

Public Speaking

4-H MEMBER'S GUIDE

"And now it gives me great pleasure to introduce. . ."

How many times have you heard that phrase? The stage has been set for another speech. But this speech will be different. It is going to be a speech given by a 4-H member.

Speechmaking is important today not only to the 4-H program but to the many types of organizations everywhere. Important to all? Certainly! Consider Astronaut Neil Armstrong's snappy "speech" when he stepped onto the moon and launched the world into a new age: "One Small Step for Man — One Giant Leap for Mankind." Although his basic job was that of a scientific explorer, those words launched Neil Armstrong and

his fellow astronauts into a public appearance tour that was as important in its own way as landing on the moon. While the most critical factor of that space shot was scientific research, the most important ingredient of the astronauts' world tour was a healthy measure of public speaking.

The world is becoming smaller and smaller. Today we can pick up a phone and virtually dial direct to almost anywhere in the United States and Canada. Communications experts tell us that within the next decade we will be able to dial nearly all major cities in the world. You can now see, via communications-satellite television transmission, a major event happening as it happens any place in the world — all in living color — right in your own living room.

Division of Agricultural Sciences
UNIVERSITY OF CALIFORNIA

REPRINTED MARCH 1978

4-H-8038

FILE COPY DO NOT TAKE

All of these advances make both the individual and society more dependent on the ability to speak well in public. And you can get a good start along the road to becoming a good public speaker in 4-H.

Here are only a few of the things you can do through public speaking.

- Close that communications gap between generations and nations about which everyone is talking.

- Learn to speak up, to develop speaking skills, and to gain the confidence to make your voice heard and your message remembered.
- Become better able to organize your thoughts and ideas, not only for talks before groups, but in informal conversations and even in written communications.

So, why don't you give a speech?

PREPARING A SPEECH

Select a Topic

To give a talk, you must have something to say. The ideas that can be generated from your own experiences are endless. The following examples are just a few of the many topics you might discuss in your speech.

Opportunities in 4-H

My Favorite 4-H Project

What Does 4-H Mean to Me?

What I Plan To Do in 4-H This Year

What Is Junior Leadership?

4-H as a Microcosm of Society

Youth's Role in Community Action

What Young People Can Do To Improve International Relations

4-H Projects of Interest to Urban Youth

How 4-H Helps You To Better Understand Nature and Its Processes

When you select a topic, focus on a main idea or theme. Build your speech around this focal point. Don't try to cover too broad a subject. Also consider the audience to

whom you will be speaking and the occasion. Your topic should be appropriate for the time and the group.

Research and Know Your Topic

Once you decide on a topic, spend some time just writing down any thoughts that come to mind. Do this fast without thinking much about each individual idea. This is called brainstorming.

You can write your speech from these many thoughts, but you must present them logically (in some order). However, you can make your talk more interesting by gathering information from a variety of sources. Draw on your own experiences, and talk to your teachers, other 4-H members and leaders. Also read textbooks, newspapers, and magazines for current events that might tie into your speech.

Remember: be up to date!

Organizing Your Notes

Now you are ready to organize your speech. You should organize your talk in three main parts.

Introduction

Attract attention with a story, an example from literature, or a startling question or statement of fact. Those first few words count! Spark the interest of your audience and they will stay with you throughout your presentation. State the purpose of your speech and what you hope to accomplish. In other words, introduce your speech.

Body

This is the meat of your talk. There are several ways in which you can present information to your audience. For instance, you might like to try one or more of the patterns described below.

- **Time pattern** which means to arrange your talk historically around the past, present, and future.

OR

- **Space sequence** which means to arrange your talk geographically. For example, you might be interested in water pollution, and could trace it from its source as it moves downstream.

OR

- **Problem-effect-solution** is very effective in speeches because your experiences tend to fall in these categories. For example: the oven was too hot, the biscuits burned, so the biscuits were fed to the birds. State the problem, describe its effects, and suggest ways to solve it.

OR

- **Narrative sequence** which means, in simple terms, to just tell your story from beginning to end.

Remember – it's your story, so be sure to put yourself into it.

Conclusion

In this part of your talk, you can briefly summarize your main points and appeal for specific action if that is the intent of your speech. This is your final opportunity to reach your audience, so make it count.

Here are a few tips for ending your speech.

- Never talk about stopping. Stop!
- Always stop while your audience still wants you to continue.
- Close with the idea you most want remembered.
- One good way to end is to summarize the main points. Another good technique is to pay your audience a sincere compliment, while still another method is to leave your audience laughing or smiling.

WRITING YOUR SPEECH

In every case, the speaker uses some type of written format for his speech. The most common questions are: "Should I write out my entire speech and memorize it?" or "Should I use an outline of my most important points?" or "Should I read my speech?"

All of these techniques are used by professional speakers. Each has its good points and each has certain disadvantages. Ideally, you should know your subject well enough so that you don't need notes, yet not have it memorized. Memorizing a speech is like building a fence around yourself because, usually, all you know about your topic is what you have learned by memory. Try various techniques and select the best method for you.

Some speakers use a complete outline. If you do this, write some subpoints under each main point. Indicate under each heading which facts, examples, illustrations, or demonstrations you will use. Outline your introduction and conclusion in the same way.

Some people like to write out just the important parts of a talk, but do not memorize them.

This is good background preparation for developing main points, transitions, and conclusions. If you use this method, you will find that brief notes are helpful for practicing aloud.

Other speakers prefer to organize their thoughts, but find that they can best choose their words when they are actually speaking. They start with an outline and talk it through many times, trying out different ways of developing the ideas.

Practice your speech at home before your family and friends. It is usually a good idea to also practice in front of a mirror so that you can see your expressions and mannerisms, and whether they add or detract from your speech. Then when you are ready for the public, a 4-H meeting is a good place to start.

TIPS ON DELIVERING YOUR SPEECH

There is no "right" or "best" way to speak, except to be yourself and to smile often. It is only when you are natural that you communicate your real self — and all speeches need the personality you can give them.

Here are some suggestions to help you be at your best when you give your speech.

- Get plenty of rest before you meet your audience. Do not eat much before you speak — this can keep the butterflies in your stomach from bothering you too much.
- If you are nervous, breathe deeply and slowly several times just before you are introduced. Relax your arms, legs, and body as much as possible.
- When you are introduced, walk briskly to the lectern, smile, and look at the audience as though you are alive and glad to be there.
- Stand tall — don't lean on a table, podium, or lectern.
- Be confident from the very beginning — first impressions are important. Be sure you speak loudly enough to be heard by all.
- Use gestures only when they are natural to you. If you normally use your hands when you talk, use them when you give a speech. If not, don't try to act for the audience. It can make you uncomfortable and, sometimes, can make you look ridiculous.
- Look at your audience as much as possible. Glance around the room so that all of your audience feels that you have seen them some time during the talk.

In 4-H you learn by doing — and you only learn how to give a speech in public by doing it. And to always "Make the Best Better," have your 4-H leader, your junior or teen leader, teacher, parents, or friends rate your speech using the checksheet at the end of this pam-

phlet. This sheet is very similar to the one used in public speaking contests.

Always remember one thing — **RELAX** — everyone is rooting for you!

WHERE TO GIVE YOUR SPEECH

Spreading the 4-H message is one of your most important assignments as a speaker. You might give your speech in school, to your project group, at a 4-H meeting, in a public speaking contest, or to a local organization. There are many service clubs and community groups that welcome 4-H speakers. When you appear before such groups, remember not only to give your speech, but also to thank them for inviting you.

Tips for Television Appearances

Some 4-H'ers have the opportunity and challenge of appearing on television. When you appear on television, you are inviting yourself into the homes of hundreds, maybe thousands, of viewers. It is important to make the viewer feel you are right in his home. If you are invited to appear on television, TV station personnel will help you, but here are a few tips worth remembering.

- Look at the camera. When you are looking

at the camera, you are looking right at the viewer in his home — eyeball to eyeball.

- Appear pleasant and smile often. You like visitors in your home to be friendly and you should appear friendly too.
- You will have to use a microphone. Since there are several types, ask someone to assist you before you go on the air.
- Your actions and voice should be moderately slow before television cameras. This helps give a relaxed atmosphere to your entire presentation.
- Wear something colorful. Most television stations today have spent thousands of dollars to buy color broadcast equipment, and they like to have their guests in attire that will colorcast nicely. If you appear on black and white television, however, be careful to avoid harsh contrasts in clothing. For this reason, boys should not wear white shirts. In other words, pastels make for better telecasting.

If you are in doubt about what to wear, check with television station personnel.

Now it is up to you. Nobody else can give YOUR speech.

