

# **4-H PUBLIC PRESENTATIONS**

## **State Level Guidelines and Evaluator's Guide**



# 4H Takes You Places

**Cornell Cooperative Extension**

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 4-H Youth Development

6/06

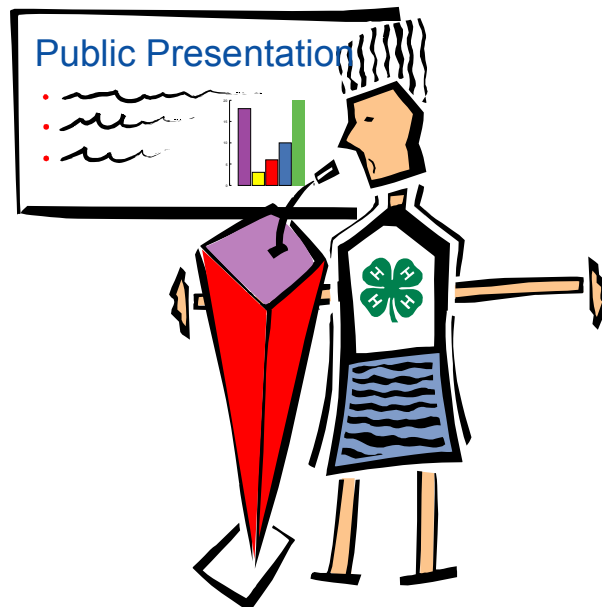
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# The 4-H Public Presentation Program

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The Public Presentation Program is one of 4-H's most beneficial and rewarding experiences. It is the one most often credited by 4-H alumni as having given them an edge above peers in both college and professional careers. It provides a unique opportunity to develop a positive self-concept and poise, gain self-confidence before a group, learn to express ideas clearly, respond spontaneously to questions, and gain subject matter knowledge. Through a progressive series of communication activities, youth learn to express themselves and their ideas.

- Types of presentations include **Demonstrations**, **Illustrated Talks**, formal **Speeches**, and Creative Communications such as **Recitation** and **Dramatic Interpretation**. These are defined on page 3.
- Cloverbuds (grades K to 3) begin by preparing a simple Show & Tell to help relieve the “jitters” and get them used to talking in front of a small audience. Evaluation is done for motivation and encouragement. The complexity of a Cloverbud's presentation is highly dependent on the individual child.
- First-time presenters (grade 4 or higher) start with a short, but formally organized, **Demonstration** or **Illustrated Talk**. Public presentations provide a “building block” process with new skills and more emphasis on delivery, subject, and presentation being introduced each year. Public presentation training begins at the club or beginner workshop level. Area or countywide 4-H Public Presentation events provide a more “public” setting in which members can practice their skills and become comfortable with constructive evaluation of their presentation. District and state events expand learning opportunities for those who have already developed their proficiency beyond the basic expectations.
- The 4-H Public Presentation Program is part of the broader 4-H Communications and Expressive Arts project area, which helps young people express their thoughts and emotions clearly, confidently and creatively. This project area also includes writing, photography, art, crafts, and performing arts such as music and drama.



