



How to do 4-H Public Presentations **(Demonstrations, Illustrated Talks, Project 'Whys', Public Speaking)**

It's very important and somebody besides you should know about it. What do you do? Tell them, of course. You don't stick a note on the bulletin board and hope that somebody reads it. You find the people that need to know and you tell them.

Speaking face-to-face is one of the oldest forms of communication, and still the most effective. The listener hears your words, but more than that, he/she watches your face and your hands. They catch your enthusiasm, or your concern. It is a warm, personal way of communicating.

For the rest of your life, you will be communicating, trying to persuade, and inform. The work you do now in oral presentations in 4-H will have longer-lasting benefits than any other project you enroll in. So give it all you've got.

YOU'RE THE WINNER

You, not your listener, gain the most from the oral presentations. As you plan, prepare, and present them, you develop:

- Poise, ability and confidence to speak before an audience.
- Initiative and ambition to gather information and supplies.
- Originality in developing methods for planning and organizing information.
- Skill in developing good judgment, good speech, and good action before an audience.
- Ability in teaching and showing others.

The only way to learn good oral presentation skills is to give one; and you'll get better the more you give. Oral presentations add variety, spark, interest and enthusiasm to the 4-H program. The more often 4-H members are involved in meetings, demonstrations, illustrated talks, project why's and public speaking, the more interested they become. The 4-H Club becomes an active, democratic group that is doing something.

START ON FAMILIAR GROUND

Start with something simple.....among friends at a 4-H Club meeting. You'll have their interest and support, and the butterflies won't be jumping in your stomach.

Not all oral presentations lend themselves to the living room or kitchen. Your club may want to meet in a school, community center, bank basement, etc., or get out into the barn, garage, or garden. A demonstration on calf grooming is not recommended for the living room.

When members have sufficient experience, encourage them to give presentations at public gatherings and county demonstration days.

All 4-H members should give at least one demonstration, illustrated talk, project why or public speech each year. Once a year you can find something to talk about, that you want to share with others. And you will learn more when you do a presentation than the members who watch. It need not always be a solo performance. Some members may prefer to team up with a friend, rather than go it alone. Working with a team member is a different experience than working alone. It is okay if a beginner or younger 4-H member may want to be assisted by an older brother or sister, father or mother, or a junior leader.

FOUR KINDS OF PRESENTATIONS

In 4-H, we use four different types of oral presentations:

1. Demonstrations
2. Illustrated Talks
3. Project "Whys"
4. Public Speaking

They are all a little different, and you should try each to see which one you're most comfortable with.

1. Demonstrations

- A demonstration is doing.
- A demonstration is showing how. As you show how, you tell what you are doing.
- In a demonstration, you make or do something step by step. There is always a finished product, or a task is completed. Show the finished product in the summary.
- Actual products, materials, garments, machines, plants, animals, etc. are used. Personal, family, or club experiences may be used.
- The key to a good demonstration is to make the audience want to "go and do likewise."
- It is true and accurate.
- You learn by doing. The audience learns by watching and listening.
- A demonstration may be an individual or team effort.

2. Illustrated Talks

- An illustrated talk is talking. An illustrated talk is telling how by using certain visuals. You may use flip charts, posters, pictures, models, cut outs, slides, flannel board, chalkboards, and real objects. There is not a finished product.
- Personal, family, or club experiences may be used.
- The key to an illustrated talk is "here's information."
- It is true and accurate.
- You learn by telling. The audience learns by watching and listening.
- An illustrated talk may be an individual or team effort.
- Remember that an illustrated talk is basically the same as a demonstration except that:
 - You are not actually making something.
 - You have no real finished product.
 - Your visuals are very important.

3. Project 'Whys'

- A project why is telling about something.
- A project why teaches the why as well as the use.
- A project why encourages, excites, and motivates further study of a specific subject. It stimulates the curious mind.
- Project Why's encourage 4-H members to find out for themselves by asking questions, seeking answers, making observations, experimenting, testing, making comparisons, collecting and identifying facts, organizing and recording knowledge, and then telling others about the facts.
- A project why may use flip charts, posters, pictures, slides or actual experiments to explain why.
- A project why is an informational presentation. You need to be able to stop a moving audience.
- Personal, family, or club experiences may be used.
- The key is to find out why something is or is not true and to tell others about the fact. It is true and accurate.
- You learn by doing. The audience learns by watching, asking, and listening.
- A project why is usually an individual effort.

