

# Kalamazoo County 4-H

## Demonstration Project Guidelines

Project Leaders/Superintendents: Mary Wilkins - [mwilk94227@aol.com](mailto:mwilk94227@aol.com)

Project Social Media: N/A

### Project Objectives & Life Skills\*

- Learn how to research a topic, organize the facts in a logical order to present to an audience.
- Learn to work and share ideas with others.
- Learn how to engage your audience.
- Explore different ways to present your topic and decide which one will work best for your chosen topic.
- Head
  - Wise use of resources
  - Planning/organizing
  - Critical thinking
  - Problem solving
- Heart
  - Communication
  - Social skills
  - Sharing
  - Nurturing relationships
- Hands
  - Leadership
  - Team work
  - Contributions to group effort
  - Marketable Skills
- Health
  - Self-esteem
  - Managing feelings
  - Stress management
  - Self-discipline

*\*note these life skills are just some examples of what 4-H members will learn in this project*

#### Additional Resources:

[Key Elements of the 4-H Demonstration—Maine](#)

[Demonstrations for 4-H Members—Ohio](#)

[4-H Demonstrations - 2023 Compilation Video](#)

[Demonstration Worksheet—Missouri](#)

[Shop 4-H Public Speaking Curriculum](#)

[5 Storytelling Tips: How to Tell Great Stories When Speaking To An Audience](#)

[Performing Arts Project Spark Sheet—Kansas](#)

MSU is an affirmative-action, equal-opportunity employer, committed to achieving excellence through a diverse workforce and inclusive culture that encourages all people to reach their full potential. Michigan State University Extension programs and materials are open to all without regard to race, color, national origin, gender, gender identity, religion, age, height, weight, disability, political beliefs, sexual orientation, marital status, family status or veteran status. Issued in furtherance of MSU Extension work, acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Quentin Tyler, Director, MSU Extension, East Lansing, MI 48824. This information is for educational purposes only. Reference to commercial products or trade names does not imply endorsement by MSU Extension or bias against those not mentioned.

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Accommodations for persons with disabilities may be requested by contacting the event contact Kalamazoo County 4-H two weeks before the start of events at 269-383-8830 or [msue.kalamazoo@msu.edu](mailto:msue.kalamazoo@msu.edu). Requests received after this date will be honored whenever possible.

## Demonstrations

### Guidelines:

- Members may compete in up to two demonstrations or performances as long as they are not in the same class (i.e. a demonstration plus a speech, a team plus an individual demonstration, a speech plus a performance, a solo plus a duet, or two solo performances on different instruments).
- Team/Groups must follow the specified member allotment.
  - Team demonstrations are limited to 2-4 members.
  - Group demonstrations may have more than 4 members.
- Each youth will register for the class and then communicate with the performance/demonstration project leader who is on the team or in the group.
- **Individual demonstrations are limited to a minimum of 3 minutes and a maximum of 5 minutes. For team or group demonstrations EACH member must talk for a minimum of 2 minutes and a maximum of 3 minutes. performances will be limited to a minimum of 3 minutes and a maximum of 5 minutes. Questions at the end from the audience or judge will not be counted against your time.**
- Suggested learning activities
  - Research topic
  - Logical organization of facts
  - Become familiar with equipment and/or animals used in demonstration
  - Learning to work and share ideas with others
  - Frequent practice and presentation.
  - Observe a speaker
  - Talk with minister, public official, or any other person whose job revolves around public speaking or demonstrations
- **If you signed up for a class in this department and decide not to participate, please let the 4-H office know ASAP.**
- Score sheets are at the end of this document to help youth know what the judge(s) will be looking for in their act and will provide feedback to the youth.
- Date and time of the Demonstrations event is TBD but will be posted in the 4-H newsletter closer to the fair.
- Please make sure all performers are at the event no later than 30 minutes prior to the start time with all of their equipment so everyone can get the order of performances and set up prior to the start time so everything can run as smoothly as possible.
- Family and friends are welcome to watch the performances but are asked to stay for the duration of all demonstrations.

### Section A –Public Speaking and Still Demonstrations

- Individual/team demonstrations
  - Make sure to bring all the equipment with you to your demonstration. The only equipment that might be available for use is a table upon request. Requests for a table must be made at least a week prior to demonstrations.
  - The subject matter is up to the individual or team but must be age/grade appropriate.
  - Demonstrations should show the audience how to do something.
- Individual speech
  - Speech topic is up to the individual but should be age/grade appropriate.
  - The more you like your topic the more engaging you will be to your audience, so it is recommended to pick a topic that you find interesting.
  - Speeches can use visual aids but visual aids/equipment needed must be brought in by the 4-H'er.

