

UNIVERSITY OF CALIFORNIA 4-H PRESENTATION MANUAL



Revised January 28, 2021



UC 4-H Presentation Manual

HEAD, HEART, HANDS, & HEALTH

GROWING YOUTH WHO THRIVE!

Public speaking continues to be a cornerstone of the University of California (UC) 4-H Youth Development Program. Over the 120 years of UC 4-H, the presentation program has expanded to include various public speaking formats and opportunities for members to receive feedback from evaluators. UC 4-H alumni will often mention that they learned how to speak more effectively through their participation in the UC 4-H presentation program. This manual was designed to help guide UC 4-H members in developing their public speaking abilities.

The UC 4-H Presentation Manual is the consistent and standard guide for all UC 4-H presentations used by all county, regional, and state UC 4-H presentation events. The evaluation forms must be used at ALL UC 4-H presentation events.

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Section 1: Public Speaking Best Practices

INTRODUCTION

What is a UC 4-H presentation?

A presentation is a method used to communicate an idea or topic by showing, telling, or expressing your opinion. A presentation may be a demonstration, a talk, a speech, or a skit. A UC 4-H Presentation helps you learn to:

- ✓ Research a subject
- ✓ Organize ideas in a logical order
- ✓ Share your spark or your passion
- ✓ Practice public speaking skills

Why are public speaking skills important?

Giving presentations helps develop many life skills including the ability to speak in front of a group, organize ideas, and create and use graphics to support the spoken word. Public speaking skills are ranked number one among the skill sets of professionals (Lucas 2004). Other guiding factors for developing public speaking skills include:

- ✓ Discovering an important component of leadership development
- ✓ Increasing self-esteem, self-confidence, and the ability to accept feedback
- ✓ Expanding skills for planning, preparation and performance

Presenters prepare for presentations by giving talks to project groups and UC 4-H meetings, practicing skills learned in a project, and observing other people giving presentations.

Presentation and Sparks

UC 4-H offers opportunities for you to realize your true and full potential while learning about your spark. A spark is something that you are passionate about; it really fires you up and gives you joy. Use your spark to help you find what excites you and brings you purpose. Every member is encouraged to give a presentation each year. Show what you've learned; give a presentation. As you participate in projects, you collect information and ideas that can be shared with others. This sharing of information is part of the learning process.

Where to Get Started

You can get ideas for presentations from many different sources. The first place to start is with your projects or developing a presentation around your spark. Your project leader, fellow members, and other adults also can be a source of ideas. Sources for presentation ideas are project manuals, books, magazines, websites, and brochures from various organizations.

Presentation Type and Style

Presentations are not just demonstrations. You have many options ranging from traditional demonstrations for beginning members to persuasive speeches for more experienced members. All of the various presentation styles require similar skills and are designed to meet the interests and age-appropriate levels of the member. No style of presentation is better than any other. Choose the style that best fits you for your presentation and then try other styles as you advance in UC 4-H.



PLANNING A UC 4-H PRESENTATION: A FEW EASY STEPS

Step One: Choose the subject matter you wish to present.

Select a subject in which you are interested and would like to present to other people.

Step Two: Determine who the intended audience is.

Adults, teens, primary members, experts, or novices.

Step Three: Determine the purpose of your presentation.

Determine the reason you are giving the presentation; such as, to inform, to teach facts, to motivate to action, to stimulate thought, or to show a process. Select a UC 4-H presentation format that best fits with the purpose of your presentation.

Step Four: Research your topic.

Find out the most accurate and recent information on your topic. Consult your project leader, knowledgeable people, magazines, books, or web sites.

Step Five: Develop an outline of your presentation.

Divide your outline into the introduction, body, and conclusion. Plan on how you will transition from one part of your speech to the next.

Step Six: Develop a title.

Is it an attention getter? Does it summarize your purpose? Is it short and to the point (no more than four to five words)?

Step Seven: Prepare your material for the presentation.

Use poster boards, digital slides, or other materials to illustrate the main points of your presentation. Use your outline to serve as the text of your poster board/digital slide illustrations. Select models and hand-held objects to be used in the presentation.

Step Eight: Practice giving your presentation.

Practice makes perfect. How will you set up your workspace? How will you handle the materials as you show them? Where will you place them when you put them down?

Step Nine: Prepare for questions.

Try to anticipate questions that may come up and find answers to those questions.

Tips for Project Leaders

1. Help the youth choose a topic that interests them. Presentations are supposed to help the youth learn more about a topic by giving them a chance to teach the topic.
2. Presentations require practice, and practice shows during the Presentation Day.
3. Memorization may work for some youth, but learning the presentation is better because the youth appears fresh during each presentation.
4. Prepare the youth for problems including distractions, tough evaluators, falling posters, and forgotten items.

Preparing for the big day:

- ✓ Practice for 20 minutes a day out loud. This will help you work on volume, pacing, and intonation.
- ✓ Examine the clothes you will be wearing and look for tears, frays, loose buttons, and spots.
- ✓ Do a rehearsal of the speech in front of friends, your UC 4-H group, your family or another safe group. Let them guide you in areas that need a little more work. Practice makes perfect!
- ✓ Do a full dress rehearsal of the speech or presentation (even if it's just in front of the mirror).
- ✓ Think positive, goal seeking thoughts!



CONTENT

THE PURPOSE AND THE INFORMATION AND IDEAS PRESENTED

The content is the core information and ideas of your presentation. Content will vary depending on the topic selected, the presentation format, and the presenter's age and ability.

Purpose

The purpose of your presentation will depend on the presentation format. For example, you show how to do something in a demonstration while educating the audience on a single topic in an informative prepared speech. You will have accomplished your purpose effectively if by the end of your presentation, you have transmitted information, told a story, motivated people to act, or entertained people - depending on the presentation format.

✓ Presenter's breadth and depth in content (ability)

You should select a topic you feel confident presenting. Greater breadth and depth in ability and knowledge of the topic is expected for a senior member (14-19 years old) than for a junior member (9-10 years old).

✓ Presenter's knowledge of content

You need to have a good level of knowledge about your content to convey it effectively. Your knowledge will come across during your presentation and when the evaluators ask you questions.

✓ References

You should remember to cite the source of the information gathered from research either verbally, throughout your presentation, or in writing at the conclusion of your presentation on a poster or slide. Senior members may want to use a standard citation system like APA or MLA.

✓ Appropriate content

The UC 4-H program promotes diversity of opinions and free speech, while UC 4-H also aspires to create a welcoming environment committed to the highest standards of civility, respect, and decency.

We request youth refrain from including overtly religious topics and political campaign messages in their 4-H presentations.

Responding to questions

The purpose of questions is to evaluate how you think using presentation information. You should make sure that questions are heard by the entire audience, and it is acceptable to repeat the question, paraphrase the question, or include the question in the answer.

You have given an acceptable response when you state that you don't know the answer to the question and provide a resource for finding the answer.

Depending on the presentation type, you may think about using this five-step approach in responding to questions. This is an aide to help new members. Using these steps may vary depending on your situation.

1. Listen to the entire question before you begin to answer any questions.
2. You should make sure that questions are heard by the entire audience, and it is acceptable to repeat the question, paraphrase the question, or include the question in the answer.
3. Credit the person for asking the question. You may say something like, "That was a great question" or, "Glad you asked that question" or even, "I get asked that question by many people."
4. Respond to the question honestly and the best you can. If you do NOT know an answer to a question, tell them you do not know the answer.
5. If it's applicable and appropriate, bridge to the next question by asking them a question. "Does that answer your question?" or "Is that the kind of information you were looking for?" This is critical. Once they respond "YES", you now may go to the next question. This also gives them one more opportunity to say "No" and allows them to clarify their question by asking it again.

Is that the information you were looking for?



STRUCTURE

THE FRAMEWORK THAT ORGANIZES THE CONTENT

Main Parts

Divide your outline into the introduction, body, and conclusion. Plan on how you will transition from one part of your speech to the next.

- **Introduction:** Use an **opening device** to create interest in your topic. Present the main idea which can be the purpose of your presentation, a topic sentence, or thesis. Preview the main points you intend to cover in the body of your presentation.

An opening device can be:

- ✓ A thoughtful question
 - ✓ A clever story
 - ✓ A bold statement
 - ✓ An interesting statistic
 - ✓ A short video clip
- **Body:** Tell them and show them. Tell them the three main points of your talk or demonstrate your process for making an item.
 - **Conclusion:** Include a summary of the body's main points and use a closing device to make your presentation memorable.
 - **Transitions:** Smooth transitions are important to the organization of your speech. Transition words or phrases help you transition from one point to the next and make it easier for the audience to follow along.

Try these transition words/phrases:

- ✓ First, Second, Third
- ✓ Next
- ✓ In addition
- ✓ For example
- ✓ Although
- ✓ As a result
- ✓ In other words
- ✓ Another key point
- ✓ To summarize
- ✓ In conclusion

Number of Main Points

When organizing your presentation, consider how many main points you will have. Too few or too many main points can impact how the audience understands and remembers your presentation. To determine the number of main points you may need, make a list of your ideas, then group them into categories as needed to condense the number and identify main points. Two, three, or four main points is a good rule of thumb.

Organize Main Points

The main points of a presentation may be organized in several ways. Determining which order is best for your presentation depends on your topic, the purpose of your presentation, and your audience. Five common ways to organize the body of a presentation are:

- ✓ **Chronological Order:** The main points are based on time or date. This is best for topics of a historical nature, or which explain a process or how to do something.
- ✓ **Spatial Order:** The main points follow a directional pattern or are organized based on physical space. This is best for topics which involve geography or describe a physical place or thing, such as cities, countries, and buildings.
- ✓ **Causal Order:** Main points show a cause-effect relationship. Best for persuasive topics. Tip: The "effect" can be discussed first and then the "cause" for events which have already happened.
- ✓ **Problem-Solution Order:** The first main point deals with the existence of a problem and the second main point presents a solution to the problem. Best for persuasive topics.
- ✓ **Topical Order:** Main points divide the topic into logical and consistent subtopics. Best for most topics and presentation types. Causal: main points show a cause-effect relationship.

Hold the Audience's Attention

Capturing and holding the audience's attention may be challenging. People may not naturally listen because the presenter is presenting. Presenters need to create a connection with the people in the audience.

- ✓ Start with the unexpected and ignite interest early in your speech
- ✓ Relate parts of your speech to the audience's interests, experiences, and lives
- ✓ Use theatrical property (aka "props")
- ✓ Keep your speech moving
- ✓ Use humor and make people laugh
- ✓ Keep it interactive



MECHANICS OF PRESENTING

HOW THE PRESENTER CONVEYS THE CONTENT

As a presenter, you should explore different ways to effectively communicate by using different presentation formats and styles. While each person is most effective when they become comfortable with their own unique style, the following materials on presentation mechanics are intended to provide a base of accepted presentation practices with which to start.

Verbal: Speaking Voice

Creating a dynamic speaking voice involves more than mastering the physical skill; it involves visualizing the ideas you are trying to convey. Change the volume, speed, and tone of your voice. Present to individuals in the audience and check for understanding by the audience's facial and physical reactions. These reactions reflect their understanding of your presentation. Don't forget to add in your own style.

Projection and Volume: Project your voice to the audience in the back of the room. Volume should match your audience and room size. Remember, your voice is louder to you than to the rest of the audience. If you speak too quietly, your audience will not understand you.

Tone and Vocal Variation: Can be used to heighten the quality of your speech – use it to reflect on your message. Try and remember to avoid using the same tone throughout your presentation.

Speech Rate: Rate is how slow or fast you speak. You can use different speeds of speaking to make your presentation more interesting. However, speaking too slow can be boring for your audience, while speaking too fast can make it difficult for your audience to understand you.

Pauses

Well-planned pauses are important when conveying an idea. Avoid vocalized pauses including "um," "er," "like," "well," "right," "you know," "so", and other vocalized fillers that detract from your presentation.



Non-Verbal Communication

The use of non-verbal communication can increase clarity and add interest to your presentation. Non-verbal mechanics are another way your style can be exhibited.

Body Positioning: When positioning yourself in the front of the room, stand slightly to your right side or left side of the presentation area. Any posters, digital slides, or other props or visuals should not be blocked and should be visible to the audience.

Standing and Posture: Your weight should be distributed evenly with feet shoulder width apart and knees unlocked. If you become tired during the presentation, shift from front to back (put one foot behind) because this type of body movement does not introduce a swaying look to the presenter.

Gestures and Movement: Use hand movements similar to those you use during a conversation. The larger the room, the more animated your gestures should be. Gesturing should focus toward the audience. Keep your hands to your side and in sight. Hands out and palms up. Other hand positions limit gesturing. They should appear spontaneous and natural and enhance your speech. Gestures and movements to avoid:

- ❌ Turning your back to the audience
- ❌ Hiding your facial expression
- ❌ Crossing your body with your hands
- ❌ Putting your hands in your pocket
- ❌ Putting your hands behind your back
- ❌ Leaning on tables or props
- ❌ Fidgeting or rocking

Eye Contact

Eye contact is very important. For small audiences, try and engage each member by making eye contact with them. For large audiences, move your eyes around the room (right, to left, and back to center). The avoidance of visual contact with the audience leads to the perception of unpreparedness and awkwardness.



TIPS FOR POSTERS AND DIGITAL VISUAL AIDS

Words on posters, charts, and digital visual aids should be easy to read. People find it easier to read words running from left to right across the page rather than from top to bottom on a page. Be consistent in style.

Lettering

- ✓ Use **bold letters** for headings where you want to make a point.
- ✓ The use of plain lowercase letters makes charts easier to read. They should also be used for sub-items in a list and additional information. The eye moves quicker through them with a minimum delay in reading.
- ✓ Use a font and large size letters that are easy to read from the back of the room.
- ✓ Use capital letters, italics, and/or color to provide emphasis. Use strong and forceful headlines.

Posters

When your visual aids are the same size, they are easier to handle, and you appear more organized and professional.

- ✓ Make sure you have adequate color contrast.
- ✓ Avoid using pastel colors.
- ✓ UPPERCASE (capitals letters) should be limited to titles, headings, or where you want to make a point.
- ✓ Lettering should be bold enough to be easily read from a distance.
- ✓ Lettering should be 1 ½ inches in height and/or 125 point text or larger.
- ✓ Leave at least an inch between lines of text and an inch between each word.
- ✓ Use bullet points to guide eye movement toward key points.

