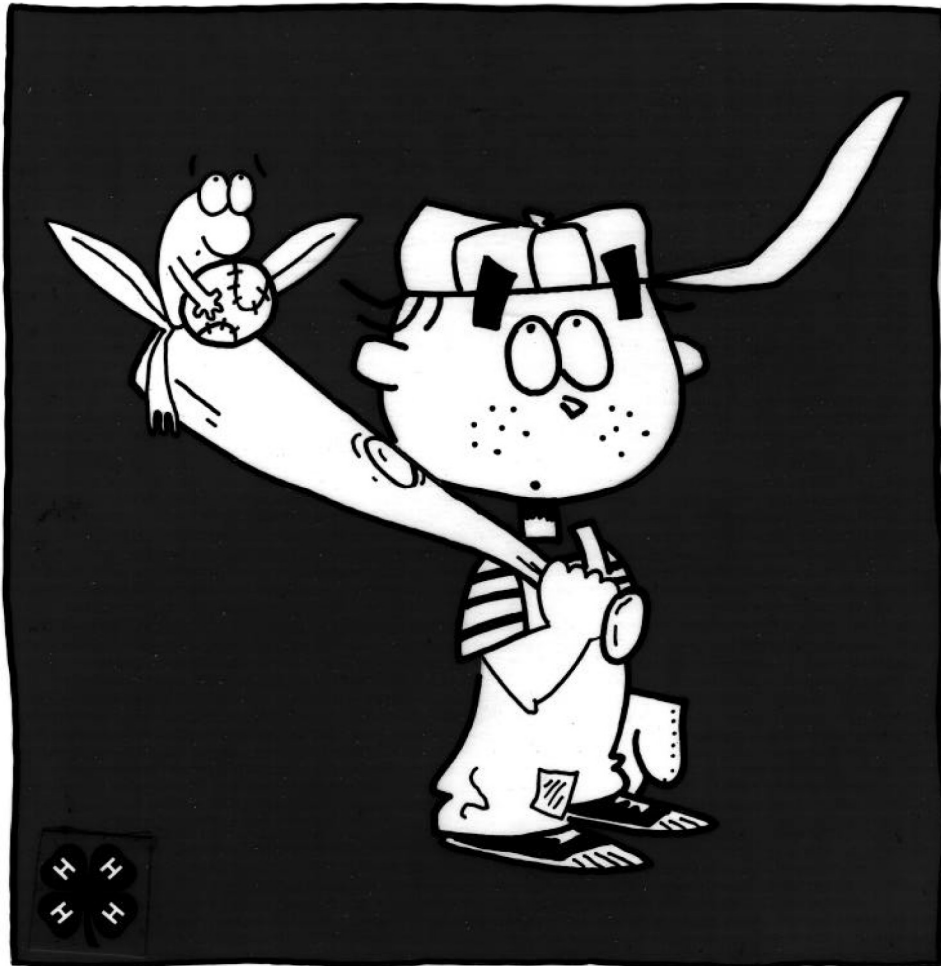
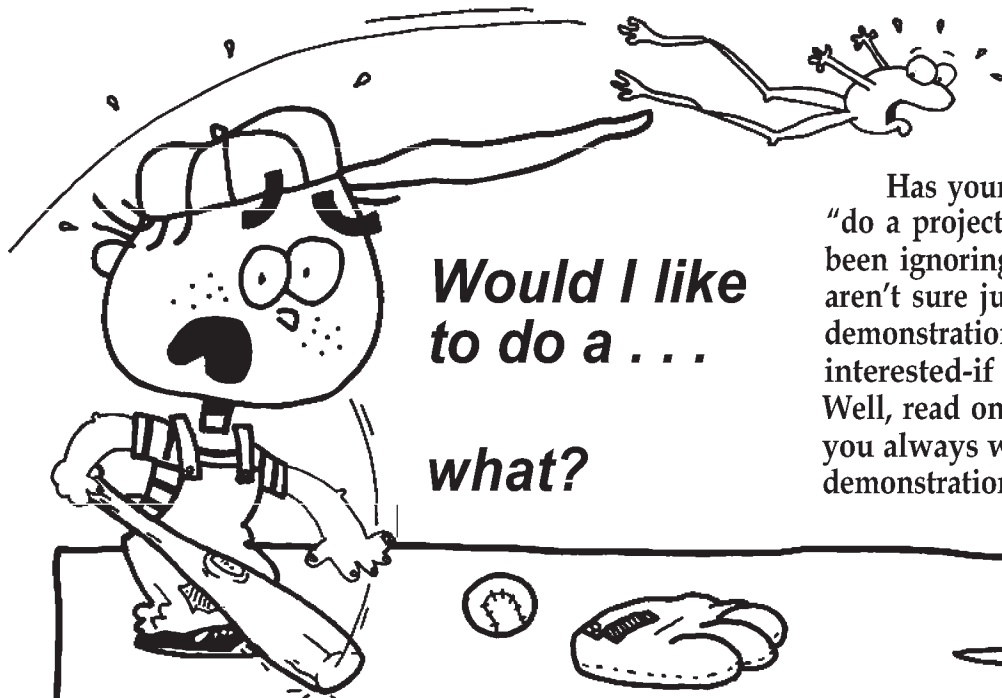




Would you like to do a 4-H Project Demonstration?





