



Preparing and Delivering Speeches

- ◎ Speech Assignment Guidelines
- ◎ Speech Checklist
- ◎ Finding a Good Topic / Brainstorming
- ◎ Five Steps to Super Speeches
- ◎ Guidelines for Visual Aids
- ◎ Steps to Creating an Informative Speech
- ◎ Steps to Creating a Persuasive Speech
- ◎ Modeling Delivery Techniques
- ◎ Tips for Successful Speaking
- ◎ Speech Anxiety

Speech Assignment Guidelines

Students will need the following information to be able to prepare a successful speech.

- The purpose of giving the speech:
 1. To entertain
 2. To share information
 3. To convince (logical argument, persuasive)
 4. To persuade the audience to take action (logical and emotional argument)
- The criteria and process of evaluation to be used.
- What knowledge will be introduced in this assignment.
- Who the audience will be.
- When the speech is to be given.
- The formality of presentation expected.
- The topic limitations or focus. How this assignment fits with other aspects of the class.
- The amount of time given to prepare (impromptu, extemporaneous, or prepared)
- The minimum and maximum length of the presentation.
- The process for preparation.
- The kinds of support expected including visual aids.
- The level of research and source citation expected.
- The paperwork expected and when it is due.
- The delivery style expected (reading, memorized, notecards, off the cuff).
- The specific speaking skills to be demonstrated.
- The appropriate use of notecards.
- The method of determining speaking order.
- If the speech will be videotaped, who will provide the tape and care of videotaping.
- Who will be timing the speech and what kind of time signals will be given.
- The speaker's responsibility for evaluation and meeting standards.
- The process for giving the speech over again, in order to meet standards.

Submitted by: Jennifer Arns, N. Clackamas SD

Preparing and Delivering a Speech Student Checklist

1. Choose a topic both you and your audience will like.
2. Make sure your topic fits the assignment and time limit.
3. Do a good job of thinking about and researching your topic. Explore all sides of the topic.
4. Think about the topic information you have gathered and use only the details which will work well for you.
5. Write an introduction which will gain the interest of your audience as well as introduce your topic.
6. Think about how you can move from one point to another smoothly.
7. Use your own language. Speak as if you were actually talking to someone.
8. Don't use a "big" word when a small one will do.
9. Make sure everything you say is clear and understandable.
10. Speak loudly enough so that everyone can hear you.
11. Don't rush! – Take your time and your voice will naturally add color and interest to your topic.
12. Use your hands to help you in some way. Sometimes you will need your hands to hold a chart or a poster. Other times, your hands will be busy operating part of your demonstration. At the very least, let your hands hold your notecards or paper (if they are allowed). Never leave your hand movements to chance. They'll end up picking lint off your shirt or dangling nervously at your side.
13. Keep both feet on the floor. Don't slouch, sway, or teeter.
14. Show enthusiasm for your topic from start to finish.
15. Look at your audience as you speak.
16. End with a strong, interesting idea.

Finding a "Good" Topic

If you are having difficulty finding a topic, it helps to realize that it's not the *topic* that makes a speech effective. There are no "bad" topics, but there are inappropriate or poorly developed ones. At this stage you should focus on choosing a topic:

- that you have some knowledge about, or wish to gain knowledge about.
- that you care about.
- that is appropriate for the audience and the setting.

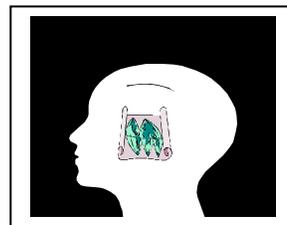
Appropriateness is especially important, because some topics simply don't work in a class setting. You should always strive to select topics that will not offend any members of the audience or promote harmful or illegal actions. In addition, avoid topics that the audience already knows.

In addition, use caution in selecting topics where your audience might have extremely political opinions on subjects like abortion and school prayer.

For example, if your audience agrees with your viewpoint, then you are "preaching to the choir" – redundantly persuading those who are already persuaded. Likewise audience members who disagree with you probably won't change their minds based on a short speech, especially one that they are forced to sit through.

However, you should not avoid all controversial topics. Instead, you should consider the pre-existing attitudes of your audience when attempting to create an effective message. When in doubt, always check about the appropriateness of a topic with your instructor well in advance of speaking day.

Use the following 'Brain Hurricane' or 'Brain Mapping' exercises as a good place to start.