UC 4-H Style Guide

Members may want to check-out the resources available in the UC 4-H Style Guide at <https://ucanr.edu/sites/communicationstoolkit/>

Digital Slides

The use of digital slides is encouraged. Website and software are available to use. Some include and are not limited to Microsoft PowerPoint, Prezi, Google Slides, Apple Keynote, and Apache Impress.

- ✓ Lettering should be at least 24 size font.
- ✓ Keep text to a minimum.
- ✓ Text should be used as an outline.
- ✓ Use photographs and graphics that support the message of each slide.
- ✓ Use bullet points.
- ✓ Avoid using pictures as backgrounds for slides

Color Combinations

Colors can create the desired mood or atmosphere for your message. Visual aids may do a good job when made in black and white; color, when used well, will help them do a better job. Limit colors to two or three in visual aids, so color does not become too distracting to the viewer or audience.

Notice which combinations are easier and harder to read.



Ingredients:

- Flour
- Baking powder
- Salt
- Eggs
- Sugar
- Milk
- Butter



Visual Aid Checklist:

- ❑ Visibility - Is it easy to see and read from where participants sit?
- ❑ Simple - Is the message easy to understand?
- ❑ Interest - Does it attract and hold attention or is it cluttered with too many words or pictures?
- ❑ Useful - Are the lettering, words, and pictures suitable for the subject and audience?
- ❑ Structure - Are the ideas grouped in sequential order?
- ❑ Information - Is it factual and is the data current?
- ❑ Spelling - Is all the information spelled correctly?

Helpful Hints

1. Plan visual aids for the room in which you speak. If the room will be classroom size, think about what can easily be seen from the back of the room.
2. Distance makes visuals harder to read; neatness becomes even more important.
3. Select materials for posters that are easy to use. If poster board is thin, wind can make the board difficult to control. Try foam board or matte board for better results.
4. Setup your posters and materials so they are within reach and easy for you to handle. You may move the easel and table to where they are the most comfortable doing your presentation.
5. Keep work areas neat with as few items as possible. Remove items from the table when complete. Do not place any items in a manner that will block your audience's view.
6. Be adaptable; room sizes vary and may limit your ability to do some activities.



ADAPTING TO VIRTUAL PRESENTATIONS

Presenting Virtually Online

With the emergence of digital connectivity technology, presentations may now be given on the computer. Learning to present virtually is becoming an important skill in the workplace. Youth will need to adapt their presentations to take advantage of the technology, including designing slides, keeping the audience's attention, and handling technology problems.

- **Pick up the pace.**

Attention spans are shorter during virtual presentations. Your virtual presentation should be shorter. Also, spread content over more slides so there are more frequent screen changes.

- **Guide the attention of the audience.**

Make sure the titles on your slides are more descriptive and capture the main point. Also use your voice to guide attention, creating a dynamic speaking voice.

- **Reduce the use of flair.**

Minimize the use of animation and complex transitions on your slides. Plan **not** to show videos.

- **Consider slide contrast and screen size.**

Screen sizes range from large (TV) to small (cell phone), so use larger fonts, plenty of white space, and don't put things near the edges of your slides.

Eye Contact

Eye contact is very important and is difficult to do when presenting virtually. You want to look directly into your camera/webcam so your audience feels you looking at them. Focus on leaning into the camera occasionally to enhance eye contact.

Responding to Questions

You should make sure that questions are heard by the entire audience, and it is acceptable to repeat the question, paraphrase the question, or include the question in the answer. If the question was typed into a chat pod, you may safely assume that the audience will read the question.

Technology

The technology used for virtual presentations may change over time, so contact the event coordinator to learn more about the capabilities of the technology being used.

Required equipment:

- Computer or tablet with webcam, microphone, speakers, and wifi connection
- Or smart phone with camera
- Installed software for the specific connection technology

Connectivity Problems

One of the biggest fears to presenting virtually is about technology failing, whether the Internet bandwidth is too slow or a computer crashes. If equipment used in the presentation malfunctions, then you may request an opportunity to restart the presentation once you have had a chance to repair the equipment. Adults may assist with equipment malfunctions. Evaluators should give the presenter the opportunity to relax and regroup their thoughts prior to restarting the presentation.

Setup

You are responsible for supplying and setting up all equipment for the presentation, including digital technology. Others may help you setup the necessary technology when doing a virtual presentation.

Key tips:

- ✓ Test your software and connection
- ✓ Practice using the software beforehand
- ✓ Watch other people present virtually to get ideas for what works and what does not

When you join the virtual room:

- ✓ Activate your camera and microphone
- ✓ Remain on camera (unless you experience poor Internet bandwidth)
- ✓ Remain muted



Section 2: UC 4-H Presentation Formats and Evaluation

GUIDELINES FOR ALL PRESENTATION FORMATS

Presentation Events

You may present at a presentation event (day) to receive feedback and an award.



1. Each county organizes a county 4-H presentation event.
2. If you receive a blue or gold award at county 4-H presentation day, you may participate in a regional 4-H presentation event.
3. If you receive a blue or gold award at regional 4-H presentation event, you may present at the state 4-H presentation event.

Find your regional 4-H presentation day at <https://ucanr.edu/sfd>

Evaluators

At county, regional, and state UC 4-H presentation events, one, two, or three evaluators will use an evaluation form and assess your presentation on a standard set of criteria. The evaluators' job is to provide feedback to help you improve your public speaking abilities.

Presentation Topics

You are encouraged to relate the presentation to your current UC 4-H project work, activities, or your spark. Religious topics and political campaign messages are not appropriate topics.

Pre-Announced Topics

Topics for the impromptu category are announced annually in early winter at <https://ucanr.edu/sfd/>

Multiple Presentations

There are no stated limits on the number of presentations you may enter at a county or regional 4-H presentation event; however, due to capacity and resource constraints and scheduling logistics, event coordinators may limit the number you may present. At the state 4-H presentation event, you may only enter one presentation and also participate in a Share the 4-H Fun skit. You need to carefully consider how many presentations you may realistically do at the same event; we recommend one presentation per member and a team member on a share the fun or cultural arts presentation.

Setup

You are responsible for supplying and setting up all equipment for the presentation. Room Hosts may assist you during set up and take down. If you cannot set up the equipment necessary for the presentation without adult assistance, evaluators may infer that you did not prepare the visual portion of the presentation. You may not receive assistance during the presentation. Presenters will be given a five minute time period to setup and cleanup their presentation.

The event coordinator, room host, or other helper may setup equipment used for multiple presenters; for example, tables, easels, digital projectors, laptops, and projection screens. Other people may help you setup the necessary technology when doing a virtual presentation.

If equipment used in the presentation malfunctions, then you may request an opportunity to restart the presentation once you have had a chance to repair the equipment. Adults or room hosts may assist with equipment malfunctions. Evaluators should give the presenter the opportunity to relax and regroup their thoughts prior to restarting the presentation.



Appearance

Decide on the kind of message you want to send to the audience through your dress, hairstyle, and accessories.

- ✓ All clothing shall be neat, clean, acceptable in repair and appearance.
- ✓ Articles of clothing that display profanity, products or slogans that promote tobacco, alcohol, drugs, and sex are not allowed.

The UC 4-H Dress Guidelines may be found at <http://4h.ucanr.edu/files/210170.pdf>

Costumes are clothing used to change the identity of the wearer and portray them as someone else. Costumes may be worn for any presentation format.

The 4-H uniform cannot be required, although it may be worn. Wearing or not wearing the 4-H uniform will play no part in evaluation.

Asking of Questions

- Only evaluators may ask questions
- The amount of time for questions may be limited by the evaluators as needed (recommended time for questions is a maximum of five minutes).

Responding to Questions

You are expected to handle questions related to the presentation. The purpose of questions is to evaluate how you think using presentation information. You should make sure that questions are heard by the entire audience, and it is acceptable to repeat the question, paraphrase the question, or include the question in the answer. Repeating allows the audience to hear the question and gives you the chance to make sure you understand the question. You have given an acceptable response when you state that you don't know the answer to the question and provide a resource for finding the answer.

This gentleman just asked if...

What kinds of flowers attract honey bees?
Great question!

Food Safety

You are expected to follow proper food handling practices when including food products in a presentation. For a list of links to food safety guidelines and articles please visit: <http://ucanr.edu/cloversafe/>

Age Groupings

The age group is determined by your age on December 31st of the current program year. Members of teams and group presentations will be evaluated using the age of the oldest team member.

- Primary: 5-8 years old (may not be evaluated or awarded; includes teams with primary members)
- Junior: 9-10 years old
- Intermediate: 11-13 years old
- Senior: 14-19 years old

You remain in the same age group during the program year when progressing through county, regional, & state.

Primary Members: The UC 4-H presentation program is designed for UC 4-H members aged 9 to 18 to practice and improve their public speaking skills. The UC 4-H presentation program was not designed for youth aged 5 to 8. Primary members are not permitted to present at the state 4-H presentation event. County and regional 4-H presentation event coordinators may voluntarily include primary members and recognize, but not evaluate or award, their presentations.

- Allow to present any presentation format.
- Limit to specific presentation formats.
- Host primary member "presentation showcase."

Mixed-aged teams with primary members may only be recognized and not evaluated nor awarded. Teams may opt to enter their presentation a second time, without the primary member's participation, to be evaluated and potentially eligible to continue to regional and state 4-H presentation events without the primary member.

Being a Good Team Member

It is important for presenters to be good team members. When presenting as a team, members should:

- Be open-minded and listen to team members.
- Divide work and speaking parts equally.
- Practice the presentation together.
- Predetermine which questions or which subjects of questions will be answered by which team member.
- Determine how you will notify team members in your group when you would like to add onto their answer.

If you become eligible as a team, you must continue to present as a team. For example, if a team of three qualified at an regional presentation day, all three must be able to present at the state 4-H presentation event. Missing just one team member will make the team ineligible to present at the state 4-H presentation event.

Photography, Filming, Video

No flash photography or disruptive video/filming is permitted in order to minimize distractions to presenters. Parents/guardians may quietly photograph or record their own children. To ensure child safety, no one is permitted to photograph or film a presenter except their parent/guardian or UC 4-H staff. **The basic procedure is: no recording other people's children!**

Evaluation and Awards

UC 4-H presentation events use a criterion-based system (aka Danish) where your speaking skills are assessed using a common evaluation form. Presentations are evaluated based on merit, meaning how well you performed the basic skills of public speaking. Each presentation is evaluated separately from one another and receives an award based on meeting the criteria. All presentations receive an award. The criterion-based system uses color placings starting with gold or blue and then continuing with red and white. At the state 4-H presentation event members may earn a platinum seal.

When tabulating awards, numbers will be rounded to the nearest integer (1-4 round down/ 5-9 round up). Half points may **not** be given; evaluators must select one option (whole number) for each category of the evaluation form.

All presentation formats use the criterion-based system of evaluating. The only exception is the Prepared Persuasive Speech category at the state 4-H presentation event. Senior 4-H members presenting a Prepared Persuasive Speech at the state 4-H presentation event are compared against each other and the top three rankings are selected (1st-State Winner; 2nd-Silver Medalist; 3rd-Bronze Medalist); other entries are scored using the criterion-based system.

Disqualification

Your presentation may not be disqualified from a presentation event unless you did not meet eligibility requirements (disqualification must be approved by the event coordinator). Your presentation may be reclassified if needed. Any serious flaws should be reflected on the evaluation form in the appropriate skill area.

Accessibility of Presentation Days



All UC Programs, including 4-H are federally mandated under the Americans with Disabilities Act (1991) to ensure that all programs are accessible to persons with disabilities. Therefore, all aspects of every 4-H presentation event must be designed to meet the needs of and to be accessible to all UC 4-H members and UC 4-H adult volunteers.

The event registration form requests that individuals list any additional assistance needed in order to participate in the event. The form is to be submitted to the event coordinator and appropriate UC 4-H staff contact for the event.

UC 4-H staff and event coordinators will review all assistance requests and communicate with UC 4-H families of all reasonable assistance ANR is able to provide. Information regarding assistance provided will be communicated to any presentation day Evaluators in advance to explain how the presentation format has been adapted to assist the youth to participate in the presentation program.

Individuals who need to request an ADA accommodation in order to participate in 4-H presentation event can complete UC 4-H ADA Accommodation Request Form at <http://ucanr.edu/sites/UC4-H/files/153972.pdf>. This will be submitted to the Event Coordinator and a copy will be submitted to the UC 4-H staff contact for the event.

The UC 4-H staff should fill out the [ADA Accommodation Request for Materials/Equipment Form](#) and submit to the [Office of Affirmative Action](#) when requesting materials, equipment and services or financial support from ANR. All requests should be retained for review purposes.

For additional information please refer to Chapter 3 of the UC 4-H Policy manual at <http://4h.ucanr.edu/Resources/Policies/Chapter3/>

MATRIX OF UC 4-H PRESENTATION FORMATS

| Presentation Type | Posters and Slides | Visual Aids | Length | Number of Presenters | Questions Asked? | Note Cards | References |
|--|--------------------|------------------------------|---|-------------------------|------------------|-----------------|------------------------|
| Demonstration / Illustrated Talk | Minimum 3 | Yes | 3-15 minutes | 1 to 3 | Yes | No | Yes |
| Science or Engineering Presentation | Minimum 5 | Yes (not required) | 3-15 minutes | 1 to 3 | Yes | No | Yes |
| Educational Display Talk | 1 | Yes (not required) | 3-15 minutes total & 3-5 minutes talking | 1 to 2 | Yes | No | Yes |
| Informative Prepared Speech | None allowed | None | 2-5 minimum; maximum 10 minutes | 1 | Yes | One 5"x7" card | Yes |
| Persuasive Prepared Speech | Allowed; optional | Yes (not required) | 3-8 minimum maximum 15 minutes | 1 | Yes | One 5"x7" card | Yes |
| Impromptu Speech <i>(age restricted to intermediates and seniors at state 4-H presentation event)</i> | None allowed | None | 2-5 minutes | 1 | No | One 5"x7" card | Yes |
| Interpretive Reading | None allowed | None (only reading material) | Maximum 10 minutes Reading portion similar to length of introduction and discussion combined | 1 | Yes | Source material | Yes (Reading Material) |
| Share the 4-H Fun Skit | None required | Yes (not required) | Maximum 15 minutes | No maximum 2 minimum | No | No | No |
| Cultural Arts | None required | Yes (not required) | Maximum 15 minutes | No maximum | No | No | No |

DEMONSTRATION/ILLUSTRATED TALK

A demonstration:

- ✓ is doing and showing how. As you show how, you tell how.
- ✓ is where you make something or do something. There is a final product.