**Would I like
to do a . . .
what?**

Has your 4-H leader been asking you to "do a project demonstration?" Have you been ignoring the whole idea because you aren't sure just exactly what "project demonstration" means? Are you a little interested-if you can get more details? Well, read on and you can learn everything you always wanted to know about project demonstrations and were afraid to ask.

**OK tell me,
just what
IS
a project
demonstration?**



Simple. Any time you learn how to do something in your 4-H project and then show another person how to do it, you are giving a demonstration! A demonstration is a method used to communicate an idea by showing and telling.

**So far,
so good.
Tell me more.**

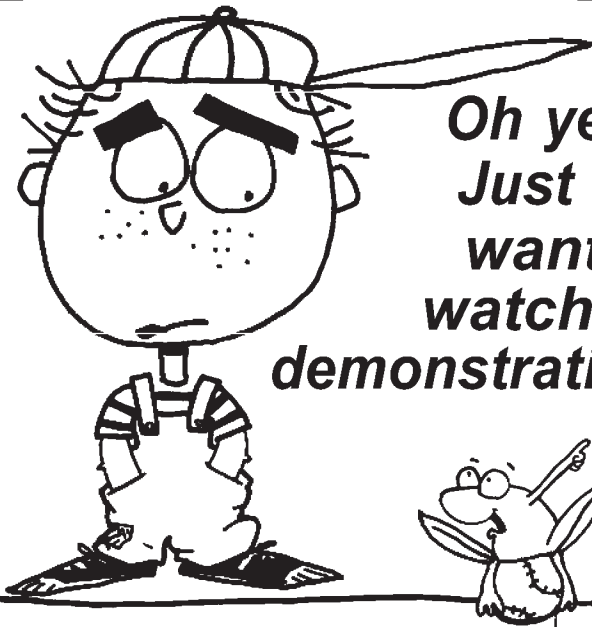


A 4-H demonstration helps you learn to:

- Research a subject.
- Organize ideas in a logical order.
- Express yourself clearly.
- Be a teacher!

Giving a 4-H project demonstration is a great way to teach others what you have learned in your 4-H project.

**Oh yeah?
Just who
wants to
watch MY
demonstration?**



There are lots of people who would be interested in watching your demonstration and in knowing what you have learned in 4-H! Just for starters, how about?

- Other members of your 4-H club
- Your family
- Students and teachers in your school
- 4-H project members in training workshops
- Adults in community clubs (Homemakers, Grange, Ruritan or Civitan, women's clubs, Kiwanis, Rotary, Lions, etc.)
- Other 4-H clubs in your community

Sounds like I would really have to be prepared!



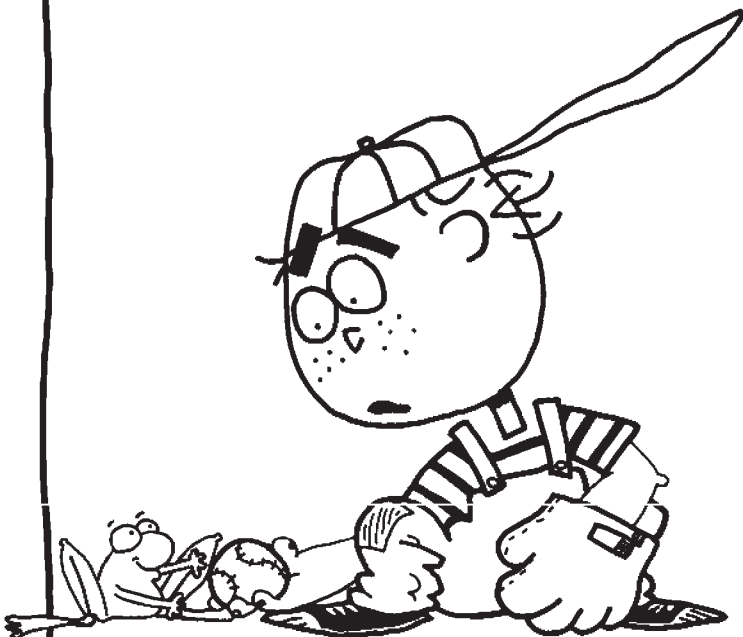
✂ But just think how many times you can use your demonstration! And, after you have given it to several audiences, you might want to compete in a 4-H demonstration contest in your county. Check with your county Extension agent for 4-H for the date of this event-and be sure to ask about achievement records.

