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## How and Why of 4-H Club Demonstrations

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HOW *and* WHY  
*of*  
4-H Club  
Demonstrations

Circular 417--May, 1945

**EXTENSION SERVICE**  
U. S. Dept. of Agriculture Cooperating  
South Dakota State College  
BROOKINGS



## *The Demonstration Way*

I'd rather see a lesson,  
    Than hear one any day,  
I'd rather you would walk with me,  
    Than merely show the way.

The eye's a better teacher  
    And more willing than the ear,  
And counsel is confusing,  
    But example always clear.

The best of all the teachers,  
    Are those who live their creeds,  
For to see good put into action,  
    Is what everybody needs.

I can soon learn to do it,  
    If you'll let me see it done,  
I can watch your hands in action,  
    But your tongue too fast may run.

And the counsel you are giving,  
    May be very fine and true,  
But I'd rather get my lesson,  
    By observing what you do.

—Selected

# Demonstrations

## FOR 4-H CLUBS

By VIVIAN VERRY\*

Have you ever shown someone how to make a whistle, play a game, make a rope, tie a knot or can some food? If you have done any of these or similar things, then you have given a demonstration, because a demonstration is a method of "showing by doing" and at the same time telling how the process is done. It is one of the best methods of teaching and learning.

### Why Demonstrate

1. Demonstrations are given because they are one of the best methods of teaching.

2. Things which are done or seen are remembered the longest and are understood more clearly.

3. Demonstrating develops poise, originality, confidence, personality and the ability to "think and do" in the presence of others.

4. Demonstrators get valuable experience in selecting and organizing facts and ideas.

5. Demonstrators secure a good knowledge of the subject demonstrated.

6. In giving demonstrations 4-H club members can present approved farm and home practices to the community.

7. It is more fun to demonstrate a topic than it is to talk about it.

8. Club members learn through demonstrations at 4-H club meetings.

### Types of Demonstrations

In 4-H club work, two types of demonstrations are generally given, both of which are suitable for use at the club meeting or for public events.

#### 1. The individual demonstration:

- a. Is presented by one club member.
- b. Usually treats only one or two phases of a larger subject.

- c. Is especially adapted to the local club meeting in teaching a part of the project work.
- d. Requires less planning and practice than a team demonstration.
- e. Does not provide experience of working with another person.

#### 2. The team demonstration:

- a. Covers a broader topic, but is built around one central idea.
- b. Provides valuable experience in team planning and cooperation.
- c. Permits longer and more detailed demonstrations.
- d. Requires more thought, study and practicing than an individual demonstration.

The kind of demonstration chosen will vary with the age, skill and experience of the demonstrator. The method can also be varied occasionally by having the members and leader discuss each step as the demonstration is being given.

Regardless of the type of demonstration given, it will be of most importance if it shows the group or audience some methods which will be practical for their farm, home or community.

Through demonstrations, club members are given a chance to share with others the better practices learned through 4-H club work.

\*Assistant in Club Work.

## What Is A Good Demonstration?

- ..... Did it arouse interest enough so that the audience wanted to go home and use the methods or ideas demonstrated?
- ..... Was it clear enough so that any one unfamiliar with the subject would be able to go home and use the ideas presented?
- ..... Did you prove the demonstration was worthwhile?
- ..... Did a good product result or did you use conclusive examples of the value of the practices demonstrated?

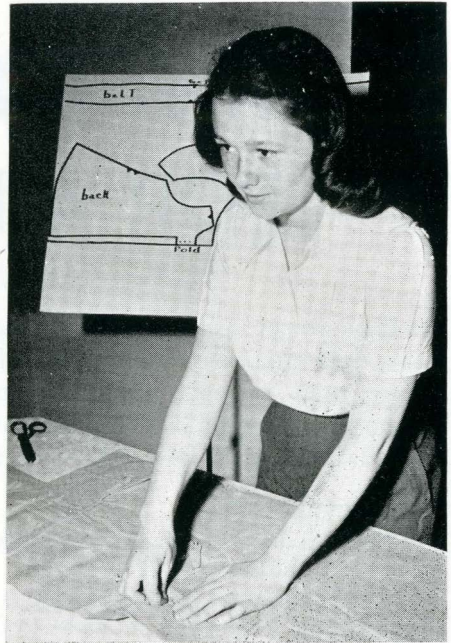
The best demonstration grows out of the experience you have as club members in carrying out your 4-H projects. It must be of practical value to club members or members of the community who are listening. Actual processes are demonstrated using any articles, persons, equipment and posters necessary to make it interesting.

