

DEMONSTRATIONS

What is a Demonstration?

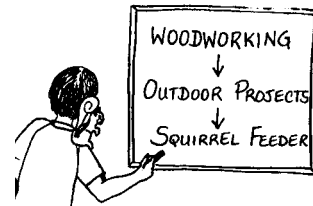
A demonstration shows how to do or make something, using as many steps as possible and ending with a finished product that need not be tangible. Posters and charts are usually used in a demonstration to list steps and summarize.

Think of a demonstration as being partly a speech and partly a play. It's like give a speech because you have a topic, ideas to present in an organized way and you appear in front of an audience. It's like acting because you must know your lines, but you must also know the actions to fit in with these lines. You are acting out a part and setting the stage.

The Purpose of Demonstrations

Several skills are developed through demonstrating:

- Organizational skills
- Speaking confidence and poise
- Sharing skills and knowledge with others
- Broadening your outlook on various topics



Like other skills, demonstrating should begin simply and progress to more complex ideas and procedures. If your members are reluctant to take part in public speaking perhaps demonstrations, with the support a team partner is an alternative. 4-H Members are learning public speaking, just in a little different way.

Planning a Demonstration

Choose a Topic:

- Select a topic you are familiar with, then use your imagination to make it original and interesting.
- Choose a topic with enough possibilities for action, such as making something. Some topics are more suitable for speeches than demonstrations.
- Limit the demonstration to one main idea.
- Use a catchy title to get audience attention. (e.g., *Instead of How to Use Scissors, use A Few Cutting Remarks*). It's your ideas and approach which make the demonstrations different from all the rest.

Set Up an Outline:

- List the important steps and processes that are to be discussed and demonstrated.
- Arrange the steps in a logical order, as they naturally would be done. Keep in mind that a demonstration should show all the steps needed to make or complete something so the audience feels comfortable enough to make it themselves at another time.
- Outline the explanation necessary to go with each step or process.
- List the necessary materials and equipment needed for the demonstration.
-
- Plan posters that will add to the clarity and effectiveness of the demonstration. Posters should help to explain or stress a point.
- Demonstrations may be given by one club member or a team effort, make sure that everyone takes an active role in the planning. If the members are doing a team demonstration, divide the talking

and working between the team members so everyone does an equal amount of the action and talking.

- Allot a time for each step in order to avoid long awkward pauses. For each if the work surface is raised and the steps are clearly illustrated on the posters, step tell what is being done, how it is being done and why this method is being used.
- Do not plan to demonstrate details too small for the whole audience to see, e.g., buttonholes, small darning, etc. . Some details of small crafts can successfully be demonstrated

Preparing your Outline

When preparing an outline of the demonstration divide it into three parts.

1. Why - This is the *introduction* to the demonstration.
2. How - This is the *body* of the demonstration.
3. What - This is the *summary* of the demonstration.

Introduction

Be original and brief. This is your attention-getter, the follow-up to 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 teammate or teammates.

Body of a 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 a 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. Allot a time for each step in order to avoid awkward pauses. Use interesting fillers like nutrition information, humour, jokes and interesting facts about the demonstration. 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 with using complete sentences will the bad habit of personalizing the explanations, e.g., “Hold the halter with your left hand” ...NOT “You hold the halter this way.”

Practice, Practice, Practice

By the time you reach this step you will have put much effort into your presentation. Don't let this effort be wasted by failing to polish it off with plenty of practice. Practice the demonstration out loud. Practice it before the members of your family. Their frank comments will help iron out the rough spots.

Using Equipment Effectively

Correct methods and skillful work are important throughout the presentation. Equipment used should be appropriate for the job to be done and the demonstrator should be comfortable using it. Keep the demonstration area neat. An effective demonstration should be able to get the point across with only a few steps. Attention should be given to organizing materials beforehand to eliminate a lot of “busy work” and clutter during the demonstration. Arrange the equipment in the order in which it is to be presented for ease of handling. Small equipment can be grouped in trays. Place your posters on a chart stand. Place the chart stand where everyone can see it, off to one side of the table so as to not block the view of the speaker. A 2.4 m (8 ft) table is a good size to work on. Practice using posters on a chart stand. If using electricity, check for outlets, keep cords safely out of the way, take an extension cord and make sure the outlet works before you begin the demonstration.

Setting the Stage

When setting up your table make sure:

- ▶ Use a table cloth that matches your theme, apron or costume.
- ▶ Keep the center of the table clear so the audience can see your demonstration.
- ▶ Place other equipment or supplies not needed at once behind the demonstration table.
- ▶ Trays are useful. Use them for small utensils and supplies. Place objects in order of use. Trays holding food should be covered with a clean cloth when not in use.
- ▶ Use each side of the table as a space to keep your supplies and work from right to left. For example, take a container of ingredients from the right side, empty it into a bowl in the center and put the empty bowl on the left side. (Reverse this if you are left handed).
- ▶ Clean up efficiently and quickly.
- ▶ Have a catchy ending to inspire the audience to go home and recreate what you made.

As a team or single demonstration, think of the outfit you wear as a costume and an important part of the whole package. Wear matching aprons, hats or t-shirts.

Ready - Set - Show!

Poise and confidence are an important factor in a successful demonstration. Begin with a smile, and give a short introduction. The introduction can consist of a question to get the audience's attention, e.g., “Have you ever wondered how to make a quick and nutritious breakfast for your family during a busy school week?”. Then address the audience by saying “Madam Chairlady/ Chairman, honorable judges, fellow 4-H members, family and friends”.... and make a statement about what you are going to demonstrate that relates to the question, e.g., “By whipping up fruit smoothie's you can make a nutritious breakfast that everyone will like and guarantee that everyone will get to school on time”. It is not necessary to give a long introduction about yourself, as the chairperson will be introducing each contestant.