But wait. What do demonstrations have to do with achievement records?

Achievement record books are the way you report your accomplishments in 4-H project work. You may submit your achievement records to be judged for awards and possibly trips. When you give a demonstration, you have completed an important 4-H activity to add to your achievement records.

You should report in your record book 4-H demonstrations that you present on all levels-those given to family members, fellow 4-H members and others, as well as those you present in competition. All of these are important for your achievement records. In fact, learning experiences such as demonstrations count as 20% of your total score.

But, can I handle this alone?



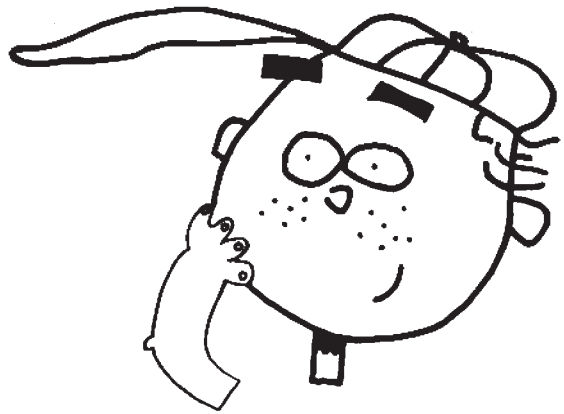
If you think that you need another person to help you, think about a team demonstration. But be forewarned, a team demonstration actually takes more time because extra time must be allowed for planning and practicing. Team members should participate equally in both the speaking and the demonstration part of the presentation.

Working with someone may sound like a good idea to you for club and local demonstrations, but check the rules to see if teams are eligible for more advanced competitive events. You may not want to depend on someone else for part of your score. If your demonstration is simple enough to do by yourself, then do it alone.

**OK, I'm convinced. . .
where do I start?**



Selecting a Topic



Since my 4-H project is foods, it makes sense to do a demonstration in foods! How about some of those great snacks we made in my 4-H foods project group? I can do them real well!

First, select a topic.

The topic of your project demonstration should be something that:

- you learned through your 4-H project,
- is of practical value,
- is of interest to you,
- is not too hard for you,
- challenges your ability,
- is one idea that can be shown and told in a short time.

Don't pick your subject on a whim! The categories listed at the back of this manual might give you some ideas. As you can see from the topics suggested, it is important to narrow your subject to one principal idea or theme. Once you have selected a topic, decide on a title for your demonstration. Select a title that:

- relates to the subject and is "catchy,"
- is original,
- is short,
- suggests the subject without telling the whole story.

Selecting a Title



Now what kind of catchy title can I use? Gee, I'd better give this some thought. Let me think . . . Well, my 4-H leader says that nutritious snacks are a sneaky way to make nutrition fun. I think I'll call my demonstration "Sneaky Snacks-Making Nutrition Fun."

Outlining Key Points

Well, I want to show that:

1. It's fun to make snacks.
2. I've learned to make at least 10 different kinds (but I think I'll show how to make three of them).



3. Nutritious snacks taste good.
4. Nutritious snacks can be inexpensive.
5. Nutritious snacks are easy to make.

Deciding Logical Order of Key Points



1. I'll make the point first that nutritious snacks can be inexpensive. That way I can show some ingredients that don't cost very much *before* I make snacks out of them.
2. After I show how inexpensive snacks can be, I'll start preparing my three favorite ones. I can combine key points 1, 2 and 5.
3. I'll save the point about *tasting good* for the end-and let the audience be the taste test!

Next, consider the length of your presentation.

You will want your presentation long enough to cover the subject, but short enough to keep your audience's attention. Too much detail can be distracting.

For competitive 4-H project demonstrations in Kentucky, the time limit varies by category. Check with your Extension 4-H agent to determine the time limit for the category you have selected. You should have *at least* enough information to spend five minutes giving your presentation.

Then, outline the key points.

An outline will help you to organize your thoughts and materials. Use the worksheet on page 12. To make your demonstration effective, list the main ideas or key points you want. Next, decide (1) the logical order of the key points, (2) how to demonstrate each key point, and (3) the equipment you will need to demonstrate or explain each.

A demonstration must have a beginning and an ending. The beginning is called the *introduction* and the ending a *conclusion*. Everything in between is the *body*.

Plan a good introduction.

