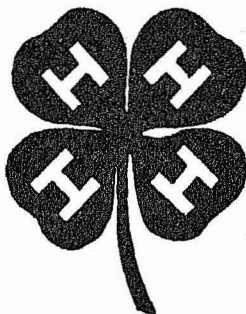




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How To Develop 4-H Club Demonstrations



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What Is a Demonstration?

A demonstration is a process in which we "show by doing." A 4-H Club demonstration is the presentation of a good farm or home practice by club members who have mastered the process in their club project, and who can show and explain at the same time the method in detail.

There are two types of demonstrations: the individual demonstration, and the team demonstration. There are some subjects which are not truly demonstrational, which show without doing. These are termed illustrated talks. Even though they may be used to excellent advantage, both in club meetings and at community meetings, they do not come under the classification of 4-H club demonstrations.

1. The individual Demonstration—

The word "demonstration" sometimes scares a club boy or girl into thinking that they cannot possibly appear on their own club program and give a short demonstration of some club practice they have learned. But, if some day, at a meeting, the leader said, "Mary, you make excellent 'set-in pockets.' Will you show the other club members how you do it?" Mary would gladly get some material and cut and make the pocket, at the same time explaining the various steps as she went along. Or at the calf club meeting a boy might be very reticent about giving a demonstration but if the club leader asked him to show the rest of the club how he made that rope halter that he was using for his calf at home, he'd be more than willing to teach the rest something he learned to do well.

Just that type of thing constitutes an "individual demonstration." It does not need to be a formal

treatise, but is much more effective when the boy or girl tells it in his or her own language. However, in order that the process will be perfectly clear to all who watch and listen, the one demonstrating must have the various steps and processes clearly in mind.

First step in developing team demonstrations in a club is to encourage and interest the club members in giving these simple "individual demonstrations" at their own club meetings. In planning club programs at least one club member should demonstrate some process or practice at each meeting. Many times club leaders can be relieved of showing all new practices if he can arrange to have the club member demonstrate them; and in this way the club member who gives the demonstration is receiving valuable experience.

2. The Team Demonstration—

The team demonstration consists of two members.

When club members understand what constitutes a demonstration, and when they have had experience in giving them as individuals, they are then ready to participate in a team demonstration, and not until then. Team demonstrations are used because they further the spirit of cooperation among club members; because team work has an exceptional appeal to an audience; and because most subjects which lend themselves to demonstrating require two people to successfully and efficiently execute the process.

The team demonstration is the one used in all demonstration contests.

The "dialogue" method of presenting a demonstration is sometimes used, because it is unique. This method can be used, but care must be taken to have only one idea presented and not several ideas added for the sake of the dialogue. The "dialogue" demonstration is more difficult to present and still adhere to the qualifications of a true demonstration.

II

Why Should Demonstrations Be a Part of Club Work?

1. Demonstrations presented by club members show the community the methods used in the club member's project.
2. Demonstrations are an excellent means of teaching new and sound methods and practices.
3. Demonstrations impress on the minds of club members themselves the value of better practices.
4. Give those demonstrating more extensive knowledge concerning the subject which they are demonstrating.
5. Trains the club members to organize their work and their speech and to think logically and quickly.
6. Giving demonstrations develops poise, personality, initiative, originality, good judgment, and skill.
7. 4-H club demonstrations add interest to the club program.
8. 4-H club demonstrations emphasize and reinforce the home economics and agricultural extension program being carried out in the county.
9. Presentation of demonstrations by club members arouses interest in boys and girls club work because people can see actual results.
10. Demonstration teams emphasize team work, cooperation, and organization.

III

How Can Club Member's Interest Be Aroused In Demonstrating?

Demonstration teams are too often associated only with contests. For that reason two outstanding club members are often arbitrarily selected for the demonstration team in a club so that the club will be well represented at the contest. Thus, part of the real value of demonstrations has been lost because all have not had an opportunity to try. Every club boy and girl should have the experience of this phase of club work. True, it is difficult to interest some club members in demonstrations, but some approach should be made that would make the club members want to give demonstrations, and they should certainly not be forced into participating in them.

