

4-H Demonstrations
and Illustrated Talks

with
Debbie and Tommy
JUNIOR 4-H MEMBERS



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We are Tommy Stevens and Debbie Harris. We are members of the Seven-Corners 4-H Club in Fairfax County. There are 20 members of our club, with others waiting to join.

We just gave our first demonstrations, and we learned so many things we thought we would write them down to share with other 4-Her's, and to tell you that you will have as much fun and learn as much as we did. After we had decided to tell you, the others asked Tommy and Debbie to be co-chairmen for this story of what we did.

Mr. and Mrs. Warren Simmons are our club leaders and we have 4 project groups with other leaders. Our club meets in one of our homes once a month, but our project groups meet at other times and often more than once a month. They, too, meet in the homes of 4-H members or the project leaders.

At our project group meetings our leaders have showed us how to do parts of our project and they have explained other parts by giving talks with posters and things like that. These are called demonstrations and illustrated talks. Sometimes one of our leaders has taught one of us to demonstrate how to do something to show the rest. We thought it would be fun for each of us to give a demonstration or illustrated talk, so we asked our leaders to help us.



Mrs. Simmons was asked to do a program on demonstrations and illustrated talks at a regular club meeting, and we invited all our project leaders and our parents so they would know how to help us when we did one.

Mrs. Simmons told us that picking a demonstration is like buying a sweater, you want to pick one that fits you. It should be something that:

We learned in our 4-H project.

We are interested in.

Is suitable and not too hard, but that we want to know more about.

Is one idea that can be shown and told in a little time.



Debbie said that the word "demonstration" bothered her. Mrs. Simmons explained that a demonstration was simply showing and telling others how to do something you had learned to do quite well. While you are showing how, you tell the how's and why's of what you are doing. She reminded us of "Show and Tell" we had in kindergarten and first grade. A demonstration is much the same but more advanced.

Mrs. Simmons explained the difference between a demonstration and an illustrated talk.

1.

DEMONSTRATION

1. A demonstration is DOING.
2. A demonstration is SHOW HOW.
As you show how, you tell what you are doing.
3. In a demonstration you MAKE or DO something. There is always a finished product.
4. The key to a good demonstration is "GO AND DO LIKEWISE."

2.

ILLUSTRATED TALK

1. An illustrated talk is TALKING.
2. An illustrated talk is TELL HOW by using certain visuals.
3. In an illustrated talk you use PICTURES, CHARTS, MODELS, CUT-OUTS, etc. There is not a finished product.
4. The key to an illustrated talk is "HERE'S INFORMATION."

After this Mrs. Simmons suggested that we each think of a subject we would like to show and tell. Debbie wrote them down as we thought of them.

Janice said she wanted to show and tell how to make "Bits and Pieces" because she was learning about snacks in her food-nutrition project. Tommy wanted to demonstrate "Making A Simple Motor" because this was what he was doing in his electric project. Sara chose "My Room Plan" for her room improvement project, but Susan asked if that could be a demonstration. Sara said she could bring pictures and show how she planned to arrange it. Joe said that Mrs. Simmons had told us that when you give a demonstration you use real things and have a finished product, and that Sara couldn't bring her furniture, and she wouldn't have a finished product. Sara decided they were right and that she would have to choose another subject. Chuck wanted to show how to plant a tree, but we decided that it would be better if he showed how to make a leaf print.

Mrs. Simmons told us how to plan a demonstration, the parts of a demonstration and a lot more. We aren't going into those details here, because we want to tell you just how we learned all of these things.



At our next electric project meeting our leader, Mr. Candler, said we could give either a demonstration or an illustrated talk, but he thought an easy-to-do demonstration would be better because it is easier to talk when you have something to do with your hands. He said the first demonstrations could be 1 or 2 minutes long, but that we would work toward making them 3 to 5 minutes long later on.

He said that planning an illustrated talk is almost the same as planning a demonstration except that you use charts, posters, or models to tell how, instead of real things to show how as you tell what you are doing.

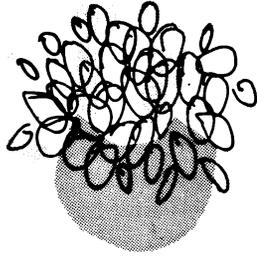
Mr. Candler said that planning is a most important part of a demonstration because "the more you plan and outline your demonstration, the better it will be."

