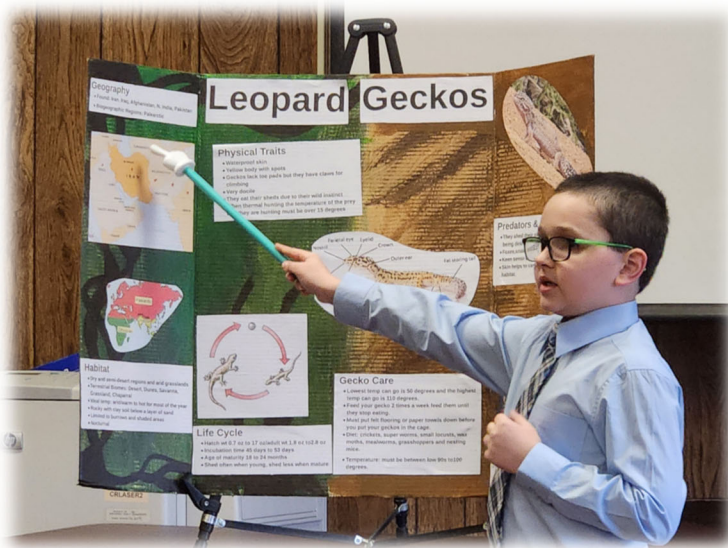




2025 4-H

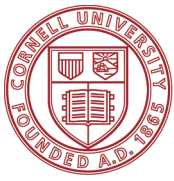


Public Presentations



*Friday, March 21st or Monday, March 24th
5:30-8:00pm both nights
Montgomery County Annex - Fonda, NY*

**Information Packet
&
Registration Form**



Cornell University
Cooperative Extension
Fulton and Montgomery Counties

2025

Dear 4-H Club Organizational Leaders and Independent Members,

This year's 4-H Public Presentations will be **Friday, March 21st or Monday, March 24th** at the **Montgomery County Annex** at 20 Park St, Fonda, NY 12068. The event will be from **5:30pm - 8:00pm on both nights with sign-in being until 7:30 PM only**. We look forward to seeing what topics and demonstrations 4-Hers will present this year. *As part of the 4-H experience, we encourage all 4-H youth to participate in this event.*

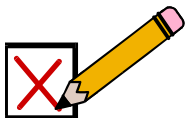


Public Presentation Night is for Cloverbuds, too! 4-H Cloverbud members are encouraged to prepare a step-by-step demonstration-style presentation. Cloverbud presentations should be 1-3 minutes in length. Though Cloverbuds will not be evaluated, a "happy listener" will attentively listen to their presentation and they will be awarded participation ribbons. Please take note of the 4-H Cloverbud Sheet enclosed. Participating in this event as a group will enhance the 4-H Cloverbud experience by providing peer and parental support for each member.

Enclosed you will find all of the materials you need to register for this year's program. In addition we have included some helpful written materials. Non-Cloverbud participants aged 8-19 may choose to do either a formal demonstration or an illustrated talk. Those who are age 12 as of January 1, 2025 may also choose to present a recitation or dramatic interpretation and age 15 as of January 1, 2025 may also choose a formal speech. We hope that leaders and parents will assist members in choosing the category that is right for him or her and the selected topic. Sometimes the best presentations are those in which the 4-H members themselves pick a topic that they enjoy. Category descriptions and more information is enclosed in the packet.

Here's a word about registration! Completed pre-registration on the enclosed form is due in the 4-H office by Monday, March 10th. We are in need of both adult and teen volunteers to help the evening of the event. To sign-up to help, please use the back of the registration sheet or contact us at 518-853-2135 or email ky292@cornell.edu. You may mail, fax, email or hand deliver the registration.

Only those registered on time will be eligible to participate.. If you or any 4-Hers need help planning their presentation or have questions please call the 4-H office.



We look forward to seeing you March 21st or March 24th!

Fulton-Montgomery 4-H

Kyle Yacobucci
Georgia Dutcher
Brian Gilchrist



Building Strong and Vibrant New York Communities

Helpful Public Presentation Information:

- ♦ **Page 4** *Getting Started*
- ♦ **Pages 5-6** *Types of Presentations*
- ♦ **Page 6** *Cloverbud Presentation Information*
- ♦ **Page 7-8** *Horse Communications*
- ♦ **Page 9** *Guidelines for all Presenters*
- ♦ **Page 10** *Creating Posters*
- ♦ **Page 11-12** *Parts of a Presentation (Time Limit)*
- ♦ **Page 13** *Things to Remember*
- ♦ **Pages 14-15** *Guidelines for Food Presentations*
- ♦ **Page 16** *Sample Presentation Topics*
- ♦ **Page 17-18** *Public Presentation Planning Worksheet*
- ♦ **Page 19** *Cloverbud Evaluation Sheet*
- ♦ **Pages 20-24** *Regular 4-H Evaluation Sheets*
- ♦ **Pages 25-26** *4-H Evaluation Guidelines*
- ♦ **Page 27** *Scoring System for Public Presentations*
- ♦ **Page 28-30** *Horse Communications Score Sheets*
- ♦ **Page 31** *Registration Form* *Sign-up by March 10th*
- ♦ **Page 32** *Registration for Adult & Teen Helpers*

Getting Started With Public Presentations

Step 1 - Select A Topic

Selecting a topic for your presentation is the first step towards Public Presentation Day. **It is important to select a topic you enjoy talking about and know well. It is easy to talk about things you like.** Remember, you will practice it many times before the “official” day.

Here are a series of questions that will help you arrive at a topic.

What 4-H projects, hobbies, or activities have you completed, or are currently involved in?

Which of the above did you have the most fun with? Which did you do well?

Select the two that are your favorites and you like to talk about.

- * List the skills learned during the projects, hobbies, or activities that could be demonstrated. Some examples: How to.....use, prepare, make, measure, pin, tie, sew, put together, tune (an instrument), draw, do a specific skill in a sport
- * Be sure the topic has one main idea, and is not too big.

Step 2 - Format (For more guidelines on Format go to pages 10 and 11)

- **Introduction** - Begin by introducing your topic in a manner that will grab the audience’s attention. Start with a question, quote or interesting fact.
- **Body** - the main part of the presentation; create a poster with the main talking points and use the poster to keep you on track
- **Conclusion** - summarize the main points, tell them again what you showed/told them
- **Site sources** - the 4-H project/ documents/ books/magazines/websites/4-H Project manual used to prepare the presentation
- **Ask for questions from the audience.**

Step 3 - Create a Poster (For more guidelines on creating posters go to page 9)

- Select heavy/ sturdy poster board or foam board. Make sure it can stand on an easel. Presenters can use more than one poster.
- Make them neat and easy to read. Be careful not to put too much on one poster.
- Use LARGE print or font. Black or blue on white is the easiest to see from a distance. It should be easy to read from 15 feet. Information can also be printed off a computer then attached to the poster board.

Types of posters

- Title poster
- List of supplies/ ingredients and or equipment
- Key points in proper sequence (use instead of note cards)

Draw your own illustrations, simple diagrams or graphs. Photographs are good too.

Enlarge any of these by using a copy machine (black and white or color)

Use color to accent and make the poster more attractive.

Step 4 - Practice, Practice, Practice

Practice in front of a mirror, your family and your club



Types of Public Presentations

For non-Cloverbud 4-H members



Formal Demonstration

A step-by-step process to teach the audience how to do a specific task.

Examples might be how to clean a saddle, how to make a rope halter, how to play a musical instrument, how to perform a dance step or exercise movement, how to bake bread, how to juggle, etc. Models or illustrations/poster are used as needed to explain information, show the result of a step in the demonstrated process, show a larger scale replica of something that is too small for the audience to see, etc. Team demonstrations are allowed only if the demonstration requires two people to complete the process. For example, a person demonstrating how to apply clown make up may use another member to make up. This is not a team presentation because the other person acts as a model and is not a part of the presentation. If, however, a person demonstrates how to perform a stunt that requires interaction with another performer, and both participate in the demonstration, that qualifies as a team demonstration. Members wishing to do a team presentation should check with the 4-H office first because some presentations may disqualify teams from presenting on the state level.

