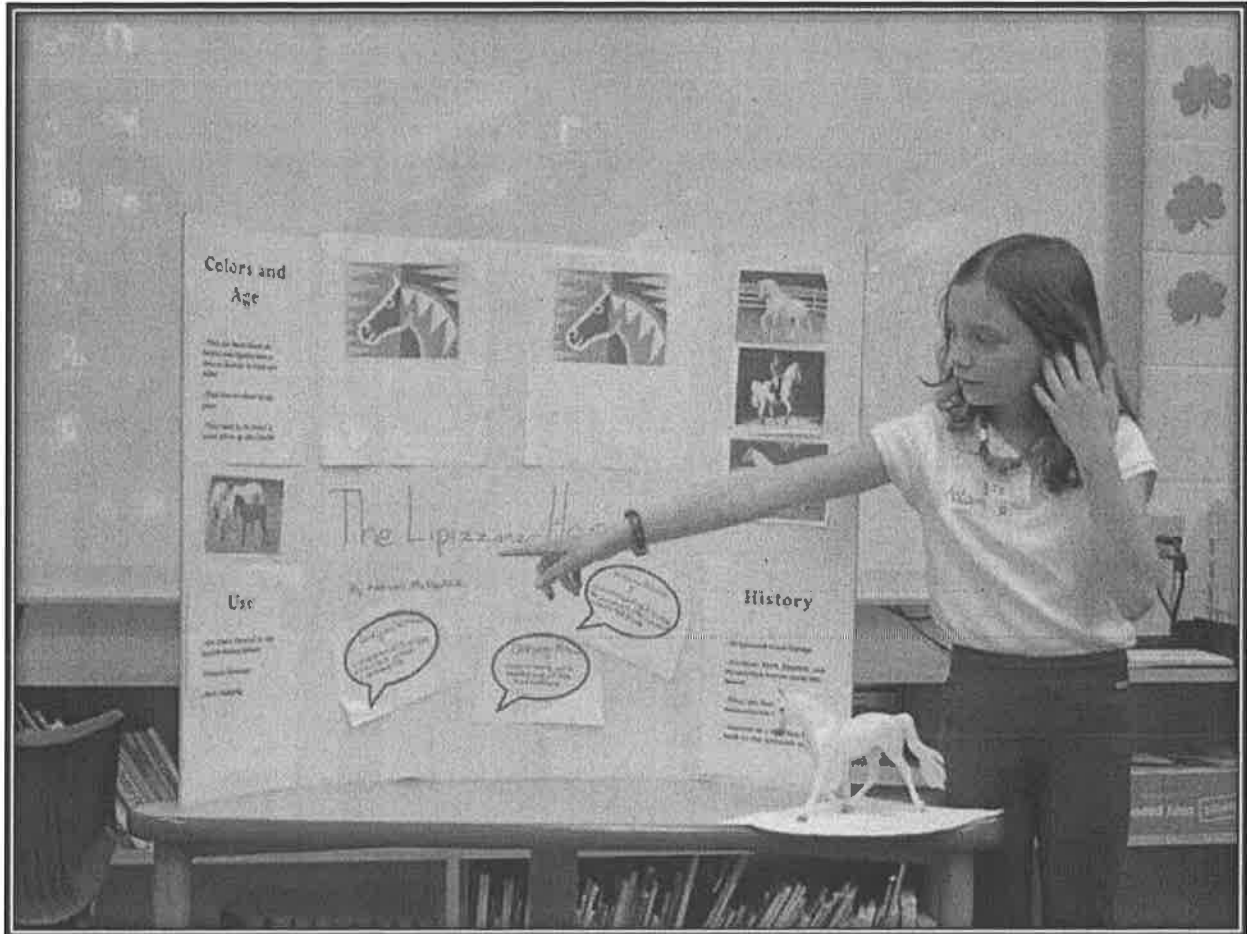


# 4-H Public Presentations

## 2021 Evaluator's Guide-2021



### 4-H Youth Development

### Cornell Cooperative Extension of St. Lawrence County

Developed by: Dena L. Altavilla, 4-H Youth & Family Development Program Director, CCE Putnam County

Source: NYS 4-H Public Presentations Program Event Coordinator

& Members of the NYS Public Presentations Planning Committee & the SEDA Public Presentation Committee

Cornell Cooperative Extension is an employer and educator recognized for valuing AA/EEO, Protected Veterans, and Individuals with Disabilities and provides equal program and employment opportunities.

