

COOPERATIVE EXTENSION

Bringing the University to You

Curriculum Materials 00-08

SPEAKING WITH CONFIDENCE

A teaching guide to improve public speaking in youth.

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COURSE OUTLINE

<u>Session</u>	<u>Subject</u>
1	Describe the kind or type of speaker you want to be
2	What makes a good speech?
3	Butterflies in formation (controlling nervousness)
4	Demonstrations using audio-visuals
5	Debate
6	Body language, posture, and vocal variety
7	Phone conversations
8	Interviews
9	The Grand Finale (each give 5 minute speech)*

*Speaking with Confidence consists of 9 one-hour sessions. The final session may need to be expanded to accommodate all students giving 5-minute speeches.

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GENERAL INFORMATION

Learner Objectives

Practice public speaking each session
Write and review personal public speaking goals each session
Gain confidence in public speaking skills

Learner Guidelines (ground rules)

- ✓ Stand when speaking
- ✓ Be positive about themselves and others
- ✓ Listen while others are speaking
- ✓ Smile a lot

Items Covered Each Session (1 Hour)

Opening (first 5 minutes)
 Pledge of Allegiance
 4-H Pledge
 Self-introductions if guest presenter is on the program
Session subject (50 minutes)
Closing
 Work on Journal (last 5 minutes)

Information to Give to Guest Presenters

Subject to cover (may use this teaching guide)
Learner objectives
Encourage learner participation and avoid excessive lecture!
Number of students in course
Time limit of fifty minutes, leaving five minutes to open and five minutes to close.
Date, time and place of class

Places to Look for Guest Presenters

Toastmaster Club Members
Radio Station Employees
School Teachers
Lawyers
Public Relations Experts
Telephone Company Personnel
Public Officials
4-H Leaders and Alumni
Professional Training and Development Facilitators



HOW TO USE THIS TEACHING GUIDE

This curriculum guide can be used with various age groups. It seems to work best for the 11-14 year olds. Younger youth may find some of the exercises too challenging. Older youth seem to enjoy the curriculum when used with their same age group.

The curriculum consists of 9 one-hour sessions. Each session is designed to address a different aspect of public speaking. It is recommended that you teach Session 1 and 2 first. There is no required sequence for the remaining topics. The teacher or leader may choose to teach all nine in the order in which they appear in the guide or concentrate more heavily on a few particular sessions depending on the needs and interests of the students.

The **Session Outline** gives a snap shot of the entire session.

The **Objective** states what the students will accomplish and the **Materials** section suggests items the teacher will need to help teach that session.

Each session should begin and end with the **Main Point**. The main point should also be repeated numerous times throughout the session to reinforce its significance.

The **Opening question and warm up exercise** is designed to start the session and get students interacting with one another. This time may also provide a good opportunity for students to introduce themselves if a guest presenter is attending.

Worksheets are teaching tools to help students remember key points. They can be found on the last page of each session. Each student should receive a worksheet copy. The teacher goes over the information as the students fill in the answers in the blank spaces. Answers are underlined and in italics in the guide.

The **Journal** page provides a means for students to document progress, reflect on the session and determine areas that need improvement. The journal and other materials are located in the back of this guide as “Tools”.



SESSION 1

Describe the kind or type of speaker you want to be

Session Outline

- ✓ State the main point
- ✓ Describe what speaking with confidence means to you (warm-up exercise)
- ✓ Review course outline
- ✓ Review learner objectives and guidelines (worksheet)
- ✓ Illustrate the speaker you will be
- ✓ Explain your picture to the group
- ✓ Restate the main point
- ✓ Work on journal

Objective: For students to articulate the goal(s) they want to accomplish in this program.

Materials: 3" X 5" cards, flipchart paper, colored markers, pencils, discarded magazines (with good pictures), tape and scissors.

State the Main Point - You can become the speaker you want to be if you describe it clearly and visualize in your mind that image.

Opening question and warm-up exercise

Each student is given a 3" X 5" card to write down a few thoughts about what speaking with confidence means. Each is then asked to *stand, give their whole name, the school they attend, grade, and describe what speaking with confidence means to them.* If there are exceptionally shy youth in the class you might break the class into small groups for this exercise.

Review course outline

Briefly go through the topics that will be covered in the course (page 1). You might also inform the students of the dates for each topic and mention guest presenters that have been invited to participate. Ask for questions.

Review learner objectives and guidelines

Make copies of session 1 worksheet (page 6) and hand out to the students. Explain that *all students will follow the guidelines.* You may want to enlarge these guidelines and post them up each session. As you go through the guidelines have the student fill in the blanks on the worksheet. Read the first one...*Stand* when speaking. Ask the students *why do you think that ground rule is important?* Read the next...Be *positive* about yourself and others. Again ask *why is that important?*



SESSION 1

Listen while others are speaking. *Smile* a lot. Next, review the learner objectives and mention that *every student will accomplish these objectives*. To *practice* public speaking each session. To *write* and review personal public speaking *goals* each session and to gain *confidence* in public speaking skills. Finally ask, *are there any questions about these objectives and guidelines?*

Illustrate the speaker you will be

Provide newsprint (flipchart paper), colored markers, discarded magazines, tape and scissors for each student to illustrate and/or creatively represent the speaker she/he will be by the end of the course. This could be a picture of someone they admire as a speaker, a place they see themselves speaking, a reaction they would like to get from an audience, etc. They are not allowed to use any words. This exercise is intended to help the student visualize their goal. After the images have been created have the students describe it using words on the back of the newsprint.

