



Level Three

SPEAKING ADVANCED

Name: _____



Development Program

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Development Program

LEVEL 3 SPEAKING ADVANCED 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	Prepare a Written Report and Present Using a Microphone		
2	Present an Education Session 20-30 minutes	1. 2.	1. 2.
3	Program a Meeting at any Level	1. 2.	1. 2.
4	Moderator or Discussion Leader		
5	General Evaluator	1. 2.	1. 2.
6	Committee Chairman	1. 2.	1. 2.
7	Club Elected Officer	1. 2.	1. 2.
8	POWERTalk Australia Conference Delegate		
9	Speech Contest Judge		

continued:-



Development Program

Project Chart continued...

Project	Project Title	Date Completed	Evaluator's Signature
	Plus any six of the following eight speeches:		
10	Speech Using a Whiteboard 8-10 minutes		
11	Biographical Speech 8-10 minutes		
12	Review Assignment 6-9 minutes		
13	Be in Earnest Speech 5-8 minutes		
14	TV Talk 6-8 minutes		
15	Speech to Inspire, Using Technology 5-8 minutes		
16	Travelogue 7-10 minutes		
17	Impromptu Speech 7-8 minutes		

Level 3 Speaking Advanced Project Chart

Date Level 3 Speaking Advanced 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: Prepare a Written Report and Present Using a Microphone

(Time 3-5 minutes or as allocated)

Purpose:

1. A report is a formal account of an investigation, procedure, experiment, program of work or event witnessed for the purpose of conveying information, presenting findings, putting forward ideas and making recommendations.
2. Reports need a factual, objective approach, are written in the third person and are consistent with grammatical conventions and rules of punctuation. They must not contain personal opinions, unconfirmed facts or inaccurate figures, incomplete information, assumptions of results, actions, or motives but present complete, accurate and unvarnished facts clearly and concisely, in a proper order, and in a point-by-point format about a particular subject, meeting or activity.
3. A report bears no resemblance to a news item or feature story.

Preparation:

- Before writing the report make sure all the pertinent information has been collected, all facts have been checked for accuracy and all figures to be used have been verified.
- Assemble all the information in the proper sequence including the pros and cons, project timing, any problems which could be encountered along with suggested solutions and anticipated results.
- Reports normally contain recommendations that should be listed at the end. This is important for final and annual reports.
- Any wording requires clear thinking and a critical attitude. Some recommendations are:
 - a. Use short words if possible.
 - b. Use very few adjectives and only jargon familiar throughout the organisation.
 - c. Use active verbs, simple prepositions and specific words rather than abstract ones.
 - d. Avoid 'impressive' words.
 - e. Check that the report is written in the third person.
 - f. List recommendations at the end of the report.

Presentation:

Written:

- It is helpful to break up the text of any report with frequent headings so readers can find their way around the report more easily, extract particular sections as required, skim through to get a quick idea of the substance of the report and be enticed to read it because of the report's inviting appearance.
- If the report is of a meeting it should state the date, time, place, purpose, names of attendees and decisions and/or recommendations.

continued:-



Development Program

Prepare a Written Report and Present Using a Microphone continued

Presentation:

Oral:

- Prepare from the written report.
- Observe the time allotted - if insufficient, request additional time.
- Use vocal variety, eye contact, descriptive phrasing and present in an enthusiastic manner (if appropriate for the report being given).
- Avoid using hackneyed phrases, over use of words such as 'very', 'good', 'that', and statements like 'the member stated'.
- Give results not discussion.
- When reading the report, read the facts without the subject headings.

Goal:

To present a report that is accurate, brief, clear, factual and easy to understand.

Suggested Evaluation:

- Is the report factual?
- Is it written in the third person and able to be easily understood?
- Is it concise and prepared in a logical order?
- Does the report resemble a news item or feature story, instead of a report?
- Is it clear when a new subject is in the report, without reading headings?
- Comment on the speaker's delivery, taking into consideration the notes on presentation from the previous page.
- Give any suggestions for improvement.



Development Program

PROJECT 2: Present an Education Session

(Time 20-30 minutes)

Purpose:

An Education Session allows an in-depth presentation on a topic on which the presenter has greater knowledge, and to extend the skills of the presenter into a presentation style in which strict time control and preparation are required. The delivery should allow for participation by the members and feedback from them which then needs to be skilfully summarised.

