

Section 4: Worksheets

PRIMARY MEMBERS (YOUTH AGED 5 TO 8)

Purpose

The purpose of primary presentations is to allow 4-H members, aged 5 to 8 years old, to have a positive experience while beginning to develop public speaking skills. Primary members should choose a topic they like and are comfortable talking about. Primary members are encouraged to keep their presentation time between three and five minutes but are not limited to that time frame.

Primary members may receive help from the adults in the room or other members. They might need help with their visual aids, posters, or slides. If a primary member is struggling to remember their presentation, they may be prompted. Remember: the goal for our primary members is to allow them to have a positive experience giving presentations before they compete as a regular member.

Positive Feedback; Not Evaluation

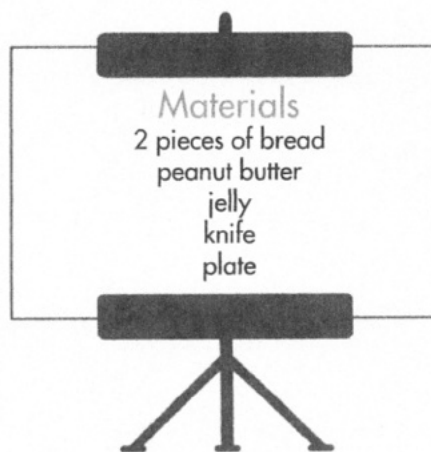
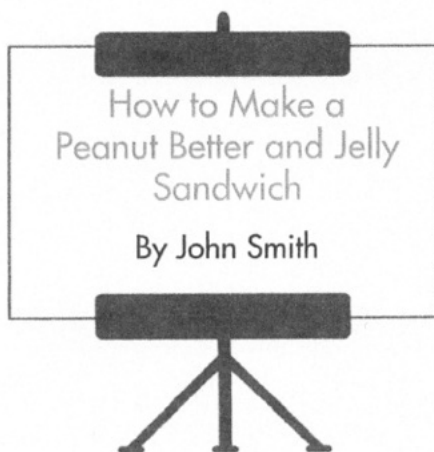
Primary members are not evaluated. Competitive events and activities are not appropriate for five- to eight-year-olds. Young children have a difficult time psychologically understanding winning and losing. When children lose, they may relate negative feelings to their self-worth and identity. Competition is almost always linked to external awards and approval. In competitive settings, children begin to define themselves extrinsically. Being defined as a winner or loser is a weak foundation for their developing self-concepts. This is UC 4-H Policy.

Since primary members are not evaluated, there is no scoring system for primary presentations. Please give comments that are positive and helpful. Give pointers and suggestions on how the member can improve their presentation. Above all, remember that we are encouraging the primary members to continue learning how to do presentations.

Primary members should be made to feel that they are valued as participants. While they are not awarded places, they can be recognized for participating. For example, they could receive trophies, medals, certificates, or gift bags. Primary members are a fun age group, so have fun as you listen to their presentations and help our primary members make the best better!

Remember

- ✓ The purpose is youth development and building confidence in public speaking.
- ✓ Presentations should last 3 to 5 minutes.
- ✓ Support, encourage, and praise your young presenter.



UC 4-H PRESENTATION COMMENT FORM

PRIMARY MEMBERS (YOUTH AGED 5 TO 8)

Date		County	
Member Name			
Member Name			
Member Name			
Presentation Type			
Title			

PLEASE PRINT NEATLY AND LEGIBLY. PLEASE WRITE COMMENTS TO THE SPEAKER.

What did I do well? What could I have done differently to make my presentation more effective?

Comments

Evaluator Name



STATION #1: Preparing Your Presentation

Choosing Your Presentation Topic:

Find something that excites you to talk about. Something you find interesting that you would like to share.

Our topic for practice will be: How to Make a Peanut Butter and Jelly Sandwich

Research Your Topic:

- What materials will you need?
 - Bread
 - Peanut Butter
 - Jelly
 - Knife
 - Plate
- What are the steps you need to follow?
 - Place a slice of bread on the plate
 - Use the knife to spread peanut butter on the slice of bread
 - Clean the knife (Think about why you would do this?)
 - Place the second piece of bread on the plate
 - Use the clean knife to spread jelly on the second slice of bread
 - Place the slices together with the peanut butter and jelly touching
 - Enjoy eating your sandwich!

Display:

- Use the information included from the presentation manual to go over tips for visual aids and what a display should look like.
 - Ex. Bold Lettering, easy to see colors, make them the same size, visual aid checklist

TIPS FOR POSTERS AND DIGITAL VISUAL AIDS

Words on posters, charts, and digital visual aids should be easy to read. People find it easier to read words running from left to right across the page rather than from top to bottom on a page. Be consistent in style.

