



Development Program

Level One

SPEAKING BASICS

Name: _____



Development Program

Page deliberately left blank



Development Program

LEVEL 1 SPEAKING BASICS PROJECT CHART

The following projects do not necessarily have to be completed in the order in which they appear below. However, the specific speech assignments have been planned in an order designed to challenge and develop the skills of the presenter.

Date started: _____

Project	Project Title	Date Completed	Evaluator's Signature
1	Thought for the Day / Inspiration		
2	Closing Thought		
3	Issues of the Day Participant - 3 occasions	1. 2. 3.	1. 2. 3.
4	Self-Introduction Speech 4-7 minutes		
5	Oral Reading 4-7 minutes		
6	Poetry Reading 4-7 minutes		
7	Word Power Education 10 minutes		
8	Speech to Inform 5-8 minutes		
9	Speech Containing Gestures 5-8 minutes		
10	Introduction of a Speaker		
11	Thanking a Speaker		
12	Trainee Evaluator - 3 occasions	1. 2. 3.	1. 2. 3.

continued:-



Development Program

Project Chart continued...

Project	Project Title	Date Completed	Evaluator's Signature
13	Self-Evaluation		

Level 1 Speaking Basics Project Chart

Date Level 1 Speaking Basics Completed: _____

Name: _____

Club: _____

Email: _____

Club President's signature: _____

NOTE: A copy of both sides of the Project Chart to be forwarded to the current POWERtalk Australia President-Elect when complete for recognition



Development Program

PROJECT 1: Thought for the Day / Inspiration

This is a short message that inspires reflection. A quotation may be read and the author noted, but it should be brief.

Example: *“Success is no accident. It is hard work, perseverance, learning, studying, sacrifice and most of all, love of what you are doing or learning to do.”* Pele

If there is a theme for the meeting then the presenter should be aware of that and may well be able to tie the Thought for the Day/Inspiration in with that theme.

The speaker may include a brief explanation of the relevance of the context of the quote, e.g. “In the light of increasing popularity of the British Royalty with the next generations marrying, having children and working with good causes, I thought this quote was apt: *“Royalty is completely different than celebrity. Royalty has a magic all its own.”* Philip Treacy

There are many sources for inspirational thoughts. Keep a file so one will be available when you are asked to perform this role.

PROJECT 2: Closing Thought

This is a thought-provoking or provocative brief quotation to conclude the meeting. If the author is known, credit should be given.

Example: *“Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence.”* Helen Keller

Preparation for this assignment should include being very familiar with the quote, and presenting it clearly with good diction.



Development Program

PROJECT 3: Issues of the Day Participant

Purpose:

To practice impromptu speaking on a given subject.

Benefits:

- Teaches maintaining poise and self-confidence in spur-of-the-moment situations.
- Teaches organisation and presentation of thoughts quickly.
- Teaches how to stay within established time limits.
- Teaches the value of effective listening habits.

All of the above assist in overcoming the fear of speaking in public meetings, conversations and group discussions.

Preparation:

No specific preparation can be made for this assignment as you will not know the subject until it is announced. General preparation includes keeping up with current events and being aware of the meeting theme.

- Listen carefully to the instructions as they are given by the session leader. Take particular notice of the time allotted to each participant.
- As soon as the leader announces the subject of the session, begin to organise your thoughts using any background information you may possess on the subject.

Presentation:

1. Acknowledge the session leader.
Example: "Thank you, Jane/John" or follow the custom of your club.
2. Present only one idea and support it with fact or imagination.
3. State your thoughts so you have an opening remark (or a statement of the issue), the body (your view) and a strong closing statement (your conclusion or summary).
4. Adhere closely to the assigned subject.
5. Speak clearly with conviction and loudly enough to be heard by everyone.

Suggested Evaluation:

- Observance of assigned time limit;
- Organisation of ideas;
- Adherence to subject; and
- Voice control / eye contact



Development Program

PROJECT 4: Self-introduction Speech

(Time 4-7 minutes)

Purpose:

To enable your fellow members to become better acquainted with you.
To attempt your first semi-formal speech using a familiar subject.