- ▶ Have good eye contact with the audience, stand with good posture, speak directly to the audience and loudly enough so all can hear.
- ▶ Speak slowly and clearly enough so all can understand. Using a conversational tone of voice is the best, one that is pitched low and not too loud. Variations in the tone avoids monotony.
- ▶ Practice steps so that you feel comfortable doing them.
- ▶ Don't worry about making mistakes. Prepare yourself to deal with them. No one knows how you planned to do your demonstration. If you are prepared and confident then you will successfully complete the demonstration.

- ▶ Be sure to work in full view of the audience in the center of the table.
- ▶ Remember you are part of your demonstration. Be well groomed, clean and neat. Use an apron or outfit that blends with your theme. It makes an effective demonstration if teams have matching aprons or t-shirts.
- ▶ Teams should share the work and the talking, it's almost like presenting a play.
- ▶ A good demonstration should leave people with the desire and know-how to go home and make it themselves.
- ▶ Have Fun!

Working as a Team

In presenting a team demonstration, divide the action and commentaries so that each team 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 doing the demonstrating is also be the one describing the step. While one partner is demonstrating the other serves as helper. Then switch roles.

Summary

In the summary, repeat the points of the demonstration that the audience should remember. Give the audience an opportunity to ask questions. At the end of the demonstration ask - "Are there any questions?" If there are, demonstrators should be ready to answer any question related to what they are doing.

Questions are asked for two reasons:

1. A point or step may not be clear to a member of the audience.
2. To determine the depth of the demonstrator's knowledge of the subject.

Answering Questions

In answering questions, keep these points in mind:

- 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, for example, "In answer to your question...". Questions should always be answered with complete statements, not with yes or no.
- Occasionally there will be questions that demonstrators can't answer. This is nothing to be worried about. Simply reply "I'm sorry I don't know the answer to that question. Would you like me to find the answer and call you?"
- 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.
- When questions cease the demonstrator should say "If there are no more questions, this concludes

my demonstration”.

Posters and Charts

Posters should add to the clarity and effectiveness of the demonstration. The two most important features of your posters are attractiveness and readability. They should summarize or emphasize the main points you are making in your demonstration so be sure to refer to the posters you made during the demonstration.

Posters should be eye-catching, simple in design, colourful, uncluttered and have print large enough for the audience to see at a distance of 9 m (30 feet). Check the spelling to make sure words are spelled right.

The lettering on a poster should be neatly printed by the 4-H member and easy to read. Use the same style or type and size of lettering for all of the printing used on the posters. The lines of the lettering should be straight with equal spacing between the letters. You may make letters within words relatively close together, but then leave more space between words. A poster that has information crammed up to the edges becomes too cluttered to read and is usually unattractive.

Upper or lower case letters? Generally, capitals look more important than small letters and they attract more attention quickly but small letters are easier to read than capitals. Use capitals for emphasizing an important phrase or word or to give variety and save fancy or script lettering for catching the attention of the viewer. Using both lower case and capital letters is better on a poster. Keep written material to a minimum. Within limits vary the size, letter style and color of the signs to create interest.

The ratio of a letter's height to its width (using a capital as a guide) should be about 5 to 3. Judge size of lettering by the intended size and location of the poster. For example, on a 55 x 71 cm (22 x 28 inch) poster, make the largest letters about 8.8 cm (3.5 in) high and 5 cm (2 in) wide; make the smallest letters about 1.2 cm(½ in) high.

Letter size and their effectiveness:

Letters size	Reading Distance
- 1/4 inch	8 feet
- 1/2 inch	16 feet
- 1 inch	32 feet
- 2 inch	64 feet

Colour combinations effect how the poster is read as well as the overall appearance of the poster. Two or three colours should be sufficient unless you deliberately use more in a restrained way, as in a *rainbow* theme, for instance. Beware of clashing colours. Two different colours that are too near in value (the amount of lightness or darkness) at the line where they meet will vibrate. For instance, green and blue will appear as near grays in a black and white photograph.

Colour combinations ranked from the most to the least legible:

1. Black on yellow	6. Yellow on black
2. Green on White	7. White on red

3. Blue on white	8. White on orange
4. White on blue	9. White on black
5. Black on white	10. Red on yellow
	11. Green on red

ACTIVITY

Try a simple demonstration with club members:

1. Divide members into teams of two to three (one older member with two younger members).
2. Grab bag demonstrations - prepare shopping bags ahead of time with demonstration material. Each bag constitutes a demonstration. For example:
 - * First Aid Kit including First Aid Book, cotton gauze, triangular, scissors, pins, blanket, etc.
 - * Wrapping paper, tissue, scissors, bows, ribbon, tape, small boxes.
 - * Flower pots, soil. seeds, gardening books, etc

Each team picks a bag (without looking at the contents) and uses their imagination to develop an impromptu demonstration.

3. Preparation time allowed is a half an hour. Provide poster paper, felt pens, etc. for all groups.
4. Let each team present their demonstration.
5. After the presentation have a discussion to evaluate how they did concentrating on evaluating the demonstration not the demonstrator.

Example: The audience would get a better view of the table if it was clear of containers
 Rather than: You put all the containers in the middle of the table and I couldn't see anything you did.

Making learning fun and encouraging members to practice and improve their demonstrations are some of the keys to a successful demonstration.