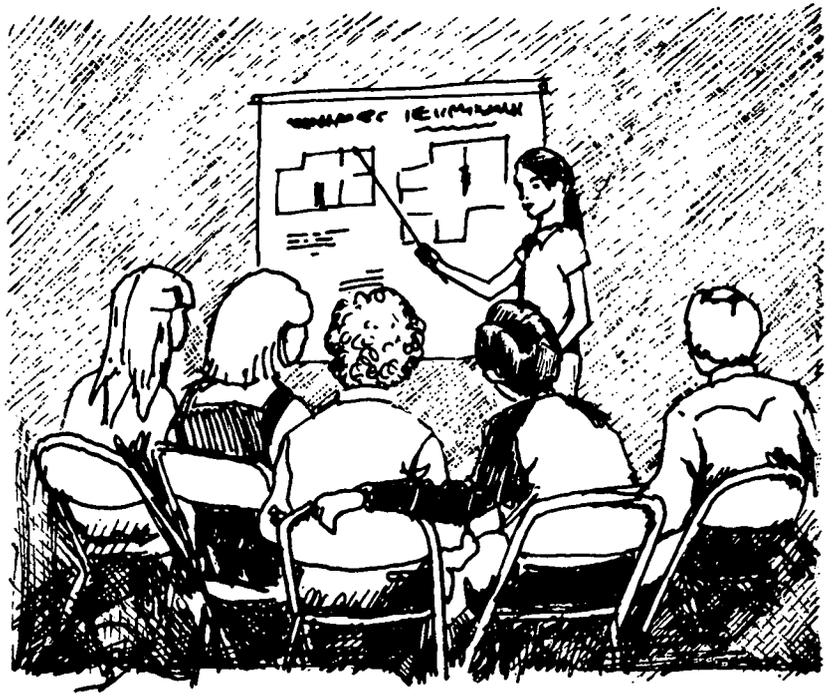


● 4-H Presentations

A Leader Guide

Presentations are tools used to present information. They can be in the form of demonstrations, illustrated talks, or speeches. They can be long or short, formal or informal. Presentations can be used by anyone in a teaching or sharing role—4-H agents, 4-H leaders, and 4-H members.

4-H members will be called upon to speak or perform before an audience throughout their lifetimes. Their ease and confidence will increase as they face each new situation. As a 4-H leader, you can encourage members to build skills in planning, preparing, and giving presentations—skills that they can use in their daily lives, now and in the future.



Values of presentations

Each 4-H member profits in some way from planning and presenting a presentation.

Shy, retiring members will learn to express themselves, become part of the group, and develop more interest in 4-H.

Frivolous 4-H'ers will learn to organize thoughts and material to complete a job satisfactorily and will establish standards of excellence for themselves and others.

Overconfident 4-H'ers will be encouraged to search out additional information, to release creative ability, and to

accept that learning can be achieved through error as well as success.

Members need encouragement to give presentations. Poise, confidence, and self-assurance grow each time they make a presentation. Through this program 4-H'ers have the opportunity to:

- Work on something they like and in which they have an interest.
- Share with others information and skills learned through 4-H.

- Learn new knowledge and/or skills about a specific subject matter.

- Develop skill in planning and organizing thoughts so they can be easily expressed and understood.

- Plan visuals or other supportive materials to help get messages across.

- Gain self confidence through relating to a live audience.

4-H members look to you for guidance. What you say and how you feel about presentations is reflected in their reactions to giving them. If you show that they are fun to plan, exciting to prepare, and enjoyable to give, then all the members of your group will be excited about giving presentations.

Who? Why? Where?

Who?—Younger 4-H members should be encouraged to give at least one presentation at a 4-H group meeting during the year. Older 4-H members should plan to give several at 4-H and other meetings.

Some members may prefer to work with a friend, rather than give a presentation alone. Others may want to work with a larger group.

Working as a member of a team or large group is a different experience than working alone: At the Oregon State Fair members may participate as an individual or as a team of two.

Why?—Demonstrations and illustrated talks add variety, spark, interest, and enthusiasm to the 4-H program.

One key to a good 4-H program is member participation. The more often

4-H'ers are involved in organizational meetings, project work, committee work, and presentations, the more interested they become and consequently continue 4-H membership for a longer period of time. Through participation and involvement they feel part of an active organization that gets things done.

Where?—The 4-H club meeting is the place where presentations should begin. Not all presentations lend themselves to being given in the living room, school classroom, or clubroom of a community center. If a presentation can be

given more easily in the kitchen, garage, barn, etc., then this is where it should be made. If the kitchen in the home will not permit other 4-H members to observe, then arrangements should be made to use a demonstration kitchen in a school, community center, power supplier building, etc.