Illustrated Talk

An informative presentation utilizing visual aids to teach the audience about a topic. The effective use of visual aids (charts, models, pictures, posters, graphs, examples, equipment) play a major role in communicating the presenter's message to the audience. Some examples of illustrated talks are supplies needed for fishing, alternative commercial agricultural products, milk from cow to table, parts of a saddle, food guide pyramid for children,

babysitting safety, kitchen safety, the benefits of 4-H, the meaning and/or history of the 4-H Pledge, animal diseases, insect collecting, comparison of whole, 2%, 1% and skim milk, reading music, or selecting a college. Clear, eye-catching visual aids, effectively used, are key to a great illustrated talk.

Creative Communication

Creative Communication bridges the gap between message-delivery and the performing arts. Currently the NYS 4-H Youth Development staff has elected to emphasize recitation and dramatic interpretation from among other art forms in this category.

Recitation For ages 12 years & older.

The presenter, with the use of vocal inflection and body language as communication tools, delivers their 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 notes are permitted. Pieces of literature, a part of a speech given by a famous person and a lengthy poem are all examples of pre-written material used in recitation. No original material, written by the presenter is allowed. 4-H staff must approve material for appropriateness for the setting.

Dramatic Interpretation For ages 12 years & older. A re-enactment of a piece of scripted material.

Its content can be taken from plays, movies, sketches, and dramatic or comedic monologues. 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. Original pieces written by the presenter are acceptable. 4-H staff must approve material for appropriateness for the setting. Team presentations are allowed for this category with the same restrictions as described under “Formal Presentations.”

Formal Speech



For ages 15 & older. Advanced presentations that use no visuals (no poster, visual aid equipment, models nor charts, etc.) and can be presented for a variety of purposes.

Persuasive Speech – The goal is to convince the audience of a particular point of view or to take a specific action.

Motivational Speech – The goal is to inspire the audience to act or to emotionally encourage them into action.

Informative Speech – The goal is to inform the audience about a specific topic.

Eye contact is very important – speeches are not read, although notes are allowed. Speeches should be rehearsed well enough to know the material and be comfortable to speak freely and confidently without often looking at the notes.

If you bring a live animal...

Any and all live animals (including dogs, cats and goats) brought to the presentation site must be caged appropriately at all times. The only time an animal may be out of the cage is during the presentation. Immediately following the summary portion of the presentation, the animal must be returned to the cage. Those who bring live animals for presentation will be responsible for cleaning up after the animal and any damage to the room or building caused by the animal or its owner.

Public Presentations for 4-H Cloverbud Members

The 4-H Public Presentation Program is for Cloverbuds, too! Cloverbud presentations provide an opportunity for young children to begin to feel comfortable speaking in front of an audience. Cloverbuds are encouraged to give a brief recitation or a simple step-by-step presentation.

Recitation – First-time presenting Cloverbuds who are 5 & 6 years old are encouraged to give either a recitation of the 4-H Pledge or a simple poem. If they are comfortable enough in front of an audience, they may choose to present a simple show and tell. The goal is to relieve the jitters and gain enough confidence to stand in front of an audience.



Demonstration – Cloverbuds who have already had a positive show and tell experience and/or feel confident about trying a demonstration may do so. Although the three parts of a presentation (introduction, body and conclusion) are learned at this level, the focus is still on helping the member to feel comfortable.

Cloverbud presentations usually last between 1 and 5 minutes, depending on age and experience.

Though Cloverbuds will not be evaluated, a “happy listener” will attentively listen to their presentation and they will be awarded participation ribbons. Taking part in this event as a group will greatly enhance the 4-H Cloverbud experience by providing peer and parental support for each member.

Individual Presentations- Senior and Junior

1. This is an individual event.
2. The subject must pertain to the horse industry. Presentations not appropriately related to the horse industry can be disqualified at the discretion of the judges.
3. The presentation may be a demonstration or illustrated talk. All references to the term "presentation" in these rules include either demonstration or illustrated talk. A demonstration is defined as a presentation of a step by step procedure with an end product or result. An illustrated talk is defined as a presentation of an idea or topic that uses visual aids to convey the message. Both presentation forms are acceptable and will be evaluated equally, although the delivery methods are different as defined above. Both should utilize visual aids to help convey the major points of the presentation and more than one type of visual aid is preferable. Visual aids may include but are not limited to handouts, posters, props, videos, slides, and computer generated media (PowerPoint, websites, etc.). No live animals or people may be used.
4. Contestants may use notes. However, excessive use of notes may be counted against the contestant. This will be at the discretion of the judge(s).
5. Presenters must supply all of their own equipment including their own computer, projector, extension cord, etc. Once an individual has started their presentation, they may not receive assistance from any coach, parent, educator, audience member, or other person, which includes, but is not limited to, the stroking of any key on a computer or other audio visual device. The penalty for violating this rule is disqualification.
6. Creative audio visual aids may be used, but the contestant must be involved in making or designing them.
7. During the contest, the contestants may introduce themselves by name, region and presentation topic.
8. Presentation should be 9-12 minutes in length. Three points will be deducted from the total score on each judge's score sheet for every minute (or fraction of minutes) under 9 minutes or over 12 minutes.
9. Contestants should cite their own major references after the conclusion of their presentation. This will not be counted in the allotted time.
10. Only the judge(s) may ask questions of the contestant in the contest. Question time will not be counted in the allotted time. Contestants should repeat the question then answer it.
11. Ties will be broken first by the judge's accumulated delivery score, second by the judge's accumulated organization score and third on content and accuracy score.
12. Contestants may use video recorders to tape their own presentations. It is the responsibility of the coach to provide all necessary recording equipment.

Public Speaking - Senior and Junior

1. This is an individual event.
2. Subject must pertain to the horse industry. Speeches not appropriately related to the horse industry can be disqualified at the discretion of the judge(s).
3. No visual aids charts or other equipment may be used.
4. Contestants may use notes. However, excessive use of notes may be counted against the contestant. This will be at the discretion of the judge(s).
5. During the event, the contestants may introduce themselves by name, region and speech topic.
6. Speeches should be 7-10 minutes in length. Three (3) points will be deducted from the total score on each judge's score sheet for every minute (or fraction of a minute) under 7 minutes or over 10 minutes.
7. Contestants should cite their major references after the conclusions of their speech. This time will not be counted in the allotted time.
8. Only the judge(s) may ask questions of the contestant in the contest. Question time will not be counted in the allotted time. Contestants should repeat the question then answer it.
9. Ties will be broken first by the judge's accumulated delivery score, second by the judge's accumulated organization score, and third on content and accuracy scores.
10. Contestants may use video recorders to tape their own presentations. The contestant will then receive 15 minutes to prepare their speech presentations. It is the responsibility of the team coach/team to provide all necessary recording equipment.



Horse Communications Team Presentations

Team Presentations - Senior and Junior

1. This is a team event where both participants should have an equal role in the presentation. A team consists of two members (2 Juniors or 2 Seniors - no mixed ages).
2. The subject must pertain to the horse industry. Presentations not appropriately related to the horse industry can be disqualified at the discretion of the judges.
3. The presentation may be a demonstration or illustrated talk. All references to the term "presentation" in these rules include either demonstration or illustrated talk. A demonstration is defined as a presentation of a step by step procedure with an end product or result. An illustrated talk is defined as a presentation of an idea or topic that uses visual aids to convey the message.

Both presentation forms are acceptable and will be evaluated equally, although the delivery methods are different as defined above. Both should utilize visual aids to help convey the major points of the presentation and more than one type of visual aid is preferable. Visual aids may include but are not limited to handouts, posters, props, videos, slides, and computer-generated media (PowerPoint, websites, etc.). No live animals or people may be used.
4. Contestants may use notes. However, excessive use of notes may be counted against the contestants. This will be at the discretion of the judge(s).

Horse Communications Introductions & Technology

Introductions: Introductions should be brief and simple. They should include the presenter(s) name and the title of the presentation. Other brief information may be included at the discretion of the presenter; please keep information pertinent to the presentation. The introduction will be counted in the total time of the presentation.

