



## Level Two

# SPEAKING INTERMEDIATE

Name: \_\_\_\_\_



## Development Program

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## Development Program

# LEVEL 2 SPEAKING INTERMEDIATE 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       | Issues of Day Leader                    |                |                       |
| 2       | Program Leader                          | 1.<br>2.       | 1.<br>2.              |
| 3       | Speech to Persuade<br>5-8 minutes       |                |                       |
| 4       | Speech to Inspire<br>5-8 minutes        |                |                       |
| 5       | Speech to Entertain<br>5-8 minutes      |                |                       |
| 6       | Research Speech<br>5-8 minutes          |                |                       |
| 7       | Current Event Speech<br>5-8 minutes     |                |                       |
| 8       | Speech Using Visual Aids<br>5-8 minutes |                |                       |
| 9       | Impromptu Speech<br>4-7 minutes         |                |                       |
| 10      | Word Power Education<br>20 minutes      |                |                       |
| 11      | Assignment Evaluator                    | 1.<br>2.<br>3. | 1.<br>2.<br>3.        |

continued:-



## Development Program

Project Chart continued...

| Project | Project Title                     | Date Completed | Evaluator's Signature |
|---------|-----------------------------------|----------------|-----------------------|
| 12      | General Evaluator<br>8-10 minutes |                |                       |
| 13      | Committee Member                  | 1.<br>2.       | 1.<br>2.              |

### **Level 2 Speaking Intermediate Project Chart**

Date Level 2 Speaking Intermediate 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: Issues of the Day Leader

#### Purpose:

To gain experience in presenting a portion of the meeting and to learn to select issues that will generate interest and enthusiasm for the participant and the audience.

#### Benefits:

- Affords the opportunity to use imagination in the selection of diversified subjects, ranging from serious to provocative.
- Builds confidence in the ability to use clear, concise instructions and to put new members at ease when they are called upon.

#### Preparation:

- Choose an issue that is stimulating - amusing, nostalgic or serious. Subjects promoting diverse opinions will usually produce the best one/two-minute speeches.
- Determine the time limit to be allotted to each speaker according to the time allocated for the whole session.
- Prepare a brief introduction to the Issues of the Day.
- Prepare remarks to bridge between speakers and to conclude the session.

#### Presentation:

1. Stand and acknowledge the member who introduced you.  
**Example:** "Thank you, Jane/John" or follow the custom of your club.
2. Use an attention getting statement as your introduction.
3. Instruct the evaluator/s on the areas you wish to have evaluated.
4. Give explicit instructions to the participants and illustrate with an example the type of response desired, stating the issue first, *then* name the speaker.
5. Call firstly on members who do not have a major assignment on the program. If appropriate time is allocated, allow for all to speak.

#### Suggested Evaluation:

##### Comment on:

- Choice of subject;
- Effective introduction;
- Transition between speeches pertinent to subject;
- Instructions clear / concise;
- Poise/platform presence; and
- Voice control / eye contact

## Development Program

### Ideas for Issues of the Day Sessions

- Tell a story from your past that has something to do with .....
- Imagine a situation you might find yourself in, involving the word .....
- Speak for one and a half minutes using the word ..... at least four times
- Using imagination and colourful language, invent a story about two given topics (e.g. sunburn/dentist)
- Using plenty of gestures and originality tell us about the following situation .....
- Describe the word/item ..... without using the given word in your speech - audience to guess the word at end of speech
- Participants are given two items and have to make up a story linking both items
- The continuing story: The issues leader begins a story and each participant continues the story until the buzzer sounds. Each subsequent speaker carries on where the previous speaker left off.
- The issues leader provides a bag of clothing and each participant must choose an item from the bag, put the article on and deliver a mini speech as to his or her new persona.
- The issues leader provides a picture for each participant to describe to the audience. They in turn must guess from the description the locality in question.
- Two participants stand with backs to each other. One instructs the other on how to put on the article of clothing the issues leader has provided, e.g. a jacket (this may be upside down, inside out, etc. without the speaker's knowledge). Participants then change roles and the first speaker then puts on jacket according to the other speaker's instructions.
- Describe a flower, tree, building, town etc. for members to guess correctly.
- You have been caught red-handed doing.....explain your way out of this.
- Using gesture and imagination show how you would: 'make a pizza', 'prune a rose', 'build a garden shed', etc.
- The issues leader provides a series of pictures, e.g. of animals, and lays them face down on the table. Members choose a picture and make up a story as to how this animal has affected their lives.
- Deliver a variety of impromptu toasts suitable for a wedding.
- Frame a motion for a given situation and follow this with amendments. e.g. "I move that the club purchase a computer". The mover would then give the rationale behind this motion. Amendments could follow plus foreshadowing, rescinding etc.
- Two participants at a time can enact scenes from history, e.g. Henry VIII and Anne Boleyn the night before she is to be beheaded.
- Alphabet Capers – two participants at a time to tell a story - first participant begins the first sentence with a word beginning with 'a', the other person carries on with a sentence beginning with 'b', etc. until 'z' is reached. Participants can be instructed to begin anywhere in the alphabet and work their way back to that letter.