An illustrated talk:

- ✓ is talking and telling how with the aid of visuals.
- ✓ is where you use charts, posters, photos, computer programs, slides, pictures, models, or cut outs

Each presentation should clearly identify sections including an introduction, main body, and conclusion. Presenters are strongly encouraged to relate the presentation to their current 4-H project work or 4-H activities or spark.

Posters and Slides: A minimum of three posters or slides should be used. Additional posters or slides are acceptable and encouraged to effectively support your presentation. Double sided boards count as two posters. The posters should address the following points:

1. Introduction / Title
2. Materials & Process (for demonstrations)
Information (for illustrated talks)
3. Summary

Visual Aids: Visual aids are encouraged. Handing out flyers and samples should not cause a distraction to other presentations. Product labels should be limited to generic names and product names should be covered. The work area and table space used for the presentation should be used to the presenter's best advantage.

Length: The presentation can range in length from three minutes for an individual primary presentation to 15 minutes for a senior individual or team presentation. The complexity of the topic and the age of participants should dictate the appropriate length. Exceeding 15 minutes in length does not result in disqualification but will be considered when evaluating the presentation.

Number of Presenters: An individual presentation is delivered by one presenter. A team presentation is delivered by up to three presenters. Team members should divide work and speaking parts equally. An uneven distribution of work or speaking parts will impact the evaluation. They are evaluated as a team.

Questions: Only evaluators may ask questions. Time for questions may be limited.

Note Cards: Presenters may not use notes. Posters and/or visual aids should provide any necessary prompting.

Attire: Wear attire that is neat, clean, acceptable in repair and appearance. Attire does not display profanity, products or slogans that promote tobacco, alcohol, drugs, or sex. Costumes may be worn.

Other: Presenters are strongly encouraged to relate the presentation to their current 4-H project work or 4-H activities or spark. If the presenter is questioned concerning the relation of the presentation to a 4-H activity and the presentation is not based on a 4-H activity, the presenter should connect the presentation to a club, project based 4-H presentation program, or 4-H experience.

Demonstration or Illustrated Talk

A demonstration is showing how to do something while telling how to do it, and an illustrated talk is telling about something or how to do something while showing visuals. In a demonstration, the presenter makes or does something and there is a finished product. In an illustrated talk, the presenter uses pre-made charts, posters, photographs, computer programs, slides, pictures, models, and/or cutouts to support the information given.



SCIENCE OR ENGINEERING PRESENTATION

Science Presentation

A **science** presentation focuses on presenting the methods and results of a science investigation. A science presentation emphasizes the core process of inquiry to describe, explain, and predict through observation, experimentation, modeling, and other scientific techniques. Science methods may rely on quantitative data (numbers), qualitative data (descriptions), or both. Science presentations do not need to be experimental, but they need to show how the member investigated some topic or phenomenon.

Engineering Presentation

An **engineering** presentation focuses on presenting a design process where suitable solutions to problems are described. An engineering presentation uses the process of design to plan, build, and test a process, system, or device. Engineers must weigh design choices based on merits, constraints, and aesthetics to meet design specifications (considering both form and function) and be able to justify those choices. Engineering presentations need to show how the member designed, built, and tested something.

Poster and Slides: A minimum of five slides or posters should be included in your presentation. A science or engineering presentation should address the following points although the order and representation of this information can vary to best reflect the topic at hand.

1. **Introduction / Title**
2. **Background:** describe connections to previous efforts; outline the purpose of your work and/or the problem statement and constraints
3. **Methods:** describes the steps you took and/or your plans to build, test, and redesign
4. **Results:** provides raw data, testing and trial data, or device
5. **Discussion:** explore the implications of your results

Visual Aids: The presenter may use posters or visual aids to enhance the presentation (not required). The work area and table space used for the presentation

should be used to the presenter's best advantage. Product labels should be limited to generic names. Elevation boards can be used by the presenter to enhance the visibility of the work area.

Length: The presentation can range in length from three minutes for an individual primary presentation to 15 minutes for a senior team presentation. The complexity of the topic and the age of participants should dictate the appropriate length. Exceeding 15 minutes in length does not result in disqualification but will be considered when evaluating the presentation.

Number of Presenters: An individual presentation is delivered by one presenter. A team presentation is delivered by up to three presenters. Team members should divide work and speaking parts equally. An uneven distribution of work or speaking parts will impact scoring of the presentation.

Questions: Only evaluators may ask questions. Time for questions may be limited.

Note Cards: Presenters may not use notes. Posters and/or visual aids should provide any necessary prompting.

Attire: Wear attire that is neat, clean, acceptable in repair and appearance. Attire does not display profanity, products or slogans that promote tobacco, alcohol, drugs, or sex. Costumes may be worn.

Other: Presenters are encouraged to relate the presentation to current 4-H activities. School assignments or science fair displays need to be related to 4-H experiences or youth sparks.



EDUCATIONAL DISPLAY TALK

An educational display talk is an organized visual presentation of a program or a concept. A display should be designed to convey its message in a limited amount of time. This is a public speaking contest so the presenter should use the time wisely and support the visual presentation. Once the presenter completes the oral presentation, they will have a dialog with the evaluators about the display.

Posters: Educational Displays may exhibit one of the following display formats:

- ✓ **Card Table Display** (approximately 30"x30"): This format will feature a tri-fold poster board that includes a title, the member's name and 4-H affiliation, and a depiction of the program or concept. The table may be used as part of the display.
- ✓ **Panel Display** (approximately 4'x4'): The panel is presented vertically on an easel. The display will include, at minimum, a title, the member's name, 4-H affiliation, and a depiction of the program or concept.

Visual Aids: Display items that are added to the table of an educational display should be kept to a minimum and only included if they are practical to place on the display surface itself. Items must be clearly labeled and self-explanatory. All lettering and visual depictions on the displays will be understandable or readable by an average adult from no less than a four foot distance.

Length: The presentation should be three to five minutes and then there will be questions and dialogue with the evaluators.

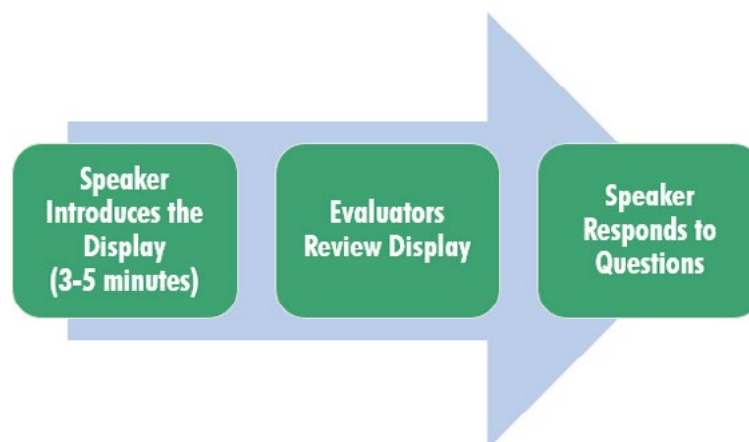
- Presenters are expected to introduce the educational display with a prepared oral presentation including the title, information about how the presenter belongs to 4-H, how the display is relevant to their 4-H experience or spark, and an overview of the content on the display. The presenter should provide a brief review of the sections on the board but not read the display nor repeat the steps presented in the display.
- Additional topics that the presenter should include in the overview are the intended audience for the display, what ideas that the presenter hopes the viewer will learn from the display, and where the display may be used.

Number of Presenters: An individual presentation is delivered by one presenter. A team presentation is delivered by two presenters. Team members should divide work and speaking parts. An uneven distribution of work or speaking parts will impact the scoring of the presentation.

Questions: Evaluators are expected to have an educational discussion that includes questions with the presenter about the display.

Note Cards: Presenters may not use notes during the presentation of the display to the evaluators. The display should provide any necessary prompting.

Attire: Wear attire that is neat, clean, acceptable in repair and appearance. Attire does not display profanity, products or slogans that promote tobacco, alcohol, drugs, or sex. Costumes may be worn.



INFORMATIVE PREPARED SPEECH

An Informative Prepared Speech

This format requires that the presenter write and deliver their own speech. The presenter will inform or educate the audience on a single issue or topic. The topic is only limited by age appropriateness of the topic for the member. Advocacy of political or religious views is not appropriate. The purpose of this category is to encourage participants to give a speech in which they seek out accurate information, organize it into a useful form, and competently present the information.

A speech has a clear and understandable theme or thesis. Citing sources can increase the credibility of the speech if it does not interfere with the delivery of the prepared speech. The presenter is expected to discuss the chosen topic intelligently, with a degree of originality, in an interesting manner, and with some benefit to the audience.

A prepared speech should have a clearly defined introduction, body, and summation. The body contains the development of the main ideas of the prepared speech. The summation should not introduce new material but should be used to reinforce the ideas developed in the body and cement the theme and main ideas in the minds of the audience.

Posters and Slides: None Allowed

Visual Aids: No visual aids will be used by the presenter to assist with the delivery of the prepared speech. No props are allowed.

Length: A speech generally lasts from two to five minutes and may extend up to 10 minutes based on age or experience. Exceeding 10 minutes in length does not result in disqualification but will be considered when evaluating the presentation.

Number of Presenters: Prepared speeches may only be given as an individual activity.

Questions: Only evaluators may ask questions. Time for questions may be limited.

Notes Cards: Notes on a 5"X7" card (single side) may be used by the presenter to assist with the delivery of the speech. The note card should be inconspicuous and not detract from the speech

Attire: Wear attire that is neat, clean, acceptable in repair and appearance. Attire does not display profanity, products or slogans that promote tobacco, alcohol, drugs, or sex. Costumes may be worn.



PERSUASIVE PREPARED SPEECH

A Persuasive Prepared Speech

The purpose of a persuasive prepared speech is to sway, convince, and influence, not simply to argue. Persuading audience members that disagree with you requires that you think about why they disagree with you, identify areas where these audience members can be moved, and speak to those areas in a way that highlights your shared interests. Remember that your credibility plays an important role in persuading audiences, such as dealing with oppositional arguments in a fair and convincing way. Good persuaders do not ignore the opposition, nor do they simply attack the opposition; they engage the opposition's arguments in an even-handed way.

- ✓ **Select a topic that allows you to persuade.**
- ✓ **Speak to persuade. Address BOTH sides of the argument.**
- ✓ **Use ethos*, logos* and pathos*. Speak to the audience with knowledge and passion on the subject.**
- ✓ **Citing sources can increase the credibility of the speech. Don't let them interfere with the speech.**

The topic is only limited by age appropriateness for the member. Advocacy of political or religious view is not appropriate.

Posters and Slides: Allowed, not required.

* **ethos:** the guiding beliefs of a person, group, or organization

* **pathos:** a quality that causes people to feel sympathy and sadness

* **logos:** the appeal to reason and logic

Visual Aids: The presenter may use posters or visual aids to enhance the presentation (they are not required).

Length: A speech generally lasts from three to eight minutes and may extend up to 15 minutes based on age or experience. Exceeding 15 minutes in length does not result in disqualification but will be considered when evaluating the presentation.

Number of Presenters: Persuasive speeches may only be given as an individual.

Note Cards: One 5"X7" note card (single sided) may be used; however, it should not be simply read out loud or relied upon heavily.

Questions: Only evaluators may ask questions. Time for questions may be limited.

Attire: Wear attire that is neat, clean, acceptable in repair and appearance. Attire does not display profanity, products or slogans that promote tobacco, alcohol, drugs, or sex. Costumes may be worn.

Other: Presenters are encouraged to relate the presentation to current 4-H activities or their spark.

State 4-H presentation event

At the state 4-H presentation event, senior 4-H members doing a prepared persuasive speech are compared against each other and the top three rankings may be selected (1st-State Winner; 2nd-Silver Medalist; 3rd-Bronze Medalist). Not all entries may be placed. Other entries are scored using the criterion-based system.



IMPROMPTU SPEECH

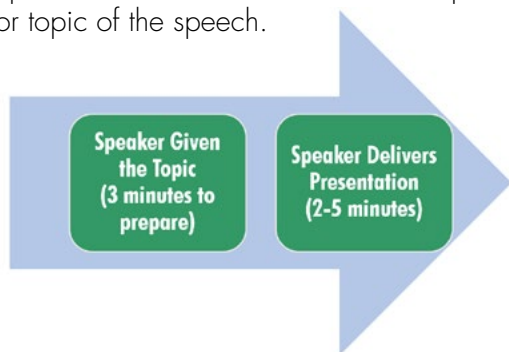
An Impromptu Speech

Impromptu speaking involves speeches that the presenter has developed themselves at the presentation event within a three-minute preparation. One at a time, the presenters will randomly draw a piece of paper with a topic on it. The topics will be developed from the pre-announced categories for the event. From the time that the presenter is given the topic, they will have three minutes to prepare a speech.

Guidelines for preparing an impromptu speech:

1. Clearly state the topic as it was given to the presenter.
2. Give a reasonable interpretation of the topic. Neither exaggerate by reading more into the issue than is there, nor understate the issue.
3. Give the speech a clear central purpose.
4. What is the strategy? A speech can inform or persuade. Persuasion is suggested as it provides a direction and purpose to the speech. The evaluators may not consider the position taken by the presenter and will consider how well the position is stated, developed, and supported.

The presenter should incorporate an introduction, a body, and a summation in the delivery of the speech. The body of the speech should be used for the development of the thesis or topic of the speech.



Topics

Topics for the impromptu category are announced annually in early winter. Special recognition topics, impromptu, and persuasive topics are located on the state 4-H website at <https://ucanr.edu/sites/sfd/>

Age Restriction: At the state 4-H presentation event, participation in Impromptu Speeches is limited to intermediate and senior 4-H members.

Posters and Slides: None allowed.

Visual Aids: The presenter may not use props or costumes in the delivery of the speech.

Length: The presentation should be two to five minutes in length. Exceeding five minutes in length does not result in disqualification but will be considered when evaluating the presentation.

