

the principality of avacal demo handbook



By Lady Natal'ia Volkovicha (J.L.Cole). Based (with permission) on the Kingdom of Caid's Demo Coordinator's Handbook, and The Great Company of St. Jude's Demo Manual and various other materials lifted from the internet as well as a liberal dose of common sense and personal experience. Draft 2 February 2005.

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REQUIREMENTS FOR THE DEMO COORDINATOR

WARRANTING

In the absence of a Deputy Chatelaine as the Demo Coordinator, the Chatelaine will retain the responsibilities of Demo Coordinator. In order to hold the position the coordinator will maintain those memberships or warrants required of a deputy officer.

That being said, any branch member can coordinate demonstrations upon council approval, particularly if the branch does not have a Demo Coordinator or Chatelaine in office.

JOB DESCRIPTION

Conducting a demo requires someone who can build an mini-event from scratch using people who are willing to take a day off work or school to show people, who often don't have any idea of what we do, something they will enjoy and remember. They must do this while maintaining a safe environment and a schedule based on *real time* as opposed to SCA time. This is a very special ability and requires someone with a cool head and good communication skills.

RESPONSIBILITIES

The Demo Coordinator will need to make sure those doing the event conduct themselves in a way that is appropriate. There are guidelines for doing demonstrations at schools that can be useful for all demonstrations. These guidelines will be made available to all chatelaines and their demo deputies and they will be responsible for knowing what those guidelines are.

- A Demo Coordinator should have a good working knowledge of the SCA.
- A Demo Coordinator should preferably have five years of current and involved SCA experience, but this can be flexible if a candidate shows a strong ability to properly conduct an event.
- A Demo Coordinator will be responsible for knowing the policies of the SCA (Corpora) and the kingdom as they pertain to Public Relations.
- A Demo Coordinator will be responsible for providing reports to the chatelaine on a monthly basis for inclusion in regular Chatelaine reports to council and the Principality Chatelaine.
- A Demo Coordinator, as a deputy chatelaine, fulfills the requirement for a chatelaine to be in attendance at all demonstrations.
- A Demo Coordinator will confer with the area Seneschal and branch Council for approval of the demo, and to verify that all insurance requirements are met at all demonstrations.
- In the absence of a Demo Coordinator, these responsibilities fall to the Chatelaine, or a council approved volunteer.

LETTERS OF INTRODUCTION AND QUESTIONNAIRE

Demonstrations most often occur at schools after a teacher makes a request for one. When a request is made the coordinator should verify with the school administration that a demo would be allowed and what restrictions they may have.

Letters and Questionnaires to assist in scheduling and organizing demos will be included in Appendix A.

Before a demo takes place these letters of introduction should be copied and sent to the seneschal for their files. The letter should be taken to the demo as confirmation that approval has been obtained for the activities that are taking place. These letters should be sent along with your reports after the event.

THINGS TO DO BEFORE THE EVENT

- After the demo has been arranged and approved by council, you *must* publish it. This is where a local newsletter can prove its worth. Make sure all the proper details are listed. Publication of the demo ensures insurance coverage. As with any other 'event', publication on the website or branch forum does not ensure coverage.
- If there is fighting scheduled for the demo you should make sure that there are qualified marshals in attendance. Without adequate staffing you cannot have fighting at a demonstration.
- Waivers must be provided for members of the SCA who do not have valid membership cards.

Appendix A includes a single page worksheet to be completed as the demo is prepared. It is designed to condense the information received from the requesting group. This worksheet can be forwarded with a brief advertisement to the Chronicler for inclusion in the branch newsletter prior to the demo, and should help arrange the more important aspects of the demo at a glance.

After the demo is confirmed, you should plan to call members of your area who have participated in demonstrations in the past or have expressed an interest in helping. Making one announcement at a meeting will not get the populace to attend demos. Non-officers often skip council and many people will forget or assume others have stepped up without proper contact. Try to make at least 2 blanket announcements using emailing lists or forums prior to the demo. Follow these up with personal invitations by telephone to those gentles you would like to see attend the demo, and send a personal email to those people to confirm their response. The night before the demo, contact each individual who has committed to attend and remind them of the time and meeting place for the demo.

Reporting

Demo activity reports should be included in the Chatelaine's council report on a monthly basis. A report should consist of a list of all demonstrations that have occurred in the previous month. This list should include:

- When the demonstration was held
- Who the demonstration was for
- Where the demonstration was held
- How many people attended (estimates are acceptable)
- What unusual things may have happened at the event
- Photocopies of letters of permission for martial arts
- Thank you letters and gratuities paid

Reports should be sent to the Principality Chatelaine along with regularly scheduled reports, as well as forwarding each quarterly report to your local seneschal. You can include any comments or observations you may have in a separate letter. Comments and input are welcome.

Why Demonstrate?

The easy answer is that we demonstrate because we are a non-profit group dedicated to education about the Middle Ages. But we demonstrate for other reasons as well. We demonstrate to educate, to garner publicity, to recruit and to have fun. Without educational demos, we may not properly fulfill the mandate we have been given as a Society. By demonstrating, we show our involvement in the community, and secure the interest of newcomers. Without the exposure we gain from demos, we may lose the respect of our communities, or stagnate our growth.

