ATTENTION PRESENTERS:

1. **Introduction of Presenter:** At the State level, presenters in ALL categories will be required to write a biographical introduction on a 4X6 card. Included in this introduction should be name, county, club (if applicable), years in 4-H, and any additional information that the presenter thinks would be of interest to his/her audience, i.e., hobbies, music, drama, other youth related interests, etc. Keep this interesting and concise. Introduction should be written as the presenter wants it to be read by emcee. **DO NOT GIVE AGE OR NUMBER OF PREVIOUS PREsentations.** (See point #5) Print clearly or type introduction.

2. **Equipment:** At the State level event, presenters are required to provide all needed equipment and supplies. Two easels and a table will be provided in each area. Screens are available in some areas. Should a presenter need a screen or outlet this should be noted on his/her registration form.

3. **Tips for Presenting:**
   - The presenter will be required to repeat a question prior to responding when fielding questions at the conclusion of a presentation. Attempt to be somewhat diverse in your repetition of questions. Examples: “The question is. . . .” “This gentleman is asking…” “It is being asked. . . .”
   - Use of note cards is permitted at the State level but should be used as a “tool” to enhance presentation and not as a “crutch” upon which to depend.
   - All six types of presentations end with the citing of the resources used and with asking the judges or audience if there are any questions. Internet Resources should be listed. Tangible media such as books and magazines should be present. Individuals should be named.

4. A **Team Presentation** is to consist of NO MORE than TWO presenters. In a team presentation at state level, both youth score together as a team on one form. At the State level, team presentations are only allowed in the categories of **Demonstration, Illustrated Talk and Dramatic Interpretation.**

5. **Evaluation:** All presenters at the State level will be evaluated against a “Standard of Expectation” **without the consideration of age and level of experience.** Since this is the highest level of evaluation, elimination of age and experience allow all presenters to be evaluated on a level playing field. There still remains an educational experience to “make the best better” by learning from the written and consultation evaluation process. A numerical rating from 1 to 5 for each aspect on the appropriate evaluation sheet allows a presenter to measure his/her level of performance at the State Level. Judging against a Standard of Expectation eliminates the subjective approach that results when one presentation is being judged against another and gives the presenter the opportunity to better oneself based on that standard. **IMPORTANT: The consideration of age and level of experience should still be maintained at all other levels of participation.**
6. **Time limit** for all types of presentations is a **maximum length of 15 minutes and a minimum length of 5 minutes**. All state level presenters are encouraged to attempt to produce a “meaty” presentation within a 15-minute maximum while stretching beyond that 5-minute minimum. Point reductions will result from abuses of time limitations. Evaluators, when giving a score for this area, will consider effective use of time based on the material being presented. Timing of a presentation begins when the presenter starts to talk and ends at the close of the presenter’s conclusion or summary. Questions and answers are not a part of the overall time measurement of the presentation.

**NOTE:** Cue cards will be used to alert the presenter that maximum time limit is approaching.
Yellow Triangle = Two minutes remaining
Red Octagon = Time is up. Bring to quick conclusion

7. **Live Animals:** Should a presentation include the use of a live animal(s), the presenter is responsible for sanitation and humane well-being of the animal throughout the event. This would include clean up and sanitization of the presentation area making it suitable for the next presenter. Live animals need to have appropriate health certificates and be caged or leashed appropriately. If dogs will remain in the building during the event, they need to be crated. The State 4-H Office needs to approve live animals to be included in presentations at the State Event.

8. **Food products** that are created during a presentation can only be offered to the evaluators. **Health restrictions prevent foods from being shared with the audience.** If these foods are taken away from the presentation area, the presenter can then take personal responsibility for the sharing of food items. **PLEASE NOTE:** Food safety practices need to be observed and followed. Hair should be “under control” and aprons worn where appropriate.

### New York State 4-H Public Speaking Event Ribbon Ranges

<table>
<thead>
<tr>
<th>Category</th>
<th>Gold</th>
<th>Silver</th>
<th>Bronze</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstration</td>
<td>≥76 (avg. 4)</td>
<td>57-75</td>
<td>&lt;57</td>
</tr>
<tr>
<td>Illustrated Talk</td>
<td>≥76 (avg. 4)</td>
<td>57-75</td>
<td>&lt;57</td>
</tr>
<tr>
<td>Recitation</td>
<td>≥72 (avg. 4)</td>
<td>54-71</td>
<td>&lt;54</td>
</tr>
<tr>
<td>Dramatic Interpretation</td>
<td>≥72 (avg. 4)</td>
<td>54-71</td>
<td>&lt;54</td>
</tr>
<tr>
<td>Speech</td>
<td>≥80 (avg. 4)</td>
<td>60-79</td>
<td>&lt;60</td>
</tr>
<tr>
<td>Interview Process</td>
<td>≥80 (avg. 4)</td>
<td>60-79</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>