USE THIS CHECKSHEET TO RATE YOURSELF

CONTENT OF TALK

- Related to some phase of 4-H work
- Within the experience or interest of 4-H member
- Of current concern or interest
- Subject clearly stated
- Main points clearly stated
- Main points logically developed
- Main points well-summarized
- Material organized — introduction, body, conclusion
- Good time balance between main parts of talk
- Visual aids used when applicable
- Examples used when appropriate
- Stories used (if any) related to subject
- Accurate material used

Excel- lent	Good	Fair

Comment

DELIVERY OF TALK

- 4-H member clean and neat
- Stands erect but not stiffly
- Is poised and self-assured
- Appropriate gestures used in natural manner
- Is free of unpleasant or distracting mannerisms
- Is friendly and smiling during talk
- Voice is clear and loud — heard by entire audience
- Correct pronunciation of words
- Enunciation good — each word clear and distinct
- Words used accurately (with correct meaning)
- Good grammar used
- Varied pitch and volume to avoid monotony
- Speaks fluently without undue hesitation
- Speech not read — notes may be used

EFFECT ON AUDIENCE

- Interest of audience sustained throughout talk
- Good rapport established between speaker and audience
- Applause is spontaneous and genuine

The author is Charles R. Hilgeman, 4-H Youth Advisor, Humboldt County.

The University of California Cooperative Extension in compliance with the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and the Rehabilitation Act of 1973 does not discriminate on the basis of race, creed, religion, color, national origin, sex, or mental or physical handicap in any of its programs or activities. Inquiries regarding this policy may be directed to: Affirmative Action Officer, Cooperative Extension, 317 University Hall, University of California, Berkeley, California 94720, (415) 642-0903.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the United States Department of Agriculture, James B. Kendrick, Jr., Director, Cooperative Extension, University of California.

5m-3/78-BT/LAM

4-H PUBLIC SPEAKING CHECKSHEET

Name of member _____ Age _____

County or Club _____

Title of talk _____

Rate excellent, good, or fair. Use check (✓) in square to score.

CONTENT OF TALK

- Related to some phase of 4-H work
- Within the experience or interest of 4-H member
- Of current concern or interest
- Subject clearly stated
- Main points clearly stated
- Main points logically developed
- Main points well summarized
- Material organized — introduction, body, conclusion
- Good time balance between main parts of talk
- Visual aids used when applicable
- Examples used when appropriate
- Stories used (if any) related to subject
- Accurate material used

Excel- lent	Good	Fair

Comment _____

DELIVERY OF TALK

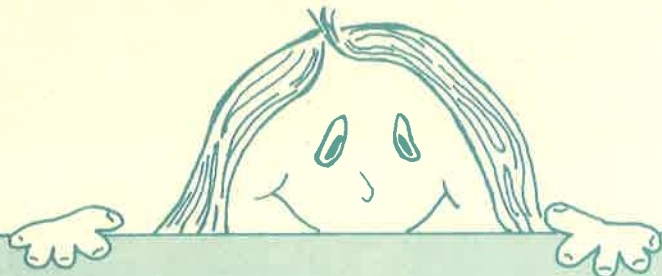
- 4-H member clean and neat
- Stands erect but not stiffly
- Is poised and self-assured
- Appropriate gestures used in natural manner
- Is free of unpleasant or distracting mannerisms
- Is friendly and smiling during talk
- Voice is clear and loud — heard by entire audience
- Correct pronunciation of words
- Enunciation good — each word clear and distinct
- Words used accurately (with correct meaning)
- Good grammar used
- Varied pitch and volume to avoid monotony
- Speaks fluently without undue hesitation
- Speech not read — notes may be used

EFFECT ON AUDIENCE

- Interest of audience sustained throughout talk
- Good rapport established between speaker and audience
- Applause is spontaneous and genuine

The University of California Cooperative Extension in compliance with the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and the Rehabilitation Act of 1973 does not discriminate on the basis of race, creed, religion, color, national origin, sex, or mental or physical handicap in any of its programs or activities. Inquiries regarding this policy may be directed to: Affirmative Action Officer, Cooperative Extension, 317 University Hall, University of California, Berkeley, California 94720, (415) 642-9300.

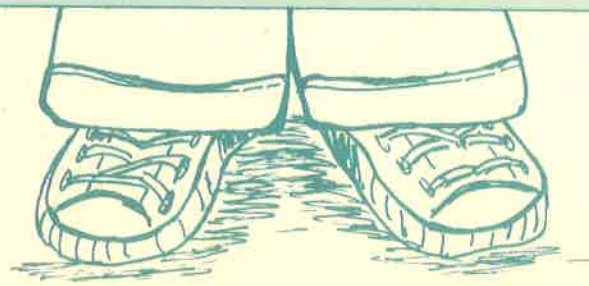
Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the United States Department of Agriculture, Jerome B. Siebert, Director, Cooperative Extension, University of California.



making



posters



4-H POSTER ART MANUAL

TABLE OF CONTENTS

Introduction

- I. Purpose of 4-H Posters
- II. How a Poster Communicates
- III. Planning and Designing Your Poster
- IV. Materials You Will Need
- V. Size and Color
- VI. Your Lettering
- VII. Judging
- VIII. Recognition
- IX. Guidelines and Regulations for the National 4-H Poster Art Program
- X. Poster Information Form.

No matter how much we all may have in common, no matter how similar our backgrounds may be, we each look at the world from different viewpoints. It is this wide range of differences that makes self-expression so important. Different needs, different dreams, different fears, different goals all call for a unique expression. Some of us may enjoy expressing our views by writing, others by singing or playing a musical instrument, some by painting, drawing, building, or working in social groups. We each express ourselves in a different way. It is most important that we use our skills to say what we feel and think, while at the same time allowing others the same privilege.

Now comes a new opportunity for you to be creative and expressive . . . 4-H Poster Art. Can you afford to pass up this opportunity? Wouldn't you like to have a chance to express your feelings with your own unique skills?

As a young citizen, you are encouraged to make the most of this exercise in a truly democratic freedom—the right to self-expression.

Remember that originality should always be an important part of your poster. This manual is only meant to give you a few basic guidelines to help you direct your own approach.

ACKNOWLEDGMENTS

This manual has been prepared for 4-H use in support of the National 4-H Poster Program by representatives of SEA-Extension, U.S. Department of Agriculture; the Cooperative Extension Service of the State Land-Grant Universities; and the National 4-H Council. Special thanks are extended to Coats & Clark Inc. for financial and technical assistance.

This material is published by the National 4-H Council, 150 N. Wacker Drive, Chicago, Illinois 60606.



LI 011



I. PURPOSE OF 4-H POSTERS

4-H posters provide an opportunity for you to express your ideas on what 4-H means to you.

Posters will give you an opportunity to promote 4-H through your art efforts.

Posters submitted in county and state competition will be used to promote 4-H locally. Posters submitted nationally may be used for the National 4-H Poster, 4-H Calendars, promotion leaflets and exhibits.

II. HOW A POSTER COMMUNICATES

A poster is more than a coat label or street sign. It suggests action. Signs attract attention in order to identify something, offer directions, or issue a command. A poster does more. It tells you to act now.

Charts usually require a person to explain them. A good poster is self-explanatory: it speaks for itself.

Posters make people Stop, Read, and Remember. Effective posters (1) attract attention, (2) focus your interest on the idea, and (3) sell you on taking action.

III. PLANNING AND DESIGNING YOUR POSTER

You must plan the kind of poster you want, the size you want it to be, and the kind of material you will use.

Make your poster say something. Effective posters should have one main idea.

Have the reason for the poster clearly in mind before you start. Know what idea you are trying to tell people. Whom do you want to read the poster? What do you want them to know or to do?

Where will you display your poster? How many copies will you need?

Think about your basic design before you start. Cut out all the parts or make a drawing of how it should look before you put it together.

Keep in mind the materials you plan to use—crayons, watercolors, paste, paper, photographs, chalk, string, and so on.

Make your message brief and direct. A person should be able to read it at a glance.

Search out and use information that the viewer will identify with his own interests, experiences, and needs. Example approaches: "something for you", or "how to make your community shine."

When planning a Poster . . .

1. Find out who the viewers will be.
2. Decide what you want them to know.
3. Decide what you want them to do.
4. Think of a clever theme and slogan.
5. Try to limit your effort to one main idea.
6. Make a small rough sketch (if possible get help from an artistic person).
7. Remember that this type of visual communication is merely the introduction to a whole teaching campaign. It should supplement only. *Meetings, handouts, and media releases* might be used to fill in details.

To Be Successful, A Poster Must . . .

1. Catch the eye of the passerby.
 2. Be simple and clear. People glance only briefly and are immediately either "told and sold" or not. Don't be too wordy.
 3. Impress an idea or a fact upon the viewer.
 4. Stimulate him to support your idea—to get more information or take an appropriate action.
- After you decide on an idea for your poster, you may need help.

Your school art teacher might advise you about design and layout. The teacher might even be happy to have some practical work for his or her class. Or, contact the person who arranges displays for a department store in your town.

