

County 4-H Day Information

Name

Club

SECTIONS OF COUNTY 4-H DAY

Section I Public Speaking

<i>Type</i>	<i>Participants</i>	<i>Maximum Time</i>
A. Project Talks	7-12 years of age	7 minutes
B. Demonstrations and Illustrated Talks	Junior Group 7-13 years Senior Group 14 and older	10 minutes 15 minutes
C. Public Speaking (Outline Required)	13 and older	15 minutes
D. For Your Information (FYI)	7-10 years old or 1st and 2nd year members	3 minutes

Section II Model Meeting

(Secretary will turn in up-to-date secretary's notebook and model meeting notes. A parliamentary problem will be provided 10 minutes early.)

35 minutes
(Roll call excluded.
Recreation included.)

Section III Talent

<i>Type</i>	<i>Participants</i>	<i>Requirements/ Maximum Time</i>
A. Music	Note for all music entries: judges requires an original sheet of music.	
1. Chorus	Composed of 16 or more from 1 club or a composite group from 2 or more clubs (If club membership is below 16, a chorus of 12 is acceptable.)	2 numbers
2. Vocal Ensemble	Club or composite group from 2 or more clubs, of 2-15 young people	2 numbers
3. Vocal Solo		1 number
4. Orchestra or Band	Club or composite group from 2 or more clubs, 16 or more young people	2 numbers
5. Instrumental Ensemble	Club or composite group from 2 or more clubs, 2-15 young people	2 numbers
6. Instrumental Solo		1 number
7. Piano Solo		1 numbers
B. Dance		
1. Individual		5 minutes
2. Small Group	2-4 young people	5 minutes
3. Medium Group	5-12 young people	5 minutes
4. Large Group	More than 13 young people	5 minutes
C. Drama		
1. Creative Drama	Any number	15 minutes
2. Skit	Any number	5 minutes
3. Reading	1 person	5 minutes
D. Other		
Novelty, Stunt, Puppets, Ventriloquist, etc.	No limit	5 minutes

Publication and Material Reference: Getting Ready of 4-H Day (4-H 512)

For Your Information (FYI)

County _____

Club _____

Name _____

Age _____ Years in 4-H _____

What I like about your talk:

Some suggestions you may want to consider when giving next year's talk:

Other Comments:

SCORE CARD FOR DEMONSTRATION & ILLUSTRATED TALK (FOR THOSE 14 YEARS OF AGE & OLDER)

County ATCHISON 4-H Club _____
 Name _____ Age _____ Time: Finish: _____
 Start: _____
 Total: _____

Title of talk	Percent	Well Done	Judges	Comments	Could Improve
I. Introduction	10				
A. Interesting, short, gains attention					
II. Appearance	10				
A. Dress suitable for work being done					
III. Presentation	30				
A. Voice natural, words distinct					
B. Poised, friendly, confident					
C. Time & material well used					
D. Originality shown					
E. Convincing, Interest held					
F. Well organized, words well chosen					
G. Skillful workmanship, good teamwork					
H. Work & talk coordinated					
I. Plain view of audience					
J. Table neat and orderly					
IV. Subject matter	30				
A. Important points emphasized					
B. Information accurate & complete					
C. Worthwhile & practical					
D. Suitable to age and ability level of participant					
V. Visuals &/or Equipment	10				
A. Suitable for work done					
B. Charts/posters easily read					
VI. Summary	10				
A. Important points stressed					
B. Finished product displayed (if applicable)					
C. Questions answered satisfactorily					
D. Closing definite, table left neat					

Note: Presentations are to be scored as to blue ribbon, red ribbon, or white ribbon quality at the judge's discretion.

Rating:
 top blue _____
 Blue _____
 Red _____
 White _____

Revised: 01/03

Judge's Initials: _____

SCORE CARD FOR DEMONSTRATION & ILLUSTRATED TALK (FOR THOSE 13 YEARS OF AGE & YOUNGER)

County ATCHISON 4-H Club _____
 Name _____ Age _____ Time: Finish: _____
 Start: _____
 Total: _____

Title of talk	Percent	<u>Well Done</u>	Judges	Comments	<u>Could Improve</u>
I. Introduction					
A. Interesting, short, gains attention	10				
II. Appearance					
A. Dress suitable for work being done	10				
III. Presentation					
A. Voice natural, words distinct	30				
B. Poised, friendly, confident					
C. Time & material well used					
D. Originality shown					
E. Convincing, Interest held					
F. Well organized, words well chosen					
G. Skillful workmanship, good teamwork					
H. Work & talk coordinated					
I. Plain view of audience					
J. Table neat and orderly					
IV. Subject matter	30				
A. Important points emphasized					
B. Information accurate & complete					
C. Worthwhile & practical					
D. Suitable to age and ability level of participant					
V. Visuals &/or Equipment	10				
A. Suitable for work done					
B. Charts/posters easily read					
VI. Summary	10				
A. Important points stressed					
B. Finished product displayed (if applicable)					
C. Questions answered satisfactorily					
D. Closing definite, table left neat					

Note: Presentations are to be scored as to blue ribbon, red ribbon, or white ribbon quality at the judge's discretion.

