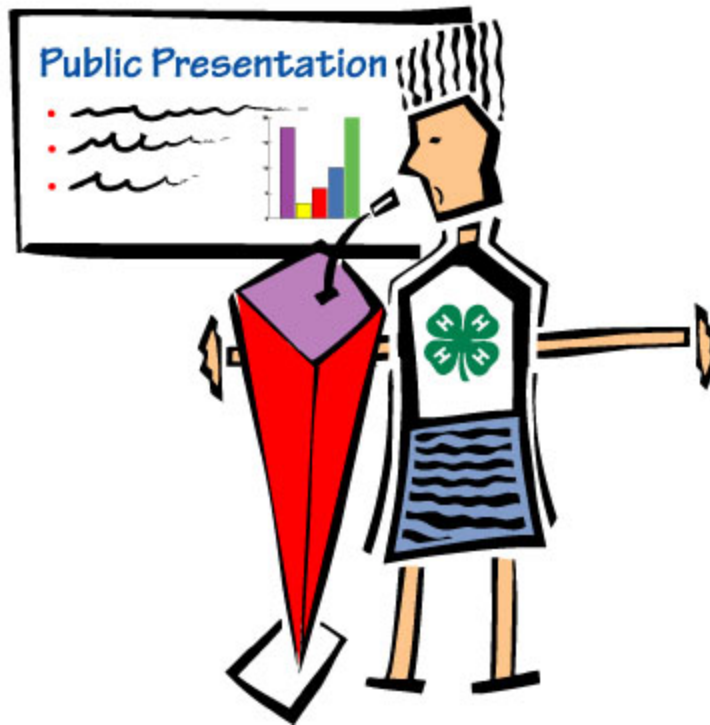


# 4-H Public Presentations 2009 Presenter's Guide



**Saturday, March 7<sup>th</sup>  
Green Chimneys School  
Brewster, NY**

**4-H Youth Development  
Cornell Cooperative Extension of Putnam County**

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

Source: *Dianne Walter, NYS 4-H Public Presentations Program Event Coordinator & Members of the NYS Public Presentations Planning Committee & the SEDA Public Presentation Committee*

# **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 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.
- **Sample (Practice) Evaluation Forms:**
  - **Demonstration/Illustrated Talk 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.
- **Guidelines for Food Demonstrations**
- **Tips for Making Posters**
- **The 4-H Pledge/Creed:** For Cloverbuds who plan to recite the 4-H Pledge/Creed
- **Examples of Snappy or Clever Introductions**
- **Public Presentations Registration Form / Parent Volunteer Sign-up Form**



# **Putnam County 4-H Public Presentation** **Saturday, March 7, 2008**



## ***Event Schedule***

8:15 - 9:45 am

**Evaluator's Training & Breakfast**  
(Admin. Building - Conference Room)

9:00 - 9:45 am

**Youth Presenters Arrive & Register**  
(Admin. Building - Lobby)

9:45 - 10:00am

**Evaluator's Meet Partner Evaluator & Room Host**  
- Proceed to assigned classroom  
(Admin. Building Conference Room)

**10:00 - 12:30 pm**  
(Approx. Time of Completion)

**Public Presentations**  
(Classroom Bldg. & Admin. Bldg. Conf. Room)

- In an effort not to disrupt any ones presentations, All 4-H youth presenters are encouraged to remain in their assigned presentation room to watch (and learn from) their fellow presenters until all of the presentations in that room have been completed.

### **REMINDER:**

**Upon completion of Presentations in each individual classroom, Presenter's should return to the Administration Building Lobby to check-out and receive a copy of their completed Evaluation Form and Certificate.**

### **PLEASE NOTE:**

\* Please do not bring Food or drink into classrooms unless you are doing a Cooking Demo.

\*If more than one child in the same family is presenting - parents may leave one classroom and go to the next classroom (please wait until there is a break so as to not disturb presenters).