Preparation:

Decide on the points you wish to cover. You might discuss:

- one important phase in your life;
- an outstanding experience in your life;
- your hobbies or principal interests;
- your ambitions; or
- your general history

Evaluation:

Expect to be evaluated according to the sheet on the Self-introduction Speech Evaluation page. Consider the suggestions made when you plan your next speech. If the evaluation is not sufficiently constructive for you then discuss it in private with the evaluator or with a highly experienced member of the club.

Remember:

If you can speak for the allotted time (the aim is to speak for not less than 4 minutes and not more than 7 minutes) and if you tell a story that enables members to know you better...

YOU HAVE BEEN A SUCCESS

NOTE: Give your evaluator your evaluation sheet prior to the meeting and reclaim it at the conclusion.



Development Program

PROJECT 4: Self-introduction Speech - Evaluation

DATE: _____ TITLE: _____

TIME STATED: _____ TIME TAKEN: _____

To the evaluator: The purpose of this evaluation is to encourage the speaker. Tactful suggestions for improvement should be made and do be diplomatic.

Did the speaker address compère and audience? _____

How did the opening sentence or phrasing arrest attention or illuminate the theme of the speech?

Comment on poise, including stance, gesture and eye contact: _____

Comment on voice production/ projection: _____

Did the speaker hold the interest of the audience? _____

Did the speaker try to cover too much? _____

How were notes used? _____

Was there a definite conclusion? _____

Suggestions for improvement: _____

Evaluator's signature: _____



Development Program

PROJECT 5: Oral Reading

(Time 4-7 minutes)

Purpose:

- To attain proficiency in interpreting a passage of prose, literature, script, stories or text
- To gain practice in presenting reports, the reading of minutes or the delivery of a radio script.
- To permit concentration on delivery (gestures, voice, phrasing, emphasis) without the strain of worrying about the quality of the thoughts expressed.

Preparation:

- Use material assigned by the education chairman or something that you have personally enjoyed reading.
- Make sure that the material will not exceed the time limit.
- Prepare your manuscript and familiarise yourself with every shade of mood and meaning.
- Practise and practise and practise your prepared material ALOUD.

The Manuscript:

The manuscript must be easy to handle. A heavy book can ruin your stance and can be difficult to manage. If necessary, type your own script, using 1.5 or double spacing, on the top half of A4 pages to make it easier to read and present more smoothly. Print single sided only, on firm paper when possible. Use highlighting, underlining and **UPPER CASE** or **BOLD LETTERS** for emphasis and use of slashes for pauses. The aim is to make your script easy to see and hard to lose your place. Your aim is to keep your audience's attention, not to distract them. If using electronic media, the same applies for emphasising text and for pauses.

Presentation:

If there is a lectern, place your book or sheets on this before addressing the audience. Handle the sheets only when it is time to turn the page. If you must hold the script in your hand use only one hand for that purpose keeping the other hand free to gesture. **DO NOT WAVE THE SCRIPT AROUND.** Maintain eye contact - your close personal relationship with the audience. Commence reading in a strong clear manner so that the audience is with you from the very first word. Try to memorise the conclusion so that you can finish with your eyes on the audience.

Goals:

- To develop the ability to deliver excerpts from prose, literature, script, stories or text for special occasions
- To improve delivery, voice projection, enunciation and tonal expression
- To read so well that the audience is unaware that you are reading.

NOTE: Give your evaluator your evaluation sheet prior to the meeting and reclaim it at the conclusion.



Development Program

PROJECT 5: Oral Reading - Evaluation

To the evaluator: Readers may be inexperienced. You must be **concerned, considerate and constructive**. If any reading is inaudible or monotonous do try to discover the cause and suggest ways of overcoming the difficulty.

To what degree would you say the reader had prepared for this assignment? _____

How was the manuscript handled? _____

What in the material was of particular appeal to you? _____

Comment on the delivery of the opening line: _____

Comment on the delivery of the conclusion: _____

Comment on:

Audibility: _____

Voice variation: _____

Phrasing: _____

Breathing Control: _____

Interpretation: _____

Facial Expression: _____

Pronunciation: _____

Enunciation: _____

What is the greatest asset of the reader? _____

Evaluator's signature: _____



Development Program

PROJECT 6: Poetry Reading

(Time 4-7minutes)

Purpose:

The subtlety of thought and feeling found in poetry demands of the speaker a finer use of vocal variety than that usually needed for the speaking of prose. This assignment will assist you to attain proficiency in interpreting a passage of poetry.

