation where you tell people what you want to tell them! It should:

- Explain how to do something if you are doing a demonstration or explain how something works if you are doing an illustrated talk
- Include how-to steps the audience can follow
- Be clear and logical
- Do not include too much information; be appropriate for the time you have

It is usually best to outline your speech and not write out an entire speech in narrative format. Reading a speech is not allowed and memorization is not a good idea. If you forget one phrase, it is often difficult to continue on. Note cards are allowed. Use an outline format or key words and phrases that remind you of what you need to say. Again, do not read off your note cards but use them to refer to if needed as you go along. You can also use posters like note cards.

The Conclusion: This is the final part of your presentation. It is very important because it is your last chance to leave your audience with the feeling they have learned something. During your conclusion:

- Repeat the most important points that you want your audience to remember
- Do not introduce any new material

What type of equipment should I use?

The type of equipment you use depends on the type of presentation you are going to give. Some things to keep in mind:

- Use equipment suitable for the job and the age of the presenter
- Clear glass bowls are best for food demonstrations for visibility
- Have towels available for spills
- Cover the table, if you are using it
- And, remember to test your equipment before you begin your presentation

VISUAL PRESENTATIONS MADE EASY

How should I set up my work area?

It is important that you arrange your area so that your audience can see what you are doing at all times. A neat, clean workspace will help you find your materials more easily. Setting up your materials in order will help you remember what comes next in your presentation. Take the time you need before you begin your presentation to set up your work area the way you need it.

When should I use a poster?

Posters are used to help the audience to understand your topic. They are used to illustrate your presentation and to help your audience understand important information or steps in a process. It is important that your posters be well done and that they do not detract from your presentation. Limit the amount of information and visuals you put on any one poster; less is better. Make sure all lettering is large, neat and dark enough to be read from the back of the room. Title posters are also helpful.

What should I wear?

Remember that people often form a first impression based on appearance. Wear neat, casual clothing; school clothes are usually fine. Think about your topic and dress appropriately. For example, if you are preparing food, you could wear an apron or if you are talking about an animal, you could wear showmanship clothes. Remember that you want people to focus on your presentation so try to eliminate possible distractions by keeping hair off your face (you may want to tie back long hair) and avoid wearing a lot of jewelry.

What if I get nervous?

Being nervous is not all bad; it can actually help you make a good presentation. Good speakers use their nervous energy to make their presentations more exciting. So, take a few deep breaths and begin your presentation. The nervousness is usually at its worst before you actually start. Once you begin your presentation it usually gets better! Make sure that you are well prepared and you'll have nothing to worry about!

Final hints:

Before your presentation:

- Practice, practice, practice! This is the most important part
- Make sure you know your material
- Make a list of all the equipment you need and check all equipment to make sure it works

During your presentation:

- Speak in a loud, clear voice
- Look at your audience as you speak; eye contact is important
- Use natural hand movements and make sure your movements are not distracting
- If you use note cards, they are for reference only: You may not read your presentation
- If your posters or visual aids fall or you drop something, just keep going.
- Use a pointer instead of your fingers to point out information on your posters.
- Remember to repeat any questions before you answer them to make sure that everyone in the room hears the question asked.

Illustrated Talks

Adapted from *Communications Express Yourself (Level 1 - Picking Up the Pieces)*

Introduction:

Presenting what you have learned to others is a good way to improve your communication skills. Adding posters, charts, pictures, or tables stretches your creativity and makes your presentation more entertaining. In this activity, you will prepare and present an illustrated talk using a drawing about something that you are knowledgeable about.

Instructions:

- 🕒 Allow 10-15 minutes for Steps 1-3.
- 1. Instruct the participants to think about and select a topic that they already know about and/or they would like to explore further. If a participant is unable to select a topic quickly, assign a topic to the participant.
- 2. Pass out copies of the Illustrated Talks Preparation Sheet and instruct participants to develop an illustrated talk using the Illustrated Talks Preparation Sheet as a tool to help them.
- 3. Pass out blank paper and markers and ask each participant to create a visual aid to use during their visual talk or to sketch out what their visual aid would look like for a talk that they would present to a group.
- 4. Ask each participant to present their illustrated talk to the group. The talk should be 2 - 3 minutes long.
- 5. Invite the group to offer feedback and suggestions on each participant's illustrated talk.

RESOURCE KEY

- 📁 Life Skills: Communication, Presenting information
- 🕒 Time Required: 45 Minutes
- 📖 Materials:
 - Copies of the Illustrated Talks Preparation Sheet
 - Markers
 - 8.5" x 11" Paper
 - Pens

Reflection:

1. What challenged you during your illustrated talk?
2. What did you learn about your own public speaking skills?

Application:

1. What resources could you use to research your topic to further develop your illustrated talk?
2. When might you use this presentation style?

Illustrated Talks Preparation Sheet

INTRODUCTION

Who are you?

Title of talk:

Why did you select this topic?

Why is your topic important?

BODY

This is the main part of the talk that includes the why, how, where, what, and when.

Main points:

CONCLUSION

The conclusion wraps up your talk and should include a summary of the main points covered, a closing statement, and time for questions from the audience.

What were the main points of the presentation?

What did the subject mean to you?

What can it mean to the audience?

VISUAL AIDS

They may include posters / charts, photographs, or equipment.

Type:

Equipment needed:

Design:

Demo Judging




Introduction:

By observing a demonstration, you will become more familiar with the format and components of a demonstration. You will also have an opportunity to judge the demonstration using an official scoring sheet. Thus, you will be more knowledgeable on what the judging criteria is and the judging/scoring process in the County and State Presentations Contests.