Brain Hurricane

(or: Brainstorming a good speech topic)



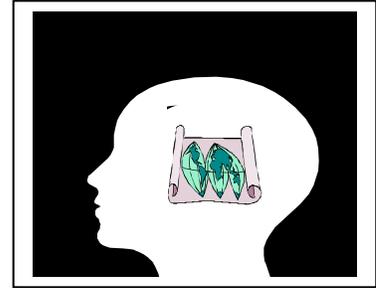
How to Brain Hurricane:

1. On a clean sheet of paper, write down a phrase that describes the concept, for example, "Using the Internet" or "College Football."
2. Now start writing whatever ideas come to mind when you think about this concept. Try to write short phrases instead of paragraphs.
3. After each phrase is written, turn the page slightly so that your writing forms a spiral around the middle of the page.
4. Keep writing and turning the page for at least 10 minutes. Don't stop to think—just keep writing without pausing. If you run out of space go to a new page.
5. Don't worry if your thoughts stray from the original concept. The purpose of this exercise is to let your mind freely associate terms, ideas, and concepts. You will analyze and evaluate the content later, so for now just generate ideas.

When you've finished, you should have a page of related ideas that represent potential topics. Examine your results an hour or so later and select the most interesting of your new ideas.

Brain Mapping

(or: Brainstorming a good speech topic)



How to Brain Map

1. Find a quiet place, free of distractions, and allow yourself at least 30 minutes to complete the exercise.
2. Get a clean sheet of paper and several pens of different colors. (Felt tip markers or crayons are ideal.)
3. In the center of the page, draw a small picture of your topic. This can be either abstract or representational, and the purpose is to jump-start creative thinking.
4. To generate ideas about your topic, start writing key words and spokes radiating out from the central picture. Write only single words (NOT PHRASES), and keep the lines connected to the central picture.
5. Free-associate rapidly, and DO NOT censor any idea! Keep writing constantly and try to fill the page as rapidly as possible. (Start another page if necessary.)
6. Draw pictures and use different colors whenever possible.
7. When you run out of ideas concerning your central picture, begin associating ideas from the key words that you've generated.
8. After you've run out of words, look at the results and try to find patterns and associations between ideas. Draw arrows and use colors and pictures to connect related ideas.
9. Redraw your map, eliminating any extraneous ideas and grouping related ideas into some kind of organization. You should now have several important concepts related to your topic. You might also have a rudimentary structure for how to present these ideas.

If your results don't provide a suitable topic, then wait a while. Return later and select one of your new ideas/concepts and repeat the exercise.

Five Steps to Super Speeches

1) Plan 2) Prepare 3) Polish 4) Practice 5) Present

1. PLAN YOUR SPEECH

- A. Who am I going to be speaking to?
- B. Where will I be speaking?
- C. When will I be giving the speech?
- D. How much time is allowed for my speech?
- E. What will the message of my speech be?
- F. Do I know enough about my topic or should I do more research?
- G. How will I present my information and develop my topic?
- H. Do I have my thesis stated in the introduction of my speech in one sentence?

2. PREPARE

- A. Review the main idea (thesis) of the speech
- B. Choose a plan of organization
- C. Develop an outline using the main points
- D. Add supporting details to the outline
- E. Write the introduction
 - 1) To get the audience's attention (hook)
 - 2) To motivate the audience
 - 3) To let the audience know what the speech is about
 - 4) To gain the audience's trust
- F. Write the conclusion
 - 1) To get the audience's attention (hook)
 - 2) To motivate the audience
- G. Rearrange the speech
 - 1) Intro 2) Body 3) Conclusion

3. POLISH

- A. Time your speech
- B. Add connecting words (transitions)
- C. Review and improve your vocabulary:
 - 1) No grammatical errors or slang
 - 2) Use words your audience will understand
 - 3) Make descriptions detailed
- D. Prepare your outline for the teacher
 - 1) Hand your outline to the teacher before you speak.
- E. Prepare notecards for practicing and presenting (4x6 CARDS)
 - 1) **NEVER EVER READ TO YOUR AUDIENCE.**
YOUR GOAL IS TO TALK WITH PEOPLE.

