CALIFORNIA 4-H PRESENTATION MANUAL

Version 2016

(Revised October, 2016)

University *of* **California**
Agriculture and Natural Resources | 4-H Youth Development Program

4-H Presentation Manual

HEAD, HEART, HANDS, & HEALTH

GROWING YOUTH WHO THRIVE!

Preface

Public speaking continues to be a cornerstone of the 4-H Youth Development Program. During the century long history of 4-H, the presentation program has expanded to include competitions and various public speaking formats. 4-H alumni will often mention that they learned how to speak more effectively through their participation in the 4-H presentation program. This manual was designed to help guide 4-H members in developing their public speaking abilities.

The fourth edition 4-H Presentation Manual was revised by a Task Force of staff, volunteers, and youth, based on feedback obtained through an online survey, feedback from 4-H staff, volunteers and youth.

The major modifications include:

1. Including a one-page matrix of presentation requirements (page 10).
2. Re-envisioning scientific demonstrations into a new Science or Engineering Presentation category (page 13).
3. Removing the audio-visual presentation category; members may want to submit their work to the State 4-H Film Festival.
4. Discontinuing the Problem Solving category but adding a new Prepared Persuasive Speech category (page 16).
5. Modifying guidelines for presentation days:
   - Renaming judges to evaluators to better clarify the role of evaluating presentations at Presentation Days.
   - Classifying presentations based on age (no longer based on grade).
   - Modifying the rubrics so they better assess critical components of public speaking for each presentation type.
   - Instituting a variable award system, so that points required for awards (gold, blue, red, and white) are now variable by level of presentation day.
   - Adding a platinum seal at the State 4-H Presentation Day.

Significant revisions to Version 2016 include:

1. Recalibrating the scoring key to ensure better distribution of awards between red, blue, and gold.
2. Improving weighting on the evaluation forms, including middle points.
3. Providing additional clarification on references, visual aids, and costumes.
4. Allowing only evaluators to ask questions.

The 4-H Presentation Manual (2016) is the consistent and standard guide for all 4-H presentations and will be adopted by all County, Area, and State 4-H Presentation Days starting in the 2016-2017 program year. The evaluation forms must be used at ALL 4-H Presentation Days.

Table of Contents

Section 1: 4-H Presentation Best Practices

INTRODUCTION

What is a 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 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

Public speaking skills are ranked #1 among the skill sets of professionals.

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

Presentation and Sparks

4-H offers opportunities for you to realize your true and full potential. The 4-H Thrive Leadership Development Project helps you learn 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 and brings you happiness. 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, parents, 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 4-H.
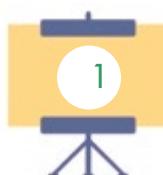
PLANNING A 4-H PRESENTATION:
A FEW EASY STEPS

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 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.

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
- ✓ Instead
- ✓ As a result
- ✓ In other words
- ✓ Another key point
- ✓ Overall
- ✓ To summarize
- ✓ In conclusion

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.

A guide to respond to questions for a beginning member:

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. Repeat the question out loud so the entire audience can hear it.

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 to you "YES", you now have permission to go on to the next person. This also gives them one more opportunity to say "No" and allows them to clarify their question by asking it again.

That is a great question!

Is that the information you were looking for?

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 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!

Helpful Hints for Project Leaders:

1. Help the speaker choose a topic that interests them. Presentations are supposed to help the speaker learn more about a topic they have learned in 4-H by giving the speaker a chance to teach the topic. Successful teaching shows a higher level of understanding.

2. Presentations require practice, and practice shows during the Presentation Day.

3. Memorization may work for some speakers, but learning the presentation is better because the speaker appears fresh during each presentation.

4. Prepare the speaker for problems including distractions, tough evaluators, falling posters, and forgotten items.

MECHANICS
OF PRESENTING

As a speaker, 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.

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.

Speaking Voice

Creating a dynamic speaking voice involves more than mastering the physical skill; it involves visualizing the ideas you are trying to convey. 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.

Volume: 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.

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

Dynamics of Speaking: Change the volume, speed, and tone of your voice. Project your voice to the audience in the back of the room. 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.

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.

Gestures and Movements

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

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.

Digital Slides

The use of digital slides is encouraged. Many types of software are available to use, some include, and are not limited to Microsoft PowerPoint, Prezi, 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.

Color Combination Examples

4-H	4-H	4-H	4-H	4-H
4-H	4-H	4-H	4-H	4-H
	4-H	4-H	4-H	4-H
4-H	4-H		4-H	4-H
4-H			4-H	4-H
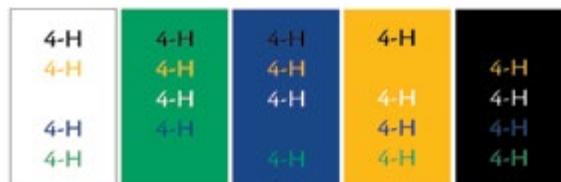
Ingredients:

• 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, pictures, etc. 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 that block your audience's view
6. Be adaptable; room sizes vary and may limit your ability to do some activities.