Rating:
 top blue _____
 Blue _____
 Red _____
 White _____

Revised: 01/03

Judge's Initials: _____

SCORE CARD FOR MODEL MEETING

(Roll call is excluded from timing of meeting, but recreation is included)

County ATCHISON

Time: Finish: _____

4-H Club _____

Start: _____

Number in Club _____

Total: _____

Points Judge's Comments
30

I. GROUP BUILDING

A. Get Acquainted Activities: Use of game or activity to cause members to talk to each other about themselves. Can occur at any point in the meeting.

B. Celebration:

1. **Openings:** Pledge, flag salute, motto, creed.
2. **Closings:** Small celebration of meeting accomplishments, including small group hugs, group song or cheer, etc.
3. **Ceremonies:** Celebration for long term accomplishments, such as leaders, recognition, installation ceremony, completion of community service project ceremony, recognition of new members.

II. DECISION MAKING

30

A. Parliamentary Skills: Order of business, making and carrying through motions, reports of committees, parliamentary problems.

B. Group Involvement: Activity to allow all members to have input into a decision.

C. Secretary's Minutes & Notes: Prepare notes of presented meeting to give to judge at closing of meeting along with up-to-date secretary's book.

D. Officers' Reports: Oral reports made by secretary, treasurer, reporter, county council representative and other officers.

III. PROGRAM

30

A. Program designed to best meet the needs and interests of this club. It may include group singing, guest speakers, project activities, skillathons, films, talent, talks, demonstrations, etc. Clues to effective program selection are the attentiveness of involvement of the group.

IV. ATTITUDE

10

A. Naturalness of the meeting. The avoidance of a staged production.

Note: Presentations are to be scored as to blue ribbon, red ribbon, or white ribbon quality at the judge's discretion.

Rating:
top blue _____
Blue _____
Red _____
White _____

Revised: 01/03

Judge's Initials: _____

SCORE CARD FOR PROJECT TALKS (FOR THOSE 7 TO 13 YEARS OF AGE)

County ATCHISON 4-H Club _____
 Name _____ Age _____ Time: Finish: _____
 Start: _____
 Total: _____
 Title of talk _____

	Percent	<u>Well Done</u>	Judges Comments	
				<u>Could Improve</u>
1. Subject Matter	40			
a. Can be covered in 7 minutes				
b. Worthwhile and practical				
c. Related to 4-H project				
d. Information accurate, complete, and up to date				
2. Appearance	10			
a. Well groomed				
b. Good posture				
3. Presentation	50			
a. Attention gained in intro.				
b. Voice natural, words distinct				
c. Poised, friendly, confident				
d. Originality shown				
e. Convincing, interest held				
f. Visual aids, (if used) - neat, attractive, easily seen, effectively used				
g. Well organized, words well chosen, not memorized				
h. Personal experience related				
i. Important points stressed in summary				

Note: Presentations are to be scored as to blue ribbon, red ribbon, or white ribbon quality at the judge's discretion.

Rating:
 top blue _____
 Blue _____
 Red _____
 White _____

Revised: 01/03

Judge's Initials: _____

**SCORE CARD FOR PUBLIC SPEAKING
(FOR THOSE 14 YEARS OF AGE & OLDER)**

County Atchison 4-H Club _____
 Name _____ Age _____ Time: Finish: _____
 Start: _____
 Total: _____
 Title of talk _____

	Percent	Judges		Comments
		<u>Well Done</u>	<u>Could Improve</u>	
Subject Matter	15			
Organization	25			
Language & Voice	10			
Fluency	15			
Pronunciation & Articulation	10			
Eye Contact & Projection	15			
Appearance	10			

Note: Presentations are to be scored as to blue ribbon, red ribbon, or white ribbon quality at the judge's discretion.