Continued →

Five Steps to Super Speeches

1) Plan 2) Prepare 3) Polish 4) Practice 5) Present

4. PRACTICE

- A. Everyone must practice
 - 1) Practice a half hour for every minute of your speech
- B. Decide what style you will use to present
 - 1) Friendly and sincere
 - 2) Casual and informal
 - 3) Serious and formal
- C. Set goals for each session
 - 1) Time the speech
 - 2) Polish your language
 - 3) Use notecards
 - 4) Use your visual aids when appropriate
 - 5) Use your voice and body language appropriately
- D. Practice in many ways
 - 1) Time the speech
 - 2) Polish your language
 - 3) Use notecards
- E. Be patient

5. PRESENT

- A. Attitude
- B. Dress for success
- C. Project confidence
- D. Prepare your materials ahead of time
- E. Use all of the skills of speaking
 - 1) Eye contact
 - 2) Sound confident
 - 3) Emphasize key ideas and words
 - 4) Concentrate on what you're saying
 - 5) Make sure your audience is understanding
 - 6) Smile and gesture
- F. Finish with confidence
 - 1) Pause and smile
 - 2) Ask for questions
 - 3) Give clear answers

Scoring Guide Review

Speaking: Ideas and Content

Good thoughts that fit

Content should be adapted to audience interest. Details should be clear, focused and carefully selected for strong support. Insightful connections between main topic and supporting information must be strong. The purpose must be clear and focused with supporting information. The adaptation of complex content to support the presentation (surveys, charts, facts and research information) is essential. Asking questions of your audience to draw them into the presentation is a very strong way of linking information with life.

Speaking: Organization

Keeping it straight and in order

Organization ensures audience understanding. A strong preview to introduce your presentation will enhance your speech. The use of an imaginative introduction and conclusion are essential to a well-balanced presentation. Well thought out details and clear sequencing enhances understanding. Details must fit; random ones make it difficult to wrap your conclusion back to your introduction. Presentations should be easy to follow with strong, organizational clarity.

Speaking: Language

What is appropriate to your presentation?

The use of strong, functional, creative and audience appropriate language will keep interest high. You must show total control of the subject through proper language. Use of proper grammar is important when clarifying complex messages or when dealing with scientific information. Use technical terms when appropriate. You must understand the language you are presenting. Any language outside your knowledge base will detract from your presentation. Explain and define terms, which were difficult for you to understand. They are just as hard for your classmates to understand and this might be the first time they have heard these terms. Your lack of knowledge will distract from your presentation.

Don't use slang or jargon that may be hard to connect to the meaning or main thought.

Avoid weak word choices like "guy", "um", and "everything".

Speaking: Delivery

Avoiding the pitfalls of delivery

Use the delivery section of the scoring guide to critique this portion of your speech. Have your parents listen to your presentation. If they are not available ask a friend to critique your presentation. Practice will ensure that you do not have lapses in fluency. Presenters must act interested and enthusiastic about their topic.

- Do not wear a watch, hat, coat, or sweatshirt that may distract you or be distracting to listeners
- No gum or mints.
- Do not take a pen, pencil, or any other distraction with you to the front of the room when you are ready to give your speech.
- Only write an outline for your speech. You cannot read your speech. You must know what you are going to say.
- Notes should be written on only one side of 3x5 or 4x6 cards. Have notecards in order.
- Only use your notecards when you lose your place.
- Practice in front of a mirror so you can look up and make eye contact with the audience.

Practice is the most important thing you can do!!!

Important Guidelines for Using Visual Aids

Experience has shown several important guidelines for using visual aids:

1. Visuals support the presentation. They're not a substitute for the presenting.
2. The visual should assist in making the instructional point, not become an entertainment vehicle on its own.
3. Good visuals increase retention, reinforce ideas presented, and build the confidence of the presenter.
4. Deadly visual aid mistakes include:
 - Don't talk to the visual aids or the items you're demonstrating; talk to the audience.
 - Don't show everything at once. Focus attention on one point, step, or object at a time.
 - Don't pass objects around the audience. Project small items on an overhead.
 - Don't limit the action to yourself. Give each audience member a task, handout, or object to work with.
 - Don't apologize for your aids or equipment.
 - Don't try to perform with visual aids unless you've practiced with them.
 - Don't use all the bells, whistles, and gongs.

What Visual Aids Should I Use In My Speech?