The following suggestions may be helpful in interesting members in demonstrations:

1. Every boy and girl wants to inspire self-confidence, be well poised, possess a pleasing and forceful personality, and have the ability to speak well, think quickly, and act efficiently. Impress the club members how participating in demonstrations will develop these desirable qualities in them.
2. If possible, have a team from another club present a good demonstration at some of your club meetings.
3. Try and arrange to have the club members attend a county demonstration elimination contest, or a demonstration contest at a fair.
4. Assist club members in planning and outlining their demonstration.
5. Select simple subjects and work them up in an interesting manner.
6. Let club members help plan club programs and arrange demonstrations as a part of every meeting. Since they have had a part in planning the programs they will be more ready to do the part assigned them.

7. Putting the demonstration to actual use will make club members more interested. When a demonstration has been prepared, arrange to have the members present it at a community meeting, or wherever it can make a real contribution to a group. Some demonstrations are seasonal and should be presented at a time when they will be of real benefit. For instance, a demonstration on "Testing of Seed Corn" should be given sometime between December and May and could be used to excellent advantage in teaching an essential process. Such a demonstration could be repeated each spring.

IV

What Kind of a Subject Should Be Selected?

Just any type of subject will not do for a demonstration. There is some difference in the type of subject, which is suitable for an individual demonstration and suitable for a team demonstration, but in either event just any subject will not do.

The subject of a demonstration should—

1. Be an outgrowth of some process learned in the project the club member is carrying.
2. Be generally applicable to farm or home life in the community in which it is given.
3. Include only one main idea.
4. Be one which people are interested in and one on which they need information.
5. Be one which can be adequately covered in 15 to 30 minutes.
6. Be one with which the demonstrator is thoroughly familiar, and one with which he or she has had actual experience.

V

How To Prepare For The Team Demonstration

1. Select demonstrators—(Team members may be selected from an individual demonstration contest within the club, each member giving a five minute demonstration).
 2. Select the subject.
 3. Outline the demonstration—
 - a. Jot down the essential points the team wants to get across to the audience.
 - b. Make a detailed outline, dividing the demonstration into three parts.
 - (1) Introduction.
 - (2) Subject Matter.
 - (3) Summary.

Plan first "the foundation, then the frills."

 - c. Have leader or Extension Agent correct outline and make suggestions.
 - d. Collect illustrative material and demonstration equipment.
 - e. Devise a clever and unusual introduction to catch the attention of the audience.
 4. Practice the demonstration with an imaginary audience explaining the points carefully and in different phraseology each time. (Avoid "reciting" the demonstration and do not memorize it word for word).
 5. Arrange to present the demonstration before as many different groups or people as possible.
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VI

What Constitutes a Good Demonstration?

A good demonstration is dependent on three things—the contents of the demonstration, the demonstrators themselves and the place in which it is given.

1. The Demonstration Itself Must Be—

- a. A true demonstration, and not an illustrated lecture. For example: "Identifying Potato Diseases" would be a typical illustrated talk, while "Treatment of Seed Potatoes" would fulfill the requirements of a demonstration, because you would be showing a method.
- b. Practical—It must be something which will be of real value to the farm or home. For instance, a demonstration on "Making Decorative Objects for the Home from Crepe Paper" might be interesting and novel, but it is not practical nor considered a good practice. On the other hand, a demonstration on "Home-made Clothes Closet Conveniences" might be very applicable and practical as well as attractive.
- c. One that leaves the audience with the feeling that they want to go home and try out the same thing.
- d. Suitable to the age and experience of the demonstrators. More content is expected in demonstrations given by older club members.
- e. Carefully organized, so that team members can work in perfect harmony, and so that both the workers are necessary in the execution of the processes. The team member who does the explaining should also do the manipulation and construction processes, and the other act as the assistant only.
- f. Planned so that both team members have an equal share in acting as demonstrator and assistant.

2. The Team Members—

- a. Should be of nearly equal ability so that the team will be well-balanced.
- b. Must be immaculately dressed in clothing suitable to their demonstration.