Preparation:

Selection of poem(s) is a personal choice. You may want to contrast a dramatic narrative with a rollicking ballad or prefer to demonstrate the use of a particular poetic form e.g. the sonnet. Poems in which the end words rhyme are more difficult to read than blank verse. Read some background material on the author and their works. This could help in understanding and interpreting the general thought. Practise your readings and become familiar with them so that you can maintain eye contact with your audience and put as much expression as possible into the delivery.

Presentation:

- Before each reading, state the name of the poem and the author.
- Sometimes it may be necessary to preface your reading with a brief pertinent explanation, making clear the reasons for your selection. In short, Compère your own presentation.

Suggestion:

This is an opportunity to widen your interest. Turn to sources other than outdated student textbooks and search for the unfamiliar in old and modern works. This can be a richly rewarding experience.

NOTE: Give your evaluator your evaluation sheet prior to the meeting and reclaim it at the conclusion.



Development Program

PROJECT 6: Poetry Reading - Evaluation

DATE: _____ TITLE: _____

TIME STATED: _____ TIME TAKEN: _____

To the evaluator: This is an assignment on vocal interpretation. The speaker should vary tone, pitch and rate of delivery.

Comment on the following:

Pitch: _____

Modulation: _____

Speed: _____

Delivery (tone of voice appropriate for subject, sing-song, expressionless, etc.): _____

Suitability of choice of poems: _____

Additional Comments: _____

Evaluator's signature: _____



Development Program

PROJECT 7: Word Power Education

(Time 10 minutes)

Purpose:

To present an education session on word usage.

Benefits:

- Builds better, more extensive vocabulary.
- Assists members in learning to create word pictures.
- Assists members in learning to convey exact meanings of words by the use of appropriate language.

Preparation:

1. Choose a word power lesson that will meet the needs of the members.
2. Research your choice thoroughly. Use a dictionary and thesaurus as tools for vocabulary improvement.
3. Listen to radio/TV interviews, educational programs and/or newscasts for unfamiliar words or unusual pronunciations. Use the dictionary to verify meanings and learn synonyms/antonyms/spelling.
4. Watch for words constantly misused or confused. Use these for a word power lesson.

Presentation:

1. Acknowledge introduction and proceed immediately with the lesson.
2. Clearly state the response expected from the assembly and give an example.
3. Keep the lesson brief as too many words are difficult to retain.
4. Concentrate on words that members can use in daily communication.
5. Encourage further use of the new words during the remainder of the meeting.
6. Have a definite conclusion to the lesson.

Suggested Evaluation:

- Choice of subject/words for study;
- Knowledge of the subject;
- Instructions to assembly;
- Enunciation/pronunciation; and
- Check with leader for special evaluation requests

NOTE: Give your evaluator your evaluation sheet prior to the meeting and reclaim it at the conclusion.



Development Program

PROJECT 7: Word Power Education - Evaluation

DATE: _____ TITLE: _____

TIME STATED: _____ TIME TAKEN: _____

To the evaluator: This is an assignment to analyse the strengths and weaknesses of the presenters ability to express ideas clearly, encourage audience participation and provide appropriate education to improve the audience's word power.

Comment on the following:

Education Suitability: _____

Explanation of Ideas: _____

Level of Poise, Self-Confidence, Friendliness & Humour: _____

Suggestions for Improvement: _____

Additional Comments: _____

Evaluator's signature: _____



Development Program

PROJECT 8: Speech to Inform

(Time 5-8 minutes)

Purpose:

- Learn to plan, research and organise information into a prepared informative speech.
- Develop proficiency in researching and organising information.
- Enable members to gain knowledge in a new subject area.