The three 4-H’ers with the highest 3 scores in each category are awarded the Gold, Silver and Bronze Medals respectively.
ATTENTION COUNTY EDUCATORS:

1. **Registration Quota:** A senior 4-H’er is at least 13 years old by January 1 of current year and no older than 19. Because this is the highest level of participation in the Public Presentation Program, presenters should be selected who have excelled at other levels and are ready for a higher standard of evaluation. All presenters selected must participate at the District level event.

   **Each New York State District can send the following to the state event:**
   - Up to 6 in the combined categories of Demonstrations and Illustrated Talks
   - Up to 4 in the combined categories of Creative Communications, Speech
   - Up to 2 for Interview Process

2. **Cancellations:** Educators may substitute presenters who cancel with their own alternates by notifying the Committee Chair up to 1 week before the event. Alternates must be 13 years old and have participated in the district event.

3. **Return Presenters:** A presenter may return to State level in the same category until he/she has received a gold medal in that public speaking category.

Contact your local county 4-H Educator if you have questions about categories, guidelines, or the State Event in general.

**IMPORTANT FINAL WORDS:** “To Make Your Best Better” and “Learning by Doing” continue to remain at the very heart of the New York State 4-H Public Presentation Program and Event. Although “competition” is embraced by some and strongly avoided by others throughout life, this event has been made possible for the purpose of providing a healthy environment where our young people can receive advanced education in the area of public presentations while at the same time being honored for having achieved a higher level of recognition for their accomplishments. Competition is against one’s own personal best allowing for continuing growth and achievement. Each level of recognition at the State Event is in and of itself a “notch” above the norm considering that all participants have been selected as their county’s best. While awards are given for varying degrees of accomplishment at the State level, the main focus is to strengthen public presentation skills through a written and oral personal evaluation that encourages our young people to strengthen their skills and reach for higher goals.
Public Presentation Categories

- **Demonstration** - The presenter *shows* and *explains how to do or make something* (how to juggle, do basic dance steps, build a kite, make cookies, care for a pet, etc.). Appropriate equipment, models or illustrations, posters/visuals are used as needed to explain information being conveyed and to show the steps in the process being demonstrated. It is sometimes necessary to show a larger scale replica of something that is too small for the audience to see. A finished product is shown. **Team Demonstrations are allowed at the state level** and should reflect a topic requiring teamwork as well as effective balancing of verbal communication and hands-on action.

- **Illustrated Talk** - The presenter uses visual aids to *tell about* the topic. The effective use of charts, pictures, posters, slides, PowerPoint slides, overheads, graphs, examples, models etc. play a major role in communicating the presenter’s message. **Team Illustrated Talks are allowed at the state level.** These team presentations should reflect a topic requiring teamwork as well as effective balancing of verbal communication and visuals.

- **Formal Speech** - The presenter aims to *persuade, motivate or inform* the audience without the use of visuals. Proper use of note cards is acceptable. In this category, the presenter chooses and researches a topic of choice. Depending on the topic chosen, the presenter chooses a format (persuasive, motivational, or informative) that best suits what is to be conveyed to the audience. For example, if the topic is censorship of literature, the presenter can choose to inform the audience about this topic, persuade the audience of his convictions, or motivate the audience to take a more active role in making current changes in this arena. A *Speech* is presented in conversational language, however, poetry, quotations, humor, or imagery may be incorporated to command attention or emphasize a point. **Team Speeches are not allowed at the state level.**