An older 4-H member, your 4-H leader, or the creative arts leader can also help you. The person you ask for help must have a well-planned idea from you . . . and perhaps a large measure of tactful guidance

... if the finished poster is to be worth his or her efforts.

With all of your thought and planning completed, you can now put your expression together in the final poster. Above all else, take pride in your work. It is not so important to have mastered all the skills that someone else may have to his credit. It is more important for you to develop your own skills. This way it can be both a way to express your philosophy to others and an ideal way to exercise your skill in arts and crafts.

Good luck and have lots of fun following your imagination.

IV. MATERIALS YOU WILL NEED

With posters done by hand, you can exercise more control over material, size, color, lettering, and design. The materials you need for handmade posters depend on the number of posters you plan to make, their size, and how you plan to use them.

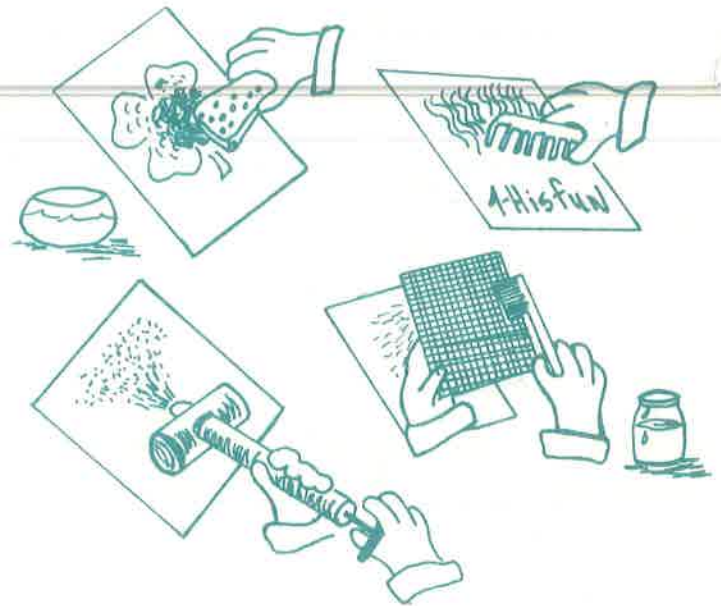
Plain white or brown wrapping paper is the cheapest material. Although it lacks stiffness, you can make attractive posters with it. Colored construction paper, colored art board, and special colored paper can be bought in an art store. Construction paper is most useful for cutouts to be pasted on other backing or for special effects.

If you need just a few posters for use in your community, you can effectively use *three-dimensional* materials like cardboard tubes, paste-on ribbons, photographs, paper models, buttons, cloth, or toys. Many other materials can be used to attract attention.

A variety of paints and inks is available. Waterproof India ink is most common. Quick drying, thin inks in self-contained felt-tipped brush pens are sold in most colors. You may also use regular art crayons and wax marking pencils. Try to get some help concerning what type of brushes you buy. For lettering with a brush, you might use good showcard or "tempera" colors.

V. SIZE AND COLOR

A poster's size is determined partly by where you display it. Small posters 10 inches by 14 inches are alright in a corridor where people pass nearby, but posters used outside must be large to attract attention at greater distances.



Selecting colors can be tricky. Avoid such combinations as blue on orange, red on green, purple on yellow, or vice versa. Color combinations affect how easily the message is read as well as the overall appearance of the poster.

In your club or group, experiment with different colors. Cut letters of the same size from different colored construction paper and hold these against several colored backgrounds. Hold the background and letters at varying distances from the group. Which are easiest to read? Which becomes more real? Which becomes more difficult to read as the distance is increased? What do you think makes the difference? Use the information gained in that experiment to select colors for your poster.

Two or three colors should suffice unless you deliberately use more in a restrained way, as in a "rainbow" theme, for instance. Beware of clashing colors. Two different colors that are too near in value (the amount of lightness or darkness) at the line where they meet will vibrate. For instance, green and blue will appear as near grays in a black and white photograph.

Contrast is one of the most important considerations in determining color combinations for posters. Use dark letters on a light background or light letters on a dark background. For example, if you want to use white letters against a blue background, make sure that the background is dark blue rather than light blue. A dark background will provide enough contrast to white letters to make your poster

easy to read. If, on the other hand, you want to use a light background, choose letters of black or some other color. An example of this combination would be dark brown letters on yellow or dark green letters on light green. Experiment with colors until you find a combination that is pleasing, suitable for the subject matter, and easy to read.

You may want to experiment with some different techniques if you are looking for an unusual effect. You may want to dab a damp sponge over background painting, or run a comb over the paint to make unusual grass or water effects. Tempera paint can be applied from a clean hand sprayer, or splattered with a toothbrush through a screen for various effects. Your 4-H leader, art teacher at school, or any other friends interested in art may help you with these special techniques.

VI. PLAN YOUR LETTERING

Small letters are easier to read than capitals. Use capitals only for emphasizing an important phrase or word or to give variety. And save fancy or script letters for catching the attention of the viewer.

The ratio of a letter's height to its width (using a



capital as a guide) usually should be about 5 to 3. Judge size of lettering by the intended size and location of the poster. For example, on a 22 x 28 inch poster, make the largest letters about 3½ inches high and 2 inches wide; make the smallest letters about ½ inch high.

Letter Sizes and Their Effectiveness

Size	Viewing Distance
¼ inch	8 feet
½ inch	16 feet
1 inch	32 feet
2 inch	64 feet

Space letters by eye, not mechanically. Generally, leave the same area (not just the linear distance) between letters. You may make letters within words relatively close together, but then leave more space between words.

Gummed cutout letters are available at art stores. Or you can make and paste on your own letters. Be careful that such letters do not spoil your overall affect. Make sure you will be understood. Plan where you want to place your letters so that they don't distract from your drawing or art work. (You may not want to use lettering if your art clearly presents your message. You can decide this for yourself.) If your sketch appears to be overcrowded, or cluttered, then you know that your poster will be the same. Be sure to leave enough space all around the sides of your poster. A poster that has information cramped up to the edges becomes too cluttered to read and is usually unattractive.

If there is a lot of lettering, it should be grouped together to form your message. You can group letters and words to block them in the same area for the same emphasis, but be sure to leave enough space between the lines for easy reading. You may also want to use different size letters for items of different importance. Look over your sketches. Eliminate anything that is not important to your simple message. It is necessary to keep it all "tied together" to have the greatest impact. Remember, a person should be able to read your poster at a glance and understand it.

Keep written material to a minimum. Use only headings, captions and signs necessary to tell the story. Within limits vary the size, letter style and color of the signs to create interest.

VII. JUDGING

The following is a suggested 4-H Poster Score-sheet. This may be adapted to your local need or situation.

4-H POSTER SCORESHEET

NAME _____

COUNTY _____

	Possible Points	Actual Points
A. INFORMATION GIVEN AND IDEA EXPRESSED (50 points)		
1. Theme	25	_____
2. Simplicity	10	_____
3. Originality	15	_____
Comments:		
B. ART, DESIGN, LETTERING (40 points)		
1. Pleasing composition, attractive	10	_____
2. Dynamic, eye-catching, original	10	_____
3. Neat, easily read lettering	10	_____
4. Use of color	10	_____
Comments:		
C. CONSTRUCTION (10 points)		
1. Materials: Texture, shape, size	5	_____
2. Durable enough to withstand shipping	5	_____
Comments:		
GRAND TOTAL	100	_____

EXPLANATION

A. INFORMATION GIVEN AND IDEA EXPRESSED

1. Theme—Does the poster attract attention, focus your interest on the idea, motivate you to take action? Is the message brief and direct? Scores may vary from 0-25.
2. Simplicity—Is the poster limited to one idea and readable at a glance? Scores may vary from 0-10.
3. Originality—Does the poster convey an original idea? Scores may vary from 0-15.

B. ART, DESIGN AND LETTERING

1. Pleasing composition, attractive—Is poster well balanced and neatly done? Is the size in accordance with contest rules? Scores may vary from 0-10.
2. Dynamic, eye-catching, original—Does the poster cause viewers to stop and read it? Is originality used in combining the design and style of lettering to catch the viewer's attention? Scores may vary from 0-10.

3. Neat, easily read lettering—Is lettering neat and large enough to be easily read? (14 x 22 inch posters should have letters from $\frac{3}{4}$ to $1\frac{3}{4}$ inches high.) Is ratio of letters height to width (usually 5 to 3) adequate? Are letters well spaced? Scores may vary from 0-10.
4. Use of color—Are color combinations pleasing? Do colors provide enough contrast to be readable? Are colors used for emphasis? Scores may vary from 0-10.

C. CONSTRUCTION

1. Materials: Texture, shape, size—Are different textures and shapes used to add variety to the poster? Are cut-outs, sketches and other patterns of comparable sizes? Scores may vary from 0-5.
2. Durable enough to withstand shipping—Is poster made from poster paper, posterboard or other material durable enough to be shipped without damage? Scores may vary from 0-5.



