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4-H 143 Nebraska 4-H Presentations Program

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Nebraska Cooperative Extension Service 4-H 143

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The Cooperative Extension Service provides information and educational programs to all people without regard to race, color, national origin, sex or handicap.
The Nebraska 4-H Presentations program is designed to help 4-H members develop self confidence in effective communication skills. Effective communications is a life skill, one which will affect youth's ability to cope successfully and productively in an adult society. Also, the 4-H Presentations program will help youth develop all five of the life skills identified in the Nebraska 4-H program, including the ability to:

- Develop an inquiring mind
- Respond and relate
- Communicate
- Solve problems
- Make decisions

“Perspectives for Tomorrow — Today”, a study of the new challenges for Nebraska 4-H in the 80’s, suggests our need to increase our emphasis in helping youth develop personal skills and feelings of self-worth, identity, and a positive self image. Again, self confidence in effective communication skills will be necessary for youth to be able to meet this challenge of the 1990’s.
The Levels

The Nebraska 4-H Presentations program has been designed in three levels to help 4-H members develop self confidence in effective communication skills.

Level I — The Basics of Beginning 4-H Presentations.
This level is designed for the beginner. It covers the basic steps in giving a simple, individual demonstration. It is much like “Show and Tell” in school where the member has an object in hand. At Level I, the presentation is called a demonstration.

Level II — Improving Your 4-H Presentation Skills.
This level is designed for improving presentations after the 4-H'er has learned the basic skills. It explains the difference between demonstrations and illustrated talks, introduces team presentations, and gives many specific helps for effective presentations.

Level III — 4-H Presentations for a Purpose.
This level adds lifelong purpose to giving presentations, adds variety, creativity, and introduces competition through contests.
LEVEL I — The Basics of Beginning 4-H Presentations

This beginning level in the Nebraska 4-H Presentations program will help the younger 4-H member learn the basic principles of giving a 4-H demonstration. This 4-H presentation will be an individual demonstration, using some simple objects and following a step-by-step procedure. It is a “talk through” presentation to help the 4-H member:

a. Learn the basic steps in a 4-H demonstration.

b. Learn to identify the introduction, body, and summary of a demonstration.

c. Learn to work and talk at the same time.

d. Start to develop some self confidence and poise in front of a group or audience.

In the 4-H member’s manual, “The Basics of Beginning 4-H Presentations”, we have emphasized that giving a 4-H demonstration is much like “Show and Tell” from the member’s early years in school. It is fun, easy to do, and a good way to convey information to someone else. Above all, the first 4-H demonstrating experience for a member should be relatively easy and fun—a satisfying experience.

Some good reasons why you should encourage your 4-H members to demonstrate at an early age include:

- It is a good 4-H activity to help youth develop confidence and poise in front of a group.
- Presentations (demonstrations) are effective teaching tools for 4-H club meetings and special audiences.
- It is a great learning experience—members learn a great deal about their specific topic and the audience learns from them as they demonstrate.
- Presentations (demonstrations) teach life skills, especially the ability to communicate.

WHERE DO YOU START?

Well, let’s start at the beginning. You will need to motivate your 4-H members (and parents) to participate in 4-H Presentations.

- Have older 4-H members give a simple, individual demonstration and tell about their experience. Even a parent could do this, or you could. Be sure it is a simple “How to...” demonstration, such as “How to Make My Favorite Sandwich” or “How to Weigh My Lamb on a Bathroom Scale”.

- Show a video cassette and/or slide-cassette tape program to build interest with members, other leaders and parents. These resources are listed at the end of this manual.

- Have an Extension staff member visit your club to tell about the value and fun of giving 4-H Presentations. Experienced leaders in the area would also be a good resource.

- Have the club make a commitment that this year they’re going to emphasize 4-H Presentations as a club activity. If all members agree to participate as one of the club goals, the program will have additional meaning. With new 4-H clubs you can include 4-H Presentations as something that is “expected” of everyone.

SECURING ADDITIONAL LEADERSHIP

For success in the 4-H Presentations program, the assistance of all parents and leaders is essential. Here are some things you might do to mobilize the necessary leadership:

- Seek out those leaders and parents who have had good experiences in public speaking or 4-H demonstrating and ask them to help.
- There may be individuals in your community or county (outside your 4-H club family) that may have a particular interest in communications—older or recently graduated 4-H members or adults who have been successful 4-H club members in past years. Ask them to help.

