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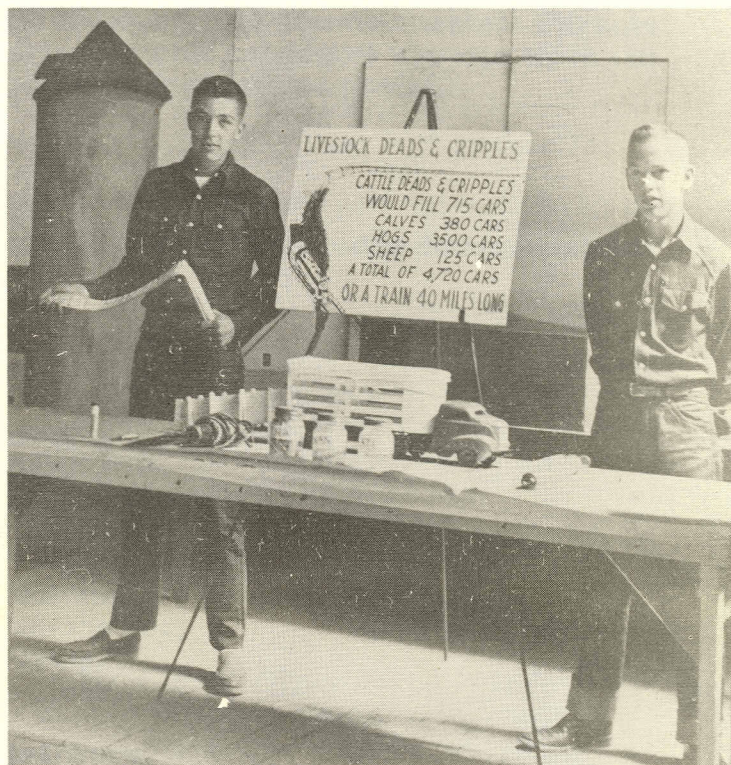
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4-H DEMONSTRATIONS



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W. V. LAMBERT, DIRECTOR

4-H DEMONSTRATIONS

Purpose

This circular is intended primarily for local leaders of 4-H clubs who are interested in helping their members give demonstrations at club meetings, achievement days, public meetings and in county and state contests. Parents often help club members too, and experienced club members who can work out their own presentations may find the following suggestions useful.

Why Demonstrate

Some of the reasons why Nebraska 4-H club work includes demonstrations are well stated in this poem:

The Demonstration Way

I'd rather see a lesson,
Than hear one any day,
I'd rather you would walk with me,
Than merely show the way.

The eye's a better teacher
And more willing than the ear,
And counsel is confusing,
But example always clear.

The best of all the teachers,
Are those who live their creeds,
For to see good put into action,
Is what everybody needs.

I can soon learn to do it,
If you'll let me see it done,
I can watch your hands in action,
But your tongue too fast may run.

And the counsel you are giving,
May be very fine and true,
But I'd rather get my lesson,
By observing what you do.

-----Selected.

Demonstrations help develop poise and self confidence in boys and girls. In giving, a demonstration they can be busy doing things as well as talking. Once started on this part of 4-H club work, each time makes it **easier** to appear before a group of people.

The most important and worthwhile demonstrations are those given at the local club meeting and in the community. They pass on to others the good methods and practices learned in 4-H clubs.

A 4-H club program can be planned so that all new subject matter can be demonstrated at club meetings by 4-H members, preferably before the rest of the club attempts to work on this phase of the project.

Contests at fairs add interest for the members. The awards are very satisfying, particularly those that provide trip opportunities of an educational and enjoyable type. Demonstrations given first at club meetings can generally be improved for competition at the fairs.

Definition

Judging of demonstration contests brings up the question of what is a demonstration and what is an illustrated talk and which is the more acceptable. A demonstration is a combination of action and explanation resulting in a finished product that can be shown to those watching the demonstration. Each successive step of making the product is shown and explained as it is done. The people in the audience learn by watching and listening. The demonstrators teach by doing and talking. They need skill and experience to do a top job.