Number of Presenters: This format is limited to individual participants.

Questions: There will be no questions during this category. The entire category involves the unrehearsed delivery of information and ideas.

Note Cards: The presenter is expected to have completed basic research on the announced topics. The presenter is allowed one 5"x7" note card (single sided) to collect the results of the research on each topic. The presenter may use their 5"x7" note card during the delivery of the impromptu speech.

Attire: Wear attire that is neat, clean, acceptable in repair and appearance. Attire does not display profanity, products or slogans that promote tobacco, alcohol, drugs, or sex. Costumes may be worn.

Other: Some county and regional 4-H presentation events may offer an adapted version of impromptu for participation to junior, intermediate, and senior members. Senior and intermediate members in a modified category at a county and/or regional event are NOT eligible to participate at state 4-H presentation event.

INTERPRETIVE READING

An Interpretative Reading

Presenters may read any published written work acceptable for use in a public school classroom. Examples include: children's stories, poetry, essays, speeches, articles, and excerpts from novels. Multiple poems or short works may be used; and the presenter needs to tie them together through their introduction and conclusion. Political and religious topics are not appropriate.

In addition to introducing themselves, the presenter should demonstrate knowledge about the reading selection by describing the title, the author, the characters, the purpose or setting of the writing, and any other introductory information that might enhance the understanding of the piece by the audience. The reading should be completed with a short conclusion that will leave a vivid memory of the selection in the minds of the audience.

The presenter creates the characters and the setting through voice inflection and hand gestures. There is no stage or set, so the presenter helps the audience create a mental picture for the selection. The presenter is presenting the reading as a story hour, not acting it out.

Posters and Slides: None allowed.

Visual Aids: No props such as title cards, note cards, or materials other than the reading material may be used in the reading.

Length: The presentation should not exceed 10 minutes, with the reading portion of the presentation lasting no longer than five minutes. While older presenters may have more complex readings with more characters or more complex ideas, the length of the reading material should not lengthen with the presenter's age. Five minutes should be adequate for the presenter to demonstrate their range of reading skills. Exceeding time guidelines does not result in disqualification.

Number of Presenters: This format is limited to individual participants. The presenter may sit or stand during the presentation.

Questions: Only evaluators may ask questions. Time for questions may be limited.

Note Cards: This is not a memorized speech but an interpretive reading. The presenter should have the source material present during the reading and use it during the reading. However, notes should NOT be used for the introduction or conclusion. The presenter may read from either the original publication or a photocopy held in a portfolio.

Attire: Wear attire that is neat, clean, acceptable in repair and appearance. Attire does not display profanity, products or slogans that promote tobacco, alcohol, drugs, or sex. Costumes may be worn.

**Speaker
Introduces
the Reading
(1-2 minutes)**

**Speaker
Reads the
Works
(3-5 minutes)**

**Speaker
Concludes
(1-2 minutes)**

**Speaker
Responds to
Questions**

SHARE THE 4-H FUN SKITS

Groups perform acts such as skits and other presentations that focus on health, safety, community pride, civic engagement, science, engineering, or technology, or other 4-H projects. The presentation must include a topic surrounding 4-H.

A participant should introduce the activity and its purpose. The sound and visual parts of the presentation should be understandable by the audience. Share the 4-H Fun Skits may, but are not required to, include audience participation. Participants must provide and set up any needed audio-visual equipment.

Posters and Slides: None required. No title card is necessary.

Visual Aids: Costumes, props, decorations, and other visual aids are encouraged.

Length: Presentations are not to exceed 15 minutes in

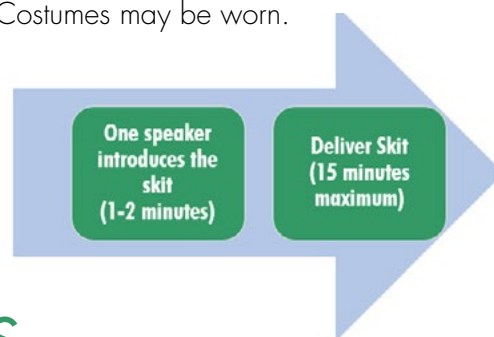
length (not including setup and tear down). Exceeding 15 minutes in length does not result in disqualification but will be considered when evaluating the presentation.

Number of Presenters: This is a group activity and is not open to individual participants.

Questions: No questions may be asked.

Note Cards: Notes may not be used.

Attire: Wear attire that is neat, clean, acceptable in repair and appearance. Attire does not display profanity, products or slogans that promote tobacco, alcohol, drugs, or sex. Costumes may be worn.



CULTURAL ARTS

Individuals, groups, project, or clubs perform a costumed dramatic reading, musical, dance, short play, theatre production, musical instrument performance, or other such performing art. Cultural Arts presentations may but are not required to include audience participation. A participant should introduce the activity and its purpose. Participants must provide and setup any needed audio-visual equipment.

Posters and Slides: None required. No title card is necessary.

Visual Aids: Costumes, props, decorations, and other visual aids are encouraged for this category but no title card is necessary.

Length: Presentations are not to exceed 15 minutes in length (not including setup and tear down). Exceeding 15 minutes in length does not result in disqualification but will be considered when evaluating.

Number of Presenters: Individual participants, groups, projects, clubs, etc.

Questions: No questions may be asked.

Note Cards: Notes may not be used.

Attire: Wear attire that is neat, clean, acceptable in repair and appearance. Attire does not display profanity, products or slogans that promote tobacco, alcohol, drugs, or sex. Costumes may be worn.

Please keep in mind that there is limited space at venues so not all venues have space for large backdrops or dancing groups.

Plan to bring your own musical instruments (including pianos) as the venues may not have this available for you.

Evaluation Forms

Evaluation forms help evaluators assess how well a presentation is performed and not whether specific rules are satisfied. While an evaluation form may appear generic, it measures the core skills that can be shown in each presentation format.

Tip: Use Forms for Practice

You should use the evaluation forms with volunteers, teen leaders, and other adults to develop your presentation skills before entering a county, regional, or state 4-H presentation event. The forms work equally well for practice and evaluation of performances. Since the skills being evaluated are the same in practice and evaluations, your practice can be focused on what's important to a good presentation.

At the practice, you and your "audience" should each fill out an evaluation form. Once completed, compare the results and work to improve your presentation skills. If you have a video camera available, you can film your presentation for evaluation with the completed evaluation form. If a video camera is not available, try using a mirror to assist in evaluating your performance.

Practice with these evaluation forms because they are the same evaluation forms used when you are competing at presentation events. Compare completed evaluation forms with evaluation forms from previous presentations. Determine how you have improved since your last performance.

How the Forms Work

A good presentation performs well in all skill categories. Each major skill for the presentation format is listed in the left-hand column of the evaluation form. You earn points for each skill based on your performance of that skill. To find the overall quality of the presentation, total the skill scores and then compare with the scoring chart.

The presentation earns the award that matches the overall quality of the presentation. Performing very well in a single category does little to raise the overall presentation performance. All presentations can be improved. Even if you think you have done your best, try to do even better. Even the best presentations have room for improvement.

After you complete each presentation event, keep practicing to maintain your skills and performance quality. Performing at a high level in one presentation event does not mean that you will automatically perform at the same skill quality level at the next presentation event.

The UC 4-H Presentation Manual (2020) is the consistent and standard guide for all UC 4-H presentations and shall be used for all county, regional, and state UC 4-H presentation events.

✿ UC 4-H PRESENTATION EVALUATION FORM

Demonstration / Illustrated Talk

| | | | | |
|--|--|---|--|---|
| Date | | | | |
| Location | <input type="checkbox"/> Club/Unit <input type="checkbox"/> County <input type="checkbox"/> Regional <input type="checkbox"/> State <input type="checkbox"/> Other | | | |
| County | | Title | | |
| Member Name | | Age | | |
| Member Name | | Age | | |
| Member Name | | Age | | |
| A. Technical Requirements: Following the presentation guidelines (page 15) | | Total Possible: 4 | | |
| | | Not met (0 Points) | Met (1 Point) | Points |
| 1. Minimum number of posters (3)? | | No | Yes | |
| 2. Length was within 3-15 minutes? | | No | Yes | |
| 3. Presentation memorized (Notes were not used)? | | No | Yes | |
| 4. Appearance: Appropriate attire for the occasion | | Distracting | Enhancing | |
| B. Content: The purpose of the presentation and the information and ideas presented (page 6) Total Possible: 10 | | | | |
| 5. Content was appropriate for the presenter's ability | (0 pts) Too basic for ability | (0 pts) Too advanced for ability | (1 pt) Within acceptable margins for ability | |
| 6. Presenter demonstrated knowledge of the content | (0 pts) Lack of knowledge demonstrated | | (1 pt) Partial knowledge of content demonstrated | (2 pt) Full knowledge of content demonstrated |
| 7. Presenter effectively utilized posters or slides to support information | (0 pts) Posters/slides not effectively utilized | | (1 pt) Posters/slides sufficiently utilized | (2 pts) Posters/slides effectively utilized |
| 8. References included in the presentation (written or verbal) | (0 pts) No references presented | | (1 pt) References presented | |
| 9. Presenter response to questions | (0 pts) Not able to answer questions | | (1 pt) Able to partially answer questions | (2 pts) Able to fully answer questions |
| 10. Purpose of presentation accomplished effectively | (0 pts) Purpose was not accomplished | | (1 pt) Purpose was partially accomplished | (2 pts) Purpose was fully accomplished |
| C. Structure: The framework that organizes the content (page 7) Total Possible: 12 | | | | |
| 11. Introduction: An opening device; personal introduction; states purpose | (0 pts) None included | (1 pt) Included one aspect | (2 pts) Included two aspects | (3 pts) Included all aspects |
| 12. Body: Follows steps in logical orders and includes smooth transitions | (0 pts) None included | (1 pt) Included one aspect | (2 pts) Included both aspects | |
| 13. Conclusion: Includes summary, leaves a memorable impression and asks for questions | (0 pts) None included | (1 pt) Included one aspect | (2 pts) Included two aspects | (3 pts) Included all aspects |
| 14. Presentation was well-structured (organized) to help audience understand and remember ideas | (0 pts) Steps not followed in a logical order | (1 pt) Presentation was structured adequately | (2 pts) Presentation was highly structured and planned | |
| 15. Presentation held audience attention | (0 pts) Not maintained | (1 pt) Partially maintained | (2 pts) Fully maintained | |

✿ UC 4-H PRESENTATION EVALUATION FORM

| D. Mechanics of Presenting (pages 8 to 9) Total Possible: 15 | | | | | |
|--|---|-------------------------------------|--|---|--|
| 16. Verbal: Projection; tone; speech rate; vocal variety | (0 pts) Was not effective to convey content | (1 pt) Sufficient to convey content | (2 pts) Effectively used to convey content | (3 pts) Intentional and dynamic use of verbal devices to convey content | |
| 17. Non-verbal: Facial expressions; gestures to reinforce important points | (0 pts) Was not effective to convey content | (1 pt) Sufficient to convey content | (2 pts) Effectively used to convey content | (3 pts) Intentional and dynamic use to convey content | |
| 18. Eye contact with audience | (0 pts) No eye contact | (1 pt) Some eye contact | (2 pts) Sufficient eye contact | (3 pts) Intentional and effective use of eye contact | |
| 19. Poise and confidence | (0 pts) Not displayed | (1 pt) Somewhat displayed | (2 pts) Sufficiently displayed | (3 pts) Effectively displayed | |
| 20. Work area and visual aids (Posters/slides) | (0 pts) Distracting and disorganized | (1 pt) Helpful to convey content | (2 pts) Effectively used to convey content | (3 pts) Intentional, well-organized work area; effective visual aids | |
| (41 possible) Total Score: | | | | | |

COMMENTS

PLEASE PRINT NEATLY AND LEGIBLY. PLEASE WRITE COMMENTS TO THE PRESENTER.

| What did I do well? What could I have done differently to make my presentation more effective? | |
|--|--|
| | |
| Evaluator Name | |

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✿ UC 4-H PRESENTATION EVALUATION FORM

Science or Engineering Presentation

| | | | | | | |
|--|--|---|---|--|---|--|
| Date | | | | | | |
| Location | <input type="checkbox"/> Club/Unit <input type="checkbox"/> County <input type="checkbox"/> Regional <input type="checkbox"/> State <input type="checkbox"/> Other | | | | | |
| County | | | | Title | | |
| Member Name | | | | Age | | |
| Member Name | | | | Age | | |
| Member Name | | | | Age | | |
| A. Technical Requirements: Following the presentation guidelines (page 15) Total Possible: 4 | | | | | | |
| | | | Not met (0 Points) | Met (1 Point) | Points | |
| 1. Minimum number of posters (5)? | | | No | Yes | | |
| 2. Length was within 3-15 minutes? | | | No | Yes | | |
| 3. Presentation memorized (Notes were not used)? | | | No | Yes | | |
| 4. Appearance: Appropriate attire for the occasion | | | Distracting | Enhancing | | |
| B. Content: The purpose of the presentation and the information and ideas presented (page 6) Total Possible: 10 | | | | | | |
| 5. Content was appropriate for the presenter's ability | | (0 pts) Too basic for ability | (0 pts) Too advanced for ability | (1 pt) Within acceptable margins for ability | | |
| 6. Presenter demonstrated knowledge of the content | | (0 pts) Lack of knowledge demonstrated | | (1 pt) Partial knowledge of content demonstrated | (2 pt) Full knowledge of content demonstrated | |
| 7. Presenter demonstrated skill with the equipment and materials | | (0 pts) Lack of skill demonstrated | | (1 pt) Partial skill demonstrated | (2 pts) Full skill demonstrated | |
| 8. References included in the presentation (written or verbal) | | (0 pts) No references presented | | (1 pt) References presented | | |
| 9. Response to questions | | (0 pts) Not able to answer questions | | (1 pt) Able to partially answer questions | (2 pts) Able to fully answer questions | |
| 10. Purpose of presentation accomplished effectively | | (0 pts) Purpose was not accomplished | | (1 pt) Purpose was partially accomplished | (2 pts) Purpose was fully accomplished | |
| C. Structure: The framework that organizes the content (page 7) Total Possible: 12 | | | | | | |
| 11. Introduction: An opening device; personal introduction; states purpose | | (0 pts) None included | (1 pt) Included one aspect | (2 pts) Included two aspects | (3 pts) Included all aspects | |
| 12. Background: Outline purpose and/or problem statement | | (0 pts) No | | (1 pt) Yes | | |
| 13. Methods: Description of steps taken and/or design plans | | (0 pts) No | | (1 pt) Yes | | |
| 14. Results: Provides data or device | | (0 pts) No | | (1 pt) Yes | | |
| 15. Discussion: Includes summary and asks for questions | | (0 pts) None included | (1 pt) Included one aspect | (2 pts) Included both aspects | | |
| 16. Presentation was well-structured (organized) to help audience understand and remember ideas | | (0 pts) Steps not followed in a logical order | (1 pt) Presentation was structured adequately | (2 pts) Presentation was highly structured and planned | | |
| 17. Presentation held audience attention | | (0 pts) Not maintained | (1 pt) Partially maintained | (2 pts) Fully maintained | | |