To watch sample presentations visit:
http://4h.ucanr.edu/projects/leadership/public-speaking/

Section 2: Presentation Evaluation Specifications

GUIDELINES FOR ALL PRESENTATION FORMATS

Presentation Day

You may present at a Presentation Day to receive feedback and an award.

1. Each county organizes a County 4-H Presentation Day.
2. If you receive a Gold award at County Presentation Day, you may participate in the Area 4-H Presentation Day.
3. If you receive a Gold award at Area Presentation Day, you may present at the State 4-H Presentation Day.

> *Find your Area 4-H Presentation Day at: http://4h.ucanr.edu/4-H_Events/SFD/PD/.

Evaluators (previously called judges)

At County, Area, and State 4-H Presentation Days, two or three evaluators will use an evaluation form and assess your presentation on a set number of criteria. The Evaluators' job is to help you improve your public speaking abilities.

Presentation Topics

You are strongly encouraged to relate the presentation to your current 4-H project work, activities, or your spark.*

> *Political or religious advocacy are not appropriate topics for 4-H presentations

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.

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. Parents or room hosts may assist with equipment malfunctions. Evaluators should give the speaker 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. Clothing should be neat, clean, and appropriate for the presentation being given. You should be well groomed when giving your presentation, including:

∅ No holes in your clothing or shoes

∅ No logos or slogans on your clothing

The 4-H Dress Code can be found at: http://4h.ucanr.edu/About/Uniform/

> 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.

> Costumes are appropriate for demonstrations, illustrated talks, science or engineering presentations, share the 4-H fun skits, and cultural arts.

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. For additional information about responding to questions please refer to page 3.

> This gentleman just asked if...

> What kinds of flowers attract honey bees? Great question!

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. Primary participants may not be evaluated. Any team presentations that include primary members may not be evaluated.
- Junior: 9-10 years old
- Intermediate: 11-13 years old
- Senior: 14-19 years old

You will remain in the same age group during the program year if you progress from county to area to state 4-H presentation days.

*Youth with special needs enroll in the program based on their chronological age and follow the 4-H age requirements of 5 - 19 years of age. Any extensions beyond the age of 19 of special needs youth must be approved annually by the county director.

Evaluation and Awards

4-H Presentation Days 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 Day members may earn a platinum seal. When tabulating awards, numbers will be rounded to the nearest whole integer (1-4 round down/ 5-9 round up). Half points may **_not_** be given; evaluators must select one option (full 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 Day. Senior 4-H members presenting a Prepared Persuasive Speech at the State 4-H Presentation Day 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 Presentation Days. Your presentation may be reclassified if needed. Any serious flaws should be reflected on the evaluation form in the appropriate skill area.

Photography and Filming

Due to the distraction to presenters, photography and filming of presentations is prohibited at all 4-H Presentation Days, unless granted an exception by the respective Event Coordinator.

Pre-Announced 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 http://4h.ucanr.edu/4-H_Events/SFD/PD/

Accessibility of Presentation Days

All ANR Programs, including the 4-H YDP 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 Day must be designed to meet the needs of and to be accessible to all 4-H members and 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 UCCE 4-H YDP staff contact for the event.

4-H staff and event coordinators will review all assistance requests and communicate with 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 speaker to participate in the presentation program.

Individuals who need to request an ADA accommodation in order to participate in 4-H Presentation Day can complete the 4-H ADA Accommodation Request Form. This will be submitted to the Event Coordinator and a copy will be submitted to the UCCE 4-H YDP staff contact for the event. The UCCE 4-H YDP 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 4-H Policy manual at http://4h.ucanr.edu/Resources/Policies/

For event coordinators, more information may be found in the Youth with Special Needs, 4-H Adult Volunteer Handbook at http://4h.ucanr.edu/files/19693.pdf

Multiple Presentations

4-H members may only give one presentation at the State 4-H Presentation Day, along with one Share the 4-H Fun Skit. Check with the Event Coordinator of your county or area presentation event to determine the number of presentations that may be given by each presenter.

Research Citation

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.

