



Ministry of
Agriculture



Publication #1806
Version November 2011

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Introduction

The purpose of this manual is to provide you with a basic introduction to the 4-H communications program. The communications program is made up of four different activities:

- Public Speaking
- Demonstration
- Speak and Show
- Educational Display

This manual provides basic steps that will guide you through the planning and delivery stages of each communications activity. Refer to the chart below to compare between the four different activities.

	Public Speaking	Demonstration	Speak and Show	Educational Display
Actions	Speaking only	Speaking and Showing	Speaking and Showing	Showing only
Number of People	1	2	1	1 or more
Topic	Anything	Anything	Agriculture or Food	Anything
Timing	Jr. 3-5 minutes	Jr. 8-10 minutes	Jr. 5-10 minutes	-
	Sr. 5-7 minutes + 1-2 minute impromptu	Sr. 8-10 minutes	Sr. 10-20 minutes	
Visual Aids	No	Yes	Yes	Yes
Final Outcome for Audience	Increased understanding of topic	-	Increased understanding of topic	Increased understanding of topic
	-	Finished Product	Finished Product	Finished Product
	-	Learned Skill	Learned Skill	Learned Skill

Try all four of the communications activities and see which one is your favorite. Take part in communications games and warm ups at club meetings and events. The more practice you get, the more confident you will become. Communication can be fun, after all who doesn't like talking!

Public Speaking

Purpose

In the public speaking program, 4-H members deliver formal prepared speeches to the public. The public can be any group of people being spoken to by an individual speaker, whether they be a just a small group or a large audience. 4-H speeches should always be the original work of the presenter. 4-H speeches should not be monologues or poems. In addition to prepared speeches, 4-H public speaking may include impromptu speeches. Impromptu speeches are short speeches that are delivered off the cuff, with only a short time for preparation.

Public speaking has many different purposes in our society.

Public speaking can be used to:

- Introduce
- Inform
- Persuade
- Sell
- Explain
- Introduce
- Thank
- Praise or condemn
- Present or accept

Public speaking helps 4-H members learn to:

- communicate ideas and information effectively
- organize speech and thought in a clear and logical format
- use presentation skills that will make them interesting and easy to listen to
- become comfortable in front of an audience
- be confident in their abilities



Timing

Junior members: 3-5 minute prepared speech

Senior members: 5-7 minute prepared speech + 1-2 minute impromptu speech

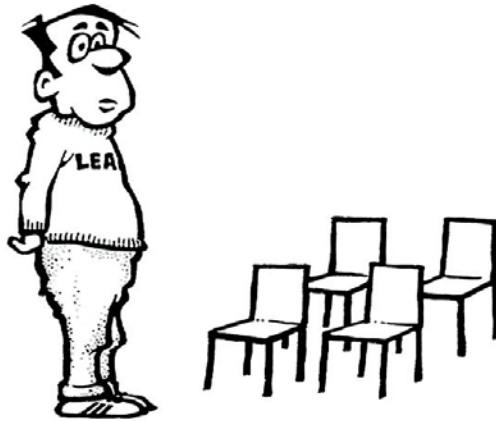
- Points will be deducted from the final score if members are over or under the allotted time limit

When and Where

4-H public speeches can be presented anywhere there is a public to present to. Prepared speeches can be delivered at any event for groups large or small. Speeches can also be presented at public speaking competitions. In BC there are 4 levels of public speaking competitions: club, district, regional, and provincial.

Senior members are eligible to compete at all 4 levels, but they must earn the right to proceed from one level to the next. For example to compete at the regional level a senior member must be selected at the district level. Members who are over 13 but do not possess a Junior Proficiency Certificate usually speak at the senior level. However, only members with a Junior Proficiency Certificate will be able to participate in higher levels of competition.

Junior members are able to compete at the club level and, in some areas, may be able to move on to the district or regional level. Check in your local area for specifics.



Public speaking competitions are often one of the first events in the 4-H year, usually taking place in late winter or early spring. Public speaking competitions are often started early so that club, district, and regional competitions will be completed early enough to select delegates to attend provincial public speaking. Club leaders or key leaders will be able to tell you the dates of club, district, and regional competitions in your area.

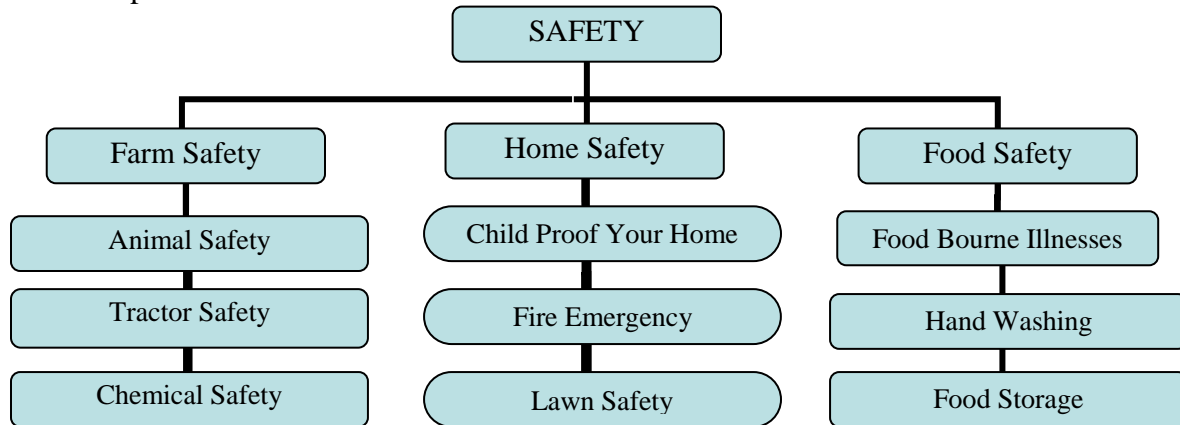
Let's do a Speech!

Selecting a Topic

What do you like? Pick something that you like and know something about or would like to know something about, but make sure it will also be interesting to your audience. If you are interested in your topic, your enthusiasm will show through and pass onto your audience.

Make sure that you don't select a topic that is too broad. If you pick a very large topic like "Safety" there will be far too much information to communicate in the short period of time you have to deliver your speech. You have to make sure you narrow down your topic to one specific thought or idea. A good way to do this is to take a large general topic such as "Safety" and then break it down into series of progressively simpler topics.

For example:



You will probably want to select your final topic from the bottom or possibly the middle of the chart, depending on how complicated the topics at each level are. The most important thing is that you pick a topic that you will be able to clearly explain within the time limit. When selecting your topic, try making a chart of your own to narrow down your general topic to something smaller and more manageable.

Research

Once you have an idea about what topic you would like to speak on, spend some time doing research on that topic to make sure there will be enough information. Try going to the library, searching on the Internet, or talking to people you know about the topic to gather interesting new facts and information. When choosing information to include in your speech, make sure that it is both accurate and relevant to your topic. If you are speaking about "Tractor Safety" do not start talking about your model tractor collection.

