Cayuga County 4-H
PUBLIC PRESENTATIONS
Presenter’s Guide

Source: Members of the NYS Public Presentations Planning Committee, the SEDA Public Presentation Committee, and other CCE 4-H Presentation Material


Building Strong and Vibrant New York Communities

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The 4-H Public Presentation Program

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, and 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. Failure to follow the guidelines listed in this document, may result in a youth’s opportunity to advance to the next level. The advancement of youth to the next level is at the discretion of the county 4-H educator and/or staff.

4-H Presentations (8 -18 year olds as of Jan 1st):

**Time Limit: 5 to 15 minutes** (Depending on Age & Experience Level)

1. **Demonstrations (Show How)**
   - The most basic of presentation shows, one step at a time is show, how to do, make or prepare something based on a topic or subject from a 4-H project or from general interests and activities. Example—How to make a chocolate milkshake.
   - This type of presentation usually includes a completed product and/or posters, which list the ingredients or give background information.
   - Topic should be appropriate for experience level and age. If you are age 13, you should not be doing a basic presentation on how to make a peanut butter sandwich where if you are 8 years old, you should not be thinking of showing how to make a crocheted afghan.
   - Important reminder about Food Demonstrations: You should wear an apron, have hair pulled back, wash hands before beginning (or indicated that they have just washed their hands if sink is not in the room), wear gloves or use Hand sanitizer. Presentation of the finished product is important.
   - Team presentations are acceptable (maximum 2 per team)
   - Offered at County, District and State Levels
     - Scoring rubric found at:

2. **Illustrated Talk**
   - This presentation tells a story, or informs audience about something.
   - An illustrated talk explains a process, trip, activity or event accompanied by using visuals such as a poster series, overheads, slides, power point (limited to members ages 12 and up who have completed at least 2 regular presentations), book, pictures, models or other illustrations. Examples—The Major Breeds of Rabbits, Common Safety Hazards Around the Home
   - No teams allowed
   - Offered at County, District and State Levels
   - Scoring Rubric found at:
3. Recitation (Creative Communication):
- A piece of **pre-written** material (no original copies), is delivered to the audience. Example: The Declaration of Independence or The Night Before Christmas
- Vocal inflection, body language, mood and tone are the primary communication tools.
- Props **may not** be used but you may use clothing to subtly represent the mood, however.
- Memorization is expected; but notes are permitted.
- No teams allowed
- Offered at County, District and State Levels
- Rubric can be found at: http://nys4h.cce.cornell.edu/Documents/Calendar/Public%20Presentations/2007%20Revised%20Evaluator%20Guidelines%20for%20Recitation-Dramatic%20Interp.pdf

4. Dramatic Interpretation (Creative Communication):
- A re-enactment of a piece of scripted material from plays, movies or monologues. (Original pieces are accepted with prior approval from 4-H Educators). Example: A scene from Shakespeare’s Romeo & Juliet
- Vocal inflection, body language, mood and tone are used as primary communication tools.
- Props and costumes should be used but should not detract from the strength of the presenter.
- Memorization is expected; but notes are permitted.
- Team Presentations are acceptable (maximum 2 per team)
- Offered at County, District and State Levels
- Rubric can be found at: http://nys4h.cce.cornell.edu/Documents/Calendar/Public%20Presentations/2007%20Revised%20Evaluator%20Guidelines%20for%20Recitation-Dramatic%20Interp.pdf

5. Speech
- A formal method of speaking. Your goal is to inform, motivate, or persuade the audience.
- No Visuals are used
- Poetry, quotes, humor or imagery may be included.
- You must write the speech.
- No teams allowed
- Offered at County, District and State Levels
- Rubric can be found at: http://nys4h.cce.cornell.edu/Documents/Calendar/Public%20Presentations/2007%20Revised%20Evaluation%20Guidelines%20for%20Speech-1.pdf

