



DISCOVER



4-H PUBLIC SPEAKING CLUBS



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Utah State University Extension

Description

The Discover 4-H Clubs series guides new 4-H volunteer leaders through the process of starting a 4-H club or provides a guideline for seasoned volunteer leaders to try a new project area. Each guide outlines everything needed to organize a club and hold the first six club meetings related to a specific project area.

Purpose

The purpose is to create an environment for families to come together and participate in learning activities while spending time together as a multi-family club. Members will experiment with new 4-H project areas.

What is 4-H?

4-H is one of the largest youth development organizations in the United States. 4-H is found in almost every county across the nation and enjoys a partnership between the U. S. Department of Agriculture (USDA), the state land-grant universities (e.g., Utah State University), and local county governments.

4-H is about youth and adults working together as partners in designing and implementing club and individual plans for activities and events. Positive youth development is the primary goal of 4-H. The project area serves as the vehicle for members to learn and master project-specific skills while developing basic life skills. All projects support the ultimate goal for the 4-H member to develop positive personal assets needed to live successfully in a diverse and changing world.

Participation in 4-H has shown many positive outcomes for youth. Specifically, 4-H participants have higher participation in civic contribution, higher grades, increased healthy habits, and higher participation in science than other youth (Lerner et al., 2005).

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Utah 4-H

4-H is the youth development program of Utah State University Extension and has more than 90,000 youth participants and 8,600 adult volunteers. Each county (Daggett is covered by Uintah County) has a Utah State University Extension office that administers the 4-H program.

The 4-H Motto

"To Make the Best Better!"

The 4-H Pledge

I pledge: My HEAD to clearer thinking, my HEART to greater loyalty, my HANDS to larger service and my HEALTH to better living, for my club, my community, my country, and my world.

4-H Clubs

What is a 4-H Club? The club is the basic unit and foundation of 4-H. An organized club meets regularly (once a month, twice a month, weekly, etc.) under the guidance of one or more volunteer leaders, elects its own officers, plans its own program, and participates in a variety of activities. Clubs may choose to meet during the school year, only for the summer, or both.

Club Enrollment

Enroll your club with your local Extension office. Each member will need to complete a Club/member Enrollment form, Medical History form, and a Code of Conduct/Photo Release form (print these from the www.utah4h.org website or get them from the county Extension office).

Elect Club Officers

Elect club officers during one of your first club meetings. Depending on how many youth are in your club, you can decide how many officers you would like. This will typically include a president, vice president, pledge leader, and secretary. Other possible officers or committees are: song leader, activity facilitator, clean-up supervisor, recreation chair, scrapbook coordinator, contact committee (email, phone, etc.), field trip committee, club photographer, etc. Pairing older members with younger members as Sr. and Jr. officers may be an effective strategy to involve a greater number of youth in leadership roles and reinforce the leadership experience for both ages. Your club may decide the duration of officers—6 months, 1 year, etc.



A Typical Club Meeting

Follow this outline for each club meeting:

- Call to order—president
- Pledge of Allegiance and 4-H Pledge—pledge leader (arranges for club members to give pledges)
- Song—song leader (leads or arranges for club member to lead)
- Roll call—secretary (may use an icebreaker or get acquainted type of roll call to get the meeting started)
- Minutes of the last meeting—secretary
- Business/Announcements—vice president
- Club Activity—arranged by activity facilitator and includes project, lesson, service, etc. These are outlined by project area in the following pages.
- Refreshments—arranged by refreshment coordinator
- Clean Up—led by clean-up supervisor



Essential Elements of 4-H Youth Development

The essential elements are about healthy environments. Regardless of the project area, youth need to be in environments where the following elements are present in order to foster youth development.

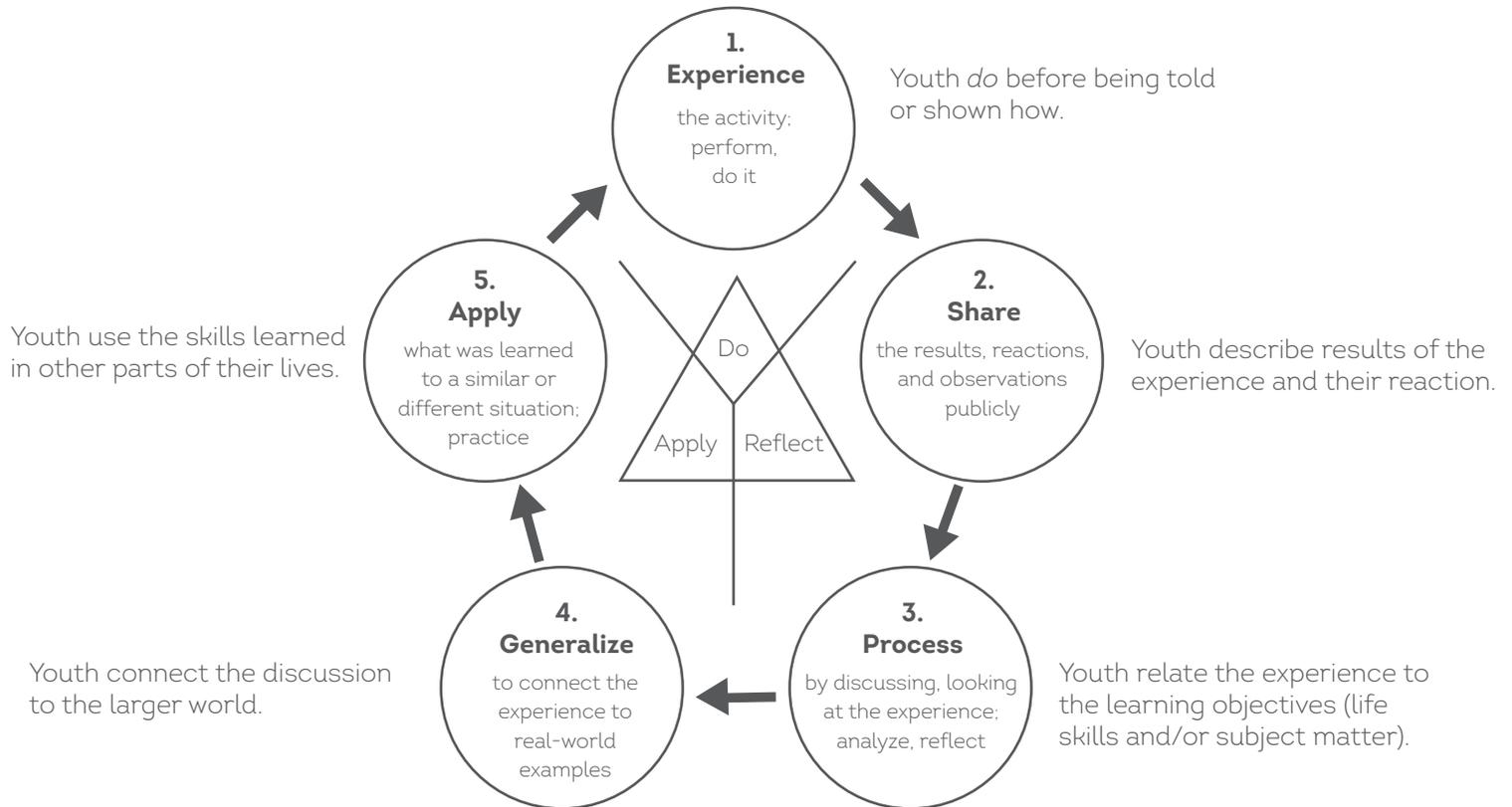
1. **Belonging:** a positive relationship with a caring adult; an inclusive and safe environment.
2. **Mastery:** engagement in learning, opportunity for mastery.
3. **Independence:** opportunity to see oneself as an active participant in the future, opportunity to make choices.
4. **Generosity:** opportunity to value and practice service to others.

(Information retrieved from: <http://www.4-h.org/resource-library/professional-development-learning/4-h-youth-development/youth-development/essential-elements/>)



4-H “Learning by Doing” Learning Approach

The Do, Reflect, Apply learning approach allows youth to experience the learning process with minimal guidance from adults. This allows for discovery by youth that may not take place with exact instructions.



4-H Mission Mandates

The mission of 4-H is to provide meaningful opportunities for youth and adults to work together to create sustainable community change. This is accomplished within three primary content areas, or mission mandates, - citizenship, healthy living, and science. These mandates reiterate the founding purposes of Extension (e.g., community leadership, quality of life, and technology transfer) in the context of 21st century challenges and opportunities.

