SARASWATHY V

Senior Medical coder

Personal info:

Phone:

9791178430

Address:

87,Kasim residency,y.othakadai,Madurai

SKILLS:

Microbiologist

Medical coder

Medical transcription

Teacher Education

MEDICAL CODING

WORK HISTORY:

2008 – 2009,2010 - 2011

Medical coder

At Present: House Wife.

.Resolved all issues professionally and in a

timely manner.

.Worked collaboratively in team environment.

.Accomplished 100% projects on time.

EDUCATION:

M.sc microbiology.,M.ed

INSTRUCTIONAL MATERIALS RECORD LEVEL : 1

What is Instructional Materials

1.

Instructional materials refer to the human and non-human **materials** and facilities that can be used to ease, encourage, improved and promote teaching and learning activities. They are whatever **materials** used in the process of instruction. They are a broad range of resource which can be used to facilitate effective instruction. They indicate a systematic way of designing, carrying out and employing the total process of learning and communication and employing human and non-human resources to bring out a more meaningful and effective instruction. They are human and non-human material that a teacher uses to pass information to the learner in his/her class. Learn more in: Relevance of the Use of Instructional Materials in Teaching and Pedagogical Delivery: An Overview

2.

Instructional materials are defined as resources that organize and support instruction, such as textbooks, tasks, and supplementary resources (adapted from Remillard & Heck, 2014). Learn more in: Transforming Preservice Mathematics Teacher Knowledge for and with the Enacted Curriculum: The Case of Digital Instructional Materials

Instructional Materials, also known as **Teaching/Learning Materials (TLM)**,[1] are any collection of materials including animate and inanimate objects and human and non-human resources that a teacher may use in teaching and learning situations to help achieve desired learning objectives. Instructional materials may aid a student in concretizing a learning experience so as to make learning more exciting, interesting and interactive. They are tools used in instructional activities, which include active learning and assessment.[2] The term encompasses all the materials and physical means an instructor might use to implement instruction and facilitate students achievement of instructional objectives.

Contents

Types of instructional materials

Instructional materials can be classified on their types, which include prints, visuals, audiovisuals:

Prints	Textbooks, pamphlets, handouts, study guides, manuals
Audio	Cassettes, microphone
Visuals	Charts, real objects, photographs, transparencies
Audiovisuals	Slides, tapes, films, filmstrips, television, video, multimedia
Electronic Interactives	Computers, graphing calculators, tablets

Evaluation of instructional materials[edit]

Peer-Reviewed Instructional Materials Online (PRIMO) Committee[edit]

The Peer-Reviewed Instructional Materials Online (PRIMO) Committee "'promotes and shares peer-reviewed instructional materials created by librarians to teach people about discovering, accessing and evaluating information in networked environments.' In doing so, it reviews librarian-created online tutorials dealing with information literacy and critical thinking skills, and highlights the highest-caliber projects through its "Site of the Month" posts on the ACRL Instruction Section blog

(http://acrl.ala.org/IS/category/committees/primo)."[4] PRIMO's goal is to provide librarians quality tutorials for instructional use on a variety of topics in order to save time, effort and cost. PRIMO accepts non-promotional online instructional material intended for undergraduate or graduate-level audiences emphasizing quality over comprehensiveness.

Instructional Materials Evaluation Tool[edit]

"Student Achievement Partners is a nonprofit organization that assembles educators and researchers to design actions based on evidence that will substantially improve student achievement."[5] The tool provided by the organization is the Textbook Alignment and Adaptations Instructional Materials Evaluation Tool. The goal of this tool is to assist in evaluation textbooks or series of textbooks for alignment to the Common Core State Standards Initiative.

Examples of Teaching/Learning Materials

Activity-based learning employs a variety of teaching/learning materials and focuses on student interaction to learn new concepts. Context-specific learning materials enhance the process.

Story Books

Story books make great teaching-learning materials. For example, a middle school teacher can use a book like "The Hatchet" by Gary Paulson, a gripping story of a boy, 13, who finds himself alone in a desolate wooded area in Canada, with only a hatchet (a gift from his mother) and his wits to help him survive. A teacher can read this book to the class as a whole, then have students write a brief essay summarizing the book and explaining what they thought of the story. And at the elementary school level, book reports provide a great way to have students engage with the books they read, either individually or together with the class.

