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# Communication Manual

# Introduction



The purpose of this manual is to provide you with a basic introduction to 4-H demonstrations, public speaking and educational displays.

You may wish to start by doing a demonstration. You can team up with an older experienced member, and work together.

Public speaking can be fun. Take part in some of the communication and speaking exercises with your program leader. You may wish to do more formal prepared speeches as you gain more confidence.

Educational displays are a project you can work together on with fellow members. You can put your ideas and talents to use to create a project you will be proud of.

As you become more experienced in these program skills, search out other sources of information.

## Demonstrations

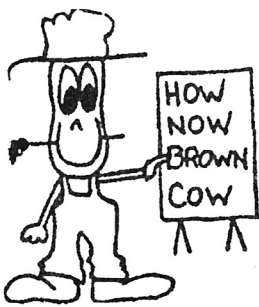


### Purpose of Demonstrating

“Show and Tell” - one of the life skills everyone needs and uses. Therefore, demonstrating should be an important part of the 4-H communicating program. Demonstrating is showing “how” along with telling “what” and “why”.

### Skills Developed Through Demonstrating

- Organizational skills
- Speaking confidence and poise
- Demonstrating and sharing skills and knowledge with others
- Selling a technique in which you believe
- Like other skills, demonstrating should begin simply and progress to more complex ideas and procedures.



### Why, When and Where

Why – because it’s fun and a learning experience. It’s easy for 4-H’ers to find a reason, time or place to demonstrate.

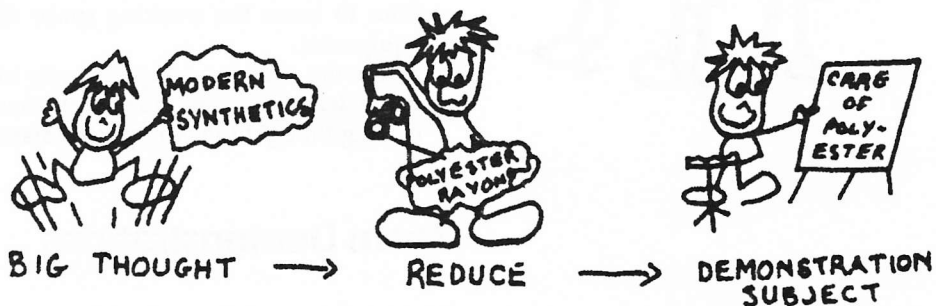
- at club project meetings—two members can learn a skill, e.g. hemming stitch, and demonstrate it to other members
- at general meetings - demonstrate new skills and ideas
- to the community, at fairs, in shopping malls; promote 4-H and share the knowledge as an “expert” on a subject
- at demonstration competitions

4-H’ers should begin during their first year to do simple, short demonstrations, and progress to longer more difficult ones as they gain confidence.

Demonstrations are done in teams of two members. It requires cooperation, but can be fun. Besides "two heads are better than one."

## Selecting a Demonstration Topic

1. What are we interested in? What would we like to teach others?
2. Is it practical and useful to our audience and ourselves?
3. Can we "show and tell" this topic with actions and words in ten minutes or less?
4. Is the topic *specific* enough? (i.e., one idea?)
5. Will the topic be easy to demonstrate in the space available?
6. Do we have access to the equipment we need?
7. Do we know enough about this topic? Where can we find more information?



## Preparing a Demonstration

Just starting is often a big hurdle in a job like this. This outline will help!

- Plan a catchy title which is descriptive of the topic.
- Plan a clear title poster.

### 1. Introduction

- Catch the audience's attention! Introduce yourself (and partner). Introduce the topic and tell why it is important and interesting to you and "sell" it to the audience.

### 2. Body or Main Part

- This should take about 4/5 of the total time. In a 10 minute demonstration:
- Introduction – 1 minute, Body – 8 minutes, Summary – 1 minute
- Write notes about the sequence of the demonstration.
- Plan using this "3 column method":



Every demonstration needs a skeleton

What to Do	What to Say	What is Needed
1. Prepare screens and grain for cleaning.	Explain use of screens, sizes, shapes of openings.	Set of screens and samples of grain.
2. Place grain on screen and shake.	Explain grain left and grain that falls through.	Small hand scoop pans to catch seeds.



Each step should tell:

- WHAT is being done
- HOW it is being done
- WHY that method is used

Coordinate the speaking with the demonstrating and plan how equipment will be used.

### 3. Summary

- Leave a lasting impression on your audience.
- Review in short form the steps or points you want the audience to remember.
  - A poster helps.
- Plan a display method for the finished product.
- Plan to leave the working space tidy and plan how to remove the equipment.
- Allow the audience an opportunity to ask questions.
- Bring demonstrations to a definite close with a courteous ending. Tie your closing thought to your opening statement and title.

## Team Demonstrations

Divide talking and demonstrating responsibilities as evenly as possible. Here is a sample outline:

Introduction	A – Talking	B – Acknowledge when introduced. B – Put up title poster.
Body (2 parts)	A – Demonstrate A – Talking	B – Talking B – Demonstrate
Summary	A – Point to poster A – Display finished product A – Be prepared to answer questions	B – Talking B – Be prepared to answer questions

## Equipment



- Choose uniform, plain, practical equipment
- Label containers clearly
- Avoid brand names
- Transparent dishes or jars allow audience to see contents
- Place equipment conveniently for each demonstrator
- One should not reach in front of a teammate
- Carry small or messy articles on a tray
- Keep equipment in background until needed
- A slanted table or mirror at an angle above the table helps the audience view the demonstration process
- Tack a paper bag to the table edge to dispose of garbage, if necessary

## Timing

Practice working through the steps without talking, then insert the demonstrating. The length of the demonstration depends on demonstrator's age, topic and experience. For competitions there will be an 8 to 10 minute time limit.

## Presentation

Be natural and sincere, yet purposeful. Speak as if a friend has asked how you did a job.

Speak from knowledge of the information. Try not to memorize, but write notes on cards, rather than papers which are noisy. Coloured headings help you find your place! See the "Public Speaking" section for more help with presentation techniques.

## Appearance

Your appearance as you greet the audience has a lasting impression. Dress neatly and appropriately for the job and topic. Club uniforms are a good choice.

## Answering Questions

It is a good idea to repeat the question or include it in the answer so that the whole audience hears it. Answer as well as you can. If you don't know, say so and offer to try and find an answer and report to the person.

## Evaluation

Study the demonstration score card to see what points are information in a presentation.

## Resources

- Slide Series #153, *How To Give a Good Demonstration*.
- 4-H Publication #143 (A), *Demonstration Score Card*.
- 4-H Publication #1805, *Communication Leaders Guide*.