(Information retrieved from: http://www.csrees.usda.gov/nea/family/res/pdfs/Mission_Mandates.pdf)

- Citizenship:** connecting youth to their community, community leaders, and their role in civic affairs. This may include: civic engagement, service, civic education, and leadership.
- Healthy Living:** promoting healthy living to youth and their families. This includes: nutrition, fitness, social-emotional health, injury prevention, and prevention of tobacco, alcohol, and other drug use.
- Science:** preparing youth for science, engineering, and technology education. The core areas include: animal science and agriculture, applied mathematics, consumer science, engineering, environmental science and natural resources, life science, and technology.

Getting Started

1. Recruit one to three other families to form a club with you.
 - a. Send 4-H registration form and medical/photo release form to each family (available at utah4h.org).
 - b. Distribute the Discover 4-H Clubs curriculum to each family.
 - c. Decide on a club name.
 - d. Choose how often your club will meet (e.g., monthly, bi-monthly, etc.).
2. Enroll as a 4-H volunteer at the local county Extension office (invite other parents to do the same).
3. Enroll your club at the local county Extension office.
 - a. Sign up to receive the county 4-H newsletter from your county Extension office to stay informed about 4-H-related opportunities.
4. Identify which family/adult leader will be in charge of the first club meeting.
 - a. Set a date for your first club meeting and invite the other participants.
5. Hold the first club meeting (if this is a newly formed club).
 - a. See *A Typical Club Meeting* section above for a general outline.
 - i. Your activity for this first club meeting will be to elect club officers and to schedule the six project area club meetings outlined in the remainder of this guide. You may also complete a-d under #1 above.
 - b. At the end of the first club meeting, make a calendar outlining the adult leader in charge (in partnership with the club president) of each club meeting along with the dates, locations, and times of the remaining club meetings.
6. Hold the six project-specific club meetings outlined in this guide.
7. Continue with the same project area with the 4-H curriculum of your choice (can be obtained from the County Extension Office) OR try another Discover 4-H Club project area.



Other Resources

Utah 4-H website: www.Utah4-h.org

National 4-H website: www.4-h.org

4-H volunteer training:

To set up login:

<http://utah4h.org/htm/volunteers/get-involved/new-volunteer-training>

To start modules: <http://4h.wsu.edu/volunteertraining/course.html>

(password = volunteer)

References

Information was taken from the Utah 4-H website (utah4h.org), the National 4-H Website (4h.org), the Utah Volunteer Handbook, or as otherwise noted.

Lerner, R., M. et al., (2005). Positive youth development, participation in community youth development programs, and community contributions of fifth grade adolescents: Findings from the first wave of the 4-H Study of Positive Youth Development. *Journal of Early Adolescence*, 25(1), 17-71.

We would love feedback or suggestions on this guide; please go to the following link to take a short survey:

<http://tinyurl.com/lb9tnad>

PUBLIC SPEAKING CLUB *Meetings*



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4-H Club Meeting 1

Pick a Speech, Any Speech



Supplies

- Paper
- Pens or pencils
- Matching game(s) with types of speeches
- Judging guidelines for each speech type
- Schedule of upcoming contests in the county

PRIOR TO CLUB MEETING

Print and laminate matching game with types of speeches.

INTRODUCTION

Youth will explore common fears of public speaking and discuss ways to overcome those fears. The purpose of this lesson is to introduce the basics of a speech. Youth will learn the formal definitions of each contest, go over the basic guidelines, and gain an understanding of what is required for each contest. At the end of the lesson, youth will be shown a schedule of upcoming contests in their county and should be encouraged to choose the contests they would like to participate in.

ICE BREAKER: THROW THAT FEAR AWAY

Explain that public speaking is the number one phobia of Americans. More people are scared of talking in public than dying.

- Ask youth to write down on a piece of paper their fears, hesitations, or what they think is scary about giving a public speech or talking in front of a group. Allow a few minutes to complete this.
- Once the group is done, have everyone wad their paper into a snowball-sized ball and stand in a circle. Have the youth throw the snowballs at each other, as if having a snowball fight. Continue picking up snowballs nearby and throwing them for a few more minutes.
- When the facilitator calls STOP, everyone quits throwing and picks up one snowball that is closest to them.
- Have youth introduce themselves and read the fears list on the snowball they picked up. (This will make it so no one will discuss their own fears.)
- Discussion questions about this activity:
 - o What common fears does our group have about public speaking?
 - o Do you think these are realistic fears?
 - o What are some strategies to overcome these fears?

By participating in this club, youth will build the confidence and skills to become comfortable speaking in public.

WHAT TO DO

What to Do: The leader will go over the formal definitions for each type of speech. This discussion should include the rules, guidelines, and directions provided by 4-H.

1. **Demonstrations:** A demonstration puts words into action by instructing others how to do something while the demonstrator is doing it. At the end of a demonstration, have a finished product to show the audience. The audience should be able to create their own similar product or perform the service you have demonstrated.
2. **Illustrated talks:** Illustrated talks require use of a series of posters, pictures, graphics, or other visual aids to display how to do something or illustrate a process. While visuals must be used in an illustrated talk, no finished product is required. Illustrated talks use the same judging criteria as the demonstration.
3. **Prepared speech:** In a prepared speech, participants must write an original speech related to their personal 4-H experience. The speech needs to be 6 to 8 minutes long. No visuals of any sort may be used. Each youth must rely solely on the power of his or her voice and physical presence (including gestures) to capture the attention of the audience.
4. **Impromptu Speech:** Impromptu speaking involves speeches the speaker develops during presentation day. One at a time, each presenter draws three randomly selected topic cards. From the time the speaker draws the topic cards, he or she has 1 minute to decide on a topic. Then, he or she has 3 minutes to prepare a speech. The speech needs to be between 3 and 5 minutes in length.

Activity #1

MATCHING GAME



WHAT TO DO

Using the matching game, match the types of speeches to their descriptions. Allow club members to work individually, in pairs, or as a group. Once the matching game is complete, discuss each type of speech and double-check the answers. If an answer is not correct, discuss why they chose the way they did, and what the differences are in those two types of speeches.

Activity #2

SPEECH EXAMPLE



WHAT TO DO

Invite a club member, special visitor/guest, or teen leader, to give a short speech. The speech could be any of the types of speeches listed above. If no one is available, search the internet for an appropriate 4-H speech or demonstration example that could be shared with the group. Some examples are listed on the Utah 4-H Website/YouTube channel:

- <https://www.youtube.com/watch?v=vMzPKTGhDiU>
- <https://www.youtube.com/watch?v=pEGnG2Ix6JM>

Remind the club members to be a respectful audience. After the speech, ask the club to identify which type of speech was given.



Reflect

- Public speaking is the #1 fear of Americans. How do you feel learning public speaking skills will help overcome these fears?
- What type of speech/presentation do you feel best fits your personality and why?
- Why do you feel it is important to learn public speaking skills?
- Discuss when it would be most appropriate to use each type of speech.

Apply

- How do you think learning public speaking skills could help in your future?
- Share a variety of examples where being a good public speaker is a benefit.
- How do you think learning public speaking skills could improve your self-confidence?

Challenge each club member to start preparing for the type of speech/presentation he or she would like to give at the final club meeting. These speeches/presentations can be used for contests such as in public speaking, impromptu, and demonstrations/illustrated talks. Encourage youth to sign up for a contest in your county.



4-H MISSION MANDATES

Citizenship

Through learning about public speaking and the different types of speeches, youth will be equipped with knowledge and desire to participate in community forums where they can listen to speeches, or participate by giving a speech. This allows youth to become better citizens in their communities and the world.

ESSENTIAL ELEMENTS

Independence

Learning about the various types of speeches provides the opportunity for youth to decide how they would like to present themselves, creating a greater sense of self-identity and self-confidence. Being able to present information formally about a topic he or she has researched allows youth to be more independent.

Mastery

Understanding the various types of speeches is the first step to helping youth gain an understanding of how to give formal speeches and develop the skill of communication.



