

THE PLANNING

THERE'S A REAL ART in giving a demonstration. Every club member should learn how to "put words into action". An effective demonstration is perhaps the best way of teaching someone how to do something, how to acquire a skill. When the demonstrator says "Tie a Windsor knot," he shows how the knot is tied, at the same time giving a complete explanation as to why and how. An old Chinese proverb says, "Better to see once, than to hear a hundred times." This explains one of the most important reasons for demonstrating.

A recent survey showed that only 2 out of 10 people remember what they hear, while 7 out of 10 remember what they hear and *see*. Psychologists say that the largest part of what people learn gets to them through their eyes. Those of us with small children in our families are most forcibly reminded of this principle, as the young ones crowd toward an interesting sight with their demand, "Let me see! Let me see!"

Sure, giving an effective demonstration is an art. And yet if it is true that demonstrators are born, not made, no one would ever demonstrate. We must learn to demonstrate, just as we must learn to do almost everything else we do. We learn to demonstrate *simply* by showing how to do something we can do, and telling how and why at the same time. While the demonstration will be of value to those watching, the real value of the demonstration is to the one who has prepared and presented it. Poise, confidence and self-assurance will grow with each new demonstration planned and presented.

Planning a demonstration begins with deciding whether to give a team or individual demonstration. The team demonstration provides a valuable experience in team planning and cooperation. However, individual demonstrations are often much more fitting to the topic and circumstances. Whether it is to be an individual or a team demonstration depends on two things: 1) Is it a "one-man" job or a "two-man" job? 2) Does the demonstrator wish to work alone or with another person? A demonstration on making ice cream, where a comparatively heavy, hand-operated freezer is used, may best be suited for two people. "How to Splice a Rope" may work out much better for an individual.

Some might consider the team demonstration more difficult to prepare and give, requiring coordination of the work and explanations of two people. On the other hand, it may have an advantage of added interest in the change of voices and personalities, and may give each demonstrator more confidence to work and coordinate with another. If it is decided to prepare a team demonstration, the subject chosen must be a "two-man" job.

The kind of demonstration chosen will depend on the age, skills, experience of club members, and how much time there is to practice and prepare it. Generally, these guidelines will help in getting started:

Relate the subject for the demonstration to the demonstrator's projects or activities in club work, or to an interest. Choose the subject first, and make the title fit the topic, rather than getting a catchy title and tailoring the demonstration to the title.

Limit the demonstration to one principal idea or theme. (The same principle applies here, as in preparing public exhibits like booths or floats.) Refinishing furniture might be beyond the capacity of the demonstrator, but removing old finish could be easily demonstrated.

Choose a worthwhile, interesting subject, one that is needed and practical in the local community. The demonstrator *must* be convinced of the importance of the topic.

Confine the subject to one that can actually be demonstrated, and can be handled with the facilities and place available for demonstrating. Most demonstrations need to be presented from a platform, so that all work can be seen and heard by the audience.

Energize the title to suggest action and interest. There is a big difference between a title and a subject. The title should give a hint as to what the demonstration is about, but it should not tell the whole story. The subject of the demonstration might be "How to Groom a Chicken for the Fair," but the title "Slick a Chick" will catch the interest of an audience at once. "Mixing Paints" might be the subject, but how much more provocative and attractive to a prospective audience is the title "A Rainbow at Your Fingertips!"

There is no substitute for being well-informed on the subject being demonstrated. The basic objective of the demonstration is to help the club member feel assurance, as he thinks, speaks and shows how, while standing before people. Just knowing the answers is not enough; the questions asked, and the reason for the questions are just as important as the answers. Boys and girls should expect to learn all they can about the subject, even though it cannot all be used in the demonstration. They are back-grounding themselves for future talks, demonstrations and discussions.

One of the better ways to prepare is to discuss the subject with others, to get their experiences. A good background of information will give a confidence that no amount of rehearsal will accomplish.

Three things to watch for in getting well informed on any subject are: 1) Is the material accurate, not slanted or biased? 2) Is it complete? 3) Is it up to date?