Preparation:

- Choose a topic which is small enough to enable it to be discussed in detail, but interesting enough for members to want to participate.
- Research your subject well and confine presentation to a single or only a few aspects of the subject.
- Plan a short introduction in which to gain the interest of the audience and develop the topic.
- Plan to include member participation early by asking questions which require a show of hands, writing information on paper or whiteboard, or moving into pairs or groups.
- Prepare a strong conclusion, allowing time for summarising the feedback.
- All handout material must be easy to read, in appropriate language, contain the name of the presenter and the date presented and acknowledge all sources of material.

Presentation:

1. If possible, arrange for the seating to be set up to allow for ease of presentation.
2. If using visual aids ensure they are uncluttered and clearly seen from the back of the room. Test all equipment before the meeting starts. Be prepared for breakdowns – they do happen.
3. Give clear instructions for any participation activities, including time allowed and method of any reporting back. Time the feedback and curtail members speaking overtime.
4. Briefly summarise the feedback, adding positive comments to each speaker.
5. Be aware of the time when you begin. Mark your notes with timing guidelines indicating time left. Do not go overtime.

Goals:

To leave the audience satisfied that while participating they learnt and shared with other members.

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



Development Program

PROJECT 2: Present an Education Feature – Evaluation

DATE: _____ TITLE: _____

TIME STATED: _____ TIME TAKEN: _____

To the evaluator: The speaker is attempting to present a well organised education session which is enhanced by the use of visual aids and audience participation. Please concentrate on audience appeal and involvement, timing and verbal and non-verbal delivery.

Suitability of the topic for the audience: _____

Were the speaker's notes handled discreetly? _____

Size and clarity of visual aids: _____

Vocal delivery, including clarity of instructions to audience: _____

How well was the giving of feedback handled? _____

How well was the timing within the session handled? _____

Were the handouts: easily read, marked with date and presenter's name and sources of material noted? _____

Suggestions for improvement: _____

Additional comments: _____

Evaluator's signature: _____



Development Program

PROJECT 3: Program a Meeting at any Level

Purpose:

To plan a meeting that meets the needs of the members and that will arouse and maintain interest for both new and continuing members. Effective programs require advanced planning based upon specific goals.

Preparation:

- Confer with the Program/Education Chairman at the appropriate level as to the aim of the meeting. Receive general guidelines for timing, content, presenters and theme and agree on goals and objectives.
- Formulate a Plan of Action and establish responsibilities for sections or stages of the meeting.
- Be aware of timing requirements and adjust program to fit time allowed.
- Prepare a detailed planning chart and circulate information.
- Chase progress relentlessly and make arrangements for last minute changes.

Aim:

To present a meeting that is well-timed and interesting.

Suggested Evaluation:

- Preparation
- Was there a balance of serious and light, prepared and impromptu assignments?
- Was it a variation on other meetings?
- Were all members involved and were tasks evenly shared?
- Did the program fulfil the needs of the organisation?
- Provide activity and continuing growth for all members?
- Was the program constructed around a central theme?
- Was the stated aim of the program met?
- Specific recommendations for improvement

NOTE: The following page outlines Ten Tips on Planning a Meeting or Function, which can be used at any level either within POWERtalk or outside.

continued:-



Development Program

Program a Meeting at any Level continued

Ten Tips on Planning a Meeting or Function

1. What have you got to work with?

If this is a repeat of something that has been done before, look at the records and make a note of what was successful and what could have been improved. Make a list of what you have and what you need.

2. What do you want to achieve?

Make sure you know exactly what you want to achieve and keep this objective in mind while you are preparing the function. Everything you do must focus on the main objective.

3. Who is going to be involved?

First, look at your own people and identify how they will be involved. Secondly, make a list of your guests in order of importance.

4. What message do you want to send?

Make the message special to this occasion and build your theme around this central idea. Remember to get your message to everyone else, and involve the media if you need publicity.

5. What are you going to do at the function?

Draw up a program of events. Identify time, date and venue. Confirm arrangements with those people who will be performing a duty, for example caterers, the guest speaker, etc.

6. What arrangements need to be made?

Invitations should be sent out six weeks before the function. A full professional equipment checklist is essential.

- Equipment – chairs, tables, crockery, cutlery, public address system
- Catering – menu, numbers expected, special dietary requirements
- Prepare material for handouts
- Provide gifts as appropriate

7. What printing needs to be done?

Prepare the necessary invitations, brochures, certificates, programs and other printed material to professional standards.

8. How much will it cost?

Work out a budget to the finest detail then add a 10% contingency amount for unforeseen expenses. Obtain quotes, if necessary, to avoid overspending.

9. Prepare a checklist

Identify who is responsible for which functions. Keep to deadlines and keep your team informed of the progress being made.

10. When it is all over

Write your thank you letters, pay your bills, return borrowed or hired equipment and leave a well-documented file to help you plan the next function.