## Development Program

### PROJECT 2: Program Leader

#### Purpose:

To learn to coordinate and present participants in a planned program as a unified whole, making both speakers and audience comfortable with their role.

#### Benefits:

This assignment affords members the opportunity to hone their skills in introducing program participants in order to perform this role effectively, not only in POWERtalk, but also in business and community affairs.

**SPECIAL NOTE:** The term “program leader” is interchangeable with “compère,” “master/mistress of ceremonies” or simply the name of the person presenting the program. The title given to the presenter of this assignment is not the important aspect of the training. The goal is to practise acknowledging an introduction in a courteous manner. The title is irrelevant.

#### Preparation:

1. Check with the program chairman to ascertain goals and theme for program.
2. Contact program participants for speech subjects and titles and any assistance required during their presentation.
3. Review information received on each participant concerning background, education and special interests. Plan your introduction of each speaker being selective with material used. Remember, you are simply setting the stage. Remarks should be **brief** with an explanation as to why the speaker is qualified to speak on this subject, being careful not to infringe on the speaker’s material.
5. Plan transitions between speakers to build a complete setting for all participants. Sometimes all that is needed is a brief reference to similar subject content. Transitions may be modified to take advantage of information gained during the program.
6. Plan concluding remarks to bring the program to a smooth, polished conclusion.
7. Rehearse your remarks carefully so you are not note-bound.

#### Presentation:

1. Arrive early to check with speakers, timers and evaluators. Check the physical set-up of the room and make necessary changes. Be prepared to be flexible. Acknowledge/thank the individual who introduced you.
2. Address audience and give introductory remarks. Your attitude and enthusiasm sets the tone for the entire program. Be well-prepared and show your interest in what you are doing. Showcase the speakers instead of making a speech yourself.
3. Introduce the first speaker, giving a brief introduction to set the stage. Give the speech title (if applicable) first and speaker’s name last. Lead applause as the speaker approaches the lectern and remain standing until acknowledged.

continued:-



## Development Program

Program Leader continued...

4. At conclusion of the speech, stand and lead applause.
5. Listen carefully for pertinent points to be used in establishing continuity if you are to bridge between two or more speakers during the program.
6. Be imaginative. This assignment provides an opportunity to be creative and to present a program setting that is pleasing to both speakers and audience.

### **Suggested Evaluation:**

- Preparation;
- Voice Projection;
- Continuity / flexibility / transitions;
- Use of pauses;
- Introductions too long/short;
- Attitude / enthusiasm / creativity;
- Audience response;
- Speakers made to feel comfortable; and
- Special evaluation requested by program leader



## Development Program

### PROJECT 3: Speech to Persuade

(Time 5-8 minutes)

#### Purpose:

To learn to give a speech to arouse interest in an issue or problem, leading the audience to come to a decision and to take action.

#### Benefits:

Enhances persuasive speaking skills.

#### Preparation:

1. Choose a timely topic in which you strongly believe, being certain it is not detrimental to others.
2. Formulate the thesis. Condense theme of the speech into one central persuasive thought.
3. Study issue from all points of view. Gather evidence to support the thesis. Anticipate questions and doubts the audience may have and answer them in the body of the speech. Thoroughly substantiate all data.
4. Examine possible solutions. Gather and study all possible solutions, listing them together with substantiating sources of authority.
5. Select the best solution. Keep in mind the needs of the audience and show how this solution answers the need. Always work from common ground – basics upon which you and your audience agree.