Manipulatives

Manipulatives are physical items such as gummy bears, blocks, marbles, or even small cookies, that assist student learning. Manipulatives are especially helpful in the younger primary grades, where students can use them to help solve subtraction and addition problems.

Samples of Student Writing

Having students write can be an effective teaching method. But students often have difficulty thinking of topics. That's where student writing prompts can be useful. Writing prompts are brief partial

sentences designed to help spark student writing, such as "The person I admire the most is... " or "My

biggest goal in life is..." Just be sure to give students the parameters of the assignment, such as a single paragraph for younger pupils or a full, multi-page essay for older students.

Videos

In the current digital age, there are plenty of websites that offer free educational videos for kids. Videos provide real, visual images that can help enliven learning, but you need to be careful to choose videos that have real educational value. Websites that offer free learning videos include the Khan

Academy, which offers videos on basic and advanced math, English grammar and literature, science, and even SAT preparation.

Games

Games can be useful in teaching students everything from money and grammar to social skills. Sight words bingo, for example, can help students learn their basic sight words, but there are also relatively inexpensive bingo games that teach money skills, Spanish, telling time, and even English grammar. More active, outside games such as basketball or kickball can help students learn social skills, such as taking turns, sharing, working as a team, and being a good loser or gracious winner.

Flashcards

Even in this age of computers and internet-based learning materials, flashcards can be particularly useful for students with learning disabilities such as dyslexia. Printing high-frequency words, also known as sight words, on the front of flashcards with short definitions on the back can create a good learning tool for students who have auditory or visual learning styles.

Model Clay

Younger students, such as those in kindergarten through third grade, can learn using model clay. For example, a teacher might have young students make letters of the alphabet using clay. But you can also use clay to teach concepts to older students. Teachers have been known to use model clay to teach plate tectonics, the theory of how the Earth's surface behaves.

Overhead Projector Transparencies

In this modern age, don't forget about the value of old-fashioned overhead transparencies. A teacher can use overhead projector transparencies to teach counting skills, such as for numbers up to 100, and visually demonstrate how charts and graphs work. Better even than a whiteboard or blackboard, transparencies allow you or students to write numbers, create problems, circle, and highlight features and easily wipe away markings with a paper towel or tissue.
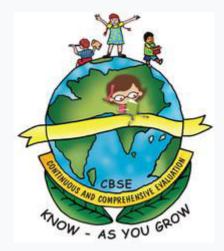
Computer Software and Apps

Plenty of learning computer software is available online. Interactive software programs can

help English language learners study grammar and other elements of the English language. And apps, such as for tablet computers and even smartphones, offer instruction in everything from foreign languages to information on the Common Core Standards as well as university-level lectures and lessons for students—many of the apps are free.

Visual Aids

Visual aids can be teaching tools designed for the entire classroom, such as posters showing basic site words, class rules, or key concepts about important holidays or lessons. But they can also be used the help students individually, particularly visual learners or those having difficulty organizing their work or their thoughts. Graphic organizers, for example, are charts and tools used to visually represent and organize a student's knowledge or ideas. Graphic organizers can help students learn math and they are good tools for teaching special education students and English language learners.

Continuous and Comprehensive Evaluation

Continuous and Comprehensive Evalution

CCE's official logo

Board of education
CBSE
Examinations

Formatives	4
Summatives	2
Scale	9 points
Grades	mostly till 10th

Course	
Main subjects	English, Hindi, Mathematics, Physics, Chemistry, Biology, History, Civics, Geography and Economics.
Additional subjects	Japanese, Assamese, Bengali, Gujarati, Kashmiri, Kannada, Marathi, Malayalam, Meitei (Manipuri), Oriya, Punjabi, Sindhi, Tamil, Telugu, Urdu, Sanskrit, Arabic, Persian, French, Tibetan, German, Portuguese, Russian, Spanish, Nepali, Limboo, Lepcha, Bhutia, and Mizo.

