



Montana 4-H Center
FOR YOUTH DEVELOPMENT

**Demonstrations
and
Illustrated
Talks**

5238

Issued September 1993

MONTANA 4-H IS...

4-H is a part of the Montana State University Extension Service cooperating with the U.S. Department of Agriculture and your local county government. 4-H members are those boys and girls who participate in Extension-sponsored educational programs which are open to all youth regardless of race, creed, color, sex, handicap or national origin.

The goal of Montana 4-H is to educate youth and adults for living in a global and ever-changing world by using the resources of Land-Grant Universities and the U.S. Department of Agriculture.

Montana 4-H uses educational, learning-by-doing projects, club meetings, community service projects, events, and activities for young people and adults as they work toward attaining these five **LIFE SKILLS**:

- Fostering positive self-concept
- Learning decision-making and responsibility for choices
- Developing an inquiring mind
- Relating to self and others
- Acquiring a concern for communities—local and global.

The emblem of the 4-H program is a green four-leaf clover with a white "H" in each leaf. The four "H's" stand for Head, Heart, Hands, and Health and represent ways to develop the five life skills.

HEAD: Learning to think, make decisions, understand the "whys," gain new and valuable insights and knowledge.

HEART: Being concerned with the welfare of others, accepting the responsibilities of citizenship in our local and global communities, determining values and attitudes by which to live, and learning how to work with others.

HANDS: Learning new skills, improving skills already developed, instilling pride in work, and respect for work accomplished.

HEALTH: Practicing healthful living, protecting the well-being of self and others, making constructive use of leisure time.

This four-fold development is vital to every individual. All four of the "H's" should be an important part of the goals youngsters identify as they participate in 4-H sponsored programs and educational activities.

Demonstrations and Illustrated Talks

by Sheryl Knowles, Dave Streurfert, Nick Shrauger,
Alma Siedel and Terry Wolfe*

Introducing the 4-H Demonstration and Illustrated Talk

Put words into action! A demonstration or illustrated talk is an effective way to teach someone else what we already know. Research indicates that 85 percent of what we learn comes through the sense of sight, while we learn only eight percent through hearing. Those things which we see or participate in are the things we will remember the longest. That's why a 4-H demonstration or illustrated talk is such a valuable teaching tool.

While the 4-H demonstration or illustrated talk is a valuable learning experience for the audience, the real value is to the member. As we plan, prepare and deliver an oral presentation we develop:

- Poise and the ability and confidence to speak before an audience.
- Initiative and ambition to gather information and supplies.
- Originality as we plan and organize information.
- Good judgement.
- The ability to show and teach others.

* Cascade County Extension agent, Powell County Extension agent, Gallatin County 4-H volunteer, Hill County 4-H volunteer and state youth development specialist, respectively.

Definitions

The purpose of an oral presentation is to:

- Present the importance of a practice or procedure
- Convince your audience of the value or importance of a topic
- Create the desire in the audience to put the same practice or procedure to use.

When these are achieved, the oral presentation has been effective and successful.

Demonstrations, illustrated talks and speeches are all excellent teaching methods. A decision as to which will be the most effective method depends on the subject matter to be taught. Compare these methods and decide which is most appropriate.

- ✓ **Demonstration:** A presentation that shows how to complete a task—a hands-on, step-by-step presentation which prepares the audience to complete a task. This is a “how to” presentation.
- ✓ **Team Demonstration:** Two persons work together to deliver the presentation. Each person must share equally in the verbal and visual parts of the presentation.
- ✓ **Illustrated Talk:** A communication which conveys information with the use of visual items and illustrations.
- ✓ **Speech:** A communication technique in which only the spoken word and gestures of the presenter are used. No props or posters are used in 4-H public speaking contests. Refer to the Public Speaking manual for additional information.

Developing a 4-H Prepared Oral Presentation

Steps in planning the presentation are:

- selecting a topic
- gathering information
- choosing a title
- developing an outline
- choosing equipment and visuals, and
- practicing delivery

Select a Topic

The topic should fit the interests, experience or knowledge, and skill of the 4-H member. It should seem exciting, not dull, challenging and not routine. Projects carried in 4-H are excellent sources of topics for oral presentations. However, it is not necessary to limit the topic choice to a 4-H project.