Revised: 01/03

Rating:
 Purple _____
 Blue _____
 Red _____
 White _____

Judge's Initials: _____

SCORE CARD FOR ORCHESTRA, BAND AND INSTRUMENTAL ENSEMBLES (FOR THOSE OF ALL AGES)

County ATCHISON 4-H Club _____

Band/Chorus/Ensemble Name _____ Number in Group _____

Title of selection(s) _____

	<u>Well Done</u>	<u>Judges Comments</u> <u>Could Improve</u>
Tone Quality		
Balance		
Blend		
Pitch		
Technique		
Precision		
Attacks		
Note & Rhythm Accuracy		
Releases		
Interpretation		
Contrast		
Mood		
Phrasing		
Rhythm		
Style		
Tempo		
Musical Effect		
Fluency		
Stage Presence		
Appearance		
Choice of Music		
Memorization		

Note: Presentations are to be scored as to blue ribbon, red ribbon, or white ribbon quality at the judge's discretion.

Rating:
 top blue _____
 Blue _____
 Red _____
 White _____

Revised: 01/03

Judge's Initials: _____

**SCORE CARD FOR VOCAL GROUPS (CHORUS & ENSEMBLE)
(FOR THOSE OF ALL AGES)**

County ATCHISON 4-H Club _____

Chorus Name _____ Number in Group _____

Ensemble Name _____ Number in Group _____

Title of selections _____

	<u>Well Done</u>	<u>Judges</u>	<u>Comments</u>
			<u>Could Improve</u>
Tone Quality			
Balance			
Blend			
Pitch			
Technique			
Precision			
Articulation			
Note & Rhythm Accuracy			
Control			
Interpretation			
Contrast			
Mood			
Phrasing			
Rhythm			
Style			
Tempo			
Musical Effect			
Fluency			
Stage Presence			
Appearance			
Choice of Music			
Memorization			

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Rating:
top blue _____
Blue _____
Red _____
White _____

Revised: 01/03

Judge's Initials: _____

SCORE CARD FOR DANCE (FOR THOSE OF ALL AGES)

County ATCHISON

4-H Club _____

Group Name _____

Check One: Individual Dance _____

Small Group (2-4) _____

Medium Group (5-12) _____

Large Group (13+) _____

Number in Group _____

Time: Finish: _____

Title of selection _____

Start: _____

Total: _____

Judges Comments

Well Done

Could Improve

I. Knowledge

- A. Fundamentals of steps
- B. Complexity of movements
- C. Congruence in music and movements

II. Ability and Coordination

- A. Body Control
- B. Adherence to rhythm

III. Appearance

- A. Costuming (originality)
- B. Stage Presence (enjoyment, carriage, stage positioning)

Note: Presentations are to be scored as to blue ribbon, red ribbon, or white ribbon quality at the judge's discretion.

Rating:
top blue _____
Blue _____
Red _____
White _____

Revised: 01/03

Judge's Initials: _____

**SCORE CARD FOR READING
(FOR THOSE OF ALL AGES)**

County Atchison 4-H Club _____

Name _____ Age _____ Time: Finish: _____

Title of selection _____ Start: _____
Total: _____

Judges _____ Comments _____
Well Done Could Improve

I. Talent Demonstrated

- a. Diction
- b. Interpretation
- c. Stage Presence

II. Showmanship

- a. Appearance
- b. Style - carriage, enjoyment

III. Choice of Material or Idea

Note: Presentations are to be scored as to blue ribbon, red ribbon, or white ribbon quality at the judge's discretion.

Rating:
Purple _____
Blue _____
Red _____
White _____

Revised: 01/03

Judge's Initials: _____

SCORE CARD FOR TALENT (FOR THOSE OF ALL AGES)

County Atchison

4-H Club _____

Name _____

Check One: Creative Drama _____

Skit _____

Other Talent _____

Title of selection _____

Number in group _____

	<u>Well Done</u>	<u>Judges Comments</u>
		<u>Could Improve</u>
1. Talent Demonstrated		
a. Diction		
b. Interpretation		
c. Stage Presence		
2. Showmanship		
a. Appearance		
b. Costuming - appropriate and original		
c. Style - carriage, enjoyment		
3. Choice of Material or Idea		

Note: Presentations are to be scored as to blue ribbon, red ribbon, or white ribbon quality at the judge's discretion.