Sources of subject matter information vary according to the demonstration, with the following furnishing most of the factual material: 4-H project literature; state land grant university publications; United States Department of Agriculture bulletins and circulars; school textbooks and school library sources; current magazines, newspapers and books; and materials available from county Extension agents.

As an added tip for planning future demonstrations, many experienced club members and leaders keep a folder of ideas culled from periodicals, newspapers, catalogs, and other news media throughout the year. This "idea file" becomes the catch-all for anything that looks like a possible demonstration topic, to be sifted through as the need arises.

All of the planning that has been accomplished to date should now be committed to an outline, preferably one written out so that it can be consulted from time to time.

1. List the important steps and processes that are to be discussed and demonstrated.
2. Arrange the steps in logical order, as they naturally would be done.
3. Outline the explanation necessary to go with each step or process.
4. List the necessary materials 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 to stress a point.

THE PREPARATION

MOST DEMONSTRATORS, even those well experienced in presentation, find it helpful to prepare a written outline of the component parts of the demonstration. Most outlines can be divided into three parts:

WHY--this is the *introduction* to the demonstration.
HOW--this is the *body* of the demonstration.
WHAT--this is the *summary of the demonstration*.

INTRODUCTION - Be original and brief.

This is your interest-getter, the follow-up of your catchy title. Make the listeners feel the subject is important, practical and worth your time to demonstrate, and theirs to listen to and see. Tell why the topic was selected. In giving a team demonstration, one member introduces himself and his team-mate. If it is an individual demonstration, don't overlook the introduction, unless already introduced by the master of ceremonies.

BODY OF THE DEMONSTRATION - *This is the "show and tell" part.*

Show and explain all the necessary steps in the process. Develop thoroughly one central idea or practice and show each step in logical order.

As each step is demonstrated, tell what is being done, how it is being done and why this method is used in preference to other methods. Then, if this phase or step of the demonstration is not completed, give additional information about the material or equipment being used.

EXAMPLE Action: While egg whites are being folded in the cake,
 WHAT: "The egg whites are folded into the cake batter."
 HOW: "The spoon is brought down the side of the bowl, across the bottom, up the other side and over the top, folding the mixture."
 WHY: "Egg whites are folded into the batter to prevent the breaking of air cells."
 OTHER EXPLANATIONS: "A slotted spoon is an ideal piece of equipment for this purpose. Air beaten into the egg whites helps to serve as a leavening agent." (There also might be some discussion of the food value of eggs.)

Include only enough explanation to fill the action time required for each phase of the demonstration.

Demonstrators should always use their own words to describe action. Material memorized from other sources never sounds convincing. Practice in using complete sentences will avoid the bad habit of "personalizing" the explanations. Avoid saying "*You* add the salt and beat well," or "*You* want to be sure and tighten the grease cup."

In presenting a team demonstration, divide the working and explaining so each team member has about the same amount to do. Make the divisions where it would appear natural to shift from one process to another. The rule of thumb is that the person demonstrating should also be the one telling about it. While one partner is demonstrating, the other serves as helper.

Correct methods and skillful work are important throughout the presentation. Equipment used should be proper for the job to be done, and should be used enough to show skill in operation. Work for simplicity and attractiveness in products, at the same time avoiding the appearance of too much "housekeeping" before the audience. Build to a climax.

Demonstrate all steps of the process. Some demonstrations pose special problems, such as a long waiting interval in baking rolls, making cheese or painting furniture. In this case, it may be best to have material in several stages of completion, to show all steps of the process. If the process can't be finished in the time allowed, show a finished product that has been prepared previously, such as a cherry pie or a chilled gelatin salad.

SUMMARY - *Last chance to get it across.*

In the summary, the points of the demonstration the audience should remember are repeated, and ways this topic can be valuable to those concerned should be emphasized.

Display the finished product attractively, so even those on the back row can see well. Give the audience an opportunity to ask questions.

ARE THERE QUESTIONS?