An illustrated talk is a combination of talking and showing by means of one or more visual aids like charts, pictures, slides, miniatures and models and cut-aways, or articles of real size. The audience learns by watching and listening and the demonstrators teach by telling and showing but not by making and doing.

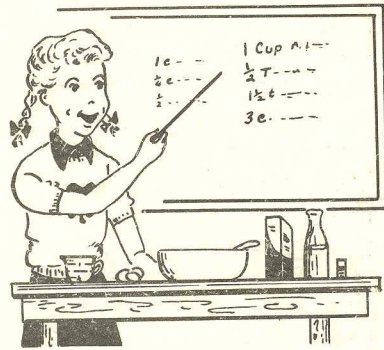
Many of the best demonstrations include charts and posters and other types of visual aids. Some of the state champion teams have used pictures and models and cut-aways and slides to supplement what they did in the demonstration. In many cases, part of the preparatory work is done before hand and the demonstration includes only the completion of the job.

Boys and girls can certainly profit by the experience of giving a true demonstration which takes a lot of skill, but they can also grow as individuals by the experience of appearing before audiences to tell and show what they have learned in their 4-H club work. If illustrations and visual aids can be used, the possibilities of interesting topics are much wider, particularly in agricultural projects, than if the contests at fairs are limited only to the "make something" type of demonstrations.

For the sake of brevity in conversation and in the fair premium lists, it may be best to continue to call the contests "demonstrations", but it is hoped that the term can be interpreted in the future to cover both the make something and the show something type of presentation. Judges can help by keeping in mind the greatest objectives of this 4-H club activity - to help develop the boy and girl.

Individual Vs. Team Demonstration

The next question which a leader and members may raise is whether the demonstration is to be a team demonstration or an individual demonstration. There are definite advantages and disadvantages of each. Team demonstrations are generally given by two members although three or more may take part. Members may be less frightened if they work together and share each other's misery. They may get good training in team work in learning to cooperate with each other. It may take two or more to get the job done effectively. They may have some fun getting ready, and in winning the contest and going on the trip that they get as a special award.



Team demonstrations take a lot of time, part of it going and coming to each other's homes to practice. If the team tries to win a contest, they must practice over and over time and again. This may become a problem for members and families unless the members happen to be in the same home. When they become over anxious to win, the coaching from parents and leaders may conflict. Team members seldom have exactly the same abilities, so one of them may suffer from unexpressed inferiority to the extent that the benefits of team work are overshadowed.

Individual demonstrations can be developed without loss of time and without some of these conflicts. The member can handle the topic step by step with no waste or extra motions that often are included in team demonstrations to make it appear that both members are busy. If the demonstration fails to win the top ribbon, the blame cannot be shifted to anyone else. Individual team demonstrations are much easier to plan and to give at club meetings than are team demonstrations. Adults give individual demonstrations professionally to make a living, but never work in teams as they may have done as 4-H club members.

The Nebraska Extension Service will continue to encourage team demonstrations and also all of the individual demonstrations that can be developed. In using the word, "demonstration", extension staff members will be thinking about both the make something and the show something type of presentation or any good combination of both.

Getting Started

Even though contests are attractive and the awards are worthwhile, the greatest good comes from the short, simple demonstrations given by members at club meetings. The good local leader gets some demonstrations into almost every club meeting program, beginning with the youngest members. Sometimes the talk and action only last a minute, but if that beginner gets on her feet and says something and does something while everybody watches and listens, she has gotten over a milestone in her life that might get a lot bigger the longer she waits to try it.

Starting with something that the member has done, over and over in the home or with the livestock, helps to lessen the stage fright. It should be something very familiar, not something new, and the arrangements should be very natural and real. The introduction should give the member a lift and make it easy for him to say the first few words. If he falters or makes a mistake, he can be helped a little, but what he intended to do should not be taken away from him and finished just for the sake of the finished product. When the demonstration is finished, he may need help with the ending, and he should have a place to go or to sit down close by where he can let the tension unwind without being noticed. Praise is the best reward and the leader should be the first to give it. Avoid as much teasing from other members as possible although some of it is very likely to come. If more than one demonstration is to be given in the meeting, start with the one that is likely to be the shortest and least skillfully given.