## When Should Demonstrations Be Used?

Demonstrations are the most effective means of teaching many phases of project work or activities. Therefore, they should be worked into all 4-H meetings to make the club program more effective. Early in the year, plans should be made to include both individual and team demonstrations in the program of work of every local club. It is desirable that each club member demonstrate at the club meetings at least once during the year.

4-H club members give better demonstrations if they are particularly interested in the subject, therefore, the demonstrators should select their own subject whenever possible. Members of each club might be given the opportunity to select a teammate (if a team demonstration is to be given) and a subject for the demonstration at the beginning of the year. The committee planning the yearly program could then schedule these demonstrations for the meetings when they are most timely.

Club members should be encouraged to select demonstrations for club meetings with the idea of later developing them for



Demonstrations Teach Actual Processes

public presentation. Opportunity for presenting demonstrations before various groups is most desirable in developing good demonstrators. It is also a splendid means of getting needed and timely information before the public.

Members giving demonstrations for achievement days or state fair should not use these public presentations only as a means of practice, but should be encouraged to continue giving the demonstrations before various groups after such events have been held.

### Suggested Places To Give Demonstrations

- At local club meetings.
- At community club meetings.
- At Parent Teachers' Association meetings.
- Before women's clubs, Home Extension, Ladies' Aid.
- Before business men's groups.
- Before county council meetings.
- In local stores.
- At public gatherings such as picnics, rally days.
- At fairs and achievement days.
- At farmers' institutes and shows.
- At crop or livestock improvement association meetings.
- At soil conservation district meetings.

## First Steps in Demonstrating

The development of a demonstration should be a natural process. Giving short, simple individual demonstrations at club meetings is a good way to start. For members who have never given a demonstration, the leader should be alert to observe opportunities to have club members show informally the various steps in a certain process which they have done well, such as mitering a corner or using a gauge in turning a hem. Oftentimes, it is desirable to have a club member show only a simple process; for example, how to store paint brushes, how to polish a calf's horns or how to prepare jars for canning. Later in the club year, after acquiring demonstration experience at regular meetings, a more complete demonstration could be given at a community meeting or for other events such as achievement day.

Some clubs like to start out using a very informal demonstration method which has proved helpful. In a club meeting, a club member might give a demonstration on "Using the Pressure Cooker," during which the other members and leader will observe and discuss each step as it is carried out. This method of demonstration is one of the finest methods of teaching, because it affords an opportunity for the leader to point out and emphasize each step as it is taken.

## Choosing the Demonstration Topic

In selecting a topic or subject for a demonstration, some part of the work relating to the project or one of the activities being carried by the member should be chosen. Many parts of the different projects lend themselves to suitable demonstration topics. For example, a clothing club member might demonstrate "How to Wash a Sweater," or a baby beef club member, "How to Braid and Fit the Tail."

Limit the demonstration to one principal idea or theme. It would be impossible to cover such a general subject as "Painting," but one phase of this subject such as "Selection and Care of Paint Brushes" or "How to

Make Home Mixed Paints" can be easily demonstrated. The subject should be broad enough to be interesting, however, if too broad it will make a scattered, incomplete demonstration. Limit it so that it can be demonstrated in thirty minutes or less and so that all points may be thoroughly explained.

Choose a worthwhile, interesting subject. Be convinced of the importance of the topic. Club members will be more convincing if it is something they practice themselves in their own homes or communities.

Choose a topic where actual processes can be demonstrated. If only charts and finished articles are used it becomes an "illustrated" lecture. The best demonstrations are those which result in an object or product that can be shown to your audience at the completion of the demonstration.

Choose a topic suitable to the type of demonstration it is to be. For an individual demonstration choose a topic simple enough to be demonstrated by one person effectively. It is poor demonstrating to use two persons to do the thing that could be done equally well or even better by one person.

For a team demonstration, choose a topic that will lend itself to team work. It must be possible to divide the process logically and there must be enough for two members to do.