# Public Presentation Categories

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- **Demonstration** - The presenter *shows* and *explains how to do or make something* (how to juggle, do basic dance steps, build a kite, make cookies, care for a pet, etc.). Appropriate equipment, models or illustrations, posters/visuals are used as needed to explain information being conveyed and to show the steps in the process being demonstrated. It is sometimes necessary to show a larger scale replica of something that is too small for the audience to see. A finished product is shown. **TEAM Demonstrations ARE** allowed at the state level and should reflect a topic requiring teamwork as well as effective balancing of verbal communication and hands-on action.
- **Illustrated Talk** - The presenter uses visual aids to *tell about* the topic. The effective use of charts, pictures, posters, slides, PowerPoint slides, overheads, graphs, examples, models etc. play a major role in communicating the presenter's message. **TEAM Illustrated Talks** are **NOT** allowed at the state level.
- **Formal Speech** - The presenter aims to *persuade, motivate* or *inform* the audience without the use of visuals. Proper use of **note cards** is acceptable. In this category, the presenter chooses and researches a topic of choice. Depending on the topic chosen, the presenter chooses a format (persuasive, motivational, or informative) that best suits what is to be conveyed to the audience. For example, if the topic is censorship of literature, the presenter can choose to inform the audience about this topic, persuade the audience of his convictions, or motivate the audience to take a more active role in making current changes in this arena. A Speech is written in the presenter's own words, however, poetry, quotations, humor, or imagery may be incorporated to command attention or emphasize a point. **TEAM Speeches** are **NOT** allowed at the state level.
- **Creative Communication** bridges the gap between message-delivery and the performing arts. Art forms such as **Recitation, Dramatic Interpretation**, puppetry, skits, clowning, singing, music, and story telling are used as the vehicle for conveying a message. Currently **Recitation** and **Dramatic Interpretation** (as defined below) are the only subcategories under Creative Communication being evaluated at the state level.
  - **Recitation** - The presenter, with the use of vocal inflection and body language as communication tools, delivers his rendition of a piece of **pre-written material**. Props should not be used, but appropriate dress to subtly represent the character or mood of the written piece is acceptable. **Dress should not overwhelm the oral presentation**. Memorization is expected, but proper use of notes is permitted either in the form of note cards or a book. This area is not intended for presentation of original pieces of material written by the presenter. **TEAM Recitations** are **NOT** allowed at the state level.
  - **Dramatic Interpretation** - **The presenter or team of two** delivers a re-enactment of a piece of scripted material. The content can be taken from plays, movies, sketches, or monologues--dramatic or comedic. This form of presentation, by definition, should include props and costumes. Props need to be **simple** and **minimal**, not detracting from the strength of the presenter(s). Original pieces written by the presenter(s) are accepted in this category, but **4-H educators should** monitor appropriateness of presentation.

# *Format for Public Presentations*

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All types of presentations share the same three-part format: an **introduction, body, and conclusion or summary**. The content and presentation techniques used in each part differ somewhat for each type of presentation.

## **INTRODUCTION**

SPECIAL NOTE:

### **Introduction of the Presenter**

At the **state level**, presenters in ALL categories will be **required** to compose a biographical introduction of themselves on a **4x6 card** which should include name, county, club (if applicable), number of years in 4-H, and any biographical information the presenter thinks would be of interest to his/her audience, i.e., hobbies, music, drama, other youth related interests, etc. This should be kept interesting and concise and should be written as the presenter wants it to be read by the room host. **DO NOT GIVE AGE OR NUMBER OF PREVIOUS PRESENTATIONS**. Title and topic of presentation are not included in the “Introduction of the Presenter.”

### **Introduction of the Presentation**

The presenter will begin his/her presentation by introducing the topic in a manner that creatively catches the attention of the audience while stimulating their curiosity and motivating them to think about the subject to be presented. Use of the Title can be a part of this introduction.

For **Creative Communication** categories, the presenter(s) should identify the source of the creative piece and its author and may allude to, explain, or challenge the audience to discover the message it conveys prior to beginning. Setting the stage for either a recitation or dramatic interpretation will often serve to stimulate the audience as well as help them to “feel” what is being presented. In addition the presenter’s reason for choosing this particular piece may also be included at this point if so desired or if it lends to a better understanding of the piece being presented. These introductions should not attempt to “interpret” the piece for the audience, be too lengthy, nor “overshadow” the content of the recitation or dramatic interpretation.

## **BODY**

This is the main part of the presentation. In a **Demonstration** a technique or steps of a process are shown. In an **Illustrated Talk** or **Speech**, the main points are identified and explained. In a **Creative Communication** presentation the creative piece is performed.

## CONCLUSION OR SUMMARY

The presenter emphasizes or re-emphasizes the message of the presentation. In a **Demonstration** the most important steps are summarized. In an **Illustrated Talk** or **Speech** the presenter concisely recaps the message of the presentation or draws conclusions. In a **Creative Communication** presentation the nature of the conclusion depends on the type of creative piece and how it was introduced. In both a **Speech** and a **Creative Communication** presentation, a conclusion may be built into the piece itself or the message may be emphasized through a simple comment, a brief analysis, an expressive body movement (i.e., lowering one's head, stepping to one side, creating a noticeable pause, etc.) or even through dialogue with the audience.

\*\* Please note that this part of the presentation is called a **summary** in a **Demonstration** or **Illustrated Talk\*** and a **conclusion** in a **Speech, Recitation, or Dramatic Interpretation** due to the fact that one type of presentation actually calls for a summary of the material presented and the other types require the presenter to bring the talk to a conclusion.

\*It has been observed that in a few cases, depending on the subject being presented, an **Illustrated Talk** may also come to a "conclusion" rather than providing a "summary." (Example: an Illustrated Talk on an event in history may find concluding remarks more appropriate and stimulating than a recapping of what has been presented.)