SOURCES

Finely, J., Camazine, S., & Frazier, M. (1996). The epidemic of honey bee colony losses during the 1995-1996 season. American Bee Journal, *136*(11), 805-808.
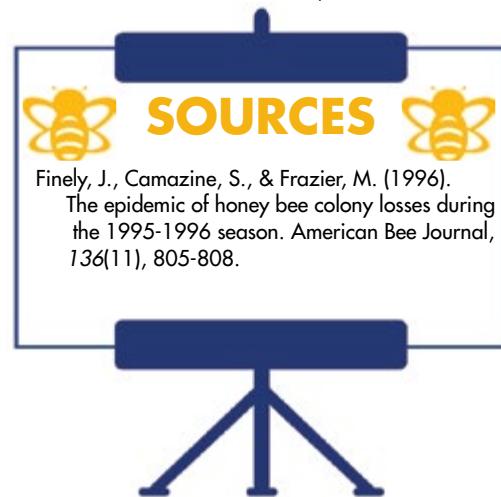
Food Safety

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://safety.ucanr.edu/4-H_resources/clover_safe_notes_by_project_area/ and http://safety.ucanr.edu/files/3316.pdf.

Being a Good Team Member

It is important for presenters to be good team members. When presenting a team presentation, team members should:
- Be open-minded and listen to suggestions from other 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 other 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 area Presentation Day, all three must be able to present at the State 4-H Presentation Day. Missing just one team member will make the team ineligible to present at the State 4-H Presentation Day.

MATRIX OF 4-H PRESENTATION FORMATS

Presentation Type	Posters and Slides	Visual Aids	Length	Number of Presenters	Questions	Note Cards	Attire	References
Demonstration	Minimum 4	Yes	3-15 min	1 to 3	Yes	No	Any	Yes
Illustrated Talk	Minimum 3	Yes (not required)	3-15 min	1 to 3	Yes	No	Any	Yes
Science or Engineering Presentation	Minimum 5	Yes (not required)	3-15 min	1 to 3	Yes	No	Any	Yes
Educational Display Talk	1	Yes (not required)	3-15 min total; 3-5 talking	1 to 2	Yes	No	No costumes	Yes
Informative Prepared Speech	None allowed	None	2-5 min; Maximum 10 min	1	Yes	One 5"x7" card	No costumes	Yes
Persuasive Prepared Speech	Allowed; optional	Yes (not required)	3-8 min; Maximum 15 min	1	Yes	One 5"x7" card	No costumes	Yes
Impromptu Speech *(age restricted to intermediates and seniors at State 4-H Presentation Day)*	None allowed	None	2-5 min	1	No	One 5"x7" card	No costumes	Yes
Interpretive Reading	None allowed	None (only reading material)	Maximum 10 min; reading portion similar to length of introduction and discussion combined	1	Yes	Source material	No costumes	Yes (Reading Material)
Share the 4-H Fun Skits	None required	Yes (not required)	Maximum 15 min	No max; 2 minimum	No	No	Costumes encouraged	No
Cultural Arts	None required	Yes (not required)	Maximum 15 min	No maximum	No	No	Costumes encouraged	No

DEMONSTRATION

A demonstration:

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

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

1. Introduction / Title
2. Materials
3. Process
4. Summary

Visual Aids: Visual aids are encouraged. Handing out flyers and samples cannot cause a distraction to other presentations. Never hand out samples or flyers while someone else is presenting. 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 speaker'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 speaker. A team presentation is delivered by up to three speakers. 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: Speakers may not use notes. Posters and/or visual aids should provide any necessary prompting.

Attire: Appropriate attire for the occasion. Costumes may be used.

Other: Speakers are strongly encouraged to relate the presentation to their current 4-H project work or 4-H activities or spark. If the speaker 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 speaker should connect the presentation to a club, project based 4-H presentation program, or 4-H experience.

How to sew
in 8 easy steps

ILLUSTRATED TALK

An illustrated talk:

✓ is talking.

✓ is 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 have clearly identifiable sections including an introduction, main body, and conclusion. Speakers are strongly encouraged to relate the presentation to their current 4-H project work or 4-H activities or spark.

The primary differences between a demonstration and an illustrated talk:

• A demonstration is doing and an illustrated talk is talking.

• 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.

Posters and Slides: A minimum of three posters or slides should be used. More are acceptable and encouraged. If double sided boards are used, they count as two posters. The posters should address the following points:

1. Introduction / Title
2. Information
3. Summary

SWINE BREEDING 101: TIPS AND TRICKS

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 speaker'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 speaker. A team presentation is delivered by up to three speakers. 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: Speakers may not use notes. Posters and/or visual aids should provide any necessary prompting.

Attire: Appropriate attire for the occasion. Costumes may be used.

Other: Speakers are strongly encouraged to relate the presentation to their current 4-H project work or 4-H activities or spark. If the speaker 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 speaker should connect the presentation to a club, project based 4-H presentation program, or 4-H experience.