Lettering

- ✓ Use **bold letters** for headings where you want to make a point.
- ✓ The use of plain lowercase letters makes charts easier to read. They should also be used for sub-items in a list and additional information. The eye moves quicker through them with a minimum delay in reading.
- ✓ Use a font and large size letters that are easy to read from the back of the room.
- ✓ Use capital letters, italics, and/or color to provide emphasis. Use strong and forceful headlines.

Posters

When your visual aids are the same size, they are easier to handle, and you appear more organized and professional.

- ✓ Make sure you have adequate color contrast.
- ✓ Avoid using pastel colors.
- ✓ UPPERCASE (capitals letters) should be limited to titles, headings, or where you want to make a point.
- ✓ Lettering should be bold enough to be easily read from a distance.
- ✓ Lettering should be 1 ½ inches in height and/or 125 point text or larger.
- ✓ Leave at least an inch between lines of text and an inch between each word.
- ✓ Use bullet points to guide eye movement toward key points.

UC 4-H Style Guide

Members may want to check-out the resources available in the UC 4-H Style Guide at <https://ucanr.edu/sites/communicationstoolkit/>

Digital Slides

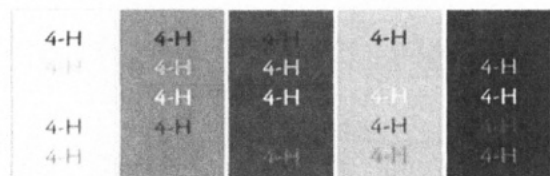
The use of digital slides is encouraged. Website and software are available to use. Some include and are not limited to Microsoft PowerPoint, Prezi, Google Slides, Apple Keynote, and Apache Impress.

- ✓ Lettering should be at least 24 size font.
- ✓ Keep text to a minimum.
- ✓ Text should be used as an outline.
- ✓ Use photographs and graphics that support the message of each slide.
- ✓ Use bullet points.
- ✓ Avoid using pictures as backgrounds for slides

Color Combinations

Colors can create the desired mood or atmosphere for your message. Visual aids may do a good job when made in black and white; color, when used well, will help them do a better job. Limit colors to two or three in visual aids, so color does not become too distracting to the viewer or audience.

Notice which combinations are easier and harder to read.



Ingredients:

- Flour
- Baking powder
- Salt
- Eggs
- Sugar
- Milk
- Butter



Visual Aid Checklist:

- Visibility - Is it easy to see and read from where participants sit?
- Simple - Is the message easy to understand?
- Interest - Does it attract and hold attention or is it cluttered with too many words or pictures?
- Useful - Are the lettering, words, and pictures suitable for the subject and audience?
- Structure - Are the ideas grouped in sequential order?
- Information - Is it factual and is the data current?
- Spelling - Is all the information spelled correctly?

Helpful Hints

1. Plan visual aids for the room in which you speak. If the room will be classroom size, think about what can easily be seen from the back of the room.
2. Distance makes visuals harder to read; neatness becomes even more important.
3. Select materials for posters that are easy to use. If poster board is thin, wind can make the board difficult to control. Try foam board or matte board for better results.
4. Setup your posters and materials so they are within reach and easy for you to handle. You may move the easel and table to where they are the most comfortable doing your presentation.
5. Keep work areas neat with as few items as possible. Remove items from the table when complete. Do not place any items in a manner that will block your audience's view.
6. Be adaptable; room sizes vary and may limit your ability to do some activities.

STATION #2: How to present

Appearance:

- Dress for success. Make sure you are dressed nicely in your 4-H Whites or another nice outfit. Something that shows you take your presentation seriously.

Speaking Voice:

- **Project Your Voice:** Speak loud enough that those in the back of the room can hear. This is called projecting your voice. We don't want to yell, but if we speak too quietly, we won't be heard.
- **Speak Clearly:** Make sure that you speak your words clearly and face forward so your words do not sound mumbled and can be heard easily

Body Positioning:

- **Where to Stand:** Stand just to the right or left of your display materials so your audience can see them clearly
- **Face Front:** Be sure to face forward so the audience can see and hear you clearly. Don't sway from side to side.

Eye Contact:

- Be sure to make eye contact with your audience. You do not want to look at the ceiling, floor, or at your presentation display while talking. This will keep the audience interested and will also show them that you know about your topic.

MECHANICS OF PRESENTING

HOW THE PRESENTER CONVEYS THE CONTENT

As a presenter, you should explore different ways to effectively communicate by using different presentation formats and styles. While each person is most effective when they become comfortable with their own unique style, the following materials on presentation mechanics are intended to provide a base of accepted presentation practices with which to start.

