

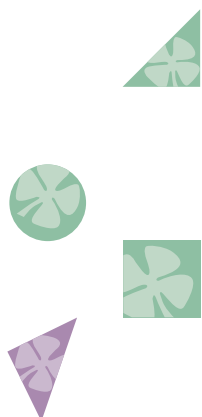


Texas Agricultural Extension Service

The Texas A&M University System

4-H 3-5.012

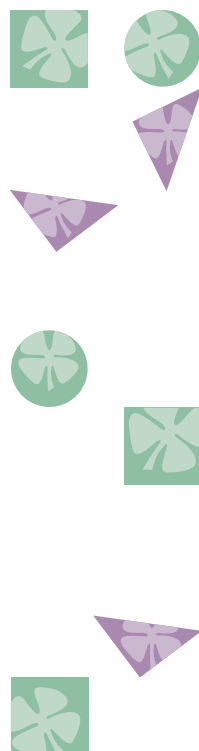
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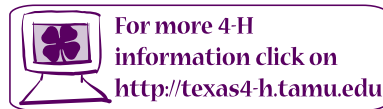


4-H Public Presentation Guide



Method Demonstrations & Illustrated Talks





For more 4-H
information click on
<http://texas4-h.tamu.edu>

Acknowledgments:

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Demonstrations and illustrated talks are two of the most effective methods of presenting information. People learn faster and remember longer if they see as well as hear—one reason that demonstrations and talks are a vital part of the 4-H program. The greatest value of demonstrations and illustrated talks, however, is to the 4-H members who plan, prepare and present them.

Every 4-H member profits in some way from planning and presenting a demonstration or illustrated talk. Poise, confidence and self assurance grow each time a person makes a presentation. Through demonstrations and talks, 4-H members have the opportunity to:

- Work on something they like and in which they have an interest.
- Gain new knowledge and learn about a specific subject.
- Learn to plan and organize their thoughts so they can express themselves more clearly.
- Emphasize the major points of a presentation through the use of visuals or examples.
- Develop good judgment, speech and actions before an audience.
- Listen to the opinions of others.
- Teach and show others improved methods and practices learned through 4-H, thus performing a service to the community.
- Take part in interesting events and activities.

WHAT ARE 4-H DEMONSTRATIONS AND ILLUSTRATED TALKS?



Method demonstrations and illustrated talks are planned presentations in which one or more 4-H members teach information related to a project or activity. Simply, they are ways of sharing useful

information and of showing and telling others how to make or do something.

Some of the main differences between a method demonstration and an illustrated talk include:

Demonstration

- A demonstration is doing.
- A demonstration is showing how. As you show how, you tell how.
- In a demonstration you make something or do something. There is a finished product.
- The key to a good demonstration is “go and do likewise.”

Illustrated Talks

- An illustrated talk is talking.
- An illustrated talk is telling how with the aid of visuals.
- In an illustrated talk you use charts, posters, photos, computer programs, slides, pictures, models, cut outs, etc.
- The key to an illustrated talk is “here’s information.”

WHO? WHY? WHERE?

Who?

Everyone involved with the 4-H program gives demonstrations and illustrated talks.

Younger 4-H members should be encouraged to give at least one demonstration or talk at a meeting during the year. Talk and action may last only a minute.

In this time, though, the 4-H member will have gotten on his feet, said something and done something while fellow members, parents and friends watch and listen.

Older members should plan to give several demonstrations and talks at 4-H and other meetings (civic organizations, schools, libraries) throughout the year.

Why?

Demonstrations and illustrated talks add variety, interest and enthusiasm to the 4-H





program. One key to a good 4-H program is member participation.

The more often 4-H'ers are involved in club and project meetings through demonstrations and talks, the more interested they become. Consequently, they may continue their 4-H membership for a longer period of time. Through participation and involvement they feel a part of an active, democratic organization that is doing something. 4-H members who are actively involved with demonstrations and talks will develop speaking skills, research skills, and the ability to organize their thoughts into a logical order.

Where?

Demonstrations and illustrated talks should begin in the 4-H project meeting.

From here they move up to club meetings, school classes, local communities and beyond, as members practice and gain demonstration skills.