- Meet separately with your recruited leaders, show them the materials (member manuals, leader manual, and visual aids) and talk about your plan for building communication skills with each 4-H member. Those helping with the program need a good understanding of what you expect to accomplish with first time 4-H presenters. Emphasize the need to learn the basics of demonstrations, simplicity of topics for new presenters and the need to make it a fun and satisfying first experience. Do not stress competition and contests for first time presenters.

- Assign those who agree to help to individual members or groups of two or three members for special help.

Assuming that you now have the members and recruited leaders all “fired up” and ready to go, it’s time to plan a specific program of action. Here are some items to remember:

- Decide what season of the year would be best for your club to emphasize 4-H Presentations. Select a time when the completion of projects, camping and other 4-H activities will not overshadow the emphasis. Early in the year or late spring might be the best time for most clubs.

- Set up a specific timetable and schedule for individual members to give their 4-H presentation at a club meeting.

- Spend some time at each meeting reviewing plans and taking note of where all members are with their 4-H presentations. Give the members a chance to ask for help if they need it.
FOLLOW THE ROAD MAP TO SUCCESS

The format of the member manual suggests a "road map" with mileposts along the way. The steps outlined are in logical order for members to follow in preparing and giving their first time demonstration. Here are the mileposts with some suggestions for you along the way.

MILEPOST 1 - SELECT A TOPIC.

Urge your first time 4-H demonstrators to select familiar topics which cover only one process. You can avoid a lot of stress, strain, and changing later on if you monitor the selection of topics closely.

If you have first year 4-H members, they might even select a topic that is not associated with their project — "How to Shine My Shoes", "How to Build a Campfire", or "Brushing Teeth the Right Way" are topics that might originate from their own experience. It is important that they be familiar with the topic and feel comfortable telling and showing others how to do it.

You and your other leaders and parents can help develop useful topics by brainstorming possible subjects. For the first time demonstrator, it would be nice if the 4-H demonstration were related to the project, but it is not necessary. It is far more important that they learn the process of demonstrating and have a satisfying experience.

Provide the first time demonstrators with help and lots of encouragement. Feel free to help them write their demonstration. They might decide to select one of the sample demonstrations at the end of this manual.

MILEPOST 2 - MAKE A BRIEF OUTLINE OF YOUR DEMONSTRATION

All 4-H public speaking and demonstration presentations should include an introduction, body, and summary. The outline for first time demonstrators can be very brief, but should contain something about what they intend to say, the main steps in the body of the demonstration and something about the summary and closing statement. The main point of the outline is to teach 4-H members the three main parts of the demonstration and a step-by-step organized procedure.

The 4-H members should not introduce themselves in the introduction. You or the presiding officer should introduce each demonstrator at the club meeting.

MILEPOST 3 - ASSEMBLE THE EQUIPMENT

When the members decide what they are going to demonstrate, they should begin assembling all of the equipment necessary for the presentation. You will need to help the members make a list of everything that is needed. The written list can be used as a checklist by the member before giving the demonstration.
MILEPOST 4 - MAKE CHARTS AND POSTERS.

Some beginning demonstrations will not need charts to be effective. If the demonstration includes a recipe, a list of materials, or other specific information that should be remembered, charts will be helpful.

We have suggested they use a felt tip pen and brown or white wrapping paper or newsprint for their first charts. Charts can be thumbtacked to a lathe or a small dowel and hung from an easel, or taped to cardboard or to the wall. If youth make mistakes on inexpensive paper, they can just move on to a new sheet. Errors on poster board, on the other hand, are expensive.

Urge them to put only essential information on their charts. The biggest error in chart making is getting them too cluttered. All printing on charts should be large enough to be read by the audience. More artistic and colorful charts are fine, but their own experience at making charts is more important than fine artistry at this point.

Some “beginners” might need to have an older family member do the chart in pencil and then the “beginner” could go over the chart again with a felt tip pen.

MILEPOST 5 - WRITE A SCRIPT.

Most demonstrations will run much more smoothly if a script is prepared with the narrative exactly as it is to be presented. The script should be prepared from the outline with additional information added to fully explain the steps in the process. The script should include an opening statement in the introduction and a closing statement following the summary.