Some key questions you should ask yourself when you're doing research:

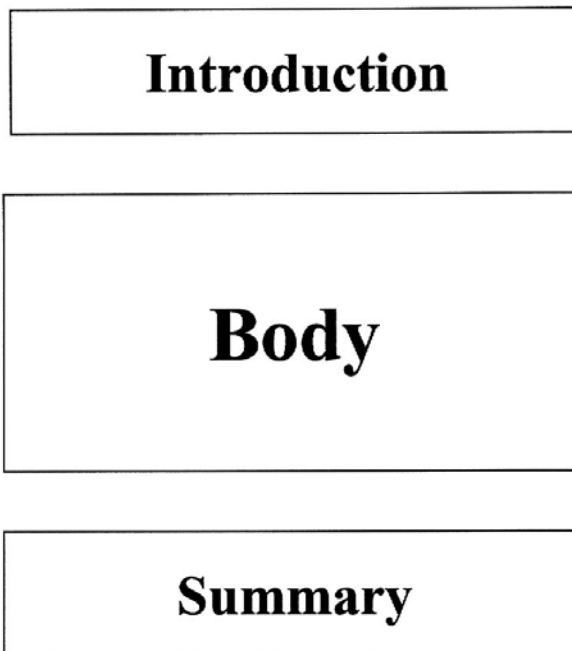
- Am I using reliable sources, or ones that may have made mistakes?
- Have I written down the sources of my information so that I can acknowledge them if I use a quote?
- Am I able to back up all my key points with facts?

Choosing a Title

When you choose a title for your speech, be sure to pick something that will grab your audience's attention. When you are introduced, or when the audience reads your title in the program, you want them to be intrigued by your topic and anticipate what you will have to say. For example for our "Tractor Safety" speech, we could choose a title such as "Tractor Troubles".

Preparing an Outline

Public speeches have three basic parts: Introduction, Body, and Summary. When preparing an outline for your speech, use these three parts as your skeleton: Introduction at the head (fairly short), Body in the middle (takes up most of the time), and Summary at the end (fairly short).



Introduction

Your introduction has three purposes:

1. Formally Greets the Audience

Your formal greeting should thank the person who introduced you (the chairperson) and greet those in the audience.

For example: “Thank you chairperson. Welcome honorable judges, ladies and gentlemen, fellow 4-H members” You can tailor your own formal greeting to suit your specific situation.

2. Captures the Audience's Interest

You should find an exciting and interesting way of catching the audience's attention in your introduction; this can be called a hook. You could try using a different pitch or volume of voice, an amusing observation, a thought provoking question, or even a short poem or verse.



3. Introduces You and Your Topic

Make sure you have been introduced or introduce yourself and your topic clearly. If the audience is not sure what your topic is, you may lose their interest and attention later on in the speech.

Don't feel restricted to presenting the three elements of your introduction in a specific order (e.g. formal greeting, hook, personal introduction). You can present these elements in any order you like, just be sure that you don't leave any of them out.

Body

The body is the part of the speech where you present the actual facts and information on your topic. The body is the meat of the sandwich or the cream filling of the Oreo cookie.

There are several different formats that you may want to use when developing the body of your speech. Two popular formats are the who, what, when, where and why format and the three key points format.

1. Who, What, When, Where and Why Format

Using this format you will develop the body material of your speech by answering the five questions.

For example in a speech on an event such as the local fair, we could use a who, what, why, where and when format to develop the body material as follows:

Where: where is the fair?

When: when is the fair held?

Who: who goes to the fair?

Why: why do people go to the fair?

What: what is there to do at the fair?

When using this format, be sure to organize your points in a logical order starting usually with the most basic or easiest to answer question. Also, be sure not to make the transition between your points too abrupt, each point should somehow be connected to the next. This format may not be appropriate for all topics, so consider whether there is a who, what, when, where and why to answer about your topic before you try to structure your speech this way.

2. Three Key Points Format

Using this format, you will develop the body material of your speech around three key points. Select three important things you want to tell your audience about your topic and then develop each of those points using the support material you found when doing research.

For example in our “**Tractor Troubles**” speech, we could develop the following three points for the body of the presentation:

1. **Tractor Accidents in Canada:** Facts about how frequently they occur and how badly people are hurt.
2. **Tips for Tractor Safety:** How to outfit and operate your tractor with maximum safety in mind.
3. **Teaching Youth about Tractor Troubles:** Suggest a minimum age for tractor operators and explain how to avoid dangerous equipment.

Just as with the who, what, why, where and when format, make sure that all the points making up the body are tied together somehow and that you transition smoothly from one point to the next.

Above all, when outlining the body of your speech, make sure your information is in a logical order and is easy to follow and understand.

Summary

The summary is your opportunity to stress to your audience what you want them to take away from your speech by driving home the main points you highlighted in the body.

Your summary should:

- Repeat your main points without detail, since you already gave details in the body.
- Relate back to any theme you may have set in the introduction.
- Bring the speech to a definite close with a strong concluding statement.

Practice Makes Perfect

Many people are nervous about delivering speeches in front of an audience. The best way to avoid excess nervousness is preparation, and that means practice, practice, practice! There are different ways to practice public speaking; a few are listed below. Try them all out and see what works best for you.

- Practice in front of a mirror. Sometimes it's a lot easier when your audience is just you. Practicing in front of a mirror helps you see what you look like when you are doing your speech, and can help you improve your gesturing and posture.
- Tape yourself with either a tape recorder or a video camera. What you think you are saying is not always what comes out of your mouth. Catch problems such as speaking too fast or too quiet before you are in front of the audience.
- Present your speech for friends and your family. They can make a great practice audience so you can get comfortable speaking for a group. It might even be a good idea to give them score cards so they can help you identify areas for improvement. Remember, any criticism you get is only meant to help you do a better job next time.



Presentation Skills

Okay, you've prepared your speech but even the most well written speech can't be a winner without good presentation skills. Once you get used to speaking in front of people presentation skills will become second nature to you. To get started here are a few hints to help you look both polished and prepared as you deliver your speech.

- Look at the audience. Do not stare at one person, but look at a couple of different points around the room. This makes the audience feel that you are talking to all of them and will encourage them to listen to you.
- Do not read your speech. Public speaking is not supposed to be public reading. Make sure you practice your speech enough to be able to present it by only referring to your notes occasionally.
- Speak from your knowledge of the subject. Do not worry if you don't give your speech exactly as it is written. It is more important to speak in a way that comes naturally to you.
- Be enthusiastic. Try to transfer your nervous energy into excitement and enthusiasm about your topic. If you are excited about your topic, your audience will be too.



- Use your voice! Varying the pitch and the volume of your voice will help you to stress main points and ideas. It will also make you more interesting to listen to for the audience.
- Don't speak too fast or too slow or else you will lose your audience's interest. People tend to speak faster when they are in front of an audience, be aware of this and try to control your speed.
- Speak loudly enough for everyone in the room to hear you. This may mean speaking louder than you naturally would, but don't shout at the audience either.

- Write your notes on a set of cards rather than on large paper. Cards will be easier to handle and less distracting for the audience.
- Make sure you pronounce your words and articulate them correctly. It is difficult to listen to a speaker who slurs words together.
- Do not use jargon or terminology that a general audience will not understand. This would include the use of acronyms (PCW = Provincial Club Week), 4-H slang (horse people, dog people...etc.), and topic-specific titles that are not commonly known (names of dance moves, skateboarding tricks...etc.). Only use unfamiliar terms if you explain what they mean as a part of your speech.
- Stand up straight. Good posture makes you appear open and inviting to the audience.
- Dress appropriately. You should be dressed formally enough to suit the occasion. This may call for a suit or may just require well pressed pants and a shirt. Avoid wearing overly casual clothes, as this will give the audience the impression that what you have to say is not all that important. Also avoid flashy or bright clothes or accessories that will be distracting for the audience.
- **BE YOURSELF AND HAVE FUN!!!** Find out what works for you and do it your way!