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We learned that there are 3 parts to a demonstration, introduction, body, and summary, which is a review of the main points. The introduction is the attention-getter, and if you have a good introduction, it is easier to sell your ideas. You don't have to tell who you are because your leader at a project meeting will do that. If you are giving a demonstration at a regular club meeting, the program chairman will tell your name and your project group.

The action is in the body of the demonstration and is the biggest part. In the summary you briefly repeat the main points, show the results, give the audience a chance to ask questions, and thank the audience for listening.

Mr. Candler then said that he would help some of us plan our demonstrations and Bill, our junior leader, would help others. Bill is Debbie's brother. He is 16 and has been a 4-H member for 6 years. He helps Mr. Candler with our project group.



Then we chose our demonstrations. Tommy chose "Making a Simple Motor," Debbie chose "How To Make a Simple Compass," and the others chose "Making a Windmill," and Metals That Magnets Attract."

When Tommy planned his demonstration he wrote down the steps in making a simple motor. Then he checked with Mr. Candler to be sure he had all the steps in the right order. He wrote down all the things he would need. Then he wrote down what he was going to tell about each step, what he was doing and why. Mr. Candler checked his plan again to be sure it was correct and that he told where he got his information.

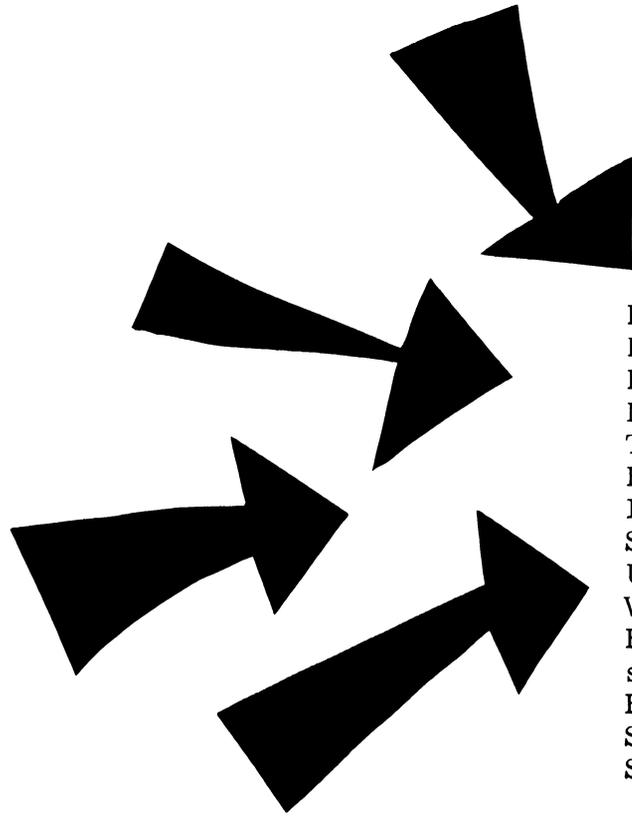
Bill told us that when we give a demonstration in which we need to use equipment, a food demonstration, for instance, we should make the best possible use of each piece so we won't have to collect and move so many pieces. But he said we must be quite sure we had everything we needed because lack of one piece of equipment can spoil a whole demonstration.

Tommy decided that in his summary he would need a poster, so he asked Bill where to get things he would need for making it. Bill gave him suggestions for stencils to use in printing the poster and reminded him to make the letters big enough for everyone to see.