6. Interview—New for 2017 (Age: 14-18)
- Time limit: 20 minutes
- During the interview process, youth will undergo a simulated job or college interview with a volunteer evaluator
  i. Resume and Cover Letter
    1. Completed Resume and Cover Letter must be submitted by the Youth on or before February 1, 2017
    3. Late or incomplete resume/cover letter combinations may result in cancelled interviews.
ii. Interview:
1. Youth should dress for an interview: business casual/business attire would be appropriate (Skirt, dress pants, nice shirt, sweater, please no jeans, cutoffs or shorts.)
2. Interviewer should be well-researched on the job/college major applied for.
3. Positive attitude, confident

7. Cloverbud Presentations (5-7 year olds, as of Jan 1st):
   **Time Limit:** 1 to 8 minutes
   - Entry-level presentations as basic as show & tell or a simple demonstration. Example—You would bring in an item from home and tell the audience about that item or how to make a simple snack, such as ants on a log. Another option is to read out loud to the audience one of your favorite stories.
   - Evaluation is done to encourage, motivate and to help you get used to being in front of an audience.
   - Offered only at the County Level

**Use of Computers & Power Point Presentations**
- Power Point Presentations are a useful tool to visually enhance a presentation. This type of communication is highly effective as youth gain experience in presenting and will be a skill they use often in their future endeavors.
- The opportunities for setbacks related to technology use are great. Therefore, it is required that presenters using Power Point be experienced in set up, use, and tear down of the equipment they will be using. It is the responsibility of the youth to secure equipment for the event. Cooperative Extension offices often have power-point equipment, but, it is up to the individual to secure this equipment ahead of time. (this also applies to presenters selected for districts/states)
- Power Point should be used as a complement to a presentation, not as a crutch. Presenters will be judged on: **Design** (easy to read, appealing style, illustrations are clear and good size, images, audio, video and graphs used complement subject matter), **Technical Elements** (presentation includes a design template that is consistent, different slide transitions are used, no technical problems -the presentation and equipment works well), and **Use of Presentation**.
- Power Point is considered a visual aid and will be judged as such.
- Presenters must be at least 10 years old as of Jan 1st & have completed at least 2 presentations as a junior/senior member prior to doing a power-point presentation.
- Offered at County, District and State Levels

**For Horse-Related Presentations, please consult your 4-H Educator/Staff for advice, rules and procedures.
## Progression and Age-group Expectations

<table>
<thead>
<tr>
<th>Approximate Age/Grade</th>
<th>Presentation Type</th>
<th>Comments and Expectations</th>
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</thead>
<tbody>
<tr>
<td>Young Cloverbuds Ages 5 &amp; 6</td>
<td>Show-and-Tell</td>
<td>This is a lead-up activity that “readies” the young Cloverbud for participation in the Public Presentation program. The show-and-tell is not evaluated but a dialogue between the member and either an adult or teen listener takes place providing motivation and praise. Emphasis is on self-expression and helping the member feel comfortable speaking to a small group of peers and adults.</td>
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<tr>
<td>Cloverbuds Ages 7 &amp; 8</td>
<td>Show-and-Tell</td>
<td>“First-timers” are advised to do the Show-and-Tell. Cloverbuds who have already had a positive show-and-tell experience and/or feel confident about trying a Demonstration may do so. Although the three parts of a presentation are learned at this level, focus is still on helping the member to feel comfortable. Cloverbuds are not expected to do a polished job. A special Cloverbud Comment Sheet is used; no ratings or scores are given. The evaluator encourages and coaches in a highly positive manner.</td>
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<tr>
<td>Ages 9-11</td>
<td>Demonstration, Illustrated Talk</td>
<td><strong>Emphasis is now shifted to the Demonstration format and some of the finer points of organization. The member is expected to both show how and explain why. The member should know enough background information to answer reasonable questions. Members who have done well with Demonstrations are encouraged to try an Illustrated Talk.</strong></td>
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<tr>
<td>Ages 12-14</td>
<td>Demonstration, Illustrated Talk, Creative Communication</td>
<td>Training emphasizes format, presentation technique and showmanship equally. Presentations are expected to be informative, well organized and presented in an interesting manner. Members who have done well with Demonstrations are encouraged to try an Illustrated Talk or Creative Communication presentation.</td>
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<tr>
<td>Ages 15-18</td>
<td>Demonstration, Illustrated Talk, Creative Communication, Formal Speech, Interview</td>
<td>Experienced teens should be able to deliver a polished and professional Demonstration. They are encouraged to try one of the other presentation types if they have not already done so. Training emphasis is on delivery and showmanship since format and organization should be second nature by now. The formal Speech is an appropriate challenge because the speaker has nothing but his/her own voice and body to retain audience attention and communicate the message.</td>
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- This is highly dependent on the individual child.
- **Members sometime choose to do an Illustrated Talk over a Demonstration.**
Basic Guidelines:

1. Presentations should be a minimum of 5 minutes and a maximum of 15 minutes in length with the exception of those youth who are doing an impromptu, or cloverbud presentation. Impromptu presentations should be a minimum of 5 minutes and no longer than 8 minutes in length. Cloverbud presentations are 1 to 8 minutes in length.

2. Note cards need to be used appropriately. They are to be used as an outline or for specific factual information. They are not to be read or depended upon. They should not interrupt the flow of the presentation. If you have memorized the presentation or can follow along with your posters, you do not have to have note cards.

3. Presenters will have to supply all of their own equipment. Tables and Easels will be available.

4. Presenters should be well groomed. If your attire is an integral part of your presentation, then you should mention your dress in your opening introduction. No faded, or torn jeans, and/or slogan t-shirts, please.

5. Do not use containers showing brand names, a separate container may be used or just covering the names is sufficient.

6. Food demonstrators will need to wear food service gloves, show that they have washed their hands, or use hand sanitizer before beginning their presentations, as this is a requirement for district/state presentations.

7. When answering questions at the end of your presentation, the demonstrator would repeat the questions before giving the answer. This helps everyone in the audience/room to hear the question.

8. The source of your information must be given. If you included it during the introduction and body, it needs to be restated at the conclusion of the presentation. If you used the Internet, you need to share the website addresses. To say the Internet, would be similar to saying the library. We would want to know what book or what website(s) were the source.

9. Presenters with special needs are encouraged to inform the evaluator so they can appreciate the effort that was needed for the completion of this task.

10. SMILE! Evaluators are nice people and they understand how you feel. They are there to help you, not criticize you.
FOOD DEMONSTRATIONS:

Have you ever watched professional food demonstrators and noted how relaxed they are? They actually seem to be having fun as they show how to prepare food. Food demonstrations are fun and a creative way to share information and your culinary talents. Here are some hints to help you look and feel confident in your foods presentation.

1. **Recipe**—it’s helpful to the audience to have a poster to follow the recipe along with what you are doing. Remember you need your own copy of the recipe to follow, too. An index card on your tray or work area helps you to remember all the ingredients and correct amounts. You can also write short notes to yourself, so no information gets left out.

2. **Plan**—the major points you want to make during your presentation, and when you will talk about each. For example, while you are shaping ground beef into meatballs, talk about the nutrition of beef, or while you are stir-frying vegetables, share how easy-to-fix recipes are well suited for today’s busy families.

3. **Keep Your Audience Interested**—through your voice and your actions. Some ways to do this are:
   a. Make sure your voice sounds interesting. (If you sound bored, they will be too!)
   b. Ask them questions
   c. Make eye contact with different people while you are talking
   d. Invite them to pick up a free recipe
   e. Indicate there will be samples!

4. **Be Prepared**—to talk about what you are doing for the entire time. Have more information to talk about than you can use, and use those “timely tidbits” to fill silence. There’s nothing worse than a minute or two of silence while you painstakingly slice vegetables or mix batter.
   a. **What to talk about?** Anything that relates to your recipe such as:
      i. **Technique**—describe what you are doing, such as stir-frying or marinating or kneading
      ii. **Equipment**—do people know that is a French knife you are using, or why you place a meat thermometer in meat?
      iii. **Nutrition**—vitamins, minerals, fat content, fiber, cholesterol, calories—pick what’s interesting to you!
      iv. **Ingredients**—as you use an ingredient, mention what it is for. (what’s the function of baking powder? If you are on a low-salt diet, can you reduce the salt or substitute something else? Why is an acid included in a marinade?)