Evaluation of Prepared Speeches

When your speech is judged with a 4-H score card, you are being evaluated in five areas.

- Introduction
- Content
- Presentation
- Summary
- Overall Impression

See the 4-H Public Speaking Score Card (Publication #148E) for specific details on judging criteria.

TIP

In public speaking, you have the opportunity to get a 10 point bonus if you don't use props or costumes.



Junior members' final overall score will be out of 100 points, based on their prepared speech only. Senior members' final overall score will be out of 125 points, 100 based on their prepared speech and 25 based on their impromptu speech.

Impromptu Speeches

Impromptu speeches are something you have probably done already in your club or at school without even knowing it. An impromptu speech is a short speech that is given with little or no preparation.

In 4-H public speaking competitions, senior 4-H members are required to present a 1-2 minute impromptu speech in addition to their prepared speeches. When doing impromptu speeches, members will be asked to leave the room, then one at a time they will be escorted back into the room and given the impromptu topic. Members will have one minute to consider the impromptu topic and prepare their thoughts before they present. Members may take notes on the topic but will not be allowed to take these notes with them when they present. After the one minute preparation time members deliver the 1-2 minute impromptu speech to the audience.

When presenting an impromptu speech, the same format should be used as in a prepared speech.

- A short introductory statement should be used to formally greet the audience and introduce the topic.
- The body of the presentation should provide information on the topic.
- A concluding statement should relate back to the introductory comment and bring the presentation to a strong conclusion.

The most important thing to do when preparing an impromptu speech is to identify what your main thoughts are and decide the order in which you are going to present them. If you cannot think of what to say next, it is better to move right into your conclusion than to stand there stalling. Your 1-2 minutes can run out very quickly if you stand up there thinking for too long.

To improve your impromptu speech abilities, practice doing them at home or with your club. Impromptus can be done for fun by all 4-H members at club meetings or events. Try coming up with a selection of wacky or fun topics to speak about. Practicing impromptus ahead of time will help improve your overall abilities as a speaker and help you think quicker on your feet when it is time to give an impromptu in competition.



Evaluation of Impromptu Speeches

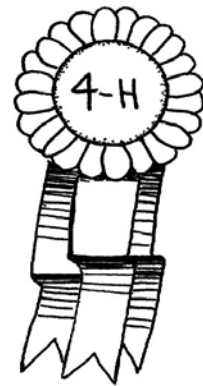
Impromptu speeches are evaluated in six areas:

- Introduction
- Organization
- Presentation
- Content
- Summary
- Overall Impression

See the B.C. 4-H Public Speaking Impromptu Score Card (Publication #148P) for specific details on judging criteria.

Awards

Junior members are eligible to receive an Orator Badge for their prepared public speeches. Senior members are eligible to receive a Public Speaking Certificate for the combination of their prepared speech and their impromptu speech. See the Award Opportunities Guide (Publication #128) for award details.



Special Note on the Provincial Public Speaking Program

At the Provincial level of 4-H public speaking, 100% of the score is based on a 2 - 6 minute impromptu speech delivered on an agriculture or food topic.

Members are given 40 minutes to prepare their impromptu speeches. The topic is selected based on agriculture or food tours and activities the delegates participate in before the competition. The impromptu speech must be 2 - 6 minutes long and no notes are allowed.

The speeches are judged using the Public Speaking Impromptu Score Card (Publication #148P). Prepared speeches are also delivered at the provincial level but are not judged.

Demonstrations

Purpose

Demonstrations are presentations in which 4-H members show how at the same time as explaining what and why. Demonstrations are done by teams of two 4-H members who coordinate their words and speech to demonstrate to the audience how to complete a task. The final result of a demonstration can be either a finished product or a learned skill.

Examples of finished products:

- homemade soap
- bird house
- muffins

Examples of learned skills:

- swing dancing
- first aid
- fishing



Demonstrations are an important part of the 4-H program because they help develop new communication and teamwork skills. Demonstrations also give 4-H members the opportunity to practice the 4-H motto, “Learn to do by Doing.”

Timing

Both junior and senior 4-H demonstrations should be between 8 and 10 minutes.

- time used to answer questions is not counted towards the 8 to 10 minutes.
- points will be deducted from the final score if members are over or under the allotted time limit.

When and Where?

Demonstrations can be presented almost anywhere. Events such as achievement days, club awards banquets, community fundraisers, and local fairs and exhibitions are excellent venues for 4-H demonstrations. Demonstrations are both entertaining and educational, so they are often welcome additions to public events.

In BC there are 4 levels of demonstration competitions: club, district, regional, and provincial. Senior members may compete at all 4 levels but they must earn the right to proceed from one level to the next. For example, in order to move onto the provincial competition a team would have to place 1st or 2nd in their region (number of participants moving onto the provincial level varies between regions). The same applies at the district and regional level. To move on to a

district competition, a team must be selected at the club level; to move on to a regional competition, a team must be selected at the district level.

Junior members are able to compete at the club level and, in some areas, are able to move on to district or regional competitions. Ask your club leader for specifics.

Note: If a team is made up of one senior member (holding a Junior Proficiency certificate) and one junior member, it is considered to be a senior demonstration team. As long as one team member is a senior, the team is eligible to compete through all 4 levels of demonstration competition at the senior level.

Let's do a Demonstration!

There are several steps involved in preparing a demonstration. The following section will help you prepare your demonstration from the first step, picking a topic, right down to the last step, preparing visual aids.

Selecting a Topic

The first step to a successful demonstration is picking a good topic. To find a topic follow these steps:



1. With your partner, brainstorm a list of possible topics based on what you are interested in, what you know how to do, or what you might be interested in learning how to do. Remember, live animals are not permitted in 4-H demonstrations.
2. Consider which topics on the list would be of interest to a general audience.

3. Consider which of the topics on the list can easily be shown to a large group who may be seated some distance away.
4. Consider which of the topics on the list are the right level of complexity to be both explained and shown in 8-10 minutes.
5. Consider which of the topics on the list you will be able to get all of the needed tools and materials for.

Using the criteria above, you should be able to narrow down your list until you have just one or two topics left to choose from. Make sure the topic you select is not overly complicated or broad. Narrow it down to one specific idea. You may want to make a chart similar to the one used in the public speaking section to narrow down your topic from a broad idea such as safety to a specific idea such as tractor safety.

Research

Once you have picked your topic, you may want to do some research to find interesting facts to include in your demonstration. Try going to the library, searching on the Internet, or talking to people you know about the topic. When choosing information to include in your demonstration, make sure that it is both accurate and relevant to your topic.

Choosing a Title

When choosing a title, try to be both creative and descriptive. Pick a title that both describes what the demonstration is about and captures the audience's interest.



Example:

When doing a demonstration on growing a herb garden, rather than choosing a basic title such as:

“Growing a Herb Garden”

you could come up with a catchy title such as :

“Let’s Get Growing!”

Preparing an Outline

Once you have chosen your topic and your title, you are well on your way. The next step to preparing a successful demonstration is preparing an outline.

Demonstrations, like most public presentations, should have 3 parts: Introduction, Body and Summary.