Continuous and Comprehensive Evaluation (CCE) was a process of assessment, mandated by the <u>Right to Education Act</u>, of India in 2009. This approach to assessment was introduced by state governments in India, as well as by the <u>Central Board of Secondary Education</u> in <u>India</u>, for students of sixth to tenth grades and twelfth in some schools. From this the smaller classes student would have a practice to face the exam of board in younger age The Karnataka government introduced CCE for grades 1 through 9 later it was also introduced for 12th grades students.[1] The main aim of CCE was to evaluate every aspect of the child during their presence at the school. This was believed to help reduce the pressure on the child during/before examinations as the student will have to sit for multiple tests throughout the year, of which no test or the syllabus covered will be repeated at the end of the year, whatsoever. The CCE method was claimed to bring enormous changes from the traditional *chalk and talk* method of teaching, provided it is implemented accurately.

As a part of this system, student's marks were replaced by grades which were evaluated through a series of curricular and extra-curricular evaluations along with academics. The aim was decrease the workload on the student by means of continuous evaluation by taking number of small tests throughout the year in place of single test at the end of the academic program. Only grades were awarded to students based on work experience skills, dexterity, innovation, steadiness, teamwork, public speaking, behaviour, etc. to evaluate and present an overall measure of the student's ability. This helps the students who are not good in academics to show their talent in other fields such as arts, humanities, sports, music, athletics, and also helps to motivate the students who have a thirst of knowledge.

In 2017, the CCE system was cancelled for students appearing in the Class 10 Board Exam for 2017-18, bringing back compulsory Annual Board Exam and removing the Formative and Summative Assessments under the Remodeled Assessment Pattern.[2]

Contents

Pattern of education[edit]

Unlike CBSE's old pattern of only one test at the end of the academic year, the CCE conducts several. There are two different types of tests. Namely, the *formative* and the *summative*. Formative tests will comprise the student's work at class and home, the student's performance in oral tests and quizzes and the quality of the projects or assignments submitted by the child. Formative tests will be conducted four times in an academic session, and they will carry a 40% weightage for the aggregate. In some schools, an additional written test is conducted instead of multiple oral tests. However, at least one oral test is conducted.

The summative assessment is a three-hour long written test conducted twice a year. The first summative or *Summative Assessment 1* (SA-1) will be conducted after the first two formatives are completed. The second (SA-2) will be conducted after the next two formatives. Each summative will carry a 30% weightage and both together will carry a 60% weightage for the aggregate. The summative assessment will be conducted by the schools itself. However, the question papers will be partially prepared by the CBSE and evaluation of the answer sheets is also strictly monitored by the CBSE. Once completed, the syllabus of one summative *will not* be repeated in the next. A student will have to concentrate on totally new topics for the next summative.

At the end of the year, the CBSE processes the result by adding the formative score to the summative score, i.e. 40% + 60% = 100%. Depending upon the percentage obtained, the board will deduce the CGPA (Cumulative Grade Point Average) and thereby deduce the grade obtained. In addition to the s

ummative assessment, the board will offer an optional online aptitude test that may also be used as a tool along with the grades obtained in the CCE to help students to decide the choice of subjects in further studies. The board has also instructed the schools to prepare the report card and it will be duly signed by the principal, the student.

- Deductive Method - What does the student know and how can he use it to explain a situation.
- Co-relation with a real-life situation - Whether the situation given matches any real-life situation, like tsunamis, floods, tropical cyclones, etc.
- Usage of Information Technology - Can the problem be solved with the use of IT? If yes, how?

In addition to that, various assignments can be given such as projects, models and charts, group work, worksheet, survey, seminar, etc. The teacher will also play a major role. For example, they give remedial help, maintain a term-wise record and checklists, etc.

