

# The Demonstration Speech: Teach by Doing

**Time Requirement: 4-8 minutes**

**Handwritten Rough Outline Due Date:** \_\_\_\_\_

**Final Outline/Presentation Due Date:** \_\_\_\_\_

(Final must be typed or Neatly written using ink; see rubric on reverse for specific requirements.)

**Purpose of the Demonstration Speech:** A demonstration is actually a speech that informs or teaches us how to do something or how something works. The student chooses and demonstrates a skill, craft, hobby, sport or activity by showing the necessary materials, tools or equipment and explaining the proper procedures and techniques to accomplish this. The goal achieved through this performance is to give a student greater confidence in performance skills while learning how to move and use body language to maximize effectiveness.

**Selecting a Topic:** Think about the many things you do which involve a process, practice and techniques for improvement. For example, one of the best demonstrations was a student who taught how to practice good dental hygiene by demonstrating how to properly brush and floss her teeth while discussing the consequences of not doing so. We are all expert at many things. You may NOT demonstrate anything dangerous (fire baton twirling) and you may NOT cook. Talk to me about any idea you may have. Below are listed many examples, but please do not limit yourself to these. **Also, once you decide what you are going to demonstrate, you must sign-up your idea as there will be no duplicate demonstrations in any class period.** Examples include **how to:** clean eyeglasses; care for contact lenses; string a tennis racket; preserve insects for a collection; use a video camera; paint a picture; grow a certain type of plant; fix a bicycle; build a model plane or car; groom a pet; knit or crochet; do a specific dance; clean or polish shoes; saddle, bridle and mount a horse; do photography; golf; play basketball; box; wrestle; fly a kite; do handwriting analysis; ceramics; seasonal decorations; scuba dive; tie fishing flies; apply stage make-up; gymnastics; fix a flat tire; do first aid; read Braille; yoga; twirl a baton; create a PowerPoint presentation; do CPR; play a musical instrument; sing a specific song; fish; fly an airplane; use a lasso; construct something; make a lamp; do card tricks; do magic; ski.....

**Performance Criteria for Grading:** Each student is evaluated on poise, approach, composure, stamping, stance, energy, volume, tone changes, rate, eye contact, facial expressions, exit, and meeting the time requirement. These criteria that are used to determine the technique grade worth 100 points will be more challenging to maintain while completing a task. Rehearsal is needed to master these. Additionally, each student is evaluated on content. The 50 point content grade is based on the following: including a strong introduction with an attention getter, introduction of materials, and thesis statement; a body listing all of the steps needed to complete the process/task; and a conclusion that summarizes and restates ideas from the introduction and body.

**Outline Set-up:** (See reverse side of this page for specific outline requirements for this speech; students may use outline for Introduction and Conclusion, but are encouraged to memorize body.)

## Strategies/Tips for Rehearsing and Presenting:

- **Complete at least 10 timed rehearsals (in front of a mirror if possible)**
- **Always practice the speech with the equipment; remember you must bring EVERYTHING needed to complete this task with you to class including appropriate attire.**
- Arrange your equipment/props on a table in the front of the room in a logical way so they are easily usable.
- After your brief stamping, begin with your **introduction** that you have created to catch our attention.
- Proceed to teach us by stating every single step of the process in the **body** of your speech.
- If you have an assistant or are demonstrating a technique on a person, make sure you wisely choose a person who will not laugh or otherwise ruin your professional presentation.
- You are responsible for properly and correctly teaching us. If, for example, you are teaching us how to make a lamp, and at the end of your demonstration, the light does not work, your grade will be reduced.
- You should conduct yourself in a competent, capable way and have successful results.
- Make sure that you are facing your audience at all times during the demonstration (crucial when speaking).
- You should have as much eye contact as possible with your audience.
- Your voice should be loud, clear and have tonal changes, and your facial expression should be pleasant/appropriate for your activity.
- End with a **conclusion** that summarizes or helps us to understand your feelings about your activity.

**Remember, rehearse, rehearse, rehearse, rehearse, rehearse, rehearse so you know exactly how long your demonstration will be and how to handle your materials, equipment or props smoothly while you speak confidently!**