Select a subject which lends itself to platform work and to the size of the group to which it is to be presented. All constructive steps and work should be easily seen by the audience.

Make the choice of the subject early so that every member of the club may become well informed on the subject and have time to gather helpful material. Those presenting demonstrations from the club group should be merely mouthpieces for knowledge gained by the entire group.

Select a title broad enough to cover all points to be brought out in the demonstration. A catchy title will help draw interest and attention.

## Suggested Topics For Demonstrations

The following are not intended as a recommended or complete list, but are given only to illustrate the great variety of possible demonstrations, varying from the simple to the more complicated ones:

### DAIRY AND BEEF

- Making rope.
- Making a rope halter.
- Making a calf blanket.
- Making a feed scoop for feeding according to production.
- How to fit a dairy or beef animal.
- How to show a dairy or beef animal.
- Useful farm knots.
- Selecting a feeder calf.
- Mixing a ration.
- A method of grub control.
- Treating for blue louse control.

### SHEEP

- Making a sheep blanket.
- Mixing a ration.
- How to block and fit a lamb.
- How to show a lamb.
- Treating for worms.
- Making a feed scoop.
- Docking a lamb.

### SWINE

- Making an electric pig brooder.
- Taking and mailing blood samples for abortion test.
- Making a mineral mixture.
- Making a hand hurdle.
- A method of mange control.
- How to fit a hog.
- How to show a hog.
- Making a feed scoop.

### POULTRY

- Making a chick feeder from baby chick box.
- The four S's in sanitation.
- Making a feed scoop.
- A home-made electric brooder.
- Make your own egg cooler.
- Testing for pullorum.

### CROPS

- Treating small grain seeds.
- Method of weed control.
- Making a Minnesota Seed Treater.
- How to test seed for germination.

### GARDEN

- Selecting and preparing vegetables for exhibit.
- Storing vegetables.
- Treating garden seed.
- Making and using indoor flats.

### HANDICRAFT

- Care and cleaning of a paint brush.
- How to sharpen a knife.
- Making a rope machine.
- How to sharpen and use a plane.
- Making a rope.
- Making a rope halter.
- Useful knots on the farm.
- How to mix paints.

### ACTIVITIES

- Introductions.
- Care and handling of firearms.
- Highway accident prevention.
- Making a bird house.
- Contour farming.
- Gully control with grass waterways.
- Good posture.
- Care of footwear.
- Artificial respiration.
- Mixing home-made paints.
- Displaying the United States flag.

### HOME LIFE

- Flower arrangement.
- Care of cleaning equipment.
- Home-made dust cloth, furniture, wax, cream or polish.
- Bed making.
- Removing old finishes.
- Selecting and applying new finishes.
- How to make slip covers.
- Repair of household equipment.
- A well-planned and equipped clothes closet.
- Toys to make at home.
- Selecting and framing pictures.
- Care of laundry equipment.

### CLOTHING

- Darning an anklet.
- Shrinking cotton cloth.
- Polishing shoes.
- How to use pressing cloths.
- How to control moths.
- Tests to identify fibers.
- How to take measurements.
- Getting cloth ready to cut.
- Turning a hem.
- Uses of a needle and thread.

### MEAL PLANNING AND FOOD PRESERVATION

- Correct methods of measuring ingredients.
- Making muffins (or other quick breads).
- How to properly set the table.
- Proper method for washing dishes.
- How to prepare tomato soup.
- Selection of jars and covers for canning.
- Canning—pressure cooker method.
- Canning a fruit—using hot water bath.
- Preparing or packing a nutritious school lunch.
- Preparing a vegetable plate (or salad).



Plan Carefully

### Planning the Demonstration

Club members giving demonstrations, whether on an individual or team basis, should develop a well-organized plan of presentation. This plan should be worked out by the individual or team with suggestions from the club leader and from other club members.

The most successful demonstrations are those which reflect the ideas and plans of the club members themselves. They should not be written out by anyone, such as the leader, parents or agents. The demonstration should be considered a product of the club and all members should feel a responsibility for contributing to it. They might do this by making posters, illustrative material, finding information and showing interest in the demonstration as it develops. By sharing in this manner younger club members, especially, get a better idea of how to demonstrate.