When 4-H members have sufficient experience, encourage them to give presentations at public gatherings. Work with Extension program committees and civic organizations to arrange for 4-H presentations. These opportunities help 4-H members grow and give them a chance to share the benefits of the 4-H program.

4-H Roundup contests encourage 4-H members to compete at county, district and state levels. Demonstrations and talks on a wide variety of subjects may be presented. Participating in contests helps members expand their educational experiences. Preparation for any contest includes planning, decision making, the accumulation of new information and skills, and a challenge to develop greater self-confidence.

Different people see contests in different ways. Help youths understand that competing can mean more than just winning. A contest can help 4-H members measure

their present knowledge and skills against their personal goals.

THE STARTING POINT

Younger 4-H members can be introduced to demonstrations in several ways. 4-H leaders can:

- Give a short, simple demonstration, perhaps following it with a talk about the parts of a demonstration and one or two demonstration techniques.
- Show one beginning member how to do a simple task such as how to thread a needle or how to drive a nail, and then ask him to show another member or the project group how to do it. After the member has completed the "showing," point out that this was a demonstration. Follow this with a word of praise and encouragement for others to try a "show-how."
- Ask an older 4-H member to give a demonstration for younger members. It should be smooth, clear and simple enough for younger members to see that they can do it, too.
- Arrange for younger members to attend county or district contests to see presentations by other 4-H members. Members do not have to compete the first year they are enrolled. The leader's goal may be to have each first-year member try informal demonstrations and talks within the project group and observe older members giving demonstrations and talks at the county and district level. However, younger members should be encouraged if they indicate willingness to compete.
- After presenting demonstration techniques at one meeting, assign several 4-H members to give demonstrations and talks at the next meeting using the techniques learned.
- List possible subjects from which members may choose.
- Obtain a videotape on 4-H presentations from your county Extension agent.

- Have fun with impromptu demonstrations and talks. Place items such as pieces of fabric, cooking utensils, a dog brush or small equipment in a paper sack. At a meeting, ask one or two members to use items in the sack for a demonstration or talk.

THE FIRST PRESENTATION

The first encounter a boy or girl has with demonstrations and talks makes a lasting impression. An enjoyable first experience helps one to learn something while receiving recognition from peers, parents and leaders. The member will want to try again.

At project and club meetings, members learn to perform in front of their peers. Here they can overcome the “hurdle” of talking while standing in front of an audience. Poise and confidence increase with each performance.

The first presentation should be short (1 to 2 minutes) and on a topic the 4-H’ers know well. Most people find it easier to talk in front of a group if they have something to do with their hands. For this reason, it is often easier for a beginning 4-H’er to give a demonstration than an illustrated talk.



PRESENTATIONS CAN BE EASY

The beginning 4-H’er needs careful guidance, direction and encouragement.

- Encourage the member to start with something already learned and used in the 4-H program. The information should be well understood by the member and useful to the audience.
- Suggest several possible topics to help the member get started.
- Help the member make a simple step-by-step outline.
- Make practicing fun!
- Be sure the member has a chance to

give his demonstration or talk after he has prepared it.

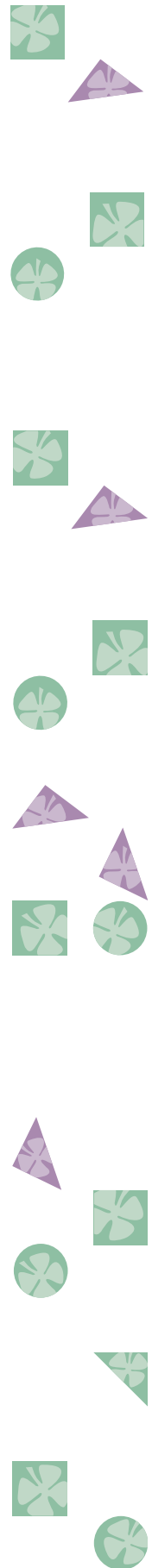
See that the young member’s first few presentations are as easy as possible.

