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## 4-H Demonstrations Leaders Guide; Extension Circular 0-05-64

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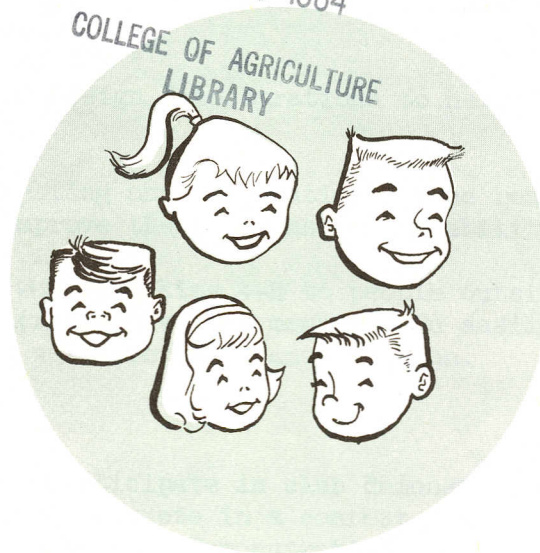
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# DEMONSTRATIONS

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EXTENSION SERVICE  
UNIVERSITY OF NEBRASKA COLLEGE OF AGRICULTURE AND HOME ECONOMICS  
AND U. S. DEPARTMENT OF AGRICULTURE COOPERATING  
E. F. FROLIK, DEAN E. W. JANIKE, DIRECTOR

# 4-H DEMONSTRATIONS

BY:

Miss Elaine Skucius  
Associate State Leader  
4-H Clubs & YMW

Dave C. Williams  
Extension Specialist  
Animal Science

Kenneth G. Schmidt  
Associate State Leader  
4-H Clubs & YMW

## INTRODUCTION

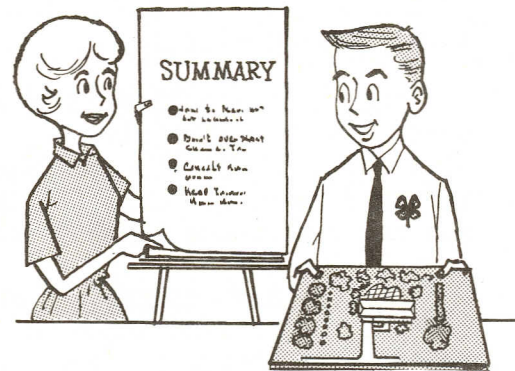
### What is a Demonstration?

A demonstration is a method of teaching. The demonstrator teaches by showing how and explaining what and why. The members learn by listening, seeing, and practicing the skills taught. As a leader, you will find that learning comes easier and more quickly if members can see the process being done as it is explained.

### Why Demonstrate?

Through demonstrations, the 4-H member:

- Learns to express his thoughts verbally.
- Learns to think through a series of steps.
- Learns to organize work in logical order.
- Learns more about his demonstration topic.
- Gains poise and self confidence.



By careful planning, the leader can assign demonstrations to help teach the topics selected for each meeting.

The 4-H Club meeting will be interesting and informative if the leader challenges his members to continually improve their demonstrating ability.

The demonstration is an effective way of taking 4-H to people outside your club. Your community, service club or prospective 4-H members can easily see what 4-H'ers are learning by watching a well prepared demonstration.

### Who Demonstrates?

Each member should be encouraged to participate in club demonstrations at every opportunity, even though he may never compete in a contest or develop into an accomplished demonstrator. Help him make each demonstration an improvement over the one before.

As a 4-H leader, you can also use the demonstration as an effective way of presenting project material. By using the same good techniques that you teach them, you can set an example that your members will find easy to follow.



## Where to Demonstrate --

The 4-H meeting is the place to start, but not all demonstrations lend themselves to the living room. If the demonstration can be given easier in the kitchen, the garage, or the barn, then that is where the presentation should be made. Encourage your demonstrators to use the real articles, and not "make believe" any more than necessary.

When members have sufficient experience, encourage them to enter the county demonstration contest or give their demonstration at a public gathering such as an Extension meeting, a farm organization meeting, or perhaps at school. Here they will gain further well deserved recognition.

## HOW LEADERS CAN ENCOURAGE DEMONSTRATORS

### The First Demonstration

The best encouragement you can offer the new demonstrator is to help him plan and learn his first demonstration so that he will enjoy giving it. Skill will come later if the club member gets a "kick" out of planning and giving his first demonstration.

Before the 4-H'er plans and gives his first demonstration, let him see another boy or girl give a good simple demonstration. Do not make the mistake of letting an experienced member give a polished, lengthy demonstration early in the club year. This is likely to throw a "scare" into new members and you may never persuade some of them to demonstrate.

After the beginner has observed a simple demonstration, help him list several topics from which he can choose his own demonstration. Accept his choice even though you may not agree with him completely. Then, help him organize and write his demonstration. After he has written and learned the demonstration, guide him and give him encouragement as he practices. Let him be himself and talk in his own words. Even though he may not give a "blue ribbon" presentation, compliment him when he gives his first demonstration to the club because he needs reassurance.