MILEPOST 6 - READ THROUGH THE SCRIPT WITH THE ACTION.

The script will likely be changed as the demonstrator begins to practice. There should not be long periods of “doing” with no narrative and there should not be long periods of talking with no “doing”. Only when the member reads the narrative with the action can the timing be refined. Members should plan to revise their scripts as they refine their demonstrations.

MILEPOST 7 - PRACTICE.

The member must be encouraged to practice the demonstration until the narrative and actions are natural. However, don’t discourage a first time demonstrator by expecting practice until perfection is mastered.

MILEPOST 8 - POLISH.

This really means more practice, however, now might be a good time to encourage members to give their demonstration in front of their parents, grandparents, or a friend. If these people do not understand something in the demonstration, changes should be made to clarify it. Now is also a good time for them to test the clear division of the introduction, body and summary.

MILEPOST 9 - PRESENTATION.

The big day is here! This might be a day when all of the 4-H members give their demonstrations for the club. Or, it might be a 4-H club meeting when one or more members have agreed to give their demonstrations. You might also arrange a special day when all of the parents and families would assemble for the 4-H demonstration presentations. Be sure that each demonstrator is properly introduced.

These demonstrations should not be judged. Constructive criticism would be fine, but separation into ribbon categories will surely convince some that they have demonstrated for the first and last time. Remember—a happy, satisfying experience the first time around is extremely important.

Recognition is important. Some type of Certificate of Achievement or other small remembrance will help encourage 4-H members to continue with 4-H Presentations. You could take their pictures. Press or radio coverage of your special day is a good kind of recognition. Recognition is the icing on the cake, and it says to the 4-H member, “I’m proud of the job that I have done.”

A CLOSING THOUGHT

Your goal as the 4-H leader is to get the first time 4-H presenter in front of a 4-H club to give an individual 4-H demonstration. You want them to experience “talking” and “doing” at the same time. If members are afraid and nervous, don’t make them “go it alone”. You may sit or stand beside them and have them tell you what they are doing as you ask questions. You can offer praise and encouragement as the demonstration proceeds.

REMEMBER — A happy experience the first time will do more to encourage future 4-H Presentations than any other single thing.

ADVANCEMENT

Your 4-H members will be ready to advance to Level II after they have:

- Learned the basic steps in a demonstration.
- Learned to identify the introduction, body and summary of a demonstration.
- Presented a demonstration in front of an audience.
- Learned to work and talk at the same time.
Level II — Improving Your 4-H Presentations Skills

In Level I, the 4-H member learned the basics of a 4-H Presentation and the presentation was called a demonstration. Four-H members will now be introduced to the difference between demonstrations and illustrated talks and learn some techniques for improving their 4-H Presentation skills. The suggestions offered in this level are equally applicable to a demonstration or an illustrated talk.

The member manual is very complete in making specific suggestions for improvement. Do not expect your 4-H members to make all of these improvements in one year. It will take time to develop these improved skills in giving 4-H presentations. Your 4-H members will be able to use this manual as they continue with 4-H presentations during their 4-H career.

HELPING YOUTHS HANDLE PROBLEMS AND EMERGENCIES

Whenever 4-H members appear before a group there is always the possibility that unexpected problems will arise. Equipment fails, demonstrations don't go as planned, or someone in the audience is disruptive. You can help members learn to cope skillfully with such situations.

Encourage Them To Be Prepared

Work with them to anticipate problems, and have them check out the place where they will be speaking ahead of time. Have them check through their supplies in advance and suggest that they make a practice of having extra materials, extension cords, projector bulbs, etc. on hand.

Help Them To Focus On What They Are Doing

Help them to concentrate on what they have to say rather than on every noise in the room.

Help Them To Acknowledge Mistakes

When things don't go as planned, members need to be reassured that it is not the end of the world. If something should go wrong during a presentation and the members can't talk around it easily, they should let the audience know what has happened and why. It may even be possible to turn the problem into an additional information point. Mistakes and problems are only natural. Try to help members deal with them effectively and learn from them.

Above All, Make Sure They Know Their Subject Well

Help them to do enough research, to outline their material carefully, and to practice ahead of time. The more confident of their subject they are, the better able they will be to think through any problems that arise and handle them with ease.