The following suggestions should be helpful in planning the demonstration:

1. List the important steps and processes to be discussed and demonstrated.
2. Make a list of all the necessary materials and equipment needed.
3. Arrange the steps in logical demonstration order as they would naturally be done.
4. Plan posters that will add to the clearness and effectiveness of the demonstration.

### Working the Plan

After the demonstration has been planned, the next step is to work the plan. Gather all reliable up-to-date information available on the subject. All statements made must be accurate.

The team or individual demonstrator should follow the outline and try out the demonstration step by step making changes as the need arises. In practicing the demonstration phases, suit the words to the action. An outline of the spoken parts may be made, but do not write out a demonstration word for word for memorizing. Use your own words. Material memorized never sounds convincing. For a team, each member should become familiar with his or her own part before practicing together as a team.

The plan for any demonstration should be definitely outlined, consisting of an introduction, the main body of the demonstration and a summary. The following discussion of these parts should prove helpful in outlining a demonstration.

### Introduction of The Demonstration

The introduction of your demonstration is your "interest getter;" so make it clever, original and not too long. Give the main reasons for choosing the topic and tell why it is worthwhile and important—economy,



Team Members Are Introduced



time saving, value to health, and others. Often it is well to mention the points to be developed in your demonstration. Include statements about any use the members of your club or community have made of the practices to be demonstrated and how it relates to your club work.

### Body of the Demonstration

The body of the demonstration should include the showing and explaining of all the necessary steps in the process. It should develop one central idea or practice very thoroughly and show each step in logical order.

In this part of the demonstration the demonstrator should start working, then build in the explanation. The explanation should fit the action. For each step, tell what is being done, how it is being done, why this method is used; then if this phase of the demonstration is not completed, tell something about the material or equipment used. Include only enough explanation to fill the action time required for each phase of the demonstration.

Advance preparation is necessary in some demonstrations if all stages are to be shown. They are shown at the logical time and a very clear explanation given. For example, in a yeast bread demonstration, dough is

mixed before the audience and then another batch mixed previously shows how it looks when it is light enough to mold into loaves and to be baked. A baked loaf is also needed to show the finished product.

### Summary of the Demonstration

In the summary emphasize the points of the demonstration that you want the audience to remember and mention again ways that it can be value to them. This is your chance to give the demonstration a finishing touch, but you must make certain no new information is added.

A finished product may be shown and discussed. If so, be sure to show it in such a manner that it can be seen by the entire group. When it is impossible to complete the finished product during the demonstration, one previously made should be used so the audience can leave with the results in mind.

When the summary is finished the demonstrator announces, "This completes our demonstration," and asks for questions—"Are there any questions?" or "We shall be glad to try to answer any questions." (The helper comes to the front table just before this closing remark.)

When no more questions are asked, thank the audience and invite them to inspect or sample the finished product.



Posters Lend Emphasis to Work



Review Key Points in Summary

## YOUR DEMONSTRATION OUTLINE

For a team, it is necessary to divide the demonstration into parts. A diagram, similar to the one shown here, may be made dividing and listing the points in the introduction, body (parts 1 and 2) and conclusion. The division should be made where it would be natural to shift from one process or idea to another, and so that both members will have approximately equal amounts to do.

### *Demonstrator 1*

#### I. INTRODUCTION

This is the interest-getter. Tell why the topic was chosen and relate it to your club work. Build up interest in the subject. Demonstration work may be started. Announce the next step in the demonstration in informal manner: "Mary (or John) will show you how to test for correct posture."

*No talking—assist demonstrator by quietly furnishing supplies when needed and removing equipment that has been used. The demonstrator never leaves the front table. Place supplies at one side of the table and remove from the opposite side where the demonstrator places them. Keep the back table in order. Assist with demonstration work at front table when needed.*

#### III. BODY OF DEMONSTRATION—Part II—Build to a Climax

Continue and complete the demonstration. Correct methods and skillful work are important throughout. Work for simplicity and attractiveness in products. A pleasant cheerful attitude throughout helps to sell your demonstration. Accidents might occur. Be poised and right them quickly. It is important to know how to meet an emergency.