Demos should be well organized, efficiently run and enjoyable for the demonstrators. If demos are a torturous trauma, the likelihood of recruiting more demonstrators from your branch are going to be limited. When branch members look like they are enjoying themselves, spectators are more interested. Similarly, if demonstrators are unhappy, the spectators can tell, and will be less likely to bound over enthusiastically claiming they want to belong to us.

While you read through this handbook, please note that many of the suggestions contained within the subheadings are applicable to all areas of demonstrating. To emphasize some of the more important points, the following list of tips will give you a 'quick and dirty' idea of what all to consider when planning a demo.

Before you commit to a demo, you must take the information about the demo to council for approval.

- Try to commit demonstrators to attend before you have committed to the demo – while this is not a requirement, it will make your life easier.
- Request as much lead time as possible when considering demos. Remember – you have to publish it in your branch newsletter in order to have insurance coverage.
- Make sure all demonstrators have appropriate and period garb. Wear your best garb, demand your demo team wear their best garb.
- Demo fighting shouldn't look like fight practice. Ever.
- Do not invent 'facts'. If you don't know an answer, either admit it, or find someone who does.
- Be in contact with your demo team frequently after the demo is confirmed.
- Demonstrators should have a set schedule for long demos, complete with scheduled breaks. Demonstrators should be at the demo space for the entire demo, or the duration of their shift. In long demos, demonstrators should make sure their needs are met before or after their shift and not during the shift.
- Don't smoke, gamble, or drink alcohol in garb during a demo. Particularly not at the demo space.
- Take your cues from the Demo Coordinator. If you are the Demo Coordinator, lead by example.
- Use your common sense. Look at the branch as a business – how does the behaviour and actions of your demonstrators reflect on the branch? If it would bother you as a consumer, chances are it will offend a spectator.
- Use this handbook. If you wear it out, make a new copy. But use it.

a note about children:

Demos can be very time consuming and boring for young children, and it is unfair to expect them to be able to behave for the entire demo. Therefore, until the age of 12, children

should *not* attend demos. By age 12, a child who has grown up in the SCA should understand the importance of good impressions and behaviour and therefore can be a valuable addition to the demo team. ***With council approval***, children under the age of 12 may be present at recruitment demos ***only*** if one parent is always able to supervise that child. If one parent is occupied by the needs of the demo, the other parent ***must*** have the child under control and supervised.

- **Please Note:** This does not mean gaining council approval and then asking other branch members at the demo to watch your child when you need breaks, or want to participate in demo activities. Unless arranged beforehand and approved by the demo coordinator, this is not acceptable. Bringing a child to any demo means being on guard, diligent and practicing proactive parenting skills. Not only will the branch be under scrutiny, but the way you interact with your child will reflect upon the branch (i.e. no yelling, no arguments, and children in the midst of tantrums should be whisked to the nearest private area.)

the 10 commandments of demos:

The following 10 items are intended to help you understand what is expected of your branch the day of the demo.

1. Be early!!
2. Be early!!!
3. Be early!!!! Being early allows you to gather as a demo team and go into the venue in an orderly and organized way. Remember: first impressions mean everything and being on time means you are late!
4. No children under 12 years of age.
5. Make sure the school or group understands SCA fighting conventions, if there is to be a fighting demo
6. Handle your materials in a safe manner, don't allow children to handle valuable materials
7. Follow the school rules or local laws : (i.e. No tobacco on school grounds.)
8. Follow general safety regulations: don't block exits, have cords lying on the floor, etc.
9. Use as many artifacts in your presentation as you can cram in your car.
10. Appearance is paramount. Look good and act better. And remember, the SCA is known for leaving a site cleaner than it came to them.

what is not allowed at most schools:

1. No drugs, alcohol or tobacco are allowed in any public school. If members of the demo team are smokers, inform them that they cannot even smoke on school property in B.C. If they must smoke, they should do so before the demo, off school property and follow it with a strong breath mint.
2. Beepers and cell phones are not medieval, and therefore unacceptable accessories.

3. Arrive in garb whenever possible. If fighters will be present, ask that they arrive in casual, but not grubby clothing. Avoid t-shirts with writing on them. No one knows what might be considered inappropriate.
4. Don't talk inappropriately (foul or threatening language, sexual innuendo, etc.) to or in front of the students.
5. Don't touch students, or allow other students to touch or hit a student.
6. Don't use slang SCA terms ("mundane" or "newbie" or "stick-jock", for example). Also don't use arcane language without explaining the terms.
7. Don't bombard the students or staff with too much information; this is probably the fastest way to lose your audience. Balance presentations with good Question and Answer opportunities.
8. Don't undress (to change clothes or get into or out of armor) in front of the children or staff. Do it in private. All schools should be able to provide a changeroom or teacher's lounge for your use.

types of demo: the educational demo

why do school demonstrations?

As an educational institution, part of our stated purpose is to demonstrate and teach the arts and crafts of the Middle Ages to our members and the public. One of the most effective ways to do this is to give presentations at local schools. By sharing our research and expertise with the school system we are filling several needs.