SUGGESTED GUIDELINES FOR USING BRAND NAMES IN 4-H

For many years there had been a rule that brand names of products should not be used in 4-H. However, as the emphasis on consumer education in 4-H increases, it is awkward to use generic terms. These guidelines will help 4-H'ers, 4-H leaders, and judges on the use of labels or brand names in planning and evaluating 4-H Presentations that use commercial products or show consumer choices. Informed decision making for wise consumer choices may involve comparisons of products or services.
To avoid endorsing a particular product or service, the following guidelines are recommended:

- The 4-H'er should make a clear statement that the use of labels/labeled products is not an endorsement, but is necessary to the presentation to show comparisons as the basis for making informed decisions.
- When showing food preparations skills, the presentations should not depend upon a specific brand name product to get the desired results. It is not necessary to cover brand names on packaging when it is appropriate to leave the ingredients in the original package for measuring or sanitation.
- When answering questions from the public, the 4-H'ers should suggest that they use the decision-making process to select the best commercial product for their own situation. If necessary, 4-H'ers may explain to the public that it is inappropriate for them to endorse or recommend a commercial product.
- If the summary or conclusion of the presentation promotes, endorses, or recommends a commercial product, it is inappropriate and needs to be redesigned. The purpose of the presentation is to show an idea or process, not to promote or advertise products or services.
- A disclaimer is used when it is necessary to identify a product because it is needed for a special purpose. The statement is "The information given in this presentation is for educational purposes only. Reference to commercial products or trade names is made with the understanding that no discrimination is intended and no endorsement is implied."

When comparing products or services in a presentation, use the following guidelines in addition to those previously listed:

- When comparing prices or cost per serving, the prices of two or more products should be used. For example, the calculations of cost per serving of canned, frozen, or fresh products should be based on several items of each form.
- When comparing information on labels (nutrition information, ingredient listing, open dating, standards of identity), several brand names should be used. For example:
  - The cartons from at least two brands of milk should be used to compare nutrition information, such as that found on the labels of whole and skim milk, or
  - The labels from at least two different brands should be selected to compare or explain the FDA labeling regulations for standards of identity, such as for juice, juice drinks, and drinks, or
  - At least two packages of similar products should be used to compare the ingredient listings on products such as whole grain, enriched, or unenriched breakfast cereals.
- When comparing the characteristics of products — appearance, texture, cost, convenience, etc., it is not necessary to use labels, but labels could be used.

**Level III — 4-H Presentations For A Purpose**

This final level of the Nebraska 4-H Presentations program adds lifelong purpose to giving 4-H Presentations through 1) competition and contests, 2) halting "dead end" presentations, 3) adding variety to "get your point across", 4) career enhancement, and 5) helping others.

The member manual covers these five points in detail, so you will want to become familiar with it. Some general comments relative to each section include:

**Competition and Contests** — Competition through contests is just another teaching tool. In contest work, standards are established and the member's progress is measured against those standards. Some members learn best by competing with self; some learn best by competing with others. Participating in a contest can motivate some to higher levels of achievement, but a poor experience in a contest could be threatening to others. Your knowledge of the member and the member's attitude toward competition with others is important to the success of the member's learning experience through contests.

**Halting "Dead End" Presentations** — A "dead end" 4-H Presentation is one that is prepared and given by a 4-H member only for competition and contests. Even though the member will learn from this experience, greater benefits can be derived by the member and others if the 4-H Presentation can be given to more groups. You will need to encourage your 4-H members to reap maximum benefits from their many hours of hard work by helping them find other groups interested in seeing and hearing their 4-H Presentation.

**Adding Variety to "Get Your Point Across"** — In the communications process, you must consider four factors:

1. **Sender** of message
2. **Message**
3. **Channel** of communications
4. **Receiver** of message

This section on adding variety to "get your point across" deals with various and alternative channels that could be used by a member in giving a 4-H Presentation. The channel of communications selected should fit the subject and purpose of the 4-H Presentation and not detract from the message to be received by the audience.
Career Enhancement — Youth are thinking about and studying career alternatives at an earlier age. Some career choices can be greatly enhanced by the skills developed in giving 4-H Presentations.