- Schedule the beginning member early on the program so that excitement will not turn to fear.
- Avoid scheduling a beginner to follow the complex, polished presentations of older members.
- A good introduction by the leader or presiding officer makes it easier for members to say the first few words.
- If the member falters or makes a mistake, give a little help. But do not take over or finish the demonstration or talk for the member.
- Provide a seat nearby where the member can unwind without being watched immediately after the presentation.
- Be generous with praise. A smile and a nod as the member returns to his seat, or a hand on the shoulder and the words “I’m proud of you,” are worth a fortune at that moment.
- Go over the 4-H Presentation Score Sheet with the member and help him use it to rate his own performance. Younger members might try their skill at judging while watching older members give presentations.

THE EXPERIENCED 4-H’ER

Demonstrations and illustrated talks should offer opportunities for members to advance. As experience is gained, encourage 4-H members to develop demonstrations and talks that are within their abilities, yet are challenging. Leaders can help 4-H members to:

- Choose subjects within their current 4-H experience.
- Find new resources to strengthen and enrich the demonstration.
- Appreciate the importance of checking carefully to be sure information is accurate.
- Be aware of others’ interests as well as their own in selecting a subject.



- Recognize the importance of practice, practice and more practice!
- Find opportunities to present demonstrations. Older 4-H members who have prepared demonstrations and talks for contests should give them for other groups.
- Evaluate their own performance and find ways to improve it.
- Recognize that they are providing an example for and have an opportunity to inspire younger members.

Advanced 4-H'ers can explore new fields by:

- Selecting subjects that appeal to broader audiences and have real value to the community.
- Showing increased concern for timeliness and appropriateness to the occasion.
- Using the demonstration as a teaching medium.
- Evaluating the demonstration's development, step-by-step.
- Learning to use many resources for up-to-date and accurate subject matter.
- Striving for professional competence in performance and in the use of visual aids.

RECOGNIZE INDIVIDUAL DIFFERENCES

It is important to recognize that the 4-H members with whom you work differ in many ways. Each child is unique in intellectual, social and physical development.

Members of your group will react differently to giving demonstrations and talks because of individual differences. If they are reluctant to perform, try to understand why. They may:

- Not know how.
- Feel insecure, mentally and/or physically.



- Fear someone will make fun of them (peer group approval is important).
- Be afraid of doing poorly.

Leaders can help 4-H members build confidence by showing a genuine interest and faith in them and their ability. If you understand individual differences and can recognize the potential of each member, you can offer help and guidance where it is needed most.

Remember, there is a difference between helping and doing. While adult support is encouraged, any presentation should be the work of the 4-H member. This includes the making of visuals.

STEPS IN DEVELOPING A DEMONSTRATION OR ILLUSTRATED TALK

There is not just one right way for preparing and giving a talk or demonstration; however, the following steps may be helpful. Demonstrations and illustrated talks require similar preparation.

- Visualize the audience.
- Choose a subject that is interesting to you.
- Decide on a goal.
- Gather information.
- Select the kind of presentation—illustrated talk or demonstration.
- Develop an outline.
- Organize the presentation.
- Choose equipment and visual aids.
- Consider the title.
- Practice delivery.

Visualize the Audience

The 4-H member should have his audience in mind as he is preparing a demonstration or talk. A beginner's audience may be only his fellow 4-H members. The experienced 4-H'er, however, will consider who



will be there—4-H members, leaders, parents, members of another organization. Important questions to consider include:

- Who will be in the audience?
- How many will be in the audience?
- What are their interests?
- What kind of meeting will it be?
- What does the audience know about the subject? (If we are presenting to a non-4-H audience, much of the terminology we use may not be familiar to them.)
- What would the audience like to know about the subject?

Choose a Subject

The subject should fit the 4-H member's interests, experience, knowledge and skills. It should be exciting, not dull; challenging, not routine. 4-H projects provide excellent ideas. Many club members and leaders maintain a file of ideas for demonstrations and talks. This file becomes a catch-all for anything that looks like a possible topic to be sifted through as the need arises.

Leaders can help 4-H members think of subjects, but the final selection should be left up to the 4-H'er. Success is more likely if a member chooses a subject from his own project experience. Such familiarity will give him more to talk about, make him more comfortable in the handling of equipment, and lessen the tendency to be upset by questions from the judges.