In a 10 minute demonstration:

- the Introduction should take approximately 1 minute
- the Body should take approximately 8 minutes
- the Summary should take approximately 1 minute

Introduction

Your introduction is your chance to make a good first impression with your audience.

Introductions should:

- Catch the audience's attention!
- Welcome those in the room using a formal greeting such as "Thank you Chairperson, Welcome Honorable Judges, Ladies and Gentlemen, fellow 4-H members"
- Introduce the demonstrators, even if they have already been introduced by the chair
- Arouse the audience's interest in the topic
- Persuade the audience that the topic is worthwhile

During the introduction, be sure to clearly identify your topic. If your title does not identify exactly what you will be doing, be sure to include some sort of explanation of the topic during the introduction.

Body

The body is the "meat" of the demonstration where you will be teaching the audience how to make or do something.

It may be useful to break up the body of the demonstration into steps.

Example:

In our Herb Garden demonstration "**Let's Get Growing**", we could break the body down into the following steps:

Step 1	Gather necessary equipment (plant pot, soil, herb plants, trowel...etc.)
Step 2	Decorate plant pot
Step 3	Fill plant pot with potting soil
Step 4	Transplant herbs
Step 5	Water and fertilize plants

For each step you should tell:

WHAT is being done?

HOW it is being done.

WHY a particular method is being used.

At the same time as you are explaining each step, you should be demonstrating **HOW** to do it.

Summary

Your summary is your chance to leave a lasting impression with your audience.

Summaries should:

- Showcase the finished product or the learned skill
- Review the steps outlined in the body (a summary poster may be helpful)
- Relate back to the theme brought out in the introduction
- Allow the audience an opportunity to ask questions
- Bring the demonstration to a definite close with a strong concluding statement

The summary will round out your demonstration by allowing you to emphasize key points and to relate back to the scenario set in the introduction.

Teamwork

Because demonstrations are done in teams of two, it is important to balance the demonstrating and speaking between the two demonstration partners. One partner should not be doing all the speaking while the other does all the demonstrating. In demonstrations good teamwork is key!



Once you have outlined the Introduction, Body and Conclusion of your demonstration, you should break down each step into a demonstration task and a speech task. You can then divide up the speech and demonstration tasks to ensure that both partners are sharing equally.

Example:

Below is a sample outline of how we could break up the demonstrating and speaking tasks in our “**Let’s Get Growing**” demonstration. This is just an example; you may need to adjust this format to suit your topic.

	Demonstrator A	Demonstrator B
Introduction		
Opening comment	speech	
Introduction of topic		speech
Introduction of team members	speech	
Body		
Step 1 - Gather Material Needed	demonstration	speech
Step 2 – Decorate Plant Pot	speech	demonstration
Step 3 – Fill plant pot with potting soil	demonstration	speech
Step 4 – Transplant herbs	speech	demonstration
Step 5 – Water and fertilize garden	demonstration	speech
Summary		
Review steps	speech	
Ask for Audience Questions		speech
Concluding Comment	speech	

For each step or section of your demonstration, you should also write out exactly what speech and action will be taking place.

Example:

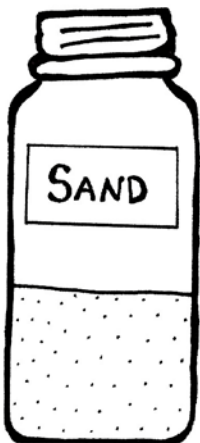
Below is a table showing the details of the demonstrating and the speaking tasks for three different sections of the “Let’s get Growing” demonstration. Remember, when planning a full demonstration you will want to share equally the speaking and demonstrating.

	Demonstrator A	Demonstrator B
Introduction of topic	Demonstration: Lift up example of completed herb garden. Gesture towards “Let’s Get Growing!” title poster...	Speech: Say “Today we are going to show you how you can grow fresh herbs at home in your very own herb garden. Let’s Get Growing!”...
Step 1: Gather Material Needed	Demonstration: Hold up and display each project material as it is listed by Demonstrator B	Speech: List all the materials that will be needed to complete the project “plant pot, potting soil, trowel...etc.” at the same time as pointing to the name of the materials on a “materials needed” poster...
Steps 2-5:		
Review Steps	Speech: Say “Now that we have completed our fantastic home herb garden, let’s review the key steps that we used to make it.” List the steps...	Demonstration: Turn to the summary poster and point to each step on the poster as Demonstrator A explains them...

Visual Aids

Demonstrations require a large number of visual aids such as posters, tools, supplies, and labels. Below are some tips for making or selecting effective visual aids for your demonstration.

Tools and Supplies



- Only use tools and supplies that are large enough for the audience to see. If you are doing something that is very hard to see, such as needlepoint, you should consider whether your topic is suited for a demonstration. Alternatively, you can make giant models of the equipment (extra large needle) for demonstration purposes.
- Use glass containers or bowls so that the audience can see the contents
- Place small, messy, or hard to see materials in a container. Even if you only need a few handfuls of sand or a few tiny seeds, bring a jar full of sand or seeds so that the audience can easily see that you have sand and seeds on display.
- Live animals are not permitted in 4-H demonstrations.

- Use plain, uniform, practical equipment so the audience focuses on what you are doing, not on what you are holding. Consider covering flashy labels on items still in their original packaging.

Posters

- Use large clear text.
- Use the same font or writing on all posters.
- Colors could match theme of the demonstration. For example:
 - boating safety: blue, red and white
 - fire safety: red, yellow and orange
 - making grape juice: purple and green
- Text color on poster should stand out on background color. For example:
 - black on white
 - yellow on navy
- Don't try to fit too much information on a poster. It is better to have two easy to read posters than one overcrowded poster.

Labels

- Place a label on all tools and supplies that you will use in your demonstration.
- Labels should be large enough for the audience to read from a distance.
- Labels should all be in the same font, possibly matching the posters.
- Labels should either be attached to items or should be able to stand on their own in front of items.
- Commercial labels and brand names should be covered when possible.

TIP

Look at your posters and labels from 10 meters away. Can you still read them clearly and easily? Remember, when you are presenting your demonstration the audience might be sitting quite far away.



Practice Makes Perfect

When all your materials are assembled and your outline is complete it is time to practice, practice, and practice!

When you first start practicing your demonstration you might want to do it without any actions, just reading through the speaking parts. Once both partners feel comfortable with what they have to say, you can add in the actions that go along with the words.

Practicing will also give you the opportunity to time your demonstration and make sure that it fits within the 8–10 minute limit.

Presentation Tips

Appearance

- Your appearance as you greet the audience has a lasting impression. Dress neatly and appropriately for the job and topic. Depending on your topic, you may be able to wear an outfit that coordinates with your theme. For example, to present “Let’s Get Growing”, demonstrators might want to wear gardening hats and aprons. For a western theme, demonstrators may wear cowboy hats and boots.



- Choose simple, practical clothing so your audience will be attracted to your presentation, not distracted by your clothes.
- Demonstrators may also wish to dress alike but this is not a requirement.
- If in doubt about what to wear, club uniforms usually make a good choice.
- Stand up straight.
- Look like you are having fun so you can motivate and engage the audience.

Speech

- When delivering the spoken parts of the demonstration be natural and sincere, yet purposeful. Speak as if you are explaining to a friend how to do a task.
- Make sure you don’t speak too quickly or too slowly. Not only must your speech coordinate with the action of your partner, but it must be at a pace that keeps the audience focused.