RESOURCES

- National 4-H. (n.d.). Communications Curriculum. Retrieved from <https://shop4-h.org/products/communications-curriculum-module-1>
- Chapman University. (2016). The Division on the Study of American Fears. Retrieved from <https://www.chapman.edu/wilkinson/research-centers/babbie-center/survey-american-fears.aspx>

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- Utah State University Extension 4-H. (n.d.). 4-H Public Speaking and Demonstrations Contests. Retrieved from <http://utahcounty4h.org/Contests/public-speaking>

<p>DEMONSTRATIONS</p>	<p>Puts words with actions through showing and explaining. By the end of this type of speech, there should be a finished product.</p>
<p>IMPROMPTU</p>	<p>For this speech, a topic is randomly drawn. The speaker is given 3 minutes to prepare and then present a 3 to 5 minute speech.</p>
<p>PREPARED SPEECH</p>	<p>No visuals may be used in this type of speech. The speaker should write an original 6 to 8 minute speech. Presenters use their own voices and public presences to capture their audience's attention</p>
<p>ILLUSTRATED TALKS</p>	<p>This speech uses visual aids to give information regarding a topic. No final product is required, but photos, posters, and presentations can be used.</p>

Following are the judging guidelines for each of the public speaking/ presentation competitions:



Impromptu Public Speaking

Description: Contestant will speak on a topic randomly chosen from a pool of questions. Entries:
Individual only

State Awards: First place individual will receive a State 4-H Contests Jacket. They will also earn the right to represent Utah at the Western National Contest in Denver.

National Awards: Determined at the national level.

Contest Guidelines:

- Contestant will select a topic for their speech by randomly drawing three questions from a pool of questions. They will select one question and return the other two. A maximum of one minute will be allowed for this process. Questions will be relative to today's youth and may include current events, 4-H, and/or social issues. Examples of the type of questions include:
 - If I were an author, I would write about...
 - One issue facing teenagers today is...
 - If I could describe my personality as a tree, which tree would I be...
 - What has being involved in 4-H taught me?
- Questions will be at the discretion of the contest coordinator. Only the contest coordinator will know the questions prior to the contest. No two contestants will speak on the same topic.
- Contestants may not use any costumes, posters, visual aids, or props for their presentations.
- Contestants are not allowed to present any items to the judges.
- Contestants will be allowed 3 minutes to organize their thoughts before beginning their presentation. Time will begin when they select their question.
- Each speech will be timed and must be between 3-5 minutes in duration. Two points will be deducted for each 30 seconds over or under the time limit.
- Contestants will be allowed to organize their thoughts on a 5x7 blank note card (supplied).
- However, excessive use of notes may be counted against the contestant.
- A podium must be used by participants.



Impromptu Public Speaking Scorecard

Blue Ribbon?
(Circle One)
Yes
No

Name: _____

County: _____

Title of Talk: _____

ITEMS TO BE SCORED	FAIR	GOOD	EXCELLENT	POINTS EARNED	COMMENTS
General Appearance: (5 Points) <ul style="list-style-type: none"> • Posture • Appropriate Dress • Visible Distractions 					
Introduction: (10 Points) <ul style="list-style-type: none"> • Attention getting • Opening introduces purpose and subject 					
Body: (25 Points) Main points easy to follow <ul style="list-style-type: none"> • Main points arranged in best order • Sentences short, easy to understand • Speech interesting • Appropriate supporting information 					
Projection to Audience: (10 Points) <ul style="list-style-type: none"> • Eye contact • Facial expressions • Gestures 					
Voice Control: (10 Points) <ul style="list-style-type: none"> • Pitch • Temp • Inflection • Emphasis • Volume 					
Articulation: (15 Points) <ul style="list-style-type: none"> • Pronunciation and Enunciation 					
Language Effectiveness: (10 Points) <ul style="list-style-type: none"> • Appropriate Words • Skill in using meaningful quotes 					
Summary: (10 Points) <ul style="list-style-type: none"> • Stress important points • Has definite closing 					
Overall Quality: (5 Points) <ul style="list-style-type: none"> • Originality • Skill in use of notes • Topic coverage 					
Total Score: (100 Points)					

Time: Start _____ Finish _____ = _____ minutes _____ Total Score - _____ (2 points/30 seconds over or under 3-5 minutes)

Final Score _____



4-H Demonstrations /Illustrated Talks

Contest Categories:

Ag

- Animals (all except horse)
- Plants (i.e., gardening, horticulture, etc.)

Science – including but not limited to:

- Technology and Engineering (i.e., rocketry, computers, robotics, etc.)

Other - including but not limited to:

- Citizenship and Civic Education (i.e., global education, community service, etc.)
- Communication and Expressive Arts (i.e., crafts, performing arts, photography, etc.)
- Environmental Education (i.e., shooting sports, outdoor education, water, etc.)
- Health (i.e., first aid, CPR, healthy living, etc.)
- Personal Safety (i.e., ATV safety, emergency preparedness, etc.)
- Personal Development (i.e., leadership, career exploration, hobbies, etc.)

Entries:

May enter as individual or team of two members. No contestant will be allowed to enter the same presentation in more than one category. Contestants may only win once in each category, after which they must enter a different category.

State Awards:

First place individuals or teams in each category will a State 4-H Contests jacket.

Special Information:

- Presentations should not exceed 20 minutes in length. This includes 10-15 minutes for the presentation and 5 minutes for set up and take down. Time for responding to questions is not included in presentation length. All demonstrations must be adapted to be done indoors. No outdoor demonstrations will qualify.
- Please list subject matter or title on registration form. At State Contests, we will provide tables, stove (before the demo, not during), refrigerator, screen, and easels. Demonstrators will furnish any other needed equipment. Please check with your local 4-H Office for information about equipment provided for the county contest. Competitors should notify their agents of their needs well in advance of the time for them to make their presentation.



Helpful Tips for Giving a Demonstration

Giving a 4-H project demonstration can be fun! In a demonstration, you show and tell about a fact, idea, or process. You've probably given demonstrations in the past but didn't know it. When you have learned how to do something in your 4-H project and then showed another club member, you gave a demonstration.

There are a few things to remember in order to make your demonstration fun. First, select a topic that you enjoy, and start out by outlining the key points. Once you've written down the key points, determine what you want to accomplish and practice giving your demonstration, as this will prepare you to give the real thing. You might also consider the potential questions you could be asked so that you'll be prepared to answer them.

Here are some guidelines that will help make this process fun and easy to do.

1. Select a topic you like –

Your demonstration should be something that:

- You can be enthusiastic while speaking about
- You are interested in
- Is chosen to interest your audience
- Is not too hard for you
- Is one idea that can be shown and told in a 10-15 minute time frame

2. Outline the Key Points

List the main ideas or key points you want to be part of the demonstration, then decide:

- The order in which to present the key points,
- How to demonstrate the key points, and
- The equipment needed for each key point.

It is important for a demonstration to have a beginning and an ending, the beginning being the introduction, and the ending being the summary. Introduce yourself to your audience, and then describe what you plan to do. To conclude your demonstration effectively, prepare a summary which you can use to tie together the key points that you have demonstrated.

Using posters or PowerPoint can help you to present a demonstration, as well as to help you remember what to say to your audience. You can use one poster as a title poster, other posters to help explain your main points, and a final poster to help you summarize.

Suggestions for Posters or PowerPoint slides

1. Tell the title of a demonstration.
2. Give key information such as a technique, or a recipe, or the steps involved in the process you are demonstrating.
3. Summarize key points.
4. Show things that are not used in demonstrations, such as the parts of a tractor.

It will be helpful to double check your posters and digital slides on these key things: legibility and correct spelling, neat and attractive presentation, and one main idea.



Suggestions for showing the audience a Step-by-Step process

If this is a quilting demonstration, an effective way of showing each step thoroughly (whether you actually do it or just explain how it is done) is by using visual examples to demonstrate techniques. For example, to demonstrate traditional piecing, non-traditional piecing, or an appliqué process, have samples of each stage of the progression needed to create a final product. Having the steps completed in the different stages will allow you to effectively communicate the skill and show how to move from one step to the next.