Rating:
top blue _____
Blue _____
Red _____
White _____

Revised: 01/03

Judge's Initials: _____

SCORE CARD FOR PIANO SOLO (FOR THOSE OF ALL AGES)

County ATCHISON 4-H Club _____

Name _____

Title of selection _____

	<u>Well Done</u>	<u>Could Improve</u>
Technique		
Placement		
Note Accuracy		
Attacks		
Releases		
Rhythm Accuracy		
Interpretation		
Contrast		
Mood		
Phrasing		
Rhythm		
Style		
Tempo		
Musical Effect		
Fluency		
Stage Presence		
Appearance		
Choice of Music		
Memorization		

Note: Presentations are to be scored as to blue ribbon, red ribbon, or white ribbon quality at the judge's discretion.

Rating:
 top blue _____
 Blue _____
 Red _____
 White _____

Revised: 01/03

Judge's Initials: _____

SCORE CARD FOR INSTRUMENTAL SOLO (FOR THOSE OF ALL AGES)

County ATCHISON _____

4-H Club _____

Name _____

Age _____

Time: Finish: _____

Start: _____

Total: _____

Title of selection _____

Judges Comments

Well Done

Could Improve

Tone Quality

Pitch

Information

Technique

Placement

Note Accuracy

Attacks

Releases

Rhythm Accuracy

Breath Control

Interpretation

Contrast

Mood

Phrasing

Rhythm

Style

Tempo

Musical Effect

Fluency

Stage Presence

Appearance

Choice of Music

Memorization

Note: Presentations are to be scored as to blue ribbon, red ribbon, or white ribbon quality at the judge's discretion.

Rating:

top blue

Blue _____

Red _____

White _____

Revised: 01/03

Judge's Initials: _____



4-H Project Talks

What is a project talk?

It is a short talk about one of your projects.
You can:

1. Tell about your **experience** in the project.
2. Give some **information** relating to it.
3. Promote the project.

The best project talk does **all** of these things.

Why give project talks?

- You learn to think on your feet.
- You learn to speak before others.
- You gain self-confidence and poise.
- You share your experiences and knowledge with others.
- You interest others in the 4-H project.

Where do you give project talks?

- 4-H meetings
- 4-H project meetings
- County 4-H Day
- Community events such as businessmen's clubs, women's groups, local achievement programs, etc.

Who may give a project talk?

4-H members who are 13 years and under.
The project talk is designed for the young 4-H member.

How long should talks be?

That depends. If you are just a beginning 4-H'er, perhaps 8 or 9 years old, your talk may be 3 or 4 minutes long. If you are an older 4-H'er, you might give a talk 6 or 7 minutes long. When planning your project talk, consider your:

1. Age
2. Subject

3. Group to which you will give your talk (their age and interest in your subject)
4. Time limitation (what else is on the program)
5. Experience in giving talks (your first one will probably be short)

How do you select a topic?

Some clubs assign the project about which 4-H'ers are to speak; others leave this up to each 4-H'er. Whatever system is used, you have a right to say what topic would be of most interest to you. Let your project leader know of your interests. Select a topic which:

1. You know something about.
2. You want to know more about.
3. Will be of interest to nearly everyone who will hear your talk.
4. Is a part of, or closely related to your project.

A project talk should be about **one** phase of the project, such as pattern selection, feeding a dairy calf, or tools needed for woodworking.

Who might help you?

This varies from club to club. Consider these people:

1. Your project leader
2. A junior leader
3. Other 4-H'ers who have given several talks
4. Your parents
5. Your community leaders
6. Others who know something about your topic

Some clubs have a "talk" leader who helps all 4-H'ers with their talks. Ask your project leader who would be the best one to ask for help.

Where do you get your information?

First- and foremost- use your own experience. Then, read your 4-H project material. If you need more information, visit your library or ask one of your teachers or 4-H leaders for help. Talk to people who can give you some ideas on the subject, or ask questions of those who have had personal experiences that could help you.

What is included in a good talk?

Every good talk has three parts—**introduction, body, and conclusion.**

The introduction is the opening statement. It should be an attention getter. To get attention . . .

- Ask a question, or
- Show some object or picture, or
- Tell some startling fact, or
- Make a challenging statement, or
- Tell a short story.

The **body** is the main part of your talk and should be 80 to 90 percent of the total time of your talk. First, tell what the main idea of your talk will be. Then explain or illustrate important facts in developing the main idea.

Tell of personal experiences whenever they help and relate to your talk. Use pictures, charts, models, or other visuals if they help your audience understand the topic or help you give the talk. Visuals are not required but may add to your talk if they have a purpose.

Last of all, give the conclusion or summary. Repeat just a few of the major points of your talk. A quotation, poem, or saying might be used at the close. **Questions** are not asked for in project talks as they are in demonstrations and illustrated talks.