*Assist by helping with charts and posters. Prepare finished products for display. Clear away and organize materials on back table. Be at front table before close to be ready to answer questions. Each answers questions concerning his part of the demonstration.*

### *Demonstrator 2*

*Be at front table to be introduced then stay in the background, lending necessary assistance to demonstrator 1. Arrange posters to be shown. Bring necessary equipment to front table (trays are useful). Make advance preparations for next step. Help demonstrator 1 when necessary, but do not talk. Make preparation for next step at back table.*

#### II. BODY OF DEMONSTRATION—Part I—Show and Tell

The real demonstration begins here and is completed in the second part by demonstrator 1. Show and explain each process. Keep space in front clear and equipment at the side. Use a poster when necessary to make a point clear. Shift demonstration to teammate at logical time.

*Again the helper. Be alert and make team work efficient and well-timed. Show interest in the demonstration to center attention of the audience at the front table. The demonstration should be planned to keep both members busy. Table should be cleared of all but finished products before the conclusion is given. Step to table just before you are to begin the summary.*

#### IV. THE SUMMARY

The demonstration is over. The summary reviews the important points of the demonstration. A summary poster will be of value. Display finished products. No new information is given. Ask for questions. Invite audience to inspect results.

Short demonstrations may be divided into only two parts, the first demonstrator giving the introduction and the first part of the body, and the other the second part of the body and the summary. Dividing them into four parts would mean too frequent changing from one member to another causing the demonstration to be choppy and making it harder to hold the interest of the audience.

### Purpose of Questions After Demonstrations

There are real opportunities for teaching in the demonstration field through questions. It may serve to show the lines along which the team or individual needs further exploration. It may also serve as a means of showing the club the need and opportunity for every member helping the team with what may be called "more research." Questions after a demonstration often promote discussions which may be of more value than the demonstration itself.

Questions should help demonstrators to clear up a fact or point that may have been stated in a confusing way or to correct misinformation that may have been given during the demonstration.

If there is any doubt about the audience having heard the question it should be implied in the answer or occasionally it may be repeated for their benefit by saying, "Someone has asked . . .," or "In answering the question . . ." Vary the form used to avoid monotony. Ordinarily each member answers the questions related to the phase of work demonstrated, but each demonstrator should be able to answer all questions concerning the demonstration. If neither team member knows the answer to a question, it should be admitted but they should try to suggest where the information might be found. For example: "We do not know the answer to your question, but we would suggest that you write the county extension agent," or "Sorry, we can't answer that, but we'll be glad to look it up for you right after our demonstration." In answering questions give complete statements such as, "There are three teaspoons in one tablespoon," rather than just saying "Three."

From the questions asked it may be determined whether you have gone into the preliminary processes themselves and have a good understanding of the subject. Questions help determine the scope and breadth of knowledge and the understanding of the demonstrators. They may also serve to make clear to the audience why a fact or procedure is important, if it has been given as important, but the why omitted in the demonstration. Questions should be asked to help "lead-out," not to cross examine or embarrass the demonstrators.

### Equipment for Demonstrations

Use the type or kind of equipment which fits the demonstration to be presented. Be sure to have enough to do your work well yet avoid the disorder which comes from having too much.



"Show by Doing"



Well-grouped Equipment Makes Demonstrating Easy

### *Choice of Equipment*

1. Two tables are usually practical, one in front of and the other behind the demonstrators. For an individual demonstration the second table may be to the side of the front table. Tables should be neatly covered. Plain wrapping paper or oilcloth is practical.

2. It is desirable to have the equipment as uniform as possible.

3. Equipment should be practical—not showy or elaborate.

4. Transparent equipment, such as glass, for food demonstrations adds to the attractiveness of the demonstration and permits the audience to see the material used.

5. Containers for supplies should be so labeled that the audience can read the label. Commercial names on equipment or sup-

plies should be covered as well as any printing on boxes or containers which does not relate to the demonstration.

6. Trays are useful in bringing small supplies and equipment from the supply table to the front table and for equipment which is apt to be messy, such as paint brushes, egg beaters or spoons.

7. A slanted, raised platform on a table or the table raised at the back aids in giving a better view of many processes demonstrated.

8. A mirror may be used to advantage in displaying the finished product, especially in food demonstrations.

9. Enlarged illustrative material may be used to show certain processes, such as large cardboard buttons to use in showing the steps in sewing on a button.

10. Anything that is being shown to the audience should be held high and turned so that it may easily be seen by everyone.