Limit the demonstration or talk to one principal idea or theme. Avoid trying to include too much material. Older 4-H members should choose subjects that are challenging and incorporate new or current information.

After the 4-H member has selected a subject, suggest that he ask himself:

- Is this something I have learned as a part of my 4-H experience?
- Do I really want to learn more about the subject?
- Can I develop the skills, techniques or visuals to really show or tell others about it?

- Does it have enough action, or can I get enough visuals to hold the audience's attention?
- Is it within my ability (not too simple, yet not too difficult)?
- Is this something I really want to do?

If the 4-H'er can answer "yes" to most of these questions, he has selected the right subject.

After the subject is selected, a 4-H member must decide if it will be an individual or team presentation. A team presentation provides valuable experience in planning and cooperation. At times, individual presentations may be more fitting to the subject and situation.

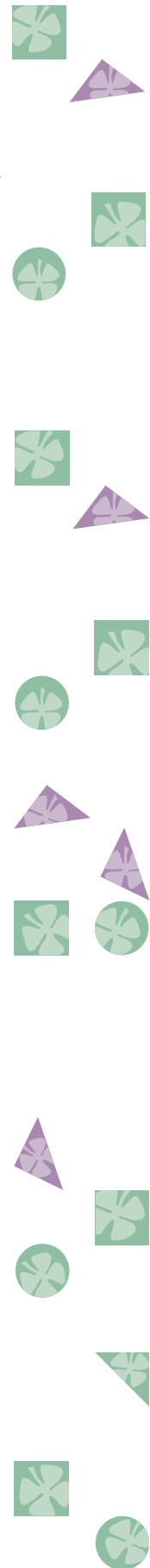
4-H members who plan to compete in Roundup contests should refer to the Texas 4-H Roundup Guide for information concerning the number of participants that make up an entry in the various contest areas.

Decide on a Goal

What is the demonstration or talk to accomplish? Is it to entertain? Stimulate? Convince? Is it to help others learn or to show what the member knows? Or both? The member should decide on the response he wants from the audience and work toward that goal. The beginning member's goal may be the simple one of showing others what he has learned. The experienced 4-H member may want to show what he knows and also convince members of the audience that they should try what he is demonstrating.

Gather Information

Allow at least 1 month of preparation time for club demonstrations or talks and 2 to 3 months for those that will be presented to outside groups or used in county, district or state competition.



- Plan illustrations he will need to prepare.

An outline serves as a guide for the 4-H member to:

- Present material in a logical sequence to make the presentation easy to follow.
- Determine how much action there is and how much telling. A good balance can be achieved by careful planning.
- Relate the visuals, equipment and supplies to be used with the information being given.
- Emphasize the essentials and delete the unimportant.

Organize the Presentation

There are four major parts for every complete presentation—an introduction, a body, a summary and a question and answer period.

Introduction. This is the interest-getter. The presenter must make the audience feel that the subject is important and worth the member’s time to present it and their time to listen and watch. The member should tell why the demonstration or talk was selected and its importance for the audience. Be original and clever, but keep the introduction brief to save time for the main part of the presentation.

In an individual presentation, the 4-H member should introduce himself; in a team presentation, one member may introduce himself and his teammate(s).

Body. This is the “show and tell” part where 4-H members exhibit “know how” and skill in putting it across. As each step is presented, they tell what is being done and why the method is being used. If the step is not completed by this time, additional information about the material or equipment being used should be given.

Include only enough explanation to fill the action time required for each step of the demonstration or talk. Do not try to talk over the noise of a loud motor such as a mixer or drill.

If members know how to do each step in the demonstration, they can make the talk

fit their actions. A convincing demonstrator uses his own words and avoids memorizing the talking part of the presentation. He should talk to, not at, the audience.

In presenting a team demonstration or talk, 4-H members should divide the work and explanation so each team member has about the same amount to do. The divisions should appear natural in shifting from one step to another; avoid shifting in the middle of an idea or process.

Practice talking in complete sentences. Avoid using slang expressions or just trailing off in the middle of a thought.

Summary. The summary reviews the important points of the presentation. A good summary is short, concise and pertinent. This is the last chance to sell the idea, give information and motivate the audience to follow the suggestions given.

