

Demonstration (How-To...) Speech Requirements

Requirements:

1. For this speech, you will show the class how to perform a task.
2. When selecting your topic, consider these questions:
 - a. Is it school appropriate?
 - b. Can I speak about and demonstrate this topic for 4-6 minutes?
 - c. Can I bring a visual aide or materials for this topic?
3. Your outline should be written in the following format:
 - a. Introduction should be written in a sentence outline.
 - b. Body (main points and sub-points) should be in a key word outline.
 - c. Conclusion should be written in a sentence outline.
4. Notecards
 - a. You may have up to five notecards, one for each main section of your speech
 - b. Notecards are limited to key words and phrases

Time Limit:

1. The time limit for this speech is 4-7 minutes
2. You will lose one point for every 10 seconds you are over or under the time limit.

Visual Aide:

1. You are required to have a visual aide (materials).
2. It must be large enough for the whole class to see (without passing it around)
3. You must refer to it, or use it, during your speech

Grades for This Speech:

1. Topic Selection Brainstorm—10 points
2. Outline – 50 points
3. Notecards—15 points
4. Speech – 100 points

Demonstration (How-To...) Speech Topic Selection

I know how to...OR, I would like to learn how to...	Materials/Supplies I would need to bring or acquire...	Does the topic violate any school policies? Can I demonstrate it within the time limit?

After brainstorming and considering the possible topics, my choice for the How-To Speech: _____

Demonstration (How-To...) Speech Daily Work Checklist

Check off each step as you complete it...

1. Compose Body of speech _____

2. Rehearse Body of speech, checking for time (time _____)

3. Compose Introduction of speech _____

4. Compose Conclusion of speech _____

5. Rehearse whole speech, checking for time (time _____)

6. Do I have a clean copy of my Outline on my own paper? _____

7. Create notecards _____

8. Rehearse whole speech, polishing performance _____

How-To Speech Outline Format

- I. Introduction**
 - A. Attention getter
 - B. Link
 - C. Thesis
 - D. Preview Statement

- II. Main Point (Ingredients/Materials)—There may be more than three items**
 - A. Ingredient/Material
 - B. Ingredient/Material
 - C. Ingredient/Material

- III. Main Point (Process/Directions)—There may be more than three steps**
 - A. Step 1
 - B. Step 2
 - C. Step 3

- IV. Main Point (Variations/Helpful Hints)—There may be fewer or more than three**
 - A. Variation/Hint
 - B. Variation/Hint
 - C. Variation/Hint

- V. Conclusion**
 - A. Restated thesis
 - B. Summary of main points
 - C. Final statement

Demonstration Speech Example**I. Introduction**

- A. Tell clarinet joke
- B. Today I would like to show you how to assemble and play a note on the clarinet.
- C. I will explain the process of playing the clarinet, some variations of it, and finally how to put it up.

II. Essentials

- A. Clarinet in good condition
- B. Reed
 - 1. Appropriate strength
 - 2. Soak it

III. Process

- A. First put the clarinet together
 - 1. connect the bell to the lower joint
 - 2. connect the upper joint to the lower
 - a. be sure to hold side key up
 - b. twist and align
 - 3. connect barrel to upper joint
 - 4. connect mouthpiece WITHOUT ligature or reed
 - 5. place ligature on mouthpiece first then place reed behind and align
 - 6. tighten ligature
- B. Hold clarinet properly
 - 1. Right hand on bottom, left on top
 - a. position right thumb under thumb rest
 - b. left thumb at slight angle to be able to hit the register key
 - 2. Sit up straight
 - a. don't cross feet
 - b. posture aids breathing
 - 3. Clarinet should rest at a slight angle
- C. Place clarinet mouthpiece in mouth
 - 1. Correct embouchure is essential
 - a. flat chin
 - b. lip slightly over the bottom teeth
 - 2. Top teeth rest on top of mouthpiece

- 3. Tighten corners so no air escapes
- D. Take a good breath and blow air through the instrument

- 1. Don't over blow or squeaks will happen
- 2. Good solid open "G" is the easiest note

IV. Results

- A. Good sound
- B. Add fingers and notes
- C. Play in an ensemble or solo

V. Variations

- A. Other kinds of clarinet exists
 - 1. Bass clarinet
 - a. B-flat octave lower
 - b. Contra
 - 2. Alto clarinet
 - 3. E-flat soprano
 - 4. C clarinet used in orchestras
- B. Other similar instruments

VI. Clean-up

- A. Take off reed and place in case
- B. Take each piece off one at a time and place in case
 - 1. Be sure not to bend keys
 - 2. place in case correctly
- C. Swab clarinet
- D. Store in a safe place
 - 1. Cold will crack
 - 2. Away from kids

VII. Conclusion

- A. If you should have the desire to become a great clarinet player, you will need to have a good clarinet, good reeds and a dedication to practice.
- B. By following the steps I have shown you, you can start with a simple open "G" and eventually move on to becoming a superior clarinetist.
- C. One of my favorite sayings is "Music is the universal language of mankind." Music is the one thing that many of us have in common. Though we may not all appreciate the same 'styles', music lives, at least in a small way, in most of us. I found my niche by playing the clarinet and appreciating what music has to offer.

Demonstration (How to...) Speech Rubric

NAME _____ DATE _____ HOUR _____

TIME _____ DEDUCTION _____ SPEECH SCORE _____/100

TIME LIMIT: 4 to 7 minutes. For every 10 seconds over/under, you lose 1 point. PRACTICE!!!!*Talking/working on other things during another student's speech will result in a 5 point deduction for every offense.***Grading: 1- Standard not met 5- Exceeded Expectations****I. Introduction**

A. Brings all materials/Sets up efficiently	0	1	2	3	4	5
B. Quality attention-getter	0	1	2	3	4	5
C. Thesis	0	1	2	3	4	5
D. Previewed main ideas	0	1	2	3	4	5

II. Content

A. Organized, stays on topic	0	1	2	3	4	5
B. First Main point supported by examples, facts, testimony, or other support.	0	1	2	3	4	5
C. Second Main point supported by examples, facts, testimony, or other support.	0	1	2	3	4	5
D. Third Main point supported by examples, facts, testimony, or other support.	0	1	2	3	4	5

III. Verbal delivery

A. Effective volume	0	1	2	3	4	5
B. Spoke with personality/variety	0	1	2	3	4	5
C. Few filler words	0	1	2	3	4	5
D. Articulation	0	1	2	3	4	5
E. Pacing-Speaker doesn't rush/drag, allows time for audience to process message	0	1	2	3	4	5

IV. Nonverbal delivery

A. Eye contact for all/throughout speech	0	1	2	3	4	5
B. Good Posture/Little Fidgeting	0	1	2	3	4	5

V. Material Usage

A. Integrates materials throughout speech	0	1	2	3	4	5
B. Speaking notes only used for occasional guidance	0	1	2	3	4	5

VI. Conclusion

A. Restated thesis in different words	0	1	2	3	4	5
B. Reviewed main points (different words)	0	1	2	3	4	5
C. Strong final statements (closing)	0	1	2	3	4	5