

Public Presentation Curriculum

For use with 4-H Program Clubs, Workshops or other Educational Settings

The word curriculum can be defined or interpreted in many different ways. Some use the word interchangeably with instruction; others view it as the broad offerings of an educational institution.

The curriculum presented here is intended for use with the 4-H youth development program. This non-traditional education program is dependent on many volunteers to impart the subject matter being taught in an informal setting. Traditionally, a 4-H audience is multi-aged, and the activities in this unit can easily be adapted to meet the needs of younger or older participants. The curriculum may be used with fewer activities in a shorter time framed unit, or more can be used if the unit is to be taught over a longer period of time. It can also be adapted to accommodate the experience and abilities each participant brings with him or her, as well as their needs for advancement. It follows the experiential design, and is meant to be used with many age groups. It is suggested that the club leader or instructor conduct an informal survey of the participants to determine the experience and skills that they already possess in this area. That will allow the leader to begin using the curriculum at the appropriate level for that group.

Activities within a curriculum take many shapes in order to accommodate the many different ways that individuals learn, as well as taking into account their past experiences. The material is intended to allow the leader to be able to build on the individual's strengths as well as improve skills in areas that are not as strong. The participants should have options of activities at times; and presentations should not all be of one type. The materials are not intended to be presented in lecture style, but should be used in an interactive setting allowing for collaboration and feedback. This material can also be used in any other educational setting, substituting any references to the 4-H program with appropriate terminology.

Public Presentation Program Goals:

1. Participants will be able to successfully deliver a public presentation in front of a group, complying with any requirements made by any outside source, such as a teacher or supervisor.
2. Participants will be able to speak in public comfortably.
3. Participants will be able to analyze and assess their intended audience and prepare an appropriate presentation for that particular situation.
4. Participants will learn to determine the purpose of a presentation, select a topic, organize their presentation, and use an effective format to deliver the presentation successfully and without stress.

Activities

All suggested activities are divided into groupings. Any additional materials referred to can be located by accessing references found in the appendix.

Topic 1: Understanding How To Research Your Topic and Know Your Audience

Goals:

- ❑ Participants will learn to:
- ❑ Identify their intended audience
- ❑ Preparing an outline of main speaking points
- ❑ Identify resources to use in research of topic
- ❑ Indicate how topic will be presented

Activities:

1. Administer the Self-Assessment "Where Am I in Public Speaking?" to participants. Once done, share and discuss individual answers. As the members share answers on their feelings about public speaking, compile the list on a large chart paper. This will assist the instructor in knowing who is less or more experienced and if various levels of teaching may need to occur. This also helps the participants to realize that others may have the same apprehension about speaking in public as they do. The self-assessment tool may be obtained in the publication "Tools for Public Speaking", Ohio State University.
2. Planning Your Topic: Have the participants each create an individual list of topics of interest to him or her. Under each topic have them write two or three questions that they think people might ask about this topic. Several examples of this activity follow, although additional ideas may be used. When done, have several volunteers share what they have written or created.
 - All About Me
 - Who are you, where do you live? Have you always lived there?
 - How old are you? What grade are you in? What subjects do you like best?
 - What are your hobbies or activities you participate in? Why do you do some of them? What attracts you to them?
 - Why I Like Being in 4-H (substitute the name of your group if not 4-H)
 - What is the 4-H program? Who can join and what can you do?
 - When did you join? How old were you? What influenced your being in the 4-H program?
 - What is your project area or areas? What do you enjoy about it or have you learned from it?
 - What is your favorite thing about being in 4-H? What would you change if you could?
 - What will you be able to participate in when you are an older member that you are not able to do now?
 - My Favorite Trip
 - What is the best trip you have ever been on? Was it a family vacation, school outing, 4-H related trip, or church group trip?
 - Where did you go? With whom? How long were you gone?
 - How did you get there? What occurred while at your destination?
 - What was so memorable about this event? What makes it stand out from any other trips you have participated in?

3. "Thumbnail Sketch"
 - Participants will pair up. Taking turns, each will ask the other for information about themselves, such as their name, age, what are their hobbies, if they have siblings, and so on. The information will be recorded on index cards, in no particular format. When time is up, usually between 2 and 3 minutes, the group can gather either in a circle, or in rows of seats, at the discretion of the instructor. Each person will verbally introduce their partner by using the information gathered in their interview to the rest of the group. Depending on the comfort level of the participants, the instructor may choose to have the person speaking stand at their seat or spot in the circle, or have them come up to the front of the room. The activity is concluded when all have been introduced.

