4-H Project Demonstrations  
For 4th & 5th Grade Members

Join the fun! Share your skills! Presenting a demonstration gives you a chance to share something you have learned with your class. Be sure it is a teaching moment.

**Guidelines to Follow**

1. In a demonstration you should both show and tell how to do something. You may also show how to make something or how something works. Choose a topic that is neither too complicated nor too simple. All topics must be approved by your teacher.
2. All 4-H members must do individual demonstrations. No partners allowed.
3. Both posters and project materials (props) should be used in a demonstration along with the spoken script (speech). Posters are highly recommended but not required.
4. Do Not use live animals or babies. Do Not use audience participation. Do Not use videos, DVDs, or power point programs. Do Not use tri-fold boards instead of posters. Do Not bring any items that are prohibited at school.
5. Do Not demonstrate volcanoes, “gak” or “goop”, simple sandwiches, slice and bake cookies, or paper-folding (origami) crafts. They are too simple or too messy.
6. Your demonstration should be no more than 5 minutes long.
7. A good demonstration has three main parts: Introduction, Body and Conclusion.
Steps in Planning and Giving a Demonstration

1. Planning
   - Choose one simple idea that you are comfortable teaching.
   - First, plan the **Body** by listing the steps involved in the demonstration. Write an explanation to go with each step. Plan how to show each step.
   - Plan the **Conclusion** next, restating the main points. Be sure to show the finished product if you have one and give the source of your information.
   - Then, plan the **Introduction**. This should introduce your topic, not you. Select a catchy title. Think of an opening statement that lets your audience know what you are demonstrating and the purpose of your presentation.
   - If your demonstration has a number of steps that require some “waiting time” in between the steps, plan to bring examples of the project at each stage in the process. This is often the case with crafts or foods, and will require more materials. This is how you can show the whole project within the time limit.

2. Preparation
   - Make a list of all materials and equipment needed. Gather these supplies.
   - Make a **minimum of 3 posters** (Not tri-fold boards) for your demonstration. (Posters are highly recommended, but not required.)
     - Title Poster
     - Supplies Poster - or list of ingredients or materials.
     - Directions Poster – or steps to follow.
   - Letters and pictures should be large enough to be seen across the classroom.
   - Letters on title posters should be at least 2-3 inches high. Letters on other posters should be around 1 – 2 inches high.
   - Block letters are easiest to read. All letters on one poster should be the same color for ease of reading.
   - Posters may be on white or colored poster board. Use dark colors on light backgrounds and light colors on dark backgrounds for contrast.
   - Here is a website with more great tips for posters.
   - Prepare demonstration according to your plans.
   - Make sure your information is correct and that you include your source.
   - Remember time limit: **under 5 minutes**.
   - Practice! Practice! Practice!

3. Presentation
   - Check and re-check to make sure you have everything you need.
• Don't introduce yourself; just start with your topic introduction.
• Remember to speak slowly and clearly. Be yourself!
• Smile! Look at your audience whenever possible.
• Keep your working area neat and clean. Remember to keep all bowls, boxes, etc. to the side of you and "work" in the center. Have towel ready for any messes.
• Tell your source of information and show a finished product if you have one.

### Demonstration Rubric

<table>
<thead>
<tr>
<th></th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use of Language</strong></td>
<td>vivid, descriptive, good</td>
<td>some descriptive language</td>
<td>language confuses</td>
<td>hard to understand,</td>
</tr>
<tr>
<td><strong>Body Language</strong></td>
<td>enunciation, good volume</td>
<td>some good grammar</td>
<td>audience, many</td>
<td>soft voice, poor</td>
</tr>
<tr>
<td></td>
<td>good use of grammar</td>
<td>few &quot;ums&quot;</td>
<td>&quot;ums&quot;, &quot;ers&quot;, &quot;likes&quot;</td>
<td>grammar</td>
</tr>
<tr>
<td></td>
<td></td>
<td>good volume</td>
<td>softer voice</td>
<td></td>
</tr>
<tr>
<td><strong>Preparation &amp; Information</strong></td>
<td>relaxed, gestures, good</td>
<td>few gestures,</td>
<td>no gestures,</td>
<td>nervous, no movement,</td>
</tr>
<tr>
<td></td>
<td>posture, consistent</td>
<td>fairly consistent</td>
<td>little eye contact</td>
<td>no eye contact</td>
</tr>
<tr>
<td></td>
<td>eye contact</td>
<td>eye contact</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Effect on audience</strong></td>
<td>Very well prepared</td>
<td>somewhat prepared</td>
<td>little preparation</td>
<td>not prepared</td>
</tr>
<tr>
<td></td>
<td>accurate info, up-to-date</td>
<td>good info</td>
<td>some good info</td>
<td>no relevant info</td>
</tr>
<tr>
<td></td>
<td>kept audience attention</td>
<td>audience somewhat attentive</td>
<td>audience less attentive</td>
<td>audience bored</td>
</tr>
<tr>
<td><strong>Demonstration</strong></td>
<td>does a complete demo</td>
<td>brings in materials</td>
<td>talks about materials</td>
<td>no demo or materials</td>
</tr>
<tr>
<td><strong>Poster</strong></td>
<td>title, steps, materials</td>
<td>title</td>
<td>title</td>
<td>no posters</td>
</tr>
<tr>
<td></td>
<td>neat, organized</td>
<td>neat, organized</td>
<td>less neat</td>
<td>sloppy</td>
</tr>
</tbody>
</table>