



# Improving Public Speaking: The California 4-H Presentation Manual and Evaluation Forms

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# Section 1

## Presentation Best Practices

*Informed by communication literature (e.g., Slagell, 2009), public speaking textbooks (Verderber et al., 2012), and other Extension sources (e.g., Texas A&M “Public Speaking: 4-H Style”, 1999).*



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# Background

- Public speaking continues to be an essential component of 4-H.
- 4-H alumni ranked public speaking as the number one skill most developed from their participation in 4-H (Maass et al., 2006).
- These skills continue to benefit alumni.



# Section 1

- Introduction
- Planning A 4-H Presentation: A Few Easy Steps
- Mechanics Of Presenting
- Tips For Posters And Digital Visual Aids



# Planning a 4-H Presentation :

## A Few Easy Steps

1. Step One: Choose the subject matter you wish to present.
2. Step Two: Determine who the audience is.
3. Step Three: Determine the purpose of your presentation.
4. Step Four: Research your topic.
5. Step Five: Develop an outline of your presentation.
6. Step Six: Develop a title.
7. Step Seven: Prepare your material for the presentation.
8. Step Eight: Practice giving your presentation.
9. Step Nine: Prepare for questions.





# Section 2

## Evaluation Specifics

*Informed by public speaking literature (Verderber et al., 2012), evaluation, rubric, and score sheets from several LGU's and organizations (e.g., Texas, youth Toastmasters); and educational research on rubric development (Humphry & Heldsinger, 2014).*



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# Demonstration

- A Demonstration is:
  - doing.
  - showing how, while you tell how.
  - is where you make something or do something. There is a final product.
- Demonstrations should address the following points:
  1. Introduction
  2. Materials
  3. Process
  4. Summary



# Illustrated Talk

- An Illustrated Talk is:
  - talking.
  - is telling how with the aid of visuals.
  - is where you use charts, posters, photos, computer programs, slides, pictures, models, or cut outs.
- Each presentation should have clearly identifiable sections including an introduction, main body, and conclusion.



# Science or Engineering Presentation

- **Science Presentation-** emphasizes the core process of inquiry to describe, explain, and predict through observation, experimentation, modeling, and other scientific techniques.
- **Engineering Presentation-** uses the process of design to plan, build, and test a process, system, or device.
- Science and engineering presentations should address the following points:
  1. Introduction
  2. Background: describe connections to previous efforts; outline the purpose and/or the problem statement and constraints
  3. Methods: describes the steps taken to build, test, and redesign
  4. Results: provides raw data, testing and trial data, or device
  5. Discussion: explore the implications of your results



# Educational Display Talk

- An educational display talk is an organized visual presentation of a program or a concept.
- Speakers complete a three to five minute prepared oral presentation and then engage in a dialog with the evaluators.
- Presentation incorporate a display that should address the title, the member's name and 4-H affiliation, and a depiction of the program or concept.



# Informative Prepared Speech

- An Informative Prepared Speech is designed to inform or educate the audience on a single issue or topic.
- A Informative Prepared Speech should include:
  - An introduction with a clear theme or thesis.
  - A body which should address the main ideas of the speech.
  - A summation which should reinforce the ideas developed in the body and cement the theme and main ideas in the minds of the audience.
- Posters and visual aids are not used.



# Persuasive Prepared Speech

- A Persuasive Prepared Speech is designed to sway, convince, and influence.
- Speakers should address the oppositional arguments in a fair and convincing way.
- Speakers should:
  - Select a topic that allows them to persuade.
  - Speak to persuade, and address both sides of the argument.
  - Use ethos, logos, and pathos. Speak to the audience with knowledge and passion on the subject.
  - Cite sources to increase the credibility of the speech.



# Impromptu Speech

- Impromptu speeches are developed by the speaker at Presentation Day within three minutes of preparation.
- Topics are developed from the pre-announced categories which focus on STEM, Citizenship, Health, and Positive Youth Development.
- Guidelines for preparing an impromptu speech:
  1. Clearly state the topic that was given to the speaker.
  2. Give a reasonable interpretation of the topic.
  3. Give the speech a clear and central purpose
  4. Determine whether the speech will be informative or persuasive.
  5. Incorporate an introduction, a body, and a summation.

# Interpretive Reading

- Speakers select an appropriate published written work.
- The speaker should introduce themselves and demonstrate knowledge of the reading by describing the title, the author, the characters, the purpose or setting of the writing, and any other introductory information.
- The speaker creates the characters and setting through voice inflection and hand gestures.
- The presentation should not exceed 10 minutes, with the reading portion of the presentation lasting no longer than 5 minutes.



# Cultural Arts

- Individual participants or groups perform a costumed dramatic reading, musical, dance, or other such performing art.
- The presenter(s) should introduce the activity and its purpose.
- Costumes, props, decorations, and other visual aids are encouraged for this category.