SCIENCE OR ENGINEERING PRESENTATION

A science presentation focuses on making sense of the world by constructing knowledge and an engineering presentation focuses on finding suitable solutions to problems by weighing design choices.

Science Presentation

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 is constructing knowledge about some topic or phenomenon.

Engineering Presentation

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.

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 speaker 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 speaker's best advantage. Product labels should be limited to generic names. Elevation boards can be used by the speaker 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 speaker. A team presentation is delivered by up to three speakers. 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: Speakers may not use notes. Posters and/or visual aids should provide any necessary prompting.

Attire: Appropriate attire for the occasion. Costumes may be used.

Other: Speakers 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.

THE RESULTS:
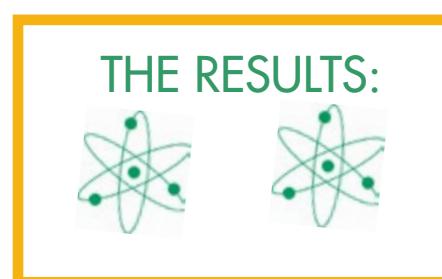
EDUCATIONAL DISPLAY TALK

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 speaker should use the time wisely and support the visual presentation. Once the speaker 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; as a minimum, a title, the member's name and 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 speaker's presentation should be three to five minutes and then there will be questions and dialogue with the evaluators.

• Speakers are expected to introduce the educational display with a prepared oral presentation including the title, information about how the speaker 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 speaker 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 speaker 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 speaker. A team presentation is delivered by two speakers. 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:
Speakers may not use notes during the presentation of the display to the evaluators. The display should provide any necessary prompting.

Attire:
Appropriate attire for the occasion. Costumes may not be used.

Water Recycling
by Joe Harper
Clover City
4-H Club

INFORMATIVE PREPARED SPEECH

An Informative Prepared Speech

This format requires that the speaker write and deliver their own speech. The speaker 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 speaker 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 speaker 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 speaker to assist with the delivery of the speech. The note card should be inconspicuous and not detract from the speech

Attire: Appropriate attire for the occasion. Costumes may not be used.

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.

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

WHAT IT MEANS TO BE A LEADER

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 read or relied upon heavily.

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

Attire: Appropriate attire for the occasion. Costumes may not be used.

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

State 4-H Presentation Day:
Senior 4-H members presenting a Prepared Persuasive Speech at the State 4-H Presentation Day 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.

*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

IMPROMPTU SPEECH

An Impromptu Speech

Impromptu speaking involves speeches that the speaker has developed themselves at the Presentation Day within a three-minute preparation. One at a time, the speakers 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 speaker 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 speaker.
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 speaker and will consider how well the position is stated, developed, and supported.

The speaker 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 http://4h.ucanr.edu/4-H_Events/SFD/PD/

Age Restriction: At State 4-H Presentation Day, participation in Impromptu Speeches is limited to Intermediate and Senior 4-H members.

Posters and Slides: None Allowed.

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

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

Attire: Appropriate attire for the occasion. Costumes may not be used.

Other: Some County and Area 4-H Presentation Days 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 area event are NOT elibible to partic-ipate at State 4-H Presentation Day.

INTERPRETIVE READING

An interpretative Reading

Speakers may read any published written work that is age appropriate and acceptable for use in a public school classroom. Examples may include: children's stories, poetry, essays, speeches, articles, and excerpts from novels that stand alone. Political and religious advocacy is not appropriate.

In addition to introducing themselves, the speaker 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 speaker creates the characters and the setting through voice inflection and hand gestures. There is no stage or set, so the speaker helps the audience create a mental picture for the selection. The speaker 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, costumes, 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 speakers may have more complex readings with more characters or more complex ideas, the length of the reading material should not lengthen with the speaker's age. Five minutes should be adequate for the speaker to demonstrate their range of reading skills.

Exceeding time guidelines does not result in disqualification. An example of an allocation of time might be:

- Introduction: 1-2 minutes
- Reading: 3-5 minutes
- Conclusion: 1-2 minutes

Number of Presenters: This format is limited to individual participants. The speaker 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 a dramatic reading. The speaker 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 speaker may read from either the original publication or a photocopy held in a portfolio.

Attire: Appropriate attire for the occasion. Costumes may not be used.

SHARE THE 4-H FUN SKITS

Groups perform acts such as skits and other presentations that focus on health, safety, community pride, citizenship, 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: Appropriate attire for the occasion. Costumes are encouraged.

CULTURAL ARTS

Individual participants or groups, projects and clubs, perform a costumed dramatic reading, musical, dance, 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 set-up any needed audio-visual equipment.

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

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: Appropriate attire for the occasion. Costumes are encouraged.

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.