Normally, there will be, and demonstrators should be prepared to answer questions from the audience. These will range all the way from "When do you pass out the samples?" at the local club meeting to serious inquiries from someone who really wants to know.

There are two major reasons why questions should be asked for and expected. The first is that there may have been some point or step that is not clear to a member of the audience. The second reason is to determine the depth of the demonstrator's knowledge of the subject.

In answering questions, keep these points in mind:

1. If the group is large, or the question is from a soft-voiced person in the first row, it is only natural and courteous to repeat the question before answering it. Hearing an answer without knowing what was asked is frustrating. However, it becomes monotonous to say, "The question has been asked..." every time a question must be repeated. There are better techniques, such as including the question in the answer: "The whites are folded into the batter because...", "In answer to your question...", or "The lady wants to know...". Have several different forms ready to use in repeating questions. Questions should always be answered with complete statements, not with "Yes" or "No".
2. Occasionally there will be a question that demonstrators can't answer. This is nothing to be worried about, and has really only one response -- something like "I'm sorry but I can't answer that," or "I don't know the answer. Would you like for me to find the answer and call you?" If someone in the audience is likely to know the answer, the demonstrator may ask if that person would care to explain, except when the demonstration is being presented in any type of contest.
3. If it is a team demonstration, the two demonstrators should share the answers, although not necessarily on an alternate basis. Perhaps if one cannot answer the question, the other can. If neither can answer, handle the situation as suggested.
4. When no more questions are asked, thank the audience for their interest and invite them to sample or inspect the finished product.

SETTING THE STAGE

Keep equipment and supplies away from the front of the working space so the audience can see each step as the demonstration proceeds.

Arrange equipment or supplies not needed at once on a second table to the side of or behind the demonstration table.

Group equipment as much as possible, using trays. Grouped equipment is easier to move, appears neater and is easier to locate quickly. List equipment to be used and make card lists for each tray. A quick check will reveal if anything is forgotten.

When practical, use transparent equipment to permit the audience to see the material or the process (such as transparent mixing bowls). Wooden mixing spoons make less noise than metal.

Label containers for supplies so the audience can read labels. Cover commercial or brand names on equipment or supplies.

Keep a hand towel or paper towels handy to use as necessary. A paper bag, thumb tacked or taped to the back edge of the table, is useful to dispose of waste material.

DRESSING FOR THE JOB

Choose clothing suitable and appropriate for the job. Usually the 4-H uniform is a good choice, but there may be occasions when other clothing is more suitable.

Clothes should be neat, clean, well pressed and attractive. Team members may wish to dress as much alike as possible.

Fingernails should be medium short, clean and manicured. Food demonstrators should wear hair nets or head bands to keep hair in place. Girls, go easy on the lipstick.

Avoid attention -- distracting articles or garments such as jewelry, hair ornaments, flashy shoes or boots, fancy belts or neckties take attention away from the demonstration.

First impressions are important. The demonstrator who dresses, acts, and speaks like an ideal club member doesn't have to worry about being poised and self-confident. He can forget himself and concentrate on the demonstration.

VISUALIZING IT

Well-prepared and well-used visuals help the audience understand more completely, learn faster, and remember longer. A visual may be used to introduce the demonstration and demonstrators, to present the main points and/or to give the summary. A rule of thumb on using charts or posters is to use them if they seem to make the demonstration more effective. These general facts apply:

1. Keep them simple. Lettering must be large enough to be easily seen by the audience, concentrating on only one point per chart.
2. Make them readable. Posters should be attractive, and able to be read at a distance of 30 feet.
3. Don't over-expose them. Show posters and charts just for the time or idea needed. Take them down when they do not add to the demonstration.
4. Blend them in. Visuals should fit into the on-going demonstration so well that the audience is hardly aware of the "impact" of the visual. Rehearse presentation, using a good easel to hold charts.

A flannelgraph is a highly flexible visual tool for making important steps and processes clear.

SHOWMANSHIP TECHNIQUES

Slanting the table toward the audience by raising the back legs of the table slightly or by making a slant board, makes it possible for everyone to see the procedure.

