

GETTING READY FOR SPEECHES AND DEMONSTRATIONS

Intended Audience:

- 4-H Club members, leaders and parents

Learning Objectives:

4-H Club members, leaders and parents will:

- Gain ideas on how to plan and present a speech and demonstration
- Identify potential speech and demonstration topics
- Recognize three parts of a speech or demonstration
- Recognize that speeches and demonstrations can be planned and done in fun, non-threatening ways

Target Essential Elements:

Communication skills are an important *mastery* skill that youth will use throughout their lives.

Time: 20-30 minutes

Supplies Needed:

- Pencils or pens

Handouts

- Reflecting on Speaking Experiences
- Speech Plan Worksheet
- Tips for Speeches and Demonstrations
- Evaluation

Do Ahead:

- Have supplies and handouts ready.
- Cut the “Reflecting on Speaking Experiences” handouts in two.
- Recruit someone to record the reflection discussion to use as an evaluation (optional).

BACKGROUND

People love to talk! Everyone has lots of interesting ideas and experiences to share. Listening to other people is fun and gives us new things to think about and enjoy. We’re going to look at ways we talk in 4-H.

WHAT TO DO

Activity: Reflecting on Speaking Experiences

(Hand out “Reflecting on Speaking Experiences” and pens or pencils.) Answer “yes” or “no” if you would feel comfortable in the speaking situations listed in this handout. What kinds of situations would be the most comfortable? Why?

(Option: Put each of these speaking experiences on different cards and have youth put them in order from “Easiest to do” to “Hardest to do.”)

Speaking Opportunities in 4-H

Being a 4-H member means trying and doing new things. Everyone had a first time of answering roll call and you may have forgotten that you were nervous to do that. After doing roll calls for several times, you’re probably not worried about giving your answer. Our club provides a variety of ways for you to talk and share your ideas with others:

- Giving a report
- Leading the meeting
- Making and seconding motions
- Discussing business items
- Leading recreation
- Talking informally during snacks
- Showing and telling project work

Giving a talk or demonstration is not that much different from the things we just mentioned. For all these things, you have to:

1. Think about what you want to say.
2. Organize your thoughts.
3. Say it.

Sometimes the hardest thing about doing a speech or demonstration is picking the topic. Start with what is interesting to you. Let’s think about things that interest you.



Sources:

- Created by Linda Kustka, Professor Emeritus, Department of Youth Development, UW-Extension.
- Trisha Day and Greg Lampe, "Public Speaker's Handbook," COMM02; "Communication Activities for 4-H Clubs and Other Youth Groups," COMM07; and "Teaching Resources for Youth Educators," COMM08, *4-H Youth Development Building Bridges Curriculum*, Department of 4-H Youth Development, UW-Extension.

Activity: Sharing Our Ideas and Interests

When you can answer my question, raise your hand. I'll ask for a couple of responses for each question.

1. What's your favorite sport?
2. What food does your family like to make?
3. What's your favorite animal?
4. What's your hobby?
5. What is the most interesting place you've visited?
6. What is your one wish to improve the world?
7. What's your favorite county or state 4-H activity?
8. What kind of work would you like to do in the future?

You've quickly come up with lots of good ideas for speeches and demonstrations.

Activity: Speech Plan Worksheet

(Hand out the "Speech Plan Worksheet" and pens or pencils.) Pick an interest that you just thought about. Let's start with Part II, Body of the Speech. Many people think it's easier to start with the main ideas. Write down a couple of phrases with the "big ideas" that you would share.

Now, let's go back to the beginning and pick one of the Introduction techniques. Write a quick introduction. (If time, ask them to write a conclusion.)

Now, who wants to volunteer to share the ideas you wrote down for your speech or demonstration.

Congratulations! You have just developed a draft outline for a presentation. We hope that you'll add some more ideas to it and share it with us at a 4-H meeting.

Tips to "Put the Ideas Together" for a Speech or Demonstration

You now have a good start on your speech or demonstration. Speeches and demonstrations are alike in that they have three parts:

1. A beginning or introduction
2. The main part or body
3. The ending or conclusion.

The main difference between a speech and demonstration is that a demonstration shows the audience how to make something or how something works.

Here is a handout, "Tips for Speeches and Demonstrations" to help you "fine tune" your presentation. If you would like more ideas, contact the UW-Extension office for a copy of the "4-H Public Speaker's Handbook."

Closing

Communication is the key to understanding each other, doing things, and having fun. Speeches and demonstrations are interesting ways to communicate in 4-H and throughout life.

Your reactions to this session help us evaluate its effectiveness. Please take the time now to complete this short evaluation.

TALK IT OVER**Reflect:**

- What are the benefits of doing speeches and demonstrations?
- What is the hardest part of getting ready for a speech or demonstration?