Instructions:

1. Prior to the training, invite a 4-Her to do a short demonstration for the participants.
2. Pass out the Demonstration Scoring Sheet to the participants.
3. Review the Demonstration Scoring Sheet with the participants.
4. Have the 4-Her perform his/her demonstration for the group and have each participant score the demo.
5. Instruct the participants to think about the different components of the demonstration. Lead a discussion on the flow of the demonstration.
6. Allow the participants to share their scores and the comments that they made on the judging sheet.

RESOURCE KEY

-  Life Skills: Communication, Judging a demonstration
-  Time Required: 15 Minutes
-  Materials:
 - 4-H Speaker
 - Copies of the Demonstration Scoring Sheet
 - Pens

Reflection:

1. What were the different components of the demonstration?
2. How did the demonstration differ from the illustrated talk?
3. What was the hardest part of judging?

Application:

1. How can you use the judging information to make your demonstration better?
2. What are some words/phrases that you could use to offer constructive criticism/feedback to your peers?

4-H PRESENTATION SCORE SHEET

(for illustrated talks and demonstration classes)

Name(s) _____

Class _____

Cloverbud or **Junior** or **Senior** (Circle one)

Starting time _____ Finish time _____ Elapsed time _____

Category	Points Possible	Points Awarded	Comments
1. Introduction a. Catchy title b. Purpose clearly outlined	10 Points		
2. Content a. Information practical b. Information accurate c. Appropriate to age level	25 Points		
3. Summary a. Major points emphasized b. Introduction expectations fulfilled c. Effective and climactic d. Resources noted	10 Points		
4. Presentation Skills a. Smooth transitions b. Voice(s) clear and understood c. Eye contact with audience d. Use of facial expressions e. Work and talk coordinated f. Body movement/gestures g. Rate of delivery h. Adequate preparation shown i. Appearance neat and appropriate	20 Points		
5. Visual Aids a. Supplies and equipment coordinated b. Appropriate visual aids c. Aids visually appealing d. Educational value e. All aids used	25 Points		
6. Questions a. Question repeated prior to answering b. Question answered appropriately	10 Points		
	Possible Total Score 100	Total score _____	Judge's Signature:

Do-able Demo

Adapted from *Communications Express Yourself (Level 2 - Putting It Together)* and *Demonstrator Activity* from *Communications Helper's Guide*

Introduction:

A demonstration is showing how to do something while telling how to do it. Because many people learn how to do something when they see it being done and hear it being described, presenting a demonstration or demo can be a satisfying and fun experience. In this activity you will learn about the parts of a demo, how to create a demo, and practice giving a demo.

Instructions:

- 🕒 Allow 10-15 minutes for Steps 1-3.
- 1. Write the demonstration topics on small paper strips. Make sure that there is at least one demonstration topic for each participant. Put the paper strips in a paper bag.
- 2. Ask each participant to select a topic out of the bag.
- 3. Pass out copies of the Demo Preparation Sheet and instruct participants to develop a demonstration for their topic using the Demo Preparation Sheet as a tool to help them.
- 4. Ask each participant to present their demonstration to the group. The demonstration should be 2-3 minutes long.
- 5. Invite the group to offer feedback and suggestions on each participant's demonstration.

RESOURCE KEY

- 📁 Life Skills: Communication, Giving a demonstration
- 🕒 Time Required: 45 Minutes
- 📖 Materials:
 - Demonstration Topics written on Paper Strips
 - Copies of the Demo Preparation Sheet
 - Paper Bag
 - Pens
 - Napkins
 - 8.5" x 11" Paper
 - String

Sample Demonstration Topic List:

- How to draw a house, a snowman, etc.
- How to fold a napkin (two folding techniques)
- Other: _____
- How to tie a shoe
- How to braid

Reflection:

1. What was the most important element to your demonstration? Why?
2. How did the Demo Preparation Sheet help you organize your demonstration?

Application:

1. How can you use your demonstration skills in other situations?
2. How will this skill help you communicate better with others?

Demo Preparation Sheet

INTRODUCTION

Who are you?

Title of demo:

Why did you choose this demo?

BODY

This is the main part of the demonstration and includes the why, how, where, what, and when.

Main points:

Step-by-step procedure:

CONCLUSION

The conclusion wraps up your demonstration and should include a summary of the main points covered, a closing statement, and time for questions from the audience.

What were the main points of the presentation?

What did the subject mean to you?

What can it mean to the audience?

VISUAL AIDS

They may include posters / charts, photographs, equipment, or the product at various stages and a finished product.

Type:

Equipment needed:

Design:

Training Agenda

for Seniors

Welcome & Introductions - 5 Minutes

Participants share their name and years in 4-H.
The trainer will share the schedule for the training.

Pledges - 5 Minutes

As a group, participants recite the Pledge of Allegiance and the 4-H Pledge.

Speech Judging - 15 Minutes

Participants will learn about the different components of a speech and the judging criteria for the County and State Contest through watching and judging a speech.

Selecting a Topic - 10 Minutes

Participants will answer several questions designed to help them narrow down a topic.

Researching a Topic - 10 Minutes

Participants will brainstorm the different sources from which they can glean information for their speech.

Speeching Up - 45 Minutes

Participants will prepare and present a speech.

Review of Resource Materials - 5 Minutes

The trainer will introduce the resource materials to the participants.