- c. Should develop pleasing voices, and be sure that they can control their voices to suit the size and acoustics of any place in which they might have to give their demonstration. Never raise one's voice at the end of the statement.
 - d. Must always use correct English and enunciate clearly.
 - e. Above all, must be pleasant and thoroughly enjoy what they are doing. This makes the audience enjoy the team members and their demonstration and inspires confidence. So remember "to smile."
 - f. Do not slouch—stand on both feet and keep their posture good.
 - g. Must make the audience want to see and know about the process they are going to demonstrate. The way the team begins their demonstration will determine largely whether the audience will be actively interested or whether they will be indifferent toward the presentation.
3. **The Place**—Places in which demonstrations are necessarily presented vary widely. If possible the room should be supplied with sufficient and comfortable seats for the audience; should be well ventilated; well lighted; a sufficiently large platform about two feet high on which the demonstration is presented is necessary in order that audience can see. If possible people should not be allowed to mill back and forth during the demonstration. Of course, some demonstrations have to be presented outside. Example: "How to fit a calf for show."

VII

The Demonstration Itself

Before starting the demonstration, be sure that all equipment is ready and arranged in order of use. It is the job of the demonstrators to arrange their equipment before the demonstration and also to take care of it immediately after demon-

stration. The table (if one is used) on which to work should have no equipment on it when the demonstration begins. Keep supplies on a table in the background and bring them up to the front as they are needed. Demonstrations should occupy from 15 to 30 minutes time.

A. The Introduction—

1. After the demonstration is announced, the demonstrators take their places, looking squarely and pleasantly at the audience.
2. Give a brief and interesting introduction—giving names of demonstrators, the organization represented, an interesting statement or two about the club to give the audience a better conception of what club experience the members have had. Be sure to tie up these statements with the demonstration.
3. State clearly the subject of the demonstration, why it was chosen, and what points will be made clear to the audience. Right here, is the best opportunity to get the interest of the audience. Make them feel they need to know what they are going to be shown. Some ideas like the following may attract the attention of the audience.
 - a. "Have you wanted to make your bedroom more attractive, but didn't feel you could buy new furniture? We are going to make a most attractive dressing table out of two orange crates."
 - b. "Have you ever been stuck in a mudhole and had to tow your car, and found the knot you tied had pulled so tight you had to cut it off? We are going to show you how to tie a knot that will hold, yet untie easily."
 - c. "Many home-makers are having trouble in keeping the home canned non-acid vegetables, such as peas and corn, from spoiling. We are going to show you the only real safe method of canning these non-acid vegetables."

B. The Demonstration Proper—

1. Arrange the demonstration logically—step by step.
2. Attempt to demonstrate only one main idea.
3. Members of the team should be busy all the time. One member demonstrates and discusses one division, while the other remains in the background and acts as the assistant. Then they alternate and the one who was the assistant does the demonstrating and explaining. Demonstrations should be divided at natural and logical points, so that the effect is not choppy.
4. Do not attempt scientific explanations which are really not understood. State facts as they are known, and tell how to do the work, and what the members actually know about it, incorporating experiences and observations of the members of the club and community.
5. Do not memorize the demonstration. Memorize an outline of main points, but not the entire speeches. (It might be well to memorize the introductory and concluding sentence of each division).
6. Demonstrators do not recommend or show preference for any particular make or brand of article.
7. Work neatly, quickly, and skilfully.
8. The team members, in speaking of each other, should call each other by their given names. In a few cases they may refer to each other as "my team-mate."
9. When a demonstrator has finished with any piece or pieces of equipment, the assistant should place it on a supply table in the rear. Keep the working space clear so that the audience can see each step.
10. It is well to display throughout entire demonstration a placard giving the subject of the demonstration and points to be emphasized, so that people coming in after the introduction will be able to follow the demonstration easily.
11. If charts are used, exhibit them only as they are related to the topic under discussion. Avoid showing too many

charts at one time as they become confusing. Avoid the "wash line" effect of displaying charts.

12. Be sure that the audience can see all the processes of manipulation.
13. Quote some reliable authority such as government bulletins, or your State College for statements that may need supplementing.