Technology:

- A. Computer generated, integrated, and highly technical forms of presentations (i.e.: PowerPoint) will be allowed in 4-H Horse Communications Events.
- B. When doing a PowerPoint presentation, everything must be designed, developed and produced by the contestant, just like a contestant would do if making standard posters and props.
- C. Although a contestant may be "tied" to the computer during the presentation in order to progress through the slides, reading off of the computer screen is just like using notes, and will be judged as such.
- D. If pictures and information are taken directly from another source (online or otherwise), it is necessary, as with traditional presentations, to cite where the information was acquired so that the judges are aware. Examples of citations can include placing the webpage below the picture in a small font, a slide of "pictures were taken from" listing the webpages as part of the sources, or any other means that lets the audience know that the youth did not create the picture used. When listing the webpage, it may be wise to list the homepage (ex. www.horsepictures.com) or use bitly to shorten the website url.

Eligibility

1. Seniors: Senior contestants must be at least 14 years of age but not yet 19 years of age by January 1 of the current calendar year.
2. Juniors: Junior contestants must not have achieved their 14th birthday prior to January 1 of the current year.

Please note: For State events, a junior youth must have reached their 9th birthday prior to January 1 of the current calendar year.

3. Novice (Please note this division is optional. There is no Novice Division at the New York State Horse Communications Contest. Contestants must not have achieved their 14th birthday prior to January 1 of the current calendar year and must never have participated in a Communications contest at the regional level. Novice contestants will have different time limits than denoted on the horse communications score sheet. See time frames allotted for regular presentations.
No Cloverbud presentations.



Guidelines for ALL Presenters

1. Select a topic or process and then use your own imagination to make it personal, original and interesting. Your idea is what makes your presentation different from another. You can get ideas from magazine ads, TV commercials, 4-H project guides, watching other presentations, etc.
2. Use a catchy title. This not only gets the attention of your audience, but makes them remember your presentation, too. Instead of “How to Use Scissors & Shears”, use “A Few Cutting Remarks”. Instead of “How to Cook Eggs”, try something like “The Egg and I.”
3. Remember you are part of your presentation. Be clean, neat, poised and confident. Never wear a hat that is not part of a costume. Never chew gum, unless making a point as part of the presentation. Never have a cell phone or pager with you while making a presentation. Always dress the part for your presentation. Never wear clothing with words printed on them, unless it is a clean, neat, well-fitting 4-H garment.
4. Your name, age and club may be given at the beginning of your presentation or this information may be given by the host. But, remember, the introduction of your presentation is not this information.
5. Greet your audience in a friendly, relaxed manner, but keep in mind this is a formal presentation. Smile often and hold your head up so the audience can get to know you.
6. The chatter or “patter” as it is called during your presentation does not need to be constant, but you should avoid long pauses. You might include a humorous story or personal experience, nutrition information, other ways of doing the same thing, things you have learned while preparing this presentation or technical information like the purpose of an ingredient.
7. Draw a layout of your tray set up, including the placement of your supplies and equipment. You can paste it on the back of your poster along with a complete list of those items so you will be sure to have it at the right time. Check to be sure every thing is in place according to your layout before you begin your presentation.
8. Presentations are usually more interesting when delivered without the use of notes. It shows that you have practiced and know your information. If notes are necessary, they should be used inconspicuously. Only an outline should be on the note cards.
9. Plan for unexpected things to happen and decide not to let them throw you. Judges are pleased to see presenters who can handle a situation calmly and audiences take their cue from the presenter. If you are upset, the audience is likely to respond in the same fashion and you will lose their attention. Take an extra egg in case an egg is bad or one should get broken in transit. IF you forget an ingredient, explain what the effect will have on the final product and go on with the presentation.
10. Keep the space in front of you clear and uncluttered so the audience can see what you are doing. Always provide for disposal of trash. A paper or plastic bag taped to your tray, the table or a piece of your equipment works very well.
11. Don't talk over noisy equipment like a sewing machine, blender, mixer, or machinery, etc. Wait until that step is completed and the equipment is turned off, then make your point.
12. Use safety practices wisely. Always cut away from you, use a thimble, safety goggles, clothing protection, etc. when appropriate.
13. Work at a consistent tempo – steady gets it done. Work neatly – you may make a mess at home when you do this process, but when demonstrating, you need to be neat.
14. After you summarize your presentation, invite the audience or evaluator to ask questions. Know your subject matter well, but don't guess at an answer. If possible, give the source of your answer. If you do not know the answer to a question, simply say, “I'm sorry but I do not know the answer to that question. Either suggest where he/she might find the answer or ask if anyone in the audience knows the answer. You may also offer to find out and get back to the person, but be sure you follow up on that and do get back to him/her.
15. Smile and enjoy yourself. You are learning a life skill necessary in all walks of life while planning, practicing and presenting at 4-H Public Presentation. It will make a difference in school, at college, at work and for your lifetime.
16. Dress for Success Appearance is important because an audience often forms their first impression of a speaker before he or she even has a chance to speak! Remember, be neat and clean and look presentable.

Visual Aids – Posters – Models – Charts - Power Point

The purpose of visual aids such as posters, charts, models, Power Point, photographs is to make it easier for your audience to understand your point. Aids should supplement, adding to the clarity and effectiveness of the presentation and should not detract from the main points. Sometimes knowing when to use a visual aid can be tricky.

- A chart or graph is used mostly when you want to show a comparison – growth or decline or establish a pattern.
- A poster is most useful when you want your audience to remember important facts or establish a sequence of steps. Beginners find a poster helpful in summarizing the main points of their presentation.
- Illustrated talks require the use of visual aids. Multiple visual aids would be expected for these presentations. You should vary your visual aids – for example, a poster and a model might be a good combination to help you make your point.
- There are many ways to make a poster to use for your presentation. Cloverbuds may use pictures instead of words to make their point because their reading ability may be limited. Older beginners may use markers and poster board, while more experienced youth may use a computer to create lettering or to create a Power Point aid. When using desktop publishing on your computer to make your poster, keep in mind that your font size is very important. No matter what method you use to make your poster, chart or graph, follow the guidelines below to be sure your audience can read it.
- If a parent or friend helps you make your visual aid, it is expected that you will give that person the credit. Be sure to mention their interest and assistance in your presentation.
- When placing your visual aids at your presentation, be sure it can be clearly seen by you and the evaluator.
- Always be sure to utilize your visual aids in a meaningful way during your presentation. Visual aids are not decoration, but part of the presentation and point reductions will result from ineffective use.

Color Combinations for Visibility

1. Black on Yellow
2. Black on Orange
3. Yellow-Orange on Navy Blue
4. Bottle Green on White
5. Scarlet Red on White
6. Black on White
7. Navy Blue on White
8. White on Navy Blue
9. Yellow-Orange on Black
10. White on Black
11. White on Bottle Green
12. White on Scarlet Red

Letter Size for Visibility

- 6 to 10 feet (4-H evaluators sit at this range)
½ to ¾ inch size letters
- 20 feet (where your audience may be)
¾ to 1 inch letters
- 30 to 50 feet
2 to 3 inch letters

NOTE:

**Power Point presentations
must be on a flash drive.**

**No internet provided
No access to Google Docs**

Format for Public Presentations

Introduction **** Do not start with your name, a teen will introduce you by your name ****

The presenter begins by introducing his/her topic in a manner that will grab the audience's attention. There are several ways to get an audience interested in your topic. Some examples are shown below. Choose a method that you think will work best with the topic you are presenting.

- Start your presentation with a story or a tasteful joke that relates to your topic.
- Tell the audience about something that has happened in your life that made you interested in your topic.
- Use an interesting quote you gathered from an authority or library resource.
- Tell the audience some history about your topic.

Begin with the announcement of a startling fact. Be sure to back it up by including its source in the opening. An example of an introduction might be:

“Did you know that plants can grow without soil? The Egyptians in ancient Babylon were one of the first people to discover that plants can be grown in water that has been enriched with plant food. This process of water agriculture is called hydroponics. Today I will show you how you can make your own soil-free garden.”

Note: in a recitation or dramatic interpretation, the presenter should identify the source of the creative piece and may allude to, explain, or challenge the audience to discover the message it conveys prior to beginning the presentation.

The Body of a Presentation

This is the main part of the presentation.

In a demonstration...the technique or steps of a process are shown.