When 4-H members have sufficient experience, encourage them to give presentations at public gatherings. You can work with program committees of other organizations to arrange for such presentations. It is through such opportunities that 4-H members grow and have a chance to share with others the benefits of the 4-H educational program.

How leaders can encourage members

The first experience a member has with giving a presentation makes a lasting impression. If the first presentation is enjoyable, and the 4-H'er learns something in the process and receives recognition from peers, parents, and leaders, he or she will want to give many more.

In 4-H meetings you can show and tell one 4-H'er how to do some simple task and then suggest that he or she show and tell another member how to do it. This is the beginning form of a demonstration. After the 4-H'er has completed the "showing and telling," give a word of praise and a pat on the back.

At 4-H club meetings members learn to perform in front of their peers. Every effort should be made for each member to gain experience performing. Here they can overcome the "hurdle" of talking while standing in front of an audience. Poise and confidence increase with each performance.

Members might be accustomed to your giving presentations, but they need help in getting started themselves. To do this, either you or a junior leader should plan a short, simple demonstration. It should be simple enough for them to recognize it as something they

can do successfully. It will be easier for them to talk in front of a group if they have something to do with their hands.

The first demonstration should be short, two to five minutes, and on a topic about which the 4-H'er already knows something. Invite parents to a meeting where you are discussing demonstrations and what will be learned in the process. The more parents know about demonstrations, the more helpful they will be to the 4-H member at home.

The experienced 4-H'er

Presentations need to offer opportunities for members to advance. As experience is gained, 4-H members need encouragement to develop presentations that are within their present abilities, yet are challenging.

They need to develop inquiring minds and search out additional resource materials to strengthen and enrich their chosen topics. Resource materials could include additional literature on the topic

and interviews with professional people who are well versed in the field. 4-H'ers need to develop an appreciation for carefully checking the accuracy of information. Subject matter given and techniques used should be the most up-to-date, accurate ones available. As a leader you can help supply literature for member use and arrange for interviews. You can also help your 4-H'ers to check accuracy of information.

Help older 4-H members recognize the abilities they have to give presentations, as well as the fun and experience they gain. Arrange for them to help younger members plan and prepare presentations. Older members could help younger members evaluate their presentations. This would help them see the value of evaluating their own performances.

Members' materials

Two publications about presentations are available from your county Extension office:

4-H Show and Tell—4-H 0225 for junior members.

You Present—Demonstrations, Illustrated Talks, Speeches—4-H 0226 for older members and those who are preparing for contest presentations.

Planning a presentation

Demonstrations, illustrated talks, and speeches have a place in the 4-H program as well as in our everyday experiences. One is of no greater importance or value than the others. Part of the 4-H'er's learning experience is choosing which is best suited for the subject he or she has chosen to show and tell.

Select a subject

Four-H members should select exciting and challenging subjects to fit their interests, experiences, knowledge, and skills. Leaders can help 4-H members think of subjects but the final selection should be left up to the 4-H'er.

One way to get ideas is to have the members open their project manuals to a given page and see how many subjects for presentations they can find. Brainstorming—where everyone in the group suggests subjects for presentations as fast as they can—is a good method to use. Ideas from a brainstorming session should be written down so they can be discussed after each person has had a chance to make suggestions.

After your 4-H members have selected subjects, suggest that they ask themselves...

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

• Is this something I really want to do?

If the 4-H'ers can answer "yes" to most of these questions, then they can be assured that they've selected worthwhile subjects.

Gather information

Once the subject has been selected, the 4-H'er should learn as much as possible about it. A good background of information gives confidence and assures a better performance. It will also better qualify the 4-H'er to answer questions from the audience.

Four-H project manuals are good sources of information. Subject matter publications from the Extension Service, textbooks, circulars, libraries, newspapers, and current magazines are also valuable. Personal interviews with professionals in the field and manufacturers and processors can be helpful too.

One of the leader's responsibilities is to help members be selective in their choice of resources. Help the members determine if the information they are planning to use is accurate, up-to-date, complete, and an approved practice.

Determining method

Demonstration? Illustrated talk? Speech? Which method should be used? What are the differences? One of your jobs is to help 4-H'ers to recognize these characteristics.

Demonstration

1. A demonstration is *doing*.
2. A demonstration is *showing how*. As you show how, you tell how.
3. In a demonstration you *make* something or *do* something. There is a finished product.