Apply:

- How can we overcome these hard parts in doing a speech or demonstration?

ENHANCE/SIMPLIFY

Enhance:

- There are lots of speech and demonstration ideas in the guides “Communication Activities for 4-H Clubs and Other Youth Groups,” COMMO7, and “Teaching Resources for Youth Educators,” COMM08, in the *4-H Youth Development Building Bridges Curriculum*, available from county UW-Extension offices. You’ll find teaching plans and information on interviews, introductions, parts of a good speech, demonstrations, team demonstrations, being an audience member, judge’s information, and starting a speaker’s bureau.
- Members experienced with computers might do PowerPoint presentations.
- A member with a well-prepared speech or demonstration could present it at the meeting.
- This is a good place to describe other 4-H speaking opportunities, such as county events or Ambassador Groups.

Simplify:

- To save time, omit the “Reflecting on Speaking Experiences” activity.
- This could be divided into two lessons: speeches and demonstrations.

EVALUATION

It is important to use an evaluation that is consistent with your teaching objectives. The short evaluation in the handouts can be modified to meet your needs. An alternative to a written evaluation is to record the Reflection discussion under “Talk It Over.” Recruit someone ahead of time to take notes while you are leading the discussion. Remember to share the evaluation results with 4-H Youth Development Extension staff in your county.

ADDITIONAL WEB LINKS

- For excellent lesson plans for speaking and demonstrating, check out “Tools for Public Speaking,” 4-H 971 AG, available on the Ohio State 4-H Youth Development web site: www.ohio4h.org/product/files/4H_971AG.pdf.

***Finalized by the Strengthening 4-H Club Leadership Work Team:
September 2005.***

Reflecting on Speaking Experiences

Answer “Yes” or “No” for each of the situations listed below.

“I feel comfortable speaking to . . . ”

- | | |
|---|--|
| <input type="checkbox"/> my 4-H club | <input type="checkbox"/> friends about vacation photos |
| <input type="checkbox"/> classmates in school | <input type="checkbox"/> my parent about family rules |
| <input type="checkbox"/> my teacher about a bad grade | <input type="checkbox"/> a neighbor about buying a fund-raising item |
| <input type="checkbox"/> a friend’s parent at a sleepover | <input type="checkbox"/> roll call at my club |
| <input type="checkbox"/> my club giving a demonstration | <input type="checkbox"/> a new student at school |
| <input type="checkbox"/> a friend about joining 4-H | <input type="checkbox"/> my club to make a motion |

Adapted from “Where Am I in Public Speaking?” by Judith A. Villard and Eva Weber, *Tools for Public Speaking: A Guide for Teaching Public Speaking*, Ohio State University Extension, The Ohio State University, 1998.

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Speech Plan Worksheet



I. Introduction

First, use one of these techniques to get everyone's attention and let them know what the speech is going to be about:

- A short story or example
- A statistic or interesting fact
- A quotation or familiar saying
- A question for the audience
- A familiar experience or situation

Then, reveal the topic of the speech by saying: *"Today, I want to tell you about . . ."*

II. Body of the speech

Explain or describe at least one important thing about the topic:

III. Conclusion

Use one of these techniques to remind people about the important things in the speech:

- Summarize the main idea or ideas
- Use a final story or example
- A quotation or verse that fits the topic
- Suggest something for the audience to do

Tips for Speeches and Demonstrations

Remember the three parts of a speech or demonstration:

1. Introduction
2. Body: 80% of what you say
3. Conclusion

Use ordinary words that people are used to hearing.

Avoid long, complicated sentences.

When using notes:

- Use one side of each card.
- Number the cards.
- Use separate cards for the introduction and conclusion.
- Try to write only key words or ideas to give your talk.
- Don't read the notes.

Practice your speech or demonstration several times, not at the "last minute."

Posters:

- Use neat, easy-to-read lettering that can be seen from a distance.
Don't use ALL CAPITAL LETTERS. They are harder to read than lower case.
- Choose poster and ink colors that provide good contrast, such as black and white, or black and yellow.
- Don't put too many ideas on the same poster.

Props/Supplies:

- Should enhance what you are saying.
- Make them as easy to see as possible.
- Make a "Things to Take" list to avoid forgetting anything.

The above ideas are adapted from: "Public Speaker's Handbook," COMM02, and "Communication Activities for 4-H Clubs and Other Youth Groups," COMM07, in the *4-H Youth Development Building Bridges Curriculum*, Department of 4-H Youth Development, UW-Extension.

Demonstrations and Speeches

Evaluation

1. How useful is this information in getting ready for a speech or demonstration?
(Circle one response.)

Very Useful Somewhat Useful Not Sure Not Useful

2. Do you feel more comfortable in giving a speech or demonstration?

Yes No

3. What will you do as a result of this program?