- **Creative Communication** bridges the gap between message-delivery and the performing arts. Art forms such as Recitation, Dramatic Interpretation, puppetry, skits, clowning, singing, music, and story telling are used as the vehicle for conveying a message. Currently Recitation and Dramatic Interpretation (as defined below) are the only subcategories under Creative Communication being evaluated at the state level.
  - **Recitation** - The presenter, with the use of vocal inflection and body language as communication tools, delivers his rendition of a piece of *pre-written material*. Props should not be used, but appropriate dress to subtly represent the character or mood of the written piece is acceptable. **Dress should not overwhelm the oral presentation.** Memorization is expected, but proper use of notes is permitted either in the form of note cards or a book. This area is not intended for presentation of original pieces of material written by the presenter. **Team Recitations are not allowed at the state level.**
  - **Dramatic Interpretation** - The presenter or team of two delivers a re-enactment of a piece of *scripted material*. The content can be taken from plays, movies, sketches, or monologues-- dramatic or comedic. This form of presentation, by definition, should include props and costumes. Props need to be *simple and minimal*, not detracting from the strength of the presenter(s). Original pieces written by the presenter(s) are accepted in this category, but **4-H educators should** monitor appropriateness of presentation. **Team Dramatic Interpretations are allowed at the state level.**
• **Interview Process** - During the Interview Process, 4-H teens will undergo a simulated job or college entrance interview with a volunteer evaluator. The résumé, cover letter and application (written presentation) will be judged based on appearance and content. The oral presentation will be the actual interview using questions selected from a set list. The written presentation documents will be submitted for judging prior to the face-to-face interview. The face-to-face interview should last about 20 minutes. Afterward, the evaluator will privately consult the youth and provide positive feedback.

**Format for Public Presentations for New York State 4-H**

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

1. **Presenter Introduction (by Emcee or Room Host)**
   Presenters in ALL categories will be **required** to compose a biographical introduction of themselves on a 4x6 card 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 FOR DISTRICT and STATE LEVEL**, **AND** Title and topic of presentation are not included in the Room Host’s “Presenter’s Introduction”.

2. **INTRODUCTION**

   **Introduction of the Presentation (By Presenter)**
   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. A preview of the main ideas can also be included.

   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 the audience as well as help them to “feel” what is being presented. In addition the presenter’s reason for choosing this particular piece may also be included at this point if so desired or if it lends to a better understanding of the piece being presented. These introductions should not attempt to “interpret” the piece for the audience, be too lengthy, nor “overshadow” the content of the recitation or dramatic interpretation.

3. **BODY**

   This is the main part of the presentation. In a **Demonstration** a technique or steps of a process are shown. In an **Illustrated Talk** or **Speech**, the main points are identified and explained. In a **Creative Communication** presentation of the creative piece is performed.
New York State Level Format for Public Presentations (continued)

4. **CONCLUSION OR SUMMARY**

The presenter emphasizes or re-emphasizes the message of the presentation:
- **Demonstration** - the most important steps are summarized,
- **Illustrated Talk** or **Speech** - the presenter concisely recaps the message of the presentation or draws conclusions.
- **Creative Communication** - 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 one’s head, stepping to one side, creating a noticeable pause, etc.) or even through dialogue with the audience.

**Please note that this part of the presentation is called a summary in a Demonstration or Illustrated Talk and a conclusion in a Speech, Recitation, or Dramatic Interpretation due to the fact that one type of presentation actually calls for a summary of the material presented and the other types require the presenter to bring the talk to a conclusion.**

It has been observed that in a few cases, depending on the subject being presented, an Illustrated Talk may also come to a “conclusion” rather than providing a “summary.” (Example: an Illustrated Talk on an event in history may find concluding remarks more appropriate and stimulating than a recapping of what has been presented.)

5. All six types of presentations end with the citing of the resources used and with asking the judges or audience if there are any questions. Internet Resources should be listed. Tangible media such as books and magazines should be present. Individuals should be named.
New York State Level Glossary of 4-H Public Presentation Terms for each division except Interview Process

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 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.

*Length of Presentation* – The length of the presentation (within 5 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 timeline
- 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.

**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 Research**ed – 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 questions.
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.)*

Terms for Interview Process

Resume

Arrangement: Format is easy to read and appealing; proper use of indentation, balance margins.

Grammar/Punctuation: Appropriate grammar and punctuation is used.

Evidence of Skills: List is detailed using professional terminology if appropriate.

Career or College Objective: Objectives clearly defined

References: References are listed with accurate information.

Application

Content: All questions are answered and legible.

Personal Data: Only relevant information is included.

Educational Information: Appropriate schooling and coursework

Employment or Volunteer Experience: Listing of places person has worked or volunteered including responsibilities.

References: References are listed with accurate and complete information.

Interview

Personality & Poise- The presenter’s demeanor is relaxed and confident

Attitude: demonstrates a positive disposition, with regard to a person or people.

Courtesy: demonstrates excellence of manners or social conduct; polite behavior.

Knowledge and presentation of ability: Appears knowledgeable and articulate regarding experience and qualifications.

Self-Confidence: Displays poise and appears at ease with interviewers

Appearance: Dressed professionally and appropriately, free of stains, wrinkles.

Response to Questions: Addresses questions and answers them fully and directly