Speech Judging

Introduction:

By observing a speech or watching a well-known and powerful speech, you will become more familiar with the format and components of an engaging speech. You will also have an opportunity to judge the speech using an official scoring sheet. Thus, you will be more knowledgeable on what the judging criteria is and the judging/scoring process in the County and State Presentations Contests.

Instructions:

1. Prior to the training, invite a 4-Her to do a short (2-3 minute) speech for the participants or obtain a 2-3 minute video segment of a well-known speech such as Martin Luther King Jr's "I have a dream".
2. Pass out the Speech Scoring Sheet to the participants.
3. Review the Speech Scoring Sheet with the participants.
4. Have the 4-Her give his/her speech or show the speech video segment, and have each participant score the speech.
5. Instruct the participants to think about the different components of the speech. Lead a discussion on the flow of the speech and why it was so resonant with the listeners.
6. Allow the participants to share their scores and the comments that they made on the judging sheet.

RESOURCE KEY	
	Life Skills: Communication, Judging a demonstration
	Time Required: 15 Minutes
	Materials:
	-4-H Speaker or Video of a Speech (e.g.-Martin Luther King Jr. - "I have a dream")
	-Copies of the Speech Scoring Sheet
	-Pens

Reflection:

1. What were the different components of the speech?
2. What made the speech powerful, inspirational, and/or persuasive?
3. What was the hardest part of judging?

Application:

1. How can you use the judging information to make your speech better?
2. What are some words/phrases that you could use to offer constructive criticism/feedback to your peers?
3. What elements can you incorporate into your speech so that you really impact your audience?

4-H PRESENTATION SCORE SHEET

(for public-speaking classes)

Name(s) _____

Class _____

Starting time _____ Finish time _____ Elapsed time _____

Category	Points Possible	Points Awarded	Comments
1. Introduction a. Catchy title b. Purpose clearly outlined c. Importance of subject established	20 Points		
2. Content a. Information practical b. Information accurate c. Important points clearly stated d. Appropriate to age level e. References credited	25 Points		
3. Summary a. Major points emphasized b. Introduction expectations fulfilled c. Effective and climactic	20 Points		
4. Presentation Skills a. Smooth transitions b. Voice(s) clear and understood c. Eye contact with audience d. Use of facial expressions e. Work and talk coordinated f. Body movement/gestures g. Rate of delivery h. Correct use of grammar i. Adequate preparation shown j. Appearance neat and appropriate	25 Points		
5. Questions a. Question repeated prior to answering b. Question answered appropriately	10 Points		
	Possible Total Score 100	Total score _____	Judge's Signature: _____

Selecting a Topic

Adapted from *Seek to Connect Activity* from *Communications Express Yourself (Level 3 - The Perfect Fit)*




Introduction:

The first step in preparing to speak is to select a topic. Your choice of a topic depends on your audience, the setting, your interests, and the time allotted for the speech. By thinking about these considerations, you will be better able to select a topic that is appropriate for your speech and the audience. You should consider several questions before you select a topic. These questions will help you narrow down a topic that is best for you and your speech, a speech that you could deliver at your County Presentations Contest or to a number of other audiences such as a civic group, your 4-H club, a class, or a religious organization.

Instructions:

1. Have each participant answer the questions in the Selecting My Topic Section of the My Speech Topic Sheet; the participants do not need to complete the Researching My Topic Section at this time.
2. Instruct the participants to select a topic from the ones that they listed in their responses to the questions on the sheet.
3. Ask the participants to share what topic they selected for their speech.

RESOURCE KEY

-  Life Skills: Communication, Selecting a topic for a speech
-  Time Required: 10 Minutes
-  Materials:
 - Copies of the My Speech Topic Sheet
 - Pens

Reflection:

1. Why is it vital to match your topic to the interests of the audience?
2. What prompted you to select your topic?

Application:

1. How can you use the size of the group to help you in your selection of a topic or in the way in which you deliver your speech?
2. How can the type of speech influence your topic selection? For example, how would your topic vary if you were doing a persuasive speech versus an inspirational speech?

My Speech Topic

SELECTING MY TOPIC

What do I know something about?

What am I interested in?

Do I have any interesting hobbies, unusual situations, or experiences to share or new topics that I want to explore?

Which topic would I be most comfortable talking about?

What topic would be appropriate for this audience and occasion?

MY SPEECH TOPIC: _____

RESEARCHING MY TOPIC

Source #1:

Source #2:

Source #3:

Source #4:

Researching a Topic

Adapted from *Seek and Find Activity* from *Communications Express Yourself (Level 3 - The Perfect Fit)*




Introduction:

Now that you have chosen a speech topic, it's time to begin researching that topic. While we will not have time today for you to research your topic, you will have the opportunity to think about the many ways that you can get information on your topic. You can interview people who are knowledgeable in the subject. You can search the internet. You can do research in the library. In this activity, you'll choose how you want to be your very own speech investigator.

Instructions:

1. Have each participant brainstorm different research sources for their topic and record their brainstorm in the Researching My Topic Section of My Speech Topic Sheet. Instruct the participants to become as specific as they can. The participants could include quotes, statistics, websites, books, people to interview, encyclopedia subject titles, internet search terms, etc.
2. Ask the participants to diversify their sources by making sure that they have at least three different types of research sources listed.
3. If time allows, the participants can share their brainstorm with the group, or the group could see which participant had the most diverse sources or the most sources listed.