The school is receiving a valuable assembly for little or no money. Most students are receiving instruction from experts about subjects that they are studying in class. Most teachers do not have a great deal of expertise in the subject areas they teach, because they have a general degree or because they have no experience in the subject itself (their first year teaching, etc.). To a teacher's perception, many of the members of the SCA have much more *authentic* historical knowledge of the Middle Ages. We can speak authoritatively about a number of subjects that teachers have neither the time nor inclination to study themselves. At the same time, we are providing a resource for follow-up activities.

Most school demos are for students from grades 5 through 8. While other age groups may request demos, be forewarned that students younger than grade 5 have limited attention spans, and high school students may not appreciate the knowledge we can share. That doesn't mean you cannot accept demos for these age groups, just be prepared to make special arrangements to ensure a valuable and impressive demo.

Schools can be a good source of SCA recruits. Teachers with a love of history or crafts may be encouraged to join. Many students will bring their parents to your next local event just to show them what they saw at school. With proper handling, these contacts can blossom into one or more new members for your local group.

how to arrange a school demo

The first contact with the school is usually a teacher calling to ask you to do a demo for his or her class. Try to ascertain what she has in mind: weapons, a fighting scenario, arts and crafts, a feast, etc. What ages will be attending the demo? How many attendees are children? How many attendees are adults? What does the space look like? How big is it? Will the local paper be there? Get as much hard information as you can at this point; you'll need it when selling your demo to your branch. This is the time to mention to the teacher that a full SCA demo involves bringing fighting weapons on-campus. The principal usually must approve this beforehand. Be willing to meet with the personnel concerned if asked and give them a sample mini-demo; this often builds community interest in the demo. Personal SCA weaponry, such as swords, daggers and other real steel blades should not go to school demos.

Try to get the teacher to agree to a 6 week lead-time. This will give you time to round up your presenters and develop a fail-safe plan to have your demo go smoothly. Use your judgment if the teacher wants an immediate presentation; a one-person presentation 30-minutes long to a 20-student class of kindergartners can be done on a week lead-time if convenient, but single block presentation to 200 7th graders needs at least 10 committed presenters plus the entire 6 weeks lead-time.

Sell the demo to your local SCA group; they must sponsor (sponsor means commit by vote to participate) the demo in order for you to mention the SCA in any way. If they decide to sponsor the demo, have a blurb about the demo published in the local newsletter **before** the demo day. **This ensures that the event is under the SCA insurance policy.** If the school is paying an *honorarium* it **must** be made payable to your local SCA group; no one may make any private profit on an SCA-sponsored demonstration. If a group cannot pay, ask for a letter of thanks and a letter of reference for the branch "resume". Do not accept gratuities such as tickets, gift certificates and the like unless they can be used by the branch (i.e. a gift certificate for Fabricland could be used for new Gold Key).

Start lining up your presenters as soon as you know what areas of medieval life have been requested. Match your volunteers to the requested topic. Many elementary schools will study only one aspect of the period we recreate in any given year. For example, many Grade 5 classes study "Vikings". For a demo such as this, your local Elizabethan expert may not want to attend. Use common sense, and attempt to match the demo to the class studies in order to make the demo more relevant to all involved.

Plan on more presenters than you actually need; not everyone you plan on will actually show up, due to illness, car failures, etc. As stated before, try to make at least 2 blanket announcements using emailing lists or forums prior to the demo. Follow these up with personal invitations by telephone to those gentles you would like to see attend the demo, and send a personal email to those people to confirm their response. The night before the demo, contact each individual who has committed to attend and remind them of the time and meeting place for the demo.

Schools run on real time. They are responsible for student welfare and education and as such, time is of the essence. Lie if you have to but get your presenters on-campus with enough time to get set up. Be prepared for presenters to not show up, and ensure the entire demo will not fail due to one absence.

Children have notoriously short attention spans. Do not waste the time of the educator or child by waiting for a late person. Not only is SCA time not acceptable for demos, it should not be tolerated. If the perpetually late presenter is required for the demo, make arrangements with someone who understands the real-life clock to pick the person up. If the perpetually late presenter is not required for the success of the demo, do not invite them to participate at school demos.

Emphasize to the presenters that they must appear professional: on-time, in appropriate garb, know their subject, follow the school rules, etc. The rules are basic common sense for being adult role models around children, but many adults don't think about what to do and what not to do until they are reminded. A list of basic rules is attached, ensure they are followed.

Particularly with school demos the reputation of the branch is at risk. Bad garb, misinformation or inappropriate behaviours can cost the branch future demos and valuable public opinion.

the demo itself

When you arrive, someone should be available to greet the group and show you where you will set up, change into/out of garb, location of bathrooms/changerooms, teacher's lounge, etc. The gear you are not using needs to be stored in a safe place until you need it again. You should have sufficient time built into the schedule to set up before the first group of children enters the room. The children should come in with the teacher, sit quietly and be attentive. Most children do this, but don't be afraid to stop a presentation to ask the teacher to remove an offensive student. In most instances the teacher will move to control a problem child before you have to do anything. You must ***never*** present to children without a teacher or principal in the room with you. This is for your safety as well as the safety of the school, so don't be afraid to wait, or send a runner to the office if the school's supervision disappears.