Development Program

PROJECT 4: Moderator or Discussion Leader

(Recommended time 20-30 minutes)

Perform the duties of Moderator or Chairman of a debate or panel, roundtable, or symposium discussion leader.

Purpose:

To be able to guide a discussion, to involve all the group members and to summarize the ideas presented. The purpose of the group is to discover and explore various points of view, not to change one another's thinking.

Preparation:

- The goal of a discussion group is that all members should feel they have had a real opportunity to express their views and for the group to make an honest attempt to understand each contribution and to relate it to the topic being discussed. The discussion leader should be constantly monitoring the group and asking whether or not the discussion is progressing well and meeting the group's needs.
- Choose a subject that has scope for opposing views and potential for controversy. It should be one that generates interest and is able to be sustained for the entire time allocated.
- The leader's role is not based on his/her authority but is based on his/her skill and ability to listen constructively, to question skilfully and to co-ordinate the contributions of each individual.
- Watch some discussion groups on TV – what is the leader doing that works/ doesn't work?

Presentation:

- One technique to begin the discussion is to use a thought-provoking question.
- Encourage all members of the group to participate. Differences in views should be regarded positively as they provide a meaningful way of exploring issues.
- As leader you need to keep the discussion on track. Going off track can occur through one member monopolizing the discussion or through the group moving off the topic. The leader must be able to cut off a person who is monopolizing the group and bring others into the discussion. Watch the time.
- The topic needs to be explored fully – sometimes the leader has to be contentious and act as a devil's advocate by asking provocative questions to force the consideration of points that might otherwise be avoided.
- Although difference and disagreement can be healthy, one critical role of the leader is to stop when the confrontation becomes threatening.

continued:-



Development Program

Moderator or Discussion Leader continued....

When more than one person tries to speak at once the leader must:

- Remain neutral but still control who is talking and for how long;
- Rescue comments that were made earlier but have been lost in the rapid flow of the discussion; and
- Summarize the conclusions or views of the group.

NOTE: Give your evaluator your evaluation sheet and the **Guidelines for Moderator or Discussion Leader** prior to the meeting and reclaim them at the conclusion.



Development Program

PROJECT 4: Moderator or Discussion Leader – Evaluation

DATE: _____ TITLE: _____

TIME STATED: _____ TIME TAKEN: _____

To the evaluator: Did the leader create a feeling of trust and openness that allowed participants to contribute their views and discuss them freely?

Subject chosen and its appropriateness for a group discussion: _____

How did the leader introduce the subject and get the discussion started? _____

Were any individual members allowed to monopolize the discussion? _____

Were participants able to complete sentences without being cut off by the leader or another participant? _____

How did the leader control/direct the discussion? Look out for and comment on where applicable:

Listening habits: _____

Emotional conflict: _____

Discussion moving too quickly without frequent summarizing: _____

Suggestions for improvement: _____

Additional comments: _____

Evaluator's signature: _____



Development Program

PROJECT 5: General Evaluator

(Time 10-20 minutes or as allocated)

When given the assignment of general evaluator, review this section thoroughly. Without effective evaluation, the POWERtalk program falls short of its goal.

The benefits of this assignment are three-fold.

To the participant:

- An analysis of the strengths and weaknesses of any performance;
- Encouragement;
- Suggestions for improvement;
- Appraisal of growth in comparison to past performances; and
- An opportunity to set new goals.

To the evaluator:

- An opportunity to apply knowledge while analysing the work of others;
- Practise in analytical listening; and
- Practise in good inter-personal relations.

To the audience:

- Valuable lessons for future participation;
- Opportunity to compare personal evaluation with that of another; and
- Illustration of overall benefits of evaluation.

As a General Evaluator you are evaluating the whole evening. However, whilst using the hints below, be careful that you do not turn the entire evaluation into a “Checklist”. Take into account the overall performance of an officer or participant.

As General Evaluator do not spend a lot of time evaluating an assignment that has already been evaluated (unless you violently disagree with the evaluation presented or feel that the evaluation was too vague and not of use to the assignment-giver.) In that case you will need to be discreet in order not to upset two people. You are there to evaluate the Evaluator and help her/him improve the evaluation skills. You are also there to evaluate anyone on the program who has not otherwise received an evaluation.

As an evaluator should find out what type of assignment is being given, so should you as the General Evaluator. Look in the Development Program Projects to see if the Guidelines for Evaluation of that assignment were followed. It doesn't matter if they weren't - provided a helpful, constructive evaluation has been given, however, they are a starting point for evaluation.

continued:-



Development Program

General Evaluator continued

Areas for Comment:

1. Opening and Welcome

- Meeting called to order on time and opened correctly?
- All members on time and seated when the meeting was called to order?
- Guests welcomed and introduced and seated next to members?