You should use the evaluation forms with your parents, volunteers, and other adults to develop your presentation skills before entering county, area, or state Presentation Days. 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 camcorder available, you can film your presentation for evaluation with the completed evaluation form. If a camcorder 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 Days. Compare completed evaluation forms with evaluation forms from previous presentations. Determine how you have improved since your last performance.

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 on .

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. Just because 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 Day, keep practicing to maintain your skills and performance quality. Performing at a high level in one Presentation Day does not mean that you will automatically perform at the same skill quality level at the next Presentation Day.

> The 4-H Presentation Manual (2016) is the consistent and standard guide for all 4-H presentations and will be adopted by all County, Area, and State 4-H Presentation Days starting in the 2015-2016 program year. The evaluation forms must be used at all 4-H Presentation Days.

❀California 4-H Presentation Program Evaluation Form
Demonstration

Date	

Location	☐ Club/Unit ☐ County ☐ Area ☐ State ☐ Other		
County		Title	
Member Name		Age	
Member Name		Age	
Member Name		Age	

A. Technical Requirements: Following the 4-H Presentation Manual Guidelines		Total Possible: 4	
	Not Met (0 Points)	**Met (1 Point)**	**Points**
1. Minimum Number of Posters (4)?	No	Yes	
2. Length as within 3-15 minutes?	No	Yes	
3. Presentation memorized (Notes were not used)?	No	Yes	
4. Appearance: Appropriate attire and speaker is well groomed	No	Yes	

B. Content: The purpose of the presentation and the information and ideas presented			Total Points: 10		
5. Content was appropriate for the presenter's ability	(0 pt) Too basic for ability	(0 pt) Too advanced for ability	(1pt) Within acceptable margins for ability		
6. Speaker 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. Speaker 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) Speaker not able to answer questions		(1 pt) Speaker able to partially answer questions	(2 pts) Speaker 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				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: Following 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 sufficiently structured	(2 pts) Presentation was highly structured and planned		
15. Presentation held audience's interest	(0 pts) Interest was not maintained	(1 pt) Interest was partially maintained	(2 pts) Interest was fully maintained		

D. Mechanics of Presenting: How the speaker uses voice and body to present content				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 of non-verbal ques to convey content	
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	
19. 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	
20. Poise and confidence	(0 pts) Poise and confidence not displayed	(1 pt) Poise and confidence somewhat displayed	(2 pts) Poise and confidence sufficiently displayed	(3 pts) Poise and confidence effectively displayed	

				(possible 41) Total Score:	

California 4-H Presentation Program Evaluation Form
Illustrated Talk

Date	

Location	☐ Club/Unit ☐ County ☐ Area ☐ State ☐ Other		
County		Title	
Member Name		Age	
Member Name		Age	
Member Name		Age	

A. Technical Requirements: Following the 4-H Presentation Manual Guidelines		Total Possible: 4	
	Not Met (0 Points)	**Met (1 Point)**	**Points**
1. Minimum Number of Posters (3)?	No	Yes	
2. Length as within 3-15 minutes?	No	Yes	
3. Presentation memorized (Notes were not used)?	No	Yes	
4. Appearance: Appropriate attire and speaker is well groomed	No	Yes	

B. Content: The purpose of the presentation and the information and ideas presented				Total Points: 10	
5. 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		
6. Speaker 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. Speaker 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. Response to questions	(0 pts) Speaker not able to answer questions		(1 pt) Speaker able to partially answer questions	(2 pts) Speaker 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				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: Following 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's interest	(0 pts) Interest was not maintained	(1 pt) Interest was partially maintained	(2 pts) Interest was fully maintained		

D. Mechanics of Presenting: How the speaker uses voice and body to present content				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 of non-verbal ques to convey content	
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	
19. 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	
20. Poise and confidence	(0 pts) Poise and confidence not displayed	(1 pt) Poise and confidence somewhat displayed	(2 pts) Poise and confidence sufficiently displayed	(3 pts) Poise and confidence effectively displayed	

	(possible 41) Total Score:	

✿California 4-H Presentation Program Evaluation Form

Science or Engineering Presentation

Date	

Location	☐ Club/Unit ☐ County ☐ Area ☐ State ☐ Other

County		Title	
Member Name		Age	
Member Name		Age	
Member Name		Age	

A. Technical Requirements: Following the 4-H Presentation Manual Guidelines — Total Possible: 4

	Not Met (0 Points)	Met (1 Point)	Points
1. Minimum Number of Posters (5)?	No	Yes	
2. Length as within 3-15 minutes?	No	Yes	
3. Presentation memorized (Notes were not used)?	No	Yes	
4. Appearance: Appropriate attire and speaker is well groomed	No	Yes	