✿ UC 4-H PRESENTATION EVALUATION FORM

| D. Mechanics of Presenting (pages 8 to 9) Total Possible: 15 | | | | | |
|--|---|-------------------------------------|--|---|--|
| 18. Verbal: Projection; tone; speech rate; vocal variety | (0 pts) Was not effective to convey content | (1 pt) Sufficient to convey content | (2 pts) Effectively used to convey content | (3 pts) Intentional and dynamic use of verbal devices to convey content | |
| 19. Non-verbal: Facial expressions; gestures to reinforce important points | (0 pts) Was not effective to convey content | (1 pt) Sufficient to convey content | (2 pts) Effectively used to convey content | (3 pts) Intentional and dynamic use to convey content | |
| 20. Eye contact with audience | (0 pts) No eye contact | (1 pt) Some eye contact | (2 pts) Sufficient eye contact | (3 pts) Intentional and effective use of eye contact | |
| 21. Poise and confidence | (0 pts) Not displayed | (1 pt) Somewhat displayed | (2 pts) Sufficiently displayed | (3 pts) Effectively displayed | |
| 22. Work area and visual aids (Posters/slides) | (0 pts) Distracting and disorganized | (1 pt) Helpful to convey content | (2 pts) Effectively used to convey content | (3 pts) Intentional, well-organized work area; clear, effective visual aids | |
| (41 possible) Total Score: | | | | | |

COMMENTS

PLEASE PRINT NEATLY AND LEGIBLY. PLEASE WRITE COMMENTS TO THE PRESENTER.

| What did I do well? What could I have done differently to make my presentation more effective? | |
|--|--|
| | |
| Evaluator Name | |

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✿ UC 4-H PRESENTATION EVALUATION FORM

Educational Display Talk

| | | | | |
|---|--|---|--|---|
| Date | | | | |
| Location | <input type="checkbox"/> Club/Unit <input type="checkbox"/> County <input type="checkbox"/> Regional <input type="checkbox"/> State <input type="checkbox"/> Other | | | |
| County | | Title | | |
| Member Name | | Age | | |
| Member Name | | Age | | |
| A. Technical Requirements: Following the presentation guidelines (page 15) | | Total Possible: 3 | | |
| | | Not met (0 Points) | Met (1 Point) | Points |
| 1. Minimum number of posters (1)? | | No | Yes | |
| 2. Length was within 3-15 minutes? | | No | Yes | |
| 3. Appearance: Appropriate attire for the occasion | | Distracting | Enhancing | |
| B. Content: The purpose of the presentation and the information and ideas presented (page 6) Total Possible: 8 | | | | |
| 4. Content was appropriate for the presenter's ability | (0 pts) Too basic for ability | (0 pts) Too advanced for ability | (1pt) Within acceptable margins for ability | |
| 5. Presenter demonstrated knowledge of the content | (0 pts) Lack of knowledge demonstrated | | (1 pt) Partial knowledge of content demonstrated | (2 pt) Full knowledge of content demonstrated |
| 6. References included in the presentation | (0 pts) No references presented | | (1 pt) References presented | |
| 7. Response to questions | (0 pts) Not able to answer questions | | (1 pt) Able to partially answer questions | (2 pts) Able to fully answer questions |
| 8. Purpose of presentation accomplished effectively | (0 pts) Purpose was not accomplished | | (1 pt) Purpose was partially accomplished | (2 pts) Purpose was fully accomplished |
| C. Structure: The framework that organizes the content (page 7) Total Possible: 11 | | | | |
| 9. Introduction: An opening device; personal introduction; states purpose | (0 pts) None included | (1 pt) Included one aspect | (2 pts) Included two aspects | (3 pts) Included all aspects |
| 10. Body: Intended audience, ideas audience is to learn, where the display is to be used | (0 pts) No | (1 pt) Included one aspect | (2 pts) Included two aspects | (3 pts) Included all aspects |
| 11. Conclusion | (0 pts) No | | (1 pt) Yes | |
| 12. Presentation was well-structured to help audience understand and remember ideas | (0 pts) Steps not followed in a logical order | (1 pt) Presentation structured adequately | (2 pts) Presentation was highly structured and planned | |
| 13. Presentation held audience attention | (0 pts) Not maintained | (1 pt) Partially maintained | (2 pts) Fully maintained | |

✿ UC 4-H PRESENTATION EVALUATION FORM

| D. Mechanics of Presenting (pages 8 to 9) Total Possible: 15 | | | | | |
|--|---|-------------------------------------|--|---|--|
| 14. Verbal: Projection; tone; speech rate; vocal variety | (0 pts) Was not effective to convey content | (1 pt) Sufficient to convey content | (2 pts) Effectively used to convey content | (3 pts) Intentional and dynamic use of verbal devices to convey content | |
| 15. Non-verbal: Facial expressions; gestures to reinforce important points | (0 pts) Was not effective to convey content | (1 pt) Sufficient to convey content | (2 pts) Effectively used to convey content | (3 pts) Intentional and dynamic use to convey content | |
| 16. Eye contact with audience | (0 pts) No eye contact | (1 pt) Some eye contact | (2 pts) Sufficient eye contact | (3 pts) Intentional and effective use of eye contact | |
| 17. Poise and confidence | (0 pts) Not displayed | (1 pt) Somewhat displayed | (2 pts) Sufficiently displayed | (3 pts) Effectively displayed | |
| 18. Work area and visual aids (Posters/slides) | (0 pts) Distracting and disorganized | (1 pt) Helpful to convey content | (2 pts) Effectively used to convey content | (3 pts) Intentional, well-organized work area; clear, effective visual aids | |
| (37 possible) Total Score: | | | | | |

COMMENTS

PLEASE PRINT NEATLY AND LEGIBLY. PLEASE WRITE COMMENTS TO THE PRESENTER.

| What did I do well? What could I have done differently to make my presentation more effective? | |
|--|--|
| | |
| Evaluator Name | |

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✿ UC 4-H PRESENTATION EVALUATION FORM

Informative Prepared Speech

| | | | | | |
|---|--|--|---|---|--------|
| Date | | | | | |
| Location | <input type="checkbox"/> Club/Unit <input type="checkbox"/> County <input type="checkbox"/> Regional <input type="checkbox"/> State <input type="checkbox"/> Other | | | | |
| County | | | Title | | |
| Member Name | | | Age | | |
| Member Name | | | Age | | |
| Member Name | | | Age | | |
| A. Technical Requirements: Following the presentation guidelines (page 15) Total Possible: 2 | | | | | |
| | | | Not met (0 Points) | Met (1 Point) | Points |
| 1. Length was within 2-10 minutes? | | | No | Yes | |
| 2. Appearance: Appropriate attire for the occasion | | | Distracting | Enhancing | |
| B. Content: The purpose of the presentation and the information and ideas presented (page 6) Total Possible: 8 | | | | | |
| 3. Content was appropriate for the presenter's ability | (0 pts) Too basic for ability | (0 pts) Too advanced for ability | (1 pt) Within acceptable margins for ability | | |
| 4. Presenter demonstrated knowledge of the content | (0 pts) Lack of knowledge demonstrated | | (1 pt) Partial knowledge of content demonstrated | (2 pt) Full knowledge of content demonstrated | |
| 5. References included in the presentation | (0 pts) No references presented | | (1 pt) References presented | | |
| 6. Response to questions | (0 pts) Not able to answer questions | | (1 pt) Able to partially answer questions | (2 pts) Able to fully answer questions | |
| 7. Purpose of presentation accomplished effectively | (0 pts) Purpose was not accomplished | | (1 pt) Purpose was partially accomplished | (2 pts) Purpose was fully accomplished | |
| C. Structure: The framework that organizes the content (page 7) Total Possible: 15 | | | | | |
| 8. Introduction: An opening device; personal introduction; states purpose | (0 pts) None included | (1 pt) Included one aspect | (2 pts) Included two aspects | (3 pts) Included all aspects | |
| 9. Body: Follows steps in logical order; smooth transitions | (0 pts) No | (1 pt) Included one aspect | (2 pts) Included two aspects | | |
| 10. Conclusion: Includes summary; asks for questions | (0 pts) No | (1 pt) Included one aspect | (2 pts) Included two aspects | | |
| 11. Presentation was well-structured to help audience understand and remember ideas | (0 pts) Steps not followed in a logical order | (1 pt) Presentation structured adequately | (2 pts) Presentation was highly structured and planned | | |
| 12. Theme/Thesis was clear, and speech was informative in nature | (0 pts) Theme was unclear and speech was uninformative | (1 pt) Theme was clear and information was sufficiently presented to inform the audience | (2 pts) Theme was clear and information was effectively presented to inform audience | | |
| 13. Information was discussed in an intelligent and original manner | (0 pts) Information was inadequately discussed | (1 pt) Information was sufficiently discussed | (2 pts) Information was intentionally and effectively discussed in a highly intelligent and original manner | | |
| 14. Presentation held audience attention | (0 pts) Not maintained | (1 pt) Partially maintained | (2 pts) Fully maintained | | |

✿ UC 4-H PRESENTATION EVALUATION FORM

| D. Mechanics of Presenting (pages 8 to 9) Total Possible: 12 | | | | | |
|--|---|-------------------------------------|--|---|--|
| 15. Verbal: Projection; tone; speech rate; vocal variety | (0 pts) Was not effective to convey content | (1 pt) Sufficient to convey content | (2 pts) Effectively used to convey content | (3 pts) Intentional and dynamic use of verbal devices to convey content | |
| 16. Non-verbal: Facial expressions; gestures to reinforce important points | (0 pts) Was not effective to convey content | (1 pt) Sufficient to convey content | (2 pts) Effectively used to convey content | (3 pts) Intentional and dynamic use to convey content | |
| 17. Eye contact with audience | (0 pts) No eye contact | (1 pt) Some eye contact | (2 pts) Sufficient eye contact | (3 pts) Intentional and effective use of eye contact | |
| 18. Poise and confidence | (0 pts) Not displayed | (1 pt) Somewhat displayed | (2 pts) Sufficiently displayed | (3 pts) Effectively displayed | |
| (37 possible) Total Score: | | | | | |

COMMENTS

PLEASE PRINT NEATLY AND LEGIBLY. PLEASE WRITE COMMENTS TO THE PRESENTER.

| What did I do well? What could I have done differently to make my presentation more effective? | |
|--|--|
| | |
| Evaluator Name | |

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✿ UC 4-H PRESENTATION EVALUATION FORM

Persuasive Prepared Speech

| | | | | | | |
|---|--|---|--|--|---|--|
| Date | | | | | | |
| Location | <input type="checkbox"/> Club/Unit <input type="checkbox"/> County <input type="checkbox"/> Regional <input type="checkbox"/> State <input type="checkbox"/> Other | | | | | |
| County | | | | Title | | |
| Member Name | | | | Age | | |
| A. Technical Requirements: Following the presentation guidelines (page 15) | | | | | Total Possible: 2 | |
| | | | Not met (0 Points) | Met (1 Point) | Points | |
| 1. Length was within 3-15 minutes? | | | No | Yes | | |
| 2. Appearance: Appropriate attire for the occasion | | | Distracting | Enhancing | | |
| B. Content: The purpose of the presentation and the information and ideas presented (page 6) | | | | | Total Possible: 8 | |
| 3. Content was appropriate for the presenter's ability | | (0 pts) Too basic for ability | (0 pts) Too advanced for ability | (1 pt) Within acceptable margins for ability | | |
| 4. Presenter demonstrated knowledge of the content | | (0 pts) Lack of knowledge demonstrated | | (1 pt) Partial knowledge of content demonstrated | (2 pt) Full knowledge of content demonstrated | |
| 5. References included in the presentation | | (0 pts) No references presented | | (1 pt) References presented | | |
| 6. Response to questions | | (0 pts) Not able to answer questions | | (1 pt) Able to partially answer questions | (2 pts) Able to fully answer questions | |
| 7. Purpose of presentation accomplished effectively | | (0 pts) Purpose was not accomplished | | (1 pt) Purpose was partially accomplished | (2 pts) Purpose was fully accomplished | |
| C. Structure: The framework that organizes the content (page 7) | | | | | Total Possible: 15 | |
| 8. Introduction: An opening device; personal introduction; states purpose | | (0 pts) None included | (1 pt) Included one aspect | (2 pts) Included two aspects | (3 pts) Included all aspects | |
| 9. Body: Follows steps in logical order; smooth transitions | | (0 pts) No | (1 pt) Included one aspect | (2 pts) Included two aspects | | |
| 10. Conclusion: Includes summary; asks for questions | | (0 pts) No | (1 pt) Included one aspect | (2 pts) Included two aspects | | |
| 11. Presentation was well-structured to help audience understand and remember ideas | | (0 pts) Steps not followed in a logical order | (1 pt) Presentation structured adequately | (2 pts) Presentation was highly structured and planned | | |
| 12. Presentation was persuasive in nature and aimed to sway, convince, and influence | | (0 pts) Presentation was not persuasive | (1 pt) Sufficient information was presented to sway, convince, and influence | (2 pts) Information was effectively presented to sway convince and influence | | |
| 13. Both sides of the argument were presented | | (0 pts) Both sides of the argument were not presented | (1 pt) Both sides of the argument were sufficiently presented | (2 pts) Both sides of the argument were effectively presented in a fair and convincing way | | |
| 14. Presentation held audience attention | | (0 pts) Not maintained | (1 pt) Partially maintained | (2 pts) Fully maintained | | |