Ideally there will be a table or tables at the front of the room to place the artifacts you will be presenting, with room for you to stand behind this area. A "no-man's-land" in front of the table will separate you from the children on their seats. If space is tight, push the table against the wall and stand in front of it to present, holding each item up as you demonstrate it to the class. If you have one or two items you don't mind passing around, do so every so often during the presentation. Be mindful of the "ooooh" factor. If you are passing around something very interesting, make sure you explain it before you pass it around. Young ears tend to turn off as soon as their hands grasp. If you have an assistant presenter, have that person supervise the passing-around. Tell the children you will take questions at the end of the presentation, and have a 5-minute question and answer period. Limit the passing of weapons. While our fighters know how to handle rattan swords or rapiers, children do not. It is better to show the item by walking

close to the students, than risk them injuring themselves by passing a potentially dangerous item around.

Try to 'perform' the demonstration in persona – and show, instead of tell, about the Middle Ages. Each demo participant should be doing something appropriate to their persona. Chose an "interpreter" in the *planning* stages of the demo. The interpreter will MC the demonstration and act as an interpreter for the modern children to understand the medieval people visiting them. This person should have a voice that carries well, and a good knowledge of the period.

You may choose to have each participant introduce themselves, and tell them a bit about when/where they were born, what they do and so forth.

Ex.: "Good day, my name is Natal'ia Volkovicha. My mother says I was born the year before my father, Prince Vladimir of Kiev, converted to Christianity. Papa expected that all citizens would also convert, but when he deserted his concubines in favour of his new Christian wife, my mother vowed I would learn the traditions of our past as well as the new religion from Byzantium. I was married at fifteen, and widowed when my husband died less than 4 winters later. My father has just passed away, and left his vast holdings to many of my brothers, and I am now under pressure to remarry."

After the introductions, it is up to the interpreter to keep the demonstration on schedule. If there is to be fighting, the interpreter should either have a good knowledge of combat in the period or have a question and answer period after the fighting portion of the demo to allow the students the opportunity to ask the fighters questions. One fighter should be the designated speaker. Unless questions are directed specifically at other fighters, this designated speaker should field all questions. The designated speaker, therefore, needs to have a good knowledge not only of SCA fighting conventions, but the fighting conventions of the period. Be sure to emphasize the difference between SCA fighting rules and what would have actually happened. Remember: this is to educate school children. **Inventing information because you are uncertain is absolutely unacceptable.** You may want to have someone more knowledgeable provide 'talking points' on historical combat if they are unable to attend the demo.

Demo fighting should *never* look like a fight practice. There should be no gauging of blows, standing about waiting for one another to make the first move, no quibbling about light or tippy blows. If the blow is solid, take the shot. Keep the fight moving. Demo fighting should be entertaining. Colour is a good thing; if fighters have personal heraldry and embellished gambesons, they should be worn or displayed, as well, colourful fighting should be encouraged. Dramatic deaths and big action make the display more exciting to school aged kids. While telegraphing blows in a real fight is terribly stupid, it's a good idea in demo fighting, as it allows the spectators to catch what is going on. Scripting fights between fighters who are comfortable with one another is one option that may be taken, however, it is good to remember that in the heat of the moment scripts can be forgotten, so spontaneous action tends to be better.

Because the intention of an educational demo is to teach students about the Middle Ages, it is important to stress authenticity in the fighters, to the best of their abilities. Fighters should be

encouraged to choose authentic weaponry and cover up that which is glaringly modern (pickle barrel armour, running shoes, athletic gear).

When taking to the group, make sure participants are able to talk about day-to-day medieval life in persona. This means demo volunteers will have to have a certain amount of knowledge to participate in educational demos. When people who are less knowledgeable are willing to volunteer their time for demos, help them to present the best picture of your branch possible by assisting them with 'talking points' to help them give accurate information or pair them with someone more experienced who can help them through the demo.

It is important to remember that educational demos *must* be accurate. While demo participants do not need to be expert medievalists, we must avoid fantasy type recreations of the Middle Ages. Talking about magic, dragons, faeries, etc. is not appropriate at any demo, but it is an unforgivable sin at an educational demo. As well, we must separate our SCA reality from the reality of the Middle Ages. A woman may demonstrate fighting, and we may have many competent and skilled women fighters within the SCA, but we have to avoid leaving the impression that fighting was a common profession for the medieval woman.

As well, participants must have reasonably accurate garb and accessories. Nothing non-medieval should be visible to the spectators. Police yourselves. Some larger groups may choose to 'audition' demo team members, but in smaller groups, more cooperative organization is necessary. For educational demos, it is necessary to be more strict about what is worn. Clothing that is 'medieval-esque' or 'peri-oid' is not acceptable. Neither is store bought clothing. For educational demos, garb should be the best that the participant owns. Offer to loan garb to those eager to help who may not have garb that is appropriate.