In an illustrated talk or formal speech...the main points are identified and explained.

In a creative communication presentation...the creative piece is performed and the presenter emphasizes the message of the presentation

Here are some helpful hints:

- Write down on note cards the important facts or steps you need to cover.
- Arrange the note cards in the order you want to present them.
- Decide how the information you gathered can be used to help explain your topic or make it more interesting.
- Include interesting examples and plan to show completed samples of the item you are demonstrating.
- Write down what you will say as you do each step.

Note cards are to help you plan and practice your presentation. Use them during your actual presentation only if absolutely necessary.

An example of a body of a presentation might be:

“The equipment necessary for a hydroponics project is plastic piping, a growing medium, seeds, nutrients, and running water. The first step toward making a successful hydroponics apparatus is cutting your plastic 3” wide. This is important because your plant needs enough room to grow.....” and so on until all steps have been completed.

The Conclusion

The conclusion is the last part of your presentation and is, therefore, your last chance to make your audience understand your topic, agree with your argument, decide to change their actions, or respond in whatever manner you had intended when you planned your presentation.

- Repeat anything you want your audience to remember. Restate the main points or lesson of your presentation.
- Answer any questions the audience may have—be sure to ask if there are any questions. When answering questions it is always preferred for the speaker to repeat the question prior to giving the answer. This allows the audience members to hear the question and also indicates that you heard the question correctly.
- Distribute printed information or a sample of your project. Feel free to personally hand it to the evaluator, but allow the room host to distribute them to the audience so you can concentrate on completing the presentation.
- Explain the benefits of learning about your project—this should not be new information—you should have included this information earlier in the presentation.

Give credit to your resources—include names of magazines, newspapers, reference books, 4-H project material. An example of a conclusion might be:

“Hydroponics is an excellent way to raise plants if you do not like to weed, plow, and dig, and if you enjoy raising plants all year long. Remember, with hydroponics anyone can have a beautiful garden. The information I shared with you today is from the University of Illinois’s pamphlet “Hydroponics as a Hobby - Growing Plants without Soil” and “Hydroponics, The Art of Soil-less Growing,” distributed by U.S. Agro Systems, Inc. Are there any questions?”

Note: In both a formal speech and a dramatic interpretation, the conclusion may be built into the piece itself or the message may be emphasized through a simple comment, a brief analysis or even through dialog with the audience.

Other Important Points

Time Limits

A common question asked about 4-H Public Presentations is “How long should my presentation be?” Here is a guideline for you to follow:

1st year	1-3 minutes
2nd-4th year	3-8 minutes
5th year & up	10-15 minutes

Presenters are expected to remain within these guidelines as closely as possible. However, no points will be deducted for failure to comply with these guidelines at the county level. The maximum time limit at the district and state levels is 15 minutes. On these levels point reductions will result from severe deviation from time limitations. **Keep in mind Horse Communications have different time requirements.**

Equipment

The kind of equipment you use depends on the type of presentation you are giving. Use equipment suitable for the job that you are familiar with using. Do not bring equipment you do not know how to operate or have little experience using. Clear bowls are best for food demonstrations. Paper towels, a damp cleaning cloth and a small trash bag are essentials for cleaning up spills.

Power Point – for presenters 3rd year & over

Some rooms will be Power Point equipped. Presenters may use Power Point if it is used as a tool in the presentation, but is not to be the whole presentation. For example, it may be used in the same way as a poster.

Before You Come to Public Presentation Night...

- Be sure you have all of your equipment and supplies packed carefully for safe travel. Check to be sure you have everything you need, including two trays, to make your presentation.
- Be sure you are neatly dressed and groomed properly: Your hair is clean, neat and confined. The clothing you have selected to wear is appropriate for your presentation topic, free from visible tears, slogans, company names, etc. (The acceptable exception is 4-H wear.) Your hands, nails, face and ears are clean.

When You Come to Public Presentation Night...

- First, find the registration table. Tell the person your name and receive an evaluation sheet. It will have two parts divided by a carbon paper. Listen to the instructions and move to the table provided to complete the top portion of the sheet. Use pen and write firmly enough for the information to go through the carbon paper to the bottom sheet. Take the completed sheet back to the registration table. You will be assigned to a room to make your presentation.
- Next, find the room and wait for the door to open. (Doors are closed during presentations and opened between them.) A room host will show you into the room and take your registration sheet. Find a seat and be seated quickly and quietly. Wait quietly for your name to be called and enjoy watching presentations ahead of you.

Note to Parents/Leaders: You may enter the room with your child and sit quietly in the audience. Once your child has handed in his/her registration sheet, the room host and teen will assist your child. It is your turn to sit back and allow your child to enjoy the experience. Your child may have jitters and may look to you for help, but please direct him/her to seek the assistance from the room host and teen helper. Support your child with a smiling face in the audience, thundering applause at the end, and praise for his/her efforts.

When Your Name is Called...

- When the evaluator or teen assistant calls your name, it is time for you to make your presentation. The teen will help you carry your supplies to the front table where you can prepare yourself. You will do this on your own. Your parent or leader will not be there to assist you. Refer to the drawing you have made of your table set up (you have glued it to the back of your poster).
- First, place your trays on the table, one to the left and one to right, leaving space between for you to work. Place all of your supplies neatly standing on the tray. Place any equipment you need right in front of you.
- When you are prepared to begin, tell the teen assistant and they will tell the judge. The judge will tell you when to begin. The teen assistant will introduce you with your name and the title of your presentation. After you use an item from the supply tray, place it on the tray that is on the other side of you (the “already used” tray). This will avoid you forgetting or leaving out an ingredient or supply item.
- When you are done and the judge has no more questions for you, place the full tray on top of the now empty tray. Please any equipment you have in the carry container you brought and set it on the side until the judge has completed your evaluation. Use the time while you are waiting to wipe off your table and leave it clean and neat for the next presenter.
- When finished, the judge may speak with you about your evaluation, helping you to understand how you may improve the next time. Listen carefully and politely and say “Thank you.” The evaluation is a tool to help you in the future. Please remember your evaluation is one person’s impression, while respecting his/her expertise in being there.

When You are Finished...

- You may choose to sit quietly and watch other presentations or leave the room. When you leave the room, go to the registration/awards table and show them your judging paper. You will be awarded the ribbon designated by the judge.

Guidelines for Food Presenters

Before You Begin...

- Move to the presentation table as soon as the presenter before you has cleared the area.
- Set up trays in a logical, workable manner and then plan to work systematically. See back for tray set up. Both trays should be covered with a clean towel until after you are introduced. Set up your poster in place before being introduced. Remove all lids before beginning.
- Have a clean work surface. Two sheets of waxed paper work well—if you spill, one can be easily removed. Or, have a tray or placemat that can be easily wiped clean.
- Tape a paper lunch bag to the back of the tray or table for garbage.
- Do not use containers showing brand names. Choose containers which are easy to empty, and label them yourself (i.e. Baking Powder). Use clear glass mixing bowls and containers whenever possible.
- Most ingredients can be pre-measured, but you must measure one dry and one liquid ingredient during the presentation so the audience will know how to measure accurately.
- Your poster should include the recipe/presentation title and the recipe legibly printed. It may require more than one poster. You can also offer copies of the recipe on cards.
- Your hair must be confined, either pulled back, pinned up, or covered with a clean, neat scarf or bandana.
- Wear clean, washable clothes—watch out for long sleeves or ruffles that would get in the way. Avoid jewelry. An apron is recommended—a clean towel hanging from the waist can be used also. Never wear hats or chew gum. Be sure to have a damp cloth or sponge to wipe your fingers.
- Have finished product to show, but don't show it until the very last. Use suspense and showmanship. Garnish or serve on attractive plate or dish. Clean the work area before displaying the finished product or have a space cleared for that purpose.



During the Presentation...

