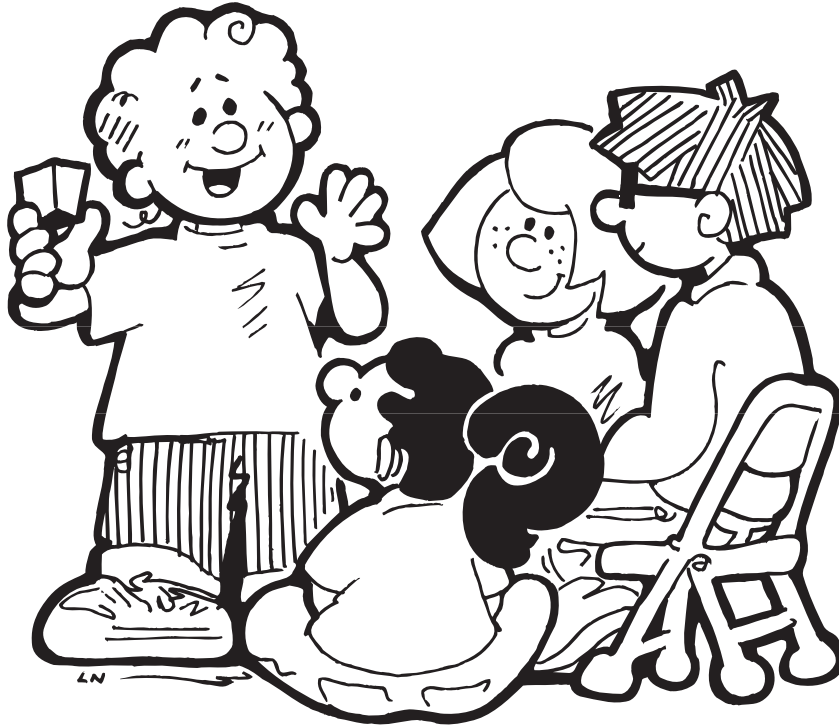




4-H Youth Development

See! You did it!



This activity will help 4-H'ers learn to communicate to others by giving an organized presentation in front of others.

This club or group activity for grades 3 to 5 and grades 6 to 8 will help them learn to clearly communicate information to others through a talk (speech). They will practice life skills—especially developing self-esteem and gaining self-confidence.

The life skill objectives of this activity are for youth to organize and deliver a talk. The preparation includes organizing material, presenting information, and gaining courage.

Introduce the Activity

Here is a box with lots of small items that you will know something about.

You are to select an item, take a few minutes to think about your item, and then tell us about the item you selected.

What to Do

Select an object/item and prepare a short, brief talk about the object/item. Talk about what you find in the box. (See suggested list at the end of this piece.)

Do the Activity

1. Have the group members individually select an item or topic from a box or sack.
2. Allow a short amount of time for each to prepare a talk.
3. Form small groups of four to five 4-H'ers in each group, where each 4-H'er would talk about the selected item/topic. (The size of the group would suggest using the above small group technique.)
4. Ask for volunteers to talk about their item/topic to the entire group. Continue until all have given their talk to the entire group/club.

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Talk It Over

Use some or all of these questions to help 4-H'ers learn from the process they just experienced.

1. How did you feel when you saw your item/topic?
2. What did you do to get ready?
3. What changes did you make before you gave your talk the second time?
4. Why did you make those changes?
5. How did you feel while you were up in front of the group(s)?

Process with These Questions

1. What changes did you make the second time?
2. What were you doing when you gave your talk a second time?
3. Was your audience listening to you? What clues did you have?
4. What have you just done?

Alternative Processing Technique

After each 4-H'er has given her or his talk in the small group, have an adult/parent work with each group and use the questions in the "Talk It Over" and "Process with These Questions" sections to discuss their first experience.

Generalize

1. How are you using those skills now?
2. How will you use this process tomorrow, or next week and in the future?

Apply

1. Where else in 4-H can you give a speech or talk?
2. When you think about adults, who gives speeches?
3. Realize that for most adults, giving a speech is one of their greatest fears.
4. Congratulations! You did it! Let's have a big celebration because you have given a 4-H presentation. (Give each participating 4-H'er some form of recognition, like a stick of gum, to acknowledge what they accomplished—giving a talk.)

More Challenges

Here are some additional ways you can use the skills of giving a talk/presentation in 4-H:

1. Give a formal presentation to this 4-H club.
2. Prepare a formal presentation for the County 4-H Communication Contest.
3. Volunteer to introduce others at a club or county event.