Verbal: Speaking Voice

Creating a dynamic speaking voice involves more than mastering the physical skill; it involves visualizing the ideas you are trying to convey. Change the volume, speed, and tone of your voice. Present to individuals in the audience and check for understanding by the audience's facial and physical reactions. These reactions reflect their understanding of your presentation. Don't forget to add in your own style.

Projection and Volume: Project your voice to the audience in the back of the room. Volume should match your audience and room size. Remember, your voice is louder to you than to the rest of the audience. If you speak too quietly, your audience will not understand you.

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

Speech Rate: Rate is how slow or fast you speak. You can use different speeds of speaking to make your presentation more interesting. However, speaking too slow can be boring for your audience, while speaking too fast can make it difficult for your audience to understand you.

Pauses

Well-planned pauses are important when conveying an idea. Avoid vocalized pauses including "um," "er," "like," "well," "right," "you know," "so," and other vocalized fillers that detract from your presentation.



Non-Verbal Communication

The use of non-verbal communication can increase clarity and add interest to your presentation. Non-verbal mechanics are another way your style can be exhibited.

Body Positioning: When positioning yourself in the front of the room, stand slightly to your right side or left side of the presentation area. Any posters, digital slides, or other props or visuals should not be blocked and should be visible to the audience.

Standing and Posture: Your weight should be distributed evenly with feet shoulder width apart and knees unlocked. If you become tired during the presentation, shift from front to back (put one foot behind) because this type of body movement does not introduce a swaying look to the presenter.

Gestures and Movement: Use hand movements similar to those you use during a conversation. The larger the room, the more animated your gestures should be. Gesturing should focus toward the audience. Keep your hands to your side and in sight. Hands out and palms up. Other hand positions limit gesturing. They should appear spontaneous and natural and enhance your speech. Gestures and movements to avoid:

- Ø Turning your back to the audience
- Ø Hiding your facial expression
- Ø Crossing your body with your hands
- Ø Putting your hands in your pocket
- Ø Putting your hands behind your back
- Ø Leaning on tables or props
- Ø Fidgeting or rocking

Eye Contact

Eye contact is very important. For small audiences, try and engage each member by making eye contact with them. For large audiences, move your eyes around the room (right, to left, and back to center). The avoidance of visual contact with the audience leads to the perception of unpreparedness and awkwardness.

STATION #3: Prepare For Questions

After the presentation you will need to ask your audience if they have any questions.

Ways to Prepare for Questions:

- **Anticipate Questions Ahead of Time:** Try and think about what types of questions you may be asked. Have answers to those questions prepared.

How To Answer Questions:

- **Listen:** Listen to the entire question before you begin to answer
- **Repeat:** You want everyone in the room to hear the question and also to make sure that you understand what question was asked. Repeat the question to the audience.
 - **“The question was...”**
- **Credit:** Make sure to let the person who asked have credit for asking the question. Ways to do that are to say things like:
 - **“I’m glad you asked...”**
 - **“That was a great question...”**
- **Respond:** Answer the question honestly and to the best of your ability. If you do not know the answer, tell the audience you do not know.
- **Check for Understanding:** Check to make sure that you have given enough information to answer the question before moving to the next question. Say something like...
 - **“Does that answer your question?”**
 - **“Is that the information you were looking for?”**

STATION #4: Practice Your Presentation

Introduction:

- **State Your Name:** “Hello, my name is...”
- **State Your Club Name:** “ I am a member of Sutter Buttes 4-H”
- **Inform the Audience What you will present:** “Today I will demonstrate for you how to make a peanut butter and jelly sandwich”

Present:

- **Opening:** This can be something fun to connect with the audience.
 - **“Have you ever been really hungry, but your mom won’t let you use the stove? When this happens, I make a peanut butter and jelly sandwich.”**
- **Materials:** Be sure to tell the audience what materials you will need to make the sandwich
- **Demonstrate:** Use your materials to demonstrate how to make the sandwich
- **Conclusion:** Once you have finished putting your sandwich together, let the audience know that this is how you make a peanut butter and jelly sandwich, and now you are ready to enjoy it.

Answer Questions:

- **Ask for Questions:** Be sure to ask your audience if anyone has any questions.
- **Answer the Questions:** Follow the steps you learned about answering questions
 - Listen to the entire question
 - Repeat the question
 - Credit the person for asking the question
 - Respond to the question
 - Check to see if you have answered their question

Wait for Feedback:

The Evaluators in the audience will be ready to let you know how well you did on your presentation. They will also let you know somethings to help you in the future. Be sure to listen to what they tell you.