- After you are introduced, carefully remove the towel and begin your introduction.
- Be sure you measure one dry and one liquid ingredient (if your recipe calls for both types of ingredients). Never measure over the mixing bowl. Crack eggs with a knife into a separate bowl.
- Scrape bowls and jars completely—do not lick fingers. Use the damp sponge or cloth you brought.
- Keep the space in front of you cleared away so the audience can see the steps clearly.
- You don't need to talk constantly, but it is important to include related information for your audience. Talk about nutritional information as it is related to your recipe, give suggestions of when to serve your recipe, personalize your presentation with a sentence or two of a good experience serving the recipe, etc. Don't try to talk over noisy equipment such as an electric mixer or blender.
- Don't let the unexpected throw you. Judges are pleased to see presenters who can handle a situation calmly. For example, if you forget an ingredient, explain the effect it will have on the final product and go on with the presentation. (Remember, working from one tray to the other will help eliminate forgetting an ingredient.)
- Use safety practices and talk about them to the audience (i.e. using a cutting board for chopping or the importance of cutting away from your body).
- Use clear bowls and equipment whenever possible.
- Choose the best equipment for the job (peelers, egg beaters, etc.).
- Use rubber spatula to scrape bowls. No one likes to see waste, so clean bowls completely. Hold bowl securely in arm to pour batter.
- Work quietly: a cloth under the bowl deadens the sound; a damp cloth under a bowl keeps bowl or board from slipping; wooden spoons are quieter and handles do not get hot; rubber scrapers are quiet; Never hit the spoon against side of bowl—hit it against the palm of your hand or a heavy wooden spoon.

- Be neat—work on waxed paper, not the counter top.
- Grease pans with pastry brush or paper—not your fingers.
- Remove beaters when finished with mixer to prevent dripping.

Have an extra egg or other fragile ingredient—just in case!

When You Summarize...

When you are finished preparing and ready to present the finished product, be sure your work surface is clean, waxed paper surface removed, and your trays are covered with a towel once again.

A summary is not a repeat of equipment needed and recipe. It should include principles, not details.

The idea of a summary is to leave the audience excited about your product and convinced to try it themselves.

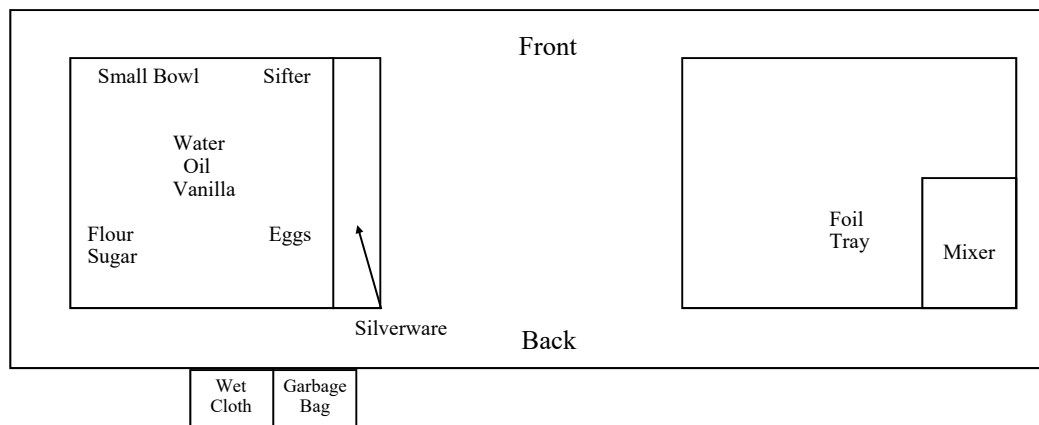
Know your subject well, but don't guess at the questions. Give the source of your information (bring your 4-H project book or recipe book with you, or your mom's recipe book if you got the recipe from your family's cookbook). Don't be afraid to say, "I'm sorry, I don't know the answer to that question." You could either suggest where the answer might be found, or ask if anyone in the audience knows the answer. You could also offer to find out and get back to the person.

You should always serve a sample of the product, if possible to the evaluator(s). Foods that can be divided and served as samples are always welcome and the best recipes to demonstrate. Serve quickly and attractively. Choose a napkin that coordinates with the serving plate or dish that is appropriate for your recipe (i.e. Apple-Cinnamon Toast or 'Bountiful Brownies' can be served on a napkin alone while a piece of Patty's Pumpkin Pie will require a plate, a napkin and a fork. 'Sensational Spaghetti' might require a full complement of table service). Using disposable tableware will allow you to leave the sample with the judge(s) without rushing them.

Look forward to helpful comments from the evaluator(s). Always plan to make the best better by listening to what the evaluator has to teach you. No matter what award you receive, try again next year. Practice makes perfect. It's a great experience and it gets easier every year!

Tray Set Up for Presentations

First you will need two trays that measure about 13" x 16". If you do not have trays, use cookie sheets. Place all of your ingredients and equipment on one tray and move them to the other tray when you are done using them. You may work from either left to right or right to left, whichever is most comfortable for you.



At the presentation site you will have a work area of about 3 to 4 feet on the table. Be prepared to work on this amount of space. Practice using this much space at home. This is one way your tray set-up might look. The important thing is to be sure there is an organizational plan to your materials and equipment that suits your comfort level.

Sample Public Presentation Topics

CLOVERBUDS

The 4-H pledge
The pledge of allegiance
Show and Tell about a favorite 4-H activity in your club, game, stuffed animal, pet
A simple demonstration on how to do something

FOOD & NUTRITION

How to set a table
How to measure dry ingredients
How to measure liquid ingredient
How to make a tossed salad
How to make a fruit salad
How to make a sandwich
How to make a smoothie
How to make scrambled eggs
How to make fruit kabobs
How to wash your hands
How to read a food label
How to properly use kitchen utensils
How to make a milk shake
How to make a cheese and fruit tray
How to plan a balanced meal
How to bake or make...(a favorite recipe)

CLOTHING

How to thread a sewing machine
How to use a sewing machine
How to make a pin cushion
How to sew on a button
How to do hand stitches
How to lay out a pattern
How to clean finish an edge

HOME ENVIRONMENT

How to make a bulletin board
How to frame a picture
How to knit
How to make a no sew pillow
How to select and use sandpaper
How to use a hammer (or any tool)
How to mark and measure for sawing
How to tie knots & hitches
How to wire a lamp
How to create a simple table centerpiece
How to make a kite

GARDENING

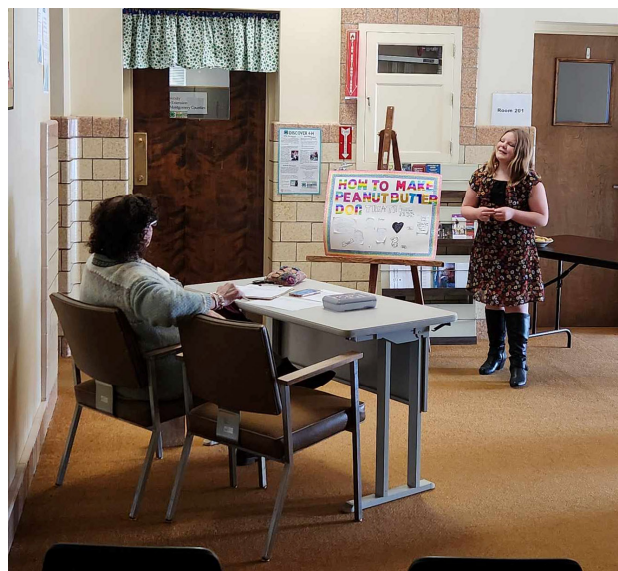
How to make a dish garden or terrarium
How to repot a house plant
How to make a wreath
How to force bulbs
How to sow seeds in flats
How to use mulch in a garden
How to create an herb garden

ANIMALS

How to prepare (animal) for fair
How to care for your pet
How to groom a dog (rabbit)
How to train a dog to do tricks
How to bake dog (horse) treats

NATURAL RESOURCES

How tie a basic fly for fishing
How to build a weather station
How to identify a tree (bird, flower, insect, butterfly)
How to recycle
How to make your own cleaning products
How to compost
How to handle a firearm safely
How to clean a firearm
How to properly use a bow and arrow
How to make a bluebird house
How to make a simple birdfeeder



Public Presentation Planning Worksheet

Name: _____ Date: _____

Type of Presentation:

Demonstration: _____ Illustrated Talk _____ Recitation _____ Dramatic Interpretation _____

Horse Communications: Individual Presentation _____ Public Speech _____

TOPIC:

I will do my presentation on : _____

A good title for my presentation would be: _____

INTRODUCTION:

Attention Getter:

State the Topic:

Relate to the Audience:

Preview main points:

BODY:

Major Point 1:

Major Point 2:

Major Point 3:

CONCLUSION:

Signal Close:

Reinforce Major Points:

Strong Ending:

PRESENTATION LENGTH: (Optimum time is 12 to 15 minutes for ages 9 & up)

Practice Time 1: ____ Practice Time 2: ____ Practice Time 3: ____ Practice Time 4: ____

VISUAL AIDES:

Posters ____ Handouts ____ Power Point ____ Video ____ Music ____ Props/Equip ____

SOURCES USED:

Tips for Public Speaking:

- Know the subject
- Know your Audience
- Speak clearly & in a friendly voice
- Take breaths between units of thought
- Talk at a normal speed but avoid being monotone
- Use humor
- Make eye contact
- Use good posture & movements
- Use visual aids

Fulton/Montgomery 4-H Public Presentation Cloverbud Evaluation



My Name _____

My 4-H Club Name _____

My Age _____ My School Grade _____

I've been in 4-H for _____ years.