Outcome, results and effect[edit]

The outcome of the CCE system at the initial level varies. Though most of the schools implemented it quickly, teachers and students who were accustomed to the older system of evaluation and examination faced difficulties coping with the changes. The main aim of CCE is to reduce pressure on students who are unable to effectively participate in the educational system and leave it dejected and with low self-confidence. However, the system has also been criticised for focussing more on projects and activities than actual learning. Critics also state that students' workload has not actually gone down because even though exams have been reduced, stressed students wrestle with projects and oral tests all the year round. Students are required to participate in activities even if the syllabus is not covered. Despite these criticisms, the outcomes of this system were projected to be better that the rote learning of the previous system, which placed an undue emphasis on memory and facts instead of understanding and creating a learning environment.[*citation needed*]

School affected by CCE[edit]

All schools were affected by CCE, but for the 10th grade it was entirely up to the students whether they want to follow the annual or CCE pattern. However, only a small numbers of schools provided this choice to their students. CCE has come to an end in the academic year 2016-17 and the annual pattern has been made ''''''''''''''''mandatory. Even the teachers found it difficult to cope with, since the evaluation process became more complex and lengthy. It hindered syllabus completion as well.

Continuous evaluation for classes 1 to 9 in from this year

RTE man

dates move to the new system

Beginning this year, State-syllabus schools in **Karnataka** will also be adopting the Continuous and Comprehensive Evaluation (CCE) system from Class 1 to 9 on the lines of what the Central Board of Secondary Education (CBSE) has been following.

The CCE system has also been introduced for I PUC from this academic year. The Right to Education (RTE) Act, being implemented in Karnataka from this year, mandates the shift to the new system of continuous evaluation of a student's performance rather than year-end exams.

Disclosing the details of the new system, H.S. Ramarao, Director of the Department of State Educational Research and Training (DSERT) told The Hindu that the system could involve formative and summative assessments. Under the CCE, performance of children in extra-curricular activities such as music and dance, in addition to core academics, will be evaluated, he added.

DSERT

DSERT is already in the process of preparing manual and training material to equip teachers to adopt this method. "Karnataka already has Nali Kali system in the primary classes, which involves continuous evaluation. Now classes 4 to 9 will also have the CCE," said Mr. Ramarao.

State Project Director of Sarva Shiksha Abhiyan (SSA), Tushar Girinath, said that the process of printing progress reports for the new method of evaluation was under way. "Teachers were trained in the new method of evaluation last year," he said, adding that there will be more training sessions.

The DSERT, as per the rules framed by the State on the RTE Act, has the responsibility of "preparing suitable guidelines for implementation of the Continuous and Comprehensive Evaluation from Class 1 to 8."

Demonstration method as teaching strategy : B.Ed.

This article is about Demonstration method as teaching strategy and is for B.Ed. students. This is a very important topic from exam point of view. I have tried to give notes in easy to follow language. Hope they help you. You must also know about Lecture method as teaching strategy.

The word demonstration means to give demos or to perform the particular activity or concept. In demonstration method, the teaching-learning process is carried in a systematic way. Demonstration often occurs when students have a hard time connecting theories to actual practice or when students are unable to understand applications of theories. In order to make a success of demonstration method, three things are necessary.

(a) The object being displayed during demonstration should not be so small.

(b) During the demonstration, the clear language should be used so that pupils may understand concept easily.

(c) The pupils should be able to question teachers in order to remove their difficulties.

Characteristic of demonstration method

(1) The demonstration should be done in a simple way.

(2) In this strategy, attention is paid to all students.

(3) Goals and objections of demonstration are very clear.

(4) It is a well-planned strategy.

(5) Time is given for rehearsal before the demonstration.

Steps of Demonstration method

There are six steps of demonstration process.

(1) Planning and preparation

proper planning is required for good demonstration. For this following points should be kept in mind.

- Through the preparation of subject matter.
- lesson planning
- collection of material related to the demonstration.
- rehearsal of demonstration.

In order to ensure the success of demonstration, the teacher should prepare lesson minutely and very seriously.

(2) Introducing the lesson

The teacher should motivate students and prepare them mentally for the demonstration.

The teacher should introduce the lesson to students keeping in mind the following things.

- individual differences
- Environment
- Experiences

The lesson can also be started with some simple and interesting experiments. Very common event or some internal story.

The experiment should be able to hold the attention of students.

(3) Presentation of subject matter

– In demonstration presentation of subject matter is very important.

– The principle of reflecting thinking should be kept in mind.