A mirror, held over the finished product, is an attractive way to show the audience the results of demonstration work.

A rack for displaying garments on hangers in a fitting or pressing demonstration is almost a "must".

A name poster, also giving the title of the demonstration, kept before the audience throughout the demonstration is valuable to those who missed the introduction.

A nice tray, with attractive serving dishes adds considerably to the appearance of the finished foods product, when shown to the judges.

When using several posters or charts of identical size and color, a small identification number on the back of each will guarantee the visuals being shown in the intended order.

THE PRESENTATION

PUTTING IT OVER

Poise and confidence are an important factor in a successful demonstration. To be really effective in presenting the demonstration, begin with a smile, then follow through.

1. Look at the audience, not down at the work or off into space.
2. Stand erect with good posture, on both feet.
3. Show interest in and enthusiasm for the subject. This interest really can't be accomplished without looking directly at the audience and occasionally smiling.
4. Speak directly to the audience, and loudly enough so all can hear. Speak slowly enough so all can understand. Good English is essential.
5. A conversational tone of voice is the best, one that is pitched low and not too loud. Variations in the tone of voice avoids monotony.
6. Accidents happen to everyone at sometime. The poised demonstrator will not be upset by a mishap, but will explain what happened (if it is necessary) and go right on with the demonstration.
7. Making others want to do it is one of the purposes of giving a demonstration. Club members who look and act as if they were enjoying presenting the demonstration leads others to believe they would like to do it also.
8. Personal experience woven skillfully into the demonstration content helps the audience know that the demonstrators and others have tried the practice being demonstrated, and found it satisfactory. Sometimes an authority may be quoted on important statements, but not too often.

Practice and more practice enables the demonstrator to have the subject well in hand and able to move the demonstration along smoothly without the appearance of haste. The well-prepared demonstrator never needs to rely on notes. Their use is distracting to the audience and lessens the effectiveness of the demonstration.

EVALUATE AND LOOK AHEAD

A demonstration must be given to an audience to be appreciated and improved. To give constructive suggestions to the demonstrators, members of the audience must have some sort of standard on which to base commendation and helpful suggestions. This, in effect, is judging which makes necessary the use of a score card. Using a score card helps one organize opinions and reasons. Judging the work of others constructively makes a person more conscious of his own methods.

Club members who have presented demonstrations should work with a score card to judge other demonstrations. A score card, perhaps from the county office, may be useful in helping to evaluate one's own demonstration, while comparing with the work of others. Perhaps the most effective use of the score card is to discuss the points to consider with an adult leader or a more experienced demonstrator, both before and after the demonstration is given.

WIN, PLACE OR SHOW

Everyone who demonstrates emerges a winner. Regardless of the final determination of ribbon colors, those who have given a few demonstrations find that:

1. They can speak with ease before groups of people.
2. They can put across ideas more easily, because they have learned how to organize what they want to say.
3. They can tell other people of what they have learned in 4-H.
4. They have learned a great deal more about the chosen subject.

18 WAYS TO GET IDEAS FOR DEMONSTRATIONS *Michigan State 4-H Club Office*

1. List ideas from project
2. List things you do at home and would like to show others.
3. List the things you learned on a tour.
4. Think of a long demonstration, such as "How to Make a Lamp" or "How to Make a Dress". List the short demonstrations in this long one.
5. List the important things going on in your community.
6. List the community projects you or your club have carried out.
7. List ideas as you read your project bulletin.
8. List the things you want to learn this year.
9. List the things that you feel you do very well and would like to teach others.
10. List the things that younger members should learn this year.
11. List the things research has found out about your project this year.
12. List the ways you help other members in your club learn.
13. List ideas you see on T.V.
14. Ask professional people such as the school nurse, fireman, or conservation officer, for ideas.
15. List ideas from the daily newspaper.
16. Read a magazine related to your project; list ideas you gather.
17. As you listen to the radio farm and home report, list ideas that could be demonstrated.
18. Gather all possible information about your project. List ideas for demonstrations from this material.