- Storytelling
  - This class is for an individual to tell a story.
  - The story can be fiction, nonfiction.
  - Decide what the purpose of your story is. Is it to inform, persuade, enlighten, entertain, etc.?

#### Section B–Live Animal Demonstrations

- Individual/Team/Group Animal Demonstration
  - Make sure to bring all equipment/animals with you to your demonstration. The only equipment that might be available for use is a table upon request. Requests for a table must be made at least a week prior to demonstrations at the 4-H office.
  - The subject matter is up to the individual/teams/groups but must be age/grade appropriate.
  - Demonstrations should show the audience how to do something.

#### Section C–Performances

- All Performances must be a minimum of 3 minutes and a maximum of 5 minutes.
- Performances may include ballet, dance, pantomime, dramatic readings, skits, instrumental or vocal music, etc.
- For Duet and Group performances each youth should enter the class number and communicate with the 4-H office who they are performing with.
- Solo performance is one youth performing.
- The duet performance is two youth performing together.
- Group performance is 3 or more youth performing together.

## Kalamazoo County 4-H Demonstrations and Speeches Scorecard–Individual

4-H'ers Name: \_\_\_\_\_ Years in Project: \_\_\_\_\_

Title of Demonstration: \_\_\_\_\_ Total Time of Demonstration: \_\_\_\_\_

Placing (Circle One):      A (blue)      B (Red)      C (White)

| Items Judge is looking for...  | Comments and Suggestions |
|--|--------------------------|
| <p><b>Participant:</b></p> <ul style="list-style-type: none"> <li>● General appearance and grooming</li> <li>● Poise and confidence</li> <li>● Strong clear voice</li> <li>● Proper grammar usage</li> </ul>   |                          |
| <p><b>Subject Matter:</b></p> <ul style="list-style-type: none"> <li>● Limited to one central idea</li> <li>● Is the topic important, practical, and timely?</li> <li>● Is the information up to date and accurate?</li> <li>● Is the topic well covered?</li> </ul>   |                          |
| <p><b>Demonstration:</b></p> <ul style="list-style-type: none"> <li>● Was the introduction brief and interesting?</li> <li>● Was the information given in a logical manner?</li> <li>● Were all the steps and processes made clear?</li> <li>● Did they use the correct equipment for the demo?</li> <li>● Was the equipment used with skill and ease?</li> <li>● Were the visuals large enough and used well?</li> <li>● Demo is easily seen by the audience.</li> <li>● Were the important points summarized?</li> </ul> |                          |
| <p><b>Results:</b></p> <ul style="list-style-type: none"> <li>● Were the methods and principles well taught?</li> <li>● Finished product is of high quality</li> <li>● Result is displayed</li> <li>● Questions answered clearly and satisfactorily</li> </ul>   |                          |

Additional Comments/Questions: \_\_\_\_\_

---



---



---



---



---



---

## Kalamazoo County 4-H Demonstrations Scorecard–Team/Group

4-H'ers Names: \_\_\_\_\_

Title of Demonstration: \_\_\_\_\_ Total Time of Demonstration: \_\_\_\_\_

Placing (Circle One):      A (blue)      B (Red)      C (White)

| <b>What the Judge is looking for...</b>   | <b>Comments and Suggestions</b> |
|---|---------------------------------|
| <b>Participants:</b> <ul style="list-style-type: none"> <li>● General appearance and grooming</li> <li>● Poise and confidence</li> <li>● Strong clear voice</li> <li>● Proper grammar usage</li> </ul>  |                                 |
| <b>Subject Matter:</b> <ul style="list-style-type: none"> <li>● Limited to one central idea</li> <li>● Is the topic important, practical, and timely?</li> <li>● Is the information up to date and accurate?</li> <li>● Is the topic well covered?</li> </ul>   |                                 |
| <b>Demonstration:</b> <ul style="list-style-type: none"> <li>● Was the introduction brief and interesting?</li> <li>● Was the information given in a logical manner?</li> <li>● Were all the steps and processes made clear?</li> <li>● Did they use the correct equipment for the demo?</li> <li>● Was the equipment used with skill and ease?</li> <li>● Were the visuals large enough and used well?</li> <li>● Demo is easily seen by the audience.</li> <li>● Were the important points summarized?</li> </ul> |                                 |
| <b>Results:</b> <ul style="list-style-type: none"> <li>● Were the methods and principles well taught?</li> <li>● Finished product is of high quality</li> <li>● Result is displayed</li> <li>● Questions answered clearly and satisfactorily</li> </ul>   |                                 |
| <b>Team/Group:</b> <ul style="list-style-type: none"> <li>● Did the team/group work effectively together?</li> <li>● Did they share the spotlight/speaker role?</li> </ul>  |                                 |