# **Youth Learn to Speak Up!**

## **4-H Public Presentations**

### **A Guide for Youth, Parents, Evaluators & Educators**



To some people, the thought of preparing a speech and delivering it to an audience is often considered a fate worse than death. However, 4-H Youth Members throughout NYS, as well as the country, have an advantage in public speaking because they are given the opportunity to develop and hone their speaking and communication skills through a 4-H program called Public Presentations.

4-H Public Presentations is a nationally recognized element of the Cooperative Extension 4-H Youth Development Program. This public speaking event is one of 4-H's most beneficial and rewarding experiences. It is the program most often credited by 4-H alumni as having given them an edge above their peers in both college and professional careers.

Through a progressive series of communication activities, youth develop poise; gain self-confidence before a group; learn to express ideas clearly; learn how to respond spontaneously to questions; and gain subject matter knowledge.

This guide will help you to better understand how the 4-H Public Presentation Program works and provide you with all the tools you need to help you plan and prepare for a successful presentation.

In this guide, you will find:

- **An Event Schedule:** The itinerary for the day of the event.
- **4-H Public Presentations Progression Chart:** This chart illustrates the different levels of evaluation that a youth participant may advance to.
- **Public Presentations Types & Age-Group Expectations:** An advanced guide for Parents, Evaluators and Educators, reviewing the guidelines for each presentation type/category, as well as what evaluators are looking for.
- **The Danish System:** Explains the Danish System of Evaluation
- **Time Limits**
- **Format for Public Presentations & Introduction Guidelines:** Reviews the three parts of a presentation; the Introduction, Body and Conclusion/Summary as well as sample introductions.
- **Examples of Snappy or Clever Introductions**
- **Sample (Practice) Evaluation Forms:** (Available Online for download)
  - **\*Demonstration/Illustrated Talk Form** (Be sure to review Newly Re-designed Evaluation FORM)
  - **Recitation/Dramatic Interpretation Form**
  - **Cloverbud Demonstration (Show & Tell) / Cloverbud Pledge or Creed (Recitation) Forms**
- **Types of Public Presentations:** An easy-to-read guide for youth presenters. (Available Online for download)
- **Guidelines for Food Demonstrations** (Available Online for download)
- **Tips for Making Posters** (Available Online for download)
- **The 4-H Pledge/Creed:** For Cloverbuds who plan to recite the 4-H Pledge/Creed (Available Online for download)
- **Public Presentations Registration Form / Parent Volunteer Sign-up Form** (Available Online for download)

## **4-H Public Presentation Advancement Opportunities**

4-H Public Presentations is a progressive program that allows 4-H youth presenters the opportunity to develop and enhance their public speaking skills as they advance to a more challenging level of evaluation through a coordinated series of events, each taking place in a different setting. ***Each time a presenter is evaluated, they then have an opportunity to fine-tune their presentation before taking it to the next level. The higher a participant advances, the more competitive the program becomes.*** It is through the evaluation process that 4-H members experience mastery, gain valuable skills in listening to the recommendations of others, and continue to develop confidence in themselves.

### **LEVEL 1: 4-H Club / Classroom Presentations**

4-H Members begin their public speaking training at the club/classroom level by selecting a topic of interest, preparing a presentation and then delivering it to their peers during a 4-H Club Meeting.



### **LEVEL 2: 4-H County Public Presentations**

All 4-H'ers (5-19 years old) are then invited to give their presentation to a community audience at a county-wide event in front of trained volunteer Evaluators. The Evaluators constructively critique each presentation, using the Danish System (see The Danish System on page 8) as the primary method of evaluation, and provide positive feedback as well as suggestions for improvement.



### **LEVEL 3: 4-H District Public Presentations**

Those youth (ages 9 & up) who demonstrate a readiness for a more challenging presentation, may be given an opportunity to advance to the next level – District (Regional) 4-H Public Presentations. At this level, using the same – but more polished – presentation, presenters speak to a moving audience in a public venue, once again being critiqued by trained Evaluators. (Some counties may also invite 4-H Members to give their Public Presentation at the NYS Fair and/or a county fair. Please be sure to check with your 4-H Educator). ***Please Note: Advancing to District Presentations is a progressive process and therefore is evaluated on a higher standard than at the County Level.***