After some good demonstrations have been given, encourage the members to improve them for the county fair contests. They can do this by repeating them before different audiences if that is possible.

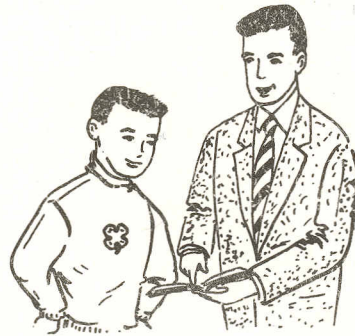
Leaders and parents and members can set their own standards in the simple demonstrations at club meetings. In some of them the main objective may be to get several or all of the members to take part and learn by doing. This will interrupt the procedure to the extent that what is said and done may stretch out over an hour or so and may not resemble a contest demonstration at all. If the members who are leading learn how to teach and the others learn how to do a new practice, a great deal is being accomplished. Those who do lead this type of a club session should be given credit in the club records for a demonstration. They have really tackled a much harder job than to merely get up in front and talk and perform without interruption.

The suggestions for club meetings and the material in the club manuals will help leaders and members choose topics for the club demonstrations. Most of the topics will not be new and novel ones but the common, every day kind that each generation of people need to learn. "What'll I demonstrate" is a common question that leaders have heard many times. If a year book has been prepared which lists the topics for the members to demonstrate this question will not be heard so often. The practice of polishing the demonstration given at the regular 4-H meeting for the fairs should be encouraged.

Members and parents and leaders seem to be wanting something so new and different that they can startle the people who hear the demonstration. It is true that new and novel ideas relieve the monotony for judges at fairs, but most demonstrations are just well organized and well delivered presentations of old methods and procedures. Leaders who are most successful in developing winning demonstrations must keep thinking about topics and ways of giving the demonstrations continuously throughout the year. They must jot down some notes as they read the current magazines and other literature and visit with people and attend meetings. They surely do not dream up the champion demonstration in a few minutes just before the fair.

Make Your Plans

Just how are demonstrations prepared? Theoretically, the club member or members should do it, but in actual practice an adult or two are generally in the picture somewhere. In some cases the members hunt up their material or at least the ideas and some of the supporting facts, or they get their experiences organized so they can tell and show them in a logical way.



Then they try to tell the story and do their work before their parents or leader who make suggestions and help smooth out the rough spots. Such a demonstration may never be written word for word. It is based so much on the club experiences of the members that they just talk it off and do their work again like they have done it many times before. While such a presentation may not be as polished as some other kinds, it is very real and very safe because a boy or girl with a reasonable amount of poise will not be easily confused and forget what to do next. Demonstrators should always remember that when they go before a new judge in a contest, the judge will not know how much they leave out if they can keep going and make it seem complete.

The other common occurrence is for the parent or leader to get the inspiration, write the words and put in the action with the member or members in mind, and then have the demonstrators memorize the narrative and practice the actions until they can do them perfectly. This type of demonstration may have more final polish and be more dramatically given but if the members are not careful, the judge can detect that it has been memorized and is not based on personal experience. If the demonstrator ever lose their cues they may be so completely lost that they cannot recover. Boys and girls get some personal development from this type of demonstration, and it is fine to win the championships, but more real benefit probably comes from the work that they do for themselves in putting together one based on their own experiences.

Good demonstrations are said to have three parts: an introduction, the demonstration itself, and the conclusion. Like an introduction of a speech, this introduction eases the tension of getting started, helps the audience put aside anything else in mind, lays the foundation of the message to be given, and appeals to the audience to be interested and cooperative. The good introduction emphasizes the importance of the topic, and may outline the main points that will be covered. It is a well worn custom for the individual or team to introduce themselves by name, name of club, and name of leader, and tell about their club and its activities. Some variety in this part of the introduction would be welcome to most judges and audiences.