3. Practice

Use your demonstration outline as a guide for practice. You will want to:

- Speak clearly
- Keep it simple so the audience doesn't get discouraged
- Remember you are trying to teach the audience a skill
- Make sure the audience can see exactly what you are doing
- Have everything measured, cut, set out, and ready to use
- Keep working area clear of objects that may interfere with viewing
- Have additional facts to use during quiet time
- Make sure to have a finished product to show judges and the audience
- Summarize the steps
- Ask for questions
- Practice, Practice, Practice

Other Resources:

<http://extension.usu.edu/htm/publications/publication=9278> (Foods Demo)

<http://extension.usu.edu/htm/publications/publication=9279> (Visual Aids for Demos)



4-H Demonstrations/Illustrated Talk Scorecard

Name _____ County _____

Name _____ County _____

Title _____

Blue Ribbon?
(Circle One)
Yes
No

ITEMS TO BE SCORED	FAIR	GOOD	EXCELLENT	POINTS EARNED	COMMENTS
Participant: (15 Points) <ul style="list-style-type: none"> • General appearance and grooming • Poise and confidence • Voice strong, clear and convincing • Proper grammar used 					
Subject Matter: (20 Points) <ul style="list-style-type: none"> • Limited to one main idea • Important topic, practical, timely • Accurate, up-to-date information • Topic well covered 					
Demonstration: (45 Points) <ul style="list-style-type: none"> • Introduction, brief and interesting • Method suited to subject matter • Information given in logical manner • All steps and processes made clear • Suitable equipment used • Equipment used with ease and skill • Work area organized and orderly • Work can be seen by audience • Visuals large enough to be seen well • If a team, work effectively together • Important points summarized 					
Results: (20 Points) <ul style="list-style-type: none"> • Methods and principles well taught • Finished product of high quality • Result is displayed • Favorable audience reaction • Questions answered satisfactorily • All work areas left clean 					
Total Score: (100 Points)					

TIME: Start _____ Finish _____ = _____ Total Score _____ - _____ (3 points per each minute over 15; doesn't include time judges spend questioning the participants)

Time limit for presentation is 15 minutes.
*Time limit for set up and take down is 5 minutes.
If more time is taken, judges may take off more points.

_____ **FINAL SCORE**



It's All in the Delivery: Elements of a Good Speech



Supplies

- Clothespins or craft sticks (optional)
- Labels with each part of speech written on them
- Tape
- Simple speech (cut into sections)
- Do's and Don'ts Role Play cards (cut up)
- Easel pad or white board
- Markers or dry erase markers

PRIOR TO CLUB MEETING

Prepare word strips ahead of time with different parts of a speech written on them and tape them on the board or easel pad. If you can't make these strips, write on the board.

Find an example of a simple speech. Cut the speech into the respective speech parts. Make sure you split the speech enough so that every club member has a part. You may need to find two speeches.

INTRODUCTION

In this lesson, youth will learn tips for presenting. They will learn what is and is not effective when giving a speech. Youth will have the opportunity to self-evaluate what they need to work on and how to become better at giving speeches in public.

ICE BREAKER: MINGLE SNAKE

This is a good youth group game to get kids mingling and to get to know one another. It can provide good conversation starters to discuss later on.

Get the whole group together. The leader running the game calls out a category question (for example - what is your favorite color?). Everyone in the group would then start calling out their favorite color and find the others in the group who have the same favorite color.

When one player finds someone who has the same answer, the two join together (by linking arms) and continue looking for more people with the same answer. After 10 to 60 seconds (it is up to the leader) the leader calls "stop." Then, each group calls out their answer. If there are two people/groups who have the same answer but are not linked together, they are eliminated from the next round. Or, alternatively, to keep everyone involved, you can give each youth five clothespins or craft sticks to start with and they lose one each time they are not linked to others in their group.

Be creative with the questions. Here are some examples:

- Favorite pizza topping
- Favorite TV show
- Favorite book
- Favorite ice cream flavor
- Favorite band



DESCRIPTION

Give club members sections of a simple speech and allow them time to figure out which part of the speech they have. They can work individually, as small teams or with the entire group. Once they have decided which part of the speech they have, they should tape their part of the speech under that label. Once all members have taped their section on the board, discuss the different sections of a speech.

WHAT TO DO

As you move through the different parts of the speech, ask youth how they feel these sections would be different based on the types of speeches discussed in meeting 1.

Introduction – Those first few words count! Attract attention with a quote, poem, joke, startling question or statement of fact that is relevant to your topic. Spark the interest of your audience and they will stay with you throughout the presentation. State the purpose of your speech and what you hope to accomplish. Use these suggestions to introduce your speech, but avoid using them purely for entertainment.

Body – The body is the meat of your speech. There are several ways you can present information to your audience. You might like to try one or more of the patterns described below.

- Time pattern: arrange your talk historically around the past, present, and future.
- Space sequence: arrange your talk geographically. For example, you might be interested in water pollution, and could trace it from its source as it moves downstream.
- Problem-effect-solution: arrange your talk by stating a problem, describing its effects, and suggesting ways to solve it. For example, the oven was too hot, the biscuits burned, so the biscuits were fed to the birds. This approach is very effective in speeches because your experiences tend to fall into these categories.
- Narrative sequence: tell your story from beginning to end. Remember—it's your story, so be sure to put yourself into it.

Conclusion - Briefly summarize the main points. Appeal for specific action, if that is the intent of your speech. This is your final opportunity to reach your audience, so make it count! Here are a few tips for ending your speech.

- Never talk about stopping. Stop!
- Always stop while your audience still wants you to continue.
- Close with the idea you want most remembered.
- Summarize the main points.
- Pay your audience a sincere compliment.
- Leave your audience laughing or smiling.

Once you have discussed each part of a speech, give club members a “second chance” to change where they put their answers. If time permits, allow members to read or paraphrase the speech and see how well they were able to identify the different parts of the speech.



WHAT TO DO

- On a whiteboard or easel pad, make two columns: One that says "Do's" and one that says "Don'ts."
- Have each member or a pair of members draw out one of the Do's or Don'ts Role Play cards.
- Have different club members demonstrate or act out the correct and incorrect ways of giving a speech, based on these suggestions. Have the other members guess what they are doing.
- As they give suggestions, one person could write the item on the easel pad or white board under the "Do's and Don'ts" columns. Give them categories to focus on such as body language (eye contact, posture, gestures/movements), words (um, er, like, please consider, studies show...etc.), what to wear, speaking voice (loud, soft, vocal patterns, etc.) Highlight a few of their suggestions.
- Discuss what Do's and Don'ts they saw. Discuss why these are good or bad and how to implement or avoid them when they give a speech.



Reflect

- Ask club members to come up with one to three things they need to work on to improve their speeches (posture, saying um, talking too loud, etc.).
- How will they implement this in their speeches?

Apply

- Based on what contest they plan to enter from meeting 1, have them write down their choice of topics to work on.



4-H MISSION MANDATES

Citizenship

Learning the parts of a speech teaches youth how to organize their thoughts into a concrete structure. This skill will help youth in school, at home, and in their communities as they communicate with those around them.



ESSENTIAL ELEMENTS

Independence

Youth are encouraged to figure out for themselves what is good and bad speech etiquette. They are also given the opportunity to self-evaluate how well they are doing in their speech-giving skills and set individual goals for how to improve.

Mastery

Building on the knowledge gained in meeting 1, youth learn the organization of and building blocks of a speech. They learn to organize their thoughts into a coherent structure.

Belonging

Building on the knowledge gained in meeting 1, youth learn the organization of and building blocks of a speech. They learn to organize their thoughts into a coherent structure.



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INTRODUCTION

ATTENTION GRABBER

PURPOSE OF SPEECH

BODY

POINT ONE

POINT TWO



POINT THREE

CONCLUSION

SUMMARY OF POINTS

NARRATIVE

TIME PATTERN

PROBLEM-EFFECT-SOLUTION

SPACE SEQUENCE

Public Speaking Do's and Don'ts

Role Play Cards



You slouch in front of your audience.	You sigh with boredom between sentences.
You start walking back to your seat before you finish speaking.	You tap your foot loudly while you are speaking.
You swallow frequently.	You lose your composure while speaking.
You giggle nervously at the end of each sentence.	You continually look at a clock or your watch to check the time.
You stare at the back wall to avoid eye contact with the audience.	You stare at the ground to avoid eye contact with the audience.
You gesture too wildly.	Your voice trails off at the end of every sentence making it hard to hear what you are saying.
You lose eye contact with your audience as soon as your speech finishes.	You make eye contact with the teacher and no one else.
You insert many meaningless words into your speech.	You speak with a monotone voice.

Public Speaking Do's and Don'ts

Role Play Cards, Cont.