Keep Working Space Clear So Audience Can See Each Step

### *Arrangement of Equipment*

1. Group equipment as much as possible, using trays. Equipment which is grouped is easier to move, makes the table look neater and attracts less attention from the audience.

2. Keep equipment and supplies away from the center and front of the table.

3. Keep equipment in the background until it is used, otherwise it might divert the attention of the audience.

4. Keep working space clear so audience can see each step. Neither the demonstrator nor any of the equipment should obstruct the view of the audience.

5. Equipment and materials on the front table should be so arranged that it will be unnecessary for either demonstrator to reach in front of the other.

6. A tray with supplies can be placed at one side of the working surface and an empty tray for soiled dishes and things to be discarded at the other side.

### *Use of Charts, Posters and Flannel Graphs*

1. Charts, posters and graphs are helpful to explain and make clear the important steps and processes.

2. They should be large enough to be easily seen by the audience.

3. They should be attractively and neatly made.

4. They should have clean, easily read lettering.

5. They should contain only a limited number of points.

6. Show posters or charts just for the time needed to explain the part to which they belong. If left when not needed they may detract from the demonstration. Those giving recipes or steps in a process may be left up during the demonstration or that process.

7. For a club meeting demonstration posters made on wrapping paper using a dark crayola for the printing or writing is satisfactory.

8. A flannel graph is an interesting and attractive way to make clear important steps and processes.

To make a flannel graph, use a piece of wall board, cardboard or other material, about three feet square giving a solid surface. Cover the board surface with a piece of flannel (dark usually preferred) for the background. Figures or articles to be displayed may be made from heavy felted flannel, or drawn or cut from magazines and mounted on stiff paper with a piece of flannel glued on the back. The two rough surfaces will adhere to each other. The figures will remain where they are placed and can be easily shifted about as in illustrating furniture arrangements.

### Display of Charts

1. May be put on an easel.
2. May be displayed on a board rack supported on a standard.
3. One member may hold the chart while it is explained by the other member.
4. May be displayed on small standards which rest on the table.
5. May be hung on a wire or line strung across the platform, or on the wall providing it is not too far from the audience.

### Hints for the Demonstrators

1. *The individual or team is introduced* by the local leader or another club member telling names, the club represented, and title of the demonstration.

2. *Always call your teammate by the first name*, such as "Bill" or "Jane," rather than "partner" or "teammate."

3. *Be natural and at ease* while you are giving the demonstration. Don't be too serious about what you are doing. Smile now and then. Be happy at your work.

4. *Be well groomed* and appropriately dressed for the demonstration you are giving. Uniform dress is desirable, dressing alike makes the team appear as a unit. Girls' hem lines that are the same add to appearance. Clothes should be neat, clean, well pressed and attractive. Food demonstrators should wear nets or ribbons to keep their hair in place.



Posters Should Relate to Work, Be Brief and Easy to Read

5. *Avoid things which detract attention* from the demonstration such as jewelry, hair ornaments, too much make-up, dress shoes, and for boys, conspicuous ties or fancy belts.

6. *Watch your posture*—stand and move like an ideal club member.

7. *Show enthusiasm*—it's contagious! If you are full of pep and interested in what you are doing, the audience will be, too. If you are disinterested, that will likewise be reflected in the audience.

8. *A pleasing voice and friendly manner* make the audience want to listen. Be sure you can be heard, speak distinctly and not too fast. If you raise your voice at the end of each statement you'll never convince anyone that you are confident of what you're saying. Keep your voice pitched low and not loud so it can be more easily heard. Vary the tone of voice to avoid monotony.

9. *Use good English* and pronounce words correctly. Avoid using "anda," "you"—, "I"—, and "now"—. Learn to enunciate your words clearly. Pronounce all syllables.

10. *Shift demonstrators* naturally. For example: "Jane will explain and show how to prepare the surface for painting." Be at the front table before it is time to change so that the demonstration will move on smoothly.

11. *Look at the audience* while you are working. Talk directly to them rather than to the table if you hope to hold their attention.

12. *Never turn your back* to the audience. The helper brings all things needed, watches products cooking, etc. If something is needed, ask politely for it.

13. *Accidents* happen to every one so don't let a mishap upset you. Explain what happened if it seems necessary and then go right on with your demonstration.