The introduction should be interesting and brief and give the purpose of your demonstration. This is your *interest-getter*, so think of something catchy or interesting that you can say or do to grab attention! It is at this point that you should introduce yourself if you have not been introduced.

(For competitive purposes you may be asked *not* to introduce yourself by name.)

Your brief, original introduction should make a smooth transition into the main part of your presentation by previewing what you are going to cover in your demonstration.

Plan the body.

Use this as the part of your demonstration to show your knowledge of the subject and your skills in "selling" the subject. You'll want to make this part look easy so that your group will want to go home and try it.

Use accurate and up-to-date information, and include in your demonstration the source of your information. Some sources are

- 4-H project manuals
- Extension home economics educational leaflets
- Extension agricultural publications
- County Extension agents
- Experts in your topic field (ex: a doctor or nurse for health demonstrations, a veterinarian for animal demonstrations)
- Reference books from your school or public library
- Newspapers and magazines (Be careful here-make sure that the author is a reliable source of information.)

As you list your key points, be sure they are in logical order. Practice demonstrating the key points so you can establish the best order for presenting each point.

Use your own words! If you use small index cards to keep up with your main points, don't write down every word you plan to use, or you will sound like a puppet. Write down key words or points as reminders, then fill in verbally using your own words in a conversational tone.

How to Demonstrate

1. Let's see. I think I'll make a poster to show the costs of each ingredient. I'll also have samples of each ingredient on display.
2. To demonstrate how much fun it can be to make nutritious snacks, I need to look as though I'm really enjoying myself. Well, that will be easy.
3. I'll also demonstrate the techniques that make preparing snacks *easy*. And although I'll show only three snacks, I'll talk a little about all 10 kinds while I'm preparing the three. I think I'll make a poster listing all 10 snacks.
4. I'll need to know ahead how many people will be in my audience so I can be prepared with enough snacks for everyone to have a taste.

Introduction

My leader said there will be some parents and some kids in my audience . . . so I'd better speak to both groups. How about?



When my brothers and I come home from school, we're *always* hungry. Mom doesn't always have time to make us snacks, but I learned how to make some delicious snacks in my 4-H Foods Club. I'm going to show you how *easy* and *fun* it is to sneak some nutrition into snacks that kids can make for themselves.

Body

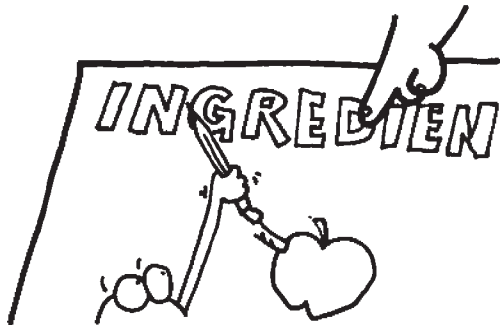
How am I going to cover my key points? Well, I think I'll start like this . . .

Since there are five people in our family, and we're always bringing others kids home from school, Mom says its important not to spend too much money on snacks. On this poster, you can see how much the snacks I'm going to show you will cost. . .



Conclusion

Let's see; I'm supposed to wrap up the key points. How about?



As you can see, sneaking nutrition into snacks is easy if you use the methods I've shown you. And its a lot of fun to make them yourself. Mom likes me to make the snacks because I keep the cost down-and I like it because they taste *great*. Why don't you try to "sneak" some nutrition into your snacks today??

Eliminate any unnecessary information which does not contribute to the main part of your presentation

Plan for the appropriate use of visual aids as you write the body. Plan the best place to refer to them throughout the demonstration (more about visuals in the next section).

Use correct, safe methods. Remember, your audience is learning from your example, and you wouldn't want to be responsible for teaching them lazy, sloppy or unsafe methods!

Finally, plan a good, strong conclusion.

Don't let down when it comes to your conclusion. It is just as important as your introduction. Briefly summarize the main points of your demonstration. Make it short and concise, and include an attractive display of the finished product of your demonstration. End with an attention-getting statement, question or wrap-up thought. After your last sentence, ask questions from the audience and/or share the product (especially food!) with them. You might also prepare a handout with a recipe or list of materials printed to encourage your audience to try your method themselves!

Answer questions as best you can. Repeat the question for the rest of the audience if you feel everyone could not hear it. If you don't know the answer, just say, "I'm sorry, I don't know the answer to that question." Never make up an answer. If possible, look up the answer later and provide it to the person who asked the question.

Do I have to have visual aids & equipment?