B. Content: The purpose of the presentation and the information and ideas presented — Total Points: 10

				Points
5. 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	
6. Speaker 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. Speaker 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) Speaker not able to answer questions	(1 pt) Speaker able to partially answer questions	(2 pts) Speaker 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 — Total Possible: 12

					Points
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 of work and/or problem statement	(0 pts) No	(1 pt) Yes			
13. Methods: Description of the steps taken and/or plans to build test & redesign	(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 1 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's interest	(0 pts) Interest was not maintained	(1 pt) Interest was partially maintained	(2 pts) Interest was fully maintained		

D. Mechanics of Presenting: How the speaker uses voice and body to present content — Total Possible: 15

					Points
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 of non-verbal ques to convey content	
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; clear, effective visual aids	
21. 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	
22. Poise and confidence	(0 pts) Poise and confidence not displayed	(1 pt) Poise and confidence somewhat displayed	(2 pts) Poise and confidence sufficiently displayed	(3 pts) Poise and confidence effectively displayed	

	(possible 41) Total Score:	

✿California 4-H Presentation Program Evaluation Form

Educational Display Talk

Date						
Location	☐ Club/Unit	☐ County	☐ Area	☐ State	☐ Other	
County				Title		
Member Name				Age		
Member Name				Age		

A. Technical Requirements: Following the 4-H Presentation Manual Guidelines — Total Possible: 3

	Not Met (0 Points)	Met (1 Point)	Points
1. Minimum Number of Posters (1)?	No	Yes	
2. Length as within 3-15 minutes?	No	Yes	
3. Appearance: Appropriate attire and speaker is well groomed	No	Yes	

B. Content: The purpose of the presentation and the information and ideas presented — Total Points: 8

				Points
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. Speaker 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) Speaker not able to answer questions	(1 pt) Speaker able to partially answer questions	(2 pts) Speaker 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 — Total Possible: 11

					Points
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's interest	(0 pts) Interest was not maintained	(1 pt) Interest was partially maintained	(2 pts) Interest was fully maintained		

D. Mechanics of Presenting: How the speaker uses voice and body to present content — Total Possible: 15

					Points
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 of non-verbal ques to convey content	
16. 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	
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) Poise and confidence not displayed	(1 pt) Poise and confidence somewhat displayed	(2 pts) Poise and confidence sufficiently displayed	(3 pts) Poise and confidence effectively displayed	

	(possible 37) Total Score:	

❀California 4-H Presentation Program Evaluation Form

Informative Prepared Speech

Date	

Location	☐ Club/Unit ☐ County ☐ Area ☐ State ☐ Other		
County		Title	
Member Name		Age	
Member Name		Age	
Member Name		Age	

A. Technical Requirements: Following the 4-H Presentation Manual Guidelines — Total Possible: 2

	Not Met (0 Points)	Met (1 Point)	Points
1. Length as within 2-10 minutes?	No	Yes	
2. Appearance: Appropriate attire and speaker is well groomed	No	**Yes**	

B. Content: The purpose of the presentation and the information and ideas presented — Total Points: 8

3. 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		
4. Speaker 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) Speaker not able to answer questions		(1 pt) Speaker able to partially answer questions	(2 pts) Speaker 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 — 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: Following 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/thesis was clear and information was effectively presented to inform the 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's interest	(0 pts) Interest was not maintained	(1 pt) Interest was partially maintained	(2 pts) Interest was fully maintained		

D. Mechanics of Presenting: How the speaker uses voice and body to present content — 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 of non-verbal ques 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) Poise and confidence not displayed	(1 pt) Poise and confidence somewhat displayed	(2 pts) Poise and confidence sufficiently displayed	(3 pts) Poise and confidence effectively displayed	

			(possible 37) **Total Score:**	

✿California 4-H Presentation Program Evaluation Form

Persuasive Prepared Speech

Date					
Location	☐ Club/Unit ☐ County ☐ Area ☐ State ☐ Other				
County			**Title**		
Member Name			**Age**		

A. Technical Requirements: Following the 4-H Presentation Manual Guidelines — Total Possible: 2

	Not Met (0 Points)	Met (1 Point)	Points
1. Length as within 3-15 minutes?	No	Yes	
2. Appearance: Appropriate attire and speaker is well groomed	No	Yes	

B. Content: The purpose of the presentation and the information and ideas presented — Total Points: 8

3. 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		
4. Speaker 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) Speaker not able to answer questions		(1 pt) Speaker able to partially answer questions	(2 pts) Speaker 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 — 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: Following 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's interest	(0 pts) Interest was not maintained	(1 pt) Interest was partially maintained	(2 pts) Interest was fully maintained		

