



## ***Demonstrative Speeches / Requirements***

***Purpose:*** Speaking and Listening: Presentation of Knowledge and Ideas

C.C.7.SL.4 - Present claims and findings, emphasizing points in a focused coherent manner with pertinent descriptions facts, details, and examples. Use appropriate eye contact, adequate volume, clear pronunciation

C.C.7.SL.5 - Include multi-media components and visual displays and presentations to clarify claims and findings and emphasize salient points.

C.C.7.SL.6 - Adapt speech to a variety of contexts and tasks demonstrating command of the formal language when indicated and appropriate.

### ***Requirements:***

For students to meet the state goals above, they must create an outline for a demonstrative speech. The outline will serve as a written form of the speech, which will enable the student to organize their thoughts. The students will then use the outline as a framework for the 3-4 minute speech they will present in front of the class demonstrating a skill or activity. Students will draw for the order of the speeches so that they know the day to have all of the materials they need for the speech at school. If a student is absent, they present first on the day they return. The speech is lowered one letter grade each day that it is late.

***Possible topics may include but are not limited to:***

- Making jewelry
- Pitching a softball/baseball
- Make an envelope

- Tie-dye
- Cast a fishing pole
- Attach a lure to a fishing pole
- Shoot a basketball
- Make play-dough
- Tumbling
- Play/ Care of a musical instrument
- Braids
- Change a diaper
- Swing a golf club
- Change a tire
- Tie a tie
- Make/fly a kite
- Make a picture frame
- Scrapbook page / card making / stamping
- Please choose a different topic than your classmates !

***Things to remember for the speech:***

1. Choose a topic that you know how to do and do well. Choose something that you are a true expert on and that you can teach others. Make sure it can be easily done in the classroom/school yard. Make sure it is a topic with a step-by-step process.
2. Choose a topic that you have access to all of the materials you need. Don't choose it if you can't get what you need to demonstrate it.
3. Have a good attention getter that is connected to your topic.
4. Dress the part if possible. (soccer, baseball, tumbling, etc.)
5. Name all the materials and parts for your speech before you begin the directions. All materials should be handy and organized.
6. Consider that small parts / objects are hard to see. Make sure the visuals are large enough that the audience can see what you are doing.
7. Make all steps visible to the audience. Never turn your back to the audience to demonstrate something. Hold up materials if needed.
8. If using technology, practice before the speech.
9. Demonstrate the steps slowly. Use slow motion to explain each step.
10. If you need a partner for your speech, practice with the partner before the presentation. Make sure your partner knows what to do and when to do it.
11. Conclude the speech by reviewing the main steps and have a closing that makes it clear that the speech is over.

**Order of the unit:**

- ✓ Choose speech topics, turn in topic to the teacher, draw for speech order ~
- ✓ Write speech outline ~
- ✓ Practice speech ~
- ✓ Present speech to the class ~

**The outline: Use this format for creating your outline.**

**A. Introduction \* use lots of eye contact here !**

1. Attention getter (hook or opener)
2. Opening statements (What's the topic? What will be demonstrated?)
3. Road map of what's ahead (briefly state the steps)

(Ex. Beginning with the materials needed and moving to the step by step process, you will learn how to whatever you're demonstrating)

**B. Body \* don't forget the eye contact here, even as you demonstrate !**

1. These are the exact steps in the process
2. This part will include several topic paragraphs.
3. Each topic paragraph will include detailed instructions for that topic

**C. Conclusion \* use lots of eye contact here !**

1. Review of the main steps (points)
2. Include a definite ending statement so the audience knows that the speech has ended (NOT! - "I just told you how to ..... That's it." )

\* Use this outline as you practice the speech !

**Rubric for the speech is on the next page !**

## Demonstration Outline

Purpose Statement: To demonstrate how to make a peanut butter and jelly sandwich

Introduction: It's peanut butter and jelly history time. Did you know that the peanut butter and jelly sandwich was invented in the early 1900s? This sandwich was adopted down the class structure as the price of peanut butter dropped. It became popular with children by the 1920s as manufacturers began adding sugar to the peanut butter. Since World War II, both peanut butter and jelly were found on US soldiers' military ration list. By explaining the materials needed and steps involved please allow me to demonstrate how to make a peanut butter and jelly sandwich.

Body:

- I. Materials / ingredients
  - A. Bread
  - B. Jelly
  - C. Peanut butter
  - D. Knife
  - E. Napkin/plate
- II. Steps/recipe
  - A. Place napkin or plate down on stable surface
  - B. Open bread and get out two slices
  - C. Place slices on napkin/plate
  - D. Open jars of peanut butter, and jelly
  - E. Put knife into jelly and scoop some out, and spread unto one slice of bread
  - F. Wipe knife clean with napkin, place knife into pb jar and scoop some out, then spread on other slice of bread
  - G. Put knife down and then pick up both slices of bread and then place them together evenly with the sides that the condiments are on facing each other.
  - H. Put the lids back on both jars, close the bread bag, and enjoy!

Conclusion: Just like many inventions, this iconic sandwich known to many as a PB&J, has a unique background. Through understanding the materials needed and all of the steps involved, the ability to make your own PB&J is a possibility. I think we can all agree that adding that sweet touch of sugar back in the 1920's was a great idea!