### **LEVEL 4: NYS 4-H Public Presentations Event (If Offered)**

Each year, three 4-H teens (ages 13 & up) from every county in NY, who have demonstrated exceptional public presentation skills, are selected to advance to the highest level, and give their presentation at the NYS 4-H Public Presentations Event. ***Please Note: Advancing to NYS Presentations is a progressive process and therefore is evaluated on even a higher standard than at the District Level.***

# General Guideline for 4-H Youth Presenters



- **AGE RESTRICTIONS:** County Level: Cloverbud Fun Talks (no advancement; ages 5-8). 4-H Public Presentations (ages 9 & up). All District Presenters must be at least **9 years old** and have completed at least **(1) prior county level presentation**. Youth ages **11+** who qualify may be eligible to advance to the District (Regional) event. Youth ages **13+** who qualify may be eligible to advance to NYS 4-H Public Presentations at Cornell University (when offered).
- **DO NOT CHANGE YOUR PRESENTATION TOPIC/CATEGORY:** Presenters selected to advance to District (and State) must present the SAME presentation they gave at the County/District event. Using tips and suggestions from your Evaluator(s), 4-H Members should work to enhance and strengthen their presentation skills for advancement.
- **LIVE ANIMALS:** Animals must be caged, leashed, or contained properly and safely during the event. Please do not remove animals from crate until the presentation calls for it. The safety and wellbeing of all animals and the audience is of paramount importance. Reminder: All NYS Agriculture and Markets vaccinations and paperwork laws apply and should accompany the animal(s) if required. (i.e.: dogs should be wearing their rabies tags on their collars)
- **COOKING DEMONSTRATIONS:** Youth presenters with cooking demos must indicate the need for electricity should it be required for the use of electric grills, hot plates, woks, etc. Samples may NOT be offered, but may be distributed to the Evaluators ONLY (not audience) if requested.
- **POSTERS:** Posters/Handouts may be hand-drawn or computer generated. Neither method is better than the other. Posters should be clear, neat and organized and easy to see from a distance. (Evaluators sit in the back of the classroom).
- **CREATIVE INTRODUCTIONS:** It is **MANDATORY** to begin your presentation by using a **CATCHY, CREATIVE 'introduction'**, such as a quote, a witty remark, personal experience, question or a surprising fact. You do not need to state your name, club, years in 4-H, or how many presentations you have done in the past. You can do so if you like, but it is NOT mandatory. Those who do not have a "snappy intro" will automatically receive a "Needs Improvement" rating in that category. **\*\* Speeches, Recitations, Dramatic Interpretations and Interviews are exceptions to this rule.**
- **CLOTHING:** All presenters should dress in neat and clean attire: jeans & a nice shirt, khakis & a polo, skirt and a blouse, etc. 'Above Expectations' or 'Outstanding' ratings can be given when the dress enhances and/or compliments the presentation. If your choice of clothing is meant to compliment your presentation, be sure to explain that in your presentation (i.e.: skater clothing for a presentation on Tony Hawk, or typical barn wear for a presentation on swine showmanship, etc.). A suit and tie does not automatically merit an 'Outstanding' rating.
- **TIME LIMITS:** Presentations should **not exceed 15 minutes**; deductions for overage may be given. Time is based on age & experience. Older and/or more experienced presenters are expected to give a longer presentation. The citing of sources & fielding of questions at the conclusion of your presentation will not be included in the 15 minute limitation.
- **CITING SOURCES – MANDATORY:** Presenters are required to cite sources. Presenter may SAY IT, BRING IT or SHOW IT. If written and distributed to evaluators/audience, the APA style of referencing sources should be followed. Verbal citing of sources should be done at the conclusion of presentation and is not included within the time limit. Presenters may also show their sources by displaying them on the table and directing the evaluators and audiences' attention to them. An automatic 'Needs Improvement' will be given if sources are not cited, or if the minimum number of sources are not provided. A 'Met Expectation' rating will be given for following the guideline. **Ages 9-12 yr. old = (2+) sources; Ages 13+ = (3+) sources.**
- **TECHNOLOGY:** Be prepared for technology NOT to work. We cannot guarantee a flawless technological system. Do not assume that Wi-Fi will be available. The use of technology is at your own risk and responsibility. Be prepared to deliver your presentation without the use of technology. The County, District and State Level events will no longer supply equipment; including laptops, projectors and/or screens.
- **REMINDERS:** Remember to deliver your presentation to the Evaluators and Audience based on the assumption they have no knowledge of your topic. **Memorization and reading are discouraged.** Presenters should limit their reliance on note cards, especially as it relates to their age and experience. **DO NOT PLAGIARIZE:** be mindful that not everything found online is true or factual. We are part of an educational research based institution and should do our best to maintain the integrity of our program.