RESOURCE KEY

-  Life Skills: Communication, Discovering research sources for a speech
-  Time Required: 10 Minutes
-  Materials:
 - Copies of the My Speech Topic Sheet
 - Pens

Reflection:

1. How can you use this brainstorm to start researching your topic?
2. Why is it important to have different types of sources of information for your speech topic?

Application:

1. How can you organize your research for your speech?
2. How will the research skills that you develop working on your speech assist you in your school work?

Speeching Up

Adapted from *Communications Express Yourself (Level 2 – Putting It Together)*

Introduction:

Are you ready to inform, persuade, inspire, or entertain an audience? Giving a speech can be a challenge for the best writers. However, it is a perfect opportunity to impact others with your ideas. In this activity, you will prepare and give a speech.

Instructions:

- 🕒 Allow 10-15 minutes for Steps 1-3.
- 1. Review the categories of speeches with the participants (on the Speech Preparation Sheet).
- 2. Pass out copies of the Speech Preparation Sheet and instruct the participants to develop a 2-3 minute speech using the Speech Preparation Sheet as a tool to assist them in their planning of their speech.
- 3. Ask each participant to present their speech to the group.
- 4. Invite the group to offer feedback and suggestions on each participant's speech.

RESOURCE KEY

- 📁 Life Skills: Communication, Composing and presenting a speech
- 🕒 Time Required: 45 Minutes
- 📖 Materials:
 - Copies of the Speech Preparation Sheet
 - Pens

Reflection:

1. What challenged you during your speech?
2. How can you use the feedback from the group to improve your public-speaking abilities?

Application:

1. What are some of the components of a good speech?
2. Which components can you incorporate into your speech?
3. What are some catchy introductions that are appropriate for your topic?

Speech Preparation Sheet

CATEGORIES OF SPEECHES:

To inform, explain, or teach-Your goal is to share facts without being boring.

To persuade or convince-Your goal is to modify the thoughts, feelings, or actions of the audience.

To inspire-Your goal is to appeal to the emotions of the audience members and cause them to take action.

KEEP THE CATEGORY OF YOUR SPEECH IN MIND!

INTRODUCTION

This section introduces the topic of the speech. Some examples of catchy introductions include a short story, an example, a statistic, an interesting fact, a quotation, a familiar experience, or a question for the audience to consider.

BODY

This section of the speech explains or describes the important points about the topic. Be sure to credit your sources.

CONCLUSION

The conclusion reminds people about the most important ideas in your speech. Ideas for making your conclusion interesting include using a final story or example, ending with a quotation or verse that sums up the topic, or recommending something for the audience to do.



4-H PRESENTATIONS TRAINING EVALUATION FORM

Date: _____ County: _____

Section 1: Please circle the response that best describes your feelings regarding the statement.

- | | | | | | |
|---|----------------|-------|---------|----------|-------------------|
| 1. I learned a lot about illustrated talks from this training. | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| 2. I learned a lot about demonstrations from this training. | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| 3. I know the difference between an illustrated talk and a demonstration. | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| 4. The preparation sheets helped me to develop my presentation. | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| 5. I will use the preparation sheets again. | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| 6. I feel that I can now prepare a presentation for the County Contest. | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |

If you completed the public-speaking training, please answer the questions in Section 2. If you did not complete this part of the training, please skip Section 2 and answer the questions in Section 3.

Section 2: Please circle the response that best describes your feelings regarding the statement.

- | | | | | | |
|--|----------------|-------|---------|----------|-------------------|
| 1. The speech demonstration was helpful. | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| 2. I learned a lot about selecting a speech topic. | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| 3. I learned a lot about different sources for researching my topic. | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| 4. I will use the speech preparation sheet again. | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| 5. I feel that I can now prepare a speech for the County Contest. | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |

Section 3: Please answer the questions in the space provided.

1. What was your favorite activity?
2. What activity did you learn the most from?
3. What did you like best about the training?
4. What would you change about the training?
5. Would you recommend the training to others? Why or why not?



Presentations Handbook

Visual Presentations & Demonstrations

- Visual Presentations Made Easy
- Making Posters
- Sample Illustrated Talks / Demonstration Topics
- Illustrated Talks Preparation Sheet
- Demo Preparation Sheet
- Illustrated Talks & Demonstration Score Sheet

Public-speaking

- Public-speaking Tips
- Sample Speech Topics
- My Speech Topic Sheet
- Sample Speech Outline
- Speech Preparation Sheet
- Public-speaking Score Sheet

County Presentations Contest

- Class List
- Contest Rules

South Carolina

4-H Youth Development

“TO MAKE THE BEST BETTER!”

VISUAL PRESENTATIONS MADE EASY

Being able to speak well in public is a skill that can help you throughout your lifetime. You can probably think of famous people that were known for their speaking ability such as Abraham Lincoln, John F. Kennedy and Martin Luther King. They were able to accomplish great things because they had an important message and had the skills needed to deliver that message. You can become a good speaker, too! With the help of your leaders, teachers, and parents, you can learn to give a visual presentation.

What is a Visual Presentation?

Visual presentations teach, entertain, inform or persuade. There are several different types including a demonstration, illustrated talk or team presentation.

A demonstration is a way to teach others how to do or make something. In a demonstration, the presenter shows and explains each step of a process. A finished example of what has been demonstrated should be displayed at the end of a demonstration.

An illustrated talk is a useful way to explain a topic if the equipment necessary for the presentation is too large or hard to handle. The presenter depends on models, posters, or charts to explain the topic in an illustrated talk. A finished example is not required.