4. "It's In The Bag" from "Tools for Public Speaking", Ohio State University
 - Prior to the workshop, select a variety of items that can be described with one or more of the body's senses. Put each item in a separate bag so items are not visible to the group. Ask a participant to choose a bag and describe the item, which is unseen by the rest of the group, using their creative talents. They can use descriptive words, gestures and sounds, but cannot say the name of the object. After a minute or two, the other participants are given the opportunity to guess the name of the unseen item. Suggested items include:
 - Candy bar
 - Pencil sharpener
 - A fruit
 - Bar of soap
 - Comb
 - Key chain
 - Whistle
 - Marble
 - Candle

5. Organizing Topic Material & Gathering Information for a Speech:
 - The instructor has prepared slips of paper on which various everyday tasks are written. Each participant reaches into a box or jar in which the papers are placed and pulls out one slip of paper. It is not read to the audience at any time. Once each person has a slip of paper, they each take five minutes to write down their thoughts about how this task is done. The person has to think through the steps in sequential order, and writes them down on their paper or index card. Once this is done, each participant takes a turn to come up to the front of the room to read their sequential list for their task to the audience, without saying what the name of the task is. The speaker assumes the audience does not know how to do this task, or what it is, and needs detailed instruction. A volunteer from the audience (rest of the workshop group) may be called on at the end of the impromptu speech to tell what the speaker was explaining. Suggested topics follow, but more may be added:
 - Wrapping a present with paper and a ribbon
 - Tying a shoe
 - Opening a carton of milk or orange juice
 - Sharpening a pencil
 - Closing a zipper on a jacket
 - Mixing a batch of brownies from a boxed mix

6. "SPAM – It's Everywhere!"

- Write the word SPAM across the board or on a chart paper. Using a lecture style, explain to the audience the significance of the acronym and write in what each letter represents. Time will be spent explaining each element and perhaps having the participants give examples of each one.
- S = Situation: Consider where and when you are presenting your speech
- P = Purpose: What is your goal of the speech? What will you accomplish?
- A = Audience: Whom are you speaking to? What is their experience, background or expertise with your topic?
- M = Method: Which method will you use to deliver your speech? Will it be verbal only or will you use visuals? If so, what type? The method also means what type of speech will you perform? Will it be Informative, Persuasive or Entertaining? This answer will somewhat relate to your purpose.
- Using this explanation, now propose a situation to the whole group. Tell them that each of them has been asked to be a guest presenter at a specific event. As a whole group, work out the details of SPAM together, in order to practice the technique together and to answer any questions the participants might have regarding finding out some of the answers. Spend time discussing issues!
- Either at the meeting, or for an assignment, have each participant create a SPAM listing for a specific situation when they might be asked to give a presentation or speech. When done, discuss problems they may have faced or what sources they might have used to locate information on their audience or other questions.
- Some suggested topics are:
 - Giving a presentation in school
 - Giving an acceptance speech at an awards presentation
 - Talking to a group of adults about the 4-H program
 - Giving a speech about your primary 4-H project area

7. Selecting a Topic

- The topic of a speech must be of interest to the audience, and in order for this to occur, it must be of interest to the speaker. Interest in a topic will improve the ability to create a speech and the confidence of the speaker when delivering it. Use a chart paper to generate ideas from the participants of activities they enjoy, movies they like, or another topic. Talk informally about what they like about these things and list them on the chart. Hand out a worksheet containing the following questions, and ask each person to complete it with a favorite topic in mind. When done, discuss some of the answers for each question. Conclude with the participants understanding that personal interests as well as audience interests may generate the topic for a speech. Following is the list of questions to hand out on a worksheet.
 - Are you interested in the topic?
 - Will you enjoy talking about this topic? Why?
 - Do you want to entertain, inform, or persuade?
 - Will the audience be interested in your topic?
 - Will the topic offend some members of the audience?
 - Does the occasion have a special purpose?
 - Is the group to whom you are speaking a club or organization? What is their purpose or interest?
 - Do you know anything about this topic?
 - Do you have any interest in learning about this topic?

8. "Analyze This"

In order to be perceived as a qualified and credible speaker, a person needs to speak confidently and with authority about the topic as well as be able to adapt to audience conditions. These activities are designed to help speakers analyze their audience.