- Speak loudly enough for people at the back of the room to hear you.



- Do not read the speaking parts of the demonstration. Try to speak from your knowledge on the subject or from a brief set of notes. Write notes on note cards which are easier to conceal and less noisy than large pieces of paper.
- When you are speaking, look at your audience. You should also be paying attention to what your partner is doing, but the main focus should always be the audience.

Action

- During the demonstration, it is important to coordinate the work and speech. This is where your practice will pay off. At any given time, both the demonstrating partner and the speaking partner need to be aware of what their partner is doing so that one does not get ahead of the other.
- Some demonstration topics may be too complex to complete from A to Z within 10 minutes. In these cases, teams may want to bring samples of the project at several stages so that they can quickly move from one step to the next. For example, in our “Let’s Get Growing” demonstration it would take too long to paint the whole plant pot and let it dry before moving on to step 2. To solve this problem, the demonstrators could bring a pre-painted pot to use for step 2, which they could pull out after they demonstrate painting in step 1.
- It is important to keep your materials neat and easy to see throughout the demonstration. Make sure to put tools and materials back beside their labels when you are finished using them. If there is any garbage or debris, remove it from the work surface before moving onto the next step. Having a small bag for garbage tacked or taped to the back of the table where the audience cannot see it is a good way to keep things tidy.
- Place materials within reach of the demonstrator. Reaching in front of each other should be avoided. Consider this with posters too. It may be advantageous to have 2 easels or to place the posters in the center so demonstrators don’t get in each other’s way and block the audience’s view.

Decoration and Stage Setup

- You may want to decorate the area around the demonstration table and stage to match the theme of your demonstration. As long as the decorations do not distract the audience from the demonstration itself, they can be a welcome addition and enhance your presentation. For example, to decorate to match the “Let’s Get Growing” theme, we might use a green table cloth and set some completed herb gardens in front of the table.
- Consider propping up the rear legs of the table or using a tilted mirror above the work surface to make it easier for the audience to see what you are doing.
- Make your tools and materials more visible by propping them up on boxes or stands rather than laying them flat.

Answering Questions

At the end of the demonstration, the audience should be given the opportunity to ask questions.



When a question is asked, it may be beneficial for one team member to repeat the question out loud so the whole audience can hear it. Answer questions as completely and honestly as possible. If the answer to the question is unknown don’t be afraid to say that you don’t know, but you can indicate that you will try to find the answer afterwards.

It may be useful for demonstration partners to plan ahead a sequence of who will ask for questions and who will answer them. This will help you avoid both trying to answer at the same time.

If no one puts up their hand when you first ask for question, wait a moment and ask again at least once before moving on to your concluding statement. This will allow your audience to think up any questions they may want to ask.

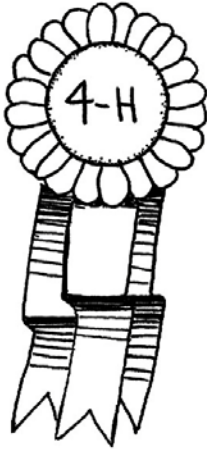
Evaluation

When your demonstration is judged with a 4-H score card, you are being evaluated in five different areas. These five areas all contribute to your final overall score. The five areas are:

- Introduction
- Subject
- Presentation
- Workmanship
- Summary

Refer to the Demonstration Score Card (Publication #148A) for specific details on judging criteria.

Awards



Through the demonstrations program junior 4-H members can earn a Demonstrator Badge and senior 4-H members can earn a Demonstration Certificate. See the Award Opportunities Guide (Publication #128) for award criteria.

Speak and Show

Purpose

Speak and show presentations can be either demonstrations or illustrated talks delivered by one 4-H member. Speak and show topics must have agriculture or food themes so that members learn and teach about what makes the 4-H youth program unique, it's connection to the agriculture industry.

The final result of a speak and show presentation can be a finished product, a learned skill, or increased understanding of the topic by the audience.



Examples of finished products (you make the actual item):

- rope halter
- jam
- dried flower arrangement

Examples of learned skills (you show how to complete these tasks):

- planting a vegetable garden
- first aid for animals
- hoof trimming

Examples of topics for increased understanding (you provide information using visual aids but you don't make or show how to do anything):

- breeds of livestock
- importance of good nutrition
- organic foods

Speak and shows are great opportunities to show and tell. You can teach your audience how to make something, how to do something, or how to understand something better. In speak and show you teach using your speech as well as visual aids.

Timing

Junior members: 5 -10 minutes
Senior members: 10 - 20 minutes

- Time used to answer questions does not count towards the time limit.
- Points will be deducted from the final score if members are over or under the allotted time limit

When and Where?

Speak and shows can be presented at events such as achievement days, club awards banquets, community fundraisers, local fairs and exhibitions. Speak and shows are both entertaining and educational, so they are often welcome additions to public events. They also provide an excellent opportunity to teach the public about agriculture and food.

Speak and shows can also be presented at speak and show competitions. In BC speak and show competitions only take place at the local level. Speak and show competitions may be set up in conjunction with other 4-H competitions or may be arranged at local fairs and exhibitions.



Let's do a Speak and Show!

There are several steps involved in preparing a speak and show. Helpful hints on picking a topic, preparing an outline, and using visual aids and more are outlined in the following section.

Picking a Topic

The first step to a successful speak and show is picking a good topic. Remember, when picking a speak and show topic, that it must have an agriculture or food theme. To find a topic follow these steps:

1. Brainstorm a list of possible agriculture or food topics based on what you are interested in, or what you might be interested in learning about.

Sample Agriculture and Food topics could include:

- Raising bees
- Care of Horse tack
- The tree fruit industry in BC
- Energy conservation
- Fire prevention
- Records management
- Gifts from the kitchen
- Floral arranging

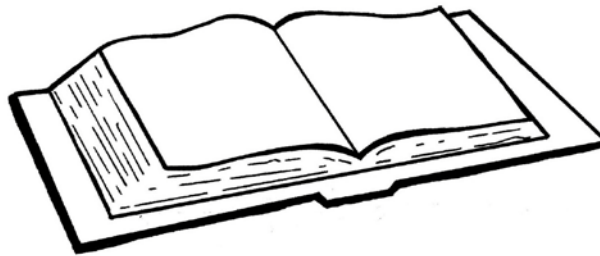
You can ask your leader for a more comprehensive list of sample topics from their leaders communication manual.

2. Consider which topics on the list would be of interest to a general audience.
3. Consider what sort of visual aids would be necessary to present each topic.
4. Consider how difficult it will be for you to prepare or find the visual aids that you will need for each topic.
5. Consider which of the topics on the list are the right level of complexity to be presented within the allotted time period. Your topic should not be too complex and should be centered on a single idea. At the same time there will need to be enough information for you to speak about for 5 -10 minutes for junior members and 10-20 minutes for senior members.

Using the points above, you should be able to narrow down your list until you have selected your topic. If you have more than one topic that fits all the criteria pick the one you are the most interested in and save the others for your next speak and show.

Research

Research your topic before you start outlining the body of the speak and show. Research will ensure that you have accurate and up to date information to include in your presentation.



Try using the library, the internet, or the knowledge of friends and family to learn more about your topic. When choosing information to include in your presentation, make sure that it is relevant to your topic. If your presentation is about raising bees, do not start talking about how you found a hornets' nest under your porch.