#### Presentation:

1. Wake up the audience with questions or shocking statements, dramatizations, a humorous story or a dynamic quotation.
2. Describe the problem and show the need for change. Let the audience know the thesis and provide the authority for your statements. Show how the problem directly affects the audience.
3. Introduce and explain the solution carefully, answering all possible doubts. Show how your solution is better than the existing situation or other possible solutions.
4. Persuade the audience that your solution will alleviate or reduce the problem. Use notes only. **Never read a persuasive speech.**
5. Ask for support. Challenge the audience to action. Summarize your most important points and tie into basic needs. Show the audience that you intend to act just as you are asking them to act.
6. Choose colourful language that will motivate the listeners but will not offend or make them uncomfortable. Show enthusiasm but avoid extremes of emotion.
7. Close strongly with confidence that you have convinced the audience to act according to the recommended course of action.

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



## Development Program

### PROJECT 3: Speech to Persuade – Evaluation

DATE: \_\_\_\_\_ TITLE: \_\_\_\_\_

TIME STATED: \_\_\_\_\_ TIME TAKEN: \_\_\_\_\_

**To the evaluator:** The presenter needs to present a clear thesis statement so that the listener can be in no doubt as to the subject and aim of the speech. Check with the participant for any special evaluation requests.

**Comment on the following:**

Introduction: \_\_\_\_\_  
\_\_\_\_\_

Construction: \_\_\_\_\_  
\_\_\_\_\_

Colour and vivacity of language: \_\_\_\_\_  
\_\_\_\_\_

Delivery: \_\_\_\_\_  
\_\_\_\_\_

Body language: \_\_\_\_\_  
\_\_\_\_\_

Was the evidence presented fairly and logically? \_\_\_\_\_  
\_\_\_\_\_

How were sources of information identified and substantiated? \_\_\_\_\_  
\_\_\_\_\_

Comment on solution offered, i.e. sound, beneficial, practical \_\_\_\_\_  
\_\_\_\_\_

Did the speaker achieve the purpose of the speech and persuade the audience? \_\_\_\_\_  
\_\_\_\_\_

**Evaluator's signature:** \_\_\_\_\_



## Development Program

### PROJECT 4: Speech to Inspire

(Time 5-8 minutes)

#### Purpose:

To learn to give a speech using emotional appeals to stimulate an audience and to have them respond positively to you and your ideas. CAUTION: Be aware you are dealing with human emotions and select a topic that is morally, ethically and socially sound. Moderation is the key; both for your involvement and that of the audience in the topic selected.

#### Preparation:

- Choose a common point or agreement as a thesis statement. Begin with the audience on your side.  
*Example:* "I know that each of you is interested in preserving our city park."
- Never use false emotion, be sincere. The audience is quick to detect dishonesty and will stop listening immediately.
- Choose language carefully, avoiding any sarcasm or offensive language that would make an audience uncomfortable. Choose words that carry a strong impact and emotional appeal: emaciated, starving - NOT - thin and hungry crippled, twisted limbs - NOT - suffering from arthritis.
- Choose a worthy topic by asking yourself: "If the audience does as I wish, will they be better off than before?" or "Will our city, nation or world be better off if they respond to my appeal?"
- Use moderation in your approach. Avoid being overly forceful or, the opposite, beseeching. Strike a balance between being overbearing or too meek.
- Appeal to human drives or needs.  
*Drives:* compelling psychological instincts such as sex, parenting, self-preservation, hunger  
*Needs:* desires such as self-esteem, acceptance, power, recognition, pleasure, security.

#### Presentation:

1. Wake up the audience with questions, a shocking statement, an emotionally oriented dramatization, anecdote or quotation.
2. State the issue by letting the audience know the thesis. Appeal to their emotions, drives or needs.
3. Demonstrate the need. Show the audience why they should be interested in your thesis and how/why they will be better off if they agree.
4. Support the thesis. Give facts to support the need(s) outlined. Present these facts in a logical, systematic order.
5. Offer a challenge. Firmly establish why the audience should buy, join, support or follow your ideas.

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



## Development Program

### PROJECT 4: Speech to Inspire – Evaluation

DATE: \_\_\_\_\_ TITLE: \_\_\_\_\_

TIME STATED: \_\_\_\_\_ TIME TAKEN: \_\_\_\_\_

**To the evaluator:** This should be an emotive speech with the delivery matching the emotional content. Check with the speaker for special evaluation requests.

