

UNIVERSITY OF KENTUCKY

COLLEGE OF AGRICULTURE

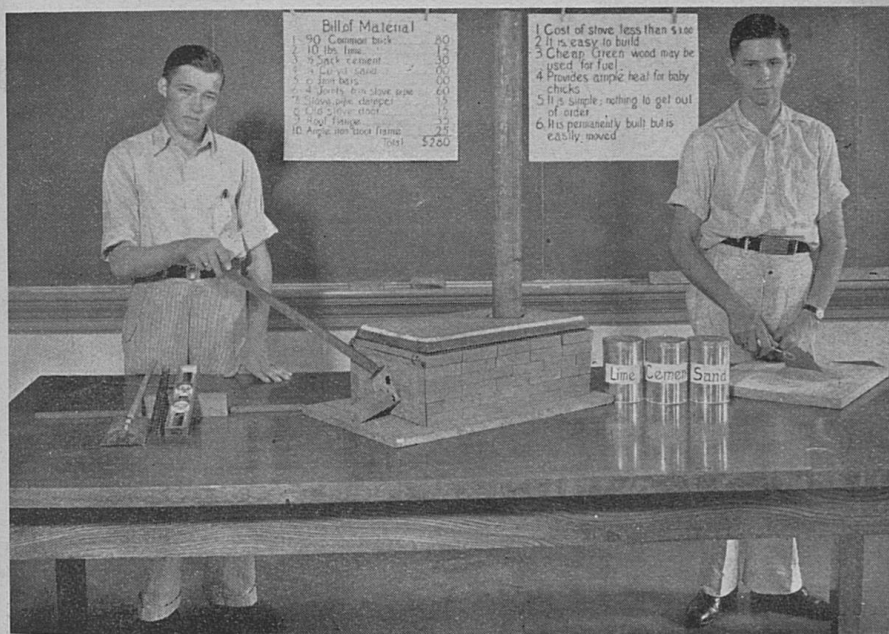
Extension Division

THOMAS P. COOPER, Dean and Director

CIRCULAR NO. 263

(Revised)

DEMONSTRATIONS IN 4-H CLUB WORK



A team shows how to construct a brick brooder.

Lexington, Kentucky

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Demonstration in care of the hands.

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(Revised)

Demonstrations in 4-H Club Work

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PURPOSE OF A DEMONSTRATION

1. To present to the community improved practices in home making and farming, as learned in 4-H club work, and to create in others a desire to follow these practices.
2. To more permanently impress these better methods on the club members themselves thru actual use.
3. To develop in the club member skill, poise, self-reliance, initiative, good sportsmanship and cooperation.
4. To have boys and girls experience the joy of doing a thing well, thereby motivating their interest in club work.

TYPES OF DEMONSTRATIONS

Two types of demonstrations are generally used in 4-H club work; individual, and team. Each should be developed. They may be defined as follows:

An *individual* demonstration is one that is given by one club member and treats of only one phase of a larger subject. Generally individual demonstrations are used at local club meetings to teach a part of the project. For example, in sewing, "Cutting and Joining a Bias" could easily be demonstrated by one girl, in order to convey this instruction to the group. Likewise, on the subject of egg production, a boy might demonstrate "Candling Eggs" or "Grading Eggs."

A *team* demonstration requires two club members and presents an approved practice that is practicable for the community. Each member takes an active share in both the discussion of the subject and the actual manipulation processes.



Boys with potato projects demonstrate the making and use of Bordeaux mixture.

PLACE OF DEMONSTRATIONS IN THE CLUB PROGRAM.

Demonstrations may provide interesting and worth-while features of community meetings or local and county achievement day programs. They offer to others an opportunity to learn from the club members new methods as taught in 4-H club work and give the members an incentive to greater effort.

Early in the season, plans should be made to include both individual and team demonstrations in the program of work of every local club. It is advisable that each club member demonstrate at the club meetings at least once during the year; oftener is desirable. This experience in local meetings prepares the way for representation in county and state team demonstration contests. If this idea is followed in program planning, the result should be an active, wide-awake group who enjoy a fine club spirit and who enthusiastically pass on their knowledge to others.