– The teacher should teach the student in such a way that their previous knowledge can be attached to their new knowledge.

(4) Demonstration

-The performance in the demonstration table should be ideal for the student.

-The demonstration should be neat and clean.

(5) Teaching Aids

-The teacher can use various teaching aids like models, blackboard, graphs etc.during demonstration.

(6) Evaluation

-In this last step, evaluation of the whole demonstration should be done, so that it can be made more effective.

Merits of demonstration method

(1) It helps a student in having a deeper understanding of the topic.

(2) It helps students remain active in teaching -learning process.

(3) It leads to permanent learning.

(4) It accounts for the principles of reflective thinking.

(5) It helps to create interest for topics among students.

(6) It helps in arousing the spirit of discovery among students.

(7) It imparts maximum learning to students.

Demerits

(1) Students can not benefit with direct and personal experiences as teacher carry out the demonstration.

(2) It can be costly as it requires costly materials.

(3) It can be a time-consuming method.

In teaching through demonstration, students are set up to potentially conceptualize class material more effectively as shown in a study which specifically focuses on chemistry demonstrations presented by teachers.[2] Demonstrations often occur when students have a hard time connecting theories to actual practice or when students are unable to understand application of theories.

Teachers not only demonstrate specific learning concepts within the classroom, they can also participate in demonstration classrooms to help improve their own teaching strategies, which may or may not be demonstrative in nature. Although the literature is limited, studies show that the effects of demonstration classroom teachers includes a change of perspective in relating to students, more reflection in the teachers' own classroom strategies, and more personal responsibility for student learning.[3]

Demonstration, or clearly showing (a gamut that ranges from mere pointing to more sophisticated strategies such as chemical reactions), can possibly be used in portraying ideas such as defining words. At first, simple observation and communication through pointing to an object, area, or place, like the sun, moon, or a large mountain top, occurs. Then basic definitions of words emerge. These definitions allow humans to communicate, interact, plan, and co-ordinate in ways that help us to build cities, large buildings, technology, gain knowledge and to successfully communicate with computers. Further, basic concepts centered on time, space, and mathematics are first required to demonstrate and teach probable theories that accurately describe universal phenomenon such as nature, planets, species, and the world around us.

The history of phenomenon demonstrating concepts, which lead to specific definitions, goes back to the careful observations of ancient Greek philosophers and natural philosophy. Socrates, Plato, and Aristotle attempted to carefully define words that included natural phenomena and objects. The modern scientific method often uses demonstrations that carefully describe certain processes and parts of nature in great detail. In science, often one demonstrates how an experiment is done and shows this to others.

People can also communicate values and ideas through demonstrations. This is often done in plays, movies, and film. Pictures without words can show or demonstrate various types of actions and consequences.

When using demonstration, there is a four-step process that will allow the students to have a clear understanding of the topic at hand.

Micro-teaching is a teacher training and faculty development technique whereby the [teacher](#) reviews a recording of a [teaching](#) session, in order to get constructive feedback from peers and/or students about what has worked and what improvements can be made to their teaching technique. Micro-teaching was invented in the mid-1960s at Stanford University by [Dwight W. Allen](#), and has subsequently been used to develop educators in all forms of education.

In the original process, a teacher was asked to prepare a short lesson (usually 20 minutes) for a small group of learners who may not have been his/her own students. This was then recorded on video. After the lesson, the teacher, teaching colleagues, a master teacher and the students together viewed the videotape and commented on what they saw happening, referencing the teacher's teaching objectives. Watching the video and getting comments from colleagues and students provide teachers with an often intense "under the microscope" view of their teaching.