Determine the purpose of the presentation. Will it inform or create action? When selecting a topic, ask the following questions:

- ✓ Is it of interest to a variety of people?
- ✓ Is it timely?
- ✓ Does it have economic or practical value?
- ✓ Is it suitable to the age, experience and surroundings of the presenter?
- ✓ Can the presentation be accomplished in the allotted time?

Gather Information

Once a topic has been selected, learn as much about the subject as possible. There is no substitute for being well-informed. Consider creating an “idea file” to take notes on subjects of interest throughout the year.

Sources for gathering information will vary according to the presentation. They might include 4-H project literature, Extension bulletins, school textbooks, books and other library references, current magazines, newspapers, local resource people, tours and trips.

Organize the Presentation

After gathering information, formulate a plan for the presentation. Follow these guidelines:

- ✓ List all the important steps and processes.
- ✓ Arrange the steps in logical order.
- ✓ Outline the main thoughts or ideas about each step.
- ✓ List the materials and equipment needed for each step.
- ✓ Plan posters or visuals that will add to the presentation.

Prepare the Presentation

Oral presentations are composed of three parts—introduction, body, and summary. Most of the information being shared is in the body, so a larger amount of presentation time should be allowed for the body. A general guideline to follow is:

- 15 percent on introduction
- 70 percent on the body
- 15 percent on the summary

Choose a Title

Spend some time thinking about your title. This is your first opportunity to capture and gain the attention of the audience. Titles that are most effective are short, descriptive and provocative. A title should suggest the subject without telling the whole story. Every demonstration and illustrated talk should have a title poster to introduce the audience to the presentation.

✓ Introduction

This is your second chance to capture audience attention. Be as original, interesting and brief as possible. A question to the audience, a story, a fact, statement, problem or a quotation may do the trick. But be sure the introduction leads into the body of the presentation in such a way that the audience will want to listen and will know what the presentation is about.

✓ Body

The body shows the steps in the presentation and provides all of the subject matter information about it. Do not memorize the presentation word-for-word. Keep several things in mind when developing the body.

- Develop thoroughly one central idea or practice.
- Show and explain all the necessary steps in logical order. As each step is being demonstrated, tell WHAT is being done, WHY this method is used and show HOW to do it correctly.

Example: One step in a demonstration on baking a cake.

- ✓ ACTION: While showing how to fold egg whites into the cake, tell WHAT:
- ✓ The egg whites are folded into the cake batter and explain 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 and explain WHY:
- ✓ Egg whites are folded into the batter to prevent the breaking of air cells.
- Include only enough explanation for each step to fill the action time.
- Avoid “you” statements such as “You add the salt.” Instead, practice statements such as “Next add the salt.”
- Be certain the audience can see each step.
- Keep the work area organized as the presentation progresses.
- Incorporate visual aids and posters only when necessary to help the audience better understand the presentation.
- It is NOT necessary to have a chart on procedures or equipment since the equipment will be shown and the procedures explained as the presentation progresses.
- If the demonstration cannot be completed within the allotted time because of such factors as baking time, paint drying, etc., have materials prepared ahead that show the various steps of the process.

✓ Summary

This is the last chance to leave the audience with the main points of the presentation. Emphasize what the audience should do or know. Be brief and to the point. Do not introduce any new material in the summary. Attractively display the finished product or completed task. Some demonstrations or illustrated talks may be enhanced by offering a sample of the product, copy of the recipe, instructions, feed rations, etc. These options should be at the discretion of the presenter.

✓ Questions

Ask if there are any questions. This allows audience members to clear up any points not clearly understood during the presentation. It is best to restate the question so everyone can hear it before responding. Sometimes it may be necessary to simply state "I'm sorry, I do not know the answer to that question."

When there are no more questions, conclude the presentation with a statement that relates back to your presentation. This statement could be a "clincher" and would include the main idea you want the audience to remember.

Practice for Success

Practice is essential to presenting a convincing and effective demonstration or illustrated talk. With adequate practice, the confidence of the presenter is evident and the audience more thoroughly enjoys the presentation.

Remember, practice does not mean memorizing. Practice means becoming familiar enough with the subject matter to be able to present it effectively and smoothly in your own words.

Practicing the demonstration helps you remain organized throughout the presentation. Know which piece of equipment and which chart will be used at each point in the presentation.

Other 4-H club members, families and friends will be happy to view the practice presentations. They can share

ideas which will help make the presentation more effective. Practicing in front of a mirror will show just what the audience sees and whether they are able to see each step of the presentation.

It can also be helpful to record the presentation with a video recorder in order to see and hear where improvements should be made.