Tips for you as a speaker

- Dress appropriately for the occasion so you feel at ease.
- Stand erect—on both feet. Good posture will help convince your audience that you mean business!
- **Outline** your talk—**do not write it out word-for-word.** Use your outline as you give your talk—if you need it, **but never read your talk.**
- **Practice** giving your talk. Give it to yourself alone at first—perhaps in front of a mirror. Later, have someone listen to you who will offer suggestions for improving it. **Never memorize your talk.** Memorize your outline instead.
- Speak so people can hear and understand you easily. This will come with confidence and practice.
- Speak slowly—talk at a natural speed but change occasionally for emphasis and better attention.
- Watch pronunciation of words. Don't use words you can't pronounce or understand. The words used should **fit** you and **be said in the way you would say it.**
- Use charts or visuals if they help you present the topic and add to your talk.
- Be pleasant. A smile on your face will put a smile in your voice.
- Be at ease.
- Be yourself.
- Be enthusiastic.

NOW—GOOD LUCK.



DEMONSTRATIONS

Value of 4-H demonstrations

- Can help strengthen your 4-H experience by giving you the opportunity to become involved through participation. The more involved you are the more interested you become in your 4-H work.
- Can add variety, spark, interest, and enthusiasm to your 4-H club and program.

Demonstrations provide you opportunities to:

- Work on something you like and have an interest in.
- Learn new knowledge and consequently learn more about your project.
- Acquire the skill of speaking and performing more easily before groups.
- Learn to plan and organize your thoughts so others can learn.
- Tell others about things you are learning in 4-H.

You should begin to give your demonstrations as soon as you become involved in 4-H. For many 4-H'ers, the project meeting is the first opportunity. As you gain confidence, poise, and skill, you then move to monthly 4-H meetings, club days, county and state fairs.

What is a Demonstration?

A demonstration is simply showing and telling how to do something. Have you ever shown someone how to milk a cow, bake a cake, sew on a button, service an air cleaner, or a small engine? If so, then you've given a demonstration. A demonstration is showing by doing or by putting words into action.

A demonstration is a teaching method. Some members may choose to teach by using the illustrated talk. The demonstration and the illustrated talk are both excellent teaching methods. You will need to understand the difference between the two.

One method is of no greater importance or value than the other. The question you need to answer is, "Which method will be the most effective in teaching what I would like to teach?"

Demonstration

1. A demonstration is doing and explaining.
2. A demonstration is showing how.
3. In a demonstration you make something or do something. (There may be an end product, as a salad.)
4. Purpose: To teach.

Illustrated Talk

1. An illustrated talk is talking.
2. An illustrated talk is telling how.
3. In an illustrated talk you show pictures, charts, models, equipment, and other types of visual aids.
4. Purpose: To teach.

Members occasionally confuse a project talk with an illustrated talk. An illustrated talk is not a project talk. They do not accomplish the same purpose. The following illustration may be used in aiding members to understand the differences:

<i>Demonstration</i>	<i>Illustrated Talk</i>	<i>Project Talk</i>
1. Shows how.	1. Tells how.	1. Tells about.
2. Purpose: To teach.	2. Purpose: To teach.	2. Purpose: To inform
3. Age: Any member.	3. Age: Any member.	3. Age: 13 years and under.

Visuals may be used in project talks as in illustrated talks, but they are not required.

Purpose

The most successful demonstrations are those that reflect your own ideas and are expressed in your own words.

The purpose of a demonstration is:

1. To present to an audience the importance of a practice or procedure.
2. To convince them of its value or importance.
3. To create in the audience the desire to put the same practice or procedure to use. When these are achieved, the demonstration has been effective and successful.

Development

You may find consideration of the following items of value in planning and presenting your demonstrations.

1. Select a subject.
2. Gather information.
3. Choose a title.
4. Develop an outline.
5. Choose equipment and visuals.
6. Practice delivery.

Select the subject

The subject should fit your interest, experience or knowledge, and skill. It should seem exciting and not dull, challenging and not routine. 4-H projects are excellent sources of topics for demonstrations. You will be most successful if you select a subject from your own project experience.

When selecting a subject, you might ask yourself the following questions:

- Is it a subject learned as part of my 4-H experiences?
- Is it of interest to others?
- Does it have enough action or doing?
- Can it be seen easily by an audience?
- Can it be given in time allowed?
- Is it within my ability (not too simple—not too difficult)?

If "yes" is the answer to each of these questions, the topic passes and you are ready for the next step.