Your face remains expressionless.	You fidget with your clothing or hair.
You speak so loudly that your strain your voice.	Your voice and body remain tense throughout the speech.
You start speaking as you walk to the front of the room.	You turn your back to the audience.
You mumble so that nobody can understand you.	You speak too quietly.
Your gestures do not match what you are saying.	You read directly from your notes.
You forget what you are saying.	You speak so fast no one can understand what you are saying.
You finish too early.	You finish too late.
You pause for long, awkward periods of time.	You chew gum loudly during your speech.

Public Speaking Do's and Don'ts

Role Play Cards, Cont.



You wander around walking back and forth during your speech.	You use too many jokes.
You speak clearly.	You stand tall and show confidence.
You have the right amount of eye contact.	You seem enthusiastic about your topic.
You spend the allotted amount of time discussing your subject.	Your hands do not distract from your message.
You do not appear nervous.	You use facial expressions to appropriately convey your message.
You have your speech memorized so you do not need to read directly from your notes.	You avoid using “filler words” such as um or like.
You use jokes to illustrate points or grab attention.	You remain on topic and do not deviate from your speech’s purpose.
You use gestures to illustrate points.	You do not fidget nervously, distracting your audience.

Topic: 4-H

Title: Be a 4-H Superhero

INTRODUCTION

Have you ever heard the phrase ...“Spiderman, Spiderman, does whatever a spider can.” I’ll bet you have. Have you ever thought what it would be like to fly through the air, jumping and swinging from building to building? I know I have. But superheroes don’t just fly and jump... they use those super human skills to help people. 4-H has its own kind of superheroes.

They don’t leap tall buildings in a single bound like Superman, but they do work hard to make a difference. The great thing is that anyone can become a 4-H Superhero. Through 4-H, young people become superheroes every day. They learn how to make a difference, they put those skills to work, and they teach others along the way.

BODY OF SPEECH - POINT 1:

First of all, young people are taught and trained to become superheroes. 4-H teaches young people the value of service and why it is important to help those who are in need. Every time we do a service project in our club, we take time to plan and talk about how this project will make a difference. After the project is over, we reflect or take time to think about why it was important to help or ways we could help even more the next time. We also learn from 4-H leaders, and of course our 4-H agents, who use their knowledge and experiences to help us better understand the value of service to others. So, as you see, the first step to becoming a 4-H superhero is to know how we can make a difference in our community or world.

BODY OF SPEECH - POINT 2:

Secondly, young people get the chance to practice those “superhero skills” through 4-H. It may be making and delivering food baskets to local families, it may be making birdhouses to put up at the state park, or one of my personal favorites... sewing blankets for the new babies at the Ronald McDonald House. It doesn’t really matter what the project is, just so we are making a difference. I have found the more projects I do, the better I get at them. For instance that first time we took food baskets to a local family I was kind of nervous... but after I saw how much they appreciated it, I really felt good about it... and it just made me more anxious to help the next time.

So the second step in becoming a 4-H superhero is to practice your skills by participating in as many service projects as possible.



BODY OF SPEECH - POINT 3:

Finally, young people learn how to be 4-H superheroes by taking time to pass those “super human skills” to other 4-H’ers. Unlike the movies, it takes more than one superhero to make a difference. So as a 4-H member becomes more experienced, it is only natural that he or she teaches others the same lessons they have learned. This may be by conducting a workshop on how to do a certain type of service project... but it also may be just to recruit someone to help you. After all, the 4-H slogan is to learn by doing. The great thing about this is it is always more fun when there are some friends to help with a project. And the more 4-H’ers involved, the quicker work gets done and the more people you can actually help. So remember: great 4-H superheroes are always teaching and helping others to become superheroes as well.

CONCLUSION:

It’s always important to remember that unlike the movies, 4-H superheroes are not born. They are made! As I said earlier, 4-H helps young people to become superheroes by teaching them how to make a difference, giving them a chance to put those skills to work, and showing them the value of teaching others how to serve. So if you could excuse me, I must be off... “It’s a bird, it’s a plane, no it’s a 4-H superhero...striving to make a difference!”



4-H Club Meeting 3



Power of the Written Word



Supplies

- Paper
- Pens or pencils
- Hat (or something else you could pull a paper from)
- Easel pad or white board
- Markers or dry erase markers
- Copy of "Speech Preparation" handout for each club member

PRIOR TO CLUB MEETING:

Make copies of the Speech Preparation handout for each club member

INTRODUCTION

In this lesson, youth will learn the importance of preparation in public speaking. The leader will go through the steps of preparing for a speech and explain why each step is important. Youth will then have the opportunity to apply these steps in their own speech writing process.

ICE BREAKER: SEVEN WORD BIOGRAPHIES

This is a challenging and fun ice breaker game. The goal is for players to write their life story in exactly seven words. Begin by passing out paper and a pen or pencil to each player. Tell players to think carefully and use words that will sum up their life experiences. Emphasize that words are powerful and can be very helpful in describing or illustrating points. Tell them to choose their words carefully and make them meaningful. After youth have written their words, have them fold up their papers and place them in a hat. Each youth should pull a story from the hat (it cannot be their own). Have the youth read the story on their sheet, then, as a group, try to guess which person the story belongs to. The stories will end up cryptic and very interesting. The listeners are bound to ask for elaboration and each player has 2 minutes to answer questions or tell more about his or her life.



WHAT TO DO

- Have youth look around the room and come up with a list of items that are in the room. Examples could be table, chair, clock, etc. List the items on the easel pad or whiteboard. Have the club members select one of the items they came up with and circle the item on the whiteboard or easel pad.
- Pass paper and pencils to the youth and have them write three unique, interesting, significant and or meaningful things about that item. Allow time to come up with creative ideas.
- Now divide the members of the club into three groups. Have each member share what they came up with and why. Have each group select the top three things they like from what was shared. Once they have their three things, have them present their ideas to the whole group and explain why they were chosen. Write them on the easel pad or white board. There should be nine written on the board.
- Have the group decide what three of the nine things they like best and circle them.
- Tell the group they just came up with a basic outline of a speech:
 - They have selected a topic for their speech (the item from the room).
 - Three main points of the body of the speech (the three unique things about the item they circled).
- In addition to the topic and the body of the speech, there is an introduction and conclusion they learned about last week. Remind them that the introduction should have something to get the audience's attention. As a group, brainstorm the ideas to introduce and conclude the speech.
- Ask for five volunteers to give the speech they just created. One person introduces the topic and the three main points, three people talk about each of the unique/meaningful aspects of points of the speech, and the last person summarizes and concludes the speech.
- Explain that this is just a simple way to brainstorm and come up with ideas for a speech.

Activity #2

WRITING A GROUP SPEECH: TAKE 2



WHAT TO DO

- Repeat the process again, but this time, have everyone do it individually using the topic: 4-H, My Pathway to the Future. Have the youth come up with three unique, interesting, meaningful points about how being in 4-H has influenced their future. Have them include an introduction and conclusion. Give them only 5 minutes to complete this.
- Have the youth share their simple speech with the group.
- Once everyone is done, have a group discussion on the positive things they observed, and things they could change to improve the speeches.
- Explain to the youth that they all now have a rough draft for the prepared speech contest.
- Give each member a copy of the "Speech Preparation" handout. Have the youth talk about the steps they can follow in preparing a speech.
- Ask questions about how these steps might be different based on the different types of speeches. Discuss the importance of preparation in speech delivery and content of the written speech.



Reflect

- What did you learn about the best way to start a speech?
- Why is it important to catch your audience's attention right from the beginning of the speech?
- Why do you need to use transition words in your speech? How does this help your audience pay attention to and understand your message?

Apply

- How can you catch the attention of your audience?
- What transition words can you use to help your audience understand the message of your speech?
- What are some ways you can improve on the written content of the speech?
- How can learning to write a speech help you in other aspects of your life?



4-H MISSION MANDATES

Healthy Living

Preparation plays a role in most everything that happens in life. By having youth run through the steps of preparing a speech, they are learning the importance of preparation.

ESSENTIAL ELEMENTS

Mastery

Building on the skills learned in previous lessons, youth work through the process of preparing a speech. They learn what is required and how each step in the preparation process builds on the one before.

Independence

As youth choose a topic they would like to use for their speech and begin to prepare that speech, they gain confidence in themselves and their ability to create and present something on their own.

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Speech Preparation *Handout*

1. Choose a topic or subject matter to discuss or present.

Often this topic should be something the presenter is excited about, has interest in, would like to share with other people, etc.