Preparation:

- Choose a topic that comes from your own experience, an occasion, the needs of the audience, a current trend or your own curiosity.
- Limit the topic. Choose one significant portion of the topic to develop.
- Write a thesis statement. In one sentence, tell exactly what you want the audience to learn from the speech.
- Gather information and make notes.
- Outline the speech to include:
 - a. Introduction: Sets the tone for the speech - may be humorous, challenging, serious, entertaining, argumentative, or inspiring. The introduction also establishes the thesis.
 - b. Body: Establish the major points (two to three depending on time allowed). Present supportive sub-points to your main points, such as illustrations or facts.
 - c. Conclusion: Summarise and reaffirm your thesis statement.
- Write out your opening and concluding statements. Other portions of the speech should be in note/outline form.
- Choose a provocative title to encourage audience interest before you begin speaking.

Presentation:

- Speak from your notes/outline. Writing out the opening and closing statements provides a strong beginning and ending. Speaking without notes, in the body, allows good eye contact and more natural speaking posture.
- Be enthusiastic. A topic of personal interest makes it easy to speak more enthusiastically. Make the audience want to hear more about the subject.
- Use transitional words, phrases and sentences. The use of these links the points of the speech together smoothly and allows the audience to follow the speech outline.
- Summarise. A good summary reminds the audience of the main points and reaffirms the thesis. The audience will then feel the purpose has been fulfilled.

NOTE: Give your evaluator your evaluation sheet prior to the meeting and reclaim it at the conclusion.



Development Program

PROJECT 8: Speech to Inform – Evaluation

DATE: _____ TITLE: _____

TIME STATED: _____ TIME TAKEN: _____

To the evaluator: Did the speaker know the subject and deliver the information on the topic so that the audience could easily understand it? Check with the participant for special evaluation requests.

Comment on title/appeal/interest to audience: _____

How effective was the introduction? _____

Comment on the construction of the speech: _____

How did the audience react to this speech? _____

What were the speaker's strengths in this presentation? _____

Were the major points clearly defined and supported? _____

Additional comments: _____

Evaluator's signature: _____



Development Program

PROJECT 9: Speech Containing Gestures

(Time 5-8 minutes)

Purpose:

Gestures serve to illustrate and interpret your speech. The more earnest you become, the more you will need to use gestures, but these must be controlled and directed. Using too many gestures is off-putting and awkward, inappropriate movements are a hindrance. You must learn to acquire control of hands, head, face and body when making a speech.

Presentation:

Choose your subject with care. It should be of such a nature as will make gestures natural and necessary. The following suggestions may be used:

- The 'hold in my hand' type. In this you centre your talk on some object you can exhibit and about which the speech can be built. If you hold an object, don't look at it too much yourself and don't fuss with it; look at the audience and direct their attention to you. Do not pass objects around the audience while you are speaking, as this practice ruins the attention of the audience. Diagrams, maps or blackboard/whiteboard etc. may be used, of a size visible for the audience.
- Be a particular person or animal and describe his action or occupation e.g. be a fisherman, flower arranger, traffic officer.
- Give a normal speech on a subject that lends itself to frequent use of gestures.

Some of the conventional gestures that are universally recognized are:

- the extended index finger, pointing to emphasise, accuse, point out, attract attention
- index finger pointing up - to enumerate or for dramatic effect
- arms extended out, palms uppermost - to show friendliness, to indicate a question, ask for an agreement, signify an appeal
- the same gesture with palms down - rejection, disagreement, distaste, contempt
- clenched fist - for emphasis, to show strong determination.

These gestures should fit in naturally with the context of the speech and should slightly precede the words to which they refer. You must really rehearse. When you have your speech worked out, start to practise on ways to use your hands. Pick up, lay down things, point. Work for easy natural movements. Practise in front of a mirror. Aim for spontaneity. Avoid becoming too studied. Don't forget to use facial expressions and eye contact too.

Goals:

In future speeches you will be able to incorporate gestures with increasing control and effectiveness. Your speeches should then have even more warmth and character.

NOTE: Give your evaluator your evaluation sheet prior to the meeting and reclaim it at the conclusion.



Development Program

PROJECT 9: Speech Containing Gestures - Evaluation

DATE: _____ TITLE: _____

TIME STATED: _____ TIME TAKEN: _____

To the evaluator: The speaker is working on gestures. Your attention should be directed towards manner of delivery rather than material, although the latter should not be overlooked in your comments. Comment on any repetitive mannerisms that persist but concentrate on gestures and their appearance and appropriateness, or lack of it.