VIII. RECOGNITION

1. States are encouraged to conduct county and state 4-H poster selection events and to promote poster displays.
2. All state entries to the National 4-H Poster Art Exhibit will receive a National Recognition Certificate signifying participation. County and State Recognition Certificates are available to states to use in conjunction with state and local poster design programs.
3. The 4-H member (or members) whose poster design(s) is selected as the format from which the new National 4-H Poster is developed will have his or her name printed on the front of the new poster.
4. All state entries will be exhibited at the National 4-H Congress. Additional showings will be arranged as a traveling exhibit.

IX. GUIDELINES AND REGULATIONS FOR THE NATIONAL 4-H POSTER ART PROGRAM

1. 4-H'ers are encouraged to submit poster designs in any of the current theme areas or in the "Open Theme" area which allows 4-H members to create a poster and a theme to go with it. Using these themes, you can show what you think 4-H is, what you do in 4-H, what you think 4-H does for young people or the community, or some other idea related to 4-H.
2. Posters may be made by an enrolled 4-H member, or by a club or team of members.

3. Only one entry per 4-H member is accepted.
4. Posters may be either horizontal or vertical. Horizontal posters are more useful, since they could fit better on a TV screen. In any case, avoid a square-shaped poster.
5. Posters must be designed on or affixed to standard poster board 14" x 22" dimensions. Posters may use any medium: watercolor, ink, crayon, acrylic, charcoal, oils, or collage. *They must not be three-dimensional.*
6. Well-known cartoon figures—such as Snoopy, Orphan Annie, Charlie Brown, etc.—cannot be used because they are copyrighted.
7. Members entering the open theme category should *avoid* using "Join 4-H" themes and theme ideas that have been used nationally in the past.

National themes of past several years have been:

1979-80	— 4-H—Expanding Horizons
1977-78	— Freedom to Be
1976	— 4-H—Room to Grow
1975	— 4-H '76—Spirit of Tomorrow
1974	— We Can Make It Happen
1973	— 4-H Gets It All Together
1972	— A New Day—A New Way
1971	— 4-H Bridges the Gap
1970	— 4-H Is For Us—Join 4-H
1969	— Opportunity for All—Join 4-H
1968	— Learning to Serve—Join 4-H

8. The 4-H member's name, age, address, and county, and a brief interpretive statement should be clearly written on a form (see page 8) and attached to the back of each poster in the upper left-hand corner.
9. Check with your county extension office for county poster deadlines.
10. Three entries will be selected at the state level for the National 4-H Poster Art Exhibit to be exhibited at the National 4-H Congress. Additional showings will be arranged as a traveling exhibit. *The National 4-H Poster Art Exhibit is an exhibition—not a contest.*
11. Posters submitted to National 4-H Council will become the property of the National 4-H Council and will not be returned unless requested at time of submission.
12. Recognition certificates will be awarded to county, state and national participants.

X. POSTER INFORMATION FORM

Below is a suggested layout for information required of participants in National Poster Art Program. Affix to back of poster.

State

Theme area

Name of 4-H Member

Age

Address

City, State

Zip

Interpretive Statement:

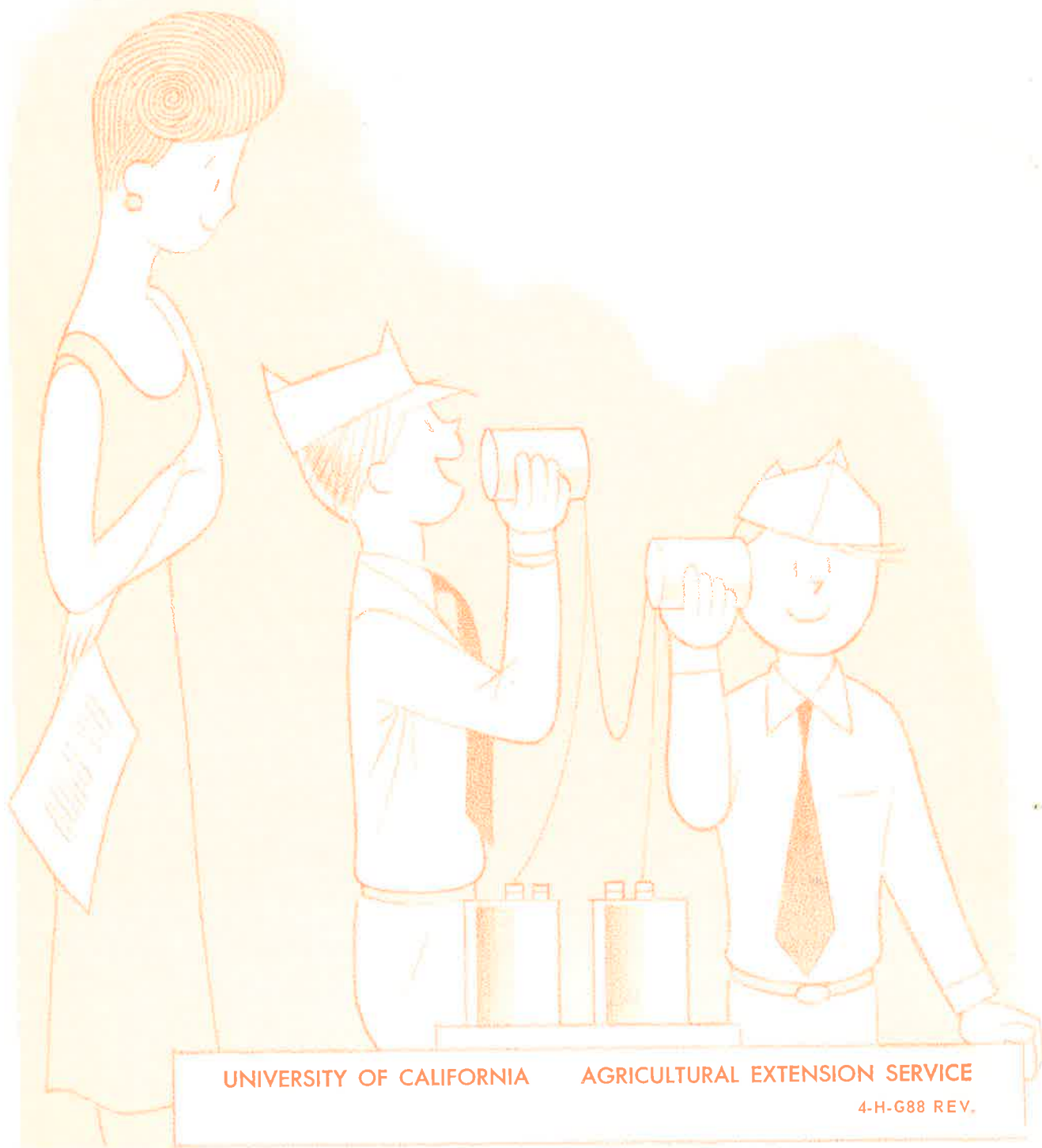
The University of California, in compliance with the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and the Rehabilitation Act of 1973, does not discriminate on the basis of race, creed, religion, color, national origin, sex, or mental or physical handicap in any of its programs or activities, or with respect to any of its employment policies, practices, or procedures. The University of California does not discriminate on the basis of age, ancestry, sexual orientation, marital status, citizenship, medical condition (as defined in section 12926 of the California Government Code), nor because individuals are disabled or Vietnam era veterans. Inquiries regarding this policy may be directed to the Personnel Studies and Affirmative Action Manager, Division of Agriculture and Natural Resources, 2120 University Avenue, University of California, Berkeley, California 94720. (415) 644-4270.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Jerome B. Slebert, Director of Cooperative Extension, University of California.



A LEADERS GUIDE

TO 4-H CLUB DEMONSTRATIONS



UNIVERSITY OF CALIFORNIA

AGRICULTURAL EXTENSION SERVICE

4-H-G88 REV.

“If you hear about a thing, you soon forget it.
If you see it done, you remember half of it.
If you do it yourself, you remember all of it.
For only then is it a part of you.”

Chinese Proverb

4-H Demonstration Development Committee:

Harry Bolton, Placer County
Alex Gibson, Stanislaus County
Harriet Polansky, Sonoma County
Wallace Tyler, Shasta County
Carol Watkins, Yolo County
Dorothy Duncan, State 4-H–Youth Specialist

Co-operative Extension work in Agriculture and Home Economics, College of Agriculture, University of California, and United States Department of Agriculture co-operating. Distributed in furtherance of the Acts of Congress of May 8, and June 30, 1914. George B. Alcorn, Director, California Agricultural Extension Service.

JANUARY 1972–15M

4-H Club Demonstrations



All parents of small children know these eager words. Everyone wants to see what is happening. Our eyes teach us an estimated 85 percent of what we know; our ears ten percent. The rest of our senses report to us the remaining five percent of all our knowledge. In a 4-H demonstration, showing and telling combine for a rich learning experience — a learning experience for both performer and audience.