A team presentation is given by two presenters. Each presenter should participate equally in preparing and presenting the information. A team presentation is actually more difficult to prepare and present.

How do I get started?

First, you have to decide what you want to talk about. That may seem pretty simple but it may actually be the hardest part! Choose a topic that shows your interests and passions – this could be something that you do in your 4-H club, community or school. Think about the following:

- Unusual experiences that you have had such as organizing a conference for teens, a community service experience or your job
- Hobbies that you love
- Subjects that are important to you – recycling, cleaning up your neighborhood or caring for your animal

What should I do after I pick my topic?

Now you must begin to think about what you want to say and gather your information. Try to think about what your audience may want to know and find interesting. As you begin to plan, remember that for the county and state presentations contests that visual presentations for Juniors (ages 9 - 13) must be at least 3 minutes in length and no longer than 8 minutes while the Seniors (ages 14 -19) presentations must be at least 8 minutes long and can last up to 12 minutes.

Where can I find information on my topic?

Your leaders, teachers and other club members may know information about your topic that could help you get started. Your school and public library are also excellent sources. Of course, a wealth of information is available on the Internet.

VISUAL PRESENTATIONS MADE EASY

How should I arrange my information?

A visual presentation is made up of three parts: the introduction, the body of the presentation, and the conclusion.

The Introduction: This is the part of the presentation where you have to grab your audience's attention. A good introduction will:

- Get the audience interested in your topic and make them want to hear what you have to say
- Tell the audience what they will learn if they listen to you

There are several ways to introduce your topic. You could start with a story or a joke but make sure it relates to your topic! Other ways to do this include giving some history about your topic or telling the audience something that has happened in your life that made you interested in your topic. You could also choose to use an interesting quote that you gathered in researching your topic. These are just suggestions to help you think creatively about how to introduce your visual presentation.

The Body of the Presentation: This is the part of your presentation where you tell people what you want to tell them! It should:

- Explain how to do something if you are doing a demonstration or explain how something works if you are doing an illustrated talk
- Include how-to steps the audience can follow
- Be clear and logical
- Do not include too much information; be appropriate for the time you have

It is usually best to outline your speech and not write out an entire speech in narrative format. Reading a speech is not allowed and memorization is not a good idea. If you forget one phrase, it is often difficult to continue on. Note cards are allowed. Use an outline format or key words and phrases that remind you of what you need to say. Again, do not read off your note cards but use them to refer to if needed as you go along. You can also use posters like note cards.

The Conclusion: This is the final part of your presentation. It is very important because it is your last chance to leave your audience with the feeling they have learned something. During your conclusion:

- Repeat the most important points that you want your audience to remember
- Do not introduce any new material

What type of equipment should I use?

The type of equipment you use depends on the type of presentation you are going to give. Some things to keep in mind:

- Use equipment suitable for the job and the age of the presenter
 - Clear glass bowls are best for food demonstrations for visibility
 - Have towels available for spills
 - Cover the table, if you are using it
 - And, remember to test your equipment before you begin your presentation
-

VISUAL PRESENTATIONS MADE EASY

How should I set up my work area?

It is important that you arrange your area so that your audience can see what you are doing at all times. A neat, clean workspace will help you find your materials more easily. Setting up your materials in order will help you remember what comes next in your presentation. Take the time you need before you begin your presentation to set up your work area the way you need it.

When should I use a poster?

Posters are used to help the audience to understand your topic. They are used to illustrate your presentation and to help your audience understand important information or steps in a process. It is important that your posters be well done and that they do not detract from your presentation. Limit the amount of information and visuals you put on any one poster; less is better. Make sure all lettering is large, neat and dark enough to be read from the back of the room. Title posters are also helpful.

What should I wear?

Remember that people often form a first impression based on appearance. Wear neat, casual clothing; school clothes are usually fine. Think about your topic and dress appropriately. For example, if you are preparing food, you could wear an apron or if you are talking about an animal, you could wear showmanship clothes. Remember that you want people to focus on your presentation so try to eliminate possible distractions by keeping hair off your face (you may want to tie back long hair) and avoid wearing a lot of jewelry.

What if I get nervous?

Being nervous is not all bad; it can actually help you make a good presentation. Good speakers use their nervous energy to make their presentations more exciting. So, take a few deep breaths and begin your presentation. The nervousness is usually at its worst before you actually start. Once you begin your presentation it usually gets better! Make sure that you are well prepared and you'll have nothing to worry about!

Final hints:

Before your presentation:

- Practice, practice, practice! This is the most important part
- Make sure you know your material
- Make a list of all the equipment you need and check all equipment to make sure it works

During your presentation:

- Speak in a loud, clear voice
 - Look at your audience as you speak; eye contact is important
 - Use natural hand movements and make sure your movements are not distracting
 - If you use note cards, they are for reference only: You may not read your presentation
 - If your posters or visual aids fall or you drop something, just keep going.
 - Use a pointer instead of your fingers to point out information on your posters.
 - Remember to repeat any questions before you answer them to make sure that everyone in the room hears the question asked.
-

Sample Illustrated Talks/Demonstration Topics

Foods

- How to measure dry and liquid ingredients
- How to make homemade ice cream
- How to knead bread

Healthy Lifestyles

- Understanding what's on a food label
- How to do warm-up exercises
- How to recognize stress

Clothing

- How to sew on a button
- How to lay out a pattern
- How to make a dart

Consumer Education

- Hidden persuaders-advertisement
- Credit-friend or foe?