Choosing a Title

The title of your presentation should give a hint about your topic. Be creative when giving your presentation a title. For example, if you are going to do a presentation on raising bees, you might choose the title “You can Bank on Bees” instead of “The Steps in Raising Bees”.

Preparing an Outline

Armed with a great topic and a catchy title, you are ready to start outlining your presentation. Speak and show, like most public presentations, should have 3 parts: Introduction, Body and Summary.

Both the introduction and the summary should be relatively short. The body will take up the majority of the allotted time, as it is the portion where you will be speaking and showing for the audience.

Introduction

Your introduction is your chance to make a good first impression with your audience. Introductions should:

- be brief
- be original
- follow-up on the title
- tell why the topic was selected
- make your audience feel that the subject is important
- make sure you have been introduced or introduce yourself and your topic clearly
- formally welcome those who are present, for example:
 - if you are introduced by a chairperson you could include “Thank you Chairperson” in your formal greeting
 - if you are being judged you could include “Welcome Honorable Judges” in your formal greeting
 - if you are at a public venue such as a fair you could include “welcome fairgoers” or “welcome ladies and gentlemen, boys and girls” in your formal greeting
 - if there are a lot of other 4-H members in the audience you could include “welcome fellow 4-H members” in your formal greeting.

The key to delivering formal greetings in speak and shows is identifying who is present and acknowledging them.

Body

The body is the “meat” of the speak and show, where you will be teaching the audience about your subject and possibly showing them how to do something. When outlining the speak and show it may be useful to break up the body into sections.

Example:

In the “You can Bank on Bees” speak and show, the body could be broken down into the following sections:

- History of Beekeeping
- Advantages of Raising Bees
- Basic Bee Care
- Honey
- Beeswax and Other Bee Products



Organize the sections into a logical order so that your presentation will be easy to follow.

If your speak and show demonstrates how to make something or do something, then each section of the presentation would be a step leading up to the completion of the final product or skill. In this type of presentation each section or step should tell: **WHAT** is being done, **HOW** it is being done, and **WHY** is a particular method being used. At the same time as you are explaining each step you should be showing **HOW** to do it.

If your speak and show does not result in a final product or skill, but is designed to increase the audience’s understanding of the topic, each section should have a main point which you can expand upon with visual aids and support information. For example, in the “You can Bank on Bees” presentation, in section 1 “History of Beekeeping”, the main point could be when and how beekeeping started. This main point could be expanded by using specific examples of beekeeping in historical societies or by showing old-fashioned beekeeping equipment.

Summary

Your summary is your chance to leave a lasting impression with your audience and reinforce key points from your presentation. Never introduce new material in your summary.

Summaries should:

- Showcase any finished products or the learned skills resulting from the presentation
- If the presentation was designed to increase the audience’s understanding of the topic, the summary should remind them why the topic is important
- Review each section or step covered in the body (a summary poster may be helpful)
- Relate back to the theme brought out in the introduction
- Allow the audience an opportunity to ask questions
- Bring the presentation to a definite close with a strong concluding statement

Making a Guide

When preparing your outline, you can make a chart outlining what you will say, what visual aids you will need, and any actions you will have for each section. This chart can be used as a guide to help you gather necessary materials and practice the speaking parts of the presentation.

For Example:

“You Can Bank on Bees” Outline Chart

	What to Say	What to Do	Visual Aids Needed
Introduction	Write out your introductory comments here including your formal greeting.	Put up a poster that says “You can Bank on Bees”	Poster that says “You can Bank on Bees” and an easel
History of Beekeeping			
Advantages of Raising Bees			
Basic Bee Care			
Honey			
Beeswax and other Bee Products			
Summary			

Visual Aids

While preparing your speak and show outline start considering what sort of visual aids you will use, after all, half of a speak and show is showing. Simple, well-prepared visual aids help the audience learn faster, understand better, and remember longer. Visual aids may be used to introduce the presentation, to present main points, and/or to give the summary. Use only visual aids that will enhance your presentation. If visual aids will not make the presentation better, you should not use them. Depending on your topic you may be able to use a variety of visual aids in your presentation. Options for visual aids may include posters, props, and even PowerPoint presentations. No matter what medium you choose be sure to consider the following tips for preparing effective visual aids.

Posters, Labels, and PowerPoint Slides

- Keep them simple, do not include too much information
- Use large lettering so that people in the back of the room can read them.
- Text color should stand out on background color (black on white, yellow on navy)
- Display posters or slides long enough for the audience to read them
- Remove posters or slides as soon as you have made your point
- Blend the posters and slides in with your speak and show by using colors or designs that match your theme
- Use the same font or writing on all materials

Props

- Only use tools and supplies that are large enough to be seen by the audience. If you are doing something that is very hard to see, consider making oversize models for demonstration purposes.
- Use clear containers or bowls so that the audience can see the contents.
- Use plain, uniform, practical equipment so the audience focuses on what you are doing or saying, not on what you are holding.
- Place small, messy, or hard to see materials in a container to keep your work surface tidy and your props easy to see.



When gathering all needed equipment and supplies, don't forget to think about support equipment such as an easel or flipchart for your posters. You may also need a table or bench to display your props.

If you choose to use a PowerPoint presentation in your speak and show be sure that you are prepared with the correct technical equipment including a computer, a projector, a screen and all the necessary cords. Make sure that you can set up your equipment quickly and that you can use it effectively. A well delivered PowerPoint makes a presentation professional and easy to listen to, whereas a poorly delivered PowerPoint may result in the audience missing the message entirely.

Practice Makes Perfect

When all your materials are assembled and your outline is complete it is time to practice, practice, and more practice!

When you first start practicing your speak and show, you might want to do it without any actions, just reading through the speaking parts. Once you feel comfortable with what you have to say, you won't need to refer to your notes as often. This will free your hands to add in any actions that go along with the words.

You can practice your presentation in front of a mirror or for friends and family to help you get ideas on how to improve your delivery. Practicing will also give you the opportunity to time your presentation and make sure that it fits within the time limit.

Presentation Tips

Appearance

Your appearance as you greet the audience has a lasting impression. Dress neatly and appropriately for the job. Depending on your topic, you may be able to wear an outfit that coordinates with your theme.

- Choose simple, practical clothing so that your audience will be attracted to your presentation, not distracted by your clothes.
- If in doubt about what to wear, club uniforms usually make a good choice.
- Be aware of your posture: if you stand up straight you will appear more professional.
- Be confident in yourself and your presentation.
- Look like you are having fun so you can motivate and engage the audience.

Speaking



- When you are speaking, look at your audience.
- When delivering the spoken parts of the presentation, be natural, sincere, and purposeful.
- Don't speak too fast or too slow.
- Speak from your knowledge on the subject or from a brief set of notes. Don't read your lines. Try your best to remember what you need to say.
- Speak loudly enough for people at the back of the room to hear you.
- Write notes on note cards which are less distracting than large pieces of paper.

Action

- Avoid blocking the audience's view of posters, models, or screens. A pointer will help you stay out of the way when referring to information on a screen or poster.
- When using PowerPoint, make sure that you change your slides in time with your speech. Ensure that you can reach the keyboard or have a remote to advance between slides when needed.
- If you are showing the audience how to make something, be aware that some topics might pose special problems because they have long intervals between steps. Avoid this problem by having the item or product available at various stages of development. For example, show dinner rolls at the preparation and completion stages.
- Keep your materials neat and easy to see throughout the presentation. Put props and supplies back where they belong when you are done using them.
- If there is any garbage or debris, remove it from the work surface before moving on.