Was there a clear introductory statement? \_\_\_\_\_

\_\_\_\_\_

What skills did the speaker use to emotionally involve the audience? \_\_\_\_\_

\_\_\_\_\_

What challenges were extended to the audience? \_\_\_\_\_

\_\_\_\_\_

Comment on the construction of the speech: \_\_\_\_\_

\_\_\_\_\_

Did the delivery match the emotional content? \_\_\_\_\_

\_\_\_\_\_

Were supporting facts logically presented? \_\_\_\_\_

\_\_\_\_\_

Additional comments: \_\_\_\_\_

\_\_\_\_\_

Evaluator's signature: \_\_\_\_\_



## Development Program

### PROJECT 5: Speech to Entertain

(Time 5-8 minutes)

#### Purpose:

To entertain and to enter into a close rapport with an audience, to acquire ease of bearing and evident enjoyment of your speech without losing composure, to learn intonation and pause for emphasis and to adjust time limits to allow for laughs. Humour should also be a valuable part of serious speaking, giving it contrast and variety. An entertaining interlude is relaxing and by contrast makes the succeeding serious point more impressive.

#### Preparation:

Organization of this speech may be freer than for others, allowing room for the off-the-cuff witticism that invariably receives a good response and gives the appearance of spontaneity to a speech. Know your speech thoroughly, leaving yourself free to gain inspiration from the occasion, the surroundings or other speakers.

- Analyse your audience and gear your humour to it - consider age, sophistication, gender and whether they are gathered for serious or frivolous business.
- Observe, listen to and note the behaviour, situations and robust comments of your fellow speakers. We are most humorous when we are natural. Employ understatement rather than exaggeration.
- Use fictitious characters and when humour is against some person, use yourself as the target - then only you can complain.
- Develop brief, effective word pictures. Props can help to insinuate a meaning. Social comment, attributed to "my friend Fred the garbologist", for example, can add humour to your speech. Political satire (mild if politicians are present, uninhibited if they are not) may add a lot of fun. Television programs or advertisements offer a constant source of amusement when reworded or even lampooned with emphasis on words other than those emphasised in the advertisements.

#### Presentation:

Personality projection, accompanied by your now excellent voice presentation, will make your performance real and spontaneous. Never lead the laughter. When the laugh begins to dissipate carry on with your speech, repeating any line that you think may have been lost in the laughter.

- Gestures of face, body, shoulders and hands all contribute to emphasize moods or intentions, even act as innuendoes and insinuations. These can be the subtleties of your projection.
- Use of dramatic pause to allow a humorous point to be absorbed cannot be over emphasized.
- Enjoyment is infectious so you must convey to the audience a sense of your own enjoyment of the occasion - speak and act with easy unconcern.
- If you can deliver your humour "dead pan" do so, if not, never lead the laugh and always be the first to stop. Remember to conclude your speech on time.

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



## Development Program

### PROJECT 5: Speech to Entertain - Evaluation

DATE: \_\_\_\_\_ TITLE: \_\_\_\_\_

TIME STATED: \_\_\_\_\_ TIME TAKEN: \_\_\_\_\_

**To the evaluator:** To be successful, the speaker must develop a rapport with the audience. Carefully read the guidelines for this speech, paying particular attention to preparation and presentation of the assignment. Have a conference with the speaker to ascertain any particular aims for the assignment.

Did the speaker establish a rapport with the audience? \_\_\_\_\_

\_\_\_\_\_

What method did the speaker use to develop the speech? Was it successful? \_\_\_\_\_

\_\_\_\_\_

Did the speaker use humour to effect? \_\_\_\_\_

\_\_\_\_\_

Comment on poise, body language and voice style: \_\_\_\_\_

\_\_\_\_\_

Was the speech well organised? \_\_\_\_\_

\_\_\_\_\_

Did the speaker effectively use a vivid vocabulary to add colour to the speech? \_\_\_\_\_

\_\_\_\_\_

Additional comments: \_\_\_\_\_

\_\_\_\_\_

Evaluator's signature: \_\_\_\_\_



## Development Program

### PROJECT 6: Research Speech

(Time 5-8 minutes or as allocated)

#### Purpose:

Learn to gather information, take notes, organise and present a speech based on research.

#### Benefits:

Develops analytical thinking and perfects research techniques.