### The Quiet or Shy Youngster

Every club is likely to have members who are quiet, shy and retiring. Make certain they also have an opportunity to demonstrate; they will probably gain more than the youngster who is a "natural."

These individuals will need more help from parent or leaders. You can help them by:

- Giving extra encouragement.
- Keeping their topic simple and within their ability.
- Having the other members give them due respect and attention.

-- Letting them demonstrate with another member.

### Make the Best Better

As each demonstrator has a successful experience, he will be willing to try again. You can make the best better by helping him select more challenging topics and constantly improve his demonstration techniques.

## PLANNING THE DEMONSTRATION

### Know Your Audience

Will the audience be 4-H members, parents, or someone unfamiliar with 4-H club work? Answer this question first, and plan the demonstration accordingly.

### Individual or Team?

Planning a demonstration begins with deciding whether it will be presented by an individual or a team. The team demonstration provides a favorable experience in team planning and cooperation. On the other hand, individual demonstrations are often more fitting to the topic and the circumstances.

The amount of subject matter and equipment necessary to tell the story largely determines whether the demonstration should be presented by one or two demonstrators. A topic that can be demonstrated with a few items of equipment in a relatively short time can be given by an individual. However, if the topic is lengthy and it is necessary to use more equipment than one member can handle with ease, then a team demonstration is more appropriate.

Age and experience are also factors that should be considered in deciding whether an individual or a team can best give the demonstration. An older club member who has given several demonstrations can often present a topic that would normally require a team of younger, less experienced 4-H'ers.

If a team demonstration is to be given, it is desirable that both members live in the same vicinity and be about the same size and age. Club members who reside near each other can get together more easily for practice. 4-H'ers similar in age are more likely to have equal abilities in presenting a demonstration. The matter of size is important, too, because team members similar in this respect present a more pleasing appearance to the audience.

### Selecting the Topic

Every leader has heard this question many times from reluctant demonstrators, "But what can I demonstrate?" Actually, choosing a topic for a demonstration is rather simple. The easiest demonstrations to give and the ones that are more likely to be a hit with the audience are those that come out of the club member's own experiences. The club member should always choose a topic that:

- (1) Is practical, important, and timely.
- (2) He knows something about.



- (3) He can do easily with the facilities available.
- (4) Relates to his 4-H project work.
- (5) Has plenty of action.
- (6) Is limited to one idea or area.

Selecting a topic limited to one idea seems to cause the most difficulty to the beginning demonstrator. "Controlling Livestock Diseases" is too broad, "Treatment for Warts" would be better. "How to use the Sewing Machine" again is too broad for a beginning demonstration, but "Treading The Sewing Machine" would be sufficient.

4-H members are encouraged to learn the scientific aspects of their projects. This means simply, learning "why" these things are as they are. Even in beginning demonstrations, encourage members to add "depth" to their topics by learning the cause of the problem or the reason the solution will work.

#### Length of the Demonstration

The important thing to remember about the length of a demonstration is that it should be long enough to tell the story clearly and completely but not so long that it will involve unnecessary details. A demonstration should be written without regard to length and then revised so that unimportant and lengthy details are omitted.

For local club meetings, effective individual demonstrations of 3 to 5 minutes are desirable, while team demonstrations of 4 to 8 minutes are appropriate. A leader may use several short demonstrations to cover the meeting topic.

The question of length often comes up when demonstrations are being prepared for contests. As a rule, county and state contests suggest that individual demonstrations be 10 to 20 minutes and team demonstrations 15 to 30 minutes long, depending on the subject.

#### Gathering Information for the Demonstration

Once the demonstration topic has been selected, the 4-H'er should learn all he can about the subject. All available material related to the topic should be studied. The demonstrator needs to be well informed because a good background of information will give him confidence and assure a better demonstration. It will also better qualify him to answer questions from the audience after the demonstration has been completed.

Information related to the demonstration topic may be obtained from publications such as club manuals, state Extension bulletins, USDA bulletins, magazines, school text books, and library books. Discussing the topic with county agents, ranchers, farmers, homemakers, teachers, business and professional people will give the demonstrator practical, firsthand information and experiences.

## Outlining the Demonstration

Just as your club plans a yearly program of work, 4-H members should create a plan or outline for their demonstrations. An outline helps to organize the steps of the practice to be demonstrated. Every complete demonstration has three major parts:

Introduction

Body

Summary

An outline is more satisfactory than memorizing the presentation from the standpoint of the audience as well as the demonstrator. An outline allows the demonstrator more freedom in his speaking, makes him better able to meet "emergencies" and gives him more experience of thinking on his feet.

The Introduction -- The introduction consists of introducing the person or persons presenting the demonstration and giving some background information related to the topic. The audience should be told what they are going to see and hear and why the subject is important. Proper introduction of the topic is very important because it allows the demonstrator to capture the interest of the audience and make them want to know more about the subject. The introduction should be relatively short, yet complete.

The Body -- The body is the main part of the demonstration. The demonstrator already knows how to do the practice that he is demonstrating so his job is to teach the audience how to do it, too. He demonstrates the practice step by step, in a logical order, telling what is being done, how it is being done, and why the practice is used. It is essential that the explanation fit the action.