- **Who's Out There?** From "Tools for Public Speaking", Ohio State University
Read or visually present by overhead or power point the following scenarios for some type of public speaking presentation. For each scenario, have teams of participants answer questions as listed in the activity below, plus any additional questions the group wants to develop. When done, share ideas about how each group analyzed the audience and what they considered when preparing for their presentation or speech. You may even ask questions such as are listed in the next bullet.
 - You have been asked to give a 10-minute talk about 4-H to a group of parents in a city neighborhood where there are no 4-H clubs. The parents have invited you to the community room in the library at 7:30PM on a Thursday night to give your talk. They will be seated at tables and you can expect about 80 people to attend.
 - A local senior citizen center has asked your 4-H Club to send several members to tell their audience about 4-H. There will be about 35 people in the audience, and many of them remember being in 4-H as a child. The presentation will be given in the activity room, which has chairs lining the walls and lots of floor space in the middle. Many of the attendees are hearing or sight impaired. The group always looks forward to having young people visit.
- **"Who, What, When?"** Gather the group together. Together, generate a hypothetical situation where a speech will occur. Have the group work in teams of three or four to answer questions about the audience as follows:
 - Who is this audience? What is their interest or focus?
 - Who are Key members of the audience? How can I relate my experience or activity with something they have participated in?
 - Does my topic appeal to the common interests of the audience?
 - Is the language I will be using appropriate for the audience? Is it technical, am I using jargon or slang? Should I explain any terms or words used?
 - What is the occasion of the speech? Am I there to inform, persuade or entertain?
 - Where is the speech occurring? How large is the room? Do I have adequate equipment? Should I be using multimedia?
 - How long should the speech be? Is it in the morning, or end of the day, when listeners may need to be awakened?
 - What is the age, background, and educational background of the audience? Do they have experience or any expertise in the topic you are speaking on?
 - What will I use as a conclusion? As an attention getting opening?

9. "Nothing to Fear but Fear Itself"

- Overcoming fear of speaking is already included in many of the above activities. This activity would require participants to go onto the Internet to complete an interactive lesson at the School for Champions site. If this cannot be done at the workshop, perhaps it can be done in a classroom or as a homework assignment if more than one workshop is being done. The format at this site is individualized and interactive, as the participant is given questions, chooses an answer, and then is given feedback about their choices. Youth participants may find it fun and a different approach. It will appeal to visual learners as well as those

technologically inclined. A sample of the site is included in this report. The site is located at <http://www.school-for-champions.com/speaking/fearwbt.htm>

10. Non-Verbal Messages

- Have participants practice sending “messages” non-verbally by showing emotions for the following scenarios:
 - Enthusiasm using eyes
 - Shyness using legs
 - Disgust using arms
 - Happiness using whole body
 - Nervousness using face
 - Anger using face and hands

Topic 2: Using Multi-Media

The activities in this section will assist the participants with ideas and practice using technology or other multimedia approaches when speaking. The activities that follow will help to accomplish this by exposing the participants to a wide range of choices and will also assist them in choosing the right technology to use during a speech.

Activities:

1. "Try and Stay Awake"
 - This activity will require some advanced preparation on the part of the workshop provider or leader. The instructor gives a very short speech about a topic of his/her choice, which may not be of interest to the audience. Perhaps it is too technical, or would be 'boring' to the group. This should be verbal only, and only up to 3 minutes in length. At the end, ask questions about the speech. Have a short 5-minute break. When the group reconvenes, give the same speech again, this time using illustrations, power point or charts. This is at the choice of the instructor. At the end of the presentation, again ask the group questions. Ask them to critique both of the speeches. What was different? Which was more interesting? Why? Point out that the speeches were identical, but the visual presentation was what made the difference. Use the chart to visually teach How Learning Occurs. This will assist them in understanding that 83% of learning occurs visually, and that people retain only 10% of information given verbally, 30% of information given visually, and 53% of information given both verbally and visually.
2. "Let Me Demonstrate For You"
 - Introduction to Demonstrations: What is a Demonstration and How do I Give One?
 - Much information regarding giving effective demonstrations can be found at the Ohio State University Extension website listed in the references. Access "Demonstrations for 4-H Members," 4-H Circular 909R.
 - Specific information regarding public presentations for Connecticut 4-H can be obtained by contacting your county 4-H office. See the list of county contacts on the State 4-H Website. You will obtain information for county public presentations in:
 - Illustrated Talks
 - Demonstrations
 - Speeches
3. "Making a List, and Checking it Twice" from "Tools for Public Speaking", Ohio State University
 - Participants need to learn how to organize materials needed to give a presentation. By making a list of all that is needed, the person can check items for the actual demonstration against the list to ensure that nothing is forgotten. Use the activity below to practice making a list for a specific demonstration. When the group completes this task, discuss the reasons why it is important to make the list, and techniques for how to generate it.
 - Have participants brainstorm all the equipment and props they need to demonstrate how to make chocolate chip cookies. Write the items on a chart paper or overhead as they speak. As the items are listed, make comments about the best type of equipment to use for a food demonstration.
 - Mixing bowl – clear glass is best so the audience can see ingredients
 - Mixing Spoon
 - Rubber Spatula
 - Measuring cups – both liquid and dry ingredient – speaker should explain the difference
 - Knife with a flat edge to level the dry ingredients