1. What is the subject of my speech?
2. What points will be clearer if illustrated by a visual aid?
3. What type of visual aid best illustrates each point (graph, chart, map, picture, etc.)?
4. What type of visual aid can I best prepare? (Assess your talent as an artist when asking this question.)
5. Do I need assistance in lettering, such as using stencils or rub-on letters?
6. Would it be better to use the actual object than to try to draw a picture or prepare a model of it?
7. Will a two-dimensional aid or a three-dimensional aid best illustrate my speech?
8. How long will it take me to prepare the visual aid(s) that I need?
9. When is my speech due for performance?

Submitted by: Tim Adsit, Brookings-Harbor SD

Visual Aid Guidelines

1. Color: Whenever possible, use color in your visuals.

Color attracts attention, adds vitality and increases people's willingness to pay attention to your visuals. Keep your general color scheme and design consistent throughout your presentation. The background color, font style, colors and logo should be the same throughout.

2. Simplicity: Visuals should be easy to read and understand.

Follow the "one concept per visual" rule, and try not to use more than three bullets per slide/poster. Consider putting as much text as you would on a billboard or T-shirt. Always remember to say more than you show.

3. Balance: Design your visuals to help your listeners follow their natural tendencies.

Words and phrases should read left to right and top to bottom, the way audiences are used to seeing them. Don't put the title anywhere but at the top. Use arrows and other visual cues to help guide your audience immediately through the visual.

4. Evaluation: Step into an audience member's shoes.

When evaluating your visuals before delivering your presentation, ask yourself these questions:

- Is this visual easy to understand within five to eight seconds?
- Is it clear where the eye should travel and what the listener should look at first?
- Does the visual hold your attention and support a key point in your overall message?

If you answer "yes" to these questions, you will be well on your way to increasing what your audience remembers.



Formatting Your Outline on Notecards

1. Introduction

Attention Getter: _____

Topic Sentence: _____

Preview: _____

2. Body

I.

A.

B.

3. Body

II.

A.

1.

2.

B.

(Add additional "Body" card for each main point of speech.)

4. Conclusion

Review: _____

Final Statement: _____

Five Steps To Creating An Informative Speech

You are to prepare a 6-8 minute informative speech on a subject of your choice.

The following is an outline of the steps you should take along the way.

- I. Choose a topic...
 - A. ...that interests you
 - B. ...that will interest your audience
 - C. ...that is appropriate
 - D. ...that is not too broad or too specific
 - E. ...that is not persuasive
(See sample topics)
- II. Research
 - A. ...Nonfiction books
 - B. ...Periodicals (Use the *Reader's Guide to Periodic Literature* to help you)
 1. Newspapers
 2. Magazines
 3. Journals
 4. Vertical files
 5. Facts on file
 - C. Interviews
 - D. Pamphlets
 - E. Encyclopedias
 - F. Electronic sources, Internet searches
 - G. Summarize at least 2 articles on your topic (1 page) citing the documentation (title, publications, date and page #). Include this when you turn in your outline.
- III. Focus
 - A. Answer the questions: who, what, when, where, how and why?
 - B. Focus on one.
 - C. Write 1 paragraph stating your topic, your purpose, and at least 3 relevant issues that you will deal with in the body of this speech.
 - D. Organize your notes.
 - E. Write a brief outline of your speech. Be sure it follows an appropriate, logical organizational pattern, i.e. chronological, spatial, comparison and/or contrast, order of importance, etc.
(For a 6 Minute Speech...)
 1. Introduction Approximately 1 Minute
 - a. Use a "Hook" to capture the attention of the audience:
 1. Humor
 2. Rhetorical question
 3. Definition
 4. Starting fact or statistic
 5. Quotation
 6. Story
 7. Comparison/contrast
 - b. State topic
 - c. Apply topic to audience
 - d. Preview your main points
 - e. State thesis
 2. Body Approximately 4_ Minutes
 - a. History
 - b. Uses
 - C. Production

Continued →

- d. Equipment
- e. Humor
- f. Rhetorical question
- g. Definition(s)
- h. Statistic(s)
- i. Quotation(s)
- j. Examples/stories
 - 1. Personal
 - 2. Others'
- k. Expert testimony
- l. Comparison/contrast
- m. Repetition
- n. Restatement
- o. Description

- 3. Conclusion Approximately 30 Seconds
 - a. Summarize
 - b. "Upbeat" ending
 - c. Make a final point
 - d. Tie back to introduction

- 4. Do not write out a manuscript. The outline is due on _____.

F. Compile your speech.

- 1. You must use at least 2 quotes and you must cite the source in the body of your speech.
- 2. Prepare a bibliography with a minimum of 7 sources of 3 types.
- 3. You may use no more than 4 notecards.