THE WINNING DEMONSTRATION. These suggested titles for demonstrations were selected from lists submitted by many state 4-H Club offices. Readers would do well to look through each list, not only because there is overlapping of subjects (such as entomology and field crops), but because titles under one heading may suggest to them possibilities in other areas.

BEEF

Grub Control
Constructing a Bunker Silo
Treating for Bloat
Building a Back Scratcher

CHILD CARE

How to Entertain a Child
While Babysitting
How to Bathe a Baby

CLOTHING

Care and Use of Steam Iron
Three Ways to Finish Seams
on Cotton Fabrics
Choose Clothes to Suit the
Figure
How to Press Wool
Marking Methods
How to Alter a Pattern
Removing Stains From Fabrics
Equipping a Sewing Box

CONSERVATION & FORESTRY

Good Habits in Woods
How to Use a Farm Level
Preparing a Sod Waterway
Transplanting Pine Seedlings
Propagating Forest Trees

DAIRY

Keeping a Dairy Record Book
Choosing Your Calf

Electric Dehorning
Cleaning Milking Machines
Testing Milk for Butterfat

DOGS

How to Train a Boxer for
Show Ring
Simple Tricks to Teach Your
Dog
How to Build a Dog House

ELECTRICAL

How to Build an Appliance
How to Make a Hot Plate
Today's Adequately Wired
Home
Illuminated Street Numbers
Clean Motors for Longer Life
How to Make a Portable Yard
Light
Automatic Flood Lighting

ENTOMOLOGY

Collecting and Mounting
Butterflies
How to Make a Killing Bottle
Making an Insect Net
Controlling Moths

FIELD CROPS

Treating Corn Seed
Testing Seeds
Calibrating A Grain Drill
Controlling Stored Grain
Insects
Reducing Root Rot

FOODS AND NUTRITION

Assembling a Quick Lemon
Cheese Cake
Bar-B-Que for Patio
Baking While Traveling
The Art of Salad Making
Tempting Tacos
4-H Chuck Wagon
Meal in a Box
Tricks and Treats With Milk
Fancies
How to Frost a Cake

GARDENING

Planting a Seed Bed Flat
How to Take a Soil Sample
Making a Garden Plan
Grafting Fruit Trees

HEALTH

Water Bacteria Testing
How to Make a First Aid Kit
Light for Reading

Dental Health
Correct Posture

HOME FURNISHING

Selecting a Study Lamp
Make Your Own Traverse
Draperies
Storage -- Pretty and Practical
Cleaning Upholstered
Furniture
How to Make a Centerpiece

HOME GROUNDS

BEAUTIFICATION

How to Slip Chrysanthemums
Flowerbed Arrangements
Constructing a Rock Garden
Pruning Ornamental Plants

HORSE AND PONY

Making a Horse Jump
Care of Horses' Hoofs
How to Clean a Saddle and
Bridle

POULTRY

Debeaking
Making a Range Shelter
Mixing Poultry Feed
Controlling Poultry Lice
Grading and Candling Eggs

RABBITS

How to Pick Up a Rabbit
How to Tattoo a Rabbit
Preparing a Rabbit for Show

RECREATION & CRAFTS

Sealing Wax Craft
Making Party Favors
Ukrainian Easter Eggs

SAFETY

Mouth-to-Mouth Respiration
How to Make a Rug Skid-
Proof
How to Build Safe Campfires
Five Steps to safety in a
Disaster

SHEEP

How to Block a Lamb
Grading Wool
How to Worm Sheep
Care of Wool at Shearing
Time

SWINE

Mixing a Gilt Ration
Ear-Notching Pigs
Making a Movable Loading
Chute

TRACTOR AND
AUTOMOTIVE

Cleaning a Carburetor
Packing a Wheel Bearing
Battery Care
Timing a Tractor
Proper Way to Fill a Grease
Gun

THE WINNING DEMONSTRATION: By Glenn M. Busset, Associate Club Leader, Kansas 4-H Staff
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