- Measuring spoons
- Small bowl to crack egg into – speaker explains that if broken eggshell gets into the egg, it can be removed prior to adding it to other ingredients.
- Wet sponge to wipe up spills
- Baking sheet
- Apron to wear to protect clothes
- Ingredients for cookies – (4-H members generally should put ingredients into generic containers so that the demonstrator is not advertising name brands. 4-H members are encouraged to not advertise or endorse particular brands)
- Trays to organize materials
- Plate of finished cookies to show at the end of the demonstration
- Poster with the recipe displayed

4. “The Ultimate Poster Session”

- This activity will require some advanced preparation. Prior to the meeting, make several sample posters. This could be done by the presenter or by several older 4-H members who might be assisting in teaching the workshop. The posters should illustrate good and bad techniques used in making posters that might be used when giving a talk or demonstration, or that might be used at school for a class project. Include as many of the following poor poster design techniques in your samples.
 - Lettering goes “uphill or downhill”
 - Letters are too small to be seen from a distance
 - Diagram that is too complicated or difficult to see from a distance
 - Some lettering in yellow or light pink on white posterboard
 - Too much information included on the poster, making it difficult to read
 - Fancy or script lettering that is difficult to read

After participants have had a chance to view the posters, have them fill in their opinions on post-it notes, one comment per note. The comments are placed on two charts labeled ‘Good Features and Bad Features.’ When all are done, discuss the comments on each chart, discuss the reasons, and how the poster could have been better.

As a follow up activity, the group could create their own poster on a particular topic or one of their own choice. Another option would be to have the participants divide into groups. Have each group choose one of the sample posters and then work as a collaborative group to create a new, improved version with the methods discussed in the workshop.

5. “Information Please”

Using power point for visual presentations can be very effective, or can be mundane, boring and hard to read. There are a number of suggestions to keep in mind when giving a presentation of this type. Using the same technique as described in #4 above, use a variety of power point slides that are made poorly as well as some that are very well done to discuss with the group what is good or bad about each slide. Make lists as above. Have the participants be more active by having them raise their hand if they feel the slide is good. Another approach is to have the group all stand in the middle of the room. Label one side of the room Good, the other Ineffective. As each slide is shown, without speaking, each participant goes to the side of the room they feel represents that slide. Discuss reasons informally before moving on to the next slide. Present each person with a handout of good techniques to use in power point presentations, after having

gone over it with a power-point presentation. The handout will have the following information:

- The 6x6 Rule – Up to six words per line, six lines per screen
- The 10 Seconds Rule – Each slide should be seen for ten seconds. More is too long
- Check Spelling – Your slide will be distracting if words are spelled incorrectly; their eye will be distracted by the mistake
- Use the correct font sizes for easy readability or for your intent. Use a minimum of size 24, but Font size 36 is recommended. Titles should be at least font size 44, and for impact, use font size 54. Of course the font itself should be legible, not contain a lot of scrolls or fancy lettering that is difficult to read quickly.
- Make data visual if possible. It is easier for an audience to see and remember a chart, for example, than to have all the data presented as text.
- Many Internet sites are also available to assist with public presentations. A listing is included in this report which could be given out at the end of a workshop for participants to refer to.
- Participants should be reminded that their own computers would have tutorials on how to use PowerPoint or a similar program that is on their system. This can be used for additional practice.
- As a follow-up activity, the group can either work on some PowerPoint presentation slides at the workshop or create some at home and bring in a print out of one or two slides.