Comment on the following:

Use of hands: _____

Facial expressiveness: _____

Eye contact: _____

Ease of stance and delivery: _____

Material content of speech: _____

Suggestions for improvement: _____

Additional comments: _____

Evaluator's signature: _____



Development Program

PROJECT 10: Introduction of a Speaker

Purpose:

To create a desire to hear the speaker and to prepare the audience to give an attentive response.

Presentation:

- Your remarks should be about the speaker, not yourself
- Reflect the right degree of formality
- Highlight the special value of the subject matter
- Spoken in a tone of pleased anticipation
- Humour should not be aimed at the speaker
- If the speaker is known to the audience use the term present rather than introduce

PROJECT 11: Thanking a Speaker

Purpose:

To thank a speaker informally

Presentation:

Thank the speaker for some or all of the following qualities: information or inspiration given, careful preparation of speech, entertainment, personal sacrifice. A specific reference to point of the speech which you wish to praise is especially flattering for it shows courteous attention and careful listening. However, do not express your personal opinion of the speaker's subject matter or thoughts and do not add any further ideas you may have on the subject.



Development Program

PROJECT 12: Trainee Evaluator

Purpose:

To gain training in evaluation by both giving and receiving evaluation on a short specific assignment.

Benefit:

Teaches the art of good evaluation that is applicable in both POWERtalk and everyday situations.

Preparation:

- **Know your assignment:** As an evaluator, you will be given a specific portion of the program to evaluate. Study the requirements for that assignment and be conversant with the guidelines provided.
- **Make an outline:** Be prepared with points to be evaluated. This preparation will be helpful in making notes for your oral presentation. If it is a specific speech assignment ask the presenter for that evaluation sheet from their manual.
- **Watch timing:** Stick to the portion you have been asked to evaluate. Know how much time you have been allotted and observe time limitations.

Presentation:

- Be practical and constructive. Evaluate in terms of the individual's level of experience and development.
- Comment on one asset of the performance and identify what made it effective.
- Point out one area where you feel the performance could have been improved and give an example of how it could have been accomplished.
Example: "The Word Power exercise was slow getting started. If we could have had an example and clearer explanation of what was expected of us, it would have been helpful."
- Remember to be tactful, but don't equate tact with empty statements.
Example: "You were a wonderful leader; I really enjoyed the session and I can find nothing to improve." This kind of an evaluation accomplishes nothing and is a complete waste of time.

NOTE: In the role of Trainee Evaluator, you will be assisted with an experienced evaluator to help identify areas where you can offer commendations and at least one recommendation. The General Evaluator will also take notes and evaluate your evaluation.



Development Program

PROJECT 13: Self-Evaluation

Purpose:

To gauge your present communicating ability, which may highlight areas for improvement. This can be used as a later comparison with the Self-Evaluation Advanced Project in Level 4.

(1 – least proficient; 10 – most proficient)

1. I am at ease in talking to other people in a formal situation.

1 2 3 4 5 6 7 8 9 10

2. I speak fluently when called upon to think on my feet.

1 2 3 4 5 6 7 8 9 10

3. My range of vocabulary is adequate to express myself.

1 2 3 4 5 6 7 8 9 10

4. I can make myself heard effectively.

1 2 3 4 5 6 7 8 9 10

5. The qualities that best describe my speaking voice are:

harsh	<input type="checkbox"/>	high-pitched	<input type="checkbox"/>	weak, timid	<input type="checkbox"/>
nasal	<input type="checkbox"/>	resonant	<input type="checkbox"/>	scratchy	<input type="checkbox"/>
clear	<input type="checkbox"/>	friendly	<input type="checkbox"/>	breathy	<input type="checkbox"/>
strong	<input type="checkbox"/>	sincere	<input type="checkbox"/>	authoritative	<input type="checkbox"/>

6. Are you aware of any faulty mannerisms such as grunting, stalling with “and-uh” or “ah-h-h”, poor posture, aimless nervous movements, stiffness, lack of confidence?

Which of the above do you have? _____

7. Are you willing to accept evaluation for improvement? Yes No

8. How do you rate yourself for eye contact with your audience?

1 2 3 4 5 6 7 8 9 10

9. How do you rate yourself as an overall communicator?

1 2 3 4 5 6 7 8 9 10

Date: _____

NOTES