Forestry

- How to make a leaf collection
- How do trees reproduce?
- How to identify trees

Horticulture

- How to prune and care for trees and shrubs
- How plants are affected by light
- How plants grow

Small Animals / Pets

- Demonstrate training for basic obedience commands
- How to groom animal
- Demonstrate training for show

Horse

- How to braid mane and tail
- Show tools for proper grooming

Citizenship

- Illustrate how the local county government works
- How to care for and fold the United States flag

Photography

- How to take a good picture
 - How to mount pictures
 - Illustrate camera parts and functions
-

Illustrated Talks Preparation Sheet

INTRODUCTION

Who are you?

Title of talk:

Why did you select this topic?

Why is your topic important?

BODY

This is the main part of the talk that includes the why, how, where, what, and when.

Main points:

CONCLUSION

The conclusion wraps up your talk and should include a summary of the main points covered, a closing statement, and time for questions from the audience.

What were the main points of the presentation?

What did the subject mean to you?

What can it mean to the audience?

VISUAL AIDS

They may include posters / charts, photographs, or equipment.

Type:

Equipment needed:

Design:

Demo Preparation Sheet

INTRODUCTION

Who are you?

Title of demo:

Why did you choose this demo?

BODY

This is the main part of the demonstration and includes the why, how, where, what, and when.

Main points:

Step-by-step procedure:

CONCLUSION

The conclusion wraps up your demonstration and should include a summary of the main points covered, a closing statement, and time for questions from the audience.

What were the main points of the presentation?

What did the subject mean to you?

What can it mean to the audience?

VISUAL AIDS

They may include posters / charts, photographs, equipment, or the product at various stages and a finished product.

Type:

Equipment needed:

Design:

4-H PRESENTATION SCORE SHEET

(for illustrated talks and demonstration classes)

Name(s) _____

Class _____

Cloverbud or **Junior** or **Senior** (Circle one)

Starting time _____ Finish time _____ Elapsed time _____

Category	Points Possible	Points Awarded	Comments
1. Introduction a. Catchy title b. Purpose clearly outlined	10 Points		
2. Content a. Information practical b. Information accurate c. Appropriate to age level	25 Points		
3. Summary a. Major points emphasized b. Introduction expectations fulfilled c. Effective and climactic d. Resources noted	10 Points		
4. Presentation Skills a. Smooth transitions b. Voice(s) clear and understood c. Eye contact with audience d. Use of facial expressions e. Work and talk coordinated f. Body movement/gestures g. Rate of delivery h. Adequate preparation shown i. Appearance neat and appropriate	20 Points		
5. Visual Aids a. Supplies and equipment coordinated b. Appropriate visual aids c. Aids visually appealing d. Educational value e. All aids used	25 Points		
6. Questions a. Question repeated prior to answering b. Question answered appropriately	10 Points		
	Possible Total Score 100	Total score _____	Judge's Signature: _____

Public-speaking Tips

Adapted from *Big Dog's Leadership Page*

Good Speech Components

Presentations and reports are ways of communicating ideas and information to a group. But unlike a report, a presentation carries the speaker's personality better and allows immediate interaction between all the participants. A good presentation has:

- **Content** - It contains information that people need.
- **Structure** - It has a logical beginning, middle, and end. It must be sequenced and paced so that the audience can understand it.
- **Packaging** - It must be well prepared.

Preparing the Speech

After a concert, a fan rushed up to famed violinist Fritz Kreisler and gushed, "I'd give up my whole life to play as beautifully as you do." Kreisler replied, "I did."

To fail to prepare is to prepare to fail.

A good presentation starts out with introductions and an icebreaker such as a story, interesting statement or fact, joke, quotation, or an activity to get the group warmed up. The introduction also needs an objective, that is, the purpose or goal of the presentation. This not only tells you what you will talk about, but it also informs the audience of the purpose of the presentation.

Next comes the body of the presentation. Do NOT write it out word for word. All you want is an outline. By jotting down the main points on a set of index cards, you not only have your outline, but also a memory jogger for the actual presentation. To prepare the presentation, ask yourself the following:

- What is the purpose of the presentation?
- Who will be attending?
- What does the audience already know about the subject?
- What is the audience's attitude towards me (e.g. hostile, friendly)?

There are several options for structuring the presentation:

- **Timeline:** Arranged in sequential order.
 - **Climax:** The main points are delivered in order of increasing importance.
 - **Problem/Solution:** A problem is presented, a solution is suggested, and benefits are then given.
 - **Classification:** The important items are the major points.
 - **Simple to complex:** Ideas are listed from the simplest to the most complex. Can also be done in reverse order.
 - You want to include some visual information that will help the audience understand your presentation. Develop charts, graphs, slides, handouts, etc.
-

Public-speaking Tips

Preparing the Speech

After the body, comes the closing. This is where you ask for questions, provide a wrap-up (summary), and thank the participants for attending. Notice that you told them what they are about to hear (the objective), told them (the body), and told them what they heard (the wrap up).

And finally, the important part - practice, practice, practice. The main purpose of creating an outline is to develop a coherent plan of what you want to talk about. You should know your presentation so well, that during the actual presentation, you should only have to briefly glance at your notes to ensure you are staying on track. Your practice session should include a "live" session by practicing in front of your 4-H club, family, or friends. They can be valuable at providing feedback and it gives you a chance to practice controlling your nerves. Another great feedback technique is to make a video or audio tape of your presentation and review it critically.