Stage Setup

- You may want to set up the stage or presentation area to match the theme of your presentation. For example, to match the "You can Bank on Bees" theme, you might use black and yellow table cloths.

Answering Questions

Be prepared to answer questions. The audience may have missed some point or a step of the presentation, or they may want to test your knowledge. At the end of your presentation you should ask if there are any questions from the audience. When a question is asked, let the entire audience know what the question was by repeating it or by incorporating it into the answer.

If questions are asked that you can't answer, don't worry. Simply say you don't know the answer. Unless the presentation is a contest, you may ask the audience to help with the answers.

If no one asks questions right away, be sure to ask again if there are any questions before you move on to your final statement. When there are no more questions, finish the presentation with a concluding line and/or invite the audience to inspect the finished product. Having copies of your procedure or main points on a handout available for the audience is a popular gesture.

Evaluation

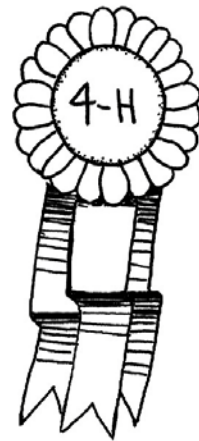
If your speak and show is being judged using a 4-H score card you will be evaluated in four different areas. These four areas all contribute to your final overall score. The four areas are:

- Introduction
- Subject
- Techniques
- Summary

Refer to the Speak and Show Score Card (Publication #148W) for specific details on judging criteria.

Awards

Through the speak and show program junior 4-H members can earn a Speak and Show Badge and senior 4-H members can earn a Speak and Show Certificate. See the Award Opportunities Guide (Publication #128) for award details.



Educational Displays

Purpose

Educational displays are unique in the 4-H communications program because they are the only communications option that has no speaking required. Educational displays teach a different type of communication skill than do speeches, demonstrations and speak and shows, visual communication. The educational display program provides individual 4-H members or groups of 4-H members the opportunity to design a visual display board that tells an interesting story using pictures, text, and maybe even small objects.



Educational displays should:

- Stop the viewer
- Hold the viewer's attention
- Provide basic or key information on the topic
- Leave the viewer with a lasting impression

Educational displays are a great way to make the public aware of information, ideas, or issues that are important to you. By providing them with the key information on your subject you will bring it to the front of their minds.

Educational displays benefit 4-H members by:

- Encouraging them to develop new ideas
- Helping them to communicate their ideas to others
- Allowing them to express their interests and ideas
- Promoting teamwork and cooperation
- Providing the opportunity to learn about visual design and the importance of good workmanship

Educational displays can be done by one person, by two people or by a whole group of people. Any number of 4-H members can work on a single educational display, however, when a group does a display not all members of the group will be eligible to receive educational display badges or certificates for that display. See the Awards Opportunities Guide (Publication #128) and the awards section at the end of this chapter for details on awards eligibility.

When and Where

Educational displays are extremely versatile and can be set up almost anywhere. They can be set up in malls, libraries or schools: anywhere that display space is available. Educational displays can also be used in club exhibits or at fundraisers.

Educational display competitions take place mostly at the local level with some areas hosting district competitions. Most fairs and exhibitions also have educational display judging so you may have an opportunity to enter your display board in these events.

Let's do an Educational Display!

Picking your Topic

Your challenge in picking a topic is even greater for educational displays than for public speaking, demonstrations and speaks and shows. Educational displays need to communicate their message in 30 seconds to 1 minute so it is important that you pick a topic simple enough to get across in that time.

Remember the following tips when choosing a topic:

- Give your educational display a clear purpose and single focus.
- Make sure your topic is something that a general audience will find interesting and will want to learn about.
- Choose something that you will be able to develop using both pictures and words.
- Identify the purpose of your display; arousing interest, seeking support, giving information, or promoting action.

In order to narrow down your topic to a single simple idea you could do some brainstorming, draw an idea web, or make a flowchart similar to the one used to select a topic in the public speaking section.

Choosing a Title

A title is one of the most important things in any display because it is the first thing that people will look at. If the title is successful in capturing the spectator's interest they will stop and read more. Your title should be catchy and short. If you make your title too long it won't attract spectators, and you may even have problems fitting the words onto your display board.

For example in an educational display board on the topic of "Vitamin C", we could use the title "Recommended Daily Intake and Sources of Vitamin C". Or we could call it something much shorter and catchier like "C for Yourself!"

Selecting a Format

There are three basic ways to present information on educational display boards:

1. **Compare and Contrast:** This type takes two ideas and tells how they are the same and how they are different. Keep in mind that you must keep your situations and ideas realistic.
2. **Related Series of Panels:** This often tells a process or a set of instructions. This is also a type used to convey general information about a subject.
3. **Miniatures and Enlargement:** These are representations, to scale, of items or topics that you wish to inform people about. This can be an effective tool to attract Attention to detail.

Your educational display can be based on any of these formats, or, it can combine styles in order to create a truly unique and informative display.

Research

Once you have chosen a topic and format, you will need to gather information on your topic. When researching your topic consider the following:

- Is the information from a reliable source?
- Could others verify the facts?
- Does this information relate specifically to your topic?
- Does this information add to and reinforce your message?
- How are you going to present this information on your display?

Materials

Before you start constructing your display, you will need to gather all the necessary tools and materials. It may be helpful to make a list of these materials before you begin.



Display Board

The first thing you will need is a display board. The standard education display consists of three panels that form a backboard. These panels are usually hinged together and may be of equal size or may vary in size.

Display boards can be made out of any number of materials including:

- Cardboard
- Wood
- Metal
- Fabric
- Light plastic
- Heavy plastic
- Cork

When choosing a material for your display board you should consider:

- How durable is it?
- How easy will it be to clean?
- Is it sturdy enough to stand up on its own?
- Will it be easy to stick pictures and other materials to it?
- Do the color and texture of the board match the theme of the display?
- Will it be possible to change the background color should you want to use the board again for a future display?
- Does the board fold easily for transport?
- How heavy is it?

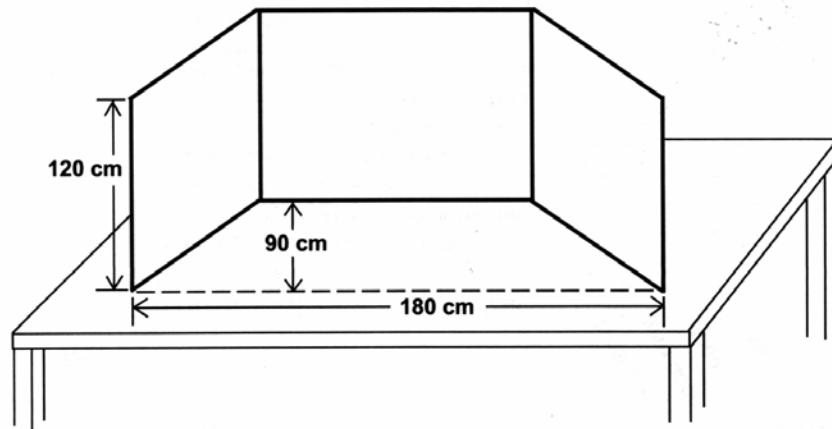
Cardboard or light plastic boards may likely be purchased from office supply, science supply, or sign shops. Cardboard and light plastic boards will be the cheapest but you may not be able to use them again. Boards made from other materials may need to be custom built which will be more expensive initially but you may be able to use them again for many years.