# Share The 4-H Fun

- Groups perform acts such as skits and other presentations that focus on health, safety, community pride, citizenship, STEM, or other 4-H projects
- The presentation must include a topic surrounding 4-H.
- A participant should introduce the activity and its purpose.
- Costumes, props, decorations, and other visual aids are encouraged for this category.



# Specifics for Presentation Formats

| Presentation Type   | Posters and Slides | Visual Aids                  | Length  | Number of Presenters | Questions | Note Cards      | Attire              | References             |
|---|--------------------|------------------------------|---|----------------------|-----------|-----------------|---------------------|------------------------|
| Demonstration   | Minimum 4          | Yes                          | 3-15 min  | 1 to 3               | Yes       | No              | Any                 | Yes                    |
| Illustrated Talk  | Minimum 3          | Yes (not required)           | 3-15 min  | 1 to 3               | Yes       | No              | Any                 | Yes                    |
| Science or Engineering Presentation   | Minimum 5          | Yes (not required)           | 3-15 min  | 1 to 3               | Yes       | No              | Any                 | Yes                    |
| Educational Display Talk  | 1                  | Yes (not required)           | 3-15 min total;<br>3-5 talking  | 1 to 2               | Yes       | No              | No costumes         | Yes                    |
| Informative Prepared Speech   | None allowed       | None                         | 2-5 min;<br>Maximum 10 min  | 1                    | Yes       | One 5"x7" card  | No costumes         | Yes                    |
| Persuasive Prepared Speech  | Allowed; optional  | Yes (not required)           | 3-8 min;<br>Maximum 15 min  | 1                    | Yes       | One 5"x7" card  | No costumes         | Yes                    |
| Impromptu Speech <i>(age restricted to intermediates and seniors at State 4-H Presentation Day)</i> | None allowed       | None                         | 2-5 min   | 1                    | No        | One 5"x7" card  | No costumes         | Yes                    |
| Interpretive Reading  | None allowed       | None (only reading material) | Maximum 10 min; reading portion similar to length of introduction and discussion combined | 1                    | Yes       | Source material | No costumes         | Yes (Reading Material) |
| Share the 4-H Fun Skits   | None required      | Yes (not required)           | Maximum 15 min  | No max;<br>2 minimum | No        | No              | Costumes encouraged | No                     |
| Cultural Arts   | None required      | Yes (not required)           | Maximum 15 min  | No maximum           | No        | No              | Costumes encouraged | No                     |

# Rubrics

- The evaluation forms, specifically, utilize a rubric approach (recommended for Extension programming; Maxa, Schwab, & Yoder, 2002)
- Rubrics address several threats to validity (Humphry & Heldsinger, 2014).
  - halo effect
  - inequitably weighting categories
  - criteria not grounded in a conceptual framework