Gather information

The 4-H project manuals are good sources of information. In addition, publications from Kansas State University may be helpful. Textbooks may be used for reference to give more facts and examples. Circulars, libraries, newspapers, and current magazines contain valuable

information. You may contact local people who are experts in their fields of work. You may also write to manufacturers and processors for ideas. Resources are unlimited.

Be selective in the choice of resources. Make every effort to have the information accurate, up-to-date, and complete.

Choose a Title

Spend time thinking about a choice of titles. This is your first opportunity to capture and gain attention of the audience. Once this is accomplished, you will find it much easier to demonstrate before an audience. Think of the book you have chosen to read because the title was interesting.

Titles that are most effective usually are short, descriptive, and provocative. A title should suggest the demonstration subject without telling the whole story.

Develop an outline

You are now ready to outline your demonstration. In other words, you are now ready to put it down in writing—in an outline form.

All outlines for demonstrations or talks have three parts: the introduction, the body, and the summary or conclusion.

Introduction

The introduction to a demonstration is your second opportunity to capture and gain attention of the audience. If you fail to accomplish this objective with a good title and by use of a clever introduction, you will have to be very skilled to do it once you are in the body of the demonstration.

A good introduction is relatively short and has ingenuity and variety.

Body

One simple form for writing an outline is shown on the back page. This is the main part of the demonstration. This is how the job is done showing each step in the process or procedure.

There are many other types of outlines. The important thing is to find an outline form that has meaning to you and one you will use continuously.

Planning demonstrations by using the outline method teaches organization. This permits you to adjust to change easily and quickly with a minimum of time and effort.

Summary (Conclusion)

A good summary is short, concise, and pertinent. A summary is not relisting the steps but highlighting a few important ideas you want your audience to remember. A member accomplishes this best by motivation—appealing to the values and interest of the audience. The motivation may include such things as saving money, time, or energy.

Prepare for questions

You need to allow time for questions to be asked following a demonstration. Encourage questions following the summary. Knowing questions will be asked, you can prepare ahead of time how to answer questions. Avoid overusing the old, outdated phrase—"The question has been asked"

Questions are asked for two reasons:

1. To clarify some point or points that were not covered or judges failed to hear.

2. To check your knowledge.

In answering questions, you should:

- Give only correct answers to the questioner.
- If you do not know the answer, admit it. Don't bluff!
- If unable to answer a question, refer questioner to some source, if possible.
- Use variety in replying to questions.

Practice delivery

Practice is very important if you want to become a skilled demonstrator. Only through practice can improvement be made and demonstrations polished.

Use of charts

There should be a purpose for using charts. Use charts to:

- Serve as a guide to you.
- Add interest to the title, topic, and ideas presented.
- Focus and hold audience attention.
- Emphasize key points.
- Clarify a complicated processor procedure.
- Show comparisons.
- Summarize main thoughts.

The following guidelines may be helpful to you in lettering charts:

- Make charts large enough to be seen at a distance of 30 feet. To accomplish this, the chart size should be approximately 25 inches by 30 inches.
 - Use letters from 1 inch up to 3 inches high with copy.
 - Make letters of titles about 4 inches in height.
 - Use combination of capital and lower case letters for ease of reading.
 - Use simple block-type letters, as they are easiest to read.
 - Tall, skinny letters and short, squatty, heavy letters are hard to read. Use bold or heavy lined letter in preference to the thin, light lines.
 - To emphasize a word, vary style of letter. Use color to emphasize words.
 - Watch margin and space on charts. Allow for 3 or more inches of margin on top and sides and slightly more on the bottom.
- Color may be used in preparing demonstration charts if used properly. The color may detract, however, if a few principles are not followed.
- Choose colors with care. Color helps attract attention. Use color in small amounts for attracting attention.
 - Colors must contrast. A high degree of contrast between background and copy is important for legibility. Use dark colors on light background and light colors on dark backgrounds.
 - Do not mix color within words. This makes words hard to read. Remember, members need to have color work for them, not against them.



4-H DEMONSTRATION OUTLINE FORM

SUBJECT MATTER _____

TITLE _____

INTRODUCTION _____

BODY

Do	Say	Equipment	Why
1. List step or procedure #1.	1. One, two, or three sentences, for step #1.	1. List equipment needed to do step #1.	1. Give "why" you did it this way.
2. List step or procedure #2.	2. One, two, or three sentences, what you would say for step #2.	2. List equipment needed to do step #2.	2. Give "why" you did it this way.
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

3. Follow this same procedure until you have completed the body of the demonstration. The number of items listed depends on the type and length of demonstration.