2. Business Meeting

The evaluator should cover the general conduct of the officers during the meeting. This includes deportment at the head table, attentiveness, and cooperation in making members feel part of a successful meeting.

Among the elements of performance that may be evaluated are:

President

- Evidence of planning and preparation? Was a prepared agenda followed?
- Confidence in presiding and how was this shown?
- Knowledge and skill in parliamentary procedure?
- Did the President establish a quorum?
- Was the President an unbiased leader - too formal, too informal or too firm?

Secretary

- Did the minutes demonstrate a concise and complete record of the meeting?
- Were the minutes and communications handled efficiently and effectively?

Treasurer

- Preparation and accurate presentation of the financial report and accounts?
- Did the report contain the previous balance, total receipts, total payments, balance on hand?
- Accounts read and passed for payment by motion?

Reports

- Were reports concise and explanatory?

Business adjourned from prior meetings or Motions on Notice

- Was the President aware of unfinished business and was it handled correctly?

General Business

- Was business presented by motions?
- Was discussion requested and all discussion directed to the Chair?

continued:-



Development Program

General Evaluator continued

3. Presentation of Program

Did the President introduce the Compère/Program Leader and remain at the lectern until she/he arrived?

Compère / Program Leader

Did she/he:

- Define the purpose of the program?
- Use the meeting theme to create interest?
- Prepare background for introducing speakers?
- Lead applause as the speaker rose and at the conclusion of each program item?
- Bridge between items without saying too much?
- Thank all the participants and bring the program to a smooth conclusion?

Opening / Closing Thought

- Was it appropriate, easy to hear and related to the theme?

Speech Evaluations

- As General Evaluator you do not have to evaluate the speeches as that task is assigned to one of the members on the program.
- The General Evaluator gives an evaluation of the evaluators and may add to that evaluation briefly if an important aspect may have been overlooked.
- Have the evaluators followed the guidelines for evaluation of the particular speech?

4. Overall Program

- Was there a balance of serious and light, prepared and impromptu assignments?
- Was it a variation on other meetings?
- Were all members involved and were tasks evenly shared?
- Generally speaking, leave out any areas already evaluated and include any areas that have not received an evaluation.
- Assess the meeting as a whole; commend aspects that were successful and recommend improvements.
- Recommendations should always be specific suggestions on how to improve. You are there to encourage, not discourage.
- If occasionally you have no recommendation for a speaker, comment on why the presentation was successful so that the speaker and members can receive feedback on why it worked so well.



Development Program

PROJECT 6: Committee Chairman

Although awarded at Level 3, the member may have been serving as a committee chairman while still working on Levels 1 and 2 of the Development Program.

Purpose:

To further develop leadership skills after having served as a member of at least two different committees. The committee positions may be at any level of POWERtalk Australia. The officer who made the appointment of Committee Chairman is responsible for evaluating the contribution of the committee chairman.

Benefits:

- Gain the ability to plan, to see the task as a whole and its relationship to other activities of the club or organisation and to visualise and develop the details.
- An opportunity to guide members through the process of task accomplishment, which calls for tact, energy, judgement, imagination and the courage to make decisions and take risks.
- It is a challenge for self-development and leadership skills.

Preparation:

1. Have a clear understanding of the work to be accomplished.
2. Prepare a general outline of the work and the timelines involved.
3. Select the meeting time(s) and place(s) and notify all members.
4. Prepare an agenda for each meeting.
5. Control discussion at the meetings using Basic Committee Meeting Procedure:
 - Discuss what is to be accomplished
 - Make special assignments and establish reporting dates
 - Maintain a positive attitude toward the assignment
 - Lead, not dominate, discussion
 - Gather information – facts, records, document, ideas
 - Develop alternative solutions, proposals or plans of action
 - Negotiate, if necessary, to reach a compromise acceptable to all
6. Prepare and present (or arrange for presentation of) reports, as required.

Further Reading:

Effective Committee Functioning – Education Feature



Development Program

PROJECT 7: Club Elected Officer

Serve as an elected club officer for two different terms.

Although awarded at Level 3, the member may have been serving as an elected officer while still working on Levels 1 and 2 of the Development Program.

PROJECT 8: POWERtalk Australia Conference Delegate

Serve as a club's delegate to a POWERtalk Australia conference. The member must present a full oral and/or written report of the conference back to the club covering the business sessions, the workshop sessions and the social events. This needs to be a comprehensive report.

