



4-H Presentations



COOPERATIVE EXTENSION SERVICE

University of Alaska Fairbanks

Should I Do a Presentation?

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

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

Opportunities Abound

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

What Can It Be?

Most 4-H presentation contests include the following categories:

Demonstration: Shows how to do something. Visual aids and posters may be used. The demonstration could include a talent (skit, musical number, comedy, etc.) or cultural arts (dramatic reading, music, dance or other performing arts).

Illustrated Talk: Tells about a topic related to an educational display. Visual aids, posters, slides, PowerPoint, video or digital media may accompany the presentation.

Speech:

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

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

Regardless of the type, all presentations should include the three main parts outlined in this publication: the Introduction, the Body and the Conclusion.

How Do I Get Started?

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



Resources

- 4-H *Public Presentation Guide*, Texas A&M System Extension, http://texas4h.wpengine.com/wp-content/uploads/2015/09/publications_public_speaking_presentation_guide.pdf
- *Demonstrations for 4-H Members*, 4-H Circular 909R, Ohio 4-H Youth Development, https://www.ohio4h.org/sites/ohio4h/files/d6/files/publications/documents/4H_909R.pdf
- *Speak Up With Confidence*, BUL 880, University of Idaho Extension, <https://www.uidaho.edu/-/media/UIIdaho-Responsive/Files/Extension/4-H/27511-Speak-Up-Confidence.pdf?la=en&hash=A54AD3AE9498696A33A53CC72B673D0132DF4B7A>

—— Preparing for a Competition ——

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

Demonstrations, illustrated talks and prepared speeches are important parts of the 4-H program. They can be done as an individual or as a team. But just what are they and how do they differ?

Demonstrations

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

Illustrated Talks

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

Speeches

A prepared speech is **written and delivered** by the member. It may be informative, persuasive or entertaining.

- Note cards may be used but **no visual aids** are permitted. Older youth encouraged to give the speech without note cards.

An **extemporaneous (impromptu) speech** is also written and delivered by the member.

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

Suggested Time

Cloverbud (Ages 5–7)	3–5 minutes
Junior (Ages 8–11)	5–15 minutes
Intermediate (Ages 12–14)	7–15 minutes
Senior (Ages 15–18)	10–20 minutes



Choosing a Subject

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

All Presentations Have Three Parts

Introduction: *Tell them what you are going to tell them.*

Your job is to:

1. Get the audience's attention.
2. Introduce yourself. This can be done before or after the overview. Introductions should include your name, your age, your number of years in 4-H and your club name.
3. Give a quick overview. Perhaps tell how you became interested in the topic.

Body: *Tell them.*

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

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

What is being explained.

How it is being done.

Why it is being done.

Creative ways to share the body of your presentation could include:

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

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

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

Show all of the steps in the process so the audience

gets the complete picture or completed project at the end. If appropriate, show the finished product.

Conclusion or Summary: *Tell them what you told them.*

6. Review the two or three main points of your presentation.
7. Help your audience want to try your ideas.
8. Share your sources.
9. Tell them your presentation is over. "This concludes my presentation. Are there any questions?"
10. Questions: Repeat the questions back before you answer them or work the question into your answer. If you don't know the answer, say so and offer to find out and get back to them.
11. After the questions, end with:
 - A thank you
 - A paper, recipe, resource list or other handout for future reference
 - Samples to show or share with your audience
 - A smile!

Keep in Mind

Demonstrations and illustrated talks need a **title poster or slide**, which should include:

- The title of demonstration or illustrated talk
- Name, age and years in 4-H of presenter
- Your club name (optional)

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

Visuals

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

Using Visuals

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

Use the **real thing** when:

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

Use **models** or miniatures when:

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

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

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

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

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

Use **photographs and pictures** when:

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

Use **drawings or line art** when:

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

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

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

Poster and Display Guidelines

- Title posters should show your title, name, age, years in 4-H and club name.
- Use a margin of 2 inches or more on the sides and 3 inches on top and bottom.
- Use one or two simple fonts. One-inch lowercase letters can be read at a distance of 32 feet, 2-inch letters at 64 feet and 3-inch at 128 feet.
- Spacing between lines should be equal to the size of the lettering.
- Include important steps, lists of supplies, recipes or ingredients.
- A summary poster may include important points to remember and references.
- The sources (references) or quotes by others should be listed and acknowledged.