WHAT IS A 4-H DEMONSTRATION?

A demonstration is a planned presentation by one or more club members that teaches by illustration or example information related to a project or activity.

When club members are beginners don't upset them with that big word "Demonstration." Simply say, "Mary, will you help me show everyone how to . . .", or "John, please hold this chicken — here, let me show you how to take hold of it." Later on is time enough to say, "Each of you has given a demonstration. In 4-H, a demonstration is showing someone else how to do something."

Beginning 4-H members learn how to give the demonstration. Learning to use their own creativity to present new skills and information will come later. Younger members' demonstrations will emphasize "to tell"; older members' will emphasize "to teach."

The greatest value of a demonstration, of course, is in the preparation and presentation by the young person. With each demonstration grow poise, confidence, and self-assurance, and other values like cooperation, appreciation for each other's work, and knowledge of available resources.

Each 4-H member profits in some way from the demonstration program. A shy, retiring member will develop an ability to express himself, to become part of the group, and will venture into more activities in the 4-H Club program. The confident but lackadaisical 4-H'er will learn to organize, to complete a job satisfactorily, and to set a standard of excellence for himself and for others. The "know-it-all" will learn to search for additional information, to release his own creative abilities, and to accept the learning that comes through error as well as from success.

Young people who work on demonstrations develop important attitudes and feelings like these.

“I can do it.” – pride in skill and ability

“I’m growing up.” – beginning of the evolvement of independence and the recognition of personal worth

“I’m in.” – the fun of belonging to a group

“What I say and do count.” – a feeling of status in the group, acquired from taking part

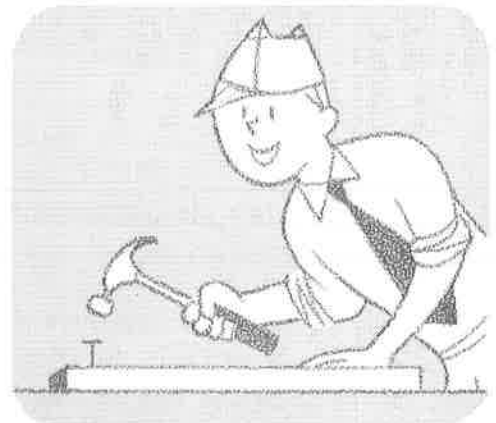
“I can get and give help.” – a feeling of interdependence and security as a group member



THE STARTING POINT

Demonstrations are introduced at the project meetings and move up to community clubs, local communities, and beyond as members practice and gain in skill and subject breadth.

Good local leaders include demonstrations in almost every club meeting or program. For the younger member, talk and action may last only a minute. In this small moment, though, he will have gotten on his feet, said something and done something while his fellow members and perhaps parents and friends, watch and listen. In doing this he will have passed a hurdle that would otherwise have been growing higher and higher while he waited.



Younger 4-H Club members can be introduced to demonstrations in several ways.

The 4-H leader can:

Give a simple, short demonstration, perhaps following it with a talk about the parts of a demonstration and one or two of the demonstration techniques.

Show one beginning member how to thread a needle, or how to choose a nail, and then ask him to show another member or the whole project group how to do it, too. After the member has completed the “showing” is the time for the leader to point out that this was a demonstration. Follow this with a word of praise for him, and encouragement for the others to try a “show-how.”

Ask a junior leader, or older 4-H member, to give a demonstration aimed at the younger member level — one that is smooth, clear, and simple enough so that the younger member sees that he can do it too.

Arrange for younger members to be taken to a community, county or regional event to see a number of demonstrations by other 4-H members. Members do not have to compete the first year they are enrolled. The leader's goal may be to have each first-year member try informal demonstrations within the project group, and to simply observe older members give demonstrations at the county event.

Obtain a film or slide set from the county Agricultural Extension Service office and show to the group. Afterwards the members can talk about what they saw.

At a project meeting, can assign several 4-H members to give demonstrations at the next meeting on techniques learned at the present meeting.

At a project meeting, can list possible demonstrations from which members will choose a subject.

Older 4-H members need regular, friendly reminders to develop their demonstrations in keeping with their continuously growing abilities. Leaders can help these 4-H members to

Choose subjects within their current 4-H experience.

Find new resources to strengthen and enrich the demonstration.

Appreciate the importance of careful checking for information accuracy.

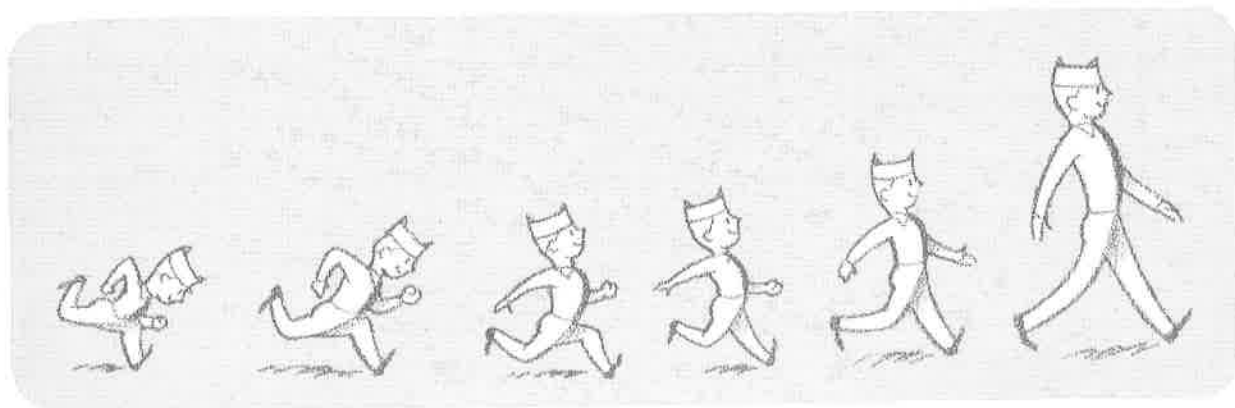
Be aware of other's interests as well as your own in selecting a subject.

Recognize the importance of practice, practice, practice!

Find opportunities to present their demonstrations. Older 4-H members who have prepared demonstrations for contests may not realize how useful they may also be for teaching.

Evaluate their own performance and find ways to improve it.

Recognize that they are setting an example and serving as an inspiration for younger members.



The beginning 4-H'er needs careful guidance, direction, and encouragement.

Let him start with something in the 4-H program he has learned well and has been able to use often. The information should be well understood by the member, and usable and worthwhile for his audience.

Sometimes it's hard for members to find subjects, so have some ready to suggest or assign.

Keep resource material at hand. Have each member reread the part of the 4-H leaflet that tells the subject he plans to show and tell about. A talk with mother, father, or a teacher about what he will demonstrate will be helpful, too.

Help the member make a simple outline—step by step.

Make practicing fun!

Be sure the member has a chance to give his demonstration after he has worked it out.

Demonstrations Can Be Easy

See that the young member's first few demonstrations are as easy as possible.

Schedule him early on the program so that his excitement will not turn to fear.

Keep him in his own league. Don't schedule him to follow the complex, polished demonstration of an older member.

A good introduction makes it easy for members to say the first few words.

If the member falters or makes a mistake, give him a little help. But don't take over, or finish his demonstration just to have a finished product.

When he is finished have a place close by for him to go to sit down, where he can let the tension unwind without being watched.

Praise is the best reward, and leader and parents should be the first to give it. A smile and a nod as he walks to his seat—a hand on the shoulder and the words "I'm proud of you" are worth a fortune at that moment.

Go over the 4-H Demonstration Judging Sheet with the member and help him use it to rate his own performance. While the younger members are watching older members give demonstrations, they might try their skill at judging, too.

The more experienced 4-H'er should be encouraged to work on his own.

He should choose a topic of interest to him, related to his own 4-H Club experience, and challenging to his capabilities.

Have him make an outline for his demonstration around this framework

introduction – why he chose the topic and why it is important.

body – how the job is done.

summary – what was accomplished; what this has meant to him; and what it could mean to the audience.

Encourage him to try different ways of beginning his demonstration.

with a question

with a statement of a problem

by showing a completed product

Talk over his title selection, but let him make the choice!