# **4-H Public Presentation Progression Chart**

4-H Public Presentations is a progressive program that allows youth participants the opportunity to advance to more challenging levels 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 the 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**

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, which takes place at Cornell University. ***Please Note: Advancing to NYS Presentations is a progressive process and therefore is evaluated on even a higher standard than at the District Level.***

## 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 / Opportunity to Advance</b>	<b>Presentation Types to choose from for age level</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:</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>

<b>4-H Members, Ages 9-11</b>	<b>Presentation Types / Categories</b>	<b>Expectations</b>
<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 Evaluator's consult with each individual presenter to provide positive feedback as well as suggestions for improvement.</p> <p><b>Introductions:</b> At this age and experience level, the presenter may still include 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 9-12)</p>
<b>4-H Members, Ages 12-14</b>	<b>Presentation Types / Categories</b>	<b>Expectations</b>
<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</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 re-enactment 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</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. <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></p> <p>Trained Evaluators constructively critique each presentation, using the Danish System as the primary method of evaluation. Upon conclusion of the presentation, the Evaluator's consult with each individual presenter to</p>

<p><b>4-H Members, Ages 12-14 Continued...</b></p> <p>level, may be selected to advance to the highest level of the challenge – NYS 4-H Public Presentations at Cornell University.</p>	<p>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><b>Dramatic Interpretation (continued):</b> 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>provide positive feedback as well as suggestions for improvement.</p> <p><b>Introductions for Demonstrations &amp; Illustrated Talks:</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>Introductions for Creative Communication Presentations:</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 9-12)</p>
<p><b>4-H Members, Ages 15-19</b></p>	<p><b>Presentation Types</b></p>	<p><b>Comments and Expectations</b></p>
<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>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> The presenter aims to <i>persuade, motivate</i> or <i>inform</i> the audience <u>without the use of visuals</u>. Proper use of note cards is acceptable. In this category, the presenter chooses and researches a topic of choice. Depending on the topic chosen, the presenter chooses a format (persuasive, motivational, or informative) that best suits what is to be conveyed to the audience. For example, if the topic is censorship of literature, the presenter can choose to inform the audience about this topic, persuade the</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 Evaluator’s consult with each</p>

<p><b>4-H Members, Ages 15-19 Continued...</b></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 at Cornell University.</p>	<p>audience of his/her convictions, or motivate the audience to take a more active role in making current changes in this arena.</p> <p><b>Formal Speech Continued:</b> A <b>Speech</b> is written in the presenter’s own words, however, poetry, quotations, humor, or imagery may be incorporated to command attention or emphasize a point. * <i>Team Speeches are NOT permitted.</i></p> <p><i>**Speech Categories may not be available in every county/district. Please check with your County Educator before preparing a ‘Speech’.</i></p>	<p>Individual presenter to provide positive feedback as well as suggestions for improvement.</p> <p><b>Introductions:</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>Introductions for Speech Presentations:</b> An Introduction in this category should blend with and be intricately connected to the speech itself. An introduction for a speech should not sound detached from the piece itself and should flow into the body causing the two to feel connected in plan and purpose. (For more information see the Introduction Guidelines on page 9-12).</p>
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**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:**

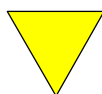
- Teen (Mock Job or College) Interviews, Speech, Impromptu Speaking and/or Horse Communications Categories may also be available; contact your local 4-H Educator for additional information.

**The Danish System:**

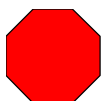
Cornell Cooperative Extension’s 4-H Youth Development program uses the Danish Judging System as its primary method for evaluating 4-H Public Presentations. Using this method, each youth presentation is evaluated based on the “ideal” standard for the presenters’ age, experience, ability and developmental 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.***

- **Introductions for All Presenters:** At the county and state level, presenters in all categories will be required to write a biographical introduction of themselves on an index card, which should include name, age, club, number of previous presentations and the topic and/or title of the presentation. Depending upon the event, either the room host/hostess or the previous presenter {in a room} will use this card to introduce the next presenter.
  - **Cloverbud Presenters** may use the standard Introduction of “Hello my name is...”. After they 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.
    - **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”.
    - **Sample (Illustrated Talk) Intro:** “Vehicular accidents are the number one killer of youth ages 16 to 20”.
  - For **Creative Communication** categories, the presenter should identify the source of the creative piece and it's 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.
- **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 dialog 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.