D. Mechanics of Presenting: How the speaker uses voice and body to present content — 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 of non-verbal ques 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) Poise and confidence not displayed	(1 pt) Poise and confidence somewhat displayed	(2 pts) Poise and confidence sufficiently displayed	(3 pts) Poise and confidence effectively displayed	
				(possible 37) **Total Score:**	

California 4-H Presentation Program Evaluation Form

Impromptu Speech

Date	

Location	☐ Club/Unit ☐ County ☐ Area ☐ State ☐ Other

County		Title	
Member Name		Age	

A. Technical Requirements: Following the 4-H Presentation Manual Guidelines — Total Possible: 2

	Not Met (0 Points)	Met (1 Point)	Points
1. Length as within 2-5 minutes?	No	Yes	
2. Appearance: Appropriate attire (no costumes) and speaker is well groomed	No	Yes	

B. Content: The purpose of the presentation and the information and ideas presented — Total Points: 5

3. Speaker 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 — 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: Following steps in logical order; smooth transitions	(0 pts) No	(1 pt) Included one aspect	(2 pts) Included two aspects		
8. Conclusion: Includes summary; asks for questions	(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's interest	(0 pts) Interest was not maintained	(1 pt) Interest was partially maintained	(2 pts) Interest was fully maintained		

D. Mechanics of Presenting: How the speaker uses voice and body to present content — 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 of non-verbal ques 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) Poise and confidence not displayed	(1 pt) Poise and confidence somewhat displayed	(2 pts) Poise and confidence sufficiently displayed	(3 pts) Poise and confidence effectively displayed	

(possible 30) **Total Score:**

California 4-H Presentation Program Evaluation Form

Interpretive Reading

Date					
Location	☐ Club/Unit	☐ County	☐ Area	☐ State	☐ Other
County			Title		
Member Name			Age		

A. Technical Requirements: Following the 4-H Presentation Manual Guidelines — 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 (no costumes) and speaker is well groomed	No	Yes	

B. Content: The purpose of the presentation and the information and ideas presented — Total Points: 3

4. 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	
5. Response to questions	(0 pts) Speaker not able to answer questions	(1 pt) Speaker able to partially answer questions	(2 pts) Speaker able to fully answer questions	

C. Structure: The framework that organizes the content — 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's interest	(0 pts) Interest was not maintained	(1 pt) Interest was partially maintained	(2 pts) Interest was fully maintained	

D. Mechanics of Presenting: How the speaker uses voice and body to present content — 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 of non-verbal ques 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) Poise and confidence not displayed	(1 pt) Poise and confidence somewhat displayed	(2 pts) Poise and confidence sufficiently displayed	(3 pts) Poise and confidence effectively displayed	

(possible 30) **Total Score:**

✿California 4-H Presentation Program Evaluation Form

Share the 4-H Fun Skit

Date	

Location	☐ Club/Unit ☐ County ☐ Area ☐ State ☐ Other		
County		Title	
Member Name		Age	
Add additional names			

A. Technical Requirements: Following the 4-H Presentation Manual Guidelines — Total Possible: 2

	Not Met (0 Points)	Met (1 Point)	Points
1. Length was within 15 minutes?	No	Yes	
2. Appearance: Appropriate attire for presentation	No	Yes	

B. Content: The purpose of the presentation and the information and ideas presented — Total Points: 5

				Points
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 abilities	
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	(2pts) Fully	

C. Structure: The framework that organizes the content — Total Possible: 8

					Points
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 interest	(0 pts) Interest was not maintained	(1 pt) Interest was partially maintained	(2 pts) Interest was fully maintained		

D. Mechanics of Presenting: How the speaker uses voice and body to present content — Total Possible: 12

					Points
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 of non-verbal ques 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) Poise and confidence not displayed	(1 pt) Poise and confidence somewhat displayed	(2 pts) Poise and confidence sufficiently displayed	(3 pts) Poise and confidence effectively displayed	

| | | | | (possible 27) **Total Score:** | |

✤California 4-H Presentation Program Evaluation Form

Cultural Arts

Date	

Location	☐ Club/Unit ☐ County ☐ Area ☐ State ☐ Other		
County		Title	
Member Name		Age	
Add additional names			

A. Technical Requirements: Following the 4-H Presentation Manual Guidelines		Total Possible: 2	
	Not Met (0 Points)	**Met (1 Point)**	**Points**
1. Length was within 15 minutes?	No	Yes	
2. Appearance: Appropriate attire for presentation	No	Yes	

B. Content: The purpose of the presentation and the information and ideas presented			Total Points: 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 abilities	
4. Presenter demonstrated knowledge of the 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	(2pts) Purpose was fully accomplished

C. Structure: The framework that organizes the content				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 interest	(0 pts) Interest was not maintained	(1 pt) Interest was partially maintained	(2 pts) Interest was fully maintained		

D. Mechanics of Presenting: How the speaker uses voice and body to present content				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 of non-verbal ques 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) Poise and confidence not displayed	(1 pt) Poise and confidence somewhat displayed	(2 pts) Poise and confidence sufficiently displayed	(3 pts) Poise and confidence effectively displayed	
				(possible 27) **Total Score:**	

California 4-H Presentation Program Evaluation Form

COMMENT PAGE

PLEASE PRINT NEATLY AND LEGIBILY.