Although awarded at Level 3, the member may have been served as a POWERtalk Australia Conference Delegate while still working on Levels 1 and 2 of the Development Program.



Development Program

PROJECT 9: Speech Contest Judge

Purpose:

To perform the duties of judge or adjudicator for a POWERtalk or community function. The most common areas where this is likely to occur are in speech contests, evaluation contests and debates. Being a judge hones your own skills as a speaker.

Preparation:

- If not provided, request Judging Guidelines and study them.
- For POWERtalk Speech Contests, study the Judges' Worksheet, which is used as a guide.
- The Worksheet shows a point system used to judge the different aspects of the speech. Allocate points out of 5 for each dot point below. The maximum score is, therefore,

Areas to evaluate in making your judgement:

Speech Preparation	Topic	<ul style="list-style-type: none"> • Builds basis of the speech around the subject • The key message is easily identified and matches topic
	Introduction	<ul style="list-style-type: none"> • Commands attention and generates interest • Focuses on direction/method that speaker will take
	Body	<ul style="list-style-type: none"> • Points logically developed, reinforce message of speech • Smooth transitions from one idea to another
	Language	<ul style="list-style-type: none"> • Uses language with skill for composition and grammar • Creates vivid imagery and/or stark realism
	Conclusion	<ul style="list-style-type: none"> • Summarizes the main points properly with reference to message • Employs effective concluding technique
Speech Delivery	Gestures	<ul style="list-style-type: none"> • Adds appropriate emphasis to spoken points • Appropriateness of appearance and movement • Effective facial expressions and eye contact
	Voice	<ul style="list-style-type: none"> • Variety in pitch and pace • Projection is strong with clarity of diction • Uses pause with skill and with no fillers
Overall Effect		<ul style="list-style-type: none"> • Executes performance with poise, confidence, clarity and enthusiasm • Appropriate use of, or appeal to, emotional feeling • Matches speech to Category stated – Inform, Persuade, Inspire, Entertain, Research or Current Events • Maintains original purpose and level of interest and elicits the desired response from audience



Development Program

PROJECT 10: Speech Using a Whiteboard

(Time 8-10 minutes)

Purpose:

To deliver a successful presentation in which a whiteboard is used effectively to illustrate, emphasize and reinforce salient ideas and points.

Background:

Your assignment may have varying purposes, some of which may be:

- To conduct a discussion with your audience on a particular topic;
- To conduct a brainstorming session;
- To analyse a particular problem and present solutions, as a group;
- To describe/explain a particular process or procedure;
- To inform your audience on a specific topic; or
- To conduct a workshop.

Almost all presentations using a whiteboard will fall into two broad categories:

- a. A lecture-type situation where the audience response is limited and your aim is to convey information; or
- b. An inter-active situation where audience involvement will be in varying degrees. It is important that at the outset you set your goals regarding audience participation and feedback and communicate these to your evaluator.

Remember: use of a whiteboard is to reinforce the spoken word.

Preparation:

- Select a subject with which you are reasonably familiar and which lends itself to the effective use of a whiteboard and **research** your topic.
- Decide on the format your presentation will take, i.e. lecture, discussion, group work, questioning, etc.
- Format your presentation with an attention-getting introduction, informative body and stimulating conclusion.
- Give the speech a title.
- Prepare draft material of pie-charts, flow charts, simple graphs and practise drawing them.
- Select whiteboard and pens you are going to use.
- Make checklist of all equipment you need to take with you.
- Check venue, seating arrangements, lighting, lectern, whiteboard, etc., so all are visible to audience.
- Liaise with compère regarding introduction and setting up of equipment.
- If prepared material is on a whiteboard at outset make sure it is covered until needed.

continued:-



Development Program

Speech Using a Whiteboard continued

- Organise a scribe if permitted so that you can maintain eye contact with audience. Brief the scribe beforehand.
- Provide evaluator with evaluation sheet and discuss your particular goals prior to presentation.

Presentation:

- Stand so that you do not obscure whiteboard.
- Confine writing to quick bursts/diagrams so flow of narrative is maintained.
- Avoid speaking while writing on the whiteboard.
- Do not ever “speak to the whiteboard” – use your own notes and address the audience – the audience can read off the whiteboard.
- Try to maintain eye contact.
- Check with audience early to see if they can read whiteboard easily. Adjust accordingly.
- Avoid writing down too many facts at once.
- Be encouraging and positive. At same time keep the discussion on track and focused.
- Maintain control of the session.

Evaluation:

Discuss your speech goals with your evaluator so the evaluator will be able to select specific points on which to comment.