#### Preparation:

1. Choose a subject of general interest to you and to the audience.
2. Limit the subject to one segment.
3. Establish the thesis.
4. Establish a purpose or goal statement.
5. Gather information by determining the amount of data you need, where it can be obtained and what you already know about the subject.
6. Examine various sources.
  - a. *Direct sources*: first-hand experience, yours or other individuals
  - b. *Indirect sources*: printed matter, films, photographs, etc.
7. Conduct research.
  - a. *General references*: encyclopaedias, books of facts and statistics
  - b. *Quotations*
  - c. *Biographical information*
  - d. *Magazines*
  - e. *Other*
8. Take notes using note cards to record important data. Include source, author, title, date of publication and page number. If a quotation is used, include the name of the authority and why that particular person is an authority on the subject.
9. Outline the speech, arranging information into points that support the thesis statement. The time allotted will determine the number of points (three to five) than can be covered.
10. Choose an interesting title. Even though the speech is basically informational, the title can spark interest in the subject.
11. Number note cards for easy control.

#### Presentation:

- Speak from notes except for opening and closing statements.
- Be enthusiastic and encourage listeners to become interested in this particular subject.
- Return to the thesis statement in the summary.

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



## Development Program

### PROJECT 6: Research Speech – Evaluation

DATE: \_\_\_\_\_ TITLE: \_\_\_\_\_

TIME STATED: \_\_\_\_\_ TIME TAKEN: \_\_\_\_\_

**To the evaluator:** Familiarise yourself with the aims of the speech from the guidelines for the assignment. Your evaluation must deal with the success of the speaker in meeting the demands of this assignment, as well as the other basic aims of public speaking.

Was the subject of the speech clearly and quickly established? \_\_\_\_\_

\_\_\_\_\_

Did the amount and complexity the material suit the time, the occasion and the audience?

\_\_\_\_\_

\_\_\_\_\_

Comment on the organisation of the subject matter. Was it logically presented and explained?

\_\_\_\_\_

\_\_\_\_\_

Was the theme effectively summarised? \_\_\_\_\_

\_\_\_\_\_

Did the audience appear to understand what was being presented? \_\_\_\_\_

\_\_\_\_\_

Were notes used sparingly and naturally? \_\_\_\_\_

\_\_\_\_\_

Were references given to establish the accuracy of information and statistics? \_\_\_\_\_

\_\_\_\_\_

Comment on presentation including voice and use of visual aids: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Evaluator's signature: \_\_\_\_\_



## Development Program

### PROJECT 7: Current Event Speech

(Time 5-8 minutes)

#### Purpose:

The purpose is to present in reasonable detail a speech on a topical subject or a subject of universal concern. This should involve research rather than personal opinion.

#### Preparation:

1. Outline the speech to include:
  - a. Introduction: Establishes the topic for the speech.
  - b. Body: Confirm the major points. Present supportive sub-points to your main points.
  - c. Conclusion: Summarise the points presented.
2. Sift and assess the information you have culled from papers and magazines.
3. Try to include as many opinions or different sides to the question as possible.
4. Do not include so many statistics that your audience is lost in figures. Keep your data in digestible form. Avoid overuse of technical language.
5. Prepare notes in summary form; be sure of names, figures and dates to be quoted.

#### Presentation:

It is most important that your presentation injects your audience with your own feeling of the importance or urgency of this subject. Your voice should vary in tone rather than remain a monotone. Remember that you are talking to, rather than lecturing at, your audience.

#### Goal:

- To present a well-constructed speech on a subject which involves research and which may be unfamiliar to you; and
- To provide an opportunity for more advanced use of notes.

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



## Development Program

### PROJECT 7: Current Event Speech – Evaluation

DATE: \_\_\_\_\_ TITLE: \_\_\_\_\_

TIME STATED: \_\_\_\_\_ TIME TAKEN: \_\_\_\_\_

**To the evaluator:** Comment on each of the following points, giving reasons for your opinions.

Choice of subject: \_\_\_\_\_  
\_\_\_\_\_

Evidence of research: \_\_\_\_\_  
\_\_\_\_\_

Depth of treatment: \_\_\_\_\_  
\_\_\_\_\_

Knowledge: \_\_\_\_\_  
\_\_\_\_\_

Construction of speech: \_\_\_\_\_  
\_\_\_\_\_

Use of notes: \_\_\_\_\_  
\_\_\_\_\_

Use of voice: \_\_\_\_\_  
\_\_\_\_\_

Vocabulary: \_\_\_\_\_  
\_\_\_\_\_

Platform appearance: \_\_\_\_\_  
\_\_\_\_\_

Additional remarks: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evaluator's signature: \_\_\_\_\_



## Development Program

### PROJECT 8: Speech Using Visual Aids

(Time 5-8 minutes)

#### Purpose:

As a workshop leader, a demonstrator of techniques, a committee chairman explaining methods, or a speaker conveying fairly complex technical information, you will face any or all of these needs: you want to analyse a problem; you want to compare alternative solutions; you want to explain a complicated procedure; you want to communicate unfamiliar ideas or concepts clearly; or you want to describe a process that you normally do automatically. This assignment is designed to give you practice in meeting these needs by making your ideas visual. In this speech, the aids you will use **do not require technology**.