C. The Conclusion—

1. Many demonstrations are ruined by a weak, pointless conclusion. In the conclusion, re-state the subject, sum up the main points of the demonstration, and state how this demonstration ties up with the club project which has been carried.
2. Next, ask for questions. Always repeat the question asked before answering it. Vary the method of repeating the question, as "The question has been asked—," "Someone asks the question—," "Someone wants to know—," "One Lady just asked—" etc.
3. Usually team members alternate on answering questions. Otherwise one member, in the eagerness to do a good job, often monopolizes the answers. As soon as one question is answered, ask for more questions in order to avoid having the conclusion of the demonstration lag.
4. If one member cannot answer the question asked, refer it to one's team mate. If he cannot answer it, refer the question to some authority, or tell the person asking it that it will be looked up after the demonstration. Be sure that a response is made to all questions and a satisfying answer given.
5. Copies of bulletins may be displayed, or mimeographed material passed out during the conclusion. Tell the audience where additional copies may be obtained, or secure names and addresses of those desiring certain bulletins and turn the list over to the County Extension Agent.
6. Invite inspection of finished products.

7. Bring the demonstration to a definite close so that there is no doubt in the minds of the audience as to whether or not the demonstration is finished.
8. Conclude your demonstration in some original way.
9. Always express appreciation for the interest and attention of the audience.
10. In competitive demonstrations, be a good sport. Remember the club slogan—"to win without bragging and to lose without squealing."

VIII

Suggested Topics For Team Demonstration

The topics listed in the following pages are merely to indicate the subject matter content of the demonstration and should not necessarily be used as the title for a demonstration. For instance, a topic given here is "Canning Greens and Their Place in the Diet." A snappy title for the demonstration might be "Greens for Grouches." (The title itself would attract attention).

I. Food Preservation

1. Correct canning of non-acid vegetables.
2. Making and use of a home-made dryer.
3. How to can chicken.
4. Preparing home-made pectin.
5. Use of commercial pectin in jelly-making.
6. Canning greens and their place in the diet.
7. Making high quality jelly.
8. Canning strawberries.
9. Drying of vegetables.
10. Home storage of vegetables.
11. A meal prepared from home-canned foods.
12. Pasteurization method of canning berries.
13. Canning fruit combinations for salads and desserts.
14. Canning vegetable combinations for salads and vegetable dishes,

15. Canning fruit juices.
16. Beverages made from home-canned juices.
17. Canning soup mixtures.
18. Making salads from canned fruits.
19. Making salads from canned vegetables.

II. Food Preparation

1. Correct table service.
2. Dishwashing done correctly.
3. Salads.
4. Salad dressings.
5. Baking powder biscuits and variations.
6. Attractive ways of using milk.
7. Sandwiches.
8. Standard cake recipe and variations.
9. The oven dinner.
10. The one dish meals.
11. Planked dinners.
12. Muffins and variations.
13. Uses of stale bread.
14. Correct vegetable cookery.
15. Gingerbread and variations.
16. Cooking and use of whole cereals.
17. Food for the sick.
18. Club meeting refreshments.
19. Correct cooking and preparation of egg dishes.
20. Frozen desserts.
21. Preparation of tougher cuts of meat.
22. Making attractive dishes from left-overs.
23. Meals for community gatherings.
24. Family table service.
25. Ways of utilizing Montana fruits.
26. Main dish salads.
27. Dressing a chicken.

III. Clothing

1. The magic of the dye pot.
2. Shrinking of materials.
3. Sleeves that fit.

4. Care of clothing.
5. Identification of fabrics.
6. Short cuts as an aid in sewing.
7. Use of commercial pattern including interpretation, testing, and alteration.
8. Pointers in pressing.
9. Selection of shoes and care of the feet.
10. Selection of becoming colors.
11. Laundering of fine fabrics.
12. Care and use of the sewing machine.
13. The use of machine attachments (one or two only should be demonstrated in one demonstration).
14. The removal of stains.
15. Articles made from flour sacks.
16. Articles made from old shirts.
17. Dry-cleaning.
18. Developing four different styles from a foundation pattern.
19. Remodeling old clothes.
20. Clothes closet conveniences and necessities.
21. Care and cleaning of gloves.
22. Care of the hair.
23. Making and selecting accessories.
24. Making of sport hats.
25. Care of the nails.
26. How to select, and care for hosiery.