Well-chosen visuals and equipment can make the difference between success and failure in a demonstration. Experiment to determine the type of equipment best suited to your topic-actual objects, posters, charts, cartoons, flannel board, flip charts, slide projectors, or something else. If you are using equipment:

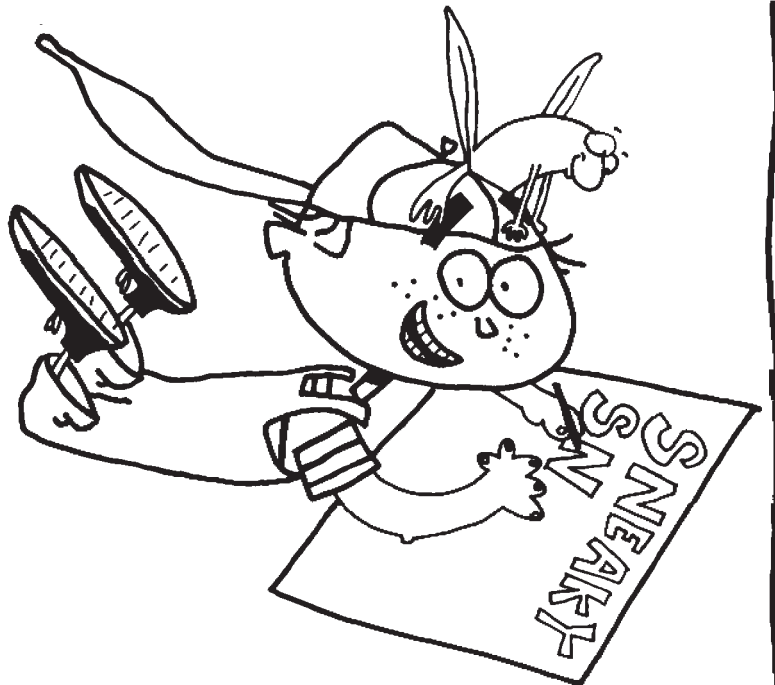
- Select the best possible piece for the job.
- Make sure that equipment is in good working order.
- Arrange each piece in order of use.
- Arrange every piece of equipment or visual aid so audience can see it.

The more equipment, extension cords, utensils and other materials you use, the more you are going to have to practice and experiment. Remember, your presentation is going to have to look smooth and easy to the audience, and if you are constantly plugging and unplugging equipment and switching from utensil to utensil, your audience is going to be confused. *Keep it as simple as you can.* Be careful not to let equipment or supplies block the line of vision between your audience and your hands.

Can I use posters?

Posters are a very effective way of adding visual interest. If you are using posters, ask yourself the following questions:

- Do my posters add interest and sparkle?
- Are all of the words large enough for the audience at the back of the room to see?
- Does each poster have one main idea?
- Do my posters make my demonstration more interesting and easier to understand?
- Are my posters on heavy cardboard that will not buckle or bend?
- Are they colorful?



You will probably want to limit yourself to three to five posters, and you can use the front and the back of each poster so you will have fewer poster boards on the easel to manipulate.

Think about posters with:

- Your title
- Key points
- Listing of ingredients or materials needed in the demonstration
- Summary

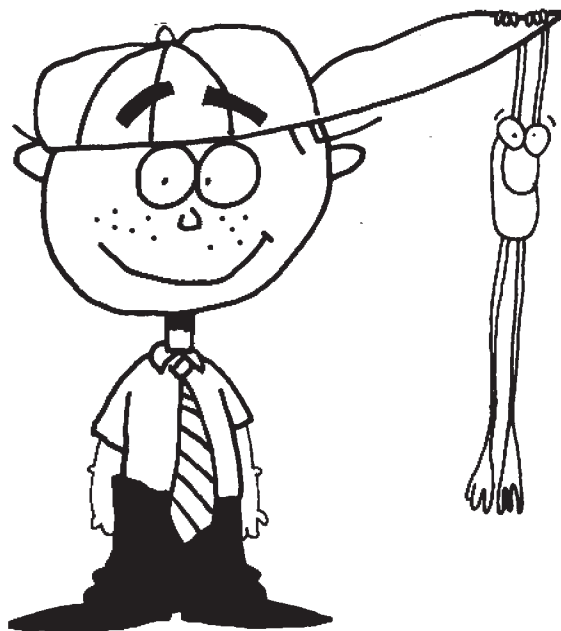
More information about posters can be found in the publication 4-H 1336, *Posters*. Posters can help you give a good demonstration and can be fun to make.



What Should I Wear?