With regards to garb, be sensitive to what is being studied in the classroom. If it is possible accommodate garb to the period being studied, do so. It will make the experience much more valuable to the students involved. Particularly with school demos, bodices and cleavage should be left at home, and a modest image should be presented. Like all performers, looking your best and most professional will help make your branch leave a good impression with the teachers and staff at the school, and that will affect whether we are invited back in future years.

Do not keep the class after the bell rings; schools run on a strict time schedule and you may be causing problems for someone else if you don't allow them to move at the planned time. If you can't finish the demo in the allotted time, don't worry. Wind down as quickly as possible. It helps to have a designated time watcher at demos – they can inform you when to move topics along, and begin to wind down the presentations. Plan on students having a lot of questions --- you are probably the most exciting thing at school this year and some of them will be very curious. Teenagers may have trouble staying on topic in particular and may ask awkward personal questions. If you are asked about marital status, age, profession, answer in persona. Let responsible students help or participate if they can, safely.

Artifacts are the single most important features of your presentation. After a number of years in the SCA, many people will have plenty of artifacts. Ask them to bring something from their area of expertise or comfort to build up your presentation table. If they can't come, ask if

people in your branch have anything they could loan you for the demo, and if this is the case, have them explain the use of the item, or fill out an index card with some talking points to help the presenter along. Make sure that you have your people handling security for expensive, one-of-a-kind artifacts. Don't trust the school personnel; they don't realize that the bone needle case was a present from your Laurel, or that the Japanese helm cost \$800.

Appendix B will give you some other ideas of things you can do during educational demos.

types of demo: RECRUITMENT & PUBLICITY DEMOS

The goal of the recruitment and publicity demo is different than a school demo because the purpose is to expose people to the existence of the SCA, and to recruit new members to your branch. Because of this, the requirements for authenticity can be relaxed slightly, and members can feel free to discuss the SCA as well as the Middle Ages.

Recruitment demos are planned to give exposure to your branch. Good exposure means new members. A well run recruitment demo will bring many newcomers who have often wondered if there was something like the SCA around, but had never known where to start the search.

The purpose of all demos is to educate, regardless of the target audience. Whether your demo is for a school or for recruitment, you should adhere to the same standard of conduct at all times.

Most recruitment and publicity demos are tied into other events, like Canada Day, Summer Festivals, exhibitions and fairs, and Clubs/Frosh Week at local colleges and universities. To be considered for these opportunities often requires a demo coordinator to track down the group running the event, and apply for space. Some groups charge for participation, but may have a discounted rate for non-profit organizations. Other groups may offer you space for free because they are on limited budgets and we look like a good entertainment bet. Regardless of the cost factor, recruitment and publicity demos should be considered carefully by your branch council.

Displays should be uncluttered and easy to view. Collect Arts and Sciences projects from your populace for the bulk of your display. You may wish to have each contribution displayed with a mini-documentation – an explanation of what it is, what it was for, how it was made. Supplement this display with copies of the tri-fold handout available at the [Avacal Chatelaine's website](#). If your branch has business cards, put out a number of these as well. As an option, you may want to put out a sign up sheet for people who would like to be contacted about upcoming events or newcomers events (request both email and phone). Don't forget pens!

Pageantry is the simplest way to attract a crowd at these type of events. Ensure you have a good display, but also secure as many heavy and rapier fighters for the demo as you can. Start with heavy fighting, as the noise of swords on shields draws more crowds than the comparatively quiet rapier. When you have a good crowd, and your heavies need a break, give the demo over to the rapier fighters. This will allow both fighting styles to be showcased. Obviously, at most demos you won't be able to demonstrate archery. If you have archers, bring a bow or crossbow for display, so that the crowd will know about target and combat archery. It is a wise idea to have bows unstrung and no arrows at the display.

Because of the nature of community events, be on guard at all times. Items on display often cannot have a dollar value put on their replacement because of the hours of craftsmanship put into them. If you cannot commit to guard these items, reconsider displaying them. The demo

coordinator cannot be held responsible for losses incurred at a demo, but you can believe feelings will be hurt and fingers will be pointed if projects walk away from tables. Unfortunately, many people in the modern world do not put an emphasis on honesty and integrity. If you plan for the ugly side of society, you will be well, if not over prepared for an average community audience. Due diligence in minding displays will also provide extra opportunity to interact with the public.

The appearance of our displays and demos will reflect on the entire Society. This includes table covering, display items, display areas and the gentles involved. Gently remind all demo volunteers to be in their best garb and on their best behaviour. It seems like common sense, but make sure you make eye contact with everyone who approaches your display, and greet them. Smile, and be friendly. Do not turn your back on the display. Do not carry on private conversations at displays when the public is nearby. Do not discuss local real world or SCA politics. Do not smoke at a display, even if you are outside. If you are at a large community event and need a break, make sure the display is adequately staffed before you go. If you would like to take a break long enough to explore, change out of garb, or remember you are still 'on-duty', and your behaviour will reflect upon the branch (This can be as simple as remembering to wash your hands in the restroom to as complex as changing out of garb before entering a beer garden.) Do not invent 'facts' if you are unsure – admit you have limited knowledge in that area, or track down the gentle who can answer. At the same time, do not 'offload' potential newcomers onto other members of your branch, unless you really cannot answer the question.