✿ UC 4-H PRESENTATION EVALUATION FORM

| D. Mechanics of Presenting (pages 8 to 9) Total Possible: 12 | | | | | |
|--|---|-------------------------------------|--|---|--|
| 15. Verbal: Projection; tone; speech rate; vocal variety | (0 pts) Was not effective to convey content | (1 pt) Sufficient to convey content | (2 pts) Effectively used to convey content | (3 pts) Intentional and dynamic use of verbal devices to convey content | |
| 16. Non-verbal: Facial expressions; gestures to reinforce important points | (0 pts) Was not effective to convey content | (1 pt) Sufficient to convey content | (2 pts) Effectively used to convey content | (3 pts) Intentional and dynamic use to convey content | |
| 17. Eye contact with audience | (0 pts) No eye contact | (1 pt) Some eye contact | (2 pts) Sufficient eye contact | (3 pts) Intentional and effective use of eye contact | |
| 18. Poise and confidence | (0 pts) Not displayed | (1 pt) Somewhat displayed | (2 pts) Sufficiently displayed | (3 pts) Effectively displayed | |
| (37 possible) Total Score: | | | | | |

COMMENTS

PLEASE PRINT NEATLY AND LEGIBLY. PLEASE WRITE COMMENTS TO THE PRESENTER.

| What did I do well? What could I have done differently to make my presentation more effective? | |
|--|--|
| | |
| Evaluator Name | |

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✿ UC 4-H PRESENTATION EVALUATION FORM

Impromptu Speech

| | | | | | |
|---|--|--|--|---|-----------------------------------|
| Date | | | | | |
| Location | <input type="checkbox"/> Club/Unit <input type="checkbox"/> County <input type="checkbox"/> Regional <input type="checkbox"/> State <input type="checkbox"/> Other | | | | |
| County | | Title | | | |
| Member Name | | Age | | | |
| A. Technical Requirements: Following the presentation guidelines (page 15) | | | | | Total Possible: 2 |
| | | Not met (0 Points) | Met (1 Point) | Points | |
| 1. Length was within 2-5 minutes? | | No | Yes | | |
| 2. Appearance: Appropriate attire for the occasion | | Distracting | Enhancing | | |
| B. Content: The purpose of the presentation and the information and ideas presented (page 6) | | | | | Total Possible: 5 |
| 3. Presenter demonstrated knowledge of the content | (0 pts) Lack of knowledge demonstrated | (1 pt) Partial knowledge of content demonstrated | (2 pt) Full knowledge of content demonstrated | | |
| 4. References included in the presentation | (0 pts) No references presented | (1 pt) References presented | | | |
| 5. Purpose of presentation accomplished effectively | (0 pts) Purpose was not accomplished | (1 pt) Purpose was partially accomplished | (2 pts) Purpose was fully accomplished | | |
| C. Structure: The framework that organizes the content (page 7) | | | | | Total Possible: 11 |
| 6. Introduction: An opening device; personal introduction; states purpose | (0 pts) None included | (1 pt) Included one aspect | (2 pts) Included two aspects | (3 pts) Included all aspects | |
| 7. Body: Follows steps in logical order; smooth transitions | (0 pts) No | (1 pt) Included one aspect | (2 pts) Included two aspects | | |
| 8. Conclusion: Includes summary; leaves a memorable impression | (0 pts) No | (1 pt) Included one aspect | (2 pts) Included two aspects | | |
| 9. Presentation was well-structured to help audience understand and remember ideas | (0 pts) Steps not followed in a logical order | (1 pt) Presentation structured adequately | (2 pts) Presentation was highly structured and planned | | |
| 10. Presentation held audience attention | (0 pts) Not maintained | (1 pt) Partially maintained | (2 pts) Fully maintained | | |
| D. Mechanics of Presenting (pages 8 to 9) | | | | | Total Possible: 12 |
| 11. Verbal: Projection; tone; speech rate; vocal variety | (0 pts) Was not effective to convey content | (1 pt) Sufficient to convey content | (2 pts) Effectively used to convey content | (3 pts) Intentional and dynamic use of verbal devices to convey content | |
| 12. Non-verbal: Facial expressions; gestures to reinforce important points | (0 pts) Was not effective to convey content | (1 pt) Sufficient to convey content | (2 pts) Effectively used to convey content | (3 pts) Intentional and dynamic use to convey content | |
| 13. Eye contact with audience | (0 pts) No eye contact | (1 pt) Some eye contact | (2 pts) Sufficient eye contact | (3 pts) Intentional and effective use of eye contact | |
| 14. Poise and confidence | (0 pts) Not displayed | (1 pt) Somewhat displayed | (2 pts) Sufficiently displayed | (3 pts) Effectively displayed | |
| | | | | | (30 possible) Total Score: |
| No questions are asked in this presentation format. | | | | | |

✿ UC 4-H PRESENTATION EVALUATION FORM

COMMENTS

PLEASE PRINT NEATLY AND LEGIBLY. PLEASE WRITE COMMENTS TO THE PRESENTER.

What did I do well? What could I have done differently to make my presentation more effective?

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|-----------------------|--|
| Evaluator Name | |
|-----------------------|--|

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✿ UC 4-H PRESENTATION EVALUATION FORM

Interpretive Reading

| | | | | | |
|--|--|---|--|---|--|
| Date | | | | | |
| Location | <input type="checkbox"/> Club/Unit <input type="checkbox"/> County <input type="checkbox"/> Regional <input type="checkbox"/> State <input type="checkbox"/> Other | | | | |
| County | | Title | | | |
| Member Name | | Age | | | |
| A. Technical Requirements: Following the presentation guidelines (page 15) Total Possible: 3 | | | | | |
| | | Not met (0 Points) | Met (1 Point) | Points | |
| 1. Length was within 10 minutes? | | No | Yes | | |
| 2. Reading Material used? | | No | Yes | | |
| 3. Appearance: Appropriate attire for the occasion | | Distracting | Enhancing | | |
| B. Content: The purpose of the presentation and the information and ideas presented (page 6) Total Possible: 3 | | | | | |
| 4. Content (intro & conclusion analysis) was appropriate for the presenter's ability | (0 pts) Too basic for ability | (0 pts) Too advanced for ability | (1 pt) Within acceptable margins for ability | | |
| 5. Response to questions | (0 pts) Not able to answer questions | (1 pt) Able to partially answer questions | (2 pts) Able to fully answer questions | | |
| C. Structure: The framework that organizes the content (page 7) Total Possible: 12 | | | | | |
| 6. Introduction: An opening device; personal introduction; and demonstrated knowledge about the reading selection by describing the title, author, characters, and purpose or setting of the writing | (0 pts) No | (1 pt) Included one aspect | (2 pts) Included two aspects | (3 pts) Included all aspects | |
| 7. Body: Selected reading was well selected/edited; smooth transitions | (0 pts) No | (1 pt) Included one aspect | (2 pts) Included two aspects | | |
| 8. Conclusion: Includes summary; leaves a memorable impression; asks for questions | (0 pts) No | (1 pt) Included one aspect | (2 pts) Included two aspects | (3 pts) Included all aspects | |
| 9. Presentation was well-structured to help audience understand and remember ideas | (0 pts) Steps not followed in a logical order | (1 pt) Presentation structured adequately | (2 pts) Presentation was highly structured and planned | | |
| 10. Presentation held audience attention | (0 pts) Not maintained | (1 pt) Partially maintained | (2 pts) Fully maintained | | |
| D. Mechanics of Presenting (pages 8 to 9) Total Possible: 12 | | | | | |
| 11. Verbal: Projection; tone; speech rate; vocal variety | (0 pts) Was not effective to convey content | (1 pt) Sufficient to convey content | (2 pts) Effectively used to convey content | (3 pts) Intentional and dynamic use of verbal devices to convey content | |
| 12. Non-verbal: Facial expressions; gestures to reinforce important points | (0 pts) Was not effective to convey content | (1 pt) Sufficient to convey content | (2 pts) Effectively used to convey content | (3 pts) Intentional and dynamic use to convey content | |
| 13. Eye contact with audience | (0 pts) No eye contact | (1 pt) Some eye contact | (2 pts) Sufficient eye contact | (3 pts) Intentional and effective use of eye contact | |
| 14. Poise and confidence | (0 pts) Not displayed | (1 pt) Somewhat displayed | (2 pts) Sufficiently displayed | (3 pts) Effectively displayed | |

✿ UC 4-H PRESENTATION EVALUATION FORM

(30 possible) Total Score:

COMMENTS

PLEASE PRINT NEATLY AND LEGIBLY. PLEASE WRITE COMMENTS TO THE PRESENTER.

What did I do well? What could I have done differently to make my presentation more effective?

| | |
|-----------------------|--|
| Evaluator Name | |
|-----------------------|--|

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✿ UC 4-H PRESENTATION EVALUATION FORM

Share the 4-H Fun Skit

| | | | |
|-------------------------|--|--------------|--|
| Date | | | |
| Location | <input type="checkbox"/> Club/Unit <input type="checkbox"/> County <input type="checkbox"/> Regional <input type="checkbox"/> State <input type="checkbox"/> Other | | |
| County | | Title | |
| Member Name | | Age | |
| Additional Names | | | |

| | |
|---|--------------------------|
| A. Technical Requirements: Following the presentation guidelines (page 15) | Total Possible: 2 |
|---|--------------------------|

| | Not met (0 Points) | Met (1 Point) | Points |
|--|--------------------|---------------|--------|
| 1. Length was within 15 minutes? | No | Yes | |
| 2. Appearance: Appropriate attire for the occasion | Distracting | Enhancing | |

| | |
|---|--------------------------|
| B. Content: The purpose of the presentation and the information and ideas presented (page 6) | Total Possible: 5 |
|---|--------------------------|

| | | | | |
|--|---------------------------------|------------------------------------|--|--|
| 3. Content was appropriate for the presenters' abilities | (0 pts) Too basic for abilities | (0 pts) Too advanced for abilities | (1 pt) Within acceptable margins for ability | |
| 4. Presenters were prepared | (0 pts) No | (1 pt) Partially | (2 pts) Fully | |
| 5. Content was based around 4-H | (0 pts) No | (1 pt) Partially | (2 pts) Fully | |

| | |
|--|--------------------------|
| C. Structure: The framework that organizes the content (page 7) | Total Possible: 8 |
|--|--------------------------|

| | | | | | |
|--|---|---|--|------------------------------|--|
| 6. Introduction: Opening device; personal introduction; states purpose | (0 pts) No | (1 pt) Included one aspect | (2 pts) Included two aspects | (3 pts) Included all aspects | |
| 7. Conclusion: Clear ending | (0 pts) No | (1 pt) Yes | | | |
| 8. Presentation was well-structured to help audience understand and remember ideas | (0 pts) Steps not followed in a logical order | (1 pt) Presentation structured adequately | (2 pts) Presentation was highly structured and planned | | |
| 9. Presentation held audience attention | (0 pts) Not maintained | (1 pt) Partially maintained | (2 pts) Fully maintained | | |

| | |
|--|---------------------------|
| D. Mechanics of Presenting (pages 8 to 9) | Total Possible: 12 |
|--|---------------------------|

| | | | | | |
|--|---|-------------------------------------|--|---|--|
| 10. Verbal: Projection; tone; speech rate; vocal variety | (0 pts) Was not effective to convey content | (1 pt) Sufficient to convey content | (2 pts) Effectively used to convey content | (3 pts) Intentional and dynamic use of verbal devices to convey content | |
| 11. Non-verbal: Facial expressions; gestures to reinforce important points | (0 pts) Was not effective to convey content | (1 pt) Sufficient to convey content | (2 pts) Effectively used to convey content | (3 pts) Intentional and dynamic use to convey content | |
| 12. Eye contact with audience | (0 pts) No eye contact | (1 pt) Some eye contact | (2 pts) Sufficient eye contact | (3 pts) Intentional and effective use of eye contact | |
| 13. Poise and confidence | (0 pts) Not displayed | (1 pt) Somewhat displayed | (2 pts) Sufficiently displayed | (3 pts) Effectively displayed | |

(27 possible) **Total Score:**

No questions are asked in this presentation format.

✿ UC 4-H PRESENTATION EVALUATION FORM

COMMENTS

PLEASE PRINT NEATLY AND LEGIBLY. PLEASE WRITE COMMENTS TO THE PRESENTER.

What did I do well? What could I have done differently to make my presentation more effective?

| | |
|----------------|--|
| Evaluator Name | |
|----------------|--|

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✿ UC 4-H PRESENTATION EVALUATION FORM

Cultural Arts

| | | | | | |
|---|--|--|--|---|--|
| Date | | | | | |
| Location | <input type="checkbox"/> Club/Unit <input type="checkbox"/> County <input type="checkbox"/> Regional <input type="checkbox"/> State <input type="checkbox"/> Other | | | | |
| County | | Title | | | |
| Member Name | | Age | | | |
| Additional Names | | | | | |
| A. Technical Requirements: Following the presentation guidelines (page 15) Total Possible: 2 | | | | | |
| | | Not met (0 Points) | Met (1 Point) | Points | |
| 1. Length was within 15 minutes? | | No | Yes | | |
| 2. Appearance: Appropriate attire for the occasion | | Distracting | Enhancing | | |
| B. Content: The purpose of the presentation and the information and ideas presented (page 6) Total Possible: 5 | | | | | |
| 3. Content was appropriate for the presenters' abilities | (0 pts) Too basic for abilities | (0 pts) Too advanced for abilities | (1 pt) Within acceptable margins for ability | | |
| 4. Presenter demonstrated knowledge of content | (0 pts) Lack of knowledge demonstrated | | (1 pt) Partial knowledge of content demonstrated | (2 pts) Full knowledge of content demonstrated | |
| 5. Purpose of cultural arts presentation accomplished effectively | (0 pts) Purpose was not accomplished | | (1 pt) Purpose was partially accomplished | (2 pts) Purpose was fully accomplished | |
| C. Structure: The framework that organizes the content (page 7) Total Possible: 8 | | | | | |
| 6. Introduction: Opening device; personal introduction; states purpose | (0 pts) No | (1 pt) Included one aspect | (2 pts) Included two aspects | (3 pts) Included all aspects | |
| 7. Conclusion: Clear ending | (0 pts) No | (1 pt) Yes | | | |
| 8. Presentation was well-structured to help audience understand and remember ideas | (0 pts) Steps not followed in a logical order | (1 pt) Presentation structured adequately | (2 pts) Presentation was highly structured and planned | | |
| 9. Presentation held audience attention | (0 pts) Not maintained | (1 pt) Partially maintained | (2 pts) Fully maintained | | |
| D. Mechanics of Presenting (pages 8 to 9) Total Possible: 12 | | | | | |
| 10. Verbal: Projection; tone; speech rate; vocal variety | (0 pts) Was not effective to convey content | (1 pt) Sufficient to convey content | (2 pts) Effectively used to convey content | (3 pts) Intentional and dynamic use of verbal devices to convey content | |
| 11. Non-verbal: Facial expressions; gestures to reinforce important points | (0 pts) Was not effective to convey content | (1 pt) Sufficient to convey content | (2 pts) Effectively used to convey content | (3 pts) Intentional and dynamic use to convey content | |
| 12. Eye contact with audience | (0 pts) No eye contact | (1 pt) Some eye contact | (2 pts) Sufficient eye contact | (3 pts) Intentional and effective use of eye contact | |
| 13. Poise and confidence | (0 pts) Not displayed | (1 pt) Poise and confidence somewhat displayed | (2 pts) Sufficiently displayed | (3 pts) Effectively displayed | |
| (27 possible) Total Score: | | | | | |
| No questions are asked in this presentation format. | | | | | |

✿ UC 4-H PRESENTATION EVALUATION FORM

COMMENTS

PLEASE PRINT NEATLY AND LEGIBLY. PLEASE WRITE COMMENTS TO THE PRESENTER.