- Remember that a project why is basically the same as a demonstration or an illustrated talk, except that:
 - You are showing why.
 - You are not following a step-by-step method or showing a finished product.

4. Public Speaking

- Public speaking is talking.
- Public speaking is telling about your experiences or what you have learned.
- In public speaking, it is what you say and how you say it that informs the audience and communicates your ideas to them. Public speaking is good when you want to tell facts, ideas, or give information.
- Public speaking is often more formal than other oral presentations.
- Public speaking may or may not use visual materials.
- Personal, family, or club experiences may be used.
- The most effective speech is the one that presents most clearly and impressively what the speaker has in mind. It is true and accurate.
- You learn by doing. The audience learns by listening. Public speaking is an individual effort.
- Remember that Public speaking is basically the same as a demonstration, an illustrated talk, or a project why, except that:
 - It is just telling.
 - It requires careful planning and effective delivery with gestures, voice variety and proper English.

So, which method do you use? What are you trying to tell? What's your main purpose? Whether you wish to show, explain, tell or do a combination of these will determine whether you use a demonstration, illustrated talk, project why or do public speaking. Any of these oral presentations require similar preparations.

SO WHAT DO YOU TALK ABOUT?

Your first step is to select a subject or topic. Usually you'll do best if you choose a subject from your own experiences. Determine the purpose of your presentation. Is it to inform, or do you want to create action? If you know who your audience will be, consider them.

When selecting your subject, ask yourself is it:

- Something you like to do?
- Something you have learned to do or about 4-H.
- One single idea or theme.
- Something you think others would like to know how to do or know about.
- Timely and seasonal.
- Something interesting and worthwhile to you and your audience.
- Something you can do in a limited time.
- Something that has economic or practical importance to the community in which you live or to your family or to you.
- A topic on which you already have some knowledge, would like to know more about, and have an interest.
- A subject suitable to your age, experience, and surroundings.

AND HOW DO YOU SAY IT?

Once you've chosen your subject, it will be easy for you to decide what kind of presentation you'll want to plan. Review the differences in the four types of oral presentations. Select the best one for your purpose and subject.

LEARN MORE ABOUT YOUR SUBJECT

Find out all you can about your subject. There is no substitute for being well informed. Take notes as you read and study.

Sources of subject information vary according to the presentation:

- 4-H project literature
- Extension Fact Sheets and Bulletins
- school textbooks
- library sources
- current magazines, newspapers and books
- commercial material
- local resource people
- tours and trips

An "idea file" becomes the catchall for topics and subject information to be sifted through as the need arises.

Remember:

- All your statements must be accurate.
- You need to know more information than you tell.

DEVELOP A PLAN

Planning helps you organize your ideas. Plan so that you will have the necessary information, time, and equipment where necessary. You know your audience, you've selected a subject, and you know what you want the audience to learn. Information you need to develop your subject is at your fingertips.

TEAM DEMONSTRATIONS OR ILLUSTRATED TALKS

Sometimes two can give these presentations better than one, especially if four hands are needed or when it is difficult to work and talk at the same time. Team presentations require careful planning and more practice. Teamwork teaches cooperation.

If you are giving a team demonstration or illustrated talk, divide it so both of you will have about the same amount to do. Make the divisions where it would be natural to shift from one process or idea to another. Make the division as equal as possible. When you are showing how, you will be the one telling about it. While your teammate is showing how, you will serve as his/her silent helper.

OUTLINE YOUR PRESENTATION

Oral presentations are composed of three parts: the introduction, the body and the summary.

Start with the body and develop the introduction, summary and title later.

BODY

Demonstration and Illustrated Talk

- Prepare an outline. Just make notes instead of writing down everything you will say. Use key words or phrases. Use your own words.
- Outline what you will do and say in a demonstration; outline the plan to tell how in an illustrated talk. Arrange information in a logical order.
- Select equipment, materials or visuals.
- Prepare posters or charts. Make them easy to read, understand and attractive.
- Think through what you will say – explain what, how, why of each step.

