

Format for Public Presentations

All types of presentations share the same three-part format: and **introduction, body, and conclusion or summary**. The content and presentation techniques used in each part differ somewhat for each type of presentation.

INTRODUCTION

Special Note:

Introduction of the Presenter

At the **state level**, presenters in ALL categories will be **required** to compose a biographical introduction of themselves on a **3 x 5** or **4 x 6** which should include name, county, club (if applicable), number of years in 4-H, and any biographical information the presenter thinks would be of interest to his/her audience, i.e., hobbies, music, drama, other youth related interests, etc. This should be kept interesting and concise and should be written as the presenter wants it to be read by the room host. **DO NOT GIVE AGE OR NUMBER OF PREVIOUS PRESENTATIONS**. Title and topic of presentation are not included in the Introduction of the presenter by the room host.

Introduction of the Presentation

The presenter will begin his/her presentation by introducing the topic in a manner that creatively catches the attention of the audience while stimulating their curiosity and motivating them to think about the subject to be presented. Use of the title can be a part of this introduction.

For **Creative Communication** categories, the presenter(s) should identify the source of the creative piece and its author and may allude to, explain, or challenge the audience to discover the message it conveys prior to beginning. Setting the stage for either a recitation or dramatic interpretation will often serve to stimulate to audience as well as help them to “feel” what is being presented. In addition the presenter’s reason for choosing this particular piece also be included at this point if so desired or if it leads to a better understanding of the piece being presented. These introductions should not attempt to “interpret” the piece for the audience, be too lengthy, and not “overshadow” the content of the recitation or dramatic interpretation.

BODY

This is the main part of the presentation. In a **Demonstration** a technique or steps of a process are shown. In an **Illustrated Talk or Speech**, the main points are identified and explained. In an **Creative Communication** presentation the creative piece is performed.

CONCLUSION OR SUMMARY***

The presenter emphasizes or re-emphasizes the message of the presentation. In a **Demonstration** the most important steps are summarized. In an **Illustrated Talk** or **Speech** the presenter concisely recaps the message of the presentation or draws to conclusions. In a **Creative Communication** presentation the nature of the conclusion depends on the type of creative piece and how it was introduced. In both a **Speech** and a **Creative Communication** presentation, a conclusion may be built into the piece itself or the message may be emphasized through a simple comment, a brief analysis, an expressive body movement (i.e., lowering ones head, stepping to one side, creating a noticeable pause, etc.) or even through dialogue with the audience.

Glossary of 4-H Public Presentation Terms

While the terms used vary from form to form, the items listed on all evaluation forms are divided into three sections - delivery, subject, and presenter. Definitions given below are shown in alphabetical order under section headings.

Delivery

Articulation - Words are pronounced clearly and appropriately. (Consider level of difficulty and age.)

Conclusion - The conclusion of a **Speech** or **Creative Communication** presentation may take any of three forms. It may present the generalization that is drawn from the previously discussed points; it may provide an emotional closure; or it may bring points presented to a logical closure. Consider how well the conclusion brings the main message home to the audience.

Conveys Tone/Mood - The language, facial expressions, tone of voice, inflection, etc. convey an emotional character or attitude that is in keeping with the nature of the topic and its main message.

Efficient Organization - The materials and equipment used should be logically arranged in the demonstration space so that they remain organized and easy to use or find throughout the **Demonstration/Illustrated Talk**. Work area is kept clear for good audience observation.

Gestures - Hand and body movements are appropriate to the content of the presentation and serve to depict the emotional character of the message. These are neither over nor under accentuated.

Gets Point Across/Appropriate Length – Information is presented in an effective, clear manner. The audience clearly understands the purpose and intent of the presentation. A sufficient amount of time is used to effectively deliver the message without rambling on needlessly or attempting to “squeeze” in too much information in the allotted time.

Grammar/Vocabulary – Proper grammar and terminology are used. The language used makes the meaning clear.