## 4-H Public Presentations Types & Age-group Expectations

~ A Guide for Parents, Club Leaders & Evaluators ~

To use this chart: please find the age of your child or children in your club. Reading across please note the types of presentation categories that a youth may select from as well as the expectations of the Evaluators will have.

<b>Presentation Length / Advancement</b>	<b>Presentation Categories – Based on Age of Presenter</b>	<b>Expectations for age &amp; experience level</b>
<b>Cloverbuds, Ages 5 &amp; 6</b>	<b>Presentation Types / Categories</b>	<b>Expectations</b>
<p><b>Presentation Length:</b> 1 to 5 minutes</p> <p><b>Advancement:</b> Cloverbud presentations provide an opportunity for young children to begin to feel comfortable speaking in front of an audience. Competition is not appropriate for children of this age; therefore Cloverbuds cannot advance to District or State level presentations.</p>	<p><b>* Recitation:</b> A recitation of the 4-H Pledge or Creed.</p> <p><b>* Show &amp; Tell (Demonstration):</b> A simple show &amp; tell to help relieve jitters.</p>	<p>This is a lead-up activity that “readies” the young Cloverbud for participation in the Public Presentation program. A special Cloverbud Comment Sheet is used (no ratings or scores are given) and a dialogue between the Cloverbud and an adult Evaluator 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.</p> <p><b>Introductions:</b> At this age level, the standard Introduction of “Hello my name is...” may be used. (For more information see the Introduction Guidelines on page 9-12)</p>
<b>Cloverbuds, Ages 7 &amp; 8</b>	<b>Presentation Types / Categories</b>	<b>Expectations</b>
<p><b>Presentation Length:</b> 3 to 8 minutes</p> <p><b>Advancement:</b> Cloverbud presentations provide an opportunity for young children to begin to feel comfortable speaking in front of an audience. Competition is not recommended for children this age, therefore Cloverbuds cannot advance to District or State level presentations.</p> <p><b>Please Note:</b> In some counties an 8 yr. old may be considered a 'regular' 4-H'er. Check with your 4-H Educator for guidelines.</p>	<p><b>* Demonstration:</b> The presenter shows how to do, make or prepare something one step at a time. Models or illustrations may be used as needed to explain information, show the steps in the process being demonstrated or show a larger scale replica of something that is too small for the audience to see.</p> <p>Some examples include:</p> <ul style="list-style-type: none"> <li>▪ how to juggle</li> <li>▪ how to make peanut butter &amp; jelly</li> <li>▪ how to do a magic trick</li> <li>▪ how to care for a pet</li> <li>▪ how to set the table</li> <li>▪ supplies you need to go fishing</li> </ul>	<p>Cloverbuds who have already had a positive Show &amp; Tell experience and/or feel confident about trying a Demonstration may do so. Although the three parts of a presentation (Introduction, Body &amp; Conclusion) are learned at this level, the 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. <b>Introductions:</b> At this age level, first time presenters may still use the standard Introduction of “Hello my name is...”. However presenters with one or two years experience should begin to incorporate a clever introduction that will grab the audience’s attention. (For more information see the Introduction Guidelines on page 9-12)</p>

4-H Members, Ages 9-11	Presentation Types / Categories	Expectations
<p><b>Presentation Length:</b> 5 to 12 minutes (Time may vary depending on age &amp; experience. Time limits are strictly enforced at the District Level).</p> <p><b>Advancement:</b> 4-H Members who demonstrate a readiness for a more challenging opportunity may be selected to give their presentation at the next level - District (regional) 4-H Public Presentations. At this event, presenters speak to a moving audience at a public venue, once again being critiqued by trained Evaluators.</p>	<p><b>* Demonstration:</b> 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.). Models or illustrations are used as needed to explain information; show the steps in the process being demonstrated; show a larger scale replica of something that is too small for the audience to see; or reveal a finished product. <i>Team demonstrations are allowed if the presentation requires two people for efficient use of time and effectiveness relative to the presentation.</i></p> <p><b>* Illustrated Talk:</b> The presenter uses visual aids to <i>tell</i> about the topic. The effective use of charts, pictures, posters, slides, overheads, graphs, examples, models, etc. play a major role in communicating the presenter's message. <i>Team illustrated talks are NOT permitted.</i></p>	<p>Emphasis is now shifted to the Demonstration format and some of the finer points of organization. The member is expected to both show <b>how</b> and explain <b>why</b>. The member should know enough background information to answer reasonable questions from the Evaluators and/or the audience. Members who have done a successful Demonstration are encouraged to try an Illustrated Talk.</p> <p>At this level, trained Evaluators constructively critique each presentation, using the Danish System as the primary method of evaluation. Upon conclusion of the presentation, the Evaluators consult with each individual presenter to provide positive feedback as well as suggestions for improvement. <b>NEW: REMEMBER to cite at least 2 different sources to validate your topic research.</b></p> <p><b>Introductions:</b> At this age and experience level, the presenter may still include some basic information about him/herself but the introduction should now begin to show more creativity and an understanding of how to engage the audience's attention. (For more information see the Introduction Guidelines on page 9-11)</p>