Audiovisual Guidelines

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

Tips and Tricks

Don't forget about how you present yourself.

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

13. **Study the judging sheet** to see where and how the points are awarded.
14. **PRACTICE, PRACTICE, PRACTICE. KISS (KEEP IT SHORT AND SIMPLE) AND SMILE!**

Ideas for Teaching Public Speaking Skills

1. Provide opportunities for young people to show someone else how to do something, for example at club meetings, community events, district or state presentation contests, rally days, fairs, school, family, service clubs, etc.
2. Have your whole club give a team demonstration.
3. Discuss, and then use the judge's sheet to judge presentations given.
4. Interview in pairs or small groups.
5. Play a grab bag game: A member pulls an item out of a bag or is given a bag with one or more items and gives a presentation about it.
6. Have team presentations.
7. Make a demonstration kit. Put bags of items together that can be used to present a specific topic.
8. Show and tell.
9. Have youth answer a question, such as, "What is your favorite _____ and why? (For example hobby, sport, TV show, movie, video game etc.)"
10. Use the Speakeasy course or other 4-H public speaking materials.
11. Tape and record the presentation or use YouTube or other movie applications for practice.
12. Teach a favorite game or activity.
13. Host a simple contest involving presentation skills.
14. Hold a salesmanship workshop to gain skills in public relations.

—— Organizing a Competition ——

Categories and Divisions

Presentation contests are open to all 4-H members.

Cloverbud presentations are awarded participation ribbons only, not a placing.

Demonstrations, Illustrated Talks and Speeches will be judged in separate age categories:

- Cloverbuds: ages 5–7
- Junior: ages 8–11
- Intermediate: ages 12–14
- Senior: ages 15–18

Team presentations are judged all ages together.

Note: if the division of work/speech is not appropriate, teams should not be awarded a blue ribbon.

Contest Site and Equipment

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

Suggested equipment:

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

Judges and Judging

Choose two to three impartial judges and send a letter, guidelines and a judging form before the contest. Consider holding an orientation for new judges.

Mail a thank you to each judge and videographer (or give out at the contest). Judges should fill out the evaluation form and talk to the presenter about how he/she did.

Remember, this is a learning experience for the participant, so give constructive comments, always including something encouraging! All presentations will be judged using the Danish judging system, unless otherwise noted.

State Contest

Contact your district agent for current procedure and deadline. **Note: Results from state contests determine eligibility for national events.**

The champion and reserve champion in each age division and contest category are submitted to the state for judging:

- Demonstrations in each age group
- Illustrated talks in each age group
- Speeches in each age group
- Team presentations



Objectives of 4-H Public Speaking

(Based on 4-H Essential Elements)

Mastery of Skills

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

Independence

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

Belonging

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

Generosity

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



Presentation Contest Results

District _____ Year _____

(Optional form to record winners)

Category	Illustrated Talks	Demonstrations	Speeches
Junior Results			
Intermediate Results			
Senior Results			
Team Results			
Comments			



4-H Presentation Judging Form: Illustrated Talk/Demonstration

Name(s) _____ Extension district _____

Club name _____ Years in 4-H _____ Number of years presenting _____

Title of presentation _____

Type of presentation (check one): _____ Illustrated Talk _____ Demonstration

Division _____ CB* (ages 5–7). _____ Jr. (ages 8–11) _____ Int. (ages 12–14) _____ Sr. (ages 15–18) _____ Team

Cloverbud presentations are awarded participation ribbons only.