A review of the evidence for micro-teaching, undertaken by [John Hattie](#) as part of his [Visible Learning](#) project, found it was the 6th most effective method for improving student outcomes.[1]

Introductions[edit]

Microteaching is a technique aiming to prepare teacher candidates to the real classroom setting (Brent & Thomson, 1996). Microteaching can also defined as a teaching technique especially used in teachers' pre-service education to train them systematically by allowing them to experiment main teacher behaviors. By the help of this technique, teacher candidates can experiment and learn each of the teaching skills by breaking them into smaller parts and without encountering chaotic environment of the crowded classes. While instilling teaching skills in students during microteaching, reciprocal negotiation of the students actively presenting and watching about the performances can make great contribution to the acquisition of the skills (Taşdemir, 2006). Wilkinson (1996), emphasizes that teacher candidates can experience real teaching and teaching rules with the help of this method. This method offers teachers opportunities for discovering and reflecting on both their own and others' teaching styles and enables them to learn about new teaching techniques (Wahba, 1999). Pre-service teacher can benefit to a great extent from microteaching applications. Firstly, they reveal teaching facts; and roles of the teacher (Amobi, 2005; Hawkey, 1995; Kpanja, 2001; Wilkinson, 1996); help pre-service teachers to see the importance of planning and taking decisions (Gess-Newsome & Lederman, 1990); enable them to develop and improve their teaching skills (Benton-Kupper, 2001).

Microteaching technique is an application in which video recordings have been made possible as a result of developing technology. Audio and visual technology is an effective and reflective tool in preparing pre-service teachers to the profession of teaching. Video recordings provide pre-service teachers with the chance of evaluating themselves by engaging them in more experiences and configurations (Jensen et al., 1994). Sherin (2000) indicates that video recordings affect the perspectives of teachers in education process. Cunningham & Benedetto (2002) emphasize that video tools support the reflective learning, and Spurgeon & Bowen (2002) stress that by the help of these tools, the problems that may occur in education process can be observed and defined. Farris (1991) states that this method increases the confidence and raises the awareness of personal skills. Selçuk (2001) indicates that video recordings can not only be used for demonstrating model teacher behaviours but can also be used for the analysis of microteaching. Using video recording method in microteaching applications contributes to the professional development of pre-service teachers by identifying strengths and weaknesses and improves their competencies (Tok, 2007).

Techniques[edit]

Since its inception in 1963, micro-teaching has become an established teacher-training procedure in many universities and school districts. This training procedure is geared towards

simplification of the complexities of the regular teaching-learning process. Class size, time, task, and content are scaled down to provide optimal training environments. The supervisor demonstrates the skill to be practiced. This may be live demonstration, or a video presentation of the skill. Then, the group members select a topic and prepare a lesson of five to ten minutes. The teacher trainee then has the opportunity to practice and evaluate his use of the skills. Practice takes the form of a ten-minute micro-teaching session in which five to ten pupils are involved.

In more recent years, the easy availability of recording equipment and the use of social media for dissemination have made micro-teaching more accessible.[2]

WHAT IS A METHOD DEMONSTRATION?

A method demonstration is a teaching method used to communicate an idea with the aid of visuals such as flip charts, posters, power point, etc. A demonstration is the process of teaching someone how to make or do something in a step-by-step process. As you show how, you "tell" what you are doing. A demonstration always has a finished product. The key to a good demonstration is for the audience to be able to go home and do what you have taught hem how to do.

WHERE TO START:

Choose Your Subject: The subject should fit your interests, experience, knowledge and skills. It should be exciting and not dull, challenging and not routine. If you are bored, your audience will be bored. Brainstorm: Come up with numerous ideas for the subject. The more the better! Possible ideas could include: • Something that you have done in a 4-H project • Something that you do well • Something that you would like to know more about • Something others might have an interest in • Something you are enthusiastic about • Something that you believe in • Something that challenges your ability From your ideas, choose one that: • Is unique • Is suited to the age group • Has a theme that can carry out your purpose in giving the presentation • Has a clever title • Appeals to the interests of the audience • Is limited to one idea and not several The Plan: Plan your demonstration on paper. Detailed planning saves time in the long run and is the key to an effective presentation. Planning includes: • Listing supplies needed (equipment, posters, etc.) • Collecting information that is accurate (use references such as the web, magazines, books, etc.) • Listing steps to be shown, in order • Deciding what will be said along with each step • Planning how equipment and materials will be used The Outline: 1. Introduction 2. Body 3. Summary Introduction – Why: • Greet your audience • Introduce yourself • Use a gimmick to draw attention - a personal incident - a flashy poster - a famous saying, riddle, poem, skit, song - a dramatic or shocking statement or problem - ask a question - a gesture - show a completed product Body – How: • Discuss the main points • Explain each step • Keep it simple but include the steps necessary to make or do what is intended Summary – What: • Display the finished product • Highlight the main points • State sources if information • Ask for questions – "Thank you for your attention, are there any questions?"