2. Determine your audience.

Adults, teens, experts, judges, etc.

3. Determine the purpose of your presentation.

What is the purpose? Informative, teach facts, stimulate thoughts, show a process, motivate to actions, etc.

Choose a presentation format that best fits your purpose.

4. Research your topic.

Find out the most accurate and current information of your topic. You can ask your leaders and teachers, and check resources in the library, books, etc.

5. Develop an outline of your presentation.

Use the parts of a speech discussed in our first lesson (introduction, body, conclusion). Plan how you will transition from one part of your speech to the next.

6. Develop a title.

Titles should be short (4-5 words), summarize your purpose, and attract attention.

7. Prepare your materials for the presentation.

Visual aids, slides, posters, etc.

8. Practice, practice, practice.

Practice using, holding or pointing to your visual aids. How will you stand? Where will you place a poster?

9. Prepare for questions.

Think about what questions may be asked and find the answers to those questions.

10. Give your speech!

YOU DID IT!! Give it. Evaluate and decide what is next.



4-H Club Meeting 4

Talking on the Fly - Impromptu



Supplies

- Small softball
- Paper
- Pencil or pen
- Topic cards
- Time prompt sheets

PRIOR TO CLUB MEETING

Print and cut out topic cards. Also print the time prompt sheets. It is a good idea to have 3 minutes on green, 4 minutes on yellow and 5 minutes on red. Laminate for the future.

INTRODUCTION

In this lesson, club members will learn tips and tricks of how to give an impromptu speech. Leaders will review the parts of a speech and give members tips on how to give an impromptu speech. Each member will have a chance to practice being a part of an impromptu speech.

ICE BREAKER: ONCE UPON A TIME BALL TOSS

The goal of this activity is to get the group thinking on their feet and talking out loud.

Have the group get into a circle. Start by saying "Once upon a time." Then, throw a ball to the next person. This person has to finish the phrase. For example: "Once upon a time, Jimmy bought a dog." This person then tosses the ball to the next person who continues the story. "The dog was really big." Randomly toss the ball around the room until everyone has had a chance to participate in the story numerous times.

Variation: Bring story starters and story endings written on pieces of paper. They can be as fun and wacky as you want. The group will have to make up the middle part of the story as they pass the ball around.

WHAT TO DO

Leaders will review the basics of a speech, talk about how this differs and is similar in an impromptu speech, and discuss tips for an impromptu speech.

Basics of a speech

- **Introduction:** this is where you will spend time introducing your topic. Introductions grab the listener's attention, prove credibility, and preview what you will be discussing.
 - o Attention grabber
 - o Credibility
 - o Preview

- **Body:** The body of the speech is where you will present your main points. It is easiest to organize the body of your speech with three major points.
 - o First point (P.R.E.P.)
 - o Second point
 - o Third point
- **Conclusion:** This is the way you wrap up your speech. You should give a brief run-down of what you have discussed and provide a memorable closing line.

Tips for giving an impromptu speech:

- Pick one idea and expand it. Choose a part of your topic and talk about that instead of trying to talk about everything generally.
- Try not to talk about areas that you are unclear or unsure of.
- Use your own experiences.
- Use your preparation time wisely.
 - o Only write down main ideas, in bullet point form.
 - o You might have to come up with more than three main points in case you have additional time you need to fill. You will only add the additional information if needed.
- Slow down! Often, an impromptu speaker will talk faster than normal. When you work on a slower delivery, you will have more time to think through what you would like to say, you will say “um or uh” less, and your audience will be able to better take in the message you are presenting.
- Remember time constraints:
 - o 1 minute to select a topic
 - o 3 minutes to prepare the speech
 - o Speech must be 3-5 minutes in length

Activity #1

GROUP IMPROMPTU SPEECH



WHAT TO DO

For this activity, split the club into groups of five members each.

- Have each group choose three random topics from the topic cards. Let them decide which topic they would like to speak about.
- The group will assign each member one section of the speech. Give the groups 3-5 minutes to come up with their introduction, three main points, and conclusion. The person assigned to each section will be responsible for giving that part of the speech.
- Have each group give their speech. The club leader needs to set a stopwatch. He or she holds up the time prompt cards at 3, 4, and 5 minutes.
- As a group, discuss the positive things and ways to improve the speech.



WHAT TO DO

- Have each person pick a random topic from the topic cards.
- Give everyone 1 minute to write down all points they can think of about this topic.
- Then, have youth pick which of those points would be their top five points to save if their note cards were lost in a fire.
- Have each person deliver an impromptu speech of 3 minutes based on their saved points.



Reflect

- What are some of the unique challenges or difficulties of impromptu speeches?
- What things were most challenging?
- How do impromptu speeches differ from prepared speeches and demonstrations?
- How could you prepare ahead of time for an impromptu speech?

Apply

- What are some instances when you might have to give an impromptu presentation or speech in real life?
- How can learning to quickly come up with ideas and be able to present them be beneficial in your future?



4-H MISSION MANDATES

Citizenship

Impromptu speaking teaches youth how to think quickly and organize their thoughts into concrete ideas in a short amount of time. This is a valuable leadership skill that will help youth in their school, community, and home.

ESSENTIAL ELEMENTS

Belonging

By allowing youth the opportunity to write a speech together as a group, they can focus on a singular goal and learn to work together to create a finished project.

Independence

Being able to organize thoughts into a concrete idea helps youth gain confidence in understanding how they think and be able to present ideas clearly.



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Random Topic *Cards 1*



Print and cut cards to have youth choose a topic out of a hat or container:

What issues face youth today and how can 4-H help address them?	Explain why 4-H is important in your life.
How would you encourage more people to become 4-H volunteers?	What character traits have you learned because of your 4-H involvement?
Why is a sense of belonging an essential element of positive youth development?	Generosity - What does it mean to you and why?
4-H focuses on the mastery of skills. What skills have you learned in 4-H?	Who do you feel has mentored you in your 4-H career and why?
What types of recognition do you feel are important for 4-H youth today and why?	What challenges have you faced in 4-H and how have you grown from those challenges?
How would you define independence as an essential element of positive youth development?	Explain the pros and cons of 4-H Teen Leadership.
If you could change anything about the Utah 4-H program, what would it be and why?	What are the benefits of youth/adult partnerships in the 4-H program?
How would you encourage more youth to join 4-H?	Why is teamwork important in 4-H?
What is your vision of 4-H in the future?	What do you feel are the most valuable qualities in a 4-H teen leader and why?
What has being involved in 4-H taught me?	The most important lesson from 4-H that I've learned so far is...
Explain why you "Bleed 4-H Green"?	Discuss what "To Make the Best Better" means.



What are the benefits of “Learning by Doing?”	What important relationships do you have in your life because of 4-H?
Discuss your most memorable 4-H experience.	Explain what “I pledge my head to clearer thinking” means to you.
Explain what “I pledge my heart to greater loyalty” means to you.	Explain what “I pledge my hands to larger service” means to you.
Explain what “I pledge my health to better living” means to you.	Explain what “For my community, my country, and my world” means to you.
Discuss the most memorable event of your life.	Who is your hero and why?
If you could visit anywhere in the world, where would it be?	List what you feel are the most valuable qualities in a person and explain why.
If you could describe yourself by a color, what color would you be and why?	Explain your choice: hot dog or hamburger?
What is the secret to true happiness?	Who is your favorite author and why?
If you had someone famous visit your home, who would it be and what would the visit be like?	If I were an author, I would write about...
One issue facing our society today is...	If I could describe my personality as a piece of fruit, which fruit would I be?
My biggest concern for the future is...	Explain the saying, “Real wealth is never measured in money or possessions.”



Explain or discuss the saying, “Conservation is survival.”	Explain or discuss the saying, “Real love is not the stuff of pop songs.”
If I were an animal I'd be a...	Explain or discuss the logic behind the statement, “Junk food’s popularity relies on marketing.”
Discuss and explain the statement, “To err is human. To forgive is divine.”	Discuss the statement, “The world is a smaller place these days.”
Discuss the statement, “The more we communicate, the less we really say.”	When I grow up...
Discuss why or why not, goals are good for you.	The most important lesson I’ve learned in life so far is...
Discuss the statement, “Intelligence is not enough.”	If I ruled the world...
Do you agree that color affects the way people feel? Why or why not?	Explain how ill health begins in the mind.
Why do you think team sports build strong individuals?	How is laughter the best medicine?
Explain what you think the phrase, “Fools and their money are easily parted,” means.	Do you agree with the statement: “Discipline is not a dirty word?”
Explain what the adage, “Beauty is always in the eye of the beholder” means to you.	Is “Children learn what they live with,” a valid statement? Why or why not?
Do you agree with the statement, “Poverty is a state of mind?” Why or why not?	What characteristics make an ideal hero and why?