Illustrated talk

1. An illustrated talk is *talking*.
2. An illustrated talk is *telling about* with the aid of visuals.
3. In an illustrated talk you use *charts, slides, pictures, models, cut-outs, etc.*

Speech

1. A speech is *talking*.
2. A speech is *informing* or *persuading*, without the aid of visuals.
3. A speech relies on *salesmanship*—of ideas and information—using words, gestures, eye contact, and voice inflection.

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

- Do you want to show and explain the actual steps in a process? Give a demonstration.
- Can you best explain or tell how to do something with the use of visuals? Give an illustrated talk.
- Will you be able to take all of the equipment and supplies needed for a demonstration to the place where you are going to give it? If the answer is "no," give an illustrated talk.
- Do you want to make something or do something and have a finished product? Give a demonstration.
- How big will the audience be? Will everyone be able to see what you are doing if you give a demonstration? If the answer is "no," give an illustrated talk.
- Who will be your audience— youth or adults? Which method would be the best for the audience?

You can probably think of additional questions that are pertinent to the particular subject the 4-H'er has chosen. The main point to remember is that the method used should suit the material to be covered and the situation where it will be given.

Preparing a presentation

Demonstrations, illustrated talks, and speeches require similar preparation.

Select a title

When a 4-H member has selected a subject, he or she will probably want some guidance in titling it. Help your 4-H'ers see that they need to spend some time in making this selection. Explain that this is the first opportunity to capture and gain the attention of the audience.

Think of the books you have chosen to read just because of the title. Effective titles are usually short, descriptive, and provocative. The title for a presentation should give a hint of what it is about but not tell the entire story.

Develop an outline

Four-H'ers need help to see why it is important to outline a presentation. Just as you use a road map to outline a motor-trip for the family, a 4-H'er needs a plan to follow. An outline helps organize the steps in the process and determine equipment, supplies, knowledge, and illustrations needed. Organization is essential for a good presentation so that the message can be coordinated with the steps to ensure the best use of time. The 4-H'er can use the form given in the member's publication to outline his or her presentation.

Your assistance may be needed in outlining. The 4-H'er should:

- List the important steps and processes that are to be discussed.
- Arrange the steps in a logical order—in the sequence they would normally be done.
- Outline the explanation necessary to go with each step or process.
- List the necessary material, equipment, illustrations, models, etc.
- Plan illustrations.

An outline is more satisfactory than writing out the presentation in detail. If it is written out, the 4-H'er will have a tendency to memorize it. Outlines give more freedom in speaking and will encourage your 4-H'ers to think on their feet. The outline serves as a guide for the member to:

• Present material in a logical sequence that's easy to follow.

- Check on the amount of explaining or the amount of showing.
- Determine how much action there is and how much telling. A good balance can be achieved by careful planning.
- Relate the visuals, the equipment, and supplies to be used with the information being given.
- Emphasize the essentials and delete the unimportant.

There are four major parts for every complete presentation—introduction, body, summary, and question and answer period:

The *introduction* is the member's second chance to capture the attention of the audience. The audience should be told by the 4-H'er what they are going to see and hear.

The *body* is the main part of the presentation. Here is where the 4-H'er shows "know how" or sells the audience on ideas or information. Demonstrations show skills in a step-by-step process. Illustrated talks are visuals to show a step-by-step process or to reinforce verbal information. In a speech, the body builds and focuses on the main points, using quotations, statistics, stories, examples, and facts to develop each point.

The *summary* is a review of the important points in the presentation. A good summary is short, concise, and pertinent. This is where the 4-H'er motivates the audience to follow the suggestions given and invites questions.

Questions and answers—Why provide the audience an opportunity to ask questions? Help the 4-H'ers realize that questions aren't asked to cross them up. People are interested and want to know more. This is an opportunity to use background knowledge to do more thorough teaching. Some points may not have been made clear. Questions clarify points not covered or that someone in the audience failed to hear.

In answering questions, the member should:

- Repeat the question if the entire audience did not hear it.
- Give only correct answers.
- Never bluff—say "I don't know."
- Offer to find the information and supply it to the person.

Hints for a better presentation

The complete success of a presentation depends on many factors. Knowledge of the subject, planning, outlining, equipment, visuals, and practice are all important.

Equipment and its use

Well-chosen equipment helps make a good impression and adds to overall effectiveness. In general, uniform, plain and practical equipment should be used. Help the 4-H'er arrange the equipment and supplies in the most convenient manner. The center of the table should be left free for the actual "doing" part. Equipment not in use can be kept on a supply table in the background. Trays can be used to bring the small supplies and equipment to the demonstration area. They also provide a natural way to group materials and keep the table neat.

Visuals

Posters, charts, models, pictures, cutouts, etc. are important in demonstrations or illustrated talks. Members should make their own charts. They don't have to be artists to print neat, readable words. Understanding a few basic principles of lettering, plus practice, will do the job. Stencils are available and can be used effectively.