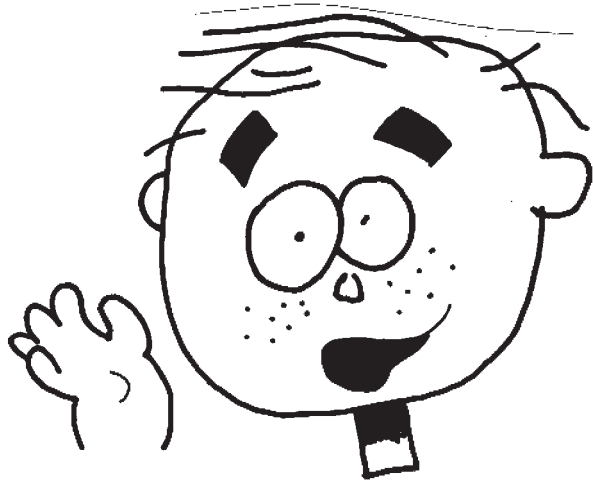
When deciding what you're going to wear for a 4-H project demonstration, there are several things you want to keep in mind. First and foremost, you want to look like the expert that you are! Answers to the following questions will help you decide what you choose to wear:

- 1. Who is your audience?**
 - Friends or other club members
 - Adults and adult community club members
 - Students in your class at school
 - Judges
- 2. Where are you giving your demonstration?**
 - In your own kitchen
 - At school
 - In a barnyard
 - In competition
- 3. What is the occasion?**
 - Informal sharing of knowledge
 - Classroom "show and tell"
 - Speaker for an adult audience
 - County, area or state 4-H contest



All of those factors should help you in deciding what to wear. It would not be practical to wear a three-piece suit or a party dress to give a demonstration in a barnyard. Also, you should not wear frayed, patched jeans and a soiled top to compete in a formal contest. You may have a costume that is appropriate to wear, and 4-H attire of green and white may be perfect for your presentation.

And how should I present myself?



How you present yourself counts, for you are not only selling a subject, you are selling you.

- Start with a smile.
- Be enthusiastic and confident.
- Be well groomed from head to toe.
- Maintain good posture.
- Keep eye contact with the audience.
- Speak distinctly.

Avoid mannerisms that may distract the audience, such as:

- Pushing back hair,
- Rocking back and forth,
- Referring too often to your notes,
- Wearing too much jewelry,
- Jingling coins or keys,
- Chewing gum.

Me? Practice? But, I already know all this stuff!

Sure, YOU know it all pretty well. But can you explain it all? To be sure, you need to PRACTICE. Practice talking to an audience, and ask someone to check to see if you can be heard and seen from all points in the room. Listen to yourself on a tape recorder- how does your voice pitch sound? If it sounds high or unpleasant, try lowering a little, but *don't* try to sound like a different person!

Be very careful to choose correct grammar. Practice using your equipment with your demonstration. Unless the equipment you use is very loud, plan to talk with a normal conversational tone and speed throughout your entire demonstration. Think of extra facts and interesting bits of knowledge, and always know more than you plan to talk about;



there will be questions from the audience later, and you'll want to be able to answer them.

For every minute of your actual presentation, you've probably spent an hour getting ready. This includes a *lot* of practice time. In order to be able to talk and work at the same time, you should practice at home by talking to yourself as you work. Use your demonstration outline as a guide for practicing.

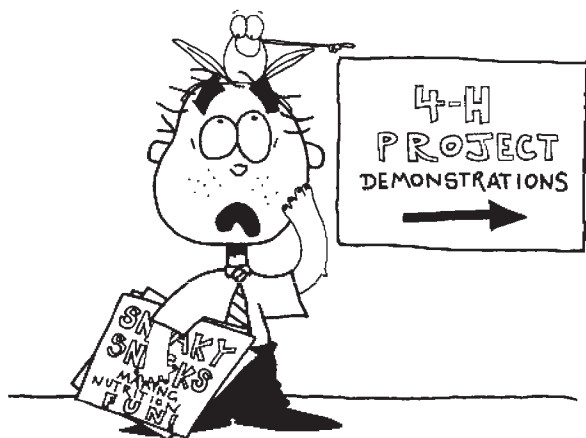
How am I doing?

Giving a demonstration in front of a group of people can be scary, and sometimes little things can bother you; don't let them! If your posters fall to the floor, calmly pick them up and keep right on going. If your equipment doesn't work,

check your connections and electricity. Did you remember to turn it on? You'll be remembered for how well you handled yourself in tough situations, so stay calm and composed.

Use the checklist below to see how well you're doing. (You may need to ask a family member to help you with this.)

Are you sure this is worth the effort?



Well, what do you think? You've learned to be a teacher and share knowledge with others, you've developed poise and self-confidence, and you've developed skill in organizing and presenting information to others. YOU have become an expert on your topic! All that is worth a lot of effort!

If you decide to participate in your county 4-H demonstration contest, you can perk up your attitude by knowing that you're a winner even before you compete. You're a winner because you've learned and you've taught others. Pay attention to the demonstrations of the other 4-H members and learn from them also.

The best product of any 4-H project demonstration you give is . . . A BETTER YOU!