I've done a 4-H Public Presentation: (Tell how many times)
_____ in my club _____ at Fonda Fair _____ at County Day

Presentation Title: _____

<u>Category:</u>	<u>Comments:</u>
Looked Nice and Neat	
Nice Clear Loud Voice	
Good Poster	
Stood Straight and Tall	
Looked at Audience	
Understood Topic	
Award Received:	Cloverbud Ribbon

Additional Comments:

To be completed by evaluator only

Evaluator Name: _____ Length of Presentation: _____

Fulton & Montgomery Counties

Illustrated Talk

Evaluation Form

Name _____ Age _____ Date of Birth _____

Address _____
Street City Zip

County _____ Years in 4-H _____

Number of previous presentations: County _____ District _____ State _____

Title of Presentation _____

Project Area (If applicable) _____

Approximate length of presentation (circle one): 5min. 7min. 10min. 15min.

Scoring Scale:

Outstanding-- No room for Improvement	Above expectation for level	Met expectation for experience level	Needs Improvement	Omitted Something Essential
5	4	3	2	1

DELIVERY

- Introduction
- Proper Equipment/ Visual Aids
- Efficient Organization
- Proper Use of Notes/ Visual Aids
- Grammar/ Vocabulary
- Appropriate Length*
- Gets Point Across
- Summary

EVALUATOR'S COMMENTS

SUBJECT

- Appropriate for Age & Experience
- Understanding of Subject
- Correct, Up-to-date Information/ Sources Given
- One Main Theme with Logical Steps

PRESENTER

- Appearance (Neat & Appropriate)**
- Eye Contact
- Voice (Volume & Rate)
- Posture
- Poise
- Enthusiasm
- Fielded Questions Adequately

EVALUATOR'S OVERALL COMMENTS:

EVALUATOR'S SIGNATURE: _____ **Time: start** _____ **end** _____

*5 **4

Fulton & Montgomery Counties

Demonstration

Evaluation Form

Name _____ Age _____ Date of Birth _____

Address _____
Street City Zip

County _____ Years in 4-H _____

Number of previous presentations: County _____ District _____ State _____

Title of Presentation _____

Project Area (If applicable) _____

Approximate length of presentation (circle one): 5min. 7min. 10min. 15min.

Scoring Scale:

Outstanding-- No room for Improvement	Above expectation for level	Met expectation for experience level	Needs Improvement	Omitted Something Essential
5	4	3	2	1

DELIVERY

EVALUATOR'S COMMENTS

- Introduction
- Proper Equipment/ Visual Aids
- Efficient Organization
- Proper Use of Notes/ Visual Aids
- Grammar/ Vocabulary
- Appropriate Length*
- Gets Point Across
- Summary

SUBJECT

- Appropriate for Age & Experience
- Understanding of Subject
- Correct, Up-to-date Information/ Sources Given
- One Main Theme with Logical Steps

PRESENTER

- Appearance (Neat & Appropriate)**
- Eye Contact
- Voice (Volume & Rate)
- Posture
- Poise
- Enthusiasm
- Fielded Questions Adequately

EVALUATOR'S OVERALL COMMENTS:

EVALUATOR'S SIGNATURE: _____ Time: start _____ end _____

*5 **4

Fulton/Montgomery Creative Communication



Evaluation Form

Name _____ Age _____ Date of Birth _____

Address _____
Street City Zip

County _____ Years in 4-H _____

Number of previous presentations: County _____ District _____ State _____

Title of Presentation _____

Project Area (If applicable) _____

Approximate length of presentation (circle one): 5min. 7min. 10min. 15min.

Scoring Scale:

Outstanding-- No room for Improvement	Above expectation for level	Met expectation for experience level	Needs Improvement	Omitted Something Essential
5	4	3	2	1

DELIVERY

- Introduction
- Gestures
- Conveys Tone/ Mood (*inflection*)
- Smoothness/ Flow
- Articulation
- Appropriate Length*
- Proper Use of Presentational Aids
If necessary (i.e. note cards)
- Conclusion

EVALUATOR'S COMMENTS

SUBJECT

- Appropriate for Age & Experience
- Stimulates Audience Interest
- Appropriate Understanding of Subject
- Content Documented

PRESENTER

- Appearance (appropriate)**
- Eye Contact
- Voice (volume & rate)
- Posture
- Poise
- Enthusiasm

EVALUATOR'S OVERALL COMMENTS:

EVALUATOR'S SIGNATURE: _____ Time: start _____ end _____

Fulton/Montgomery Co. Creative Communication



Dramatic Interpretation



Evaluation Form

Name _____ Age _____ Date of Birth _____

Address _____
Street City Zip

County _____ Years in 4-H _____

Number of previous presentations: County _____ District _____ State _____

Title of Presentation _____

Project Area (If applicable) _____

Approximate length of presentation (circle one): 5min. 7min. 10min. 15min.

Scoring Scale:

Outstanding-- No room for Improvement	Above expectation for level	Met expectation for experience level	Needs Improvement	Omitted Something Essential
5	4	3	2	1

DELIVERY

EVALUATOR'S COMMENTS

- Introduction
- Gestures
- Conveys Tone/ Mood (*inflection*)
- Smoothness/ Flow
- Articulation
- Appropriate Length*
- Proper Use of Presentational Aids
If necessary (i.e. note cards)
- Conclusion

RECITATION

- Appropriate for Age & Experience
- Stimulates Audience Interest
- Appropriate Understanding of Subject
- Content Documented

PRESENTER

- Appearance (appropriate)**
- Eye Contact
- Voice (volume & rate)
- Posture
- Poise
- Enthusiasm

EVALUATOR'S OVERALL COMMENTS:

EVALUATOR'S SIGNATURE: _____ Time: start _____ end _____

*5 **4

Fulton & Montgomery Counties



Evaluation Form

Name _____ Age _____ Date of Birth _____

Address _____
Street City Zip

County _____ Years in 4-H _____

Number of previous presentations: County _____ District _____ State _____

Title of Presentation _____

Project Area (If applicable) _____

Approximate length of presentation (circle one): 5min. 7min. 10min. 15min.