Many of these skills will be useful as we move into an information society. Skills developed in gathering, organizing and disseminating information will hold prominence in many of tomorrow's career choices. Helping Others — You will want to encourage this final activity in Level III for the older teens who have successfully mastered and demonstrated the skills in giving 4-H Presentations. After the 4-H members have helped themselves, it's now time to help others.

Reaching out to help others can be one of the most rewarding experiences in 4-H. Reaching out — touching the life development of another person fits our 4-H pledge, "...for my club, my community, my country and my world."

VISUAL AIDS AVAILABLE

The following visual aids are available through the 4-H Audiovisual Aid catalog. Order them early through your Extension office to ensure they will be available at the time you want them.

Videocassettes
- 20-VC-51 4-H Presentations, Their Creation and Development
- 20-VC-47 4-H Demonstration Talks
- 40-VC-20 4-H Demonstrations
- 40-VC-4 Show and Tell

Slide sets
- G - 1 Getting Started in Demonstrations and Illustrated Talks
- G - 10 Sharing Ideas Through Demo-Talks
- G - 11 How to Give a Good Demonstration

Film
- M - 2 Guideposts to a 4-H Demonstration
IT'S MY FAVORITE

How To Make My Favorite Sandwich

SUPPLIES & EQUIPMENT NEEDED: Bread, salad dressing, tomato, cheese, salt, pepper, knife

<table>
<thead>
<tr>
<th>CHART OR POSTER</th>
<th>SCRIPT (Say or tell)</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>It's My Favorite</td>
</tr>
</tbody>
</table>
| #2              | Bread
|                 | Salad dressing       |
|                 | Tomato (sliced)      |
|                 | Cheese (one slice)   |
|                 | Salt                 |
|                 | Pepper               |

Introduction -- I'm hungry when I get home from school, so you know what I do -- eat cookies and cake? No, I head to the refrigerator to make my favorite sandwich. A nutritious cheese-tomato sandwich.

Body -- To make my sandwich, I will need: bread, salad dressing, sliced tomato, cheese, salt and pepper.

First, I spread the salad dressing on both slices of bread. Some people use butter, but I like salad dressing -- it tastes great. Salad dressing is easy to spread.

Next, I place the sliced tomatoes on one piece of bread -- right on top of the salad dressing. About three slices of tomato are enough, but that will depend upon how big the tomato is.

Next, I'll salt and pepper the tomato -- not too much.

Now I'll place the slice of cheese on the tomatoes and put the top slice of bread on my sandwich.

There it is! My Favorite Sandwich -- a cheese-tomato sandwich!

Summary -- I have shown you how to make a cheese-tomato sandwich, using bread, salad dressing, tomato, cheese, salt and pepper.

A cheese-tomato sandwich is:
1. Easy to make
2. Nutritious
3. Better than sweets
4. And "good to eat"

Are there any questions?
DINNER IS WAITING

How To Build A Charcoal Fire

Charcoal, starter fluid, matches, grill, tongs

INTRODUCTION — It's time to eat, but the steaks aren't done! Has that ever happened to you? Just last week it happened at home. And it was because we didn't build our charcoal fire right. Today I'm going to show you how to build a charcoal fire.

Body — To build a charcoal fire, you will need charcoal, starter fluid, matches, tongs and a grill.

First, I will place the charcoal in the grill. I will use about one gallon of briquettes which will be enough to grill six steaks.

Next, I will put the briquettes into a pile. You can see that I'm making the pile as tall as possible.

Now I'm ready to add the starter fluid. Pour the starter fluid on the top of the pile, using about 1/2 cup.

We will now wait 20 seconds before lighting the briquettes. As we wait, the starter fluid is soaking into the briquettes. This will make them burn better, rather than just burning on the surface.

Now I'll light the briquettes. Be careful not to get burnt.

Let the briquettes burn until the flame goes out.

See the white edges appearing on the briquettes! That's where the heat for the fire will come from.

Now I'll use the tongs to move the briquettes around the bottom of the grill. That will make a nice charcoal fire for grilling steaks.

SUMMARY — I have shown you how to build a good charcoal fire using charcoal, starter fluid, matches, tongs and a grill.

A good charcoal fire at your next steak fry will have the people saying "It's time to eat -- the steaks are ready."

Are there any questions?