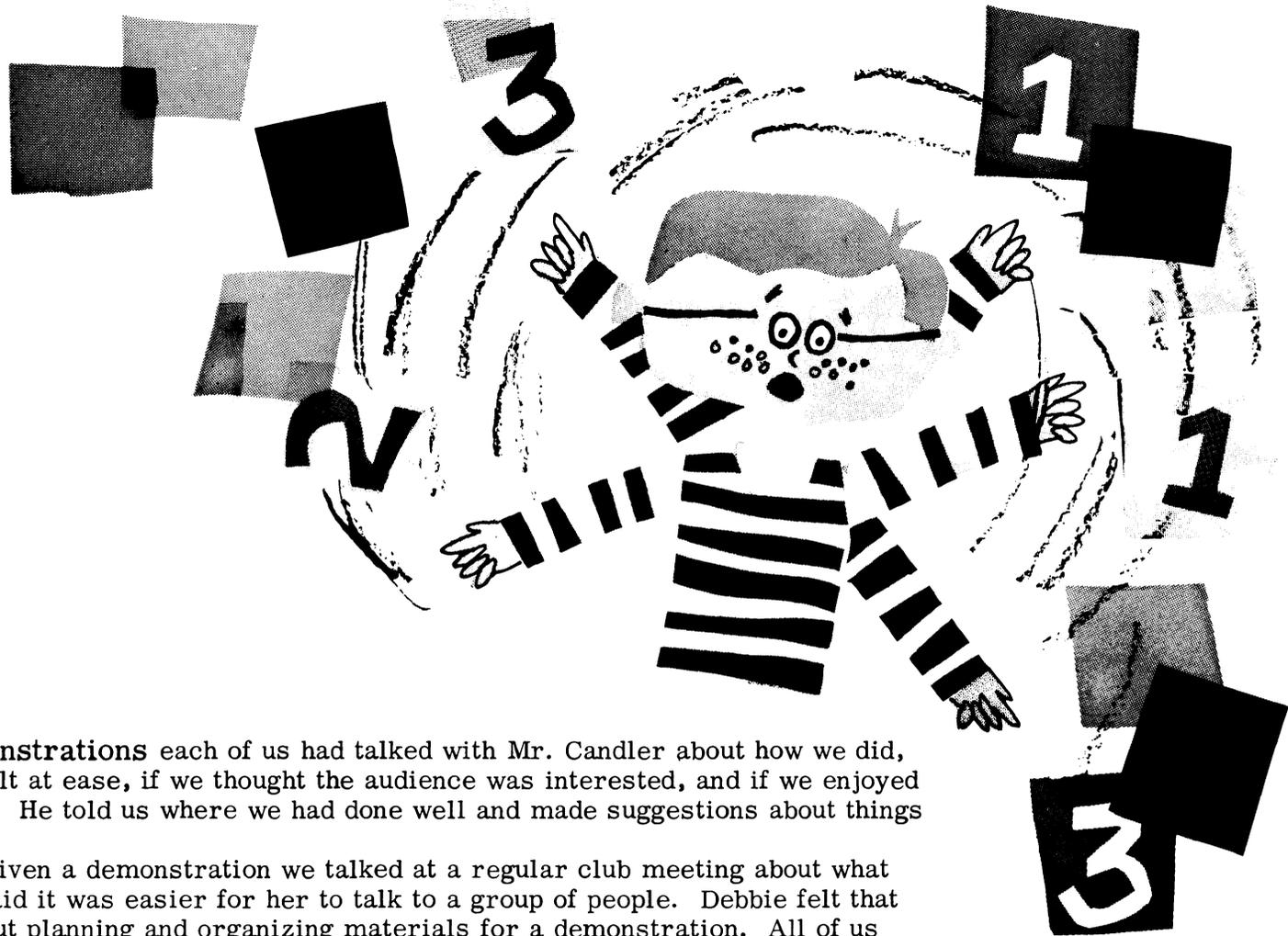
He suggested that Tommy wear his sports shirt with the 4-H chevron. Debbie said that Janice in the foods project had planned to wear a plaid wool jumper with a long-sleeved white blouse when she gave a demonstration. Her junior leader, Christy, asked what would happen if she spilled something on her jumper or got her sleeve in some of the ingredients. Janice thought about it and decided to wear a short sleeved washable dress, since she hadn't gotten her official 4-H dress yet.



Then Tommy practiced giving his demonstration. He asked Mr. Candler, his parents, Bill, and a friend to watch him go through his demonstration. They checked to see if he:



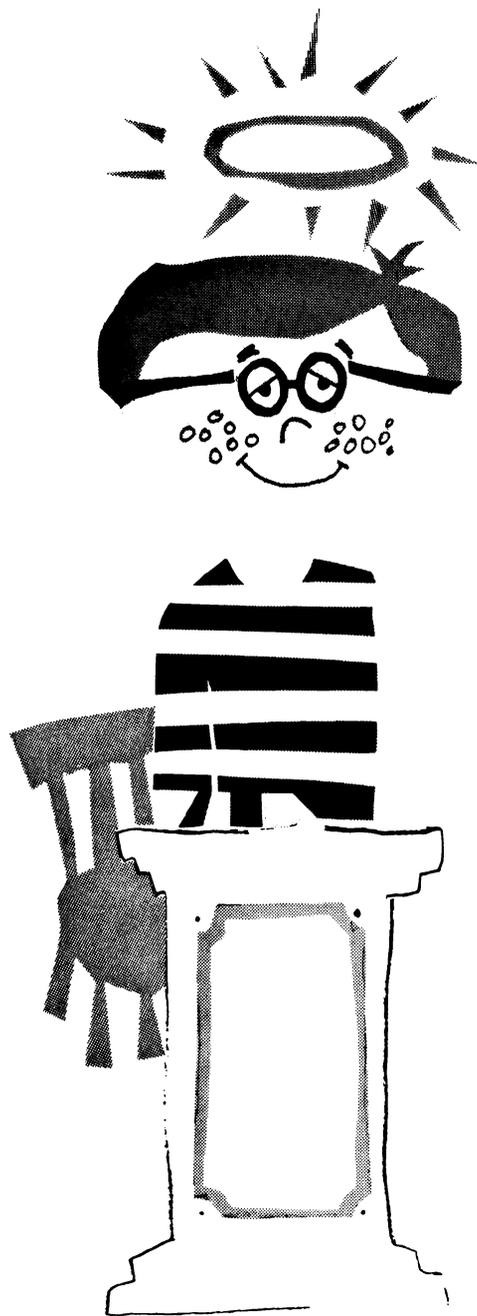
Had a good introduction.
Knew his subject.
Had correct and up-to-date information.
Did things in order.
Told what he was doing and why.
Had the right materials.
Put his knowledge across.
Spoke clearly.
Used good grammar.
Was appropriately dressed.
Had clean hands and face, hair combed, and shoes shined.
Had good posture.
Showed his pleasant personality.
Stressed main points in summary.



After our demonstrations each of us had talked with Mr. Candler about how we did, telling him whether we felt at ease, if we thought the audience was interested, and if we enjoyed giving the demonstration. He told us where we had done well and made suggestions about things we needed to improve.

After each of us had given a demonstration we talked at a regular club meeting about what we had learned. Susan said it was easier for her to talk to a group of people. Debbie felt that she had learned a lot about planning and organizing materials for a demonstration. All of us thought we had learned a lot more about our subjects, and we had learned, too, where to look for help and information. We learned that we could get information from our 4-H project literature, other Extension publications, our adult leaders, our parents and Extension agents, and books and magazines.

We talked, too, about other kinds of things that we had learned. Mrs. Simmons suggested that each of us write down some of these things we thought would help others. We called it:



PUT YOUR BEST SELF FORWARD

Stand straight--on both feet.

Keep your hands to your sides when you're not using them.

Use your own words.

Speak clearly.

Speak to the audience.

Keep your chin up.

Move your eyes back and forth, looking at different groups of people in the audience.

Smile once in a while, but be natural.

Dress according to the job.

Be sure equipment is ready for your use.

Have materials in correct place for use, not piled in front of working area.

Let the audience see what you are doing.

Use posters to help explain.