Topic 3: Giving a Speech

The activities listed previously all are appropriate to use in this area as well. Individuals giving a formal speech would not have the use of visual aids and may not be able to use multimedia in certain situations. It is important for the speaker to understand the rules or parameters prior to preparing his or her speech.

Activities:

1. "Get Organized"
 - Break up the group into three sections. Give the title of a topic, such as "Less Homework, More Free Time." Give one group the job to write and then present an introduction for this speech, the middle group for the body of the presentation with the last group being responsible for the summary. Once the topic is given and the groups are set, the people in a particular group can interact with each other, but not with members of another group. After a specified amount of time, (10-15 minutes) have someone from each group come up and deliver his or her part of the speech. The group should find that the speech is disjointed; that it does not flow from one part to the other.
 - Generate a discussion of why this occurred. The objective here is to teach the group that a speech should flow from one part to the next. Points within the body should be logical; there should be a smooth transition throughout the talk. Otherwise, the effect is confusing and disjointed.
 - As an additional activity, have each group go back and meet with each other. Can they determine ways to have this disjointed speech now work together? Why or why not? What did they do to make the speech flow better?
2. "Out for Attention"
 - Getting the attention of the audience is critical. Have chart paper around the room with the following titles: "Startling Statement", "Question", "Mysterious Statement or Surprising Fact", "Compliment", "Quote", and "Dramatic Incident". Discuss the titles, what they mean, and how each can be an attention getter when starting a speech. Give the title of a speech or talk to the group. Have the participants think up and then write their idea of how the talk can begin using one or more of these methods. Go over the suggestions, and if time, perhaps have individuals or groups develop a speech using one or more of the opening suggestions.
3. "Pardon Me, What Did You Say?"
 - In order to teach the participants that placing emphasis on certain words can change the meaning of the sentence or intent of the speaker, use this activity.
 - Say the following sentence: "That is my idea." Have individuals say repeat the sentence four times, with each participant putting emphasis on a different word in the sentence. Discuss how the meaning of the sentence changed each time.
 - Do the same exercise again, this time adding nonverbal effects in such a way as to convey surprise, anger, a question or a command.
 - Discuss what happened. How do you interpret what someone has said to you with the emphasis placed on the word 'my' and if they are physically looking angry? Continue to explore how words or expressions can have an effect on meaning or on how an audience interprets the speaker's message.

Resources

A variety of evaluation methods have been included in this curriculum. They are available for your use, should you feel you need to do a formal evaluation. Each form is explained individually.

Connecticut 4-H Program

Access information for each county office at www.canr.uconn.edu/fourh

Obtain copies of criteria for 4-H demonstrations, illustrated talks and public presentations (speeches) in your county from your local 4-H office.

The Ohio State University:

"Tools for Public Speaking"

Guide for 4-H Members 4-H 970R

Guide for 4-H Leaders 4-H 971AG

(Tools for (teaching) Public Speaking)

"Demonstrations for 4-H Members 4-H Circular 909R

These materials are available on line, and can be accessed by visiting www.ohio4h.org. Click on '4-H Products', then on 4-H Publications.



4-H Public Presentations

Activities for Clubs, Individuals and Workshops

Connecticut 4-H Youth Development Program

Connecticut 4-H Program
Linda R. Horn
4-H Program Coordinator

Resources:

Toastmasters International

You can locate the Toastmasters International club near you by checking on the Internet or in your local phone book. They can provide some valuable information for you or your club, and may be a resource for a guest presenter.

Connecticut 4-H Program

Each county has a local Cooperative Extension Office that includes the 4-H program office. You can find a list of the offices at www.canr.uconn.edu/fourh.

The Ohio State University Extension, "Tools for Public Speaking, A Guide for 4-H Members." <http://www.ohio4h.org>. Click on "Youth Opportunities", then "4-H Projects Publications" and then on the title of the publication.

The Ohio State University Extension, "Demonstrations for 4-H Members"
<http://www.ohio4h.org>

The University of Kansas Communication Studies Department has a website with many resources for public presentations. One used here is The Virtual Presentation Assistant, University of Kansas. www.ukans.edu/cwis/units/coms2/vpa/vpa9.htm