How It Is Done

In the individual demonstration, the member proceeds to tell and show and do or make something to influence the audience to adopt the ideas and methods and practices advocated in the demonstration. The talk parts keep up with the action part, the demonstrator admits a mistake, if he makes one, but does not spend much time on excuses and apologies.

In team demonstrations, one member talks and works while the other helps or one member talks and shows by charts or pictures or miniatures while the other works, and they alternate so each one does some work and some talking usually about the same amount. Sometimes the members shift back and forth frequently. In other cases, a member may continue to work or talk for several minutes and there are only three or four changes in the entire demonstration. A few fine demonstrations have been developed in a continuous conversational style with both members working all the time. In every good demonstration, the successive points are covered in order and made as clear as possible. Skill, neatness, and dispatch all help put the ideas and methods across. The members should refer to their own experiences when that will strengthen their presentation.

The conclusion should summarize the points made, repeat the outline chart if one has been used, and ask for questions. In state fair competition, only the judge asks questions officially although some judges will ask the audience to participate. Some demonstrators will repeat every question before answering it, but this takes time and gets monotonous. The better practice is to answer the question in such a way that the audience can understand what the question was.

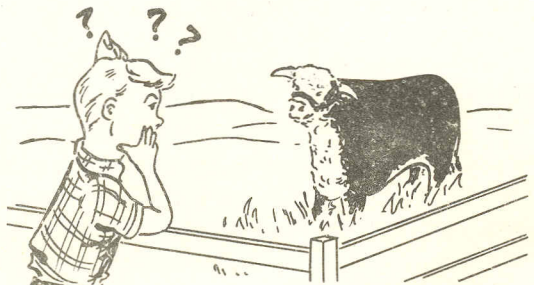
Preparation

Except when large pieces of equipment are used or live animals are used, team demonstrators should plan to use two or more tables, one in front on which they do their work and one or more behind to hold all the equipment and materials before and after they are used. Most judges prefer to have the demonstration start with the front table entirely clear, and for the demonstration to end with the table clear again or holding only the most important part of the finished product. If charts are used, they may be on a stand or easel and arranged so they do not fall down or get out of order. Every effort should be made to avoid any mishaps or accidents, which means that every tool is properly used and then put away.

Demonstrators should be clean and attractive and dressed to suit the occasion. If work is to be done that would soil white or light clothes, dark garments are preferred. Team mates often try to dress alike. 4-H caps are generally worn. Bright eyes and pleasant smiles are very attractive. A low pitched voice with plenty of volume is much more pleasant than a high pitched, strained voice. Speaking distinctly and at reasonable speed will help to make the audience hear without effort. The judge generally sits near the front, and can hear even though competing noises at the fair may drown out the voices for those in the back of the audience.

Topics for Demonstration

Each regular 4-H club meeting should include a discussion topic. Usually these are the various problems or jobs in your project that you will need to know about and to do. If your club has filled out a year book you will have these listed. Each one can be the basis for one or more demonstration topics. For example in the "Beginning Baking" project, one of the discussion topics will probably be, "measuring ingredients."



This is a natural for one or more simple demonstrations. Here are some:

1. How to measure flour.
2. How to measure sugar.
3. How to measure fat.
4. How to measure liquids.

Four or five girls could "demonstrate" during this meeting, each showing and telling how to measure one type of ingredient.

If the members have had some experience in appearing before groups, one girl might present a demonstration on "measuring ingredients" and show how to do each one.

Later in this project one of the jobs is "making muffins." Here is a ready made demonstration topic. In this we find a more inclusive demonstration with the demonstrator or demonstrators showing and telling how to do the complete job- including getting equipment ready, measuring, mixing, baking, etc., finishing with the completed muffins.

Another example is found in the dairy project in the topic, "selecting the breed." The job involves consideration of breed characteristics such as color, size, type, milk production, butterfat content, ability to consume roughage, ability to withstand cold, prospective market (butterfat or whole milk), personal preference of the dairyman, and availability of breeding stock. This topic obviously is more difficult to demonstrate in the "doing" process than "making muffins" where all ingredients may be placed on the table and assembled. However, "selecting the breed" can be done as a demonstration using breed pictures to show color and type and other illustrations and charts to bring out weight, milk production and other breed characteristics. Sources of breeding stock might be shown on a map.