IV. Prepare Visual Aid

(May include a chart, graph, photos, drawings, demonstration, timeline, etc).

A. Purpose should be to:

- 1. Explain
- 2. Illustrate
- 3. Demonstrate
- 4. Clarify
- 5. Enhance

B. Be sure that the audio/visual aid(s)...

- 1. ...are easily audible/visible to all.
- 2. ...are easily understood.
- 3. ...are not the central purpose of the speech.
- 4. ...are not living, valuable, or dangerous.

V. Practice!!!Practice!!!Practice!!!

- A. The introduction and conclusion must be memorized.
- B. The speech must fall within the time limits of 6-8 minutes.
- C. You must utilize good eye contact, lots of vocal variation (yet remain conversational in tone), appropriate gestures and movement.

Remember: some of the best speakers don't look or sound like they're giving a speech.

Continued →

Over 100 Sample Topic

Energy:

Nuclear
Solar
Geothermal
Hydroelectric
Natural Gas
Tidal

The History of:

Automobiles
Airplanes
Money
Any Sport
Any Animal
Any Food
Any Famous Place
Any Musical Instrument
Any Famous Person

Biographies:

Anastasia
Thomas Edison
William Randolph Hurst
JP Morgan
JD Rockefeller
Andrew Carnegie
Elizabeth the 1st
Henry Ford
Henry the 8th
Hitler
Howard Hughes
Jimmy Hoffa
Attila the Hun

Any:

Artist
Writer
Musician
Inventor
Ruler
Politician

The Cultural Traditions Of:

Courtship
Marriage
Birth
Death

Technology:

Lasers
Running Shoe Technology
Computers
Space Travel/Station
Mars Exploration

Animals:

Dog Obedience School
Unicorns

Bats
Hermit Crabs
Raising Thoroughbred Dogs
Dog Shows
Horse Shows
Rats
Wolves
Dragons
Guide dogs
Piranhas
Penguins
Cat Yoga

Hobbies and Games:

Sail boat Racing
Radio Controlled Toys
History of Karate
Fashion Modeling
Backgammon
Computers
Rocketry
Belly Dancing
Go-Cart Racing
Beatlemania
Dungeons and Dragons
History of Monopoly
Motorcross Racing
Stradivarius Violins
Boomerangs
Origami
Collecting Comic Books
Snow Camping
Antique Books
Etching Glass
Cake Decorating
How to Find Fossils
Unicycles
Juggling
Heraldry
Harlequin Romances
Collecting Movie Posters
Wind Surfing
Skate Boarding
Snow Boarding

Medicines/Diseases:

Diabetes
Hemophilia
Epilepsy
Anorexia Nervosa
Acupuncture
Bio-Feedback
Bionic Man
Dyslexia
Hormones
"Zone Therapy" (Foot Rubs)
Scoliosis
Cloning

Black Death/Bubonic Plague
Steroids

Mother Nature:

Natural/Cycles: Insects, Plants
The Sun/Solar Flares/Eclipses
Super Novas
Black Holes
Constellations
Volcanoes
Earthquakes
Plate Tectonics
Continental Drift
Mosquitoes
The Differences between Men and Women
Pearls
Flies
Twins
Communicating With Plants
Colors In Flowers
Mushrooms
"Greenhouse Effect"
Atmosphere
Why the Dinosaurs Died
Gyroscope

Places:

Globe Theater
Stonehenge
Atlantis
Living in a Kibbutz
Tower Of London
Auschwitz
Great Pyramids
Pompeii
Easter Island
Tillamook Burn

Sports:

Football Protective Gear
Backpacking Equipment
Hiking Boots
Running Shoes
Scuba Diving
Cross Country Skiing
Water-Skiing
Sports Photography
Collecting Baseball Cards
Sports Superstitions
Kayaking
Cheating In College Athletics
Polo
Aerobics

END

Persuasive Speech – Brainstorming Sheet

Name: _____

1. Issue:

2. Persuasive Intent: "At the end of this speech, I want the audience to believe that..."

3. Potential arguments supporting your persuasive intent: (AT LEAST THREE)

A.

B.

C.

D.

E.

4. Potential opposing arguments which may need to be answered:

A.

B.

C.

D.

E.

Persuasive Speech – Evidence Worksheet

Name: _____

Testimony/Quotes:

1.