#### Preparation:

Choose a subject that can best be presented through use of visual aids. Carefully choose and prepare the type of aids that your speech requires. Make sure the aids are large enough to be clearly seen by the entire audience. Visual aids that are too small, or insufficiently clear, are worse than useless; they detract from your performance. Practise using the aids so that you will handle them with confidence. Visualise their position in your meeting room and make sure you have all necessary props (easel, table, wall hook, etc.) to display them. Visualise your presentation.

#### Presentation:

If possible, have your aids in position before the program begins. Your speech will be spoiled if you have to set up equipment after you have been introduced. However, do not arrange them so they are obvious to the audience long before you need to use them. If you must hold the aids in your hands, hold them well up, and, if necessary, display them to each side of the room so that all can see them clearly.

- Do not pass aids to members of the audience. This is very distracting.
- Refrain from speaking for a few seconds after first showing each aid. Allow the audience to take in what they see before expecting them to listen to your comment or explanation. Do not fiddle with the aid while you are speaking. Once you have used it, put it to one side.

#### Suggestions:

Below is a list of some of the most common and useful visual aids used by speakers. You may find them ready made or may make or draw them yourself.

- Pictures** - Highly effective provided they are large and clear.
- Models** - Useful in presentation of unfamiliar facts or methods.
- Graphs** - Line, column or pie chart. Useful in making statistics and trends clear.
- Maps** - Used where geographic location, area or distance is significant.
- Flow-chart** - To illustrate the working of an organization or group
- Flip-chart** - A series of charts attached to an easel for turning; useful where the "story" can be told in sequence, e.g. speech construction, parliamentary law, etc.

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



## Development Program

### PROJECT 8: Speech Using Visual Aids – Evaluation

DATE: \_\_\_\_\_ TITLE: \_\_\_\_\_

TIME STATED: \_\_\_\_\_ TIME TAKEN: \_\_\_\_\_

**To the evaluator:** The speaker is attempting to present a well-organized speech which is enhanced by the use of visual aids. Your attention should be directed mainly to the skill displayed in using these aids.

**Comment on the following:**

Suitability of the aids for the speech: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Size and clarity of aids for entire audience: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Appropriate placement of aids in room: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How well were the aids handled? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How did the aids contribute to the effectiveness of the speech? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Suggestions for improvement: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Additional comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evaluator's signature: \_\_\_\_\_



## Development Program

### PROJECT 9: Impromptu Speech

(Time 4-7 minutes)

#### Purpose:

- To provide experience in organization and delivery of a longer impromptu speech;
- To discover skill in sustaining a thought pattern;
- To draw on your experience and memory for facts and information so that you develop the ability to make quick decisions, to form opinions speedily; and
- To marshal points to support your decision.

#### Presentation:

As soon as the subject is announced, even while you are rising, try to organize your thoughts so that when you address the compère (program leader) you will know the main point you wish to make and the method you will use.

Some methods to follow to develop the speech are:

- Past, present and future;
- Pro and con;
- Comparison;
- Example;
- Narration;
- Problem and solution;
- Personal and general interest; or
- Local and national aspects.

An original and unusual development is usually rated highest.

#### Goal:

Your goal is to leave the audience with the impression that this speech really was prepared.

#### Suggestion:

Do not open by repeating the subject. Try to gain attention with the first sentence. Appear as confident and as forceful as possible. Follow a simple outline. Don't ramble - keep to the subject. Try a light or humorous approach. Try to speak for the full time, but if ideas run out, conclude by a summary and a restatement of your main point. Never say "that's all I can think of".

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



## Development Program

### PROJECT 9: Impromptu Speech - Evaluation

DATE: \_\_\_\_\_ TITLE: \_\_\_\_\_

TIME STATED: \_\_\_\_\_ TIME TAKEN: \_\_\_\_\_

**To the evaluator:** This assignment is designed for the more experienced member and therefore the evaluator should be looking for a polished delivery. Bearing in mind the impromptu nature of the assignment, look for originality, construction and coherence in the speech.