DEVELOPING A TEAM DEMONSTRATION.

Two club members working together in the presentation of a demonstration may derive real fun and satisfaction from their work as well as learning cooperation. At first, the work may seem laborious to them, but as soon as a fair degree of skill is acquired they will welcome an opportunity to demonstrate.

In developing a Team Demonstration, consider the following:

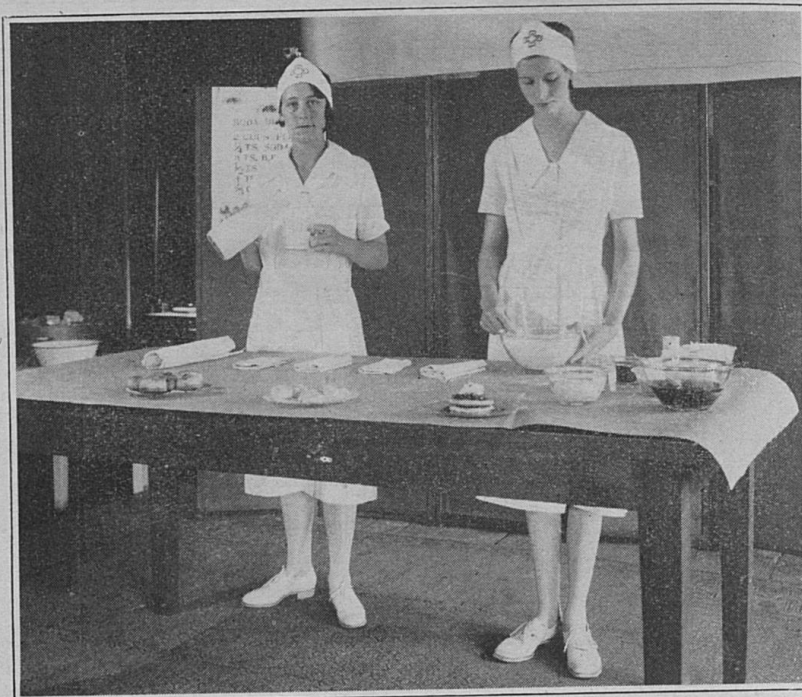
1. The Subject.

a. Members should be guided in their choice of subjects, in order that they may not attempt work that is too difficult for them, as the satisfaction resulting from demonstrating will determine the club member's desire to continue.

b. The subject should be the outgrowth of the member's club training and should be related to the project.

c. The subject should be one which shows an approved practice taught in 4-H club work.

d. If a home economics subject is chosen, it should be practical and of interest to the women and girls of the community. In a similar way, an agricultural subject should be practical and



Demonstrating how to make variations with soda-biscuit dough. The neatness of the girls and good arrangement of the working space are requisites of a good demonstration.

of interest to the men and boys of the community.

e. The subject chosen should center around one idea which can be developed thoroly.

f. The subject should lend itself to unified effort and to platform presentation.

g. The approved practice should be one that can be demonstrated in 15-20 minutes. A clear, concise demonstration, quickly given, usually is more effective in teaching and holds the attention of an audience better than one that is lengthy.

2. **The Members.** The team may be selected by vote of the club, by the local leader or by competition in the club. Only members who are doing good work should be eligible to membership on a team. Voice, alertness, poise, personality, and appearance of members are important factors in the success of a team. The demonstration should be looked upon as a means of developing these characteristics in members who lack them.

3. **A Definite Plan.** After the subject is chosen, a well-organized plan of presentation should be made. This plan should be worked out by the club members themselves, with suggestions from the club leader. Originality is an important part in planning. The following suggestions will be helpful:

a. The main points should be noted. Only those that are really essential should be emphasized.

b. The points should be arranged in logical order. Each step should be clearly shown and explained before passing on to the next.

c. The relative importance and time required for each step should be determined and each team member assigned a part.

d. Each demonstrator should understand and be able to *do* and *explain* all steps in the demonstration.

e. All material and equipment needed should be listed and arrangements made for providing them. Good posters with large lettering may add much to the effectiveness of the demonstration.

f. The plan of presentation should be definitely outlined. It should comprise an introduction, the main body of the demonstration and a summary.

g. The demonstration team should take their outline and try out the demonstration step by step, making changes as needs arise. Frequent practice is necessary if the demonstration is to be presented with ease and speed.