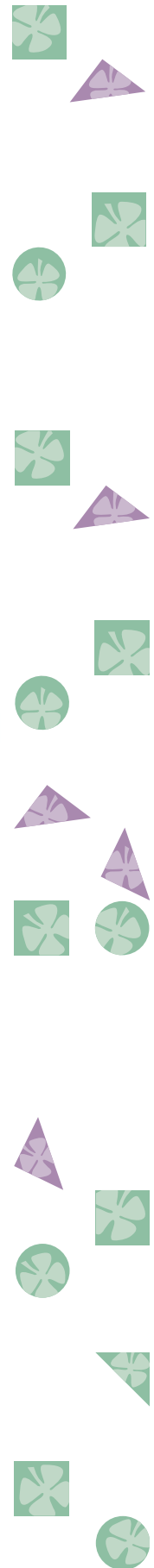
Ending a presentation might be compared to wrapping up a package. Tie up the package by emphasizing the main points the audience should remember.

Put the name on the package by encouraging the audience to use the information or method.

Put on a fancy bow by telling why it is important. The summary is also an excellent time to tell the audience where you obtained your information and cite your references.

Questions and Answers. At the end of a presentation the 4-H member should ask for questions. Help the 4-H’er understand that allowing the audience to ask questions gives him an opportunity to use his background knowledge and do more thorough teaching. Some points may not have been made clear. Questions clarify points not covered or those someone in the audience failed to hear.

In answering questions, the member should:



- Repeat the question if all the audience did not hear it.
- Give only correct answers. If he does not know the answer, he should admit it and offer to find the information and supply it to the person.

Choose Equipment and Visual Aids

The complete success of a demonstration or talk depends on the use of appropriate tools and equipment and the effective use of visuals. What is shown in a demonstration is as important as what is said.

Equipment should be:

- Designed for the job (makeshift arrangements show a lack of preparation).
- Accepted and recommended by authorities.
- Clean and in good working condition.

Visuals (posters, charts, models, pictures, etc.) should:

- Be used only where really needed. Have members use the real thing whenever possible. If the presentation is clear without the use of visuals, you may choose not to use them.
- Be large enough to be seen.
- Have lettering large enough and dark enough to be seen by the audience. Letters made with black grease pencil or felt point pen, or letters cut from paper, can be seen easily.
- Not look crowded. It is better to use two or three charts than to have too much information on one.
- Be clean and neatly done.
- Be on heavy cardboard that will not buckle or bend.

Use models only for one or two purposes: small scale for ease in handling topics such as tractors, animals, furniture or buildings; or enlargements to enable the audience to see small operations, such as electrical work, sewing techniques, etc. If models are used, they should be well constructed and actually do the intended job.

Each visual should be tested against these questions:

- Is it needed?
- Does it focus attention?
- Is it neat and simple?
- Is it easy to use?
- Does it fit smoothly into the presentation?

A “yes” answer on these points will indicate a good choice of visuals.

Encourage members to perfect techniques used in handling equipment and visuals:

- Make a list of equipment and supplies needed.
- Use trays to assemble equipment and supplies.
- Arrange trays on an extra table to the side or in back.
- Plan the arrangement to avoid reaching across the body.
- Keep the table clear in front so people can see.
- Handle props carefully and quietly. Have a folded towel under bowls or pans.
- Keep the work surface clean. Have damp cloths, sponges or paper towels handy. Tape a paper sack to the table back for garbage.
- Check posters, charts and easels before beginning for proper sequence and to see that each is secure.
- Be sure each part of the presentation is visible. Use step shelves, slant boards, clear bowls or mirrors as needed.
- Show visuals at the right moment. Putting up posters before they are needed will distract the audience’s attention from what the member is saying and doing.
- Think seriously before using photo or computer projection which can be difficult to transport, setup and use.

Consider the Title

The title may be the last step in the preparation of a presentation. Encourage the member to concentrate on the idea for the presentation and the development of the idea. The title will come later.

Titles that are most effective usually are fun, short, descriptive and image-making. A title should suggest the demonstration subject without telling the whole story.

Practice Delivery

Practice is very important. Each time the demonstration or talk is reviewed the 4-H member can see whether his ideas are in order and supported with examples, illustrations or quotations.