In outlining the body of the demonstration, the demonstrator should:

- (1) List the important steps and processes that are to be discussed.
- (2) Arrange the steps in logical order, as they normally would be done.
- (3) Outline the explanation necessary to go with each step or process.
- (4) List the necessary material and equipment needed for the demonstration.
- (5) Plan posters or illustrations that will add to the clearness and effectiveness of the demonstration. Use posters only if they help to explain or stress a point.

The Summary -- The summary or conclusion is a review of the important points that the demonstrator wants the audience to remember. This is accomplished by:

- (1) Reviewing the importance of the subject being demonstrated.
- (2) Summarizing the important steps covered in the body of the demonstration.



- (3) Allowing the members of the audience to ask questions about the demonstration.
- (4) Thanking the audience for their attention.

### Choosing A Title

Think of a catchy, descriptive title. The title should give a hint as to what the demonstration is about but should not tell the whole story. Remember, choose the subject first and make the title fit the topic. Don't pick a title and then try to tailor the demonstration to it.

## HINTS FOR A BETTER DEMONSTRATION

### Equipment and Its Use

Well-chosen equipment helps make a good first impression on the audience and adds to the over-all effectiveness of the demonstration. In general, use uniform, plain, and practical equipment.

Identify containers for supplies, etc., with labels that the audience can read easily. No commercial brands should be visible.

Arrange equipment conveniently for the demonstrator. However, keep the center of the table clear so that the audience can see each step of the demonstration. Equipment not being used should be kept on a supply table in the background until it is needed.

Use trays for bringing small supplies and equipment from the supply table to the front table. Trays provide a natural way to group materials and to have the demonstration table look neat. A tray should be provided for any container or equipment which is likely to be messy. A bag could be tacked to the side of the demonstration table to hold dirty rags and other similar material.

Make sure the audience can see plainly what is being demonstrated. A table slanted toward the audience may help. Exaggerated models may help show small items or detail procedure.

### Use of Charts

Appropriate charts are helpful in explaining some parts of the demonstration. LARGE LETTERING is important on all charts. Black or other dark colors on white or light colored background are good color combinations that are easily read. Limit the number of points, or the audience will read ahead. The fewer the words, the better. Poster cardboard is most satisfactory for charts since it will not roll or fold, but white grocery wrapping paper on a firm support may work very well for a club demonstration.

### One Center of Interest

In either a team or an individual effort just one center of interest at a time is a good rule to follow. Anything that will distract the audience away



from what the demonstrator is doing decreases the effectiveness. Having the team member who is demonstrating also do the talking will keep interest focused in one place. Keeping equipment and supplies out of sight until needed will also help.

### Practice Is Necessary

Good 4-H demonstrators are not born but become proficient through weeks of practice. With this in mind, allow at least one month for the club member to prepare a demonstration for a club meeting and several months for demonstrations that are to be presented elsewhere.

### Teamwork Is Important

An effective team demonstration requires cooperation and teamwork. Responsibilities should be divided so that the person who is working is also talking. At the same time, the partner should assist by bringing up and removing equipment. At intervals during the demonstration the partners should exchange responsibilities so that both share the "show how" and "tell how" as equally as possible throughout the demonstration.

### Voice

The voice should sound natural with words distinct and loud enough to be heard even in the back of the room. A friendly and confident tone of voice will be the most convincing. Insist on good posture.

### Appearance of the Demonstrator

A well-groomed demonstrator will attract attention and interest before he speaks. "What to wear" is important. It is appropriate to be neatly dressed in clean clothes and polished shoes and to have an all-around, well-groomed look.

The clothes should be appropriate to the subject being demonstrated. Aprons and simple school dresses are suitable for foods demonstrators. Members demonstrating with livestock or shop equipment will find blue jeans or coveralls appropriate.

### Evaluating the Demonstration

The most important help the leader can give is the evaluation after the demonstration is over. In a friendly and non-critical manner, point out the strong parts but at the same time help him see ways to improve the next one.

The following check list, similar to the score card used by contest judges, may help you evaluate the demonstration in your club. With some guidance your members can give suggestions to each other. Copies of E.C. 9-08-2, "4-H Demonstration Score Card" are available from your Extension Agent.

<u>Demonstration Check List</u>	<u>Comments</u>
Introduction - interesting, short, complete	
Topic - worthwhile and practical - related to project or activity.	
Appearance - dress appropriate, well groomed, good posture.	
Presentation - voice natural, words distinct, poised, friendly, confident, convincing, well organized. Originality shown.	
Subject Matter - emphasize important points. Information accurate, complete, usable. Knows the subject.	
Workmanship - skillful, good teamwork, if a team. Time and materials well used, work and speech coordinated. Table, neat and orderly, easily viewed by audience.	
Equipment - suitable for demonstration. Good charts and posters.	
Conclusion - stress important points in summary. Finished product. Definite closing. Questions answered satisfactorily.	



WORKSHEET FOR PLANNING A 4-H DEMONSTRATION

	What I Do	What I Say	What I Show
Intro.			
Body			
Summary			