**Comment on the following:**

Opening statement: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Originality in development of subject: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Audience appeal: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Delivery (voice, gesture, etc.): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Platform appearance: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Conclusion: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Additional comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evaluator's signature: \_\_\_\_\_



## Development Program

### PROJECT 10: Word Power Education

(Time 20 minutes)

#### Purpose:

To present an in-depth 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 and has educational value.
2. Research your choice thoroughly. Use 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; 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 10: Word Power Education - Evaluation

DATE: \_\_\_\_\_ TITLE: \_\_\_\_\_

TIME STATED: \_\_\_\_\_ TIME TAKEN: \_\_\_\_\_

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

**Comment on the following:**

Choice of subject/words for study: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Knowledge of the subject: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Explanation of ideas and instructions given: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Enunciation/pronunciation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Education suitability: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Level of poise, self-confidence, friendliness & humour: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Suggestions for Improvement: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evaluator's signature: \_\_\_\_\_



## Development Program

### PROJECT 11: Assignment Evaluator

Assignment evaluation is an ongoing practice for members. As you become more competent and confident, the evaluations will improve. To ensure that members do continue to develop evaluation techniques, the requirement to be assessed for evaluation is repeated in levels one (Trainee Evaluator), two and three of the Development Program.

#### 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.
- **Specific speeches:** 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:** Refer to Education Leaflet "**Ideas for Descriptive Evaluation Words**", by *Mary Marshall NZ – August 2013*, for examples of evaluation words covering these parts of a speech/presentation: Opening, Body, Conclusion, Topic, Originality, Research, Poise, Stance, Eye Contact, Vocabulary, Enunciation, Communication, Voice, Pitch, Gesture.



## Development Program

### PROJECT 12: General Evaluator

(Time 8-10 minutes or as allocated)

Without effective evaluation, the POWERtalk program falls short of its goal. As General Evaluator, you have the opportunity to analyse the meeting and performances and give suggestions for improvement. This first opportunity as General Evaluator need cover only basic topics as more in-depth General Evaluator Projects are included in later Levels of the Development Program.

#### Benefits:

- The evaluator has an opportunity to apply knowledge while analysing the work of others and practising good inter-personal relations.
- Participants will receive an analysis of their performance, encouragement and suggestions for improvement.
- The audience will receive valuable lessons for future participation.

#### Preparation:

- Request a copy of the program and prepare a list of the assignments to be evaluated, in program order. This simplifies the task and enables concise evaluating and presentation.
- Be aware of any stated aims of the program, as you are evaluating the effectiveness of the whole program.
- You are also commenting on individual performances, highlighting strengths and weaknesses, but you not evaluating any assignment that has been allocated its own evaluator. It is, however, wise to be conversant with those assignments, as your task includes evaluating those evaluators.
- Take brief *legible* notes as the meeting progresses. The opinions you will be expressing are yours, based on the aims of each assignment.
- Be ready to comment on: Overall program, Opening, Conduct of the Business Session, the Program Leader and assignments not being evaluating by another evaluator.
- In each area, try to pick out one point that was effective and, in your opinion, why it was effective and then try and pick out one point that, in your opinion, could have been improved, giving the reason why it could have been improved *and a suggestion for improvement*. If you can't fulfil all these points, then don't mention that part of the program. You are there to be specific on how to improve – to encourage, not discourage.

#### Presentation:

Take your notes to the lectern and deliver your evaluation in the order of the program. That way, you will be clear, concise and appear not ruffled.



## Development Program

### PROJECT 13: Committee Member

#### Purpose:

To develop leadership skills by serving on at least two different committees. These committee positions may be at any level of POWERtalk Australia. The chairman of each committee is responsible for evaluating the contribution of the committee member.

#### Benefits:

- Guided first steps in leadership training.
- Gain experience in how committees work before chairing a committee, which is important in the development of individuals.
- Advances team-working and reporting skills.
- Gain experience of working with other members.
- Gain experience in time management and meeting deadlines.

#### Preparation:

1. To understand the committee assignment and exercise responsibility in contributing to a completed task, request guidelines for that committee from the committee chairman.
2. Understand your role within the committee.
3. Understand that your obligations are to attend meetings, participate in discussion, accept and fulfil assignments and support committee decisions.

#### Further Reading:

Effective Committee Functioning – Education Feature



## Development Program

# NOTES