What and who is an average person?	Do you agree or disagree with this statement: "Being young is over-rated." Why or why not?
In what situation is lying a good idea?	Does money "Make the world go round?"
What human quality do we need more of and why?	Who has been the most influential person in your life and why?
Share your thoughts on this statement: "How we look is unimportant. It's who we are on the inside that counts."	Summer is the best and worst of times. Why or why not?
Do you agree with the statement: "The media controls how and what we think?" Why or why not?	Explain and discuss how talking to someone and talking with someone are two different activities.
Explain and discuss what "Real learning doesn't occur in a classroom," means.	What would you rather be - wise or intelligent?
Do you agree with this statement? "True wisdom comes from experience?" Explain why or why not.	How is a sense of humor essential in life?
Do you think uniforms stifle individuality?	Explain why uniforms do or do not stifle individuality.
Explain why manners matter.	Children should not watch television. Explain.
Art is essential to life. Explain.	Peace is possible. Explain.
What moral issue best defines you?	What is the biggest effect of the internet?

Describe your worst experience.	Discuss the most memorable event in your life.
Is knowledge more important than wisdom?	Is a glass half full or half empty? Explain your choice.
Why are humans so fascinated with understanding the universe?	Does technology live up to its promise?
Name some ghosts you would like to meet and explain why.	What would you say are three keys to a happy life?
Do you agree with the statement, "You are what you eat?"	Do you agree with the statement, "Professional athletes are overpaid?"
Which is better, dogs or cats, and why?	How would you describe to someone the ways to become a millionaire?
What is the importance of communication?	Which is better, real or fake Christmas trees, and why?
What is your opinion on curfews and why?	Tell us about the worst/best book you ever read.
What is your all-time favorite movie and why?	Tell us about your first memory.
Do you agree that the best things in life are free?	What do you think the statement, "Clothes make the man/woman," means?
What do you think about the idea of "good versus evil?"	Tell us about your favorite sound and why it is your favorite.



Do you think exams are/are not good forms of assessment?	Do you think it is important to meditate? Why or why not?
What are you grateful for and why?	Who is your favorite relative and why?
What is your favorite holiday and why?	The greatest gift we can give others is...
If I were invisible for a day, I would...	If you knew you could not fail, what would you do?
Who is the most successful person you know and why?	Do you think good grades matter? Explain why or why not.
If you were a tree, what tree would you be, and why?	If you were elected president, what would be the first thing you would do?
If you could have any super power, what would it be and why?	If you could have any animal as a pet, what would it be and why?



3

minutes



4

minutes



5

minutes



It's in the Bag - Giving a Demonstration



Supplies

- Character descriptions
- Chair
- Presentation kits
- Internet
- Poster board or easel pad paper
- Markers

PRIOR TO CLUB MEETING

Assemble presentation kits from the examples provided. Combine all the supplies for each presentation kit and put into a bag and put the time of the presentation/demonstration on the outside of the bag. You will need one kit or bag of supplies for every two club members.

INTRODUCTION

This club meeting focuses on demonstrations. Demonstrations/illustrated talks include visual aids and also show a process. Leaders will explain the importance of body language, visual aids, and presentation materials in this lesson.

ICE BREAKER: PARK BENCH

This game will focus on body language and what we see and learn from it.

Each member chooses a "character" to play. (i.e., Superman, old man, mom of three, etc.) Using body language, the first player sits silently, "on a park bench," displaying as much about their character as they can without using verbal cues or words. The next player walks in, again using body language (how they stand, walk, how fast, slow, etc.).

The two players interact for only about 10-30 seconds as the first player finds a reason to leave. The second player is then left to sit on the bench alone until the third player comes in, again focusing on body language. This continues until all the club members have had a chance to play once or twice.

What did the members notice about how people were acting? Sitting? Standing? Did you want to talk to certain people more than others? Why? Talk to members about the importance of nonverbal cues.



WHAT TO DO

Have members watch two 4-H demonstrations on YouTube.

- Squeak: <https://youtu.be/s-dqHvfls0Y>
- The Affordable Laundry Act: <https://youtu.be/ggSqTYPAjp8>
- 4-H Presentations: Presentation Using Audio Visual: <https://www.youtube.com/watch?v=qX0NX15KEJ0>

After each demonstration, have the group evaluate the presenters as if they were the judges. Pay close attention to body language, visual aids, and parts of the demonstration. Then ask the following questions:

- What were some of the strengths?
- What were some weaknesses?
- If it were you, what would you do differently?

Activity #2

VISUAL AIDS



WHAT TO DO

Discuss the parts of a demonstration with club members. Explain the importance of having a strong introduction and conclusion. Have them talk about what the differences are between a speech and a demonstration. One of the biggest differences in speeches and demonstrations is the use of visual aids. Open one of the presentation kits and show the supplies that are needed to do the demonstration. For example: "peanut butter and jelly sandwich" presentation kit. Show the supplies needed:

- Peanut butter
- Jelly
- Four slices of bread
- Plate
- Knife

These are all examples of visual aids. Ask the youth to brainstorm other visual aids they might want to use to enhance a "peanut butter and jelly sandwich" demonstration beyond what is in the kit. They can refer to the videos they previously watched. If they didn't mention posters or digital slides, mention that they are vital visual aids to be added to a demonstration or illustrated talk. Pass out the visual aid handout and review some of the main points. Have them use it as a reference when they put together their demonstration.



WHAT TO DO

Pair up your club members into teams of two. Give each team:

- Presentation kit
- Two to four pieces of poster board or easel pad paper
- Variety of colored markers

Have each team put together a demonstration or illustrated talk from the supplies provided. Give each team 10 minutes (or more, if time permits) to create an outline for their presentation and make the posters/visual aids. Remind them to incorporate the key components they have learned throughout the club.

Have each team give their demonstration based on their outline. The other club members will be the judges for this demonstration. They will provide positive feedback and suggestions for improvement.

Talk with members about what they have learned and what they should consider when they do their actual demonstrations. Have them write down the suggestions that were given and brainstorm a possible solution or change that can be made.



Reflect

- What were some of the insights you gained from giving a demonstration/illustrated talk?
- What were some of the differences from a prepared or impromptu speech and a demonstration?
- What are some of the positives and negatives of working with a teammate in giving the demonstration/illustrated talk?

Apply

- In what other areas of your life (outside of 4-H) would you give a demonstration/illustrated talk?
- What did you learn from working as a partner that could benefit you in a future career?

Remind club members that next week they will be giving either a prepared speech, impromptu speech, demonstration, or illustrated talk. They can invite parents and family members to come watch them perform. They should come prepared as if they were entering a 4-H competition and use the guideline and judging sheets provided in club meeting #1. They will be preparing for this outside of club meeting time. (If additional club meeting time is available, you could provide one to two meetings to have the youth prepare and practice their presentations.)



4-H MISSION MANDATES

Citizenship

Demonstrations involve visual aids and showing of a skill which leads to a teaching environment. As youth learn skills to present and demonstrate, they are better equipped to teach and present material in their communities.

ESSENTIAL ELEMENTS

Healthy Living

Many of the topics discussed and presented in demonstrations deal with themes that promote healthy living skills.

Mastery

Being able to demonstrate a skill means that youth will spend time practicing that skill and learning all they can about it. This promotes mastery of that skill as well as mastery of the demonstration techniques.