Scoring Scale:

Outstanding-- No room for Improvement	Above expectation for level	Met expectation for experience level	Needs Improvement	Omitted Something Essential
5	4	3	2	1

DELIVERY

EVALUATOR'S COMMENTS

- Introduction
- Gestures
- Conveys Tone/ Mood (*inflection*)
- Smoothness/ Flow
- Articulation
- Appropriate Length*
- Gets Point Across
- Proper Use of Presentational Aids
If necessary (i.e. note cards)
- Conclusion

SUBJECT

- Appropriate for Age & Experience
- Stimulates Audience Interest
- Appropriate Understanding of Subject
- One Main Theme, Logically Organized
- Content: Documented & Research

PRESENTER

- Appearance (neat & appropriate)**
- Eye Contact
- Voice (volume & rate)
- Posture
- Poise
- Enthusiasm

EVALUATOR'S OVERALL COMMENTS:

EVALUATOR'S SIGNATURE: _____ Time: start _____ end _____

*5 **4

Update 5/05

Demonstration/Illustrated Talk Evaluation Guidelines
Produced by the Tompkins County 4-H Public Presentations Committee

DELIVERY	1	2	3	4	5
Introduction	Lacks opening statement, no connection to audience	Brief or inadequate introduction of topic or self	General introductory statement, stimulates interest in subject, personal intro concise and complete	Grabs audience attention and interest, creative approach to introduce topic and self	Outstanding opening remarks, clear and concise introduction, smooth transition into presentation
Proper equipment / visual aids	Illegible or ineffective visual aids, or used inappropriately.	Poor use of aids/equipment; poorly organized or difficult to see	Uses aids appropriately; neat, concise, legible and effective; contribute to presentation. Correct use of appropriate equipment	Aids enhance presentation, well done and attractive, quality posters. Equipment used skillfully and effectively	Excellent use of aids, exceptional work in development of aids; clear, artistic posters.
Efficient organization (of equipment/material)	No organization or logical arrangement of materials, messy or cluttered	Some disorganization or fumbling, illogical arrangement, gaps	Equipment/materials logically arranged and used, work area kept neat, visible to audience.	Excellent arrangement, smooth use of posters and aids; logical sequence and effective use of equipment	Outstanding organization, excellent movement through materials, no gaps
Proper use of notes/visual cues	No notes used when clearly needed; or totally relying on notes/visual cues	Reads notes or has need for more cues	Good use of notes as quick reference; smooth transitions; notes don't interfere with flow	Little need or use of notes or when referenced are used smoothly and effectively	Outstanding memorization or flawless use of notes and cues.
Grammar/vocabulary	Poor grammar, incorrect terminology; mispronunciations	Some errors, confusing vocabulary; unclear meaning Lots of "ums"	Proper grammar, good vocabulary, no errors, clear meanings. Some spacers (ums, and uhs) used	Clear and concise vocabulary, excellent clarity of meaning No use of spacers (ums, etc.)	Advanced word choice; clever or witty vocabulary, all chosen words used correctly. No spacers
Appropriate length	Consider the subject matter: Does the presentation adequately cover the topic in the time allotted? Could this presentation have used more time or less time? Scoring 1-4 based proportionately on effective use of time for subject matter.				Presenter uses adequate amount of time effectively in proportion to subject matter.
Gets point across	Audience gets no clear understanding of presentation; lots of rambling or confusion	Some rambling or filler or squeezing in too much info	Information presented in a concise, effective manner. Clear understanding of presentation	Excellent conveying of material; enhancing information & effective examples.	Outstanding and clear presentation of material; Keeps audience engaged.
Summary	No summary or closure	Minimal summary or new material introduced	Main points concisely reviewed; feeling of closure conveyed	Main points reemphasized; No new information introduced; Nice closure	Clear, concise summary; logical closure; main theme reemphasized in concise manner; reiterates main points & statement of purpose or relevance given.

Demonstration/Illustrated Talk Evaluation Guidelines
Produced by the Tompkins County 4-H Public Presentations Committee

SUBJECT	1	2	3	4	5
Appropriate for age and experience	Obviously too complex or extremely simple for age	Simple topic fails to challenge, or presenter unable to handle complexities	Topic well suited for age and level of experience of presenter; neither too difficult or too easy	A more complex topic that challenged presenter and was handled capably	A challenging subject that was handled with extreme skill and superb execution.
Understanding of subject	Presenter shows little understanding	Shows some areas of misunderstanding or confusion	Clear evidence of understanding through use of information and handling of questions	Exhibits excellent grasp of information during presentation and questioning.	Superior grasp of information and ease of explaining, superb response to questions
Correct, up-to-date information; sources given	Incorrect information; no sources cited.	Questionable information, sources unclear	Facts or information based on reliable sources which are cited by presenter; adequate references	Full of facts backed up by reference to sources clearly defined by presenter	More than two references that clearly backup information conveyed; sources clearly referenced; webpage sites correctly documented.
One main theme; logical steps	No logical sequence; random jumping around; irrelevant information	Some areas of disorder and confusion	Info pertains directly to topic; logical order; easy to understand	Interesting or creative organization of information Order enhances presentation	Excellent organization and progression of information; Creative, deliberate progression
PRESENTER	1	2	3	4	5
Appearance	Not applicable; No 1's given for appearance	Inappropriate dress for public presentation	Some aspects of presentation appearance, <i>within the personal control of the presenter</i> , could be improved upon (i.e. dirty hands, unkempt hair, shoes untied, etc)	Well groomed; neat, clean, appropriate attire for public speaking. START HERE INSTEAD OF AT THREE	Dressed above and beyond general attire expectations
Eye Contact	Does not establish eye contact	Seldom made eye contact; occasional eye contact	Established eye contact with one or two persons in audience; may gaze over the tops of audience's heads.	Established eye contact with entire audience; moved head to include more than one or two people.	Established and maintained eye contact with entire audience throughout presentation
Voice volume & rate	Voice too soft, barely audible; rate too fast or too slow	Voice not clear; inconsistent rate; voice drops off	Voice clear, projects well, generally consistent rate; voice stays audible—does not drop off.	Voice clear, distinct; projects well with appropriate volume and rate.	Voice very clear, distinct; projects and modulates tone to enhance specific points.
Posture	Slouching posture and/or leans consistently on table	Slouches, leans, or is too stiff; stands on one foot, etc.	Stands straight and erect; communicates confidence. Does not use table for support	Stands erect; professional demeanor; appropriate & effective movement.	Confident, upright, relaxed; movement enhances presentation.
Poise	Appears nervous Extremely uneasy/ Distractive fidgeting mannerisms	Appears somewhat uneasy or nervous Some fidgeting mannerisms	Appears generally calm and relaxed in front of audience; no fidgeting	Appears calm, relaxed; conveys confidence and is comfortable in front of audience.	Appears calm, relaxed, personable; engages audience with confident demeanor; extremely comfortable.
Enthusiasm/Inflection	Conveys boredom; lacks spark of enthusiasm	Some enthusiasm shown; needs much more.	Presenter conveys personal interest and enthusiasm for piece.	Clear enthusiasm shown throughout piece as shown in attitude and inflection	Infectious enthusiasm displayed and felt throughout presentation as displayed in attitude and inflection
Fielded Questions Adequately	Unable to respond in any way to questions	Hesitant, unsure of answer Lacks confidence in knowledge	Responds accordingly to question Could respond with "I do not know."	Repeats the question; answers correctly. A response of "I don't know but will attempt to find this out" is preferable	Repeats question, gives a clear, accurate response

Public Presentations Scoring

Cloverbud Presenters

All Cloverbud Presenters receive a Rainbow Colored
4-H Public Presentation Ribbon!

Demonstrations & Illustrated Talks Scoring

(Based on a perfect score of 95)

Blue	75-95
Red	54-74
White	30-53
Below	30 – no award



Dramatic Interpretation & Recitation Scoring

(Based on a perfect score of 90)

Blue	70-90
Red	49-69
White	25-48
Below	25 – no award

Formal Speech Scoring

(Based on a perfect score of 100)

Blue	80-100
Red	59-79
White	35-58
Below	35 – no award

Horse Communications Scoring

(Based on a perfect score of 100)

Blue	80-100
Red	59-79
White	35-58
Below	35 – no award

____ Jr. ____ Sr.

Region _____ 10

**4-H HORSE COMMUNICATIONS
INDIVIDUAL PRESENTATION**

Name _____ County _____

Total Points _____
Rank _____

Presentation Topic _____

Time Limit: 9-12 minutes; 3 points will be deducted from the total score for every minute (or fraction of a minute) under 9 or over 12 minutes.