- | Yes | No | Appearance |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Stood straight on both feet |
| <input type="checkbox"/> | <input type="checkbox"/> | Responded to audience reactions |
| <input type="checkbox"/> | <input type="checkbox"/> | Was neatly dressed and well-groomed |
| <input type="checkbox"/> | <input type="checkbox"/> | Was natural and at ease-smiled occasionally |
| <input type="checkbox"/> | <input type="checkbox"/> | Looked at my audience as much as possible |
| <input type="checkbox"/> | <input type="checkbox"/> | Kept posture relaxed and natural |
| <input type="checkbox"/> | <input type="checkbox"/> | Used gestures naturally |

- | Yes | No | Equipment & Visuals |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Let the audience see what I was doing |
| <input type="checkbox"/> | <input type="checkbox"/> | Had my equipment arranged suitably and kept work area neat |
| <input type="checkbox"/> | <input type="checkbox"/> | Used posters when needed |

- | Yes | No | Voice & Organization |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Used my own words to tell the hows and whys of my demonstration |
| <input type="checkbox"/> | <input type="checkbox"/> | Knew and presented my key points well |
| <input type="checkbox"/> | <input type="checkbox"/> | Spoke clearly and distinctly for all to hear |

Demonstration Worksheet

1. TITLE:

Don't just write the topic name. Think of something catchy or cute (but not too cute) for your title.

2. INTRODUCTION:

a. Attention-getter: Starting statement, story, poem, joke or question.

b. Preview: Tell your audience what you are going to cover in your demonstration.

3. BODY (main points):

Spend some time on each main point. Give examples to support your main points.

a. _____

b. _____

c. _____

d. _____

4. CONCLUSION

a. Summary Go over main points again briefly.

b. Attention-leaver: Close with an appeal for action, a humorous remark or a thoughtful question-something to make the audience remember you.

c. Ask for questions.

d. Display finished product.

Topic Suggestions

One way of getting started on a demonstration is to begin with a subject you already understand. What 4-H projects have you enjoyed doing the most? That can be a good starting place to find topics you will enjoy presenting. The following are a few ideas to think about.

Agricultural Engineering Includes care and use of farm equipment or automobiles (except small engines), selection, storage and use of fuels; lubricants, care and use of tools (such as hand tools and painting equipment); skills and knowledge acquired from woodcraft projects. Computer demonstrations fit into **this category**.

Cleaning a Carburetor
Proper Way to Fill a Grease Gun
Thawing Frozen Pipes
How to Joint Wood
Identifying Wood

Agronomy: Includes information on soils and field seeds, land management, conservation practices.

How to Take a Soil Sample
How to Measure Slope of Land
How to Measure Soil Loss by Erosion
How to Prepare a Sod Waterway
How to Test Seed for Germination

Animal Science (small) Includes information on selection, care and feeding of animals-including pets (excluding horses), poultry, rabbits, dogs; financial records and operation; animal products (meat/eggs) from small animals.

Poultry:
Grading and Candling Eggs
Grading Market Birds
Selecting Good Layers

Rabbits:
How to Pick Up a Rabbit
Preparing a Rabbit for Show

Dogs:
Training Dogs for Show
Simple Tricks to Teach Your Dog
Housebreaking Your Puppy
Posing Dog for Show

Animal Science (large): Includes information on selection, care and feeding of animals, financial records, operations and animal products, beef, sheep, swine and dairy (does not include horses).

Beef:
Tattooing a Calf
Proper Use of a Syringe
Preparation of Calf Rations
Treating for Bloat
How to Implant a Steer

Swine:
How to Determine Breeds of Swine
Parts of a Hog
Balancing Swine Rations
Ear-Notching Pigs

Sheep:
Treating for Foot Rot
Shearing Sheep
Typing a Fleece
Docking a Lamb

Dairy:
Clipping Extra Teats on Dairy Calves
Registering a Calf
Preparing a Cow for Milking
Clipping for Clean Milk Production
Cleaning and Care of the Milking Machine

Bread: Includes preparation, skills and creativity in using breads as a part of family meals or snacks. *Quick Breads* such as cornmeal muffins, biscuits, fruit-nut breads for *juniors*, *Yeast Breads* for *seniors*. Any bread recipe using yeast is a yeast bread.

Junior:

Crepes

Irish Soda Bread (without yeast)

Cornmeal Muffins or Sticks

Popovers

Hush Puppies

Senior:

Whole Grain Breads

Breads for Giving

Herb Breads

English Muffins

Breads for the Freezer

Clothing: Includes construction techniques, wardrobe selection and planning (color, design, accessories, appropriate dress for various occasions) selection, use or care of equipment, care of clothing.

