



**An illustrated talk tells “how,” using visual aids. These aids can include charts, posters, photos, computer programs, slides, pictures, models or cut-outs. The presentation should have clearly identifiable sections including an introduction, main body, and conclusion.**

The primary differences between an illustrated talk and a demonstration:

- An illustrated talk is talking and a demonstration is doing.
- An illustrated talk tells something while showing visuals, and a demonstration shows and tells how to do something.
- In an illustrated talk, the presenter uses pre-made charts, posters, photographs, computer programs, slides, pictures, models, and/or cutouts to support the information given. In a demonstration, the presenter may do the same, but also makes or does something to create a finished product.

## Visual Aids

Visual aids are encouraged. Product labels should be limited to generic names and product names should be covered. The work area and table space used for the presentation should be used to the speaker’s best advantage. Handing out flyers and samples should not cause a distraction.

## Length

Cloverbud, ages 5-7: 1-5 minutes

Junior/Intermediate, ages 8-13: 3-7 minutes

Senior, ages 14-18: 7-20 minutes

No specific point penalties will be applied for an illustrated talk over or under time suggestions. Judges may score a presentation at a lower quality if time was not used properly.

## Number of Presenters

An individual presentation is delivered by one speaker. A team presentation is delivered by up to three speakers. Team members should divide work and speaking parts equally. An uneven distribution of work or speaking parts will impact the evaluation, as speakers are evaluated as a team.

## Questions

Anyone may ask questions. Evaluators/judges generally ask questions first. Time for questions may be limited, if necessary for schedule.

## Notes

Use of notes for illustrated talks is discouraged. Posters and/or visual aids should provide any necessary prompting.

## Attire

Appropriate attire for the occasion. Costumes may be used.





**In contrast to an illustrated talk, a demonstration shows and tells how to make or do something. The presentation should have clearly identifiable sections including an introduction, main body, and conclusion, often ending in the creation of a final product.**

## Posters and Slides

The posters should address the following points:

- Introduction / Title
- Materials
- Process
- Summary

## Visual Aids

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If you make the peanut butter and jelly sandwich in front of the audience, it is a demonstration. If you tell the audience how to make a peanut butter and jelly sandwich using visual aids, it is an illustrated talk.

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# 10%

## Introduction

**USE AN OPENING DEVICE OR STORY HOOK** to create interest in your topic. Present the main idea, which can be the purpose of your presentation, a topic sentence. Preview the main points in the body of the presentation.

An opening device can be:

- An interesting statistic
- A thoughtful question
- A clever story
- A bold question or statement

# 80%

## Body

**TELL AND SHOW.** Tell the main points or demonstrate the process for making an item.

When preparing the body of the presentation, consider the following:

- What is the best way to share with the audience?
- What information should be included?
- What steps do I need to tell or show?
- What is the logical order for telling or showing?
- What should I say to explain the order or to give additional information?
- What materials and supplies do I need?
- How will I share a reference list, if necessary?
- What would be the best way to visually enhance my presentation – slides, supplies, posters?

When demonstrating, have something useful to say while performing the actions. Give supplemental information, particularly if the steps of a process take longer. It is fine to be silent for brief periods while showing a process, but it is good to have more information prepared to share than you might actually need.

Some presentations pose problems such as long intervals between steps. For example, if showing a fabric dyeing process, there may be drying time. Avoid this problem by planning the presentation carefully to have props and supplies ready at various stages. For instance, with fabric dyeing, it may be necessary to demonstrate dyeing one color and having wet fabric, but to complete the next step and add a second color, it would be important to already have a dyed and dried piece ready to continue the next steps..

# 10%

## Conclusion

**INCLUDE A SUMMARY OF THE BODY'S MAIN POINTS** and use a closing device or hook to make the presentation memorable. Try to recap important points without stiffly restating supplies and steps. The introduction and conclusion can use the same concept or hook to “bookend” a presentation. A catchy summary of why the topic was important or how it will be used is preferred.

# Spread a little too thin?

## INTRODUCTION

Sometimes I have days where I feel spread a little thin. I have sports practice before school, all my classes, music lessons after school and then church youth group. I barely have time to eat, so I can't waste time preparing a snack or meal, but I still need something healthy that will stick with me so I have energy. That is when the classic peanut butter and jelly sandwich comes to the rescue!

Today, I'll explain how to make a power-packed snack for days that are spread too thin.

## BODY

I'll start by setting out a plate. I try to work over a plate, because when I'm in a rush, I don't want to clean the counter. I like to think ahead, so I can minimize clean up. I'll add the peanut butter to the whole wheat bread. I like to use whole wheat bread because it is more nutritious. The wheat seed is made up of the germ, the bran and the endosperm. Each part of the grain contributes different nutrients. White bread is made only of endosperm. When choosing a whole grain product, look at the label and make sure one of the first ingredients says "whole wheat" or "whole grain."