4-H Members, Ages 12-14	Presentation Types / Categories	Expectations
<p><b>Presentation Length:</b> 10 to 15 minutes (Time limits are strictly enforced at the District &amp; State Level).</p> <p><b>Advancement:</b> 4-H Members who demonstrate a readiness for a more challenging opportunity may be selected to advance to District (regional) 4-H Public Presentations. At this event, presenters speak to a moving audience at a mall, once again being critiqued by trained Evaluators.</p> <p>4-H Members 13 years and older who demonstrate exceptional presentation skills at the District level may be selected to advance to the highest level of the challenge – NYS 4-H Public Presentations at Cornell University.</p>	<p>* <b>Demonstration:</b> See above</p> <p>* <b>Illustrated Talk:</b> See above</p> <p><b>Creative Communications:</b> 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.</p> <p>* <b>Dramatic Interpretation:</b> The presenter or team delivers a reenactment of a piece of scripted material. Content of the presentation can be taken from plays, movies, sketches, and monologues--dramatic or comedic. This form of presentation, by definition, should include props and costumes. Props need to be <u>simple</u> and <u>minimal</u>, not detracting from the strength of the presenter(s).</p> <p>Original pieces written by the presenter(s) are accepted in this category. <i>Team demonstrations are permitted.</i> (4-H educators should monitor Appropriateness of the presentation).</p> <p>* <b>Recitation:</b> The presenter, with the use of vocal inflection and body language, delivers his/her rendition of a piece of pre-written material. Props may not be used, but appropriate dress to subtly represent the character or mood of the written piece is acceptable. Dress should not overwhelm the presentation. Memorization is expected, but notes are permitted. This area is not intended for presentation of original pieces written by the presenter. <i>Teams are not permitted.</i></p>	<p>At this level, format, showmanship, and presentation technique are emphasized equally. Presentations are expected to be informative, well organized and presented in an interesting manner. <b><i>Members who have already successfully completed a Demonstration or Illustrated Talk are now encouraged to try a Creative Communication (Recitation or Dramatic interpretation) presentation.</i></b></p> <p>Trained Evaluators constructively critique each presentation, using the Danish System as the primary method of evaluation. Upon conclusion of the presentation, the Evaluators consult with each individual presenter to provide positive feedback as well as suggestions for improvement. <b><u>NEW: REMEMBER to cite at least 3 different sources to validate your topic research.</u></b></p> <p><b><u>Introductions for Demonstrations &amp; Illustrated Talks:</u></b> An Introduction at this level of experience should begin to be an intricate piece of the presentation. It should stimulate the audience’s interest and curiosity, and provide a “window” into the presentation without giving all of the pieces of the presentation.</p> <p><b><u>Introductions for Creative Communication Presentations:</u></b> (Recitations and/or Dramatic Interpretations) should include some interesting information about the author of the piece being presented and information about why the presenter might have chosen this piece. “Setting the stage” is an important piece of this Introduction.</p> <p>(For more information see the Introduction Guidelines on page 9-11)</p>