The Voice

There are five main terms used for defining vocal qualities:

- **Volume:** How loud the sound is. The goal is to be heard without shouting. Good speakers lower their voice to draw the audience in and raise it to make a point.
- **Tone:** The characteristics of a sound. An airplane has a different sound than leaves being rustled by the wind. A voice that carries fear can frighten the audience, while a voice that carries laughter can get the audience to smile.
- **Pitch:** How high or low a note is. Pee Wee Herman has a high voice, Barbara Walters has a moderate voice, while James Earl Jones has a low voice.
- **Pace:** This is how long a sound lasts. Talking too fast causes the words and syllables to be short, while talking slowly lengthens them. Varying the pace helps to maintain the audience's interest.
- **Color:** Both projection and tone variance can be practiced by taking the line "This new policy is going to be exciting" and saying it first with surprise, then with irony, then with grief, and finally with anger. The key is to *over-act*. Remember Shakespeare's words "*All the world's a stage*" -- presentations are the opening night on Broadway!

There are two good methods for improving your voice:

1. Listen to it! Practice listening to your voice while at home, driving, walking, etc. Then when you are with friends, monitor your voice to see if you are using it how you want to.
 2. To really listen to your voice, cup your right hand around your right ear and gently pull the ear forward. Next, cup your left hand around your mouth and direct the sound straight into your ear. This helps you to really hear your voice as others hear it...and it might be completely different from the voice you thought it was! Now practice moderating your voice.
-

Public-speaking Tips

The Body

Your body communicates different impressions to the audience. People not only listen to you, they also watch you. Slouching tells them you are indifferent or you do not care...even though you might care a great deal! On the other hand, displaying good posture tells your audience that you know what you are doing and you care deeply about it. Also, good posture helps you to speak more clearly and effectively.

Throughout your presentation, display:

- **Eye contact:** This helps to regulate the flow of communication. It signals interest in others and increases the speaker's credibility. Speakers who make eye contact open the flow of communication and convey interest, concern, warmth, and credibility.
- **Facial Expressions:** Smiling is a powerful cue that transmits happiness, friendliness, warmth, and liking. So, if you smile frequently you will be perceived as more likable, friendly, warm, and approachable. Smiling is often contagious and others will react favorably. They will be more comfortable around you and will want to listen to you more.
- **Gestures:** If you fail to gesture while speaking, you may be perceived as boring and stiff. A lively speaking style captures attention, makes the material more interesting, and facilitates understanding.
- **Posture and body orientation:** You communicate numerous messages by the way you talk and move. Standing erect and leaning forward communicates that you are approachable, receptive, and friendly. Interpersonal closeness results when you and your audience face each other. Speaking with your back turned or looking at the floor or ceiling should be avoided as it communicates disinterest.
- **Voice.** One of the major criticisms of speakers is that they speak in a monotone voice. Listeners perceive this type of speaker as boring and dull. People report that they learn less and lose interest more quickly when listening to those who have not learned to modulate their voices.

Questions

Always allow time at the end of the presentation for questions. After inviting questions, do not rush ahead if no one asks a question. Pause for about 6 seconds to allow the audience to gather their thoughts. When a question is asked, repeat the question to ensure that everyone heard it (and that you heard it correctly). When answering, direct your remarks to the entire audience. That way, you keep everyone focused, not just the questioner. To reinforce your presentation, try to relate the question back to the main points.

Make sure you listen to the question being asked. If you do not understand it, ask them to clarify. Pause to think about the question as the answer you give may be correct, but ignore the main issue. Answers that last 10 to 40 seconds work best. If they are too short, they seem abrupt; while longer answers appear too elaborate. Also, be sure to keep on track. Do not let off-the-wall questions sidetrack you into areas that are not relevant to the presentation.

Sample Speech Topics

- Why I joined 4-H
 - My most unforgettable 4-H experience
 - What I expect from 4-H
 - After 200 years - America's spirit lives on
 - What 4-H offers youth, ages 9 to 11
 - What 4-H offers youth, ages 11 to 14
 - What 4-H offers youth, ages 15 to 19
 - What 4-H has done for me
 - How 4-H has influenced my goals
 - The value of volunteers
 - What is leadership?
 - What is citizenship?
 - 4-H takes stock in ecology
 - Leadership skills developed through 4-H
 - Why communication is important
 - What is National 4-H Council?
 - Duties of a junior leader
 - Duties of a teen leader
 - An unforgettable adult (4-H) leader
 - 4-H is special because . . .
 - Success is spelled 4-H
 - 4-H and the rural youth of today
 - 4-H and the minority youth of today
 - What 4-H wants from me
 - "Learn by doing" process
 - Conservation of natural resources
 - A World Leader - The American Farmer
 - Value of the decision making process
-

My Speech Topic

SELECTING MY TOPIC

What do I know something about?

What am I interested in?

Do I have any interesting hobbies, unusual situations, or experiences to share or new topics that I want to explore?

Which topic would I be most comfortable talking about?

What topic would be appropriate for this audience and occasion?

MY SPEECH TOPIC: _____

RESEARCHING MY TOPIC

Source #1:

Source #2:

Source #3:

Source #4:

Sample Speech Outline

A speech outline should look similar to this.