2.

3.

4.

Statistics:

1.

2.

3.

4.

Examples:

1.

2.

3.

4.

Facts:

1.

2.

3.

4.

Persuasive Speech

Monroe Motivated Sequence – Brainstorming Sheet

Introduction Paragraph: Step 1

Attention Step. Use attention getter to capture the attention of the audience. Give background on topic so audience will want to listen.

Body: Step 2

Need Step. Make your audience feel that something needs to be done by describing the problem.

I. PROBLEM

A.

B.

C.

D.

Body: Step 3

Satisfaction Step. Now that you have shown the audience a need for action or belief, present a solution.

II. SOLUTION

A.

~

Persuasive Speech

Monroe Motivated Sequence – Brainstorming Sheet

Introduction Paragraph: Step 1

Attention Step. Use attention getter to capture the attention of the audience. Give background on topic so audience will want to listen.

Body: Step 2

Need Step. Make your audience feel that something needs to be done by describing the problem.

I. PROBLEM

A.

B.

C.

D.

Body: Step 3

Satisfaction Step. Now that you have shown the audience a need for action or belief, present a solution.

II. SOLUTION

A.

B.

C.

D.

Body: Step 4

Visualization Step. The audience has accepted the need for the solution and now you need to help the listeners visualize their own involvement in making it come about.

III. VISUALIZATION

A.

B.

C.

D.

Body: Step 5

Action Step. Request action or approval for your proposed solution.

Example Outline Using the Monroe Motivated Sequence

Introduction Paragraph

(Attention)

- Information which should be included in paragraph:
- Fire is closely related to our lives.
 - Newspapers tell stories of loss of property and lives from fires.
 - Fire sirens make us conscious of the danger of fire.
- This scene may be your home (show picture)
 - Fire kills about 12,000 in the U.S. per year.
 - Destroys \$1.5 to \$1.75 billion worth of property.
 - Fire is a big problem yet people aren't concerned about its prevention until it strikes them.

Body

- I. Need
 - A. More than 400,000 home fires in the U.S. per year
 1. 800 homes suffer fire losses each day
 2. Fire occurs in a home every 1.75 minutes
 3. 60% of all deaths from fire occur in home fires
 - B. Few homes are free from dangerous fire hazards.
 1. Attics with piles of damp clothing and paper are highly combustible
 2. Storage closets containing oily cleaning mops and paint brushes are dangerous
 3. Electrical defects cause fires:
 - a. Overloading circuits
 - b. Defective and faulty wiring
 - c. Worn-out cords on lamps and appliances
 4. Basements are often filled with dangerous piles of trash:
 - a. Trash usually highly combustible
 - b. If placed near heating unit, chance of fire increases

Continued →

- II. Satisfaction – To protect your home, follow a general clean-up program.
 - A. Thorough cleaning of all combustible materials
 - B. Use care when storing oily mops, paint brushes, and rags
 - 1. Clean before storing
 - 2. Place in airtight containers
 - a. Prevents oxidation
 - b. Prevents spontaneous combustion
 - 3. Best solution with rags is to just throw them away
- III. Visualization – Results of such a program are practical and enjoyable.
 - A. Clean-up program in Evanston, Illinois kept insurance rates at "Class1" bracket
 - B. Similar program in Fort Wayne, Indiana helped reduce number of fires
 - C. Provide neat and attractive surroundings
 - D. Home will be safe from fire

Conclusion Paragraph - Information which should be included in a
(Action) paragraph:

- Fire will be with us forever
- Don't wait till you hear sirens to have a destructive fire of your own
- Begin the fight against fire today:
 - Start a clean-up program
 - Remove all fire hazards
 - Protect your family and property
- We can't completely remove danger of fire, but can make the possibility more distant and remote.

Modeling Speech Delivery Techniques

One way to teach is to show. Try the following activity to help students "see" good public speaking techniques.

Announce to your class that you will demonstrate a speech for them during their next class meeting. You will ask them to evaluate your presentation based on:

- Physical appearance
- Use of appropriate gestures
- Eye contact
- Handling of notes

You can demonstrate poor presentation by arriving for class dressed disheveled with notes on a sheet of 8 _ x 11 paper (which you hold in the corner with one hand so that it flops when you speak), look only at the paper for the first portion of your speech, next look up, look over the heads of the students, then look only at one side of the classroom. Of course, while you are delivering your talk, speak rapidly and sloppily with poor articulation.