Practice will help him to:

- Synchronize action and explanation.
- Do things in logical order.
- Stay within the time limit.
- Know whether or not he has sufficient information on the subject.
- Use equipment skillfully.
- Know that special equipment is functioning as it should.

Practicing before several audiences—members, leaders or parents—is helpful. Recording with a tape recorder and practicing in front of a mirror can be very helpful. If the equipment is available, use a video camera to record the presentation so the 4-H'ers can see themselves in action.

Making Presentations Effective

- Practice good posture; stand tall. Do not lean on the table or twist one foot behind the other.
- Maintain eye contact with the audience—talk towards the back of the room to make sure the entire audience can hear.
- Speak in a voice that is natural, distinct and loud enough to be heard. A friendly and confident tone of voice is the most convincing.
- Avoid mannerisms, such as pushing back hair or rocking back and forth,

that may distract the audience.

- Be neat and well groomed. A dress rehearsal is an opportunity to evaluate the overall effectiveness of the performance.
- Smile to indicate interest and enthusiasm for the subject.
- Look and act as if you are enjoying presenting the demonstration or talk so the audience will want to follow the example.

Evaluation

Members and leaders will be evaluating or rating demonstrations and talks with different rating scales. Both, however, are looking for the personal growth and development of the individual.

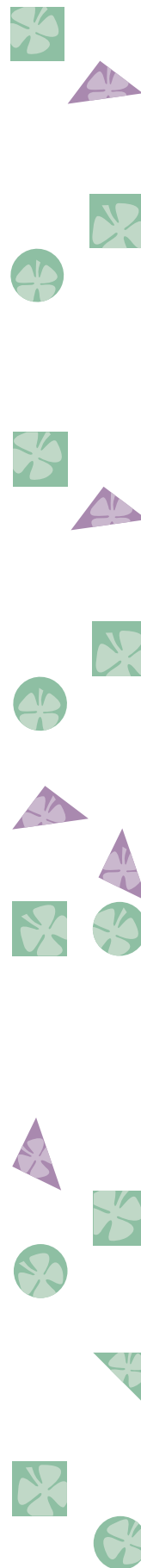
As a 4-H leader, ask yourself to what extent the 4-H member assumed responsibility in planning and presenting his demonstration or talk. Did the demonstration or talk lead the member into new learning or expanded interest in 4-H? Has the member matured through participation in demonstrations and talks?

The 4-H member will be measuring his success in terms of his own feeling of satisfaction, the response of the audience and the rating of the judges.

Although we look upon 4-H demonstrations and illustrated talks as a way for members to acquire increasing confidence and poise, greater knowledge, and more self reliance, we must acknowledge that demonstrations and talks are used in competition on the county, district and state level.

Leaders can explain to 4-H members the judge's role and what to expect. The task of the judge is to:

- Rate each demonstration or talk according to an acceptable standard.
- Select contest winners when appropriate.



- Give reasons for judging decisions.
- Give constructive suggestions.

In making decisions, judges:

- Look at the demonstration or illustrated talk in light of points given on the 4-H Presentation Score Sheet.
- Ask questions if more information is needed to clarify the demonstration or talk or to further test the member's knowledge or background. Judges should ask questions only on material covered in the presentation.
- Base decisions on results of the 4-H Presentation Score Sheet, response to questions, and the total impact of the presentation on the judges and audience.
- Encourage the 4-H member and give him suggestions for improvement, either orally or in writing.

Leaders and parents can help members to accept both winning and not winning and to sustain their interest in giving demonstra-

tions and talks by:

- Explaining that not everyone can win every competition.
- Acquainting members with the score sheet to be used by the judges.
- Giving members verbal approval often so that tangible awards do not become the only form of recognition.
- Explaining the value of each rating so the members will be proud to receive participation certificates, ribbons and medals or other awards.
- Keeping informed about current standards so that you can answer members' questions.
- Helping members understand that participation in competitive events is a worthwhile activity regardless of how they place.