Recruitment demos need to be well planned for response. It is great to have a publicity demo that exposes your branch to your local community, but in order to convert that publicity into recruitment, you must follow up with something to welcome newcomers. If you are not the Chatelaine, work in conjunction with the office to plan a newcomers night, or workshop day soon after the demo. Make sure the date for this newcomers event is solidified before the demo, so you can give this information to interested people.

appendix a: forms and letters

The following letters and questionnaires are intended for your use in organizing demos. It is your responsibility to ensure the letters are submitted to the appropriate people, and likewise, that questionnaires are returned completed and signed where appropriate. Please make copies of these forms on blank paper or branch letterhead and remove the handbook information and instructions.

SOCIETY FOR CREATIVE ANACHRONISM

LETTER OF INTRODUCTION FOR A SCHOOL DEMONSTRATION

Date:

Dear ,

My name is _____. I am the information officer for the local branch of the Society for Creative Anachronism. I have been contacted by _____, a teacher at your school, requesting a demonstration of the arts and crafts of the Middle Ages. We would be glad to do this.

It is our purpose to offer the school an interesting and educational view of the Middle Ages, its grace, chivalry and the craftsmen's skills. The more information we have on how to do this for your school, the better job we can do.

The Society for Creative Anachronism is a non-profit society incorporated in 1968. The SCA's purpose is to engage in research, publish material of relevance and interest to the field of pre-17th-Century Western Culture; to present activities and events which re-create the environment of said era, such as, but not limited to, tournaments, fairs, dances, classes, et cetera; to acquire authentic or reproduced replicas of items representative of said era; and to collect a library.

So you understand what we do, I have included with this letter a list of some of the crafts that we demonstrate in our area. Some of the crafts are very specialized and we cannot promise that every one would be available but feel free to ask if a certain craft can be demonstrated for you.

Along with the rest of this package is a questionnaire for you to complete. This questionnaire is designed to allow our group to do the best job we can for your class. It will also explain certain activities that we commonly do for a demonstration. These activities cover arts and sciences and also martial arts. You have the option of deciding what crafts and martial activities you would like to have at your event.

We also ask for input on what restrictions you would have for us. Since we do an exhibit of armor and weapons; such as swords, daggers and spears used during the Middle Ages we ask you to clarify what we can and cannot bring onto your campus. The choice is entirely yours.

Thank you for this opportunity,

(This letter should be signed by the Chatelaine and Seneschal *after* council approval)

SOCIETY FOR CREATIVE ANACHRONISM
LETTER OF INTRODUCTION FOR A DEMONSTRATION

Date:

Dear ,

My name is _____ . I am the information officer for the local chapter of the Society for Creative Anachronism. I have been contacted by _____ , requesting a demonstration of the arts and crafts of the Middle Ages. We would be glad to do this.

It is our purpose to offer your group an interesting and educational view of the Middle Ages, its grace, chivalry and the craftsmen's skills. The more information we have on how to do this for your group, the better job we can do.

The Society for Creative Anachronism is a non-profit society incorporated in 1968. The SCA's purpose is to engage in research, publish material of relevance and interest to the field of pre-17th-Century Western Culture; to present activities and events which re-create the environment of said era, such as, but not limited to, tournaments, jousts, fairs, dances, classes, et cetera; to acquire authentic or reproduced replicas of items representative of said era; and to collect a library.

So you understand what we do, I have included with this letter a list of some of the crafts that we demonstrate in our area. Some of the crafts are very specialized and we cannot promise that every one would be available but feel free to ask if a certain craft can be demonstrated for you.

Along with the rest of this package is a questionnaire for you to complete. This questionnaire is designed to allow our group to do the best job we can for your group. It will also explain certain activities that we commonly do for a demonstration. These activities cover arts and sciences and also martial arts. You have the option of deciding what crafts and martial activities you would like to have at your event.

We also ask for input on what restrictions you would have for us. Since we do an exhibit of armor and weapons; such as swords, daggers and spears used during the Middle Ages we ask you to clarify what we can and cannot bring to your site. The choice is entirely yours.

Thank you for this opportunity,

(This letter should be signed by the Chatelaine and Seneschal *after* council approval)

demonstration questionnaire

Please fill in this questionnaire and return it to the demo coordinator as soon as possible. This information will help us deliver a well-constructed demonstration for your school/group. It will also help us, The Society for Creative Anachronism, so we don't run afoul of School rules, community bylaws or Campus conventions.

Thank You

the demonstration space

Will the demonstration be held in a room, gymnasium or out of doors? If indoors, how high are the ceilings?

Will tables and chairs be made available to us to use in the demonstration, and will the tables be in an area where children cannot easily reach them or the items placed upon them?

Is the demonstration space easily accessible?

2) demonstration time and students / attendees

The time for which the demonstration is scheduled is between the hours of _____ and _____.

What is the age/grade level of the attendees/students attending this demonstration?