4. **The Steps in the Preparation of a Team Demonstration Outline.**

a. Determine title or subject to be demonstrated.

b. List sources of information and supplies.

c. Read suggestions on developing team demonstrations.

d. List the important points to be brought out.

e. List all equipment needed.

f. Outline information as it is to be presented.

g. Block out the demonstration. A suggested plan is shown on the next page.

Introduction—a brief “peppy” introduction of team.

Body—all steps in the process.

Conclusion—a brief summary of the demonstration.



A demonstration of methods and value of testing farm seeds for purity and germination.

Give each member of the team a definite part but draw no strict lines in the early development of any topic.

5. **The Presentation.** The test of a successful demonstration should be that every member of the audience could go home and repeat the process. Merely holding the attention of a group is not sufficient. The demonstration should create interest and present process or method clearly.

Skill is shown by ease in procedure, efficiency and workmanship, neatness, speed, ability to meet unforeseen situations, and ability to talk while working. Skill in presenting the demonstrations inspires confidence both in the audience and in the demonstrators.

Keep in mind the following points:

a. The platform should be arranged with the working space free from any objects that might obstruct the view of the audience. The stage should be arranged and cleared by the team members themselves. Care should be taken to leave the place orderly after a demonstration.

SUGGESTED PLAN FOR OUTLINING A TEAM DEMONSTRATION.

Team Member No. 1

Intro.

Introduce the team

Body

Take up the demonstration in a logical sequence, presenting one idea at a time and making this clear:

- a.
- b.
- c.

Assist teammate.

Take up the demonstration where teammate left off

- h.
- i.
- j.
- k.

Conclusion

Summarize the demonstration
Give the audience a chance to ask questions, after which thank them for their attention.

Team Member No. 2

Acknowledge introduction with smile.

Assist teammate and arrange equipment for the next step in the demonstration.

Demonstrate the next steps.

- d.
- e.
- f.
- g.

Assist teammate and clear away soiled or used utensils.

Prepare for the conclusion.

Finish clearing the table space.
Stand ready to answer questions.



A team shows how to pack a nutritious and appetizing school lunch.

b. The team should be dressed for work. Uniforms should be neat and clean and in keeping with the work to be done. For girls, simple white cotton dresses, one or two piece, of durable, practical material are suitable. Headbands should be worn for Food Demonstrations. In other Home economics demonstrations, their use is optional. Boys should choose the same type of clothing that they would wear at home in doing the same work. For example, overalls are suitable when working with livestock or soil. White duck trousers are more often associated with dairy production.

c. First impressions mean much. The first statements should be related to the demonstration and be interesting enough to secure the attention of the audience.

d. The team should not speak from memory but should

give the information in their own words. They should tell how the practice being demonstrated has been helpful to them.

e. Team members should look at the audience while speaking and take pleasure in their work. By observing the audience, demonstrators can determine whether or not they are making the methods clear.

f. Each member should take the lead in the demonstration at regularly specified intervals, depending on the work to be done. When one member has the major part speaking and demonstrating, the other member should quietly assist. The transitions from one member's lead to the other's should be made naturally. This shows good team work. The member who has the helping part should be very careful not to attract the attention of the audience from the member who is taking the lead. Where possible, the team member who is demonstrating a process should explain it also. The work should be planned so that the helper does not stand or sit idle.

g. Members should work neatly and quietly. They should avoid talking to each other during the demonstration. They should avoid getting between the work and the audience. Skillful manipulation and a successful product in so far as is possible, are important, since these show the demonstrator's knowledge of the subject. Team members should become so familiar with every step in the process that there is no room for the unexpected.