Clothing of Different Cultures

Fabric Information

Grooming

How to Use Pressing Equipment

Packing a Suitcase

Use of Color

Creative Crafts: Includes crewel, decoupage, needlepoint, candlemaking, macrame, embroidery, quilting, silk screen, batik, block print, corn shuck flowers and similar topics.

The Art of Making Candles

Needlepoint Magic

Making Macrame Plant Hangers

Quilting-An Early Art Revived

Dairy Foods: Includes preparation, skills and creativity in using dairy products in meals and snacks. A primary ingredient of the recipe must be a dairy product. 4-H'ers should select recipes that include dairy products but not be excessive in calories.

Milk Drinks

How to Make Pimiento Cheese

Cheese Snacks

Low-calorie Desserts

Grilled Cheese Sandwiches

Egg Preparation: Includes information on nutritional value, versatility of eggs, ease of preparation of egg dishes and economics of cooking with eggs.

Delightful Deviled Eggs

How To Make a Quiche

Breakfast in a Dish

Omelette

Perky Pickled Eggs

Electricity: Includes information on the construction, repair, servicing and use of electrical equipment and appliances.

Splicing an Electric Cord

Making a Portable Yard Light

Tying an Underwriters Knot

Making a Motor Portable

Wiring a Three-way Switch

Entomology: Includes identification and control of insects and rodents; selection, use and storage of pesticides; selection and use of fungicides; making and using a killing jar; mounting insects, life cycle of insects.

Treating Seed for Insect Protection

Building a Back Rubber

How to Make and Use Collecting Equipment

How to Make a Display Box

How to Pin, Spread and Prepare Insects for a Collection

Health: Includes information on physical and mental fitness, prevention and control of human diseases and parasites, desirable health practices and healthy attitudes for self, family and community.

How to Take Pulse Through the Carotid Artery

How to Take Pulse Through the Wrist

The Benefits of a Regular Exercise Program

Stretching Exercises

Home Environment: Includes topics based on information in 4-H projects or home economics leaflets in home furnishings.

Dried Flowers-Everlasting Sunlight

How to Design a Table Setting

How to Plan a Birthday Party

Matting and Framing a Picture

Repairing or Refinishing Outdoor Furniture

Home Management: Includes information on skills in managing personal and family resources and in the care and use of household furnishings. May include topics related to babysitting project, if subject is not specifically related to another category.

How to Press a Shirt

How to Make a Bed

Purchasing a Vacuum Cleaner

Purchasing an Iron

Horses (individual and team) Includes information on any aspect of horse industry including skills such as training, hoof care, nutrition, etc.

Grooming Tools and How to Use Them

How to Thin and Shorten a Horse Mane and Tail

How to Trim a Horse's Foot

How to Wrap a Horse's Tail

Horticulture: Includes management practices, selection and production of fruits, vegetables and flowers; landscaping and care of lawn, including use of trees, shrubs, flowers; and house plants.

How to Slip Chrysanthemums

Constructing a Rock Garden

Planting a Seedbed Flat

Grafting Fruit Trees

Selecting, Treating or Planting Seed

Other Food: Includes preparation skills and creativity in using foods (with the exception of breads and dairy foods) in meals and snacks. Includes food preservation demonstrations.

Nutritious Snacks

Freezing Foods

Steamed Vegetables

Lower Calorie Sauces or Gravy

How to Oven Barbecue Chicken

Photography: Includes selection, care and use of photographic equipment and film, skills in taking and using pictures as an art.

Loading and Unloading the Camera

Cleaning Your Camera

Selecting Films

Care and Use of Slides

Mounting Prints

Safety: Includes use and care of any equipment to prevent accidents (including storage of fuels, chemicals, tools), removing hazards, safety inspections. All First Aid demonstrations should go in this category.

Storing Gasoline Safely

Inspecting Your Home for Safety

First Aid for Your Home

Safety First for Your Pool

Small Engines: Includes safety in operation and care of small engines, adjusting engine for smoother performance, minor repairs, etc. As a part of the state level demonstration, the contestant will take a written quiz and take part in a predetermined practical demonstration on safe use of a small engine.

*Care of a Lawn Mower
How to Clean a Spark Plug
Preparing an Engine for Storage
Maintenance of Small Engines*

Turkey/Chicken Barbeque: Includes preparation and use of barbequed poultry meat and relationship of poultry meat to human nutrition and health.

*Turkey—or Chicken—Facts (plus additional information about choosing an outdoor grill, fire preparation, safety tips)
Equipment Checklist for Outdoor Cooking
Barbecue Sauces
Testing for Doneness
Preparing and Cutting Turkey (or Chicken)*



Prepared by Susannah R. Denomme, with use of materials by Anna B. Lucas and Cooperative Extension Service.