Explain your picture to the group

One student at a time will stand before the class with their picture and have the class try to interpret the meaning. After a short time, the student will explain what they were portraying in the picture by reading the description on the back. They are encouraged to hang this picture in their room or somewhere they will see it daily so they will think about it often.

The Experimental Learning Model (Tool A) may be found in the back of this guide. If followed, the model should enhance the learning experience of the students in all the sessions. Test the affect of the model by using this picture creation experience.

Restate the Main Point - Remember...you can become the speaker you want to be if you describe it clearly and visualize in your mind that image.

Work on journal

The journal exercise is intended to create a habit of goal setting. At the end of each session, the students are allowed 5 minutes to rewrite their goal, evaluate their strengths and weaknesses, and establish a step or two to improve. A good beginning goal statement would be their description of their picture. Each session thereafter, the goal statement may change and become more clear and specific. The journal page may be found in the back of this guide (Tool B).



Speaking With Confidence

Guidelines

_____ when speaking.

Be _____ about yourself and others.

_____ while others are speaking.

_____ a lot.

Objectives

To _____ public speaking each session.

To _____ and review personal public
speaking _____ each session.

To gain _____ in public speaking skills.

Main Point - *You can become the speaker you want to be if you describe it clearly and visualize in your mind that image.*



SESSION 2

What makes a good speech?

Session Outline

- ✓ State the main point
- ✓ In your opinion, what makes a good speech? (warm-up exercise)
- ✓ Preparing a speech (worksheet)
- ✓ Video tape each student speaking on what makes a good speech
- ✓ Review speeches and discuss what each student did right
- ✓ Ways to practice speaking with confidence
- ✓ Restate the main point
- ✓ Work on journal

Objective: For students to describe the three essential parts of a good speech; an introduction, body, and conclusion.

Materials: Chalkboard or flipchart, colored markers scratch paper, pencils, video camera, new video cassette, tripod and lectern

Review the last session – ask *what did we cover last session* and restate last sessions main point. You can become the speaker you want to be if you describe it clearly and visualize in your mind that image.

State the Main Point - *A good speech includes an introduction, body, conclusion and usually requires a lot of practice.*

Opening question and warm-up exercise

Tell the students they are speech judges. Suggest that they think of a speech they thought was particularly good and ask, *where did you hear that speech, what was the speech about and what made it great?* On a chalkboard or flip chart, record these good speech characteristics. Some ideas include; easy to understand, fun to listen to, interactive.

Preparing a speech

Use the worksheet to make a handout for each student. Remember, as in session 1, the blanks on the worksheet correspond to the underlined words that follow in this guide. If an overhead projector is available you can make a transparency of this handout and write the answers in the blanks with a transparency pen as the students follow along and record the answers on their worksheet copy.

Organize the body first. Establish the main points or purpose of the speech. Make sure these points are clear and believable. Consider the amount of time you have to relay your message.



SESSION 2

Next, organize the *introduction*. Orient the audience to what you are going to tell them. Get the audience's attention and interest. Develop some credibility by assuring them you are knowledgeable of the topic. Provide some background information that is relevant to the topic.

Organize the *conclusion* to wrap up and summarize what you just told them. Restate the main points or purpose. Tie any loose ends up and bring the audience back to the beginning by reiterating the main message.

Finally and most importantly, *practice, practice, practice*. Each time you give a speech it gets better and you gain more confidence.

There are many ways to practice a speech that are *fun*. Think of it as fun!

Video tape each student speaking on what makes a good speech

Give students 5 minutes to prepare a short speech based on the information they were just given about what makes a good speech. Video tape each student giving his or her speech on "What makes a good speech". Video taping is optional, however, it will be a good reference point to measure development in speaking skills. You might ask for volunteers to run the camera.

Review speeches and discuss what each student did right

After each speech have the class give positive feedback. Focus on what each student did that was consistent with what makes a good speech. You might refer back to the list created earlier by the students. This is information students can add to their journals.

Ways to practice speaking with confidence

Since practicing is so important in gaining confidence ask the students to *think of ways to practice*. Use Tool C in the back of this guide to help you lead a brainstorming session. You can use the following list of ways to practice if needed.

Ways to Practice

- in front of the mirror
- in front of your family or friends
- in your head before you go to sleep
- while riding in the car
- in the room or place you are actually going to make the speech
- in the shower
- at the dinner table
- when you get up or before you go to bed
- while doing chores



SESSION 2

Restate the Main Point - A good speech includes an introduction, body, conclusion and usually requires a lot of practice.

Work on journal

Make copies of the Journal (Tool B) and suggest the students be serious about filling it out. The students should reword their goal statements whenever necessary.