5. **Summarize**—the most important points at the end! You want to leave your audience with just two or three things to remember, and motivate them to try this recipe, too! **So go ahead….Plan, Practice and then enjoy being a foods demonstrator!**
FOOD DEMONSTRATION TIPS & REMINDERS:

1. Long hair must be pulled back, and secured.
2. Presenter needs to measure at least two ingredients (1 dry, 1 liquid) during the presentation. All other ingredients may be pre-measured. Remember to share that these ingredients have been pre-measured and give the amount needed.
3. Use clear glass bowls.
4. If using a mixer or blender, place a towel under the bowl to deaden the sound.
5. Keep talking while you mix. Include nutritional, storage, buying or other information as well as “how to”.
6. Wash your hands and wear food service gloves before beginning your presentation. Gloves are not required. If you choose to not use them, you should explain that you washed your hands. A damp cloth or hand sanitizer gel would be helpful.
7. Wear clothes appropriate for the kitchen. Wear an apron. It is best if you wear short sleeves and no jewelry as you demonstrate.
8. Tape a paper bag to the table-put your garbage in it as you go along.
9. Bring a damp cloth or sponge; use it.
10. Don’t leave the beater of the mixer to drip, unplug and put away.
11. Clean batter from a spoon or beater with taps on your hand, not the edge of the bowl.
12. Scrape bowls and jars completely with a rubber scraper.
13. Hold the mixing bowl towards the audience when scraping.
14. Bring extra eggs. Crack each egg into a separate cup, before adding to the mixture.
15. Label all ingredients-front and back.
16. Loosen or remove all lids before starting.
17. Cover your work area with wax paper or plastic wrap for the easiest cleanup.
18. Arrange trays from tallest containers near you or the outer edge of the tray.
19. Use a cutting board if needed.
20. Grease pans ahead of time; use a pastry brush or spray, not your fingers.
21. Display your finished product after a brief cleanup-keep it out of sight to build suspense.
22. Have copies of the recipe available to the audience.
23. Do not plan on giving out samples to the judge and/or audience. It is discourage by the Health Departments due to food safety guidelines and food allergy issues.
**Suggested Preparation for Food Demonstrations:**

First, you will need two trays. If you do not have trays, use cookie sheets. Place all of your ingredients and equipment on one tray and move them to the other tray when you are done using them. You can work from either left to right or right to left. Here is an example of what your tray set-up might look like:

**Audience**

- Large containers of ingredients
- Smaller containers of ingredients
- Sifter
- Bowls
- Utensils, Silverware

**Front**

- Mixer, food processor, blender, toaster oven
- Hot plate

**This tray should be empty when beginning your presentation**

**Move your supplies/equipment to this tray when finished using them**

**Back**

- Garbage Bag (taped to the edge of the table)

There are other ways to organize your trays. The important point is to establish an organizational plan for your materials and your equipment that you are comfortable with.

Please keep in mind that at the presentation you will have a table work area of about 3-4 feet on the table. Come prepared to work in this amount of space. Practice using this much space at home. Remember to stand straight and tall, plant yourself on both feet, smile and keep good eye contact.
Positively Presentable

You are sitting at a 4-H Club meeting, someone tells you that all 4-H'ers need to sign up to give a presentation at a future club meeting. Your hands get sweaty, your heart races, you get butterflies in your stomach, and you think "I have to do what?" But you sit there quietly and watch some of the other club members give presentations at the meeting; they seem to be completely relaxed – how can it be? It seems like they just stand up and start talking. Some people can do this, but most of us have to plan and practice to look like we are not nervous. Let's start at the beginning and learn how you can put together a positive presentation experience. Think of your presentation as a puzzle you are putting together. You put a puzzle together piece by piece – some pieces you put in place easier than others the same it true with putting a presentation together some parts will be easier than others.