Additional Resources

4-H Method Demonstration Instructional Video (TAEX 1999)

4-H PRESENTATION SCORE SHEET

(for use with method demonstrations and illustrated talks)

4-H 3-5.041

Name(s) _____

Name(s) _____

Contest _____

Contest _____

County _____

Junior or **Senior** (Circle one)

Maximum time 12 minutes

Starting time _____ Finish time _____ Elapsed time _____

Category	Poor	Fair	Good	Exc.	Comments
1. Appearance					
a. Grooming	1	2	3	4	
b. Appropriately attired	1	2	3	4	
2. Introduction					
a. Attention of audience gained	1	2	3	4	
b. Importance of subject established	1	2	3	4	
c. Purpose clearly outlined	1	2	3	4	
3. Subject Matter					
a. One central theme	1	2	3	4	
b. Information accurate	1	2	3	4	
c. Information complete and practical	1	2	3	4	
d. Appropriate to age level	1	2	3	4	
4. Summary					
a. Major points emphasized	1	2	3	4	
b. References	1	2	3	4	
5. Presentation					
a. Visuals appropriate and attractive	1	2	3	4	
b. Incorporated into presentation smoothly	1	2	3	4	
c. Voice(s) clear and understood	1	2	3	4	
d. Audience contact	1	2	3	4	
e. Logical sequence	1	2	3	4	
f. Work and talk coordinated	1	2	3	4	
g. Diction	1	2	3	4	
h. Supplies and equipment coordinated	1	2	3	4	
6. Originality					
a. Currentness of topic	1	2	3	4	
b. Uniqueness of presentation	1	2	3	4	
7. Achievement of Purpose					
a. Audience appeal	1	2	3	4	
b. Educational value	1	2	3	4	
c. Objectives reached	1	2	3	4	
8. Questions					
	1	2	3	4	

Total score _____

Possible total score 100

Texas Essential Knowledge and Skills (TEKS)

Instructors who use this curriculum will address the following TEKS as outlined by the Texas Education Agency:

English & Language Arts

The student listens attentively and engages actively in a variety of oral language experiences.

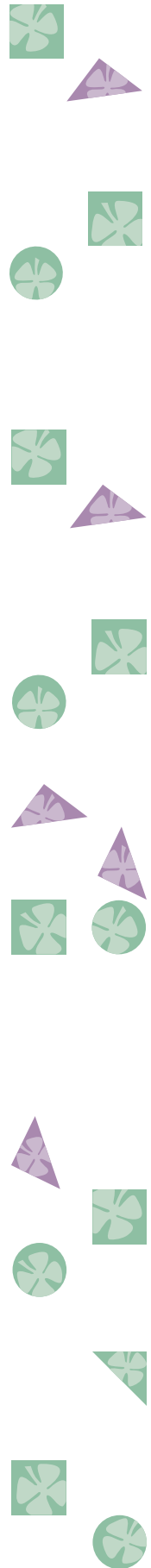
Speech Communication	The student is able to recognize and explain the importance of communication in social, academic, citizenship and professional roles.
Analysis of Visual Media	The student is able to distinguish the purposes of various media forms such as information, entertainment and persuasion.
Public Speaking	The student is able to identify and analyze the traditional elements of speech form, including introduction, body and conclusion.
Communication Applications	The student is able to explain the importance of effective communication skills in professional and social contexts.
Oral Interpretation	The student is able to analyze the audience, occasion and purpose when designing presentations.

Home Economics Education

Skills for Living	The student applies principles of effective communication.
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Technology Education

Exploring Communication Technology	The student uses communication technology to meet practical objectives.
Communication Systems	The student selects and uses the proper communication technology to meet practical objectives.
Communication Graphics	The student applies communication graphics technology to practical problems.



Developmental Assets and Life Skills

Young people who have learning experiences through this curriculum may develop certain assets and life skills that contribute to their personal development:

Developmental Asset Search Institute®	Targeting Life Skills Model Iowa State University Extension
<p>Support #4 Caring Neighborhood Boundaries & Expectations #14 Adult Role Models Positive Values #30 Responsibilities Social Competencies #32 Planning and Decision Making #33 Interpersonal Competence Positive Identity #37 Personal Power #39 Sense of Purpose #40 Positive View of Personal Future</p>	<p>Nurturing Relationships Self-responsibility Planning/Organizing Goal Setting and Personal Feelings</p>

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