Reminder

Ask the students to think of a topic for their five-minute speech before the next session.



SESSION 3

Butterflies in Formation – Controlling Nervousness

Session Outline

- ✓ State the main point
- ✓ What causes nervousness and how do people show it? (warm-up exercise)
- ✓ Tips to deal with nervousness (worksheet)
- ✓ Personal report of communication apprehension
- ✓ How do you intend to manage your nervousness
- ✓ Restate the main point
- ✓ Work on journal

Objective: For students to measure their level of nervousness and identify ways to control it.

Materials you will need: Chalkboard or flipchart.

Review the main point of the last session presented.

State the Main Point - You can control your nervousness and make that energy improve your speech.

Opening questions and warm-up exercise

Learning about nervousness is learning about yourself. Usually when we do something new we get nervous. Have the students brainstorm *why would someone be afraid of public speaking?*, for example; lack of confidence, not being prepared, etc... These may be recorded on the chalkboard or flip chart. Next ask, *how do we show nervousness?* for example: blushing, stuttering, sweating, umm's, ands, etc... You could do some role plays or charades for kids to demonstrate nervousness. Record these responses on a flipchart.

Tips to deal with nervousness

Remember, nervousness is normal and can enhance a speaker's ability. The key is not to eliminate the butterflies, but get them to fly in formation. Follow these tips to control your nervousness and make that energy improve your speech.

Select a topic that you are interested in or want to learn more about.

Prepare your speech at least one week ahead of time.



SESSION 3

Practice several times each day.

Take on a *positive attitude* and look forward to the presentation.

Imagine yourself as a great speech giver.

Visualize the *audience* and their positive reaction to your speech.

Try these exercises right before giving your speech:

- Calm yourself by taking several slow deep *breaths*.
- Make and hold your *fists* tight for five seconds then relax. Repeat this several times.
- Practice positive self-talk. “You are the *best!*” “Your speech is a winner!” Smile to yourself.
- Think of yourself in the most *relaxing* place you know.

While giving your speech:

Pretend you are talking to only one person.

Visualize the audience wearing something funny.

Personal report of communication apprehension

Explain that *this exercise* (Tool D) *is a fun way to measure how you feel about speaking to others*. It establishes a measurement that may be used to determine improvement over time in controlling one’s nervousness. All scores are good, they simply indicate one’s current level of uneasiness while public speaking. This exercise should be done again at the end of this course to determine the change in one’s nervousness level.

How do you intend to manage your nervousness

Ask the students to *prepare a short speech explaining what causes nervousness in people when public speaking and what tips they are going to use to manage their own nervousness*.

Restate the Main Point - You can control your nervousness and make that energy improve your speech.

Work on journal

Give the students a new journal sheet if needed.

Reminder

Mention that the students should have selected a topic by now, for their five-minute speech to be given at the final session of the course.



SESSION 3 WORKSHEET

Tips to Deal with Nervousness

Remember, nervousness is normal and can enhance a speaker's ability. The key is not to eliminate the butterflies, but get them to fly in formation. Follow these tips to control your nervousness and make that energy improve your speech.

_____ a topic that you are interested in or want to learn more about.

_____ your speech at least 1 week ahead of time.

_____ several times each day.

Take on a _____ and look forward to the presentation.

_____ yourself as a great speech giver.

Visualize the _____ and their positive reaction to your speech.

Try these exercises right before giving your speech:

- Calm yourself by taking several slow deep _____.
- Make and hold your _____ tight for five seconds then relax. Repeat this several times.
- Practice positive self-talk. "You are the _____!" "Your speech is a winner!" Smile to yourself.
- Think of yourself in the most _____ place you know.

While giving your speech:

_____ you are talking to only one person.

Visualize the audience wearing something funny.

Main Point - *You can control your nervousness and make that energy improve your speech.*



SESSION 4

Demonstrations Using Audio-Visuals

Session Outline

- ✓ State the main point
- ✓ What audio-visual aids have you used? (warm-up exercise)
- ✓ Demonstrate using audio visuals (worksheet)
- ✓ Flip chart/posters
- ✓ Overhead projector
- ✓ Slide projector
- ✓ TV/VCR
- ✓ PowerPoint/Computer
- ✓ Student presentation
- ✓ Restate the main point
- ✓ Work on journal

Objective: For students to practice a demonstration by showing how to properly use an audio-visual aid.

Materials: Any audio-visual equipment you want to demonstrate such as an overhead project, slide project, TV/VCR, posters, props, etc...

Review the main point of the last session presented.

State the Main Point - In demonstrations, audio-visual aids are used to enhance your speech and show others how to do something.

Opening question and warm-up exercise

Audio-visuals are equipment, props, etc... one uses to help the audience better understand the message(s) conveyed in a speech. Say, *you have probably used some type of audio-visual aid when giving a speech, or you observed a good speech that used audio-visuals – tell the class how they improved the speech.* They may need a little coaxing if they can't think of a speech. Have them think of a time they used a prop, such as; a bicycle, CD, dog, etc. while explaining something to their parents or friends.