IV. Home Furnishing

1. Correct bed making.
2. Home made storage chests.
3. A dressing table made from orange crates.
4. A shoe stand made from apple boxes.
5. Home-made rugs.
6. Refinishing furniture.
7. Cleaning and polishing furniture.
8. Home-made lamp shades.
9. Home-made wastebaskets for the bedroom.
10. Reupholstering furniture.
11. The convenient clothes closet.

12. Home-made desk accessories.
13. Flour demonstration (How to gather, care for, and arrange flowers for home decoration).
14. Preparation of suitable cleaning cloths.
15. Covering box furniture.
16. Cleaning of metals.

V. Beef

1. How to make a rope halter.
2. How to show a beef calf.
3. How to treat for lice.
4. How to fit a beef calf for show.
5. How to drench a beef calf.
6. Dehorning calves.

VI. Corn

1. Testing seed corn.
2. How to field select seed corn.
3. How to store seed corn.
4. How to grade, select, and prepare corn for market.

VII. Dairy

1. Testing for butterfat.
2. Fitting and handling animals for show.
3. Throwing, ringing, and dehorning.
4. How to make a rope halter.

VIII. Garden

1. How to make a hot bed.
2. How to store vegetables for winter.
3. How to prepare vegetables for market.
4. How to select and prepare vegetables for show.

IX. Potato

1. Treating potatoes with corrosive sublimate.
2. How to make a tuber unit plot.
3. How to select and prepare potatoes for exhibit.

X. Poultry

1. Eradication of mites and lice.
2. Culling.

3. Killing turkeys.
4. How to select breeding birds.
5. Caponizing (for a small group only)
6. Washing birds for the show-room.
7. A home-made mash hopper.
8. How to dry pick a bird.
9. Home-made drinking fountains.
10. How to prepare turkeys for market.

XI. Sheep

1. Home-made feed racks.
2. Docking and castrating.
3. Grading, tying, and sacking wool.
4. Trimming a sheep.
5. Fitting and handling a sheep for show.

XII. Swine

1. How to build a self-feeder.
2. How to make a barrel waterer.
3. How to prepare a pig for exhibit.
4. How to prepare a mineral mixture for hogs.
5. How to make a good ration for hogs on pasture.
6. How to prepare a ration for a bred sow.

IX

Outlining The Demonstration

A good outline is the basis of a successful demonstration. The easiest method seems to be to divide the paper lengthwise by drawing a line down through the center. Head the first column Demonstrator I and the second column Demonstrator II and outline the work for each demonstrator in his particular column.

One type demonstration outline for a Home Economics demonstration, and one for an Agricultural Demonstration will be given in the following pages to illustrate how every demonstration subject should be outlined.

Refreshments For Club Meetings

Purpose: To emphasize the planning, preparation, and serving of simple and healthful refreshments.

References: Mimeographed circular—Club meeting refreshments, Montana Extension Service.

Equipment: Food material, two small tables, cooking utensils, two serving trays, dishes, silverware, white cloth or doilies for table, flower in a bud vase, mimeographed recipes.

Demonstrator I	Demonstrator II
Introduction— 1. Introduce team members, who they are and from where. 2. Brief statement of general interest concerning the club. 3. State subject of demonstration. 4. Why subject was chosen. (All club work emphasizes good health habits. In planning refreshments, the health H should be kept in mind).	Stand at attention. Acknowledge introduction with a smile. Begin assembling materials for the first part of the demonstration.

Serving club refreshments is one way 4-H club girls can get excellent training in planning, preparing, and attractively serving, and consequently all effort should be made to have simple refreshments planned in advance, well prepared and served well.

Demonstrator I	Demonstrator II
5. Points to be brought out in demonstration. - Refreshments, if served between meals must be light and dainty. - Preparation of some suitable refreshments for club meetings. - Two attractive methods of serving afternoon refreshments — buffet service and lap service.	
Asst Dem. II in preparing sandwiches, unmolding salad, clearing away used equipment, and materials, etc. (Always remain in the background).	Prepare, Serve, and Discuss Menu I. Sandwich loaf. (Prepare whipped butter for these) Molded salad. Serve "Buffet style." (Explain and demonstrate arrangement of table).
Prepare, serve and discuss menu II. Plain hot chocolate or French chocolate. (Have chocolate syrup prepared). Nut Dainties, fruit confection. Serve—"lap style." (Explain and demonstrate arrangement of tray for this style of service).	Assist Dem. I by watching chocolate while cooking, helping to prepare the nut dainties and confections, and keeping working space neat and clean, etc. Assist in preparation of tray. (Keep in background).

