



## Suggested Procedures for Judges Evaluating 4-H Educational Presentations or 4-H Working Exhibits (Based on Iowa State Fair Procedures)

- I. Keep the objectives for 4-H Educational Presentations and 4-H Working Exhibits in mind:  
**4-H'ers will develop their communication skills by:**
  - working individually or in a small group to analyze an audience, prepare, and facilitate a 4-H Educational Presentation or 4-H Working Exhibit.
  - selecting a topic appropriate to an audience and of interest to them.
  - researching a topic of interest.
  - using different resources to communicate about a topic.
  - organizing information in a logical sequence.
  - sending verbal and nonverbal messages to a small or large group of people.
  - controlling communication apprehension associated with talking to more than one person.
  - responding to audience questions in front of a group of people.
  - discussing the presentation with a judge.**Evaluators (judges) will:**
  - help 4-H'ers feel good about themselves through their participation in the communication program.
  - help 4-H'ers enhance and develop their communication skills.
- II. Criteria for evaluating 4-H Educational Presentations and 4-H Working Exhibits:  
Use **4-H Educational Presentation Evaluation** (VI-947-DHG, Revised March 1998)  
Use **4-H Working Exhibit Evaluation** (VI-948-DHG, Revised March 1998)
- III. Talk with the presenters prior to the session. Time allotment: \_\_\_\_ minutes available. Here are some suggestions:
  1. Start with a welcome.
  2. Introduce yourself and make a few personal remarks about yourself or your involvement with 4-H or judging (help them to relax).
  3. Let them know that it's okay and natural to feel nervous.
  4. Introduce the people who are assisting with set-up and take-down.
  5. Ask presenters to introduce themselves and tell a little about their presentation.
  6. Let presenters know you are looking forward to listening to and watching their presentations.
  7. Explain procedures for their evaluation conference following their presentations.
  8. Explain the procedures for the peer review (junior evaluator) program.
  9. Ask the 4-H'ers if they have any questions they would like to ask.
- IV. For 4-H Educational Presentations, talk with the audience prior to the session. Time allotment: \_\_\_\_ minutes available. Here are some suggestions:
  1. Welcome the audience with a smile and enthusiasm!
  2. Introduce yourself and make some personal remarks to build rapport.
  3. Let them know that the 4-H'ers are making a significant achievement by preparing and presenting their information for an audience.
  4. Briefly explain what you are going to be looking for in the evaluation.
  5. Briefly explain the conference judging process.
  6. Encourage the audience to ask questions at the end of each presentation.
  7. Ask the audience if they have any questions.
- V. What you might do during the presentations or exhibits.
  1. Smile, make eye contact.
  2. Make notes on the evaluation form which will help the 4-H'er enhance and develop their communication skills. The forms will be returned to the participants.
  3. Create a question or two for the end of the presentation or ask some while you are participating in the exhibit. The entry form given to you by the 4-H'er(s) may provide some ideas for questions.
  4. Notice how the audience is responding to the presentation or exhibit.
  5. Write down any additional comments immediately so you won't forget them.

- VI. What you might say during the conference judging (refer to "The Judge as an Expert Guide").
1. Build rapport. Establish a comfortable setting by smiling and showing sincere interest in the presenters.
  2. Information gathering. You might start with "ice breaking" statements such as:
    - how did you get interested in the topic?
    - what goal(s) did you set when you decided to prepare and give an educational presentation/working exhibit?
    - how many of (those) have you made?
  3. Ask the 4-H'er(s) to talk about the criteria they used and their standards as they prepared and presented their 4-H communications activity.
    - what skills have you gained by participating in this communication activity?
  4. Encourage the 4-H'er through appropriate questions to identify segments or parts of their presentation/working exhibit that they are proud of and what they would like to change.
  5. Encourage the 4-H'er(s) through appropriate questions to reflect on what they learned about their communication skills through this activity.
  6. You provide feedback that:
    - is supportive, to reinforce.
    - may be corrective, where a change is appropriate.
 In providing feedback, use "I" messages rather than "you" messages. Try words like:
    - I really liked . . .
    - I thought this part was really effective . . .
    - I felt you might try to . . . because . . .
    - I wasn't quite sure about . . .
    - I had difficulty understanding . . . Could you explain?
    - I noticed you . . . or I could see you felt . . .
  7. Encourage the 4-H'er(s) to give the presentation/working exhibit again. Make suggestions on groups you think might be interested in the topic. Encourage the 4-H'er(s) to give additional presentations/working exhibits

VII. Peer Evaluations

(Each 4-H'er is to evaluate another presentation/working exhibit as a part of the learning process.)

1. Ask 4-H'er(s) to review the report form (VI-947-A or VI-7006-DG) for the presentation/working exhibit they will evaluate, taking particular note of the stated purpose.
2. Ask them to look for specific things relating to the stated purpose.
3. Ask them to observe audience reaction (people stopping as they walk by, nodding heads in agreement, frowning, distractions, etc.)
4. Include them in the evaluation conference by asking:
  - what did you like about the presentation?
  - what audience reaction did you observe?
  - did the presenters meet their goals? how and why?
  - further comments or questions

VIII. Giving awards at the conclusion of the session. Time allotment: \_\_\_\_\_ minutes available.

1. There are no limits to the number of merits or excellents you can give. This is not a competition against each other. It is a learning process for the 4-H'er. How well did the 4-H'ers do against their own goals?
2. Acknowledge the efforts made by the 4-H'ers in preparation, implementation, and evaluation of the Educational Presentation or Working Exhibit. Also the effort and sacrifice of parents and leaders of 4-H'ers.
3. Clarify that this wasn't a competition.
4. Explain the certificates.
5. Make positive comments about presentations one by one and have the 4-H'ers come up front for their certificates. (Criticism should be handled in the conference, not in front of the audience.)
6. Thank audience, parents, presenters, and assistants for their participation.
7. Encourage youth to continue their participation in communications.