	Points Possible
A. INTRODUCTION	(10)
1. Did the introduction serve to create interest in the subject?	
2. Was the introduction short and to the point?	
<hr/>	
B. ORGANIZATION	(25)
1. Was only one main idea presented?	
2. Did the discussion relate directly to each step as it was shown?	
3. Was each step shown just as it should be done in an actual situation or was an explanation given for any discrepancies?	
4. Could the audience see each step?	
5. Were the materials and equipment carefully selected, neatly arranged and well-organized?	
6. Were charts and posters used if and when they were needed?	
7. Were the key points for each step stressed?	
<hr/>	
C. CONTENT AND ACCURACY	(25)
1. Were the facts and information presented accurate?	
2. Was there enough information presented about the subject?	
3. Were approved practices used?	
4. Was credit given to the sources of information, if it was appropriate?	
5. Was the content appropriately related to the horse industry?	
<hr/>	
D. STAGE PRESENCE	(10)
1. Was the presenter neat and appropriately dressed for the subject of the presentation?	
2. Did the presenter speak directly to and look at the audience?	
3. Was the presentation too fast or too slow?	
<hr/>	
E. DELIVERY	(15)
1. Did the presenter appear to enjoy giving a presentation?	
2. Did the presenter have good voice control?	
3. Were all words pronounced correctly?	
4. Did the presenter seem to choose words at the time they were spoken as opposed to a memorized presentation?	
5. If notes were used, was it done without distracting from the presentation?	
<hr/>	
F. EFFECT ON AUDIENCE	(5)
1. Did the audience show an interest in the presentation?	
2. Could the audience go home and carry out the idea?	
<hr/>	
G. SUMMARY	(10)
1. Was the summary short and interesting?	
2. Were the key points briefly reviewed?	
3. Did the summary properly wrap up the presentation?	
4. Could the presenter handle questions easily?	

Time _____

Awarded Points _____ (100)

Minus Time Penalty - _____

Total Points _____

Judge's Comments:

____ Jr. ____ Sr. Region _____ 12

**4-H HORSE COMMUNICATIONS
PUBLIC SPEAKING**

Name _____ County _____ Total Points _____
Rank _____

Speech Topic _____

Time Limit: 7-10 minutes; 3 points will be deducted from the total score for every minute (or fraction of a minute) under 7 or over 10 minutes.

		Points Possible	
A. INTRODUCTION			
1.	Did the introduction serve to create interest in the subject?	_____	(10)
2.	Was the introduction short and to the point?	_____	
<hr/>			
B. ORGANIZATION			
1.	Were the main points easy to follow?	_____	(15)
2.	Were the main points arranged in the best order?	_____	
3.	Were the sentences short and easy to understand?	_____	
4.	Was the speech interesting?	_____	
<hr/>			
C. CONTENT AND ACCURACY			
1.	Were the facts and information presented accurate?	_____	(20)
2.	Was there enough information concerning about the subject?	_____	
3.	Was credit given to the sources of information, if it was appropriate?	_____	
4.	Was the content appropriately related to the horse industry?	_____	
<hr/>			
D. STAGE PRESENCE			
1.	Was the speaker neat and appropriately dressed?	_____	(15)
2.	Did the speaker talk directly to and look at the audience?	_____	
3.	Was the speaker's posture erect but not stiff?	_____	
4.	Did the speaker refrain from leaning on the podium?	_____	
5.	Did the speaker seem relaxed and at ease?	_____	
<hr/>			
E. DELIVERY			
1.	Did the speaker have good voice control?	_____	(20)
2.	Were all words pronounced correctly?	_____	
3.	Did the speaker's facial expressions reflect the mood of the speech?	_____	
4.	If notes were used, was it done without detracting from the speech?	_____	
5.	Did the speaker seem to choose words at the time they were spoken as opposed to a memorized or read-type delivery?	_____	
<hr/>			
F. GENERAL			
1.	Did the speaker convey to the audience, a sense of wanting to communicate?	_____	(10)
2.	Did the speech reflect the thoughts and personality of the speaker?	_____	
<hr/>			
G. CONCLUSION			
1.	Was the conclusion short and interesting?	_____	(10)
2.	Did the conclusion properly wrap up the speech?	_____	
3.	Could the speaker handle questions easily?	_____	
<hr/>			
	Time _____	Awarded Points _____	(100)
		Minus Time Penalty - _____	
		Total Points _____	

Judge's Comments:

____ Jr. ____ Sr.

Region _____

**4-H HORSE COMMUNICATIONS
TEAM PRESENTATION**

Total Points _____
Rank _____

Names _____ County _____

Presentation Topic _____

Time Limit: 10-15 minutes; 3 points will be deducted from the total score for every minute (or fraction of a minute) under 10 or over 15 minutes.

	Points Possible
A. INTRODUCTION	_____ (10)
1. Did the introduction serve to create interest in the subject?	
2. Was the introduction short and to the point?	
<hr/>	
B. ORGANIZATION	_____ (25)
1. Was only one main idea presented?	
2. Did the discussion relate directly to each step as it was shown?	
3. Was each step shown just as it should be done in an actual situation or was an explanation given for any discrepancies?	
4. Could the audience see each step?	
5. Were the materials and equipment carefully selected, neatly arranged and well-organized?	
6. Were charts and posters used if and when they were needed?	
7. Were the key points for each step stressed?	
<hr/>	
C. CONTENT AND ACCURACY	_____ (25)
1. Were the facts and information presented accurate?	
2. Was there enough information presented about the subject?	
3. Were approved practices used?	
4. Was credit given to the sources of information, if it was appropriate?	
5. Was the content appropriately related to the horse industry?	
<hr/>	
D. STAGE PRESENCE	_____ (10)
1. Were the presenters neat and appropriately dressed for the subject of the presentation?	
2. Did the presenter speak directly to and look at the audience?	
3. Was the presentation too fast or too slow?	
<hr/>	
E. DELIVERY	_____ (15)
1. Did the presenters appear to enjoy giving presentation?	
2. Did the presenters have good voice control?	
3. Were all words pronounced correctly?	
4. If notes were used, was it done without detracting from the presentation?	
5. Did the presenters seem to choose words at the time they were spoken as opposed to a memorized presentation?	
<hr/>	
F. EFFECT ON AUDIENCE	_____ (5)
1. Did the audience show an interest in the presentation?	
2. Could the audience go home and carry out the idea?	
<hr/>	
G. SUMMARY	_____ (10)
1. Was the summary short and interesting?	
2. Were the key points briefly reviewed?	
3. Did the summary properly wrap up the presentation?	
4. Could the presenters handle questions easily?	
<hr/>	

Time _____

Awarded Points _____ (100)
Minus Time Penalty - _____
Total Points _____

Judge's Comments:

4-H PUBLIC PRESENTATION REGISTRATION FORM 2025

CLUB NAME _____ INDEPENDENT MEMBER _____ CLOVERBUD MEMBER _____

LEADER'S NAME _____ PARENT/GUARDIAN NAME _____ PHONE _____

RETURN THIS FORM BY Monday, March 10th. NO LATE REGISTRATIONS WILL BE ACCEPTED.
Public Presentation Nights 2025: Friday, March 21st or Monday, March 24th (5:30-8 PM both nights)
at the Montgomery County Annex, 20 Park Street, Fonda, NY

Participant's Name	Age as of Jan. 1st	# of Presentations Given this Year	Choose date to present: Friday or Monday	CHOOSE ONE CATEGORY			Topic or Title of Presentation ** Required **	Fill in special needs: Electricity, Microwave, Power Point, etc.
				Formal Demonstration	Illustrated Talk	Recitation		
1.)								
2.)								
3.)						Check Age Requirement		
4.)								
5.)								
6.)						Check Age Requirement		
7.)								
8.)								
9.)						Check Age Requirement		
10.)								

****Please note: Power Point presentations must be on a flash drive.
 No internet access. No access to Google Docs.**

Teen Judging Assistant & Adult Volunteers For Public Presentation Night

Teen Assistants

- * 4-H members 13 years of age and older who are also presenting are invited to be teen assistants
- * Jobs may include teen judging assistant, photographer, and miscellaneous duties.

<u>Name:</u>	<u>Age:</u>	<u>Phone #:</u>	Friday, March 21st or Monday, March 24th	<u>Time Slots</u> (Choose a time slot) 5:00-8:00 5:00-6:30 or 6:30-8:00

Adult Volunteers

- * Volunteers are needed to help as room hosts, at the registration table and award table

<u>Name:</u>	<u>Phone #:</u>	Friday, March 21st or Monday, March 24th	<u>Time Slots</u> (Choose a time slot) 5:00-8:00 5:00-6:30 or 6:30-8:00