What did I do well? What could I have done differently to make my presentation more effective?

| |
|--|
| |
|--|

| | |
|-----------------------|--|
| Evaluator Name | |
|-----------------------|--|

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UC 4-H PRESENTATION MANUAL SCORING KEY

The keys below outlines points needed for each presentation type to earn various seals at county, regional, and state presentation events. For tabulation, averages are rounded to the nearest whole number (1-4 down, 5-9 up).

| Demonstration/Illustrated Talk, Science or Engineering Presentation | | | | | | | | | |
|---|--------|-----|----------|-----|-------|-----|------------------------------|----------|-------|
| 41 | County | | Regional | | State | | County | Regional | State |
| | Min | Max | Min | Max | Min | Max | Min. Percentage (rounded up) | | |
| Platinum | | | | | 41 | 41 | | | 100% |
| Gold | 34 | 41 | 36 | 41 | 37 | 40 | 83% | 87% | 90% |
| Blue | 30 | 33 | 32 | 35 | 33 | 36 | 73% | 77% | 80% |
| Red | 26 | 29 | 27 | 31 | 29 | 32 | 63% | 67% | 70% |
| White | 0 | 25 | 0 | 26 | 0 | 28 | 0% | 0% | 0% |

| Persuasive and Informative Prepared Speeches, Educational Display Talk | | | | | | | | | |
|--|--------|-----|----------|-----|-------|-----|------------------------------|----------|-------|
| 37 | County | | Regional | | State | | County | Regional | State |
| | Min | Max | Min | Max | Min | Max | Min. Percentage (rounded up) | | |
| Platinum | | | | | 37 | 37 | | | 100% |
| Gold | 31 | 37 | 32 | 37 | 33 | 36 | 83% | 87% | 90% |
| Blue | 27 | 30 | 28 | 31 | 30 | 32 | 73% | 77% | 80% |
| Red | 23 | 26 | 25 | 27 | 26 | 29 | 63% | 67% | 70% |
| White | 0 | 22 | 0 | 24 | 0 | 25 | 0% | 0% | 0% |

| Impromptu Speech, Interpretive Reading | | | | | | | | | |
|--|--------|-----|----------|-----|-------|-----|------------------------------|----------|-------|
| 30 | County | | Regional | | State | | County | Regional | State |
| | Min | Max | Min | Max | Min | Max | Min. Percentage (rounded up) | | |
| Platinum | | | | | 30 | 30 | | | 100% |
| Gold | 25 | 30 | 26 | 30 | 27 | 29 | 83% | 87% | 90% |
| Blue | 22 | 24 | 23 | 25 | 24 | 26 | 73% | 77% | 80% |
| Red | 19 | 21 | 20 | 22 | 21 | 23 | 63% | 67% | 70% |
| White | 0 | 18 | 0 | 19 | 0 | 20 | 0% | 0% | 0% |

| Share the 4-H Fun Skit, Cultural Arts | | | | | | | | | |
|---------------------------------------|--------|-----|----------|-----|-------|-----|------------------------------|----------|-------|
| 27 | County | | Regional | | State | | County | Regional | State |
| | Min | Max | Min | Max | Min | Max | Min. Percentage (rounded up) | | |
| Platinum | | | | | 27 | 27 | | | 100% |
| Gold | 22 | 27 | 23 | 27 | 24 | 26 | 83% | 87% | 90% |
| Blue | 20 | 21 | 21 | 22 | 22 | 23 | 73% | 77% | 80% |
| Red | 17 | 19 | 18 | 20 | 19 | 21 | 63% | 67% | 70% |
| White | 0 | 16 | 0 | 17 | 0 | 18 | 0% | 0% | 0% |

Section 3: Evaluating Presentations

WHAT TO EXPECT AS AN EVALUATOR

Before the Event

Read the UC 4-H Presentation Manual. Spend more time on the evaluation section, presentation requirements, and evaluation forms.

Arrival and Check in at the Event

Check in to receive your nametag. Walk to the room where the orientation will take place.

Orientation

Evaluators are sorted into rooms with one, two, or three evaluators per room. Presentations are typically assigned to rooms by format type and age of presenter (teams are assigned by the age of oldest member). They are not sorted by quality so there are no fixed numbers of awards for any room.

Entering the presentation room (before any presenter begins)

Position yourselves around the room (not next to each other). Review presenter types. Review forms to see if a presenter has noted special needs.

During the Presentation

Sit quietly, take a few notes, and if you so desire, begin marking the evaluation form.

After the Presentation: Asking Questions

Questions are to learn how the member handles questions. Questions should relate to the presentation. This is not the time to ask a question that tests for the outer limits of the member's knowledge.

Key Reminder for Evaluators

- ✓ Your job is to help youth improve their public speaking abilities.
- ✓ Provide an educator perspective to offer insights on what they are doing well and where they need improvement.

Scoring Presentations

Complete evaluation forms in pencil only. Use a fresh evaluation form if you make dramatic changes in the contents of the evaluation form. Evaluators must complete the evaluation and return it to the tally room before engaging in any disclosure or verbal critiques. Evaluators should not confer with presenters, audience members, or other evaluators prior to completing the evaluation and turning it in to the tally room. Placements of awards are determined by the Tally Room by a pre-determined scoring key. The average of all three evaluators is used to place the award for the presentation.

The UC 4-H uniform cannot be required, although it may be worn, wearing or not wearing the 4-H uniform will play no part in evaluation.

Writing Comments

Comments should be constructive, positive, and specific for improvement. Saying something is done improperly does not teach how to correct the problem. Positive constructive comments are better than inappropriate or critical comments. Even the best presenters want to know how to become even better.

Please write comments to the presenter themselves; meaning second person point of view using the pronoun "you" to address the presenter.

What was your favorite thing you learned while studying this topic?



THE TWELVE MOST COMMON SITUATIONS EVALUATORS FACE

1. You think a presentation is misclassified (for example: the member is doing an interpretive reading and not a demonstration)

If a presentation has been misclassified then the room host needs to get the appropriate forms to properly evaluate the member, including the standards for the type of presentation. Do not upset the already nervous member by sending them away to “find the right room.”

2. Someone is photographing or recording (filming).

This is allowed as long as the person is not distracting the presenter and they are filming or photographing their own child. Otherwise, the room host should assess the situation and ask them to refrain from filming or photographing the presentation. You have the authority to step in and support the room host.

3. Distractions: Someone in the room is talking while a member is presenting.

The room host should assess the situation and ask that person to stop distracting the presenter. You have the authority to step in and support the room host.

4. The presenter messes up, starts to cry, or otherwise cannot complete the presentation.

The room host and you may offer comfort and allow youth to step outside the room. The presenter may be given the option to present after the next presenter. Adults are not allowed to step in except in the event of an equipment malfunction.

5. A member or adult asks you about their score.

Refrain from discussions until after the awards ceremony.

6. On the event registration form, a UC 4-H Member has listed additional assistance needed in order to participate in the event.

UC 4-H staff and event coordinators will review all assistance requests and communicate with UC 4-H families of all reasonable assistance ANR is able to provide. Information regarding assistance provided will be communicated to any presentation day evaluators in advance to explain how the presentation format has been adapted to assist the presenter to participate in the presentation program.

7. No one asks questions. What do you mark on your evaluation form?

Since the presenter’s ability to answer questions is part of the evaluation, this scenario should not happen. At least one of the evaluators needs to ask a question. Some suggested questions could be:

- What made you decide to choose this topic for your presentation?
- Where did you find information for your presentation?
- What did you learn planning your presentation?

8. A presentation is controversial and/or overtly religious or political.

Evaluate the presentation, don't stop the youth, let them present. You may talk to the Event Coordinator during a break (or after the Event) to discuss your concerns.

9. A presenter shows up late.

Ask them to present last. You cannot disqualify the presenter.

10. A presenter does not follow the guidelines in the UC 4-H Presentation Manual.

Allow the presenter to continue and evaluate them based on the category that they entered. There is space on the evaluation forms to note any technical requirements that were not followed.

11. Another evaluator is not following the guidelines or not behaving appropriately.

During a break in the presentations, locate the Event Coordinator and inform them of the situation.

12. You don't feel you can objectively review a presenter (e.g., you are close family friends)

Review the list of presenters in your room during the evaluator orientation. Let the event organizers know if any conflicts arise during the orientation, so that room adjustments can be made if possible. If room adjustments cannot be made, let the other two evaluators complete the evaluation and do not complete an evaluation form.

Other things you should know as an evaluator:

1. Evaluators may not disqualify a presentation.
2. Tally Room - The role of the tally room is to add up all the scores and determine the color rank of the presentation.
3. Rescoring - This procedure will be followed by the Tally Room if a presenter requests it (this will not be done automatically by the tally room) and must be approved by the event coordinator. If there is a discrepancy greater than 30% between the highest score and lowest score, then the lowest score will be dropped and replaced with an average of the two remaining scores.

EVALUATOR ORIENTATION CHECKLIST: ARE YOU READY?

- ❑ What procedures are followed if equipment malfunctions?
- ❑ Can a presenter be disqualified?
- ❑ How many members may be in a team/group, and what determines the age category?
- ❑ How should work and speaking parts be distributed among members of a team?
- ❑ What is the minimum number of presentation boards (or equivalent) required?
- ❑ What factors dictate how long a presentation should be?
- ❑ Are assignments for school or science fairs appropriate topics for a presentation?
- ❑ May presenters use notes, and, if “yes,” how many and what size?
- ❑ Should the presentation/reading be memorized?
- ❑ What constitutes “appropriate dress” for the various types of presentations?
- ❑ Are presenters allowed to use props; if “yes,” what type?
- ❑ Who, if anyone, may ask questions?
- ❑ Are there specific elements that must be included (e.g., a prepared introduction, an explanation of purpose, a hypothesis, etc.?)

Evaluation Myths

- ✓ Youth must wear the 4-H uniform. **Not true**, all clothing shall be neat, clean, and acceptable in repair and appearance. The 4-H uniform cannot be required, although it may be worn.
- ✓ Youth must repeat the question. **Not true**, it is acceptable to repeat the question, paraphrase the question, or include the question in the answer.
- ✓ The presentation must be related to a 4-H project. **Not true**, topics may relate to a current 4-H project work, other 4-H activities, or the member’s spark/passion.
- ✓ Youth must provide verbal citations. **Not true**, youth may verbally share citations or list citations on their visual aids or poster.

ANSWER KEY: EVALUATOR ORIENTATION CHECKLIST

1. What procedures are followed if equipment malfunctions?

The presenter may request an opportunity to restart the presentation once they have had a chance to repair the equipment. Adults and/or room hosts may assist with equipment malfunctions. You should give the presenter the opportunity to relax and regroup their thoughts prior to restarting the presentation.

2. Can a presenter be disqualified?

No presentations may be disqualified except by the event coordinator.

3. How many members may be in a team and what determines the age category?

The number of presenters varies by presentation format. See the matrix on [page 15](#). Members of teams and group presentations will be evaluated using the age of the oldest team member. Any team presentation that includes primary members may not be evaluated.

4. How should work and speaking parts be distributed among members of a team?

Team members should divide work and speaking parts equally. An uneven distribution of work or speaking parts will impact the evaluation. They are evaluated as a team.

5. What is the minimum number of presentation boards (or equivalent) required?

The number of posters or slides varies by presentation format. The matrix on [page 15](#) provides an overview of the minimum number.

6. What factors dictate how long a presentation should be?

The speaking time for presentations varies by format; see [page 15](#) for a range for each presentation format. In most cases, the complexity of the topic and the age of participants should dictate the appropriate length.

7. Are assignments for school or science fairs appropriate topics for a presentation?

School assignments or science fair displays need to be related to 4-H experiences or youth sparks. Presenters are strongly encouraged to relate the presentation to their current 4-H project work, 4-H activities, or spark. If the presenter is questioned concerning the relation of the presentation to a 4-H activity and the presentation is not based on a 4-H activity, the presenter should connect the presentation to a club or project based 4-H presentation program or 4-H experience.

8. May presenters use notes, and, if "yes," how many and what size?

Presenters may use notes only in the Informative Prepared Speech, Persuasive Prepared Speech, and Impromptu Speech formats. Notes are limited to one 5"x7" card, one-sided. Presenters should use their primary source material in the Interpretive Reading format.

9. Should the presentation/reading be memorized?

Presentations do not need to be memorized. In many cases, the speech will be more effective when the presenter modifies their delivery for the context in which they are speaking; for example, the size of the audience and layout of the room.

10. What constitutes "appropriate dress" for the various types of presentations?

Attire that is neat, clean, and acceptable in repair and appearance. Attire does not display profanity, products or slogans that promote tobacco, alcohol, drugs, or sex. Costumes may be worn. The 4-H uniform cannot be required. Although it may be worn, wearing or not wearing the 4-H uniform will play no part in evaluation.