NOTE: Give your evaluator your evaluation sheet and the **Guidelines for the Speech Using a Whiteboard** prior to the meeting and reclaim them at the conclusion.



Development Program

PROJECT 10: Speech Using a Whiteboard – Evaluation

DATE: _____ SUBJECT: _____

TIME STATED: _____ TIME TAKEN: _____

To the evaluator: By discussion with the speaker and reading the guidelines for the Speech Using a Whiteboard you will be able to select specific points on which to comment. Try to reflect the goals of the speaker, which you have previously discussed.

Comment on the following:

Use of whiteboard: _____

Clarity of written/drawn material: _____

Relevance of material to speech: _____

Suggestions for improvement: _____

Evaluator's signature: _____



Development Program

PROJECT 11: Biographical Speech

(Time 8-10 minutes)

Definition:

A narrative account or history of an individual's life.

Purpose:

1. To practise contemplative reading.
2. To broaden your basic store of knowledge from which to make future speeches.
3. To train in reading objectively so that you may reach your own unbiased conclusions about the subject. You may find that you do not always agree with a biographer.
4. To compose and present a speech involving both research and personal interpretation.

Preparation:

1. Select a biography of a character who you think is interesting, significant, topical, etc.
2. Your headings could be:
 - heredity - family and forebears;
 - early environment - the nation/its times, home and local community, personalities;
 - purpose - various purposes by which he/she steered life's activities. Did he/she finally centre on a single purpose? What later environment, home, family, friends?
 - opposition - who, what, why?
 - handicaps - physical, social, economic, or others;
 - notable achievements;
 - characteristic quotes from the biographical subject;
 - dramatic or vivid scenes of his/her life;
 - successes/failures - personal, professional, vocational;
 - personality - dominant moods or attitudes;
 - source of power - your own deductions;
 - a list of writings about this character; and
 - about the author/biographer.

This digest of your selection will form a ready basis for your speech construction. Prepare your speech from your notes in the usual way - introduction, body and conclusion.

Presentation:

Introduction: A brief description of an attitude or mood of the character, the historical period in which he or she lived, an episode or a characteristic quote. Do not narrate your story in chronological sequence.

Body: Be sure in your mind of the points from which you want the audience to view the life story you are to relate. From your notes select only what contributes to the main thread. The climax or high point of the life, which might be a struggle, a great decision, achievement or understanding, even renunciation of ambition; whatever may stress the purpose for which you are relating this individual's life.

Conclusion: Summarize the meaning and significance of what has transpired, including your interpretation and appraisal of the sources of power, causes of failure or success.

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



Development Program

PROJECT 11: Biographical Speech – Evaluation

DATE: _____ SUBJECT: _____

TIME STATED: _____ TIME TAKEN: _____

To the evaluator: This is a narrative speech, the aim being to present the history of a life from the speaker’s point of view. The subject should be approached with originality. Consider the preparation that has gone into the speech and the imagination with which the researched material has been used.

Comment on the following:

Opening remarks: _____

Organization of material: _____

Use of quotations: _____

Appropriateness of subject to audience: _____

Use of notes: _____

Mood established & speaker’s delivery: _____

Conclusion of speech: _____

Suggestions for improvement: _____

Evaluator’s signature: _____



Development Program

PROJECT 12: Review Assignment

(Time 6-9 minutes)

Purpose:

This is an exercise in constructive criticism. The scope of this assignment is intended to be wide enough to include reviews of films, books, plays, concerts, art exhibitions, etc. You must give clear and reasoned opinions as to why you liked or disliked a particular performance, book, etc.

Preparation:

1. Have a thorough knowledge of your subject, e.g. for a book review briefly discuss the author, his/her most interesting aspects as a writer and how this book is, or is not, typical of his/her work.
2. Be ruthless and prune your material, e.g. for a play or film review do not relate the story in all its detail, but briefly sketch important characters and detail only those parts which demonstrate a particular fault or highlight a fine performance.
3. Include such details as - where the exhibition can be seen, cost of book, etc.
4. Suit your language to your audience. Do not use too much technical language that is meaningful only to music or art lovers.
5. Compare your opinions with those of critics; be sure your audience knows whose opinion they are being given.
6. Your speech should convey the final impression of a judgment made by you and supported by logical reasoning.
7. If you choose sections of a book to read aloud, keep them brief and interesting. Make sure that they are illustrations of a point you are trying to make.