Will this demonstration be for a single group/class of students or multiple groups/classes?

Approximately how many attendees/students will be attending this demonstration? Please include the number of faculty available to supervise children (ex. Teachers, Principals)

3) SCHOOL RULES

Please list anything that we may not bring on to the campus (i.e. Tobacco products, cell phones, beepers, medications, etc.)

If your company/school district allows it, would you like to have a fighter's component as part of your scheduled event? SCA fighters use either rattan sticks wrapped in duct tape or blunted (the tip is covered) fencing blades to approximate the live steel weapons used in history. The weapons used in combat are not "live steel" weapons. If a fighting component will be part of your demonstration, can you submit to our group a permission letter, stating that a fighting demonstration will be allowed on your campus, signed by either your manager, school's Principal or a District officer prior to the demonstration taking place? (If this letter of consent is not provided, no fighters will perform, even if an "oral" agreement was reached prior to the demonstration.)

Initial here to verify you understand the paragraph above. This is not granting permission for the martial arts demonstration, only that you acknowledge that a letter of permission needs to be provided before we can offer a martial exhibit.

4) Day of the demonstration

Who will be our campus contact for the demonstration?

Where should we meet our contact?

Where should we park our cars?

Is there any other information you feel is pertinent for us to know? Please include additional information below. Thank you for taking the time to fill out this form. It will help us present with a well-planned demonstration.

In service

additional information:

Demonstration Topic Listing & Guideline

(note to Demo Coordinator: please strike off those topics unavailable to demonstrated by your branch to avoid confusion)

Below is a brief listing of the topics / components that could be covered in a demonstration. If there is a historical topic that you do not see on this list, please contact the demonstration coordinator at the number listed below. It may be possible to find someone with the knowledge you seek if the coordinator is contacted in a timely manner. If you wish to pick topics for your demonstration, based on the list below, please allow at least 6 weeks time from the time of your request, until the actual day of your demonstration. If you are willing to let us design your demonstration, a lead-time of 14 days is requested.

Archery - The period making, fletching and shooting of arrows

Armoring - The design and making of armor; it's history and uses

Bardic Recitation - Period singing and story telling; its history and development

Bookmaking - The binding of hand printed or hand copied text; the sheaving of paper or velum

Brewing - The craft of turning grain or fruit in to potable drinks. Brewing does not always involve alcoholic beverages. There are non-alcoholic tonics, cups, bowles and vinegars (drinking vinegar tastes like fruited lemonade)

Calligraphy - The scribal art of lettering, the making of inks and the making / sharpening of quill pens

Candle making - The art of wax dipping or wax rolling to create candles

Cartography - The art and Science of map-making

Cooking - The art and history of food through the ages and cultures

Costuming - Who wore what when & why

Dancing - The art of dancing from English country dancing to Court dancing

Drama & Comedy - The various forms of stage entertainment through out history

Drawing - the use of illustration and art work in history, and its changes over time

Dyeing - The use of herbs, vegetation, sea life, and bugs to create colored cloth

Embroidery - One of the many forms of needle craft done throughout history

Fighting - The rules and codes of honor and combat. What was a Knight? What was a Squire? What is Chivalry? What is personal honor?

** (See below for more information concerning fighter's component)*

Gaming - Historical games, like fox & geese, nine men Morris and chess. How these game taught strategy to warriors and statesmen

Herbalism - The use of plants and herbs in everyday life in history. Herbs were not just used medicinally

Horticulture - How plants were grown historically. The different theories for crop rotation. What plants were indigenous to what areas

Illumination - The painting of manuscripts or scrolls. This is the beautiful artwork you see in the text or at the beginning of a paragraph in historical manuscripts. How to make your own paint, gulf leaf, gesso and brushes

Inkle Loom Weaving - How to use an inkle loom to weave thread into strips of trim and or belts. How to design your own patterns using different color thread

Leather working - How to take a tanned hide and turn it in to any of the hundreds of things needed in daily life in the Middle Ages. The making of pouches, shoes, game boards, belt, leather bottles arrow quivers, scabbards and armor

Medicine and Disease - What is the difference between pneumonic plague and bubonic plague? What is sweating sickness? What is the Theory of the 4 Humours? Did bleeding cure disease?

Needlework - Covers embroidery, blackwork, hardanger cutwork and any other form of needle / thread decoration used on clothing, household goods or vestments

Paper making - From animal skin to fiber, the different forms of “paper” used through history and how it was made

Period Fencing - The use of fine blades for weapons / fighting. What is a rapier? What is a duel? What is the history of fencing?

Scribing - The art of copying text by hand. (See calligraphy & illumination)

Textile Arts - Taking any fiber from its natural form and processing it into cloth. Or going from “sheep to shawl”...i.e. combing, dyeing, carding, spinning, plying thread weaving, cutting, sewing, trimming and finally wearing your new piece of clothing

Weapons Smithing - How to take an ingot of metal and make a blade. How to take an ingot of metal and make wire to make chains to make mail. How to make arrowheads of various types, and the uses for the various types of arrow heads

Weaving - Unfortunately, due to size and portability restrictions, only lap looms and inkle looms are available for weaving demonstrations. (See textile arts)

Wood Working- How to make things from wood in a period fashion. How to carve decorations in to the wood. What wood would be used for what piece? How was medieval furniture made? How to make plates, bowls, cups and spoons

Again if there is any topic on this list that does not cover something you are interested in, please contact the demonstration coordinator. If there is anything on the list that you would like more information on, or would like to know if a “hands on” version of a demonstration component is possible, please contact the demonstration coordinator.