Summary (Conclusion) _____



4-H Foods

Demonstration Guide



When you are taking a 4-H Food and Nutrition project, you may share what you learn with others by giving a foods demonstration. Talking in front of a group of friends and other club members can be a little scary at first, but with planning and practice you will be able to give a foods demonstration with ease.

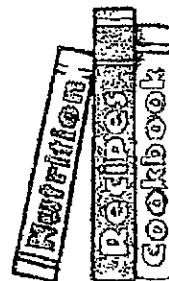
Just what is a foods demonstration? Basically, a foods demonstration is showing a group of others how to prepare a food item; use a cooking technique; or cook an unusual food product. Actually, a demonstration may be easier than a talk, because you have something to do with your hands — you actually show, or demonstrate, what you are talking about.

Have you ever seen anyone do a foods demonstration? Some places you may have seen one are at school, at a 4-H club meeting, at a fair, or on television. By using a foods demonstration to teach others, you can make food preparation look easy and fun, and encourage others to give it a try.

Foods demonstrations in 4-H may be presented at the club, county and state level.

Planning the Demonstration

First, decide what you are going to demonstrate. It may be a food from your 4-H Food and Nutrition project book, a favorite family recipe, or a new food product that you want to try (as long as it is related to your 4-H Food and Nutrition project). The most important thing is to learn the recipe and what the food should look like when it is finished, which means — practice, practice, practice.



Think about how long it takes you to make the food and what it will look like when it is finished. You will have 8 to 10 minutes to do your demonstration. Choose something that you can do in 8 to 10 minutes or something you can demonstrate with some of the steps done ahead of time (such as measuring, chopping, etc.).

Remember, the topic must be related to a 4-H Food and Nutrition project you are taking. Your project book(s) can provide many topic ideas.

Once you have chosen the topic for your demonstration, start by learning all you can about the subject. Your goal is to know more about the topic than you can possibly say in the 8 to 10 minutes.

When preparing for the demonstration, use the following checklist to make sure you have everything that you need:

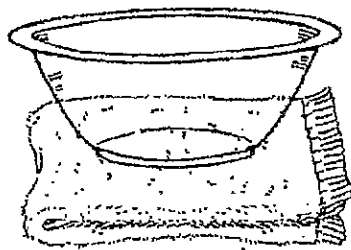
- ✓ List the demonstration steps in order
- ✓ Outline the information you have found that helps explain your demonstration
- ✓ List all equipment you need
- ✓ Practice, Practice, Practice



Getting Ready for the Demonstration

- Measure all ingredients and do any advance food preparation, as necessary (chop, dice, pre-cook).
- Place everything in clear containers – remove lids or covers just before the demonstration.
- Make sure that commercial labels are not left on any of the food containers you will use.
- The demonstration area is the “stage.” Set up the work area so that items you will be using are easy to reach and easy to use within this area. Keep the “stage” area free of distracting items.
- Have a damp cloth ready to wipe up spills and clean the work area and your hands.

Tip: A damp cloth under a mixing bowl also helps keep the bowl from slipping and from making too much noise.



- Set up the ingredients that are pre-measured; remove any lids or plastic wrap. Do you have a damp towel for clean up? The center of the table will be the actual work area — for mixing, slicing, kneading, rolling, etc.

- Trays can be helpful to carry and organize your food items. An empty tray can be used for the emptied containers. Set the trays up so you can work from left to right (or right to left if that is more comfortable for you); taking the ingredients from the left tray, using them in your workspace in the center, and placing the empty container on the right tray.
- If you need to use electrical equipment of any kind, bring along an extension cord and make sure you know how to operate the equipment.
- Clean, plain and simple clothing is best for doing a foods demonstration. An apron may be a good choice for some while others may choose a costume related to the project. Both are okay as long as they do not distract from the foods demonstration. Avoid jewelry, rings, bangle bracelets, long necklaces, long fingernails, and fingernail polish. These can be distracting and may pose a safety problem if they get lost in the food.
- Hair should be neat and pulled away from your face. Make sure that no hair can fall into the food.



Giving the Demonstration

Begin your demonstration by drawing your audience in. Make a statement that they can identify with or that will make them want to prepare this dish. You may want to start out by showing what the finished product will look like. Audience appeal is what you are after.

Introduce yourself. State your name, age, club or county, number of years you have been in foods projects and the number of years you have been doing foods demonstrations. Talk about the recipe. Why did you choose it? Does your family like it? What are its selling points?