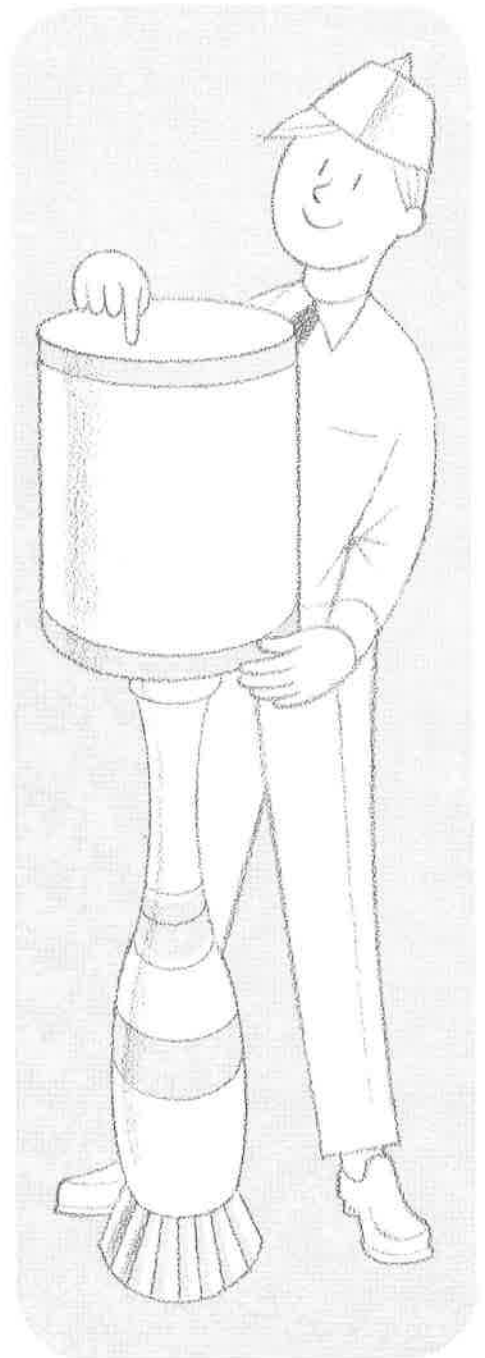
Urge him to look for new reference sources.

Help him see that practice and full-dress rehearsal with all the props are very important.

Have members use the Demonstration Judging Sheet in rating their own performances.

After the demonstration, help the member to see ways to improve before he gives it for another audience.

Encourage members to find new audiences for their demonstrations.



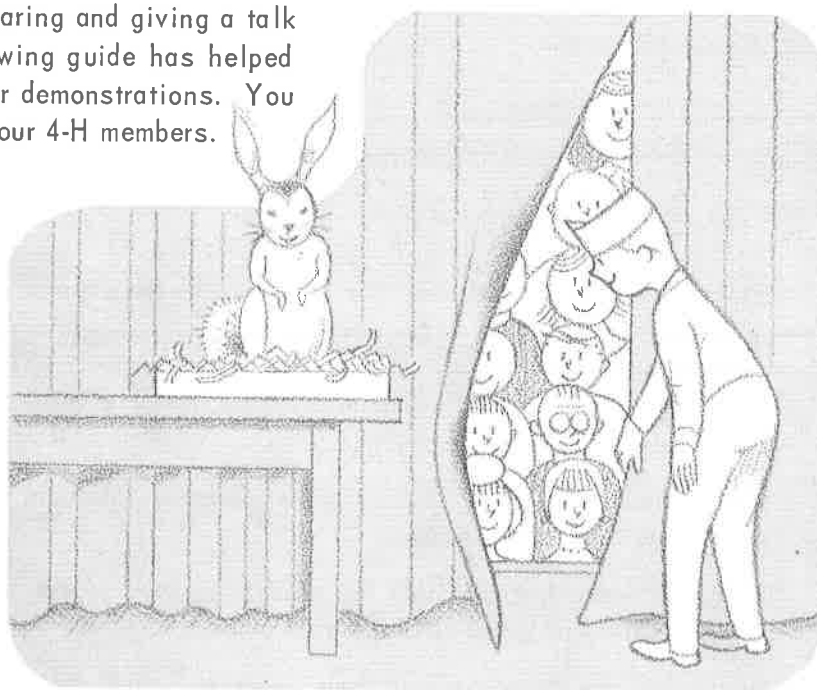
Advanced 4-H'ers should explore new fields by

- selecting demonstration subjects appealing to a broader audience and having real value to the community;
- showing increased concern for timeliness and appropriateness to the occasion;
- using the demonstration as a teaching medium;
- step-by-step evaluations of the demonstration's development;
- learning the good use of many resources for up-to-date and accurate subject matter,
- striving for professional competence in performance and in the use of visual aids.

STEPS IN DEVELOPING A DEMONSTRATION

There is not a one right way for preparing and giving a talk or demonstration; however, the following guide has helped some members in the planning of their demonstrations. You may be able to use it in counseling your 4-H members.

- visualize the audience
- choose a subject
- decide on a goal
- gather information
- work out a plan
- choose equipment and visuals
- practice delivery
- devise a title



Visualize the Audience

The 4-H Club member should have his audience in mind as he is preparing his demonstration. When he is a beginner that audience may be only his fellow club members. The experienced 4-H'er, though, will ask himself who will be there—4-H members, leaders, parents, members of a farm organization? what are their interests? how many will there be? what kind of meeting is it? what does the audience know about the subject? All of these questions are important.

Choose a Subject

The subject should fit the 4-H member's interests, experience, knowledge, and skills. It should be exciting—not dull, challenging—not routine. 4-H projects provide excellent demonstration ideas. If your members find it hard to think of ideas, have them open their project manuals to a selected page and see how many topics they can find there. It will surprise them. Success is most likely if a member chooses a subject from his own project experience. Such familiarity will give him more to talk about, more ease in the handling of equipment, and less tendency to be upset by questions from the judges. When a particular topic is under consideration for a demonstration the member might ask himself these questions:

Is it related to a 4-H project or activity in which I have participated? Is it timely? important? limited to one idea? Does it fit the time limit?

If the answer to each of these questions is "yes" it is a good topic and the member is ready for the next step.

Decide on a Goal

What is the demonstration to accomplish? Is it to entertain? stimulate? convince? Is it to help others learn? or to show what the member knows? or both? The member should decide on the response he wants from his audience, and work toward that goal. The beginning member's goal may be the simple one of showing others what he has learned. The experienced 4-H member may want not only to show what he knows, but also to convince members of the audience that what he is demonstrating they should try, too.

Gather Information

Good information is contained in 4-H project and activity manuals. Farm and home advisors can also suggest other publications from the University of California that will be helpful. Magazine articles and pictures often suggest interesting and attractive ways to present material. Textbooks with more facts and examples can be used for reference. 4-H members can contact local people who are experts in their professional fields. They can also write to manufacturers and processors for ideas. Some test kitchens, for example, have been glad to share reports of their testing and research with 4-H members. You and the members will find that 4-H farm and home advisors have much information about the many available resources for use in developing demonstrations. As a leader it is one of your responsibilities to help 4-H members be selective in choosing resources. Every effort should be made to have accurate and up-to-date material in all 4-H demonstrations.

Work Out a Plan

The member has chosen his subject. He has thought about his audience and decided what he wants to present to it. He has assembled his information and is ready to put the demonstration together.

Organization is essential for a good demonstration and will contribute heavily to both clarity and the best use of time. For this a carefully thought out and fairly detailed plan is highly recommended. Younger members, of course, would not be expected to have as complex a subject nor as detailed a plan as older members. The plan guides the member so that

his material is presented in logical and understandable sequence;

he can see how much explaining there will be in relation to how much showing. . .how much talk is there?. . .how much action?. . .a careful plan will create a good balance between these;

visuals, equipment, and supplies are all related to the transmission of information;

the emphasis is on essentials.

A simple form for writing an outline is on the back cover of this 4-H Leaders' Guide. Include only key ideas and essential steps. The outline should be brief, clear, and logical.

Choose Equipment and Visual Aids

The complete success of a demonstration depends on the use of appropriate tools and equipment and the effective use of visuals. What is shown in a demonstration is as important as what is said.

Equipment should be

designed for the job (makeshift arrangements show a lack of preparation)

accepted and recommended by authorities

clean and in good working condition

Visuals, including such things as posters, charts, models, and pictures, should

be used only where really needed. Have members use the real thing wherever possible. If the demonstration is clear without the use of visuals, none need be used;

be large enough to be seen;

have lettering large enough and dark enough to be seen by the audience. Letters as large as 1 inch can be seen for only 32 feet. Letters made with black grease pencil or felt point pen, or letters cut from paper can be seen easily;

not look crowded. Better use two or three charts than try to have too much information on one.

be neatly done and clean at the time it is used!

be on heavy cardboard that will not buckle or bend.

use models only for one of two purposes: small scale for ease in handling topics on tractors, animals, furniture, buildings; or enlargements to enable the audience to see small operations, such as electrical work, sewing techniques, etc. If models are used, they should be well constructed and actually do the intended job.

Members can perfect certain techniques in handling equipment and visuals.

Use trays to assemble equipment and supplies. Arrange these on an extra table to the side or in back of the demonstrator and bring to the demonstration table as needed. Used equipment and leftover supplies are placed on the tray and removed to the extra table before the next tray is brought forward.