The most important thing to consider when choosing a display board is size. There is no exact size that an educational display must be, but it must be smaller than the maximum size:

Height – 120cm

Depth – 90cm

Length – 180cm



If your educational display board exceeds this maximum size you will lose points when being evaluated.

Lettering and Text

Lettering and text are very important because most of your information will be conveyed to your audience through them reading the text on your display.

- Keep it simple, too much text will make your display too long to read.
- Choose your words wisely so that your message is clear and understandable.
- Break up text into different sections, don't lump it all together.
- Use the same font or handwriting throughout the whole display.
- If you use stencils, choose one that is solid, large, and easy to read.
- Spelling and grammar are important
- Choose a text style or font that is easy to read
- Keep in mind that CAPITAL letters are more forceful than lower case letters (CAPITAL - capital) However, words may be easier to read if you only capitalize the first letter (Capital – CAPITAL).
- Be consistent with letter size and capitalization. Is This Easier To Read - oR Is ThIs eASieR?
- Use larger font sizes or bold text for titles and headings.
- The title will likely be much larger than the rest of the text. To make it stand out even more you can consider raising it using cardboard, wood, or Styrofoam.
- The colour of your lettering is also important. Use colours that contrast such as: Dark Blue on White, Black on Yellow, and Green on White to make the text stand out.

Visuals

Preparing the visuals for the educational display is just as important as making sure that the content is accurate. You can use many different types of materials to enhance your display. Be sure that whatever you choose clearly relates to your topic and does not distract the viewer's attention away from your message.

Some materials you may consider using on your display board are:

- Photographs
- Drawings
- Cartoons
- Maps
- Graphs
- Fabric
- Feathers
- Foam board
- Buttons
- Foil
- Knobs
- Lights
- Leather
- Plastic
- Wood
- Wool
- Felt
- Anything you can think of!

You can also use the table space directly in front of your display board so you may want to consider bringing items such as sample pamphlets and models to fill this space. Also consider bringing a neutral or thematic table cloth in case the surface you have to set your display up on distracts attention away from the display!

Make sure all the visuals you use have some sort of unity between them. They should look like they belong together. Keep in mind details such as colour, shape and size. All visuals should relate specifically to the main point and clearly enhance the display's message. Try to demonstrate the connection between your subject and your title through your visuals.

Colour

Colours have the ability to alter people's moods and feelings and may play a role in attracting people to your educational display. When you are selecting materials and creating visuals for your display you should have a colour scheme in mind. A color scheme is a combination of two or more colours that go together and are appropriate to the subject. Select colors that are appropriate to your theme and that will add appeal to your display.

Some notes to consider when selecting colors:

- Some colours are aggressive and stimulating: bright orange, yellow and red.
 - These colours tend to make things appear larger.
- Other colours are softer and calming: dark blue, green, and violet.
 - These colours make things appear smaller.
- It is a good idea to choose a softer colour for your background and larger items, and brighter colours for items that you want to draw attention to.
- When combining colors there is no hard and fast rule to follow, just be sure to select a palate of colors that compliment one another.
- Usually 2 or 3 colors is enough.

When selecting a colour scheme that is appropriate to your theme, think about what colors you associate with your topic.

For example:

Topic Area	Associated Colors
Citrus Fruits	Orange, Yellow, Green
Traffic Safety	Green, Amber, Red
Water	Light Blue, Dark Blue
First Aid	Red, White

Pick a colour scheme that will attract attention and generate interest in your topic. Whatever you select, be sure that your text color is clearly visible on your background colour.

Design and Layout

Once you have chosen your topic and format, collected information, prepared your text and other visuals and built or purchased a display board, you will need to prepare a layout of how the display should look.

Sketching a layout for your display will help you to find the best way to organize it. You will be able to refer to the layout when it comes time to attach your text and visuals to the display board. Preparing a layout in advance will help you avoid making mistakes and attaching things to your board in the wrong places. The layout doesn't need to show details but it should show where the main components of the display will be located on the board.

When preparing a layout for your display, keep in mind the following points:

- The eye will naturally go to the center panel, then to the left and finally to the right: arrange materials accordingly
- Include a center of interest, or focal point, on the center panel to convey the heart of your message. All other objects and text should be arranged around this focal point. The focal point should be fairly large to make it stand out. For example, in a display on Vitamin C the focal point could be a picture of a large Vitamin C tablet or a model of fruit that is a good source of Vitamin C.
- Don't overcrowd your display. The more simple and less cluttered your display is the easier it will be for the viewer to see your message.
- Some empty space is good. Space can provide impact and allows you to highlight the most important information.

- Proportions are important. Text and visuals should be sized appropriately relative to one another and relative to the size of the display board. A picture that takes up half of your display board with only a tiny caption would not be in proportion and would likely not be a good use of space in your display.
- Balance the items in your display. Not all the text should be on one side and all the pictures on the other side. Balancing the text and visuals in your display will give it a more appealing appearance and will encourage viewers to look at the whole thing, not just one side or the other.
- Rhythm means that the design carries the eye easily through the display. Rhythm can be achieved through repetition of color and shapes or through the use of arrows or lines.
- Your display must include the 4-H logo and your club name on the front. Avoid including additional names, dates, or other personal information as it will clutter the display. For competition, make sure all the participants' names, ages, club name and district name are on the back of the display.

Workmanship

When assembling your educational display, it is important that you do high quality work so that your display will be both attractive and durable. If your display is going to be used on several different occasions, be sure to use sturdy materials that will not wear out quickly.

When attaching text and materials to your display board, you can use any number of items including: glue, tape, pins, staples, sticky tack, magnets, Velcro, and nails. Whatever you use be sure that materials are affixed firmly to the surface of the board and will not fall off if they are bumped or brushed. Also be sure that edges are stuck down so they don't peel and curl up.

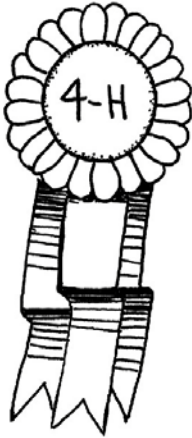
Evaluation

When your educational display is judged using the 4-H score card it will be evaluated in four areas:

- Subject and Title
- Design and Layout
- Workmanship
- Originality

See the Educational Display Score Card (Publication #148C) for specific judging criteria. You can expect to receive a written set of comments from the judges on your display. View these comments as constructive criticism that can help you improve your display for next time. Judges comments are designed to help make even the best better.

Awards



Through the educational display program junior members can earn an Educational Display Badge and senior members can earn an Educational Display Certificate. See the Award Opportunities Guide (Publication #128) for award details.

Note: While educational displays can be done in groups, not all members of a group will necessarily be eligible to receive a badge or senior skills certificate for the display. In order to be eligible for a badge or a senior skill certificate, members must complete an educational display in one of the following three ways:

- Individually
- Member of a two person team (both members of the team are eligible for badge or certificate)
- Coordinator or chairperson of a large group or committee (in this case only the coordinator or chairperson is eligible for badges or certificates, other group members do not qualify.)

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