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Icebreaker Activity: *Character Descriptions*



Michael Jackson

R2D2

Bill Gates

Harry Potter

Catwoman

Elsa from Frozen

Britney Spears

Santa Claus

Wonder Woman

Witch

Batman

Iron Man Mickey Mouse

Justin Bieber

Humpty Dumpty Chef

A zombie

Firefighter

George Washington

Policeman

Superman

Mailman

The Incredible Hulk

Teacher

Spiderman

Taxi Driver Mom

Frankenstein

Old Man / Woman

Darth Vader

Dad

Presentation Kit #1: Set the Table Presentation Kit

Supplies needed:

plate
napkin
spoon
knife
fork
bowl
placemat

Presentation Kit #2: My Plate Presentation Kit

Supplies needed:

My Plate Information from
<https://www.fns.usda.gov/tn/myplate>

Presentation Kit #3: Care for Your Teeth Presentation Kit

Supplies needed:

toothbrush
toothpaste
dental floss

Presentation Kit #4: Sweep the Floor Presentation Kit

Supplies needed:

broom
dust pan

Presentation Kit #5: 4-H Pledge Presentation Kit

I pledge

My head to clearer thinking, (place hand on head)
My heart to greater loyalty, (place hand over heart)
My hands to larger service, (hold both hands out in front
of body, palms up)
My health to better living, (sweep both hands down length
of body)
For my Club, my Community, my Country, and my World.

Presentation Kit #6: Braid Hair Presentation Kit

Supplies needed:

brush
pony tail holders
participant from group with long hair

Presentation Kit #7:

Make Lemonade Presentation Kit

Supplies needed:

- 2 lemons
- 1 cup sugar
- 1 cup measuring cup
- 1 1/2 quart pitcher
- cups
- sharp knife
- juicer
- large spoon
- 1 quart water

Directions:

Cut and juice 2 lemons. Add juice to pitcher. Measure 1 cup of sugar. Add to pitcher. Fill pitcher with 1 quart of water. Stir until sugar is dissolved. Serve.

Presentation Kit #8:

Measure Ingredients Presentation Kit

Supplies needed:

- dry measuring cups
- liquid measuring cups
- teaspoons
- knife
- sugar or flour
- water

Presentation Kit #9:

Peanut Butter & Jelly Sandwich Presentation Kit

Supplies needed:

- peanut butter
- jelly
- four slices of bread
- plate
- knife

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.

Digital Slides

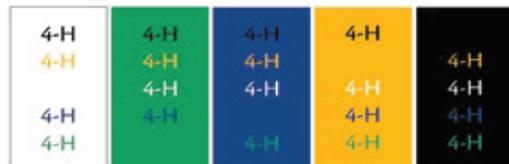
The use of digital slides is encouraged. Many types of software are available to use, some include, and are not limited to Microsoft PowerPoint, Prezi, Apple Keynote, and Apache Impress.

- ✓ 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.

Color Combination Examples



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, pictures, etc. 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 that block your audience's view.
6. Be adaptable; room sizes vary and may limit your ability to do some activities.

Handout provided by permission from
University of California, Agriculture and Natural Resources. (2016, October). California 4-H Presentation Manual.
University of California: Davis, California. Retrieved from <http://4h.ucanr.edu/files/2193.pdf>



4-H Club Meeting 6



It's Show Time – Give a Speech or Demonstration



Supplies

- Copies of the Judging Sheet in club meeting #1
- Pencils or pens
- Impromptu speech topic cards
- Impromptu speech time prompts
- Computer, projector or connection to TV, etc., if any club member made digital slides for his or her presentation (can have youth bring their own)
- Optional: refreshments for club members and family members

PRIOR TO CLUB MEETING

Make copies of the judging sheet for each presentation.

INTRODUCTION

Club members will put into practice what they have learned in the club by presenting a prepared speech, impromptu speech, demonstration or illustrated talk. Welcome any guests who have come and remind them to be a good audience.

Activity #1



GIVE A SPEECH

WHAT TO DO

Club leader introduces each club member and invites them to give their speech. It is optional that you can have the presentations judged using the judging sheets, or this can just be a showcase of the skills they have learned.





Reflect

- What do you feel are the most valuable knowledge and skills you have learned by participating in this club?

Apply

- In what other areas of your life, do you think, improving your communication and public speaking skills will be a benefit now and in the future?

To close the activity, encourage the youth to sign up to participate in a speech contest at their county 4-H level or enter into any other speech competition. The more they challenge themselves and compete, the more comfortable and confident they will be with their public speaking skills.

Enhancement *Activity*



Enhancement Activity: If additional club meeting times are available, it would be a great activity to attend a “professional” lecture, speech, or debate in your area. Check local libraries, schools and colleges, city hall, etc. As you attend, have club members take notes on what they observe. Can they identify the parts of a speech? What type of speech was it? What was their body language saying?

Debrief: After the speech, discuss what they saw, and how they felt. Apply this experience to their own speeches. Have them discuss the things they liked and the things they did not. How can they learn from these “professionals”?

4-H MISSION MANDATES

Citizenship

Youth are participating in a community speech and discussing what was talked about and how it was talked about. This gives youth the opportunity to learn about public speaking opportunities in their community as well as engage in becoming an informed listener.

ESSENTIAL ELEMENTS

Independence

By being able to present their own speech or demonstration to the club, youth gain a sense of confidence in their public speaking abilities.

Mastery

By attending a public speaking presentation in their community, youth practice active learning skills. These skills build upon what has already been taught about participating in public speaking, providing a well-rounded skill set that helps prepare youth to compete in county and state public speaking contests.



More to *Discover*

Congratulations on completing your Discover 4-H club meetings! Continue with additional curriculum in your current project area, or discover other 4-H project areas. Check out the following links for additional 4-H curriculum.

1. <http://utah4h.org/htm/discover4hclubs>
2. <http://www.4-h.org/resource-library/curriculum/>
3. <http://utah4h.org/htm/resource-library/view-all-curriculum>

Become a 4-H Member or Volunteer

To **register** your Utah club or individuals in your club visit:

<http://www.utah-4.org/htm/staff-resources/4-h-online-support>

<http://utah4h.org/htm/about-4-h/newto4h/>

Non-Utah residents please contact your local 4-H office:

<http://www.4-h.org/get-involved/find-4-h-clubs-camps-programs/>



Stay *Connected*

Visit Your County Extension Office

Stay connected with 4-H activities and news through your county Extension office. Ask about volunteer opportunities and don't forget to register for your county newsletter. Find contact information for counties in Utah here:

<http://extension.usu.edu/htm/counties>

Enjoy the Fair!

Enter your project or create a new project for the county fair. Learn about your county fair and fair judging here:

<http://utah4h.org/htm/events-registration/county-fairs>



Participate in Local or State 4-H Activities, Programs, Contests or Camps

For Utah state events and programs visit:

<http://utah4h.org/htm/events-registration>

<http://www.utah4h.org/htm/featured-programs>

For local Utah 4-H events and programs, visit your county Extension office.

<http://extension.usu.edu/htm/counties>

Non-Utah residents, please contact your local 4-H office.

<http://www.4-h.org/get-involved/find-4-h-clubs-camps-programs/>



Discover *Service*

Become a 4-H Volunteer!

 <http://www.youtube.com/watch?v=UBemO5VSyK0>

 <http://www.youtube.com/watch?v=U8n4o9gHvAA>

To become a 4-H volunteer in Utah, visit us at:

<http://utah4h.org/htm/about-4-h/newto4h/>

Serve Together as a 4-H Club or as an Individual 4-H Member

Use your skills, passions, and 4-H to better your community and world. You are needed! Look for opportunities to help in your area or participate in service programs that reach places throughout the world (religious groups, Red Cross, etc.).

Hold a Club Service Project

USU Collegiate 4-H Club hosted "The Gift of Giving" as a club activity. Club members assembled Christmas stockings filled with needed items for CAPSA (Community Abuse Prevention Services Agency).

<http://tinyurl.com/lu5n2nc>



Donate 4-H Projects

Look for hospitals, nursing homes, or other nonprofit organizations that will benefit from 4-H projects. Such projects include making quilts for CAPSA or Primary Children's Hospital, or making beanies for newborns. During Utah 4-H State Contests, 40 "smile bags" were sewn and donated to Operation Smile.

Partner with Local Businesses

92,000 pounds of processed lamb, beef, and pork were donated to the Utah Food Bank in 2013 by multiple companies.

<http://tinyurl.com/pu7lxyw>

Donate Money

Clubs or individuals can donate money gained from a 4-H project to a worthy cause. A nine-year-old 4-H member from Davis County donated her project money to help a three-year-old battle cancer.

<http://tinyurl.com/mqtfwxo>



Give Us Your *Feedback*

Help us improve Discover 4-H curriculum. We would love feedback or suggestions on this guide; please go to the following link to take a short survey:

<http://tinyurl.com/lb9tnad>