What to Wear

The basic rule to follow is: choose clothing appropriate to the job being done. If you are cleaning a carburetor, wear cover-alls or a shop apron. If demonstrating gymnastics, wear exercise clothing. If preparing food, wear an apron and contain long hair in some manner.

Whatever is worn, be certain it is *neat and clean* and that hands, fingernails and face are clean and hair neatly combed. Avoid wearing very flashy clothes and items that will distract the attention from the presentation.

Charts and Posters

The poster is a visual key which reinforces to the audience what is being said. There should always be a purpose for using charts. They can be helpful in situations where it would be difficult to absorb all of the information being shared just by listening. However, charts can be a distraction when the information can already be clearly comprehended just by watching and and you must interrupt the flow of the presentation to change charts.

Each demonstration or illustrated talk should have at least a title poster. It should be displayed at the beginning and end of the presentation. Remember, this is the first opportunity to capture the audience's attention and the last opportunity to leave an impression.

Charts and posters can be made in a variety of ways. Refer to Appendix A in this publication for information on designing and making effective posters and charts.

Helpful Presentation Hints

Do:

- Use good posture
- Speak slowly and clearly
- Speak loudly enough for everyone in the audience to hear
- Look at the audience
- SMILE
- Refer to personal experience to add interest to the information
- Use trays to organize supplies. Set them aside when you are no longer using them. You don't need to remove them from the table.
- Be certain everyone can see all steps of the presentation. You may want to use a raised or slanted work surface or a mirror to help the audience see the steps of your demonstration.

Don't:

- Talk down to the table or toward the charts
- Shift from one foot to the other
- Put hands in pockets
- Depend on notes
- Become upset if something goes wrong—work around it the best way possible
- Advertise a particular brand name or product
- Chew gum
- Thank the audience—they should thank you, the speaker

Contest Presentations

A communications contest is an opportunity to have a presentation evaluated and to be part of a larger group of 4-H members striving to develop their best presentation skills. Presentations at contests assist members in developing some of the following life-long skills and qualities:

- Positive self-concept
- Decision-making and responsibility for choices
- An inquiring mind
- Relating to self and others
- A concern for communities—local and global

The results of the contest give the 4-H member a measuring tool to help make improvements in future presentations. Contests also designate high achievement and lower achievement. It is important for all contestants to recognize this before entering a contest and learn to gracefully accept winning as well as losing. Both are equally valuable learning experiences.

Length of the Presentation

To be effective, an oral presentation must be concise and flow smoothly. Time guidelines help to establish this effectiveness. Demonstrations generally are not timed and there are no point deductions assessed for being under- or overtime. However, it will be helpful to follow these time guidelines.

8–10 year olds	3 - 5 minutes
11–13 year olds	5 - 7 minutes
14 and older	7 - 20 minutes

A Word From the Judges

A judge has a great deal to absorb and evaluate while watching an oral presentation. The judge will be asked to give a placing as well as comments on both the strengths and suggested improvements for your presentation. Use the judge's comments to help improve the presentation for next time.

A judge is a volunteer who has consented to evaluate the presentations. Always keep in mind that each judge comes with a slightly different background and judges' comments and opinions may vary slightly. View this as a positive factor. It is this judgement factor that allows the 4-H member to be creative and innovative in oral presentations. If there was only one right and wrong way and all judges scored exactly the same, this activity would quickly become boring.

You're a Winner

Everyone who gives a presentation is a winner. Regardless of the final determination of ribbon placing, those who give a demonstration or illustrated talk learn to find information and organize ideas, appear before groups with confidence, tell others what has been learned and have fun interacting with other 4-H members, leaders and friends.

Appendix A

Creating Charts and Posters

Charts and posters are used to enhance oral presentations. A chart usually requires a person to explain it while a poster is self-explanatory. Both have value in the oral presentation. Both require planning. Plan ahead for the kind, size type of material and message to be delivered.

Have the purpose for the poster or chart clearly in mind before beginning. Know who the audience will be, the size of the room where the presentation will be made and how it will be displayed. When preparing posters and charts for 4-H presentations, use some of the following guidelines:

- Standard size poster board is recommended
- Use a heavy grade of poster board so the poster does not bend and fall during the presentation.
- Every demonstration or illustrated talk should have a title poster. It should be displayed when beginning and ending the presentation.
- Display each chart only when talking about the idea on the chart.
- Some members find it easier to put their posters in order backwards so that they pull the next poster from the back each time rather than trying to slide the finished poster in behind the others. Practice both methods to see which works best for you.