Materials for the demonstration should be placed on the table so they don't bar the view of the audience. Toward the side and close to the demonstrator assures the best viewing. The demonstrator should not line up supplies between what he is doing and the audience.

Easels for posters and charts should be at the side and in back of demonstrator—for best viewing by the audience.

Before the demonstration begins, posters and charts should be checked for proper sequence and to see that each is secure.

Step shelves or slant boards help the member to show the audience what is being done.

The demonstrator should be sure each part of the demonstration is visible. Here other members, leaders, and parents can be of great help. Often all that is needed is for the member to hold up the article being used, turn it in a different direction, or hold a mirror over it.



Each visual should be tested against these questions.

is it needed?

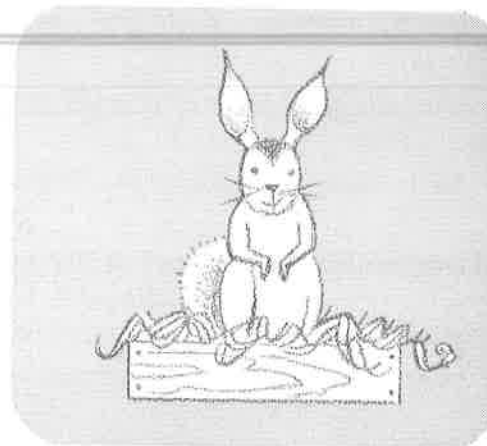
does it focus attention?

is it neat and simple?

is it easy to use?

does it fit smoothly into the demonstration?

A "yes" answer on these points will indicate a good choice of visuals.



Practice Delivery

Practice is most important. Each time the demonstration is reviewed, the demonstrator can see whether his ideas are in order and supported with examples, illustrations, or quotations.

Practice will assist him in

synchronizing action and explanation

doing things in logical order

staying within the time limit

knowing whether or not he has sufficient information on the subject

using equipment skillfully

knowing that special equipment is functioning as it should

Practice before several audiences—members, leaders, or parents—is helpful.

Their suggestions on these points will add polish.

posture — standing tall — not leaning on table or twisting one foot behind the other

eye contact with the audience — talking to someone

voice — including not only pitch, but also rapidity

mannerisms that may be distracting to the audience — pushing back hair, rocking back and forth, etc. . . the demonstrator is usually totally unaware of his own mannerisms

general appearance — one dress rehearsal will provide an opportunity for the member to learn of the overall effectiveness of his performance

Consider the Title

The title may be the last step in the preparation of a demonstration. Encourage the member to concentrate on the idea for the demonstration and the development of the idea. The title will come later.

Titles that are most effective usually are short, descriptive, and image making. A title should suggest the demonstration subject without telling the whole story.

EVALUATION

Members and leaders will be evaluating or rating demonstrations with a little different rating scale. Both are looking for the personal growth and development of the individual, however.

As a 4-H Club leader, ask yourself

to what extent did the 4-H Club member assume responsibility in planning and presenting his demonstrations?

did the demonstration lead the member into new learning or expanded interest in 4-H Club work?

does the member show growth in maturity through participation in the demonstration program?

The 4-H Club member will be measuring his success in terms of his own feeling of satisfaction, the response of the audience, and the rating of the judges.

Although we look upon the 4-H Club Demonstration as a way for members to acquire increasing confidence and poise, greater knowledge, and more self-reliance, we must acknowledge that the 4-H Club Demonstration is used in competition and provides a basis for events.

Leaders can explain to 4-H members the job of the Demonstration Judge and what to expect from him.

The task of the judge is to

select some demonstrations as winners

rank other competitors

give reasons for judging decisions

In making decisions judges follow these procedures

look at the demonstrations in light of the points given on the 4-H Club Demonstration Check Sheet.

ask questions of demonstrators if more information is needed to clarify the demonstration; or, to further test the demonstrator's knowledge or background. Judges are instructed, however, to ask questions only on material covered in the demonstration

base judging decisions on results of the Demonstration Check Sheet rating, response to questions, and total impact of presentation on judge and audience.

encourage the demonstrator and give him suggestions for improvement, either orally or in writing.

Leaders and parents can help members to accept both defeat and success, and to sustain their interest in giving demonstrations by

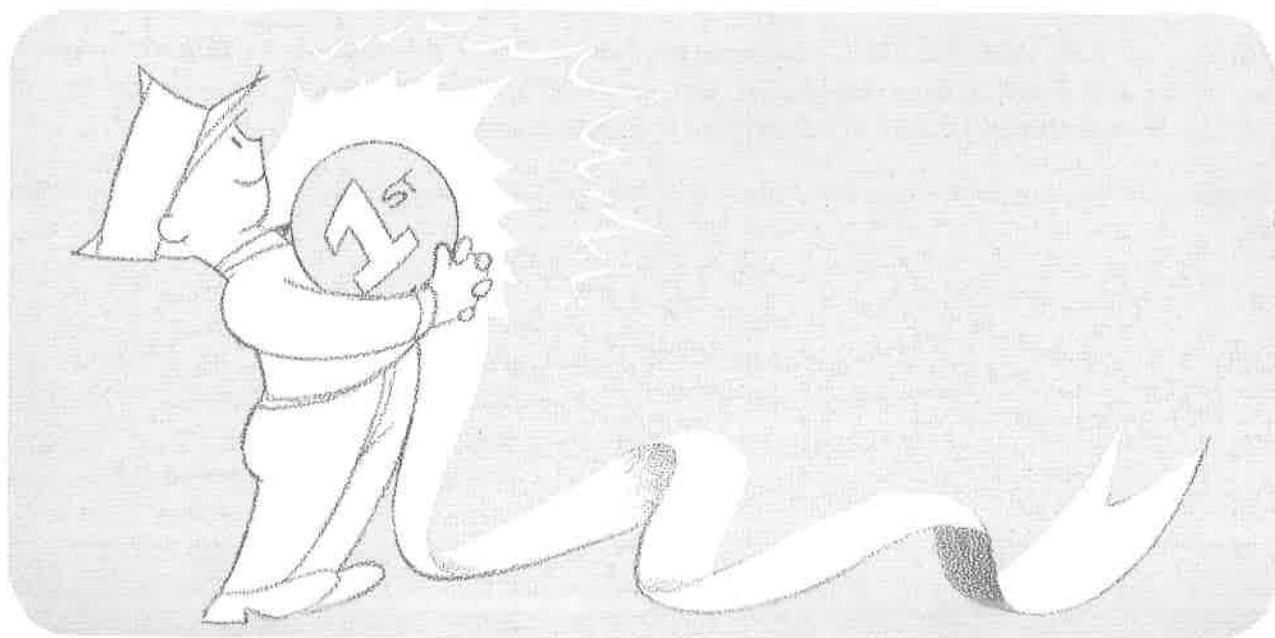
acquainting members with the check sheet to be used by the judge. . . it is well to have members use it themselves;

explaining that not everyone can win every time he competes. Each person has the right to win sometime;

explaining the value of each rating so the members will be proud to receive participation certificates, and white, red, and blue ribbons or seals, as well as gold medals;

giving members verbal approval often, so tangible awards do not become the only form of recognition;

keeping yourselves informed about current standards, so that you can answer members' questions.



OPPORTUNITIES IN THE 4-H DEMONSTRATION PROGRAM

As you work with 4-H members on their demonstrations, you can be sure you are opening new doors for many of these young people.

The 4-H Demonstration Program teaches members to

- express themselves clearly and convincingly
- organize their ideas and present them in a logical order
- research a subject so that they have fuller knowledge and can tell a more complete story
- emphasize the major points of a presentation through the use of visuals or examples
- listen to the opinions of others
- appreciate the efforts of others
- complete any job started

Whether as a leader or parent, you will find many satisfactions in working with your young people on 4-H demonstrations.

PLAN A 4-H DEMONSTRATION

INTRODUCTION: Why selected

Why important

BODY: How to be done

DO

SAY

NEED
(supplies, equipment, visuals)

SUMMARY: What was accomplished... What it meant to member... What it can mean to audience.

4-H PRESENTATIONS

Leader's Manual



For 4-H leaders, parents, and others who coach 4-H members in giving presentations.

Young people like to tell others of their interests and accomplishments; this is natural. They should be encouraged to share their knowledge and skills by giving simple demonstrations. As they develop, 4-H members can be urged to demonstrate more difficult skills.

Demonstrations can be given by one person or by a team of two or more. Younger members gain confidence when they work in pairs. This also helps 4-H members gain experience in team work.

A desirable goal for each 4-H club is to have every member give at least one demonstration during the year.

Why should 4-H members learn to give presentations?

Presentations, or giving demonstrations, enable 4-H members to develop an ability to speak before a group. This activity encourages the development of creativity, self-confidence, and leadership. It gives members an opportunity to share what they have learned, provides the leader an opportunity to give recognition to members, and makes meetings more interesting.