Did You Know?

No one can get up in front of a group and give a well-organized speech or presentation without preparation. Every speaker has to select a topic, organize the information about the topic that they want to share, think about the audience, practice the speech, give or deliver a speech/presentation, and finally do some evaluation of how well they did. These are the basic steps you can use every time you have to give a talk in 4-H, school, or any other place. Remember, for most people, speaking in front of a group is a scary experience. But by following these steps, you can do a good job of making a speech or presentation.

Suggested Items for the Box

Here is a short list of items that you could put in the box to be chosen by the 4-H'ers. Look around your kitchen, your shop or workroom, or your child's room for other ideas.

- A set of measuring cups/spoons
- 2 to 5 different postage stamps
- Shoe string (with or without a shoe)
- Several different buttons
- A comb
- Scissors
- Package of cocoa
- Hammer
- Pliers
- 2 to 4 different nails
- 2 to 4 different screws
- Empty cereal box
- Several coins
- Neck tie
- Slips of paper with the following instructions
Introduce a friend to another person
Welcome a guest into your home

Resource

Ask for 4-H 850A, *Pieces to a 4-H Presentation*



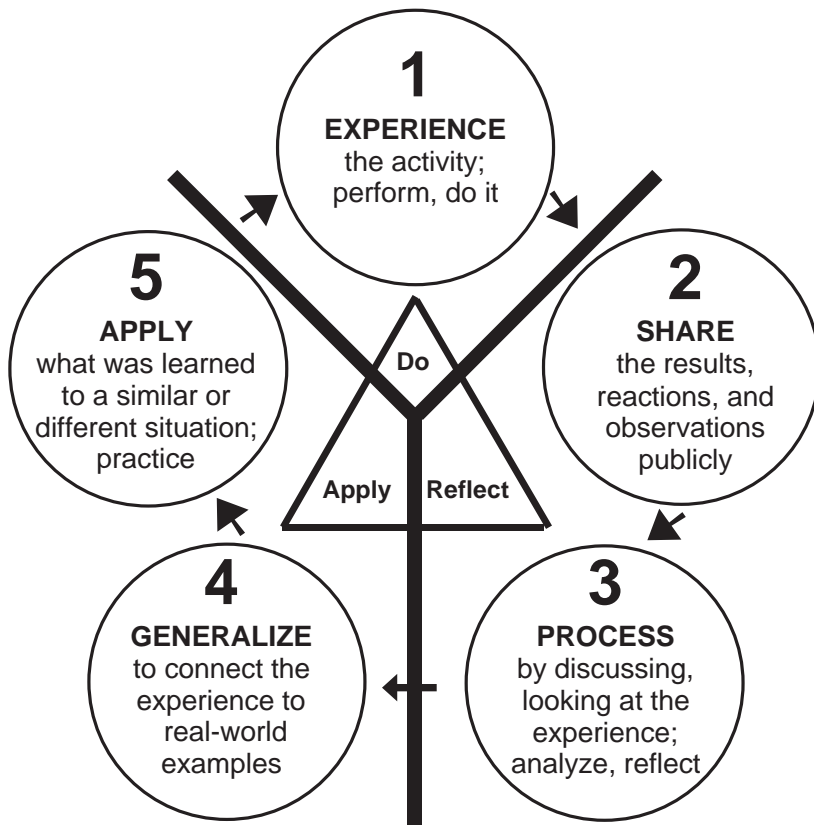
Experiential Learning Model

Experiential learning takes place when a person is involved in an activity, looks back at it critically, determines what was useful or important to remember, and uses this information to perform another activity. In the past few years, research in the area of experiential learning has strengthened this approach by adding several key processing steps beyond simply doing the activity or experience. These steps include:

- having the participant(s) **experience** the activity—perform or do it;
- having the participant(s) **share** the experience by describing what happened;
- asking participant(s) to **process** the experience to identify common themes;
- having participant(s) **generalize** from the experience to form principles or guidelines that can be used in real-life situations, e.g., life skills;

- asking participant(s) to **apply** what was learned to another situation.

Providing an experience alone does not create “experiential learning.” The activity comes first. The learning comes from the thoughts and ideas created as a result of the experience. This is a “learn by doing” or experiential process. Addressing each step in the process ensures a purposeful plan to obtain a specific goal.



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... and justice for all

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