4-H Members, Ages 15-19	Presentation Types	Comments and Expectations
<p><b>Presentation Length:</b> 10 to 15 minutes (Time limits are strictly enforced at the District &amp; State Level)</p> <p><b>Advancement:</b> 4-H Members who demonstrate a readiness for a more challenging opportunity may be selected to give their presentation at District (regional) 4-H Public Presentations. At this event, presenters speak to a moving audience at a public venue, once again being critiqued by trained Evaluators.</p> <p><b>4-H Members, Ages 15-19</b> Continued...</p> <p>4-H Members, who demonstrate exceptional presentation skills at the District level, may be selected to advance to the highest level of competition – NYS 4-H Public Presentations (if offered).</p>	<p>* <b>Demonstration:</b> See above</p> <p>* <b>Illustrated Talk:</b> See above</p> <p><b>Creative Communications:</b> See above</p> <p>* <b>Dramatic Interpretation</b></p> <p>* <b>Recitation</b></p> <p>* <b>Formal Speech:</b> Call the 4-H Office for Speech Guidelines. Must have completed at least 2 prior Demonstrations or Illustrated Talks at District Level.</p> <p>* <b>Teen Interviews:</b> Mock College or Job Interview – Call the 4-H Office for guidelines.</p>	<p>At this age and experience level, teens should be able to deliver a polished and professional Demonstration and/or Illustrated Talk. They are encouraged to try one of the other presentation types if they have not already done so. Presentations should emphasize 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. Trained Evaluators constructively critique each presentation, using the Danish System as the primary method of evaluation. Upon conclusion of the presentation, the Evaluators consult with each Individual presenter to provide positive feedback as well as suggestions for improvement.</p> <p><b><u>NEW: REMEMBER</u> to cite at least 3 different sources to validate your topic research.</b></p> <p><b><u>Introductions:</u></b> An Introduction at this level of experience should begin to be an intricate piece of the presentation. It should stimulate the audience’s interest and curiosity, and provide a “window” into the presentation without giving all of the pieces of the presentation.</p>

**Team Presentations:**

- Team presentations consist of no more than two presenters. Both presenters are scored individually and their scores are averaged together for an overall total.

**Other Public Presentation Categories:**

- Teen (Mock Job or College) Interviews, Speech, Impromptu Speaking and/or Horse Communications Categories may also be available; contact your local 4-H Educator for additional information.



## **IMPORTANT GUIDELINES for 2021:**

- **Cite your research sources:** 4-H Presenters will now be expected to cite the sources they used for any research done on their topic to prepare for their presentation. This can be done by listing the sources on a paper or poster and hanging it up for the Evaluators to see; incorporating your sources into your actual presentation; or bring the actual sources (books, maps, magazines, etc.) with you to share during or after presentation.
- **Tell us what you are wearing:** If the clothing you are wearing is meant to enhance or compliment your presentation, be sure to incorporate that into your presentation. In many cases, it may be obvious, such as if you are doing a cooking demonstration and wear a chef's hat; however there may be occasions where the Evaluators & Audience might not be aware of the fact that your clothing is related to your topic; for example if you are doing a presentation about skate boarding and chose to wear ripped jean shorts. In general, all presenters are expected to dress neatly and cleanly; a costume or special clothing is not required but may help to enhance your presentation.

## **The Danish System:**

Cornell Cooperative Extension's 4-H Youth Development program uses the Danish Judging System as its primary method for evaluating 4-H Public Presentations. Using this method, each youth presentation is evaluated based on the "ideal" standard for the presenters' age, experience, ability and developmental level. Therefore, each presentation is not compared to or in competition with other presentations.

## **Guidelines for Time Limits:**

When it appears as if a presenter may go over his/her allotted time, either the Evaluator or Room Host will hold up a warning card (see sample below), to let the presenter know they are almost out of time.



**Yellow Card @ 12 min ("3-min warning"):** Indicates that the Summary or conclusion should *Begin now*.



**Red Card @ 15 min ("Exceeds Time Limit"):** Indicates that the Summary or Conclusion should be *done*. Time for presenter to ask audience for questions.

**Please Note:** *The question and answer period at the end does not count towards your presentation time.* Furthermore, presenters should be aware that penalties for exceeding time limits are imposed at the District and State Levels.

## **Format for Public Presentations & Introduction Guidelines**

~ Guidelines for Introductions & Summaries /Conclusions ~

All types of 4-H Public Presentations (with the exception of Teen Interviews, Speech, Cloverbud Pledge / Motto Recitation and Show & Tell) share the same three-part format: an introduction, body, and conclusion or summary. ***The content and presentation techniques used in each part vary somewhat depending on the type of presentation.***

### ➤ **CATCHY, CREATIVE Introductions:**

It is **MANDATORY** to begin your presentation by using a ***CATCHY, CREATIVE 'introduction'***, such as a quote, a witty remark, personal experience, question or a surprising fact. You do not need to state your name, club, years in 4-H, or how many presentations you have done in the past. You can do so if you like, but it is

NOT mandatory. Those who do not have a “creative intro” will automatically receive a “Needs Improvement” rating in that category.