# Evaluation Forms

## Informative Prepared Speech

|  |  |  |  |   |  |
|--|--|--|--|---|--|
| Date   |  |  |  |   |  |
| Location   | <input type="checkbox"/> Club/Unit <input type="checkbox"/> County <input type="checkbox"/> Area <input type="checkbox"/> State <input type="checkbox"/> Other |  |  |   |  |
| County   |  |  |  | Title   |  |
| Member Name  |  |  |  | Age   |  |
| Member Name  |  |  |  | Age   |  |
| Member Name  |  |  |  | Age   |  |
| <b>A. Technical Requirements: Following the 4-H Presentation Manual Guidelines</b>         |  |  |  |   | <b>Total Possible: 2</b>   |
|  |  | <b>Not Met (0 Points)</b>                              |  | <b>Met (1 Point)</b>  | <b>Points</b>  |
| 1. Length as within 2-10 minutes?  |  | No   |  | Yes   |  |
| 2. Appearance: Appropriate attire and speaker is well groomed                              |  | No   |  | Yes   |  |
| <b>B. Content: The purpose of the presentation and the information and ideas presented</b> |  |  |  |   | <b>Total Points: 8</b>   |
| 3. Content was appropriate for the presenter's ability                                     |  | (0 pts) Too basic for ability                          | (0 pts) Too advanced for ability   | (1 pt) Within acceptable margins for ability  |  |
| 4. Speaker demonstrated knowledge of the content   |  | (0 pts) Lack of knowledge demonstrated                 |  | (1 pt) Partial knowledge of content demonstrated  | (2 pt) Full knowledge of content demonstrated                            |
| 5. References included in the presentation   |  | (0 pts) No references presented                        |  | (1 pt) References presented   |  |
| 6. Response to questions   |  | (0 pts) Speaker not able to answer questions           |  | (1 pt) Speaker able to partially answer questions   | (2 pts) Speaker able to fully answer questions                           |
| 7. Purpose of presentation accomplished effectively  |  | (0 pts) Purpose was not accomplished                   |  | (1 pt) Purpose was partially accomplished   | (2 pts) Purpose was fully accomplished                                   |
| <b>C. Structure: The framework that organizes the content</b>                              |  |  |  |   | <b>Total Possible: 15</b>  |
| 8. Introduction: An opening device; personal introduction; states purpose                  |  | (0 pts) None included                                  | (1 pt) Included one aspect   | (2 pts) Included two aspects  | (3 pts) Included all aspects   |
| 9. Body: Following steps in logical order; smooth transitions                              |  | (0 pts) No   | (1 pt) Included one aspect   | (2 pts) Included two aspects  |  |
| 10. Conclusion: Includes summary; asks for questions                                       |  | (0 pts) No   | (1 pt) Included one aspect   | (2 pts) Included two aspects  |  |
| 11. Presentation was well-structured to help audience understand and remember ideas        |  | (0 pts) Steps not followed in a logical order          | (1 pt) Presentation structured adequately  | (2 pts) Presentation was highly structured and planned  |  |
| 12. Theme/thesis was clear and speech was informative in nature                            |  | (0 pts) Theme was unclear and speech was uninformative | (1 pt) Theme was clear and information was sufficiently presented to inform the audience | (2 pts) Theme/thesis was clear and information was effectively presented to inform the audience             |  |
| 13. Information was discussed in an intelligent and original manner                        |  | (0 pts) Information was inadequately discussed         | (1 pt) Information was sufficiently discussed  | (2 pts) Information was intentionally and effectively discussed in a highly intelligent and original manner |  |
| 13. Presentation held audience's interest  |  | (0 pts) Interest was not maintained                    | (1 pt) Interest was partially maintained   | (2 pts) Interest was fully maintained   |  |
| <b>D. Mechanics of Presenting: How the speaker uses voice and body to present content</b>  |  |  |  |   | <b>Total Possible: 12</b>  |
| 14. Verbal: Projection; tone; speech rate; vocal variety                                   |  | (0 pts) Was not effective to convey content            | (1 pt) Sufficient to convey content  | (2 pts) Effectively used to convey content  | (3 pts) Intentional and dynamic use of verbal devices to convey content  |
| 15. Non-verbal: Facial expressions; gestures to reinforce important points                 |  | (0 pts) Was not effective to convey content            | (1 pt) Sufficient to convey content  | (2 pts) Effectively used to convey content  | (3 pts) Intentional and dynamic use of non-verbal cues to convey content |
| 17. Eye Contact with audience  |  | (0 pts) No eye contact                                 | (1 pt) Some eye contact  | (2 pts) Sufficient eye contact  | (3 pts) Intentional and effective use of eye contact                     |
| 18. Poise and confidence   |  | (0 pts) Poise and confidence not displayed             | (1 pt) Poise and confidence somewhat displayed   | (2 pts) Poise and confidence sufficiently displayed   | (3 pts) Poise and confidence effectively displayed                       |
| (possible 37) <b>Total Score:</b>  |  |  |  |   |  |

# Scoring Key

- The Presentation Manual uses a variable awards system, so that points required for awards (gold, blue, red, and white) are variable by level of presentation day.

| Scoring Key |                              |          |       |
|-------------|------------------------------|----------|-------|
|             | County                       | Regional | State |
| <b>Seal</b> | Min. Percentage (rounded up) |          |       |
| Platinum    |                              |          | 100%  |
| Gold        | 83%                          | 87%      | 90%   |
| Blue        | 73%                          | 77%      | 80%   |
| Red         | 63%                          | 67%      | 70%   |
| White       | 0%                           | 0%       | 0%    |





# Revision Process & Inter-Rater Reliability



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# Collaborative Revision Process

- Collaborative effort, with multiple opportunities for clientele feedback
- Overseen by Task Force (3 staff, 2 volunteers, 3 youth) that worked over 10-months.
- Three phases of formative feedback
  - online pre-survey (before editing; n=12)
  - feedback from Extension staff (draft manual)
  - public comment period (penultimate; n=27)
- 2016 public comment (n=81)



# Inter-Rater Reliability

- Rubrics (old 2003-2015; & new 2016)
  - 3 raters for each youth; raters' scores – gold (4), blue (3), red (2), and white (1).
  - Intraclass correlation statistic (one-way random with absolute agreement); ICC(1,3)
  - Averaged over 8 presentation categories

| 2006  | 2007  | 2008  | 2009  | 2010  | 2011  | ... | 2016  |
|-------|-------|-------|-------|-------|-------|-----|-------|
| n=238 | n=254 | n=267 | n=303 | n=283 | n=303 |     | n=281 |
| 0.611 | 0.505 | 0.391 | 0.489 | 0.545 | 0.537 |     | 0.601 |

(ICC statistic ranges from 0 to 1 and may be interpreted similarly to Cronbach alpha).



# Resources



California 4-H Presentation Manual: <http://ucanr.edu/presmanual>

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