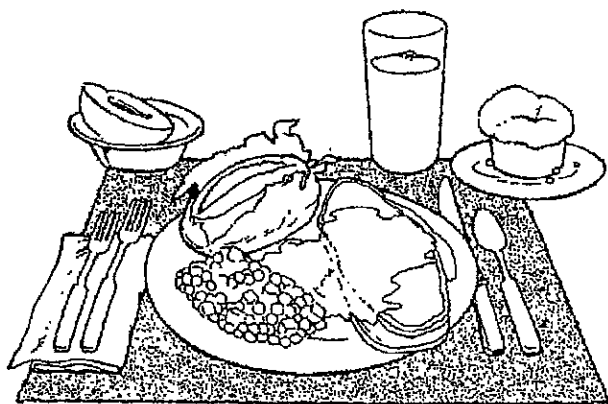
While you are mixing the ingredients, rolling out the dough, shaping the bread — whatever you are doing, talk to the audience and maintain eye contact. Explain a bit of the history of the

food. Tell them the nutritional value of the food you are preparing. Why is this food good to include in their meals? If you are using unusual equipment, special foods, or unfamiliar terms, give them information to help them understand what you are talking about. This is called "filler" and will help keep your audience interested in what you are doing. **Do not** try to talk above a mixer, food processor or other noisy piece of equipment. *Tip: While you are using the "filler" make sure that you do not refer to ingredients as "my" or "your" — call them "the." For example, "my flour" should be "the flour."*

As you finish the steps in the demonstration, clean up the work space and move the trays and soiled articles to another table. Wipe off the area and remove any crumbs into your hand and place the crumbs on the trays with the soiled dishes. Display the finished product as attractively as possible. Make sure that it is appealing and that the audience could sit down and have a bite. You may want to remove one portion of the food and display it on a serving plate with a napkin, utensils and beverage. If you are using a demonstration mirror, be sure to reverse the setting so that it will look right in the mirror. Keep the bottom edge of the utensils in a straight line.

Using Note Cards

If possible, do not use note cards during your demonstration. If you must use notes, make sure they are on small cards placed off to the side of your work area, and only refer to them while



working. Your eyes should be focused toward the audience, which is difficult if you are reading note cards. Look at the audience, relax and smile! Remember to look to the right and left so that you make eye contact with everyone.

Using Posters

Some demonstrators like to use a poster or other visual aid showing the recipe they are using. Others prefer printed recipe cards that are handed out to the audience. Either method is okay. If you use posters, make sure that the writing is easy to read and pleasing to look at. Use a standard-sized piece of poster board (20" x 30") and make the writing large enough to be seen 20 feet away. Use good contrast between poster text and background. Remember, bright colors are often hard to read. If you use a poster of the recipe, you do not need to repeat amounts of ingredients during the demonstration — just name them as you add them.

Summarizing the Demonstration

You have shown the audience what you have made, how easy it is to do and how attractive it can be. Bring your demonstration to a close with a statement by answering the question you asked in the introduction.

Food Demonstration Tips

Food Sanitation Tips

- ✓ Wash your hands before working with food.
- ✓ Do not lick your fingers or utensils, scratch your face, touch your hair, cough into the food, or contaminate the food in any way.
- ✓ If you must touch the food, explain why you are using your hands and why the product is still safe to eat. You may wish to wear plastic food preparation gloves when handling the food.

- ✓ If you have hot or cold ingredients, keep them safe and remind the audience of the importance of food safety.

- ✓ Know the proper temperatures for food safety.

Nutrition Tips

- ✓ The Food Guide Pyramid may be used as a reference.

- ✓ Dietary Guidelines for Americans may be used as a reference.

- ✓ You may explain vitamins and minerals contained in the food, what they are and how the body uses them.

- ✓ Make sure your references are accurate.

Other Presentation Tips

- ✓ If you have forgotten an ingredient — don't make a big deal out of it — just go on and do the demonstration as though you had it.

- ✓ If you have an accident, explain what happened and continue on — anyone can have a problem with food preparation!

- ✓ Be entertaining and informative.

- ✓ Smile and look at the audience.

- ✓ Use a pleasant voice and proper grammar.

- ✓ Make sure everything is clean before you start.

- ✓ Be organized.

- ✓ Speak in a voice that the audience can hear.



Resource Materials

Food Preparation Web Sites

<http://www.nutrition.gov>

<http://www.foodsafety.gov>

<http://www.fightbac.org>

Illinois 4-H Publications

Public Presentations, MB0115 (2000)

Food Guide Pyramid, ME0301a

Communications Guide: Demonstrations, MB0120a (web)

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