Puzzle Piece #1 what is a presentation?
It is the sharing of information about yourself or another subject with someone else. You have been doing presentations for years, without even realizing it. Think about “Show & Tell.” Think about answering roll call at a meeting, think about showing a friend a collection or how to do something. All of those are types of presentations.

Puzzle Piece #2 Choose a Topic
This is like choosing a jigsaw puzzle. You probably look for a puzzle that looks fun, one that is not too hard or too easy. The same things can be true for choosing a presentation topic.

Puzzle Piece #3 how do I do it?
Which is the best way to get your information to your audience? A demonstration or an illustrated talk? Using these terms may seem like we’re getting ahead of ourselves. Deciding on the type of presentation is like finding the corner puzzle pieces. The corner pieces you build on.

Puzzle Piece #4 Investigate your topic or idea.
Make notes on the things you would like to tell others. How did you become interested in this? How long have you been doing it? You can make your notes on note cards or regular paper. If you need more information, visit the library, search the internet, and talk to others. Be sure to keep track of where you get your information.

Puzzle Piece #5 Organize
This step is like sorting the puzzle pieces by border edges or colors. Now is the time to take all the information on your paper or notes cards and organize it. If you are showing how to do something, you will want to list the steps in making the item. If you are sharing a collection, ideas or information arrange the items in a way so others can easily understand. Another way to organize is to make an outline. Whatever method you use be sure to include three main parts: introduction – the “why” of it; the body – the “show and tell” portion; and summary – the “what” of it.

- **Introduction** - This should be brief, original and a follow-up of the title. Tell why the topic was selected. Make your audience feel that the subject is something they want to learn about. *Do not include your name, age or club – the room host gives this information.*
- **Body** – Ask yourself the following questions when you prepare the show and tell portion of your demonstration / illustrated talk.
  - What are the steps that are necessary to carry out the presentation?
  - What is the logical order of things that I should do in the presentation
What should I say to explain the order of events?
What materials do I need to do the presentation?
Can I use posters or other visual aids to illustrate the presentation and to stress the main points in a clear and effective way?

Summary – This is your last chance to put your message across.
- Confine your summary to points of the presentation you want the audience to remember; such as ways the topic can be valuable to them. Never introduce new materials in the summary.
- Be prepared to answer questions. The audience may have missed some point or a step of the presentation or they may want to test your knowledge. When a question(s) is asked, let the entire audience know what the question was by repeating it and then answering it.
- If questions are asked that you can’t answer, don’t worry. Simply repeat the question and inform the audience that you don’t know the answer.
- When there are no more questions, be sure to thank the audience and invite them to sample and inspect the finished product (if there is one). Have copies of recipes or some sort of handout available.

Puzzle Piece #6 Make Posters
If you are doing a demonstration or illustrated talk you will want to have posters. Posters help to “show” or highlight the main points. They also serve as notes for you.

Puzzle Piece #7 the Presentation
Practice it several times, and then just do it on your appointed day.

Puzzle Piece #8 Review
Your puzzle is complete. Review what went well and what you could have done better.

POSTERS & VISUAL AIDS:

General Tips in Making Posters
- Use Heavy weight poster board that does not bend or buckle easily, or use foam core poster board.
- Avoid using a tri-fold (science fair type) poster board for your demonstration. These boards exhibit all your visual information at once, so rather than focusing your audience’s attention, the visual aid actually distracts your audience from what you are saying.
- If possible, have all posters oriented the same way to avoid having to turn posters during the presentation.
- Use permanent markers to make your posters. They do not fade or run easily.
- Anything attached to the poster should be glued on very well with no loose edges.

Neatness Counts
- Prepare your posters in a clean work area.
- Use a yardstick or ruler to make guidelines in pencil. Make sure to erase guidelines.
- If your handwriting is poor, or for a more professional look, use stencils to trace your letters.
- If using computer-generated letters, cut the border size the same when piecing the letters together to form words.
Size

- Make sure your posters can be read easily.
- Letters should be large enough to be read from 20 to 30 feet away (usually 1 ½ to 2 inches high)

Spacing

- Leave enough space around the edge of the poster and between words and graphics so it does not look too crowded.
- Take special care to leave extra space at the bottom. Easels often have a ledge on them that may cover words written too close to the bottom.

