

**SPH106**  
**Instructor: Mrs. White**  
**Demonstration Speech Handout**  
**334-488-1770 text**

**Time:** 5-8 minutes. Penalty points (-10) will be assessed for missing the minimum time or for going over up to a 10 point penalty.

**Value:** This speech is worth 100 points. The preparation outline is worth 100 points.

**Objective:** Organization, improved delivery skills, working with visual aids.

**Description:** The speech of demonstration is an informative speech in which you show the audience how something works, how to do something, or why something occurs. Students must deliver the speech from note cards and use visual aids. Visual aids can range from physical objects used to make or produce your demonstration. No posters or videos – that is your job. Topics should be appropriate for a college-level audience. Strive for a balance between speaking and demonstrating.

1. The focus of the speech is **showing your audience** how to accomplish a specific task or process.
2. There needs to be a balance between talking and doing. That is, while you are demonstrating, continue to talk to your audience.
3. It is **NOT** enough just to use pictures or hold up objects that relate to your topic. These can be used in support of your speech/demonstration, but should not take the place of it.
4. YOU need to **physically demonstrate** the steps in a process or those ideas that can be communicated not only verbally but using physical manipulation/demonstration, i.e., get your hands dirty.
5. In demonstrating your topic, you will need to prepare extensively in using physical objects (cooking utensils, ingredients, arts/crafts, materials), models (living or inanimate), your own body, whatever is appropriate for your topic. You should appear smooth and confident when working with objects, materials, utensils, etc.
6. You **MUST** be able to talk and **DO/DEMONSTRATE** at the same time. Avoid long pauses while you are showing us something. Think about what you'll be telling us while you're showing us. **AVOID DEAD AIR**. Source citation optional.
7. You **MUST** also be able to make as much eye contact as possible while demonstrating your topic. Don't spend the entire speech looking down or away from the audience. **DO NOT JUST READ TO US. THIS IS A 10 POINT DEDUCTION.**
8. You **MUST** speak up and project your voice out to the audience. Don't talk down to the objects/instruments/models/equipment, etc., that are in your hands. Avoid mumbling – people have tendency to nervously mumble while demonstrating.

9. If you are demonstrating a physical activity, use all the energy and force that is required to actually engage in that activity. Don't just go through the motions.
10. **SIMPLIFY** your topic into a few clear, concise, easily understandable steps. If you try to do too much in these speeches you are **DOOMED TO FAILURE**. These speeches can get out of hand very quickly, DON'T try to do too much, but make sure you have enough information/activity to fill the time requirement.
11. Again, the key is extensive **PLANNING** and **PRACTICE!!!** We can adjust the room somewhat to accommodate your speech, but you have to let me know ahead of time.
12. If you are making something or putting something together, you need to have a "finished product" to show the audience. Make sure we see the completed gift basket, model airplane or food item. For example, pick something we can all do together. Bring paper and show us how to do origami. Show us how to bake cookies, and then share your finished product with us. **I do expect you to make the product in front of us.** This may mean you bring your blender, whisks, cooking bowls, etc.

Citing sources is optional in this speech. **However**, if you choose to cite sources, do so clearly and specifically and include a Works Cited page using proper documentation.

## PREPARE YOUR OUTLINE

The preparation outline should be written in **complete sentences** (double-spaced, Times New Roman, 12pt) and utilize the following format:

Your name

SPH 106

Term Year

Mrs. White

### Demonstration Speech Outline

- I. Introduction
  - A. Attention getter (Story, quote, joke, startling fact, etc.)
  - B. Specific purpose of speech (Today I will demonstrate how to . . .)
  - C. Thesis/relevance of speech (Why should we care?)

D. Preview/forecast the steps/information you will cover. (“I will discuss the following steps/ideas during the speech . . .”) Then get to it! After you have previewed the steps you will cover, begin demonstrating. The majority of your speech should be spent in actual demonstration. Transition: (Leave this heading just as it is. This should be a complete sentence telling the audience how or why you will be moving on here.) First, I will review the ingredients and supplies needed to bake a No Bake Cheesecake.

## II. Body

A. Main pt. 1 (Don’t spend **too much time** identifying tools, ingredients, etc, get too the actual demonstration.) (For cheesecake – this would be the preparation stage)

1. Supporting information/instructions (Think of this as both what you will be doing/showing AND what you’ll be saying while doing it.)

2. Supporting information/instructions

Transition: Once we have our supplies, I am ready to get this cheesecake in the fridge.

B. Main pt. 2 (For cheesecake this would be the actual mixing or cooking stage).

1.Supporting information

2.Supporting information

Transition: Finally, our cheesecake has chilled for one hour, and we are almost ready to eat!

C. Main pt. 3 and so on. (For the cheesecake, this would be the decorating and serving stage).

(Include, however, many steps/main ideas are involved. Try not to exceed 5 – You may have more than 5 or 6 sub-points/steps, but these may be a part of a major step or main idea. For example, under the main point of “Preparation,” you may have several sub-steps of slicing, dicing, mixing, etc. Just remember the 6-8 minute time constraint.

Transition: You can see how easy and tasty my cheesecake is; Anyone can make this!

### III. Conclusion

- A. Repeat the specific purpose and relevance of speech.
- B. Review/summarize the main steps/ideas in the Body. (Quickly, yet clearly, review the essential steps.)
- C. Close with a strong, memorable “clincher” statement.

(Leave labels in outline – ie. Introduction, Body, Conclusion, and Transitions) As usual, you will be graded on organization/preparation, use of language/grammar, verbal/nonverbal delivery, and creativity. START PLANNING NOW!!! These really are a lot of fun, but they require a lot of planning.

**Sometimes students pick topics too difficult for the time frame. Other times students pick topics that are too easy like making peanut butter and jelly sandwiches or mixing Kool-Aid.**

### **Suggestions for Topics**

#### **Sports/Outdoors**

Fishing/casting techniques  
How to make/tie a lure  
Setting up a campsite  
Animal calls  
Dressing for hunting  
Fielding/throwing baseball  
Hitting a baseball/softball  
Golf grip/swing  
Shooting/dribbling basketball  
Blocking techniques for football  
Wrapping/icing an injury

#### **Arts/Crafts/Decorations**

Gift wrapping ideas  
Gift baskets/cards/boxes  
Tie dying T-shirts  
Interior decorating/painting techniques

Origami  
Children's fun art  
Tissue paper flowers

#### **Miscellaneous**

How to wallpaper/drywall  
Installing car stereos  
Installing home computers  
Fixing a flat tire  
Playing guitar (or any instrument)  
Setting up an aquarium  
Performing CPR

#### **Cooking/Desserts**

Pies  
Dirt Cake  
Cookies  
Pinwheels  
Salads  
Casseroles  
Health/protein shakes  
Smoothies  
Brownies  
Egg rolls  
Stir fry  
Dips/appetizers

#### **Health/Exercise/Beauty**

Weightlifting  
Home exercise  
Checking blood pressure/sugar  
The correct way to apply  
mascara  
Makeup/skincare  
Hair cuts/styles  
Aerobics/gymnastics