Factors Considered in Rating	Scores	Comments
Presenter		
Appearance/properly dressed	1 2 3 4 5	
Voice and eye contact natural	1 2 3 4 5	
Manner/poise, posture	1 2 3 4 5	
Poster(s)/Media/Equipment		
Effective use	1 2 3 4 5	
Appearance overall	1 2 3 4 5	
Presentation		
Introduction: short and interesting	1 2 3 4 5 6 7 8 9 10	
Body: given in logical order	1 2 3 4 5 6 7 8 9 10	
Workmanship: work area neat and orderly	1 2 3 4 5 6 7 8 9 10	
Flow of presentation: logical, organized and clear	1 2 3 4 5 6 7 8 9 10	
Summary/conclusion: stresses important parts, displays finished product, closing definite	1 2 3 4 5 6 7 8 9 10	
Subject Matter		
Information: accurate, up-to-date	1 2 3 4 5	
Knowledge and ability to answer questions (repeats question back before answering)	1 2 3 4 5	
Topic suitable to age and experience	1 2 3 4 5	
Setup and Take Down		
Done by presenter	1 2 3 4 5	
Area left clean	1 2 3 4 5	

Team Presentations: Division of work was appropriate _____ Yes _____ No (If no, team is not eligible for blue ribbon)

Overall Score (total points given above): _____

Overall Comments from Judge:

Ribbon Awarded: _____ Purple _____ Blue _____ Red _____ White _____ Cloverbud. Division Champion (circle one): YES NO Division Reserve Champion (circle one): YES NO JUDGE'S SIGNATURE: _____ DATE: _____ _____ District Level Contest _____ State Level Contest	SCORING	RIBBONS
	98–100	Purple
	90–100	Blue
	80–89	Red
	60–79	White
	59 and below	Participation



4-H Presentation Judging Form: Speech

Name(s) _____ Extension district _____

Club name _____ Years in 4-H _____ Number of years presenting _____

Title of presentation: _____

Type of presentation (check one): _____ Illustrated Talk _____ Demonstration _____

Division _____ CB* (ages 5–7) _____ Jr. (ages 8–11) _____ Int. (ages 12–14) _____ Sr. (ages 15–18) _____ Team _____

Cloverbud presentations are awarded participation ribbons only.

Factors Considered in Rating	Scores	Comments
Presenter		
Neat, well-groomed and dressed appropriately	1 2 3 4 5	
Eye contact with audience, good posture/body language	1 2 3 4 5	
Audibility		
Pitch, volume, speed, tone, rhythm	1 2 3 4 5	
Clear pronunciation, easy to understand	1 2 3 4 5	
Enthusiastic, personality shows through	1 2 3 4 5	
Speaker captures and retains attention	1 2 3 4 5	
Presentation		
Introduction: interesting, on topic	1 2 3 4 5 6 7 8 9 10	
Main points organized	1 2 3 4 5 6 7 8 9 10	
Flow of speech (smooth)	1 2 3 4 5 6 7 8 9 10	
Conclusion (short, interesting and final)	1 2 3 4 5 6 7 8 9 10	
Appropriate use of notes (if used, displays confidence and composure)	1 2 3 4 5 6 7 8 9 10	
General		
Originality	1 2 3 4 5	
Use of correct grammar and vocabulary	1 2 3 4 5	
Information age appropriate	1 2 3 4 5	
Speaker understands content of the speech / Knowledge and ability to answer questions (repeats questions back before answering)	1 2 3 4 5	

Team Presentations: Division of work was appropriate _____ Yes _____ No (If no, team is not eligible for blue ribbon)

Overall Score (total points given above): _____

Overall Comments from Judge: _____

Ribbon Awarded: _____Purple _____Blue _____Red _____White _____Cloverbud Division Champion (circle one): YES NO Division Reserve Champion (circle one): YES NO JUDGE'S SIGNATURE: _____ DATE: _____ _____ District Level Contest _____ State Level Contest	SCORING	RIBBONS
	98–100	Purple
	90–100	Blue
	80–89	Red
	60–79	White
	59 and below	Participation

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