



Understanding Demonstrations

Created: 01/2024 by the National FFA Organization

Students will explore what a demonstration (presentation) is and how to develop and will present one with a partner.

Student Learning Objectives:

After completing these activities, students will ...

- 1. Identify the three types of demonstrations used.
- 2. Create a demonstration with visual aids.
- 3. Present a demonstration using visual aids.

Suggested Grade Level:

Grades 9 and 10 (This lesson is written so instructors can scale up or down based on class needs.)

Suggested Time: 60 minutes, you may need an extra class period for presentations. (*Time requirements may vary based upon student understanding and class schedule.)

Resources/References:

- 1. Website: University of Maine Cooperative Extension, <https://extension.umaine.edu/cumberland/4h/events/demonstration-public-speaking/giving-a-presentationdemo/>

Related Resources:

- 1. Presentations, <https://FFA.box.com/s/alq8c3wfii61ljula8fc3t0dumud78gm>

Equipment and Supplies Needed:

- 1. A copy of the “Understanding Demonstrations” worksheet for each student
- 2. Internet access to play the video in real time or embed it in a PowerPoint ahead of time
- 3. Supplies for making a peanut butter and jelly sandwich (bread, plate, knife, peanut butter, jelly, etc.)

Vocabulary:

- 1. Demonstration
- 2. Introduction
- 3. Body
- 4. Conclusion
- 5. Informative
- 6. Persuasive

Cross-Curricular Connections:

English/Language Arts	Technology
Develop a demonstration speech.	Create slides or other digital visual aid for demonstration.

Virtual Instruction Ideas:

This lesson can be taught virtually. All student handouts can be sent or posted electronically. The video can be accessed on YouTube by students. All links can be posted onto the preferred learning management system. The demonstration can be recorded or delivered during a live virtual class session.

Student Activity Sheets:

Direct access to student activity sheets without lesson plan or answer key for easy upload to a learning management system or printing for classwork.

<https://ffa.box.com/s/f8kfz4qub3z75v8wolpz9dmvz6rlpeqy> (Word)

<https://ffa.box.com/s/rr4edzf94d42w03kt9waf7smwy9bmqop> (Non-Designed Word)

<https://ffa.box.com/s/6hq2tob8ux7mnhpisl04tmjlej6kjhv> (PDF)

<https://docs.google.com/document/d/1S9ksxVOdvMzEfIKB2Ke7rdM9kfE4rb9oGqfrskaakR4/copy> (Google)

These Activities Are Aligned to the Following Standards:

FFA Precept

- FFA.PL-B.Relationship: Build relationships, work as a team player and appreciate the talents of others.
- FFA.PL-D.Character: Conduct oneself appropriately in relation to others regardless of the situation.
- FFA.PL-E.Awareness: Understand personal vision, mission and goals.
- FFA.PL-F.Continuous Improvement: Accept responsibility for learning and personal growth.
- FFA.PG-I.Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career success.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.

Common Core – Writing

- CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- CCSS.ELA-LITERACY.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Common Core – Speaking and Listening

- CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- CCSS.ELA-LITERACY.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- CCSS.ELA-LITERACY.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

AFNR Career Ready Practices

- CRP.02. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.

- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- CRP.11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems.
- CRP.12. Work productively in teams while using cultural/global competence. Career-ready individuals positively contribute to every team, whether formal or informal.

Partnership for 21st Century Skills

- Collaboration
- Communication
- Work Creatively with Others
- Initiative and Self-Direction
- Information Literacy
- Information, Communications and Technology Literacy

Lesson Plan:

1. **Bell Ringer:** Write down the instructions to make a peanut butter and jelly sandwich. (You can use Nutella and bananas if there is a peanut allergy in the class.)
2. **Introduction:** *Note: You will need to have supplies ready for the introduction. Supplies will include a table, bread, peanut butter (or alternative), jelly, a paper plate and a butter knife. *Today, I would like to demonstrate how to make a peanut butter and jelly sandwich. But I need your assistance. I will take a couple of volunteers to read their instructions out loud while I'll follow along exactly.* Choose two or three students to read their instructions out loud. Make the sandwich exactly how their instructions say, even if it is silly. The point is to show students the importance of including specific and thorough details in a demonstration.

What went well with this activity? Host a discussion with the class. *What went wrong with this activity?* Host a discussion with the class.