You may wish to use this plan for your presentation:

Title

Introduction

Do	Talk About	Equipment, charts, visuals needed
Arrange important points in logical order. Just what will you show? How will you do it? Applies to demonstrations, illustrated talks, project whys. Explain 4-5 main points in Public Speaking	What? How? Why? Additional information about the material or equipment being used. Explain what? How? Why? of main points.	Charts, easel, pointer, animal, equipment, table, etc.

Summary

A Teamwork plan may look like this:

Title

Introduction

Name		Name		Equipment
Do	Talk About	Do	Talk About	

Summary

Intro- duction	Body	Summary or Conclusion
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Project 'Why'

- Prepare an outline. Just make notes instead of writing down everything you will say. Use key words or phrases. Use your own words.
- Outline what you will show and explain why – arrange facts, their application and then why in a logical order.
- Select or prepare charts, visuals or experiments – make them show the 'why' of your information.
- Think through what you will say – explain facts and why.
- Know your information. You may not be able to start with an introduction. Your audience may ask a question about what they see. Start by answering the question. Your audience may only give you a glance and go on by. See if you can get them to stop by asking a question, giving a fact or statement. Then visit with them.

Public Speaking

- Prepare an outline. Just make notes instead of writing down everything you will say. Use key words or phrases. Use your own words.
- Outline the 3-4 main points in a logical order.
- Decide how you can use hand gestures and voice variety to strengthen your talk.

INTRODUCTION

Your second chance to capture the attention of the audience is in your introduction. Be as original, interesting, and brief as you can. A question to the audience, a story, a fact, statement, problem, or a quotation may do the trick, but be sure your introduction leads into the body of the presentation in such a way that the audience will want to listen.

Tell the audience what you plan to do, why you chose the subject, and why it is important.

Usually someone in charge will introduce you. If so, it isn't necessary to repeat your name and facts about yourself. Introduce your teammate by using his/her first name.

SUMMARY OR CONCLUSION

This is your last chance to summarize the main points.

Emphasize what you want your audience to know or do. Be brief and to the point. Do not introduce new material in the summary. Attractively display the finished product or completed task. In a demonstration or illustrated talk, ask for questions.

Some may not have understood everything you said or would like to know more about your subject. If you cannot answer a question, admit it! Do not bluff! Offer to find the information.

Indicate to the audience that you are through with a smile, a challenge, or a statement about your subject.

TITLE

The title is your first chance to capture the attention of the audience. Be dramatic. Good titles are short, descriptive and provocative. They suggest the subject without telling the whole story.

PRACTICE FOR PERFECTION

That's all you have left to do – practice. Follow your outline. Do not memorize. Use your own words. If you use notes, have key words or phrases on a card, for quick glance to keep you on your way.

Remember to keep the information in logical order. Synchronize action and explanation. Check to see if everything is blending together smoothly. Develop your skill. Stay within the time limit. Ask your family or 4-H leader to watch you and make suggestions. Practice in front of a mirror. See how you react to watching yourself. Ask yourself, "Would I stay for this?" Practice gives you confidence.

GET IT ALL TOGETHER

Choose Equipment and Supplies Carefully

- Check your outline for necessary supplies and equipment. List equipment and supplies (on trays, if they are small enough) on a small card and place with that tray. Check list to be sure.
- In general, uniform, plain, and practical equipment should be used. In the interest of safe practices, bring ingredients or supplies in their original containers or product packaging, whenever possible. There may be a few examples when this is not practical, such as flour. Label contents stored in glass or clear plastic container to use for the supplies. You can probably get everything needed at home. In general, do not promote or endorse product or brand name that is used in the presentation for educational purposes. However, product or brand name comparisons can be used for educational purposes when referencing consumer issues.

Stress Accuracy

- Use standard measurements, cups, spoons, etc. Measure accurately. You may save time by measuring some ingredients in advance. Give clear and correct explanations of the steps carried out.

You - Yourself

- You can help the audience react favorably to the subject or idea rather than to yourself. Be enthusiastic. Be convincing. Have confidence in yourself and in your subject.