NOTE: One of the different specific review assignments in Level 3 Appendix may be substituted as the Project 9: Review Assignment:

Art Exhibition Review
Concert Review
Film Review
Play/Theatre Review
Book Review
Book Report

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



Development Program

PROJECT 13: Be in Earnest Speech

(Time 5-8 minutes)

Purpose:

In this speech a sense of nervous stimulation should be present; being too calm and unimpassioned will bore the audience. Develop a sense of earnestness and conviction, which will make your speech impressive. The two go together. The speech that has impact is the one made with true conviction - the speech which reflects sincerity. In this project you are to try to develop this essential feeling.

Preparation:

Choose a subject about which you feel strongly and have definite convictions - anything from garbage disposal to equal pay for equal work. Tailor your speech to your audience to make the most effective protest or appeal.

Presentation:

Suggested outline:

- Something is wrong - state what it is.
- Why is this wrong? Who is to blame? What harm is done?
- How can the wrong be corrected? Make definite recommendations for changing things for the better.
- Appeal for action. Your enthusiasm should reach a high pitch.

Think about this speech well before reducing it to final shape and content. Discard everything not directly in line with your purpose. If you are really convinced about your subject you will forget your nervousness. Your first sentence must make your audience listen and the first paragraph should clearly introduce the subject. Do not be afraid of appearing ridiculous by being in earnest.

Goal:

To present a speech that convinces the audience and helps you to forget yourself.

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



Development Program

PROJECT 13: Be in Earnest Speech - Evaluation

DATE: _____ TITLE: _____

TIME STATED: _____ TIME TAKEN: _____

To the evaluator: Did the speaker “make the sale”? Did the force of the argument and/or the earnestness of the presenter’s appeal win the audience? In your evaluation give primary attention to this point, clearly explaining how or why the presentation of the speech succeeded or failed. Comment on each of the following items, explaining the reasons for your opinions.

Construction of speech: _____

What methods were used to convince the audience? _____

How convincing was the speaker? _____

Use of notes: _____

Vocal variation: _____

Platform presence: _____

Strong points: _____

Suggestions for improvement: _____

Evaluator’s signature: _____



Development Program

PROJECT 14: TV Talk

(Time 6-8 minutes)

Purpose:

1. To put into practice proficiency in interpreting a passage of prose, drama or poetry.
2. To learn to read a speech well. It can only be done with practice.

Preparation:

- Imagine that you are to talk from a prepared script on television.
- Make sure that the material will not exceed the time limit.
- Choose your subject carefully, one that is worth studying and writing about. It may be informative, argumentative, inspirational, humorous or a combination of these.
- This written speech needs careful preparation and exactness and care in expression.
- It gives a chance to improve use of words and construction of sentences.
- Prepare your manuscript.
- Watch for errors in grammar, for repetitious words and awkward construction.
- Familiarize yourself with every shade of mood and meaning – both construction and delivery of the speech must be exact.
- Practise and practise and practise your prepared material ALOUD.
- You must be so familiar with the material that you can read the script without appearing to read it and can keep your eyes off the page for some time without losing your line of thought.

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:

- Begin as for any other speech.
- When reading the speech imagine you are delivering it to a TV camera. You do not take in the entire audience with your look but only the camera directly ahead of you. Try to deliver this article as if you were just "talking".

continued:-



Development Program

TV Talk continued.....

- Use a lectern if there is one and handle the script as little as possible. Try to keep one hand free for gestures. Don't wave the manuscript around. Have your conclusion well memorised so that you can finish your speech with your eyes on the audience. Remember that you are on view. The speech, which is read, is important and can be most rewarding if done well.
- This speech is very effective in delivery if the speaker is seated at a desk just as a TV announcer would be seated.

Goals:

- To be as good a reader as you can be. This project gives you an opportunity for Self-appraisal.
- To further develop the ability to deliver excerpts from literature and stories for special occasions.
- To improve 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 and the **Guidelines for TV Talk** prior to the meeting and reclaim them at the conclusion.



Development Program

PROJECT 14: TV Talk - Evaluation

DATE: _____ TITLE: _____

TIME STATED: _____ TIME TAKEN: _____

To the evaluator: This project should be well prepared and read competently from a written script. The speaker should maintain excellent eye contact with the centre of the audience - as though with a TV camera. Note how the script is handled and the ease of manner and apparent freedom from the appearance of reading.

Comment on:

Subject chosen and its development: _____

Handling of the script: _____

Eye contact: _____

Delivery of assignment: _____

Audibility: _____

Voice variation: _____

Phrasing: _____

Breathe control: _____

Interpretation: _____

Facial Expression: _____

Pronunciation: _____

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

Suggestions for improvement: _____

Evaluator's signature: _____



Development Program

PROJECT 15: Speech to Inspire, Using Technology

(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.
- To present information simply, clearly and visually.
- To aid, supplement and support the presentation, reinforce key points and hold the audience's attention without losing eye contact with the audience.
- To connect, link ideas and reveal material point by point.