PLAN YOUR VISUALS:

The Primary purpose of visuals such as posters or a power point slide is to add interest and sparkle and to further explain a point. • Keep visuals simple • Make cover posters creative but keep other posters simple without a lot of graphics • Print or use the computer to print out lettering • Make lettering large enough to read from across the room • Use only one color marker or print color (black on white posters are always best) • Keep wording simple and do not write out the whole demonstration on you posters • Use key words • Use only what is necessary to get point across To evaluate your visuals, ask yourself: • Is it needed? • Does it focus attention? • Is it large enough to read? • Is it neat and simple? • Is it on heavy

cardboard or posters that will not roll or bend? • Is it easy to use? • Is it simple to design? • Colorful and eye-catching (cover poster)? • Does it stress or explain a point?

CONSIDER THE TITLE:

The title may be the last step in the preparation of a demonstration. If you concentrate on the idea and the development of the presentation, the title will come. Titles that are effective usually are short, descriptive and image making. A title should suggest the demonstration subject without telling the whole story.

PLAN YOUR APPEARANCE:

A neat well-groomed appearance is important! Clothing need not be a traditional uniform but should in keeping with the occasion. A conservative costume may add interest but don't overdo, it will distract from your demonstration. Follow these guidelines: • Avoid wearing heavy, dangling jewelry • Stand tall – do not lean on the table or twist one foot behind the other • Have eye contact with the audience • Control voice – pitch and speed • Avoid mannerisms that may be distracting – pushing back hair, pacing, rocking

ORGANIZE EQUIPMENT AND SUPPLIES:

• Make a list of all the equipment and supplies needed • Arrange equipment and supplies neatly in order of how you will use them • Have a 2nd table behind you (if possible) to keep equipment and supplies on before needed in the demonstration and to set article out of the way after you have used them • Clear your demonstration table as you finish each step Here are some suggestions: 1. Have a neat, well lighted demonstration table or work surface of proper height 2. use trays for moving small equipment and supplies to the table. Arrange items in order of use. 3. Provide a litter bag and towels to clear any messes 4. Place a pad or towel under bowls when stirring to prevent noise or upsetting bowls 5. Test equipment prior to demonstration day 6. Practice using equipment several times to develop skill 7. Arrange your equipment and supplies, remove covers, unpack equipment, etc. prior to demonstration 8. Start and end demonstration with a clean table with only finished product for summary

STRESS ACCURACY:

 Use standard measurements, cups and spoons. Always measure some ingredients in front of your audience.

PRACTICE YOUR DELIVERY:

• Do things in a logical order • Stay within time limit • Use visuals skillfully • Know if there is sufficient information on the subject • Practice, practice, practice Practice before anyone and everyone who will listen. Ask for suggestions. Each time the demonstration is given, think of how it can be improved. Remember your key points and work to find the best way to get them across. Practice will give you poise, assurance, and confidence. PRESENTING

YOUR DEMONSTRATION:

Now for the actual demonstration! The following hints should be helpful in insuring that the demonstration runs smoothly: 1. Setting up for the demonstration should be done as quickly as possible 2. Check posters before beginning for proper order 3. As equipment and supplies are used, move them out of the way 4. Keep the space in front of clear and uncluttered so as not to obstruct the view 5. Work quietly 6. Avoid long, unnatural pauses during demonstration 7. If a team demonstration, both partners should take turns talking and demonstrating. A person holding your posters or equipment is not a team demonstration 8. Method demonstrations are usually more interesting if it is done without notes. It shows that

the individual has practiced and has a good understanding of the materials. Practice, practice 9. Do not talk with your back to the judge 10. Present all materials and steps where judges can see. Pretend that you are Vanna White and showing off a prize at the game show 11. Don't forget to ask if there are any questions