What is a presentation?

A presentation or illustrated talk is a form of teaching — or an explanation with examples. Have any of the members ever shown a friend how to tie a 4-H tie, groom a dog, or hold a lamb? Teaching by showing is the clearest and simplest method known.

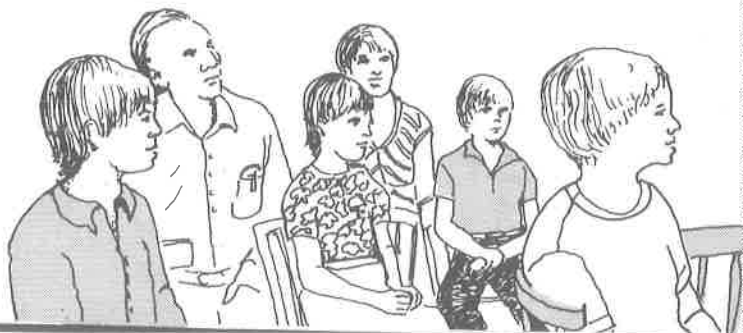
Where to get ideas for presentations

- 4-H project manuals
- Advertisements
- Brainstorming with friends, parents, and 4-H leaders
- Cooperative Extension publications
- Commercial leaflets
- Hobbies

Put ideas to this test:

- Is it something the members could do?
- Is it of interest to others?
- Can it be explained or illustrated?
- Does it have one main idea that can be presented clearly in five to ten minutes?

The authors are Pauline Galleano, Madera County 4-H Leader; Diane Metz, Solano County 4-H Youth Advisor; Norma Wightman, Colusa–Glenn Counties 4-H Youth Advisor; and John A. Emo, Assistant State 4-H Youth Leader.



How to organize ideas

Study the subject; gain all the facts. Decide on the teaching objective of the presentation and write up a simple plan following these steps:

Introduction. It helps to have someone else introduce each speaker and give the title of the presentation with the name of the member's club or county. Favorable first impressions are important; so start with an interesting story, question, or startling fact closely related to the subject. These can be used to arouse audience interest. The idea should be tied into the body of the presentation.

Body. Develop the ideas and points of the presentation in a logical order. Show how and tell why each step is being done. In team demonstrations, make an effort to share the action equally. If possible, display the finished product so that the audience can see it.

Summary. Make sure the audience remembers and takes away the main points. At the close of the presentation, restate the key ideas, but do not bring up new subject matter. If possible, give away samples of the skill demonstrated to members of the audience. Finally, provide an opportunity for questions.

IN OTHER WORDS:

The **introduction** should briefly cover what is to be shown or told.

The **body** should illustrate the subject logically and clearly.

The **summary** should reiterate what has been said so that the audience takes away the main idea.

If one hasn't already occurred, it's time to select a catchy and original title. Last, secure any necessary equipment.

Polish the presentation

Personal appearance

- Be well groomed.
- Wear neat, clean, appropriate clothing.

Equipment

- Arrange equipment neatly for working convenience and visibility.
- Use neat, readable visuals, if needed.
- Do not talk while using noisy equipment.

Delivery

- Relax — or learn to appear relaxed. Don't talk too fast.

A SPECIAL MESSAGE TO ALL 4-H VOLUNTEERS

This publication is intended to be a tool for every 4-H volunteer in California. It is our belief that well designed tools make people more effective. You can help "Make the Best Better." As an adult working with young people, you know what information is important to do the job. Tell us what you need. We would like to hear from you.

Our plan is that each time we print, we will print a 2 year supply of this publication, number 8046. In between printings, we will collect suggestions from our 4-H volunteers. Where possible, these suggestions will be included in the next printing. As you know, every suggestion cannot be included. We will file the suggestions, and when the number received warrants revisions, changes will be made.

THANK YOU

If you would like to use the right hand page of this center fold for some suggestions or comments, please take a dull knife and lift the ends of the staples and then carefully remove the center fold. When the center fold has been removed, take the dull knife and push the ends of the staples back in place.

Then separate this page from the right hand page along the dotted line.

PLEASE TYPE OR PRINT YOUR COMMENTS.

TO THE STATE 4-H STAFF:

COUNTY _____

Here are my suggestions for improving this publication, number 4-H-8046.

After you have removed this page from the Handbook, cut along this line.

AFTER FOLDING, TAPE THIS FLAP DOWN

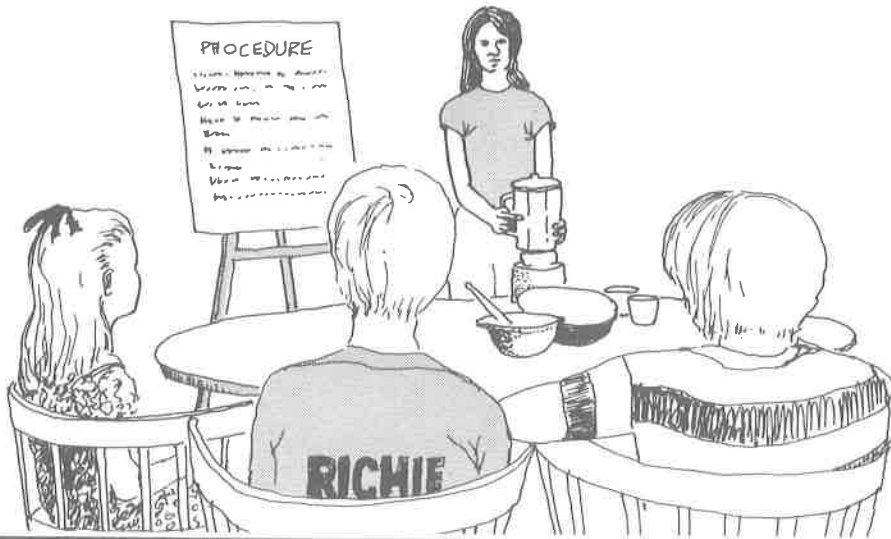
PLEASE FOLD ON THIS LINE LAST

From: _____

Place
Stamp
Here

William G. Schneeflock
Assistant 4-H Youth Program Director
Room 373, University Hall, UCB
2200 University Avenue
Berkeley, California 94720

PLEASE FOLD ON THIS LINE FIRST



- Express confidence, be friendly, and maintain appropriate eye contact with the audience.
- Simplify the job so listeners will be eager to try it.

Communicate information and demonstrate a skill or technique as an outcome of the presentation and be able to express that information and repeat that skill three months later.

Performance objectives

The 4-H member who gives a presentation should:

Interact with members and leaders in a spirit of friendly cooperation during the development of the presentation.

Give a presentation to an audience of at least three persons with the majority of the audience understanding the main points.

Speak loudly and clearly enough to be heard by the entire audience.

Stand and speak in a friendly and confident manner maintaining appropriate eye contact with the audience.

State the theme of the presentation and supporting information using a recognizable introduction, body, and conclusion.

Awards

The most important reward the 4-H member receives is the ability to make a presentation before a group. County presentation events are offered in late winter or spring each year where appropriate awards are given. Selected presentations from the county event may be given at a regional or area event. Details on how to take part in a county presentation event and how it is conducted are explained in the county 4-H newsletter a few weeks before the event.

The 4-H'er can gain further experience in speaking before groups and at the same time promote the 4-H program by giving presentations for special events and before community organizations, such as service clubs and PTA meetings.

The evaluation sheet, 4-H 8017 (available separately), is for judging the performance of 4-H members. Verbal and written comments by the judges will help the 4-H members improve upon their presentation.

RESOURCES

The following may be helpful in promoting demonstrations and in coaching the demonstrators.

Available from or through the County 4-H Office.

Slides

- 75/126 Batter Up
- 78/116 Popping Up with a Demonstration
- 75/190 Variations in a Demonstration Theme

Films

- 27-175 Discussing 4-H Demonstrations
- 24-503 Let Me Show You

Video Cassette

V79-A 4-H Educational Presentations

Leaflets

- 4-H 8017 4-H Presentation Evaluation Sheet
- 4-H 8018 Planning and Judging Posters and Displays
- 4-H 8038 Public Speaking, 4-H Member's Manual
- 4-H 8039 Public Speaking Checksheet

Available from the National 4-H Council, 150 No. Wacker Drive, Chicago, Illinois 60606.

Leaflet

- PR260 The Organized Public Speaker — You
-

The University of California Cooperative Extension in compliance with the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and the Rehabilitation Act of 1973 does not discriminate on the basis of race, creed, religion, color, national origin, sex, or mental or physical handicap in any of its programs or activities. Inquiries regarding this policy may be directed to: Affirmative Action Officer, Cooperative Extension, 317 University Hall, University of California, Berkeley, California 94720, (415) 642-9300.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the United States Department of Agriculture, Jerome B. Siebert, Director, Cooperative Extension, University of California.