I. Introduction

- A. Response to welcome
- B. Opening (use one)
 - 1. Personal anecdote
 - 2. Startling statement or fact
 - 3. Appropriate quotation
 - 4. Appropriate poem
 - 5. Appropriate story
- C. Preview or purpose of what you plan to tell them

II. Body

- A. Main point no. 1 (past.....present....future)
 - 1. Support material (story, incidents, exhibits, demonstrations, experiences, expert testimony or quotation)
 - 2. Support material
- B. Main point no. 2 (problems....damage....solution)
 - 1. Support material (use at least two support statements or proofs for each point)
 - 2. Support material
- C. Main point no. 3 (cause....effect....action)
 - 1. Support material
 - 2. Support material

III. Conclusion

- A. Summary of points one by one
 - B. Quotation, story or poem that summarizes the importance of what you had to say
 - C. Call for action
-

Speech Preparation Sheet

CATEGORIES OF SPEECHES:

To inform, explain, or teach-Your goal is to share facts without being boring.

To persuade or convince-Your goal is to modify the thoughts, feelings, or actions of the audience.

To inspire-Your goal is to appeal to the emotions of the audience members and cause them to take action.

KEEP THE CATEGORY OF YOUR SPEECH IN MIND!

INTRODUCTION

This section introduces the topic of the speech. Some examples of catchy introductions include a short story, an example, a statistic, an interesting fact, a quotation, a familiar experience, or a question for the audience to consider.

BODY

This section of the speech explains or describes the important points about the topic.

CONCLUSION

The conclusion reminds people about the most important ideas in your speech. Ideas for making your conclusion interesting include using a final story or example, ending with a quotation or verse that sums up the topic, or recommending something for the audience to do. Be sure to credit your sources.

4-H PRESENTATION SCORE SHEET

(for public-speaking classes)

Name(s) _____

Class _____

Starting time _____ Finish time _____ Elapsed time _____

Category	Points Possible	Points Awarded	Comments
1. Introduction a. Catchy title b. Purpose clearly outlined c. Importance of subject established	20 Points		
2. Content a. Information practical b. Information accurate c. Important points clearly stated d. Appropriate to age level e. References credited	25 Points		
3. Summary a. Major points emphasized b. Introduction expectations fulfilled c. Effective and climactic	20 Points		
4. Presentation Skills a. Smooth transitions b. Voice(s) clear and understood c. Eye contact with audience d. Use of facial expressions e. Work and talk coordinated f. Body movement/gestures g. Rate of delivery h. Correct use of grammar i. Adequate preparation shown j. Appearance neat and appropriate	25 Points		
5. Questions a. Question repeated prior to answering b. Question answered appropriately	10 Points		
	Possible Total Score 100	Total score _____	Judge's Signature: _____

4-H County Presentations Contest Classes

Cloverbud Presentation Class

Visual Presentation and Demonstration Classes

VP1-Food / Nutrition
VP2-Egg Preparation
VP3-Safety / Healthy Lifestyles
VP4-Clothing / Textiles
VP5-Childcare
VP6-Consumer Education
VP7-Natural Resources / Forestry
VP8-Water / Aquatic Life
VP9-Wildlife / Entomology
VP10-Recycling / Conservation
VP11-Shooting Sports
VP12-Plant Science
VP13-Dairy / Beef Cattle
VP14-Sheep / Swine
VP15-Goats
VP16-Poultry / Birds
VP17-Small Animals / Pets
VP18-Horse
VP19-Horse Related Team
VP20-Automotive / Mechanical Science
VP21-Computers / Technology
VP22-Aerospace / Rocketry
VP23-General Science
VP24-Career Exploration
VP25-Leadership / Citizenship
VP26-History
VP27-Travel / Culture
VP28-Arts & Crafts
VP29-Performing Arts / Entertainment
VP30-Photography

Public Speaking Classes

PS1-Horse Related Topic
PS2-Factual / Informational
PS3-Persuasive / Editorial
PS4-Motivational / Inspirational

Improv

Impromptu

4-H County Presentations Contest Rules

General Rules

- A table and an easel will be provided for each participant. All other supplies must be furnished by the participant.
- No audience participation is allowed.
- Applause shall be held until the end of the presentation.
- Only the judge(s) may ask questions of the participant.
- No live animals may be used.
- Only one class can be entered per participant (excluding Improv and Impromptu classes).
- No adult can be part of a 4-H member's presentation.
- All presentations must be prepared by 4-H members, and a new presentation must be prepared each year.
- A participant is allowed to use notes / mapping / outlines. However, it should not distract from the presentation.
- Late entries will not be eligible for state competition and will be judged in a separate room.

Cloverbud Class

- Cloverbud Class is open to youth ages 5 - 8.
- There is no minimum time, but the maximum time is 5 minutes.

Visual Presentation and Demonstration Classes

- Visual Presentation and Demonstration Classes are open to both Junior and Senior 4-H members.
- Junior Presentations are expected to be between 3 and 8 minutes.
- Senior Presentations are expected to be between 8 and 12 minutes.
- Participants may enter as individuals or as a two person team.

Public Speaking Classes

- Public Speaking Classes are open only to Senior 4-H members.
- Reciting a story, poem, or quotes does not qualify as a public speech. However, an excerpt or quote can be interjected or added to enhance the speech. Please give credit to the person, book, or reference used.
- Participants may only enter as individuals.

Improv Class

- Improv Class is open to all ages including parents.
- This class will not be judged.
- This is an opportunity for anyone to pick an item out of a box and try to demonstrate its purpose.
- There is no minimum time for the demonstration, but the maximum time is 2 minutes.

Impromptu Class

- Impromptu Class is open to all ages including parents.
 - This class will not be judged.
 - This is an opportunity for anyone to pick a topic out of a hat and try to speak about that topic for two minutes.
 - There is no minimum time for the speech, but the maximum time is 2 minutes.
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