If you can manage all this without giggling, add such distracting movements as shuffling your feet or intermittently swinging one leg, or pacing with your shoulder to the class.

Pause at the end of the "demonstration" and give the students a moment to fill out their evaluations. Then ask them how they felt about your presentation when they noticed your disarrayed appearance, distracting notes, lack of eye contact or looking only at one side of the class, inability to understand clearly what you were saying, etc.

Next, have students look at the delivery trait on the Speaking Scoring Guide. Ask them to give specific suggestions on how you could have improved your performance (encouraging them to demonstrate when appropriate).

Actions speak louder than words! Have fun.



Activity to Improve Delivery Techniques

(A.K.A. "Motor Mouth")

This activity is a fun, timed impromptu speaking activity with emphasis on avoiding detracting habits.

1. The teacher and students write down several easy topics on notecards. Students are then divided into teams.
2. One team member draws a card and speaks on that topic as long as possible, (depth of content is not important). Students continue to speak until they make a vocalized pause (umm, err, etc.) or pause longer than 10 seconds. If they pause 10 seconds it is then subtracted from their time.
3. When the first speaker is done, a member from the opposing team speaks. No speaker is allowed to take a second turn until everyone on his/her team has spoken. No one but the teacher can call a speaker out.
4. Teams should also be penalized if they are not considerate. You may wish to keep the same teams all year.
5. Whenever you have extra time because of absenteeism, unprepared speakers, or shorter speeches than expected, you can pull out the subject cards along with the speaker and time sheet.

As the year progresses, you may add more no-no's to the list:

- hands in pockets
- playing with hair or jewelry
- aimless movement
- non sequitur change of topic
- beginning a speech with "There are many kinds of"(whatever the topic was)
- pauses longer than five seconds
- or any other idiosyncrasy that was common

Six Delivery Tips From Nervous to Natural

1. Know what you're talking about

Thorough preparation equals total confidence. Prepare – then rehearse, rehearse, rehearse! Practice meaningfully, the way you'll actually deliver your presentation, and understand that your audience really wants you to succeed.

2. Be yourself

Use your own natural speaking style. Don't try to be someone you're not.

3. Psyche yourself up

Use positive self-talk and visualize success; picture your audience applauding you at the end of your presentation, then work toward it.

4. Work with your body and its physical reaction to nervousness

Do stretching, isometrics or other exercise to relieve physical stress. Take deep breaths to control breathing. Remember to pause; proper pausing conveys relaxation and confidence.

5. Bond with your audience

Keep the audience on your side. Pick two or three friendly faces; speak to them in your opening and feed off their energy. In your opening, let them know they aren't wasting their time.

6. Get a good night's sleep

Before your presentation.

10 Tips for Successful Public Speaking

Feeling some nervousness before giving a speech is natural and healthy. It shows you care about doing well. But, too much nervousness can be detrimental. Here's how you can control your nervousness and make effective, memorable presentations.

1. **Know the room.** Be familiar with the place in which you will speak. Arrive early, walk around the speaking area and practice using the podium and any visual aids.
2. **Know the audience.** Greet some of the audience as they arrive. It's easier to speak to a group of friends than to a group of strangers.
3. **Know your material.** If you're not familiar with your material or are uncomfortable with it, your nervousness will increase. Practice your speech and revise it if necessary.
4. **Relax.** Ease tension by doing simple stretching exercises.
5. **Visualize yourself giving your speech.** Imagine yourself speaking, your voice loud, clear, and assured. When you visualize yourself as successful, you will be successful.
6. **Realize that people want you to succeed.** Audience members want you to be interesting, stimulating, informative, and entertaining. They don't want you to fail.
7. **Don't apologize.** If you mention your nervousness or apologize for any problems you think you have with your speech, you may be calling the audience's attention to something they hadn't noticed.
8. **Concentrate on the message – not the medium.** Focus your attention away from your own anxieties, and outwardly toward your message and your audience. Your nervousness will be reduced.
9. **Turn nervousness into positive energy.** Harness your nervous energy and transform it into vitality and enthusiasm.
10. **Gain Experience.** Experience builds confidence, which is the key to effective speaking.

