Giving A Demonstration

A demonstration is a teaching method used with both large and small groups. Demonstrations become more effective when verbalization accompanies them. For example, in a half demonstration-half lecture, an explanation accompanies the actions performed. It is a generally accepted learning theory that the greater the degree of active participation and sensory involvement by the learner, the more effective learning will be.

Advantages (Newby, Stepich, Lehman, & Russell, 1996, p. 48)
Demonstrations....

Utilize several senses; students can see, hear, and possibly experience an actual event
Stimulate interest
Present ideas and concepts more clearly
Provide direct experiences
Reinforce learning

Disadvantages (Kozma, Belle, Williams, 1978, p. 343)
Demonstrations...

May fail
May limit participation
May limit audience/client input
Require pre-preparation

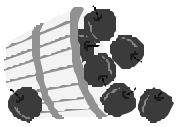
Tips: (Chernoff, 1994, p. 17-20)

1. **Know your audience**
   How much experience or knowledge do they have?
   Are you teaching them a new technique or sharing basic information?

2. **Set your objectives**
   Review your lesson plan for your objectives
   What do you expect the learner to be able to do following your demonstration?

3. **Plan your preparation time**
   Plan for the time it takes to shop for groceries and to prepare props
   Make a list of ingredients, utensils, or props needed
   Test equipment, recipes, methods etc. ahead of time

4. **Plan your recipes/activities**
   Choose uncomplicated recipes with few ingredients
   Consider the amount of pre-preparation required
   Be aware of the cost of ingredients
   Do you need a full recipe? How long does it take?
   Do you need to prepare a recipe in advance?
   Practice recipe or activity



Source: Training Curriculum, Family Nutrition Program, Purdue University Cooperative Extension, 2001.

5. **Involve your audience/client**
   Ask for a volunteer to stir, chop, and assist with other preparation
   Involve the audience in activities or demonstrations where possible

6. **Be prepared for various room arrangements**
   Do you need an electric skillet? Burner? Extension Cord?
   You may need to be flexible, go prepared for a variety of settings
   Exclude distractions (close the door, turn off the radio/TV)

7. **Help your audience/client to see what you are doing**
   Use trays and clear containers
   Arrange the room so everyone can see (If a large group, may need to be in a semicircle.)
   Face your audience as much as possible

8. **Provide handouts to support what you say**
   Typed copies of recipes used
   USDA Better Living Series or Ohio State How-tos
   Review the key points of the demonstration

9. **Be organized**
   Have everything for one recipe on a single tray
   Place ingredients in a logical order and label (name, quantity)
   Work in one direction
   Dovetail various tasks
   Plan for serving procedure & clean up (serving utensils, dish cloths, waste containers, etc.)

10. **Follow food safety precautions**
    Remind participants to wash hands before handling food
    Keep foods out of the Danger Zone

Demonstrations are an effective method for teaching concepts and problem-solving procedures. A good demonstration should lead to increased attentiveness, learning, and performance.

References:

Chernoff, Ronni. (1994) Communicating as Professionals (pp. 17-20). The American Dietetics Association.

Kozma, Robert B., Belle, Lawrence W., And Williams, George W. (1978). Methods of Teaching. *Schooling, Teaching and Learning American Education. (pp*. 210-211). St. Louis, Missouri: C.V. Mosby Co.

Newby, Timothy J., Stepich, Donald A., Lehman, James D., Russell, James D., (1996). Introduction to Instructional Technology, *Instructional Technology for Teaching and Learning* (pp. 48). Englewood Cliffs, New Jersey: Educational Technology Publications.

Source: Training Curriculum, Family Nutrition Program, Purdue University Cooperative Extension, 2001.