- Your clothes should be neat, clean, well pressed and attractive. Appropriate dress will depend upon the subject. Avoid things that attract attention (do not chew gum). Avoid fads.
- Stand tall, on both feet. Keep your hands at your sides when you are not making something or gesturing.
- Start with a smile and a pleasant expression. They go a long way in getting the attention of your audience. Look your audience in the eye.
- Vary the rate at which you talk. Be sure to emphasize certain words that are important. Learn to enunciate your words clearly.
- Talk to the audience. If you want people to be interested in your subject then you must express it to them.
- Use your own words in describing your steps. If you memorize your information or use someone else's words, it will sound less convincing.
- Use complete sentences with correct grammar and the proper choice of words to make the meaning clear.
- Practice using a microphone. Don't let the misuse of a word or the slip of a piece of equipment upset you.
- Make the audience want to try to do what you did, understand the why you presented, and be convinced you have a good idea.
- Arrange the equipment and supplies in the most convenient manner. The center of the table should be left free for the "doing" part. Trays provide a natural way to group materials and keep the table neat. Towels may be used to cover trays.
- Develop skill in the use of the equipment. Have the equipment in good condition. See if electrical equipment works before you begin.
- A slanted surface, table with raised back legs or a slanted mirror overhead, or holding a mirror at the proper slant helps people see.
- A paper sack taped to the table is good for waste disposal. Keep a towel or sponge handy to use for spills, wiping hands or cleaning the table when you have finished.

Use Good Visual Materials

- Well-prepared and skillfully used visuals help the audience understand more completely, learn faster, and remember longer. (Visuals are important in illustrated talks and project whys.) However, use visuals only if they add to the presentation. They may introduce a subject, present the main points, give a recipe and/or give a summary.
- When using visuals remember to:
 - keep them simple
 - make them readable
 - place them where they are easily seen
 - select visuals carefully to fit the presentation.
- Use charts or posters only if they make the presentation more effective. Use charts to:
 - serve as a guide to the member
 - add interest to the title, topic and ideas presented
 - focus and hold the audience's attention
 - emphasize key points
 - clarify a complicated process or procedure
 - show comparisons
 - summarize main thoughts.
- Skill in using charts must be developed. When pointing out something use the hand closest to the visual. Show visual only when you are talking about that idea.
- When using flannel graphs, flash cards, slides, pictures, drawings, chalkboards, models, etc., be sure they are neat, clean, in good condition, and can be clearly seen.
- You do not have to be an artist to have neat, readable charts and posters. Charts should be eye catching but not elaborate, and limited to one idea.
- Some guidelines to use when making charts and posters:

- Charts and posters should be large enough to be seen at 30 feet.
- Use letters in size from 1 inch to 3 inches high.
- Use a combination of capital and lower case letters.
- Use simple solid block-type letters.
- Use bold or heavy lined letters in preference to the thin, light or short, squatty letters.
- To emphasize a word, vary style of letter. Use color to emphasize words.
- Allow a margin on top and sides and slightly more on the bottom.
- Choose colors with care. Use color in small amounts for attracting attention.
- Use dark colors on light backgrounds and light colors on dark backgrounds.
- Do not mix letters of various colors within words.
- Use of computer-generated visuals or graphics to enhance the presentation should be accessed with ease and skill. The design format should be original and follow the guidelines of using charts or posters to make the presentation more effective. The computer-generated visuals should be appropriate to the presentation, situation, and the audience.

Gestures

- Gestures should reinforce what you are saying and should be a natural outgrowth of your thoughts.
- When you begin a new section of your speech, step forward or to the side. Don't pace, but change positions.
- Use the whole body to emphasize your points – a raised finger to call attention, a shrug to show indifference, a fist to emphasize strong feeling.
- The face is very important for gesturing. Use your smile, your eyes, and your eyebrows to convey the thought.
- Be natural, be at ease, be happy, and be sure to smile.

HOW WELL DID YOU DO?

Be Your Own Critic

After the presentation, ask yourself:

- Was my audience interested?
- Did I feel at ease?
- Did I enjoy giving the presentation?
- Did I know my information well enough?

The next time you give a presentation, choose a more advanced subject to test your skill and gain greater confidence in yourself.

Members who have given presentations should work with a score sheet to judge other youth's presentations, and then discuss the points with an adult. It is good self-analysis and you see what others can do.

BE A STAR PERFORMER

Win, Place or Show?

Everyone who gives a presentation is a winner.

Regardless of the final determination of ribbon colors, those who have given a few presentations find that:

- They can speak with ease before groups of people.
- They can put across ideas more easily, because they have learned to organize what they want to say.
- They can tell other people of what they have learned in 4-H.
- They have learned a great deal more about the chosen subject.