Demonstrator I	Demonstrator II
Clear away equipment and materials, leaving the table set for "buffet service" and tray prepared for "lap service" until final conclusion. Lay out mimeographed material containing recipes used. (Alternate in answering questions, always repeating question before answering it).	Conclusion— 1. Restate subject and why you selected it. 2. Sum up points you discussed and demonstrated. a. In between meal refreshments must be simple, dainty, and light. b. Must be partially prepared in advance. c. Must be served as attractively as possible. 3. Ask for questions. 4. Thank audience for interest, and conclude in a definite and pleasant way.

Note: Menus other than those given in this demonstration could be used.

Adjustable Rope Halter

I. References—

1. "The Beef Calf, Its Growth and Development," F. B. No. 1135. Secured from County Extension Agent or State Club Office.
2. How to Make an Adjustable Rope Halter, secured from the County Extension Agent or State Club Office.

II. Equipment—

1. About 13 feet of $\frac{1}{2}$ or $\frac{5}{8}$ inch manila rope. (Depending upon age and kind of animal for which halter is to be used).
2. A marlin spike (a smooth pointed piece of hardwood).
3. A sharp pocket knife.

Demonstrator I	Demonstrator II
Introduction: 1. Give 4-H club pledge. 2. Tell who he and teammate are; from where they are. 3. Give brief story of his club. 4. Tell why the demonstration is to be given—subject or purpose. 5. Outline the points that are to be covered in the demonstration. a. Making rope halter using: (1) loop splice. (2) eye splice. (3) End splice or (whipped end) b. How to use halter (1) Putting halter on animals. (2) Tying knots. c. How to mend broken halter. (1) Short splice.	1. Join in giving pledge. 2. Acknowledge introduction with nod of head and "smile." 3. Get material ready for first part of demonstration.
Assist No. 2 by showing enlarged drawings of the steps in making the end splice.	The Demonstration— (Part I) a. Explain and show length and size of rope to be used. b. Explain and show the making of splice end.
The Demonstration (Part II) 1. Explain and show how to make the eye splice.	Assist No. I by showing charts and enlarged drawings of steps in eye splice.

Demonstrator I	Demonstrator II
Assist No. 2 Show by charts and enlarged drawings steps in making loop splice.	The Demonstration (Part III) 1. Explain and show how to make loop splice. 2. Tell why knot is not used. 3. Thread the halter.
The Demonstration (Part IV) 1. Show how to put halter on animal (back of ear). 2. Demonstrate the leading ability of halter. 3. Explain and show and tell why and where following knots are used: a. Halter hitch b. Clove hitch c. Combination clove and halter hitch.	Assist No. I
Assist No. II. Show by diagram and enlarged drawings, steps in making short splice.	The Demonstration, (Part V) 1. Explain and show how to make short splice. 2. Mention long splice.
Conclusion— 1. Summarize steps in— a. Making halter. b. Using halter. c. Mending broken rope. 2. Give advantages of this type of halter— a. Adjustable. b. Easily made. c. Inexpensive.	1. Clears away equipment except finished halter. 2. Assist No. I by showing chart of summary, and advantages. 3. Stands ready to answer any questions referred to him by No. I.

Demonstrator I	Demonstrator II
d. Young animals less likely to learn halter pulling habit.	
3. Ask for questions and invite audience in to inspect halter.	
4. Thanks audience for attention.	

X

Score Card For Demonstration Teams

At all 4-H club demonstration contests in Montana the following score card will be used:

I. Subject Matter	30
Clearness	5
Accuracy	10
Completeness	5
Presentation	10
II. Team as a Whole	20
Organization and division of work and subject matter discussion	10
Appearance and conduct of team	10
III. Skill	20
Ease of procedure	5
Workmanship (Manipulation)	10
Speed	5
IV. Results	15
Quality of work done, or finished product.	
V. Teaches a Good Club Practice	15
TOTAL	100