Today, we are going to learn more about demonstrations. Demonstrations, sometimes called presentations, are a great way to get started in public speaking. Typically, the topic of a demonstration is something that you are very familiar with, and you have visual aids that can help guide you as you present to an audience. You will select a topic, create a demonstration and present your demonstration to the class.

Transition into the student activities. Suggested teaching content is also provided.

3. **Activity:** Each student needs a copy of the worksheet "Understanding Demonstrations."
 - a. **Part 1:** Students will complete the graphic organizer. Use this video <https://youtu.be/Jrltb78Sfw0?si=xHwzB99-bC3bLKkV> to complete the graphic organizer with your class.
 - b. **Part 2:** Pair up students to complete Part 2. Students will be working together to create a demonstration. This demonstration can be used to inform the audience about a subject, persuade the audience, or demonstrate a skill or activity. Provide students with the handout included in this lesson plan to help students remember the organization of a demonstration. In pairs, students will present their demonstrations. Provide the pairs with the rubric, then evaluate the presentations using the provided rubric.
(Tip: Complete Part 1 and Part 2 in one class period, then have students present their demonstrations the next day or the next class time.)

Demonstration assignment guidelines:

- The demonstration should be three to five minutes in length.
 - The subject can inform, persuade, or demonstrate a skill or activity.
 - This cannot be a speech that is recited; it must have visual aids such as posters or slides, physical items, etc.
 - There must be a clear introduction, middle and conclusion.
 - Each pair will present their demonstration, and all students must speak during the demonstration.
4. **Follow-up:** Divide the class into groups of three or four students. Give each group several Oreo cookies. Ask each group to create a sequence of steps to demonstrate a good way to eat an Oreo cookie. The method must have at least three steps. Allow time to practice before asking teams to demonstrate their method to the group. Then, allow each group to present. Discuss with the class which methods worked well and why.
 5. **Optional – Extended Learning Opportunities (Not factored into time requirement):** Consider hosting a chapter demonstration competition encouraging FFA members to explore public speaking through this less intimidating method. Members can choose their topics and your chapter can host a competition night where members present their demonstrations to judges.
 6. **Exit Ticket:** Outside of school, when might you need to give a demonstration (formally or informally)?

Name: _____

Understanding Demonstrations

Aligned to the following standards:

FFA.PL-B; FFA.PL-D; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.CS-M;
CCSS.W.9-10.2; CCSS.W.9-10.4; CCSS.W.9-10.5; CCSS.W.9-10.6;
CCSS.W.9-10.8; CCSS.SL.9-10.1; CCSS.SL.9-10.2; CCSS.SL.9-10.4;
CCSS.SL.9-10.5; CCSS.SL.9-10.6; CRP.02; CRP.04; CRP.11; CRP.12

Part 1

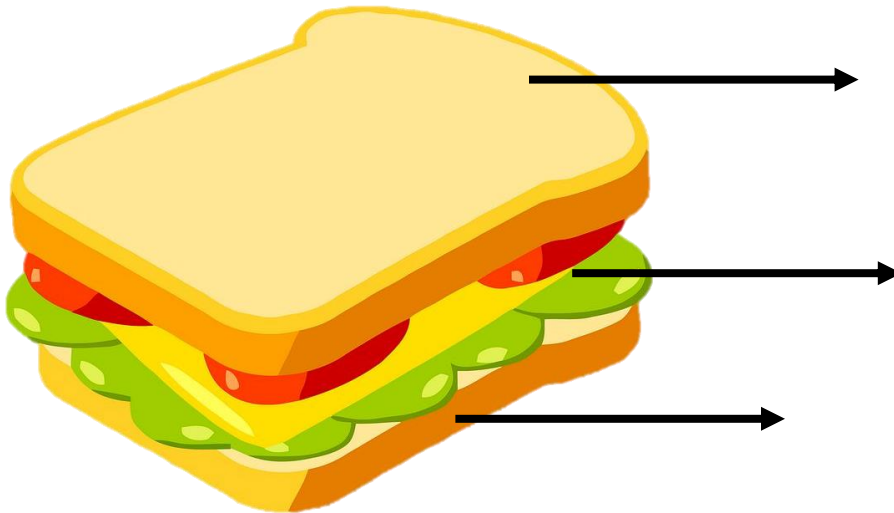
Directions:

While watching the video titled “How to Do a 4-H Presentation,” fill in the graphic organizer below.