Materials

Imagination and creativity will determine the variety of materials that may be used to create an effective poster or chart. Gather up a supply of rulers, yardsticks, pencils, erasers, felt markers, brushes, paints, chalks, crayons, fabric, scissors, glue, pictures, etc. and keep some correction fluid handy. The subject matter of the presentation and the type of charts needed will determine which materials to use for the final product.

Color

Color combinations affect how easily the message is read as well as the overall appearance of the poster. Two or three colors should be enough on each poster or chart. Continuity of thought is lost when broken by too many color combinations. Try to maintain the same color theme on all the posters for one presentation.

Contrast is one of the most important considerations in determining color combinations. Use dark letters on a light background or light letters on a dark background. Look at various samples and experiment with colors until a pleasing combination is found.

Lettering

The size of the lettering depends upon the distance of the readers and how much information you want to include on the poster or chart. If lettering is small, a great deal of information can be included but this makes the chart difficult to comprehend. A minimum amount of information is best.

Lower case letters are easier to read than capitals. Use capitals only at the beginning of a word and for emphasizing an important word. Follow this guideline for letter size and effectiveness:

Size	Viewing Distance
1/4 inch	8 feet
1/2 inch	16 feet
1 inch	32 feet
2 inch	64 feet

Always remember to leave a margin at the top and bottom as well as on each side. Remember that the distance between lines on the chart affects the readability as much as the size and spacing of the letters. Space letters by eye, not mechanically. Stencils and cut out letters may be used, but be certain they are easily readable and plan spacing carefully.

Choose a style of lettering that is easily read by a general audience. Fancy lettering is not as effective on posters. Simple, block style lettering is more easily read.

Additional resources are available at your local Extension Office, library and bookstores to assist in making posters and charts.

Appendix B

Planning Your 4-H Demonstration

1. Select a demonstration (one idea) that interests you.
2. Should this be an individual or a team demonstration?
3. List the various steps that should be shown in the body of the demonstration.

About each step: What How Why

- a.
 - b.
 - c.
 - d.
4. Write two or three statements you would use in your introduction.
 - a.
 - b.
 - c.
 5. In the summary of your demonstration, list the two or three most important points to be remembered.
 - a.
 - b.
 - c.
 6. After setting up your demonstrations, select a title.
 7. List needed equipment.
 - a. c. e.
 - b. d. f.
 8. What information should be on poster(s)?
 - a.
 - b.
 - c.
 - d.
 9. Other things to consider.
 - a. Background information you should know
 - b. Informal human interest items you might share
 - c. Your manner and appearance as a demonstrator
 - d. Be sure to say everything in your own words (don't memorize)
 - e. Be enthusiastic

Appendix C

Ways to Get Ideas for Demonstrations and Speeches

1. List why you took the project(s) you are enrolled in.
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 included within this broader topic.
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 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 about your project that you learned by research.
12. What is the most current information within your project?
13. List ideas you see on TV.
14. Ask professional people such as the school nurse, a fireman, or a 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, list ideas that could be demonstrated or talked about.
18. Gather all possible information about your project. List ideas for demonstrations from this material.
19. What do you need to do to fulfill project objectives?
20. What controversial items are of importance to you, your family and community in today's society?

Appendix D

Montana 4-H Demonstration/Illustrated Talk Evaluation

Presentation Title _____

Presentors:	Age	Years in 4-H	# of previous contests
_____	_____	_____	_____
_____	_____	_____	_____

County: _____ Time (min.) _____

Introduction (10) _____/10
Motivating, creative, brief, interesting. points

Body (30) _____/30
Central theme, accurate, informative, appropriate & sufficient information, level & content. points

Summary (10) _____/10
Major points summarized points
Conclusions drawn
No new information

Presentation (25) _____/25
Logical sequence, organization of materials, use of visuals, question handling. points

Speaker (25) _____/25
Poise, appropriate grooming, eye contact, enunciation, voice points

Total Points _____/100

Placing _____

Use Back for Additional Comments

Judge _____

Signature / Date

The programs of the Montana State University Extension Service are available to all people, regardless of race, creed, color, sex, disability or national origin. Issued in furtherance of cooperative extension work in agriculture and home economics, acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture, Douglas L. Steel, Vice Provost and Director, Extension Service, Montana State University, Bozeman, MT 59717