Demonstrate using audio-visuals

- Make sure the audience can see and/or hear the audio-visuals used.
- Audio-visual materials should relate to the purpose of the speech and be high quality.
- Do not block the audience's view of the objects used in the demonstration.
- Be prepared by setting up in advance and becoming familiar with the room design.
- Without a doubt, the most important thing you can do is practice.
- Practice giving your speech while using your audio-visuals. This will improve your confidence.



SESSION 4**Flip chart/posters**

Flip charts and posters may be used to outline main ideas or highlight important details of your speech. The print should be large enough for people in the back of the room to see. Multiple colors, pictures or drawings can improve the attractiveness of your presentation. You could use examples of poor and excellent quality posters and let the kids critique each.

Overhead project

Familiarize yourself with the overhead projector, i.e., on/off switch, focus, spare bulb, etc. Learn how to position material on the projector and practice uncovering the transparency a little at a time with a piece of paper so just the material you want to discuss is exposed to the audience. Turn the machine off whenever you are not referring to information it projects.

Slide projector

Familiarize yourself with the slide projector; e.g., on/off switch, focus, spare bulb, slide-changing controller. Familiarize yourself with the room's light switch location and the degree of darkness in the room. Use only the best slides, and avoid dark slides. If you choose to speak at the screen, make sure the remote changer works at that distance.

TV/VCR

Have the TV and VCR ready to go and the tape cued up so that when you turn it on it starts where you want it to. Adjust the volume to make sure the people farthest away can hear comfortably. Adjust the lights in the room so the TV picture is clear. At the end of the tape, just turn off the TV; it is not necessary to fuss with the VCR.

PowerPoint/Computer

Familiarize yourself with the computer PowerPoint program by following the tutorial guide and practice the slide show mode. Learn how the computer properly attaches to the projector. Make sure the system runs smoothly by practicing the setup, slide show and disassembly several times.

Student presentation

Allow 5 minutes for the students to prepare a short presentation on the proper use of one piece of audio-visual equipment. Allow them to choose a piece of equipment to talk about or preselect one for all to present.

Restate the Main Point - In demonstrations, audio-visual aids are used to enhance your speech and show others how to do something.

Work on journal**Reminder**

The students should have outlined the body of their 5-minute speech by now.



Demonstrate Using Audio-Visuals

Make sure the audience can _____ and/or _____ the audio-visuals used.

Audio-visual materials should relate to the _____ of the speech and be high quality.

Do not block the audience's _____ of the objects used in the demonstration.

Be prepared by setting up in _____ and becoming familiar with the _____ design.

Without a doubt, the most important thing you can do is _____.

Practice giving your speech while using your audio-visuals. This will improve your _____.

Main Point - In demonstrations, audio-visual aids are used to enhance your speech and show others how to do something.



SESSION 5

Debate

Session Outline

- ✓ State the main point
- ✓ Describe a debate you had recently (warm-up exercise)
- ✓ Brainstorm topics to debate
- ✓ Prioritize topics
- ✓ Debate the topics
- ✓ Restate the main point
- ✓ Work on journal

Objective: To have students verbalize the pro and con sides of an issue they enjoy talking about.

Materials: White/Black board or flipchart and markers.

Review the main point of the last session presented

State the Main Point - People speak more confidently about matters in which they have strong feelings.

Opening question and warm-up exercise

Ask, please describe a disagreement or argument you had recently and how it made you feel?

Brainstorm topics to debate

Write a list of interesting or controversial topics on the flipchart. The following are examples of subjects that have generated good interactive debate.

School uniforms
Dropping the voting age to 10
Chewing gum at school
Parents in the classroom
Year round schooling for K-12
Dropping the driving age to 14
Community service requirement for high school graduation
Hunting

Ask the students to *think of other topics that they would like to discuss* and write those topics on the board as well.



SESSION 5**Prioritize issues**

After everyone has had a chance to contribute topic ideas, number the list. Ask the students to *pick the 5 they are most interested in discussing*. Go down the list and tally each topic. The topics with the highest tally are the topics they will debate first. Then just work your way down the list.

Debate the topics

Give the students a couple of minutes to collect their thoughts about the first topic. Ask them to *write a few pro and con perspectives*. Ask for a volunteer to start the debate by *standing and giving a pro or con reasoning*. Next, a student will stand and counter that position. The objective is to get the students to start talking about a subject that moves them. As they begin to speak from the heart they speak with more confidence and less self-consciousness and nervousness. It's fun! Next go to the next topic and continue until you run out of time.

Restate the Main Point - People speak more confidently about matters in which they have strong feelings.

Work on Journal**Reminder**

Let the students know that they should be finishing the introduction and conclusion portions of their speech.



SESSION 6

Body Language, Posture, and Vocal Variety

Session Outline

- ✓ State the main point
- ✓ Reading with inflexion (warm up exercise)
- ✓ The impact of a message (worksheet)
- ✓ Read book passages
- ✓ Practice communicating
- ✓ Brainstorm body language and its corresponding meanings
- ✓ Express emotion through eyes and voice
- ✓ How does body language impact our message
- ✓ Restate the main point
- ✓ Work on journal

Objective: To experience how body language, posture and voice tones conveys the message much more than words themselves.