Additional Comments/Questions: \_\_\_\_\_

## Kalamazoo County 4-H Performance Scorecard–Solo

4-H'ers Name: \_\_\_\_\_ Years in Project: \_\_\_\_\_

Title of Demonstration: \_\_\_\_\_ Total Time of Demonstration: \_\_\_\_\_

Placing (Circle One):      A (blue)      B (Red)      C (White)

| What the Judge is looking for...   | Comments and Suggestions |
|--|--------------------------|
| <b>Participant:</b> <ul style="list-style-type: none"> <li>● General appearance and grooming</li> <li>● Poise and confidence</li> <li>● Does the performer appear to be having fun?</li> </ul>   |                          |
| <b>Audience Appeal:</b> <ul style="list-style-type: none"> <li>● Does the Audience enjoy the act?</li> <li>● Is interest sustained through the performance?</li> <li>● Does it communicate something?</li> </ul>                               |                          |
| <b>Content:</b> <ul style="list-style-type: none"> <li>● Is the material presented in good taste and suitable for the performer's age?</li> <li>● Is the performance easy to follow? Run smoothly? Build around a theme?</li> </ul>            |                          |
| <b>Performance:</b> <ul style="list-style-type: none"> <li>● Is the performer prepared and well rehearsed?</li> <li>● Can you hear and understand the performer?</li> <li>● Does the performer have animation and good showmanship?</li> </ul> |                          |
| <b>Costuming/Outfit:</b> <ul style="list-style-type: none"> <li>● Is the outfit/costume in good taste?</li> <li>● Do the costume/outfit enhance and add to the act?</li> </ul>   |                          |
| <b>Creativity:</b> <ul style="list-style-type: none"> <li>● Is this an original act/performance?</li> <li>● Is it a creative adaptation from existing works?</li> </ul>  |                          |

Additional Comments/Questions: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Kalamazoo County 4-H Performance Scorecard–Duet/Group

4-H'ers Names: \_\_\_\_\_

\_\_\_\_\_

Title of Demonstration: \_\_\_\_\_ Total Time of Demonstration: \_\_\_\_\_

Placing (Circle One):      A (blue)      B (Red)      C (White)

| <b>What the Judge is looking for...</b>  | <b>Comments and Suggestions</b> |
|--|---------------------------------|
| <b>Participants:</b> <ul style="list-style-type: none"> <li>● General appearance and grooming</li> <li>● Poise and confidence</li> <li>● Do the performers appear to be having fun?</li> <li>● All group members participated</li> </ul>     |                                 |
| <b>Audience Appeal:</b> <ul style="list-style-type: none"> <li>● Does the Audience enjoy the act?</li> <li>● Is interest sustained through the performance?</li> <li>● Does it communicate something?</li> </ul>                             |                                 |
| <b>Content:</b> <ul style="list-style-type: none"> <li>● Is the material presented in good taste and suitable for the performers' age?</li> <li>● Is the performance easy to follow? Run smoothly? Build around a theme?</li> </ul>          |                                 |
| <b>Performance:</b> <ul style="list-style-type: none"> <li>● Are all performers prepared and well rehearsed?</li> <li>● Can you hear and understand the performers?</li> <li>● Do performers have animation and good showmanship?</li> </ul> |                                 |
| <b>Costuming/Outfit:</b> <ul style="list-style-type: none"> <li>● Is the outfit/costume in good taste?</li> <li>● Do the costumes/outfit enhance and add to the act?</li> </ul>  |                                 |
| <b>Creativity:</b> <ul style="list-style-type: none"> <li>● Is this an original act/performance?</li> <li>● Is it a creative adaptation from existing works?</li> </ul>  |                                 |

Additional Comments/Questions: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_