# **Types of 4-H Public Presentations for District Presentations**

~ An Easy- to-Read Guide for Presenters and Evaluators ~

**4-H Presentations (9 - 19 Year Olds):**                      **Time Limit:** 5 to 15 Minutes (varies due to age & experience)

## **1. Demonstrations: (Show How)**

- The presenter shows, one step at a time, how to do, make or prepare something based on a topic or subject from a 4-H project or from general interests and activities.
- This type of presentation usually includes a completed product and/or posters, which list the ingredients or give background information.
- Some examples may include how to lay out a pattern; how to juggle; how to use the Internet; how to sort & do laundry, etc. Topic should be appropriate for experience level.
- **Important reminder about Food Demonstrations:** Presenters must wear aprons; have hair pulled back, wash hands before beginning (or indicate that they just washed their hands if sink is not in the room). Due to food safety guidelines presenters *cannot* serve samples. However, Evaluators may request a sample.
- TEAM Demonstrations ARE permitted at the county, district and state level if the presentation requires two people for efficient use of time and effectiveness relative to the presentation.

## **2. Illustrated Talk:**

- The presenter tells a story, or informs audience about something.
- An Illustrated talk usually explains a process, trip, activity or event accompanied by visuals such as a poster series, overheads, slides, power point, books, pictures, models or other illustrations.
- The presenter may use visual aids to tell about the topic.
- Some examples may include telling & showing the importance of good nutrition; telling & showing about fishing; telling & showing about quilts, etc.
- TEAM Illustrated Talks are NOT permitted at the county, district or state level.

## **3. Recitation (Creative Communication):**

- The presenter delivers a piece of **pre-written** material (No original pieces).
- Vocal inflection, body language, mood and tone are used as primary communication tools.
- Props **may not** be used but presenter may use appropriate clothing to subtly represent the mood however, “full-on costumes” are not permitted.
- Memorization is expected; but notes are permitted.
- TEAM Recitations are NOT permitted at the county, district or state level.

## **4. Dramatic Interpretation (Creative Communication):**

- The presenter or team delivers a re-enactment of a piece of **scripted** material taken from plays, movies or monologues. (Original pieces are acceptable with prior approval from 4-H Educators).
- 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 permitted at the county, district and state levels. (Maximum 2 per team)

## **4-H Public Presentations**

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

In the past, 4-H Members have been taught to begin their presentation with the standard “Hello, My Name is...and I am...years old and am a member of ... 4-H Club”.

## ***Well times have changed!***

**We live in a fast paced world! To be successful in the 21<sup>st</sup> Century, you’ve got to grab peoples attention...and you usually only have 30 seconds to do it.**

Since all of the factual information is already printed on the top of the Evaluation Form, 4-Her’s are now required to make the most out of their introductions. A flashy introduction and title should catch, arouse or draw the audience’s interest within the first 15 seconds. (Cloverbuds and young first time presenters may still use the standard introduction of “Hello, My Name is...”).

Below are examples of some creative ways to begin your presentation:

➤ **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 new what she was talking about when she reminds 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.

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

Remember...be creative! Use the opportunity of your first impression to get the audience’s attention...inspire them!

## **Definition of Final Ratings on 4-H Public Presentation Evaluation Forms**

- ❑ **FAIR (WHITE):** This rating is determined if the overall level of accomplishment *generally needs improvement*.
  
- ❑ **GOOD (RED):** This rating is determined if the overall level of accomplishment generally **meets expectations** and/or is **above expectations**.
  
- ❑ **EXCELLENT (BLUE):** This rating is determined if the overall level of accomplishment is *generally outstanding*.