Materials: Flipchart, markers, and an easy to read book.

Review the main point of the last session presented

State the Main Point - *The way a speech is given has greater impact than the words spoken.*

Warm-up exercise

Write the following statements on the flipchart and ask each student to read them with a voice inflexion on the capitalized word:

WHERE are you going?
Where ARE you going?
Where are YOU going?
Where are you GOING?

Discuss how the meaning changes as the inflexion changes. For instance, WHERE gives emphasis to desired location, ARE refers to the fact it is happening, YOU targets the individual and GOING brings attention to movement.

Body language, posture and vocal variety

The impact of a message is;

_____ 7 % words
_____ 38 % voice tones, and
_____ 55 % body language



SESSION 6

These numbers help us understand the main point – The way a speech is given has greater impact than the words spoken.

A way of carrying or positioning the body is called *posture* and it is a large part of body language.

There are several aspects of voice that can affect the message you are giving.

Volume is the loudness of sound and can be used to reach the audience or to stress a point.

Pitch is the lowness or highness of a sound that can convey emotions.

Rate is how fast or slow one talks and can be used to convey confidence, impatience or many other feelings.

Read book passages

Select a book that is suitable for a 5th-6th grade reading level. Ask the first volunteer to *read a couple paragraphs with no emotion or feeling* and then ask them to *read the same passage again only this time with feeling*. The next volunteer will do the same thing but on the next couple of paragraphs. Discuss how the voice makes a difference in the meaning. Relate that to public speaking and speaking with confidence.

Practice communicating

Pair off and start talking to one another. Make mental notes of the posture and body language you and your partner are using. The objective is to become aware of how people use body language to communicate.

Brainstorm body language

Ask the class to *start listing the body language they just witnessed and the corresponding message they perceived it was giving*. Record these on a chalkboard or flip chart.

Express emotion through the eyes and the voice

Pair up again and have one student express these emotions with just their eyes:

- Surprise
- Anger
- Love
- Confusion
- Boredom
- Others

Now rotate and allow the other student to express these same emotions with their eyes, while the partner tries to determine the emotion that is being expressed.



SESSION 6

Now try this same exercise by using your voice rather than your eyes to convey these emotions.

How does body language impact our message

Allow time for student to prepare a brief talk about how body language, posture and voice affects the way we communicate. Have the students present their talks.

Restate the Main Point - The way a speech is given has greater impact than the words spoken.

Work on journal**Reminder**

They should be putting the final touches on their 5-minute speech. They should have the entire speech written or outlined. Ask the students if they are all at this stage in preparing their speech. Offer your personal assistance in helping them individually. There may be some kids embarrassed about not being prepared and not willing to admit it. This can be a source of high anxiety for some so please be sensitive. You may want to talk to the students you feel are shy or unwilling to speak freely.



Body Language, Posture and Vocal Variety

The impact of a message is;

_____ % words

_____ % voice tones, and

_____ % body language

These numbers help us understand the main point – The way a speech is given is more important than what is said.

A way of carrying or positioning the body is called _____ and it is a large part of body language.

There are several aspects of voice that can affect the message you are giving.

_____ is the loudness of sound and can be used to reach the audience or to stress a point.

_____ is the lowness or highness of a sound that can convey emotions.

_____ is how fast or slow one talks and can be used to convey confidence, impatience or many other feelings.

Main Point - *The way a speech is given has greater impact than the words spoken.*



SESSION 7

Phone Conversations

Session Outline

- ✓ State the main point
- ✓ Describe two phone conversations (warm-up exercise)
- ✓ Phone etiquette and attitude (worksheet)
- ✓ Phone conversation exercises
- ✓ Leave a message
- ✓ Restate the main point
- ✓ Work on journal

Objectives: For students to practice public speaking skills while using the phone.

Materials: Two phones to use as props, they need not be operable

Review the main point of the last session presented

State the Main Point - Telephone conversations can provide an opportunity to improve your public speaking skills.

Opening question and warm-up exercise

Ask the students to *describe two phone conversations they've had, one poor quality and one good quality. Have them explain what they thought was poor and what they thought was good about these phone calls.* As the students describe these phone call characteristics the teacher can jot them down on the flip chart under the headings of poor and good.

Phone etiquette and attitude

Whatever is on your *mind* is projected over the phone. Your *attitude* can be projected through the phone line. Answer the phone with a *smile* on your face and confidence in your voice. Pay attention and don't be in a hurry when talking on the phone. Concentrate on speaking *clearly* and with a good attitude. Always practice being *polite* while on the phone. When leaving a message on an answering machine make sure to be brief, speak up, and speak *slowly*. Telephone conversations can provide excellent experience for becoming a confident speaker.

Phone conversation exercises

Get two phones to use for these exercises. The local phone company will usually lend you some for the day if you explain what you are using them for. You may also use cell phones or toy phones.