Easy to Read

- Your poster may be beautiful, but can your audience read it?
- Use capital letters for emphasizing an important phrase or word, but do not use them for your entire poster.
- Do not overcrowd. Write key words on the poster rather than the entire script!!
- Save fancy or script letters for catching the reader’s attention, but do not use them for all the lettering. Double check fonts for ease of reading.

“This is eye catching and pretty, but it is also hard to read.”

- Space lettering carefully. Your poster will be difficult to read if the letters are spaced too close or too far apart. Too Close Together Too Far Apart

- If you use stencils, fill in the lines from the stencil to make a complete letter without any breaks.
- Contrast is important. Use dark lettering on a light background and light lettering on a dark background.
- A combination of upper and lower case letters is easier to read than all capital letters. It may be difficult to find large, lower-case stencils. To make the poster appear to have upper and lower case letters, use a combination of larger and smaller stencils. For example, use a 2” stencil to make the “T” in the word “This”, and use a 1 ½” stencil to make the letters, “his”.

This Is Easy To Read. THIS IS MORE DIFFICULT TO READ.

Color

- The smart use of color can really make posters more attractive and help gain your audience’s attention. However, color used incorrectly can make your posters very difficult to read.
- Avoid light, pastel colors (pale yellow, pink)
- Decide on a color scheme and carry it throughout your presentation. For example, a demonstration on raising pumpkins would look nice with orange and black lettering on white poster board. Smart use of color will enhance your overall demonstration.
- Color combinations make a difference. Scientists have studied different color combinations, and found that deep red and green on white, black on white, yellow on black, and white on dark blue or black are very effective. Avoid such combinations as blue on orange, red on green, purple on yellow or vice versa.
Creative Touches
- Have fun with your posters and let your imagination run wild!
- Clever poster titles help you get your audience’s attention. “Fit for the Fair” will attract more attention than, “How to Wash and Groom a Lamb for the County Fair.”
- Titles should be short and catchy.
- Velcro can be used to attach objects or signs to your main poster during the demonstration. You can use fusible webbing to iron fabric letters or borders onto your poster.
- Borders are an easy way to pull together a color scheme. Borders can be made of fabric, colored vinyl tape, etc. It is important to attach borders securely.
- Artwork is an excellent way to add interest to your posters. You may draw or stencil directly onto your poster or attach a picture, drawing, computer-generated artwork, etc. to your poster. Again, make sure it is attached well.
- Punch out letters can be glued onto posters for a quick, professional look.
- Interactive and/or moveable parts can be attached to the poster to add dimension and creativity.

Number of Posters
- Use the number of posters you need to effectively get your point across. Do not use a lot of posters just for the sake of having visual aids. A typical demonstration or illustrated talk will utilize:
  - A title poster—a very eye-appealing poster that includes the title of the demonstration or illustrated talk.
  - Body—two or three posters covering the main points of the demonstration. These posters may include recipes, step by step procedures, nutrition charts, maps, diagrams, etc.
  - Summary Poster—a poster that lists the main points of presentation that is used during the summary.

General Tips in Using Posters
- It is easier to pull posters from behind to the front during the presentation.
- A pointer is a good tool to use during your demonstration to refer to key points during your demonstration.
- Avoid facing your poster when talking. Angle your body so you can glance at your poster, but also be able to look at your audience.

Taking Care of Your Posters
- You will use your posters for a long time. You may present your demonstration or illustrated talk to your club, at 4-H contests, or for community groups. You need to properly care for your posters.
- Store your posters flat, preferably in a poster carrying case than can be made or purchased.
- Do not leave your posters out in the weather, car, etc. Your posters will warp and the colors will fade.

Good Luck Creating Your Presentation Materials, and Remember To Have Fun!!