Now I will spread the peanut butter on a slice of bread. I try to get peanut butter to the very edges because I think a sandwich is better if the crust is as tasty as the middle. I spread it thicker if I am very hungry. Peanut butter is a great source of protein. Peanuts have been around since as early as 950 B.C. I suspect many cultures figured out how to make paste or butter from the peanuts. However, in U.S. history, two people are of particular interest on the peanut butter path. First, George Washington Carver started researching uses for peanuts following the Civil War. Carver developed ways to use peanut butter, but it was Dr. John Harvey Kellogg (who crosses my mind when I eat cold cereal) who patented the product. Peanut butter is known for high protein content and was important as an inexpensive source of protein during the World Wars for both the troops and those on the homefront.

Next I will add jam. I prefer to use a spoon to spread jam on the second slice of bread. I pick jam over jelly because it has more fruit in it. I also like to make my own jam in fall when fresh fruit is available. There is quite a bit of sugar added to jam, but I hope I still get a little of the nutritional value of the fruit.

Speaking of fruit, I often like to add sliced banana to my sandwich to give it more nutrition. Bananas are most known for their potassium content, but they are also a good source of

Vitamins C and B6. Potassium helps with heartbeat regulation and helps build muscles. Vitamin C is known for healing the immune system and also aids in the function of skin collagen, which helps with everything from aging and wrinkles to healing wounds. Vitamin B6 helps the body make good use of protein. Since the peanut butter has protein, I think the banana is a smart addition to this sandwich. I like to put sliced bananas on the peanut butter to help the slices stick in place.

Now I'll top the sandwich with the bread and jam. I like to slice my sandwich diagonally.

I'll add a glass of milk with this sandwich and a few carrots for a balanced meal or snack.

## CONCLUSION

Remember, for a quick snack or meal, think of peanut butter for protein, whole grain bread with jam, jelly or honey and a piece of fruit. Between the protein of peanut butter and fiber in the whole grain, my hunger shouldn't need my attention again for several hours. I have found that this snack gets me through thick and thin on the days when I feel spread a little thin.

Are there any questions?

The woman in the yellow wondered if I have a preference in peanut butter and I do! I prefer smooth and creamy peanut butter over chunky.

Are there any other questions?

If not, thank you for your time. I hope I didn't spread it on too thick for you!

### Supplies:

- Whole wheat bread
- Peanut butter
- Jam, jelly or honey
- Banana (optional)
- Knife and spoon
- Plate

### Steps:

1. Spread peanut butter on bread
2. Add jam, jelly or honey
3. Add sliced banana
4. Top with bread
5. Eat and enjoy

# 4-H Demonstration and Illustrated Talk



Date: \_\_\_\_\_

Member Name: \_\_\_\_\_ Age: \_\_\_\_\_  Junior/Int (8-13)  Senior (14-18)

Member Name: \_\_\_\_\_ Age: \_\_\_\_\_  Junior/Int (8-13)  Senior (14-18)

County: \_\_\_\_\_ Title: \_\_\_\_\_

Indicate point value that most closely matches performance.

Performance	1 point	2 points	3 points	4 points	Points
<b>Introduction</b>	Lacks opening statement.	Brief or inadequate introduction of topic or self.	General introductory statement, stimulates interest in subject, personal introduction concise and complete.	Outstanding opening remarks, clear and concise introduction, smooth transition into presentation.	
<b>Understanding of subject</b>	Presenter shows no clear understanding of subject.	Shows some areas of misunderstanding or confusion.	Clear evidence of understanding through use of information and handling of questions.	Exhibits excellent grasp of information during presentation and handling of questions.	
<b>Body of Presentation</b>	No logical sequence of theme, random jumping around, irrelevant information.	Presentation follows somewhat of a logical progression. Some areas of disorder and confusion.	Information pertains directly to theme, logical and easy to follow order.	Excellent organization of theme and progression of information. Creative, deliberate progression.	
<b>Voice</b>	Volume, pronunciation or vocal variation need improvement.	Voice and language are adequate.	Voice and language are skillful and effective.	Volume, tone, inflection, timing and language are used to enhance presentation.	
<b>Manner and Appearance</b>	Appearance, body language or gestures need improvement.	Appearance and mannerisms are appropriate.	Appearance and mannerisms are presented with business-like conduct and style.	Appearance and mannerisms are presented with professional demeanor and personal style.	
<b>Visual Clarity</b>	Visual aids not clear or work area unorganized.	Visual aids and work area are clear and organized.	Visual aids and work area are well organized and effective.	Visual aids and work area organization creates a visually cohesive presentation.	
<b>Summary</b>	No summary or closure.	Minimal summary or new material introduced.	Main points concisely reviewed, feeling of closure conveyed. No material introduced.	Clear concise summary, logical closure, main theme, points and statement of purpose reemphasized in brief manner.	
<b>Questions</b>	More practice needed to answer questions.	Questions answered or handled when unable to provide answers.	Skillfully answers questions and relates them to the presentation.	Questions are used to extend the teaching of the presentation.	

Ribbon Placings: BLUE 32-24 points RED 23-16 points WHITE 15 points and below

Presentation Time \_\_\_\_\_

Total Points \_\_\_\_\_