- A. Pick two volunteers. One is going to sell the other a dozen eggs. The volunteers can make up the imaginary relationship as they go or they can set some parameters before beginning, such as: they have never met each other before, the seller is a 4-H member and the buyer is a mother that lives across town. Then switch roles. They will be role-playing in front of the class.



SESSION 7

- B. Pick two volunteers. One is going to ask the other if she could spend the night. Then switch roles.
- C. Pick two volunteers. One is going to give the other directions to get to their house. Have the students listen carefully for content completeness and accuracy.
- D. Create another phone conversation topic.

Leave a message

Ask students to prepare a short message they will leave on a make-believe answering machine. When its their turn to leave a message make sure they include their name, date, and time of call, message and phone number.

Restate the Main Point - Telephone conversations can provide an opportunity to improve your public speaking skills

Work on journal**Reminder**

Remind the students to practice their five-minute speech.



Phone Etiquette and Attitude

Whatever is on your _____ is projected over the phone.

Your _____ can be projected through the phone line.

Answer the phone with a _____ on your face and confidence in your voice.

Pay attention and don't be in a hurry when talking on the phone.

Concentrate on speaking _____ and with a good attitude.

Always practice being _____ while on the phone.

When leaving a message on an answering machine make sure to be brief, speak up, and speak _____.

Main Point - Telephone conversations can provide an opportunity to improve your public speaking skills



SESSION 8

Interviews

Session Outline

- ✓ State the main point
- ✓ How to prepare for an interview (warm-up exercise)
- ✓ Tips for a good interview (worksheet)
- ✓ Interview exercise
- ✓ Restate the main point
- ✓ Work on journal

Objective: To practice applying public speaking skills in an interview.

Materials: Mock interview arrangement with table and 2 chairs, jobs written on pieces of paper for students to draw out of a hat.

Review the main point of the last session presented

State the Main Point - Successful interviews usually result from good public speaking skills.

Opening question and warm-up exercise

Ask the students to each *give a short talk on how they would prepare for a job interview.*

Interview Tips

Eye contact - Maintain it throughout the interview but don't stare

Body language - Be poised, calm, sit or stand straight

Voice - Maintain an even, pleasant tone

Three things considered by the employer

Attitude - 80%

Appearance - 10%

Skill - 10%

Things to Remember

Shake hands with the employer as you meet them.

Wait to be seated until employer indicates when appropriate.

Listen carefully to the employer and think about the questions asked before you answer.

Explain what the employer can expect to gain having you as an employee and what you expect to gain from the job.

Be able to talk positively about yourself for one minute.

Don't talk about your personal problems.

Be conscious of your body language as well as the employer's body language.



SESSION 8**Closing Interview**

Ask one or two *questions* about the job, the company or the work environment.

Shake hands with the employer and *thank* him/her for the time.

Interview Exercise

The interviewee (student) comes into the employer's make-believe office to interview for a job. They greet, introduce themselves and have a seat. The interviewer asks some or all of the following questions. The interviewer can also ask other questions or ask the interviewee to expand upon a short answer.

1. Tell me about yourself.
2. Why do you want to be a _____?*
3. How much money do you want to make?
4. Do you know what the job requires?
5. Describe the experience you've had that qualifies you for this position.
6. Tell me about your last job.
7. Why did you leave?
8. What are some of the problems you've had to deal with in your last job? And how did you deal with them?
9. Why should we hire you?
10. Tell me about a situation that you had to make a decision that was unpopular. How did you handle it?
11. Describe the most elaborate report you have ever had to write.
12. Do you have any questions?

*Different jobs you might want to use include, but are not limited to, the following:

- Professional Football Coach
- Mechanic
- Legal Secretary
- Sewer Cleaner
- FBI Special Agent
- NASA Astronaut.

It is fun to select a different job for each interviewee and not let them know which job they are interviewing for until they begin the interview. At the end of the session, ask the students *why do you think it is important to display confidence during an interview.*

Restate the main point - Successful interviews usually result from good public speaking skills.

Work on journal**Reminder**

Remind the students they should be practicing their five-minute speeches over and over again.



INTERVIEW TIPS

_____ - Maintain it throughout the interview

_____ - Be poised, calm, sit or stand straight

_____ - Maintain an even, pleasant tone

Three things considered by the employer

_____ 80%

_____ 10%

_____ 10%

Things to Remember

_____ with the employer as you meet them.

_____ until employer indicates when appropriate.

_____ to the employer and think about the questions asked before you answer.

Explain what the employer can expect to _____ having you as an employee and what you expect to _____ from the job.

Be able to talk positive about yourself for _____.

Don't talk about your _____.

Be conscious of your _____ as well as the employer's body language.

Closing Interview

Ask one or two _____ about the job, the company or the work environment.

_____ with the employer and _____ him/her for the time.

Main Point - *Successful interviews usually result from good public speaking skills.*



SESSION 9

The Grand Finale

Session Outline

- ✓ State the main point
- ✓ Pick a number to determine speakers' order
- ✓ Videotape each student giving 5 minute speech
- ✓ Class evaluation of how each speaker has improved
- ✓ Process with the whole group
- ✓ Schedule times to conduct final evaluation with each student (who wants to)

Objective: For students to practice using the public speaking skills learned and apply them to a five-minute prepared speech.