Materials for making charts and illustrations can be inexpensive. Old suit or coat boxes, corrugated boxes, large paper bags, or wrapping paper can be used. Poster board is relatively cheap and is very satisfactory. Crayons or magic markers can be used for lettering.

Lettering or illustrations should be large enough for the audience to see. A good guide to follow is to put some lettering on a chart—stand back as far as your audience will be and see if you can easily read it.

Hints for making presentations more effective

Opportunities should be made for 4-H'ers to practice their presentations before giving them in front of any group. Poise and confidence are gained with each practice. The member, leaders, and parents can see if ideas are in order and supported with enough action, illustrations, examples, etc. Practice will assist the member to...

- Synchronize action and explanation.
- Do things in logical sequence
- Stay within the time limit.
- Determine whether or not he or she has sufficient information on the subject.
- Become skillful in the use of equipment, posters, illustrations, etc.
- Be certain special equipment functions properly.

4-H'ers should be encouraged to practice enough to feel secure and still maintain enthusiasm.

Mannerisms

Some mannerisms add to the presentation while others distract. Mannerisms can help the presentation if they're natural. Some habits, however, such as playing with hair, rocking back and forth, or using hands to excess to emphasize a point, are simply irritating.

Most 4-H'ers are unaware when they slip into bad habits. Help your club members improve their presentations by gently bringing distracting mannerisms to attention.

General appearance

Well-groomed 4-H'ers will attract attention and interest before they speak. A neatly dressed, clean, well-groomed "look" is always appropriate. Long hair should be worn away from the face.

Voice

The voice should be natural, distinct, and loud enough to be heard by people in the back of the room. A friendly and confident tone of voice is the most convincing.

Posture

The 4-H'er should stand tall on both feet. He or she should not lean on the table or twist one foot behind the other. Appearance is improved with good posture.

Dress

"What to wear" is important to the 4-H'er. The clothes should be appropriate to the subject of the presentation, the audience, and the presentation being given.

Showing how to change a tire in a garage would call for coveralls or washable clothes. The same subject could be used for an illustrated talk in front of a larger audience. In this situation coveralls would not be needed.

When giving a foods demonstration, washable clothes and neatly groomed hair are appropriate. Aprons are optional.

Smile

A pleasant, happy looking 4-H'er is well on the way to wherever he or she wants to go. A smile indicates interest and enthusiasm for the subject. Just as a smile takes 4-H'ers a long way with the audience, a smile from you lets your 4-H'ers know you are with them.

Eye contact

The 4-H'er should have eye contact with the audience. Help your members learn to talk to the audience.

Time limit

Junior 4-H members should choose simple subjects that can be covered in three to five minutes. Most presentations entered in contests by intermediate and senior 4-H members will be from 10 to 20 minutes long. At the Oregon State Fair maximum time is 20 minutes.

Evaluation sheet for public presentations

Appearance

1. Suitably dressed, neat, clean
2. Good posture
3. Poised, pleasant

Presentation

1. Delivery—sincere, natural, distinct
2. Introduction—concise, interesting
3. Materials—quality, appropriate
4. Skill in workmanship

5. Steps made clear
6. Concise summary
7. Asked for questions
8. Effective cooperation (team)

Subject matter

1. Suitable subject
2. Central theme or idea
3. Accurate information
4. Complete information

Results

1. Effect on audience
 - a. Understood principles taught
 - b. Held interest

Time

1. Adequate time to cover subject
2. Completed within allotted time

Your rewards

Your rewards from serving as an adult leader and helping 4-H members with planning, preparing, and giving presentations will come in many forms—especially, however, in personal satisfaction as you see boys and girls develop and realize the part you played in help-

ing them. As you work on presentations, you can be assured that you are opening new doors of experience and opportunity for the 4-H'ers.

To you—we wish every success as you continue the important roles of a leader.

Adapted for use in Oregon from Virginia Polytechnic Institute's Extension "Leaders' Guide for Demonstrations and Illustrated Talks."

Evaluating presentations

The greatest help you can give is to evaluate the presentation. In a friendly and noncritical manner, point out the strong points but at the same time help each member to see where improvements need to be made. The previously mentioned hints can also be used to

help the member improve. Not all evaluation comments should be made in the presence of other people. Some things are better said in private in a friendly, confidential manner.

Not only do you want to evaluate the presentations but you also want to teach members to evaluate their own presentations. Help them make these self-evaluations.

Refer to the Oregon 4-H Presentation Evaluation Sheet (page 6) for more help on evaluation.



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