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, thirst.
Needs: wants or desires such as self-esteem, acceptance, power, recognition, pleasure and security.

continued:-



Development Program

Speech to Inspire, Using Technology continued

Presentation:

- Wake up the audience with questions, a shocking statement, an emotionally oriented dramatization, anecdote or quotation.
- State the issue by letting the audience know the thesis. Appeal to their emotions, drives or needs.
- 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.
- Support the thesis. Give facts to support the need(s) outlined. Present these facts in a logical, systematic order.
- Offer a challenge. Firmly establish why the audience should buy, join, support or follow your ideas.

Evaluation:

Two members will be evaluating this speech, each covering different aspects of your presentation.

NOTE: Give your evaluators your evaluation sheets and the **Guidelines for the Speech to Inspire, Using Technology** prior to the meeting and reclaim them at the conclusion.



Development Program

PROJECT 15: Speech to Inspire Using Technology – Evaluation 1

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.

Comment on the following points:

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: _____

NOTE: As the speaker is attempting to present a well-organized speech which is enhanced by the use of technology, the attention for **Evaluation 2** will be directed mainly to the skill displayed in using these aids.



Development Program

PROJECT 15: Speech to Inspire Using Technology – Evaluation 2

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 technology. Your attention should be directed mainly to the skill displayed in using these aids. Check with the speaker for special evaluation requests.

Comment on the following points:

Suitability of the technology for the speech: _____

How well was the technology handled? _____

How did the technology contribute to the effectiveness of the speech? _____

Suggestions for improvement: _____

Additional comments: _____

Evaluator's signature: _____

NOTE: As the speaker is presenting an emotive speech, the attention for **Evaluation 1** will be how the delivery matches the emotional content.



Development Program

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Development Program

PROJECT 16: Travelogue

(Time 7-10 minutes or as allocated)

Purpose:

The purpose of a travelogue is to deliver a speech on some aspect of the speaker's travels. This may be a relatively short speech covering a specific aspect of a trip or may be a much longer delivery covering the entire trip. The aim is to entertain and inform thus enthusing the audience to travel themselves. Language used should be picturesque using vivid word pictures. This speech lends itself to the use of visual aids. 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.

Preparation:

1. Much of the preparation for this speech will have been done during the speaker's travels. If you know that you are to deliver a travelogue at a later stage it pays to keep a diary during the trip for easy reference on your return when needing to plan the speech.
2. Find out for how long you have been programmed to speak. This will then govern how much of your travels you speak about.
3. This speech will be more entertaining if you prepare only headings to speak on. If you have props by the way of mementoes, have them ready to display when you are called on to speak. The speaker should not be organising the display of these whilst commencing the speech.
4. Plan your opening and concluding statements and ensure that you conclude the speech within the time allotted. If there is to be a question time then the speech should be concluded several minutes earlier to allow time for the questions unless this has been programmed separately.

Presentation:

1. Try to deliver this speech away from the lectern.
2. This assignment lends itself to descriptive language, gesture and lively facial expressions. Make the most of sharing anecdotal experiences. It is not essential that the speech should follow the chronological order of your itinerary but by doing so this should help you to keep to the time allotted and be aware of how much more you wish to say.
3. If the time you have been given to present the travelogue is relatively short 10 -20 minutes then choose specific instances from the trip to share with the audience and ask to be programmed again at another meeting to present further aspects of your travels.
4. This speech should entertain and inform.

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



Development Program

PROJECT 16: Travelogue – Evaluation

DATE: _____ TITLE: _____

TIME STATED: _____ TIME TAKEN: _____

To the Evaluator: Read the guideline comments for presenting a travelogue from the previous page. It is extremely important that the speaker keeps to the allotted time. Members of the audience should be able to feel that they have *lived* this experience also.

Comment on the following points:

Use of notes: _____

Use of visual aids: _____

Opening statement: _____

Body of speech: _____

Gestures: _____

Language used: _____

Entertainment value: _____

Information value: _____

Concluding statement: _____

Additional comments: _____

Evaluator's signature: _____



Development Program

PROJECT 17: Impromptu Speech

(Time 7-8 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.

You may develop the speech by one of the following methods:

Preparation:

- 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 17: 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:

Opening statement: _____

Originality in development of subject: _____

Audience appeal: _____

Delivery (voice, gesture, etc.): _____

Platform appearance: _____

Conclusion: _____

Additional comment: _____

Evaluator's signature: _____



Development Program

NOTES