* Be aware that we can provide “tournament demonstrations”, in which actual SCA fighters depict a combat between equally armed and chivalrous combatants. Fighters may be either heavy weapons (Sword & Shield) or light blade (Rapier), depending on whom is available for the day of your demonstration. If you would like to have a combat component added to your demonstration, please contact us as soon as possible.

PLEASE NOTE: For a combat component to be added to your demonstration, we will need to know what your school/ group/ organization policy is regarding weaponry on your premises. We will also have to have written permission from some one in authority stating that a fighter’s demonstration is allowed on your premises for the date of the demonstration. Without written permission, no fighting component will be allowed to go on at any demonstration, no matter what may have been agreed to in any prior verbal exchanges.

If you have any further questions, please contact the demonstration coordinator,

Name:

Phone number:

E-mail:

pre-demonstration worksheet

the demonstration space

- The demo is being held in a Room an auditorium out of doors
- If the demo will be in an auditorium, will microphones or other forms of amplification be available to us? Yes No
- Will we have tables and chairs available? Yes No
- Will children be able to reach them? Yes No
- Is the space easily accessible? Yes No

demonstration time and students/attendees

- The demo is scheduled between the hours of _____ and _____.
- Will there be one demo or several repeating demonstrations?
- Will there be a single class or multiple classes?
- How many students will be attending? _____
- What is the grade level of the students? _____

campus rules

- Things we cannot bring on to the campus Tobacco products cell phones
 beepers medications other _____
- Can we bring Historical Weapons on campus for display only? Yes No
- Do we have a approval letter for martial arts Yes No
- If so attach to the questionnaire for quarterly report

day of the demonstration

- Who will be our campus contact for the demonstration? _____
- Where should we meet our contact? _____
- Where should we park our cars? _____

additional information

appendix B: Ideas for educational demos

- Introduction question session: After the demo team is introduced, ask the audience what they have already learned about the Middle Ages. Some questions may include:
 - When were the Middle Ages?
 - Where did they take place?
 - How were they different from the modern world?
 - What sorts of people were around then?
 - What did medieval people do?
- Divide the class according to medieval class patterns, 90-95% peasants, 1-5% townspeople, 1-5% nobles, 1-5% churchmen. To help illustrate facts about the Middle Ages, the interpreter could also use the students to demonstrate other patterns from the period. Get the kids to stand up. Split them into two groups and "Kill" one group, explaining they didn't make it through childhood because of the child mortality rate. Pick out the remaining girls and "kill" half to 3/4's of them "in childbirth". Pick out the remaining boys and "kill" half to 3/4's of them in a war, and so on, until only about 10% of the original group is left. This visual example of mortality rates is far more effective than a class discussion of the same facts. Another interactive demonstration is to have the whole class stand again. Explain that the fighters are going to march into them, and that the fighters represent knights. The class are peasants recruited to fight in a war. Allow the fighters to select students and ask them to sit down again – these students have been killed in battle. It's interesting for both the demo team as well as the students, because every so often, a kid will "fight back" and protest their death. The fighters should let the students who "fight back" live. Sometimes this leads to all the kids that are left protesting, and then you get to demonstrate what a peasants revolt was like!
- Dancing/Games: For longer demos, dancing and games are an option to teach students what type of leisure activities people participated in. The following are some examples:
 - Hoodman's Blind (Blindman's Bluff)
 - Tug of War
 - Montarde Bransle

Don't offer to teach dancing if no one in your group knows how.
- Squires: If heavy fighters are comfortable with the idea, there is the opportunity to allow some students to act as squires. If this is done, each fighter should choose between 1-3 students from the audience to hold his sword, helm and shield while the item is not in use. Many kids enjoy this, and it is a practical application of a real medieval squire's job.
- Favours: To encourage spectator participation, such as cheering, either plant favours in the audience as the students are coming into the demo, or give favours to the teacher to hand out before the demo. Allow the students to hand out favours to the fighters they want to win, and explain inspiration. As the fighters combat one another, the students will have fighters to cheer for, and by explaining inspiration, students will understand chivalry and honour better.
- Many children are fond of autographs. Encourage demo participants to learn a basic calligraphic hand that is appropriate to their period so that they may sign autographs for students at the end of the demo

- The demo scroll: As a token of their participation in the demo, create a scroll commemorating the demo. It doesn't have to be fancy, you can print it off on your computer using one of the period fonts. Make sure the date is on it, as well as the school that is participating, photocopy enough that each student gets one. If you can incorporate line drawn letters with Celtic art or knotwork in them, the students also take home a page they can colour. (Grade 7 and 8 students also like colouring pages. Even if they won't admit it.)