+ What did the speaker do particularly well?

Δ What could the speaker have done differently to make the speech more effective?

Evaluator Name: _____ Evaluator Initials: _____

CALIFORNIA 4-H PRESENTATION MANUAL SCORING KEY

The key below outlines the points needed for each presentation type to earn various seals at county, area, and state Presentation Days. For tabulation, numbers will be rounded to the nearest whole integer. (1-4 down, 5-9 up)

Demonstration/Illustrated Talk, Science or Engineering Presentation

41	County		Area		State		County	Area	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		Area		State		County	Area	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		Area		State		County	Area	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		Area		State		County	Area	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%

University *of* California
Agriculture and Natural Resources ■ 4-H Youth Development Program

Section 3: Evaluating Presentations

WHAT TO EXPECT AS AN EVALUATOR

Before the Event

Read the 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

Sorted into rooms with two to three Evaluators per room. Presentations are assigned to rooms by format type and age of presenter (teams are assigned by the age of oldest member presenting). 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 also a good opportunity to determine how the presentation relates to the member's 4-H experiences. This is not the time to ask a question that tests for the outer limits of the member's knowledge.

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

Key Reminder for Evaluators:

✓ Your job is to help youth improve their public speaking abilities. Take the perspective that you are an educator and are reviewing presentations to offer insights on what they are doing well and where they need improvement. You are not a judge.

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 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.

Role of Room Host:

- 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.

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.

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 taking photographs or filming.

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. Parents are not allowed to step in except in the event of an equipment malfunction.

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

Refrain from discussions until after the awards ceremony.

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

4-H staff and event coordinators will review all assistance requests and communicate with 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 speaker 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 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.

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 for a mixed-age group?

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

☐ What is the minimum number of presentation boards (or equivalent) required for the various type of presentations?

☐ What factors dictate how long a presentation should be?

☐ Are assignments for school or science fairs appropriate topics for a 4-H presentation?

☐ May speakers 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.?)

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. Parents and/or room hosts may assist with equipment malfunctions. You should give the speaker 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/group, and what determines the age category for a mixed-age group?

The number of presenters varies by presentation format. See the matrix on page 10. 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 for the various type of presentations?

The number of posters or slides various by presentation format. The matrix on page 10 provides an overview of the minimum number.

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

The speaking time for presentations vary by format; see page 10 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 4-H presentation?

School assignments or science fair displays need to be related to 4-H experiences or youth sparks. Speakers are strongly encouraged to relate the presentation to their current 4-H project work or 4-H activities or spark. If the speaker 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 speaker should connect the presentation to a club or project based 4-H presentation program or 4-H experience.

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

Speakers 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. Speakers 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?

Members should practice good personal hygiene. Costumes are appropriate for demonstrations, illustrated talks, science or engineering presentations, share the 4-H fun skits, and cultural arts. 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 4-H members improve their public speaking skills.

- 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, but have you thought 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 to reinforce the message that you are trying 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.

References

Callahan, J., Clark, L., & Kellough R., (2002). *Teaching in the middle and secondary school (7*th ed.*)*. Columbus, Ohio: Merrill Prentice Hall.

Humphry, S.M. & Heldsinger, S.A. (2014). Common structural design features of forms may represent a threat to validity. *Educational Researcher*, *43*(5), 253-263.

Lucas, S. (2004), *The art of public speaking (*8th ed.). New York: McGraw-Hill.

Parker, E., Smith, B., & Woody, D. (2000). Getting 4-H'ers involved in public presentations, *New Jersey 4-H Leader Training Series*, Retrieved April 10, 2003 from http://www.rce.rutgers.edu/pubs/pdfs/4h/e148/305-308.pdf

Wiggins, G., (1993). *Assessing student performance: Exploring the Purpose and limits of testing.* San Francisco: Jossey-Bass Publishers.

Verderber, R.F., Sellnow, D.D., & Verderber, K.S. (2012). *The challenge of effective speaking* (15th ed.). Boston, MA: Wadsworth.

Watch Sample presentations at:
http://4h.ucanr.edu/projects/leadership/public-speaking/

CALIFORNIA 4-H
PRESENTATION MANUAL

University *of* **California**
Agriculture and Natural Resources ▪ 4-H Youth Development Program

4h.ucanr.edu