h. The team should explain each step and show the audience all main manipulation processes, explaining "why" when this is important. **THE WORK AND EXPLANATION SHOULD ALWAYS BE KEPT TOGETHER.** In a demonstration where time is an element or the process is complicated, various stages of the process should be prepared previously and presented at the logical places in the demonstration. The entire manipulation need not be done before the audience, but each step should be shown clearly.

i. All materials and utensils required should be assembled and arranged in such a way that time, thought and energy will be conserved during the demonstration. Preparations made in



A county team in their work on feed and care of the dairy heifer demonstrate how to teach a calf to drink from a bucket.

advance should be those that take time and are not essential to a clear understanding of the process.

j. The practice demonstrated should, as much as possible, be adapted to the particular audience for which it is being given, and should be applicable to daily living.

k. Members should not mention commercial names of equipment or products, and *never recommend any commercial brand.*

l. Yells and songs should *not* be used, as they detract from the dignity of the work.

6. Closing The Team Demonstration.

a. Summarize the main points.

b. Give the audience a chance to ask questions. When a question is asked and there is a possibility of anyone in the audience not understanding the question, it should be repeated and then answered. Logically, each member should answer the ques-



A county team demonstrating refinishing old furniture, making it both useful and beautiful.

tions related to that phase of the work which he or she demonstrated. However, each member should be prepared to answer all questions concerning the demonstration.

c. Questions should be answered graciously and willingly. If the answer to the question is not known, the person should be referred to the proper source of authentic information.

TEAM DEMONSTRATION CONTESTS.

The contest stimulates the club members to greater endeavor and friendly competition. It rewards achievement by giving recognition to those members who become skillful demonstrators. However, there is danger that in the anticipation of rewards and prizes the individual may lose sight of the other benefits and work for the prize alone. Here is a place for the leader and agent to help the team members gain the right attitude in their work, by keeping continually before them the goal of self development and the joy to be derived from doing a thing well.

Boys and girls enjoy competition but the contest should not be the main objective in team demonstration work.

The plan is for each club to hold a local contest and send the winning team to the county contest, the county, in turn, to send the winners to the State Contest in Lexington. County competition is the basis upon which the state contests are planned. The rules for these contests vary somewhat from year to year but are essentially the same. This information can be obtained from the county extension agent. There are two separate contests in team demonstration work. One is the Home Economics Division and the other the Agricultural Division. These, in turn, have subdivisions. All are held during Junior Week in Lexington.

SUGGESTED TOPICS FOR HOME ECONOMICS DEMONSTRATIONS

Clothing.

1. How to take measurements and test a pattern.
2. Alteration of patterns.
3. Selection of correct shoes and hose.
4. Daily care of clothing.
5. Darning.
6. Bleaching and dyeing.
7. Buying hosiery.
8. Testing materials.
9. How to cut collars without a pattern.
10. Economical placing of a pattern on the material.
11. Packing a suitcase for camp, Junior Week, or a weeks visit.
12. How to store clothing.
13. Neck lines that suit the face.
14. Neck finishes for underwear.
15. Collar finishes for cotton dresses.
16. Making and applying bias folds.
17. Making thread buttonholes.
18. Sewing on buttons—decorative and utility.
19. Making bound buttonholes and set-in pockets.
20. Patching.
21. Seams—how to make and where to use.
22. Time savers in sewing.
23. How to use one sewing machine attachment.
24. Care and use of the sewing machine.
25. Fitting a garment.
26. Tailored and mitered corners.
27. Making and applying a fitted facing.
28. How to set in a sleeve.
29. Laundering dainty clothing.
30. Removal of stains from clothing.

Food Preparation.

1. Bread-making—quick or raised bread.
2. Breakfast for the 4-H club girl.

3. Cereal cookery.
4. Egg cookery.
5. Making a cream soup.
6. One-dish meals.
7. Preparing an invalid's tray.
8. Preparing and packing a school lunch.
9. Preparing and packing a picnic lunch.
10. Wholesome and appetizing sandwiches.
11. Making simple but attractive salads.
12. The use of canned products.
13. Wholesome sweets.
14. Cake baking.
15. Meat cookery.
16. Winter salads.
17. Cottage-cheese dishes.
18. New ways of using eggs.
19. Table service.
20. Dish washing.