**Speeches, Recitations, Dramatic Interpretations and Interviews are exceptions to this rule.**

- **Cloverbud Presenters** may use the standard Introduction of “Hello my name is...”. After they have become more experienced, they may begin incorporating snappy or clever introductions.
  - **Sample Cloverbud Intro:** “My name is \_\_\_\_, I am \_\_\_\_ years old”. “The Title of my presentation is How to Make a Peanut Butter and Jelly Sandwich” or “Today I am going to show you how to make a peanut butter and jelly sandwich”.
  
- For **Demonstrations & Illustrated Talks**, the presenter will begin by introducing his/her topic in a manner that creatively catches the attention of the audience while either stimulating their curiosity or providing information about the subject; the presenter’s first name may be incorporated into the creative introduction.
  - **Sample (Demonstration) Intro:** (A football is thrown from the side of the room and caught by the presenter who is dressed in football uniform). “If you have ever watched a football game, you know how important it is for the players to be able to throw and catch the ball skillfully and today, I, Joe Smith, will show you how.”
  - **Sample (Illustrated Talk) Intro:** “Vehicular accidents are the number one killer of youth ages 16 to 20. My Name is Sam and today I will share these statistics with you”.
  
- For **Creative Communication** categories, the presenter 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. The setting as well as the presenter's reason for choosing this particular piece may also be included at this point if so desired. Once again the presenter’s first name should be incorporated into the creative introduction.

### **More Examples of Snappy & Clever Introductions....**

- **A Short, Snappy Sentence:**
  - “Help! I’ve just lost my *steering*! Not my car, but on how to groom that beautiful steer out in the barn.”
  - (Yell) “Fire in the kitchen! Please don’t leave an empty pizza box in the oven.”
  
- **Quote:**
  - “To *bee* or not to *bee*, that is the question.” According to Shakespeare...(if doing a presentation about Bees)
  - “Snowflakes are one of nature's most fragile things, but just look what they can do when they stick together.” - Vista M. Kelly knew what she was talking about when she reminded us how small things working together can make a difference...
  
- **Question:**
  - “Would you rather be going the right way or the wrong way? I would rather be *steering* in the right direction.”
  - “Did you know that manure could be very useful? Manure makes excellent compost for your garden. Hi my name is \_\_\_\_, and I am going to tell you how to set up a home composting system to recycle the manure from your farm animals.”

- **Surprising Fact:**
  - “Vehicular accidents are the number one killer of youth ages 16 to 20”
  - “Both insects and fish use a form of ‘anti-freeze’ that keeps them alive – even after being frozen.”
  
- **Joke or Funny Story** (Be careful not to offend your audience and make sure it relates to the topic):
  - “Doctors are one of the most educated and trained professions and yet everything they do is called their *practice*.”
  - “Why do we *park* on the *driveway* and *drive* on the *parkway*?”
  
- **Relate a Personal Experience:**
  - “While on vacation last summer I was able to save a life by using CPR.”
  - “Traveling to another country was an amazing experience for me...”
  
- **Show an Unusual Object:**
  - “I found this *snake skin* last year while hiking in the Adirondacks....”
  - “This *fossil* is hundreds of thousands of years old...”
  
- **Describe Dramatic/Historical Significance:**
  - Martin Luther King’s inspirational words, in his ‘I have a dream’ speech, marked an unprecedented turning point in our nation’s history.
  
- **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** or an **illustrated talk**, the most important steps or points are summarized.
  - In a **creative communication presentation**, the conclusion depends on the type of creative piece and how it was introduced. 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 (lowering one’s head) or even through dialogue with the audience.

Please note that this part of the presentation is called a **summary in a demonstration** or an **illustrated talk** because it calls for a summary of the material presented; and called a **conclusion in a speech, recitation or dramatic interpretation** due to the fact that it requires the presenter to bring his talk to a conclusion.

## **Save the Date:**

### **4-H District Public Presentations**

**Please let us know if you would like to serve as an Evaluator at the District Event.**

**LOCATION:** ZOOM

PLEASE NOTE: Youth who are selected to advance to District Presentations will be notified by email.