1. Fill in the boxes with the three types of presentations:

_____	➔	_____	➔	_____
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2. There are three main parts of a presentation. Label the sandwich with the three main parts, as explained in the video:



3. What is one detail from the introduction that you can incorporate into your own introduction?
4. Based on the body of the presentation, which type of presentation did she do?
5. What is one detail from the conclusion that you can incorporate into your own conclusion?

Name: _____

Part 2

Directions:

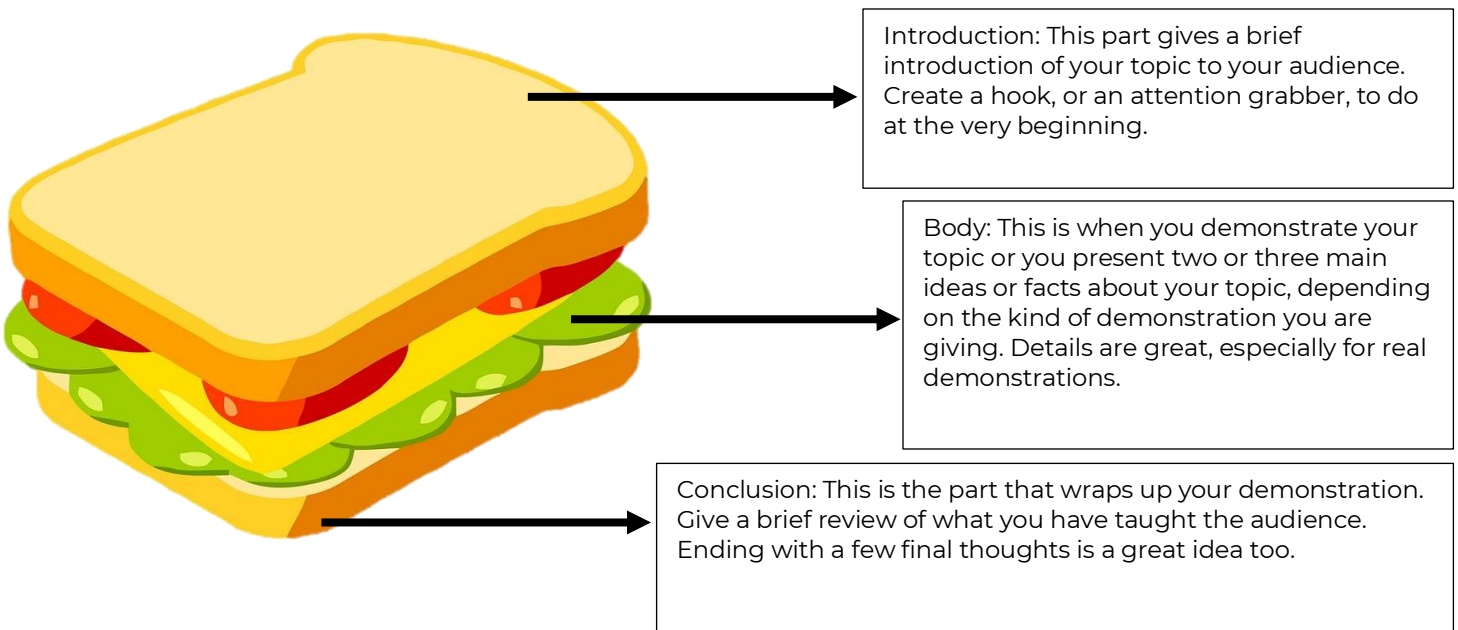
Working with a partner, create a demonstration that you will present to the class. This demonstration can be a true demonstration, an informative demonstration or a persuasive demonstration. Use the guidelines below when developing your demonstration.

Demonstration assignment guidelines:

- The demonstration should be three to five minutes in length.
- The subject can inform, persuade, or demonstrate a skill or activity.
- This cannot be a speech that is recited; it must have visual aids such as posters or slides, physical items, etc.
- There must be a clear introduction, middle/body and conclusion.
- Each pair will present their demonstration, and all students must speak during the demonstration.
- Your classmates will have the opportunity to ask questions at the end of your demonstration.