11. Are presenters allowed to use props; if "yes," what type?

Props (or visual aids) may be used in many presentation formats. Visual aids are required in demonstration, and may be used, but are not required, in the illustrated talk, science or engineering presentation, persuasive prepared speech, share the 4-H fun skit, and cultural arts.

12. Who, if anyone, may ask questions?

Only evaluators may ask questions. The amount of time for questions may be limited by the evaluators as needed (recommended time for questions is maximum five minutes).

13. Are there specific elements that must be included (e.g., a prepared introduction, an explanation of purpose, a hypothesis, etc.?)

Each presentation format has a specific purpose and respective elements that need to be included. These elements are reflected on the evaluation form.

GUIDELINES FOR WRITTEN COMMENTS

Written Comments

Evaluators must include written comments on the back of the evaluation form for every presentation. This is the critical part of helping UC 4-H members improve their public speaking skills.

- Use second person point of view with the pronoun “you” to address the presenter.
- Personalize your comments, and be sure that they reflect today’s presentation. Realize that the stress of travel, illness, or other factors may cause a presenter to perform at a different skill quality level than in a previous competition.
- Be specific. Avoid generalizations.
- Offer specific suggestions for improving and/or expanding the presentation.
- Challenge the member(s), but conclude with a positive statement to motivate future participation and expansion of their public speaking skills (e.g., suggest trying a different category next year).

Try these words/phrases:

- ✓ Consider
- ✓ Suggest
- ✓ Possible
- ✓ How about . . . ?
- ✓ May
- ✓ Another way . . .
- ✓ Next time . . .
- ✓ Have you thought . . . ?
- ✓ Have you tried . . . ?

Avoid these words/phrases:

- ∅ Can’t
- ∅ Don’t
- ∅ Won’t
- ∅ Never
- ∅ Always
- ∅ Wrong
- ∅ No
- ∅ Should
- ∅ Must

Key Reminder

Comments must be constructive, positive, and specific for improvement. Saying something is done improperly does not teach how to correct the problem. Positive constructive comments are better than inappropriate or critical comments. Even the best presenters want to know how to become even better.

Below are some examples of **POORLY WORDED** comments. Try rewriting them.

1. Your voice was way too quiet; no one in the back could hear you.

Try raising your voice next time. You want to make sure that those in the back of the room can hear you.

2. Practice moving your posters more since you were very clumsy.

You may want to practice smoothly transitioning your posters from one to the next

3. You need a better conclusion. I didn’t know you were really done until you asked for questions.

Another way to conclude your presentation is to use a closing device; this will make your presentation memorable and will notify your audience that you have finished your presentation.

4. Your skit was cute, but the theme has been used so often that it was totally predictable.

I really enjoyed your skit. You may think about selecting a more unique and original theme.

5. You looked a bit sloppy. Next time, iron your shirt, and be sure it’s tucked in!

Next time, consider wearing a neat and ironed shirt that is tucked in; professional appearance can help you reinforce the message that you are trying to send.

6. Please avoid jargon. I’m not familiar with your project, and I had no idea what you were talking about.

Consider who the members of your audience may be ahead of time. Some audience members were not familiar with the jargon that you used, and this made it difficult for the audience to fully understand your message. I suggest that you avoid using jargon in future presentations.

7. Your plan of action didn’t have much action.

Next time spend some extra time on your plan of action; this helps to ensure that the goals of your project are met.

YOUTH ROOM HOSTS

Youth room hosts help ensure a smooth functioning set of presentations

- When the room is ready to begin the presentations for the day, the Room Host will introduce the evaluators and give instructions to the presenters and the audience.
- The Room Host is responsible for keeping the program moving forward and maintaining order in your room.
- They will introduce the presenters and give the presenters any needed assistance.
- They will politely ask the evaluators if they are ready for the next presenter.
- We want to give each presenter a thorough evaluation, but we do not want the presenters who are at the end of the day to feel rushed.

Beginning the Day

- ✓ Make sure there is a table and easel available
- ✓ Greet each evaluator
- ✓ Greet each presenter
- ✓ Start on time
- ✓ Read the introduction script

Beginning of Each Presentation

- ✓ Offer help to the presenter for setup
- ✓ Make sure the evaluators are ready
- ✓ Introduce the presenter
- ✓ Make sure the door is closed so no one will enter and distract the presenter

After Each Presentation

- ✓ Thank the presenter
- ✓ Offer to help clean-up
- ✓ Let the next presenter know they are next and let them know to get ready
- ✓ Ask evaluators for their forms to run to the tally room

After All Presentations are Complete

- ✓ Read the conclusion script
- ✓ Clean-up the room
- ✓ Run the final evaluation forms to the tally room

Introduction Script

I would like to welcome everyone to the 4-H Presentation Day. My name is _____ and I am your Room Host. We have three evaluators in the room and they are: _____, _____, and _____. The presenters today are _____(read the list of presenters)_____.

At this time, I would like to go over some etiquette rules:

- No cueing or prompting from the audience.
- There should be no talking, whispering, or comments during presentations. You should silence cell phones.
- Be respectful of presenters and stay attentive.
- Evaluators are the only ones allowed to ask questions with presentation types that allow questions.
- Evaluators, please time presentations on your own. Remember that you may not disqualify a presentation.
- You all are more than welcome to clap at the end of the presentation.

We truly thank you for being understanding that we are trying to offer the presenter the best opportunity for a successful, medal winning presentation!

Conclusion Script

Now that everyone has completed their presentations, this concludes the presentations. Awards will be announced at _____ and evaluation forms returned.

A very special THANK YOU to our evaluators for all their hard work and for taking time out of their schedule to be here today. I also would like to congratulate all participants on a job well done.



Section 4: Worksheets

PRIMARY MEMBERS (YOUTH AGED 5 TO 8)

Purpose

The purpose of primary presentations is to allow 4-H members, aged 5 to 8 years old, to have a positive experience while beginning to develop public speaking skills. Primary members should choose a topic they like and are comfortable talking about. Primary members are encouraged to keep their presentation time between three and five minutes but are not limited to that time frame.

Primary members may receive help from the adults in the room or other members. They might need help with their visual aids, posters, or slides. If a primary member is struggling to remember their presentation, they may be prompted. Remember: the goal for our primary members is to allow them to have a positive experience giving presentations before they compete as a regular member.

Positive Feedback; Not Evaluation

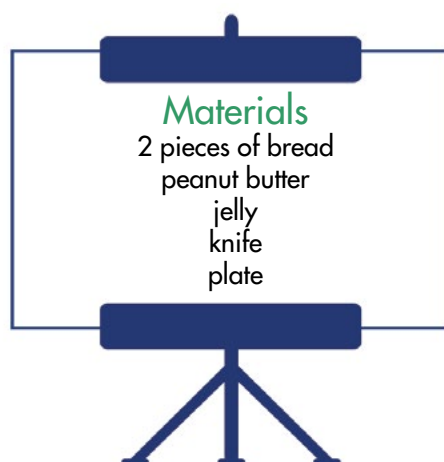
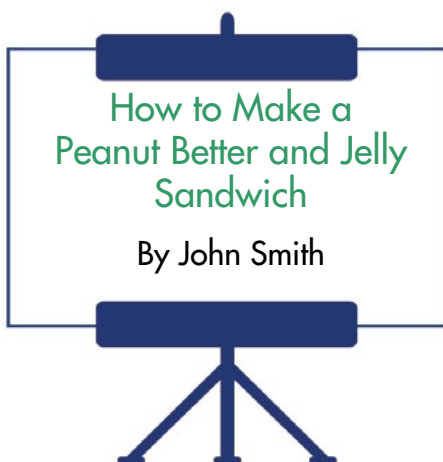
Primary members are not evaluated. Competitive events and activities are not appropriate for five- to eight-year-olds. Young children have a difficult time psychologically understanding winning and losing. When children lose, they may relate negative feelings to their self-worth and identity. Competition is almost always linked to external awards and approval. In competitive settings, children begin to define themselves extrinsically. Being defined as a winner or loser is a weak foundation for their developing self-concepts. This is UC 4-H Policy.

Since primary members are not evaluated, there is no scoring system for primary presentations. Please give comments that are positive and helpful. Give pointers and suggestions on how the member can improve their presentation. Above all, remember that we are encouraging the primary members to continue learning how to do presentations.

Primary members should be made to feel that they are valued as participants. While they are not awarded places, they can be recognized for participating. For example, they could receive trophies, medals, certificates, or gift bags. Primary members are a fun age group, so have fun as you listen to their presentations and help our primary members make the best better!

Remember

- ✓ The purpose is youth development and building confidence in public speaking.
- ✓ Presentations should last 3 to 5 minutes.
- ✓ Support, encourage, and praise your young presenter.



UC 4-H PRESENTATION COMMENT FORM

PRIMARY MEMBERS (YOUTH AGED 5 TO 8)

| | | | |
|---|--|---------------|--|
| Date | | County | |
| Member Name | | | |
| Member Name | | | |
| Member Name | | | |
| Presentation Type | | | |
| Title | | | |
| PLEASE PRINT NEATLY AND LEGIBLY. PLEASE WRITE COMMENTS TO THE SPEAKER. | | | |
| What did I do well? What could I have done differently to make my presentation more effective? | | | |
| Comments | | | |
| Evaluator Name | | | |



Section 5: Worksheet

SELECTING A TOPIC (PAGE 1)

Selecting your presentation topic is the first step in planning your presentation.
Use the prompts below to brainstorm and narrow down your ideas.

Brainstorm

List a few things you like to do or do often.

| Topic | Your response |
|--------------------------------------|---------------|
| Things I do in 4-H | |
| Things I collect | |
| Things I do after school | |
| Things I like to read or learn about | |
| Things I do for fun | |

My Favorite Things

Of the topics I have brainstormed above, which are my favorite, a spark, or something I am passionate about? Your sparks and topic do NOT have to be 4-H related.

| Topic | Your response |
|----------|---------------|
| 1 | |
| 2 | |
| 3 | |

WORKSHEET: PLANNING A UC 4-H PRESENTATION

SELECTING A TOPIC (PAGE 2)

Topic Reflection

Go through your top three favorite things and check mark for each of these questions.

| | Topic #1 | Topic #2 | Topic #3 |
|---|----------|----------|----------|
| Is the topic appropriate? | | | |
| Do I know enough about the topic (or can I learn enough) to present on the topic? | | | |
| Can I find good quality information about this topic? | | | |
| Do I want to learn more about this topic? | | | |
| Is this a topic I will enjoy presenting up to 4 or 5 times? | | | |

Choosing My Final Presentation Topic

You have taken the time to brainstorm ideas, you have picked your favorite ones, and reflected on the questions above. Now it is time to choose your final presentation topic! Ultimately, the choice is up to you. Congratulations on selecting a topic!

| | |
|---------------------------|--|
| Presentation Topic | |
|---------------------------|--|

Select a Presentation Type

How do you want to share your ideas with others?

| | |
|---|--|
| Do I want to demonstrate and show the audience how to do something? | Demonstration |
| Do I want to tell the audience how to do something, but not physically demonstrate it? | Illustrated Talk |
| Do I want to display my knowledge on the subject, give a short summary of the knowledge in a speech, then have the audience come up and read the display for further information? | Educational Display |
| Do I want to inform the audience of something without visual aids (posters, equipment) or notes? | Informative Prepared Speech |
| Do I want to convince the audience of something without visual aids (posters, props) or notes? | Persuasive Prepared Speech |
| Do I want to directly read a piece of material out loud to the audience and then describe? | Interpretive Reading |
| Do I want to perform? | Cultural Arts |
| Do I want to inform others about a 4-H related topic in a fun way? | Share the Fun Skit |
| Do I want to study up on 3 pre-announced topics and then deliver a speech with only 3 minutes to prepare? | Impromptu Speech |
| Do I want to present the results of a science investigation or engineering design? | Science or Engineering Presentation |

Once you have identified how you want to share your ideas, make sure to read the page dedicated to describing the requirements for that presentation type!



WORKSHEET: PLANNING A UC 4-H PRESENTATION ORGANIZER (PAGE 1)

| | |
|---------------------------|--|
| Presentation Topic | |
| Title | |
| Presentation Type | |

| Introduction | |
|--|--|
| Opening device or attention getter | |
| Personal introduction | |
| Purpose of the speech and summary of main points, reading, skit, performance | |

| Transition statement |
|-----------------------------|
| |

| Body (main points) | |
|---------------------------|--|
| Main point 1 | |
| Transition statement | |
| Main point 2 | |
| Transition statement | |
| Main point 3 | |

| Transition statement |
|-----------------------------|
| |



WORKSHEET: PLANNING A UC 4-H PRESENTATION ORGANIZER (PAGE 2)

Conclusion

| | |
|--|--|
| Summary of the body's main points, reading, skit, or performance | |
| Closing device | |

References

(where you gathered your information)

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |

Responses to Possible Questions

| Possible Question | Response |
|-------------------|----------|
| | |
| | |
| | |

Attire: What will you wear?

| |
|--|
| |
|--|

Visual Aids and Note Card

Please review the page for your selected presentation type to determine whether the use of props, supplies, equipment, or note cards are allowed.

| |
|--|
| |
|--|



RESOURCES

Watch sample presentations at:

<http://4h.ucanr.edu/projects/leadership/publicspeaking/>



4-H Resources

Texas A&M Explore Public Speaking Project at <https://texas4-h.tamu.edu/projects/public-speaking/>

PennState 4-H Public Speaker's Handbook: A guide to preparing and presenting speeches and demonstrations at <https://extension.psu.edu/programs/4-h/members/projects-resources/communicationarts/general/4HPubSpeakersHB.pdf>

Toastmasters International

Toastmasters International is a nonprofit educational organization that teaches public speaking and leadership skills through a worldwide network of clubs. Toastmasters offers opportunities for youth to develop their communication and leadership skills. <https://www.toastmasters.org/>

Books

Claire Duffy's 2018 book, *The teen's guide to debating and public speaking*.

Joy Jone's 2019 book, *Fearless public speaking: A guide for beginners* (SparkNotes).

Diane Windingland's 2012 book, *Speech class for teens: 28 speech class lessons plus handouts and forms*.

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UNIVERSITY OF CALIFORNIA 4-H PRESENTATION MANUAL



UNIVERSITY OF CALIFORNIA
Agriculture and Natural Resources

■ 4-H Youth Development Program