Introduction – Opening remarks creatively stimulate interest in the topic, catches audience’s attention (explain why it is important to the presenter and/or the audience, describe its dramatic or historical significance, use of dramatic effects, etc.). If the presenter has not been introduced, a personal introduction should also be included. ♦♦♦
At state level, presenter provides biographical introduction for room assistant.

Length of Presentation – The length of the presentation (within 3 to 15 minute limits) is appropriate to the topic and to the age and experience of the presenter. ♦♦♦ **At state level, point reductions will occur for presentations going over 15 minutes or under the minimum time expectation of 5 minutes**

Proper Equipment/Visual Aids – The **correct** equipment is used when demonstrating a technique or process. Equipment is in safe and clean condition. If audio/visual equipment is used, it should be handled properly, smoothly and confidently. If hand-made visual aids are used, they should be neat, concise, legible and effective in the delivery of the message. Charts, models and other visuals may be used to:

- Show an enlarged view of a detail
- Show a reduced scale model when it is not practical to have a full-scale model or the real object
- Show a cross-section
- Compare data
- Summarize steps in an operation
- List pertinent information such as ingredients or craft supplies
- Show a timeline

Smoothness/Flow – Pace and pauses are used appropriately to add emphasis, convey mood, or enable the audience to process information before moving on.

Summary – The main points of the **Demonstration** or **Illustrated Talk** should be reviewed *concisely*; no new material should be introduced. A feeling of closure should be felt following a well produced Summary.

Subject

Appropriate for Experience & Age – The topic is challenging but within the capability of the presenter.

Content: Documented and Researched – The content is well thought out, researched and factual; the presenter identifies sources. In persuasive **Speeches**, sources of conflicting opinion should also be cited.

Correct, Up-to-date Information/Sources Given - The information given is based on reliable sources that are identified by the presenter. Unless known to be otherwise, the presenter's information is assumed correct/current.

One Main Theme, Logically Organized - Information given pertains directly to the topic and is presented in a logical order that is easy to understand.

Stimulates Audience Interest – The topic would be expected to attract attention from people like those in the audience without factoring in the effectiveness of the delivery. However, creative delivery can affect audience interest.

Understanding of Subject – The presenter gives evidence that information is understood, not “parroted”, by adequate response to questions and through the way information is used throughout the presentation. In a creative communication presentation, the manner of interpretation shows that the presenter **understands** and **feels** the meaning and significance of the creative piece.

Presenter

Appearance – The presenter is well groomed and properly dressed for the topic and type of presentation. Appropriate clothing may be worn for a **Recitation** to **subtly** represent the character or mood of the written piece but it should not overwhelm the oral presentation. Costumes for **Dramatic Interpretation** should be kept simple. An attempt by the presenter to integrate presentation with appearance, i.e. color or topic coordination should be noted favorably.

Enthusiasm – The presenter projects an excitement about the topic that serves to stimulate audience’s interest.

Eye Contact - The presenter creates a connection with the audience by looking directly at individuals in a small audience or by focusing on areas in a large room that would make audience members feel as though the speaker was gazing at them. This should become more refined with age and experience

Fields Questions Adequately - Answers most questions correctly and completely. When an answer is not known, the presenter suggests where it might be found or offers to find it. Presenter is not expected to have an answer for all ?’s.

Poise – The presenter’s demeanor is relaxed and confident.

Posture – The presenter does not slouch, fidget or lean on table; stands and moves in a manner appropriate to the type of presentation. **(Presenters who are physically challenged should be evaluated accordingly.)**

Voice – The presenter speaks with a clear, strong voice using distinct enunciation; projects voice well enough to be heard from the back of the audience. Good steady rate with effective volume. (The affect of a speech impediment or braces should be taken into consideration when apparent.)

Props for Dramatic Interpretations should be simple so they do not overwhelm the presentation.

Proper use of Notes/Visual Cues – If needed, note cards or other inconspicuous visual cues should be used for quick reference only. For **Demonstrations** and **Illustrated Talks**, a poster may be used simultaneously as a visual for the audience and a cue card for the presenter. Consider age, experience, and the difficulty level of the presentation when evaluating whether the degree of dependence on aids is acceptable.

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