14. *Practice* enough beforehand so that you have your subject well in hand, can work smoothly, handle your equipment easily, and have your demonstration "snap along" without giving the appearance of being hurried. Be willing to take suggestions and profit by them.

## Sources for Subject-Matter

1. Project manuals and literature.
2. South Dakota Extension Service bulletins.
3. U. S. Department of Agriculture bulletins.
4. Current magazines.
5. Up-to-date text books.

## Selecting a Team

In selecting two club members to work together as a team to present a demonstration the following points should be considered:

1. The team members must want to give a demonstration and have a definite interest in the same subject.
2. They should be fairly well matched as to ability, interests, age, size, years of club work, and strength of voice.
3. They must be cooperative and able to get along together.
4. They must have time and be willing to devote it to study and practice if a good demonstration is to result.

## Contests

As a competitive feature, the demonstration furnishes another activity for 4-H events, through which new practices and results may be presented. Demonstration contests arouse interest in demonstration work.

Ten and eleven year old club members should be encouraged to demonstrate, not only at the club meeting but for public events and on achievement day, even though they are not eligible to compete at the State Fair. Some counties hold a separate contest for these club members either before or on achievement day.

Clubs may hold a demonstration contest to select the individual or team to represent their club at the county achievement day. County contests are usually held on achievement day to select the outstanding team or individual to represent the county at the state contest held at the State Fair.

## 4-H DEMONSTRATION SCORE SHEET

Time—Finish ..... County .....  
 Start ..... Division ..... Ag .....  
 Total ..... Home Ec .....

Name of Demonstration .....

Names of Demonstrators: 1. .... Yrs. in 4-H ..... Age .....

2. .... Yrs. in 4-H ..... Age .....

	Perfect Score		Judge's Score	
1. Arrangement of Demonstration Materials ..... 10				<b>Comments</b>
(a) Materials arranged by team ..... 5				
(b) Supplies well-organized ..... 5				
2. Appearance of Team or Individual ..... 5				
(a) Clothing neat, clean, suitable for work of demonstration ..... 2				
(b) Uniformity of clothing (for team demonstration) ..... 1				
(c) Uniformity of size of members ..... 2				
3. Introduction ..... 10				
(a) Attention of audience gained ..... 3				
(b) Importance of subject established ..... 4				
(c) Objectives clearly outlined ..... 3				
4. Presentation ..... 25				
(a) Clear delivery ..... 4				
(b) Effective use of materials—originality shown ..... 4				
(c) Manual skill, neatness, ease ..... 4				
(d) All processes made clear ..... 4				
(e) Attention of audience maintained ..... 4				
(f) Attitude and manner—enthusiastic, cheerful, sincere, natural ..... 5				
5. Team Work* ..... 15				
(a) Equal division of subject matter ..... 5				
(b) Effective cooperation between demonstrator and assistant ..... 10				
6. Subject Matter ..... 25				<b>Questions</b>
(a) One main idea related to members' project or activity ..... 2				
(b) Adaptability to need of farm, home or community ..... 2				
(c) Logical sequence of steps ..... 4				
(d) Accurate information given ..... 5				
(e) Completeness of information ..... 5				
(f) Concise summarization ..... 2				
(g) Satisfactory replies to judge's questions ..... 5				
7. Results ..... 10				
(a) Quality of work done ..... 5				
(b) Quality of finished product ..... 5				
<b>100</b>				

Rating: Blue ..... Red ..... White ..... Judge's Signature .....

\*Allow 15 on individual demonstration for "teamwork" credit given team demonstrations.  
 Adapted from the Montana 4-H Demonstration Score Sheet—Montana 4-H Club Staff.





Demonstration work is considered a valuable part of 4-H work in South Dakota since it is one of the best methods of teaching and learning. This bulletin is presented to clarify the demonstration method and to assist members and leaders in developing demonstrations for local or county meetings. Make it your aim to "show by doing" since learning through the eye is understood and remembered best. Enliven your local club program with demonstrations at each meeting.

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Acknowledgement: Valuable suggestions were made by all members of the South Dakota 4-H club staff. Suggestions were also received from demonstration bulletins from the following states: Indiana, Montana, Georgia and North Dakota.

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