Tips for this assignment:

- Topic: Choose a topic that you and/or your partner are very knowledgeable or passionate about.
- Remember, there are three main parts to a demonstration (see below).



- When presenting your demonstration, connect with the audience by making eye contact, using vocabulary that is easy to follow and allowing your passion for the topic to show.
- Know how to use your props well while speaking or demonstrating.
- Establish credibility by explaining during your demonstration your connection to the topic. For example, explain why the topic was picked. (Maybe you learned to make fishing lures from your grandpa or learned to bake dog treats with your friends when volunteering for the shelter.)

Demonstration: A type of public speaking that demonstrates to the audience how to do something. This will include steps and details.

Informative: A type of public speaking that is meant to educate an audience on a particular topic or message with facts, data, statistics and researched content.

Persuasive: A type of public speaking that is used to help convince an audience that the speaker has the right opinion on a particular topic based on concrete evidence.

On the next page, use the planning sheet to help you and your partner develop your demonstration.

Name: _____

Demonstration Planning

Circle the type of demonstration you will be giving: Demonstrative Informative Persuasive

Describe your topic:

Hook or attention grabber:

Introduction overview:

Body (main points or steps):

-
-
-
-
-

Conclusion overview:

Props/visual aids needed:

Name: _____

Demonstration Rubric

Appropriate Length The demonstration should be three to five minutes long.	/5 points
Organization There is a clear introduction, middle/body and conclusion within the demonstration.	/15 points
Speaking Skills This includes loud and clear voice, eye contact with audience, enthusiasm, etc.	/10 points
Content The content presented is interesting, original, detailed and easy to follow.	/10 points
Visual Aid The visual aid(s) used are helpful for the demonstration, not distracting.	/10 points

Total Points: **/50 points**

FEEDBACK/COMMENTS:

Name: _____

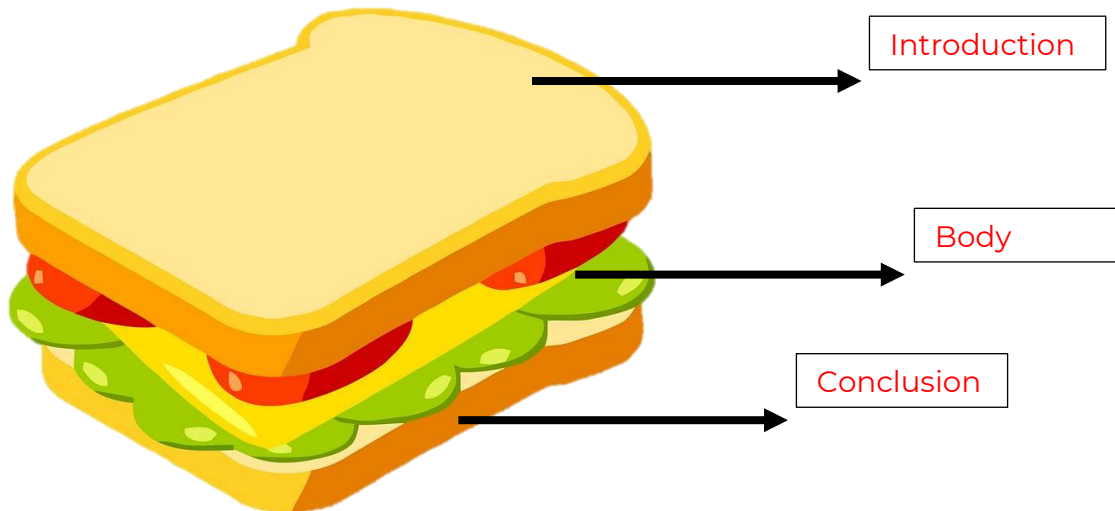
KEY: Understanding Demonstrations

Part 1

Directions:

While watching the video titled “How to Do a 4-H Presentation” and learning from the slides, fill in the graphic organizer below.

1. Fill in the boxes with the three types of presentations:
2. There are three main parts of a presentation. Label the sandwich with the three main parts, as explained in the



3. What is _____ one detail from the introduction that you can incorporate into your own introduction?

Answers will vary.

4. Based on the body of the presentation, which type of presentation did she do?

Demonstrative

5. What is one detail from the conclusion that you can incorporate into your own conclusion?

Answers will vary.