Other dairy demonstrations might include "dehorning a calf," "controlling lice", "cleaning milk utensils", "preparing a balanced ration," or "teaching a calf to lead."

Leaders and members can use these examples as a basis for selecting demonstrations from their own particular projects. Some of the manuals also suggest topics appropriate to the project.

Select a topic that is important to the project members or to the community. Demonstrators have more enthusiasm for demonstrations that show others how to do an important job or process that needs to be done well.

How to Organize A Demonstration

1. Select a topic.
2. State why this demonstration is needed.
3. List the facts and methods you wish to show.
4. List steps in logical order designating those that can be best shown by doing; those things that may best be done by use of models to scale; and the things that can best be done with charts and illustrations.
5. For each important step, list the key points that need careful explanation and emphasis. (A "key point" is anything in a step that might make or break the job, injure the worker, make the work easier to do such as "knack", "trick", "special timing", bit of special information.)

6. List equipment and supplies needed.
7. Determine whether one person or two are needed to do the job.
8. Study the subject thoroughly and gain experience in actually doing the job.
9. If two members are to give the demonstration, divide the work and the discussion between the members.
10. Each demonstrator outline his discussion and action in detail. "Practice makes Perfect."

Parts of a Demonstration

A demonstration consists of three parts:

1. Introduction
(a) Of your subject.

Your first statement should arouse interest.

Tell or show your audience what you are to demonstrate and why it is important to them and to you.

An outline of steps to be followed may make it clearer.

- (b) Of the demonstrators- if this has not already been done.

It may be well to tell briefly something of your club experiences that will make the audience feel that you have "practiced what you are preaching."

(Note- items in (a) and (b) might be interwoven.)

2. The Demonstration Proper
Show and Tell:

What you do
How you do it
Why you do it

Brief facts about club members' experiences with this practice being demonstrated can help tie it in when your work requires more time than the explanation.

Doing the job with actual materials is the most effective presentation where it is practical to do so. If size and bulky equipment for a full scale operation are impractical, do not hesitate to use scale models and illustrations.

3. Conclusion

Briefly summarize the important steps and reasons.

Ask for and answer questions relating to the demonstration.

If you cannot answer the question, refer the inquirer to a proper source of information.

Make a dignified finish such as: "If there are no more questions, this concludes our (or my) demonstration. We thank you."

Sample Demonstration Outline

Title	
<p>Demonstrator No. 1</p> <p>I. Introduction (Talking)</p> <p>Give title of demonstration and introduce team. Outline main reasons for choosing the subject. Tell what use club has made of practices. Make the introduction short, clever, and original. Any actual club experience which tells a direct story makes a strong introduction.</p>	<p>Demonstrator No. 2</p> <p>I. (No Talking)</p> <p>Acknowledge introduction. Assist; see that tables, equipment and all supplies are in order. Do any necessary arranging. Certain processes may need to be started at this time so as to be ready when needed later.</p>
<p>II. Assist (No Talking)</p> <p>Furnish partner with all equipment and supplies needed. Help display products or materials. Aid teammate wherever possible.</p>	<p>II. First Part of Body (Talking and Working)</p> <p>Demonstrate the first processes, working and explaining at the same time. Present one idea at a time.</p>
<p>III. Second Part of Body (Talking and Working)</p> <p>Demonstrate remaining processes and finishing steps of demonstration.</p>	<p>III. (No Talking)</p> <p>Assist, helping team partner as much as possible. Clear away soiled or used articles.</p>
<p>IV. (No Talking)</p> <p>Finish clearing table space. Assist partner in showing finished product and summary posters.</p>	<p>IV. Summary (Talking and Working)</p> <p>Emphasize the important parts—the subject, the features, and the results.</p> <p>Show the finished product or results. The audience should leave with the results well in mind.</p> <p>Charts and posters may be used to bring out the important points.</p> <p>Give the audience a chance to ask questions. Thank your audience for their attention before leaving platform.</p>