Materials: Video camera, videotape

Review the main point of the last session presented

State the main point -You become the speaker you want to be when you describe it and work toward that image.

Randomly select speaker order

Cut up as many pieces of paper as there are speakers. Number these paper pieces 1 through x (total number of speakers). Have each speaker draw a number out of the hat. This will determine their speaking order.

Videotape each speaker

From a tripod or stationary position videotape each speaker. This will give the teacher a measurement from which to counsel student growth in public speaking.

Class evaluation of how each speaker has improved

After each speech, have the class give positive feedback. Focus on how each student has improved since the beginning of the course. Give plenty of applause!

Process with the whole group

The Speaking With Confidence curriculum will have a greater impact on the students if at this time the entire experience is processed using Tool A. Questions to consider asking the students include; *How did we all improve? How can we all continue to improve? How will my speaking skills affect how I do in school, my ability to get a job, or communication with parents, siblings or friends?*



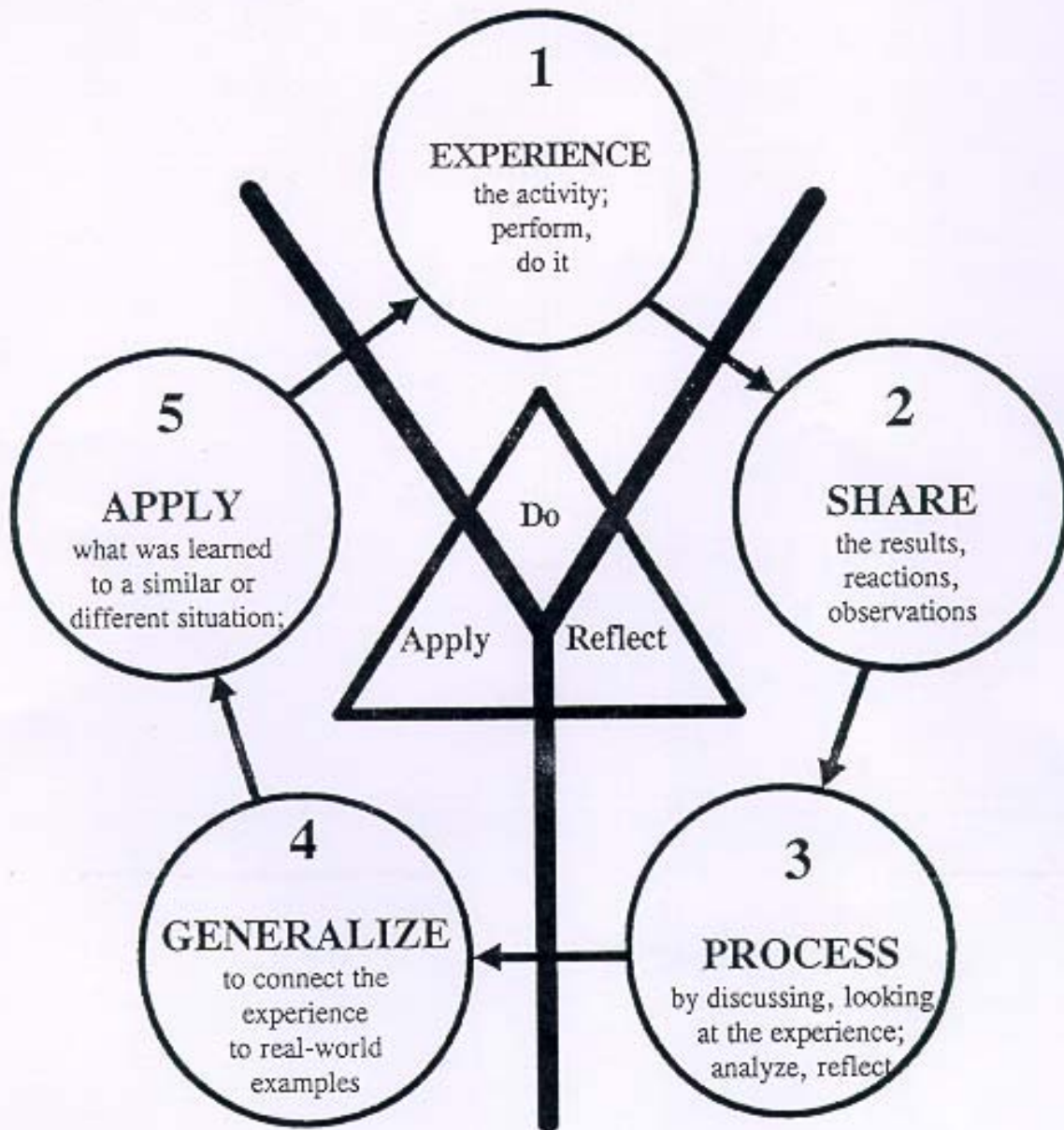
Schedule times to conduct final evaluation with each student (that wants to)

For those students that want to get additional feedback and a little more in-depth attention to their progress in becoming a confident speaker, set a time and date to meet. At this meeting you may want to show the video clips of the beginning and end speeches and then review the questions on the Final Evaluation (Tool E). Ask the students to bring their journal pages to this meeting to share with the teacher.