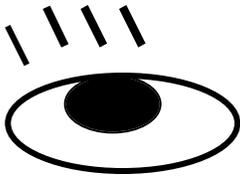
Toastmasters International, 1998

Delivery Shorthand

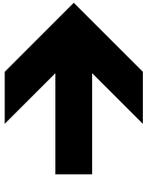
Ask students to put these symbols on their notecards to remind them of delivery techniques used in a successful speech.



PAUSE



LOOK UP!



LOUDER, STAY
LOUD ENOUGH

Look at This!

EMPHASIZE
WORDS



GESTURE!

Reducing Speech Anxiety

Even though most people do experience some anxiety about public speaking, a lot can be done to increase confidence and reduce the degree of anxiety students experience. Here are ***ten tips to reduce communication anxiety levels concerning oral presentations:***

1. ***Talk openly about communication anxiety.***

By openly talking about speaking anxiety, students quickly learn that they are not alone in how they might feel. Often, students are more willing to offer support for each other after these very real feelings are discussed.

2. ***Be honest about your own communication anxiety.***

Students are usually relieved to know that even though many of us have experienced anxiety, it does not have to control us forever.

3. ***Assure students that even people we think of as really good speakers must practice a great deal.***

Also let students know that no matter how effective a speaker is, just about all speakers have plenty of room to improve.

4. ***Give students numerous opportunities to experience success.***

Start with nonthreatening opportunities to stand up and speak in front of others. Activities might include choral readings, group panel discussions, or a simple group or team demonstration speech. *Be sure to give students lots of feedback about what they are doing right when trying to build initial confidence.*

5. ***Help students to recognize that giving a speech is similar to other skills they might already have.***

For example, in some ways, speaking is similar to writing. Effective writers and oral communicators use the same critical thinking processes as they develop, interpret, and synthesize ideas. Not surprisingly, as students become more effective speakers, they also are more likely to become better writers.

In other ways, giving a speech is similar to natural conversation. Speakers are sharing ideas with a group of people rather than talking "at" them or performing in front of them. Both the person speaking and the audience listening are engaged in the communication process. As students "reframe" how they perceive public speaking, they often become more relaxed and are better able to relate to their audience as a group of individuals who have common interests.

6. **Give students as much control as possible.**

Ask speakers what they want from their audience before they begin speaking. Help speakers to think of themselves as "in charge" when they are presenting.

7. **Provide students with a copy of the speaking criteria and encourage self-assessment.**

Ask students to identify their own strengths and areas where they want to set goals to improve.

8. **Give students opportunities to assess other speakers.**

You may choose to bring in outside speakers or assign students to listen to outside speakers. Film clips of other speakers also can be used for this purpose. You may even choose to intentionally craft a speech that is weak in a particular area. Present a speech to your students and tell them you would like feedback on how to improve the speech in the area you purposefully underdeveloped.

Students can also offer some very helpful feedback to each other. Start by encouraging students to identify what other student speakers are doing right.

Students can gain confidence and skill as they learn to identify behaviors that strengthen or weaken various presentations.

9. **Sandwich evaluations when giving feedback in front of the entire class.**

Start with positive encouragement, then offer constructive feedback on just one or two areas, then offer more positive areas related to delivery (eye contact, vocal variety, volume, gestures, etc.). Avoid initially providing constructive or critical feedback about delivery (any area where many students feel very self-conscious). Rather, focus constructive feedback on idea development, organization, or language. As students gain confidence, begin offering feedback on how to improve delivery.

10. **Engage in activities just for fun.**

Encourage students to tell funny (but appropriate) stories in class. Tell students your own funny stories. Create a relaxed atmosphere where positive human communication can flourish.

References

Barmor, C. (1991). *Improving the listening skills of fourth grade students through a multifaceted guidance approach and active listening*. Ed.D. practicum paper, Nova University, IN.

Gambrell, I., Koskinen, P., & Kapinus, B. (1991). Retelling and reading comprehension of proficient and less proficient readers. *Journal of Educational Research, 89*(6), 356-362.

Hunsaker, R.A. (1991, November). *Critical listening. A neglected skill*. Paper presented at the Annual Meeting of the Speech Communication Association, Atlanta, GA.

Swanson, C. (1996, March). *Who is listening in the classroom? A research paradigm*. Paper presented at the Annual Convention of the International Listening Association, Sacramento, CA.

Warthen, T.K., & Pack, G.N. (1992, October). *Classroom debate as an experiential activity across the curriculum*. Paper presented at the Annual Meeting of the Speech Communication Association, Chicago, IL.