Food Preservation.

1. Canning fruits—water-bath or oven methods.
2. Oven canning.
3. Canning vegetables—acid or non-acid.
4. Conservation of excess garden products.
5. Sanitary methods of drying and storing.
6. Making fruit juices.
7. Jelly making—proper containers and judging standards.
8. Meat or chicken canning.
9. Canning soup mixtures.
10. Conserves.
11. Preserves quickly made.
12. A meal from the emergency shelf.
13. Canning for market—standard pack and attractive products.
14. How club girls are helping with the family food budget.
15. Balanced meals in winter.

Room Improvement.

1. Appropriate pictures for a girls room—how to frame and hang them.
2. Arrangement of flowers.
3. Arrangement of furniture for comfort, convenience and beauty.
4. Eliminating the non-essentials.
5. Making a room easier to clean as well as more beautiful.
6. Bed making.
7. How to buy a comfortable bed and bed clothing.
8. Care of a girls room.
9. A homemade dustless dust cloth.
10. How to keep a mop clean and serviceable.
11. Inexpensive dressing tables for a girl's room.
12. Curtains—selection, making and hanging.
13. Personality in a girl's room.
14. Floor finishes.
15. Attractive coverings for dressers and tables.

16. Making a comfort.
17. Making a lamp shade.
18. Rug making—braided or hooked.
19. Making hooked or braided chair mats and doilies.
20. Refinishing furniture.
21. Reseating chairs.
22. Equipping a washstand for a girl's room.
23. Arranging the top dresser drawer.
24. Making a sewing cabinet.
25. How to passepartout a picture.

SUGGESTED TOPICS FOR AGRICULTURAL DEMONSTRATIONS.

Dairying.

1. Feeding and care of dairy calves.
2. Dehorning methods.
3. Care of the cream separator.
4. Model bull pen.
5. Testing milk for butterfat.

Livestock—General

1. Grading wool.
2. Treatment of sheep for internal parasites.
3. Treating animals for bloat.
4. Model feeding equipment.
5. Fitting for show.
6. Making a rope halter.
7. McLean county system of swine sanitation.
8. Cleaning and repairing harness.

Poultry

1. Mixing a dry mash for (1) laying hens, (2) growing chicks.
2. Grading and candling eggs for market.
3. Bleeding chickens for bacillary white diarrhea test.
4. Culling for egg production.
5. Treating the flock for worms.
6. Remodeling the poultry house.
7. Construction of a brick brooder.
8. Construction of a double barrel brooder.

Crops

1. Methods of testing seed corn.
2. Preparing exhibits.
3. Inoculation of legume seeds.
4. Care of farm machinery.
5. Constructing a home-made hygrometer.
6. Grading tobacco.

Vegetables and Small Fruits

1. An attractive roadside market.
2. Standard containers properly packed.
3. Steps in successful berry culture.
4. Potato diseases and identification.
5. Qualities desired in standard vegetables.
6. Control of Mexican bean beetle.
7. Preparing Bordeaux mixture.

General

1. How terraces prevent erosion.
2. Homemade dairy-barn equipment.
3. Construction of concrete fence posts.
4. Keeping farm records.
5. Making standard containers from scrap lumber.
6. Construction of a lime stack.

TEAM DEMONSTRATION SCORE CARD

County..... Demonstrator.....

Subject..... Demonstrator.....

	PERFECT SCORE	ACTUAL SCORE
1. Choice of demonstration	10	
(a) Practical		
(b) Adapted to platform presentation		
2. Subject matter	40	
(a) Accuracy		
(b) Completeness		
3. Presentation	35	
(a) Technique—organization, team work (Ease, speed, skill, harmony)		
(b) Teaching (Sincerity, force, attitude)		
4. Personal appearance	5	
5. Result—effect on audience	10	
TOTAL	100	

JUDGES REMARKS:

DATE..... (SIGNED)..... JUDGE