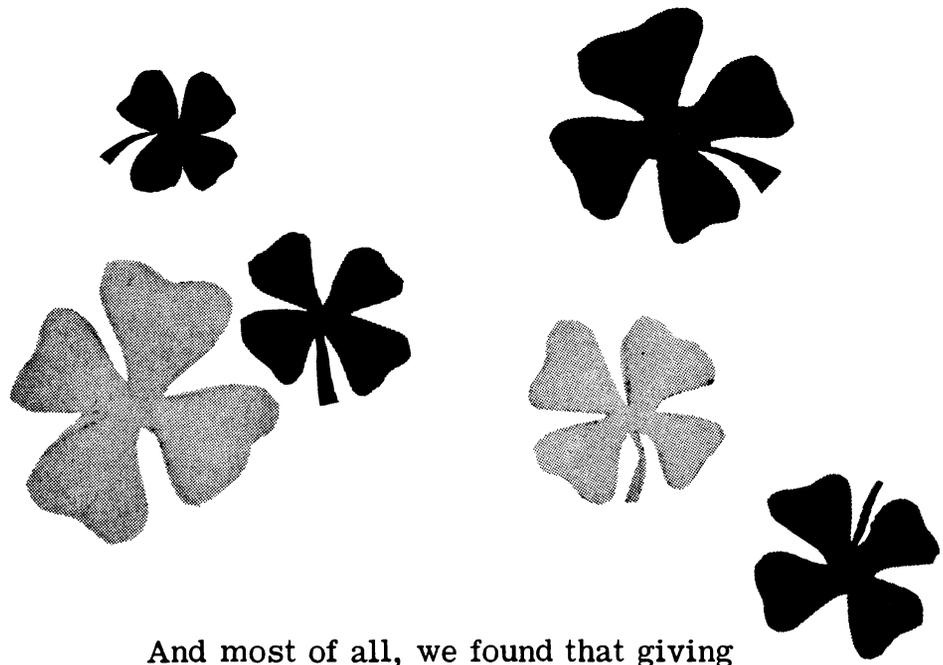
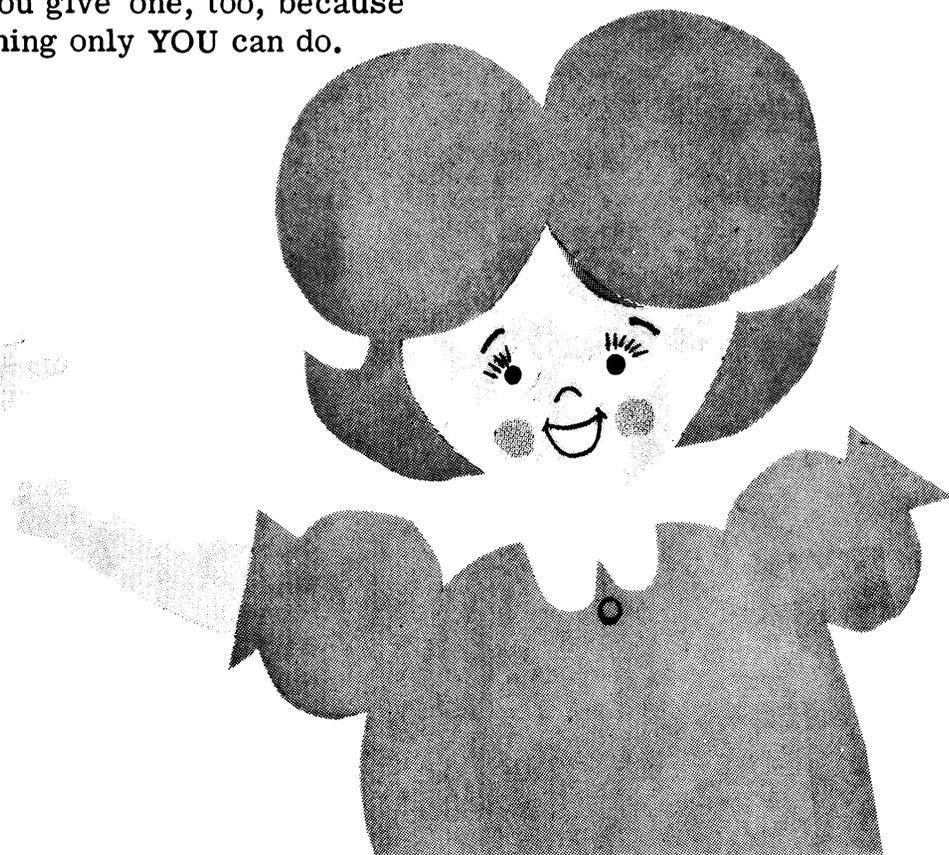
Know the facts.

We made up a demonstration planning aid to help us with other demonstrations, and we are putting it in this publication for you to use or give you ideas for one of your own.



When we first thought of giving a demonstration we thought we might be scared. But we found that we had been giving demonstrations without knowing it. When Martha showed Joan how to thread the sewing machine, she was giving a demonstration, showing and telling how to do something. When Tommy showed Chuck how to tie an underwriter's knot, he was showing and telling. Then we found that the more we knew about our subjects, the easier it was to give the demonstration. We found out, too, that when one of the audience asked a question we didn't know the answer to, it didn't do any harm just to say we didn't know. Bill said it happened to him. We also found out that we wanted to share the things we had learned with the other members of our club.

And most of all, we found that giving a demonstration is **FUN**. You'll have fun when you give one, too, because it is something only **YOU** can do.



DEMONSTRATION PLANNING AID

Introduction:
Attention-getter
Topic

Body:

What I Will Do	Equipment and Supplies I Will Need	What I Will Say

Summary:
Main points
Ask for questions
Give closing statement, including thanking the audience