Restate the main point -You become the speaker you want to be when you describe it and work toward that image.



EXPERIENTIAL LEARNING MODEL



Tool A

The Experiential Process... Steps and Techniques

The 4-H Program has a long history of providing for a cooperative teaching-learning process between adults and youth. The activities in each project lesson strive to involve young people in experiences that require them to interact, analyze, question, reflect and transfer what they have learned to personal application. The activity comes first, the 'learning' comes from the 'discovery' of new knowledge and skills as a result of the experience. This is the 4-H learn-by-doing' process. However, to end with the experience without building upon it through REFLECTING and APPLYING does not help the young person understand the significance of what he/she saw, heard, or did. It is the transfer of this significance from one experience to another that helps young people apply their "learning' in future situations.

Do Each lesson topic identifies the activity or series of activities to DO involving youth in a common EXPERIENCE.

REFLECT At the conclusion of the activity(ies), allow time for the youth to REFLECT (share and process) what they learned from the experience. Each lesson guide outlines some key questions to assist you in this process.

APPLY Help youth to APPLY their new knowledge and skill to real life situations. You can do this by helping them to identify key principles that are important for future decisions or personal action. Again, each lesson has outlined a few questions to direct this process.

STEPS

This model illustrates the cooperative teaching-learning process that is the goal of 4-H curricula. A further description of the steps in the process may be helpful as you become an active participant in *UNLOCK YOUR LEADERSHIP POTENTIAL!*

Experience - Begin with concrete experience. This can be an individual activity or a group experience, but it involves "doing something." The learning, experience will most likely take place when the experience is unfamiliar or a first-time activity for the learner; pushes the learner beyond any previous performance levels; is uncomfortable; and includes the risk of failure.

Share - Next, get the participant(s) to talk about the experience. Share reactions and observations. Let the group talk freely. Acknowledge ideas; listing them visually is helpful. Allow time for volunteers to share responses. Encourage group members to answer questions posed by others. Avoid having the leader answer questions.



Tool A

Process - Discuss how themes, problems and issues are brought out by the exercise. Speak to specific problems and issues that the group discovers from the exercise or recalls from personal experiences. Look for recurring themes and write them on the newsprint. Have small groups discuss and report back, have a panel discussion, or generate ideas individually on 3' x 5' cards.

Generalize - Find general trends or common truths in the experience. Draw out and identify the principles that are important - that apply to 'real life,' not just the activity. This focuses on the key messages. List key terms that capture the lessons. Identify situations where the principles apply.

Apply - Concentrate on how the new learning can be applied to everyday situations. Discuss how issues raised by this activity can be useful in the future. Describe how more effective behaviors can grow out of what is learned. Write personal goals for behavior changes, take turns solving problem situations in groups of two or three, or roleplay situations that show how new behavior is learned. Each individual should feel a sense of ownership for what is learned.



Tool B

Journal

Date: _____

At the end of this project what kind of a speaker am I going to be? (Goal Statement).

What did I do well today?

What do I need to work on?

How do I plan to improve these things?



Tool C

BRAINSTORMING

DESCRIPTION:

A way to generate a list (solutions, problems, ideas, etc.) allows a group of people to verbalize many ideas about an issue. It helps the group or team to set aside immediate, pressing concerns and exercise their imaginations creatively. It also encourages tolerance and creativity as people build upon each other's ideas. Brainstorming is useful because it helps a team identify and articulate many different points of view that may be of interest.

HOW TO DO IT:

1. Decide on a topic (i.e., solution to work a work-related problem).
2. Each member of the group, in turn, offers an idea about the topic. Other members of the group refrain from making any comments, listen carefully, and build on each other's idea.
3. One person should record all the ideas on a flip chart.
4. Continue the orderly process until the group feels they have exhausted their ideas on the topic.
5. Discuss and clarify the ideas on the flip chart.

RULES TO OBSERVE:

1. Set a time limit for the brainstorming session.
2. Offer ideas only when it is your turn. Between turns, write ideas or thoughts down as they occur to you so that you won't forget them.
3. Any idea is acceptable even if it seems silly, strange, or similar to a previous idea. Some of the best ideas are simply variations on what somebody else just said.
4. Say "pass" if you don't have an idea on your turn.
5. Never criticize, question, or even praise another person's idea during the brainstorming session.



Tool D

Personal Report of Communication Apprehension (PRCA)

Directions: This instrument is composed of 25 statements concerning feelings about communicating with other people. Please indicate the degree to which each statement applies to you by marking whether you (1) Strongly Agree, (2) Agree, (3) Are Undecided, (4) Disagree, or (5) Strongly Disagree with each statement. There are no right or wrong answers. Work quickly, just record your first impression.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
1. While participating in a conversation with a new acquaintance, I feel nervous	1	2	3	4	5	■
2. I have no fear of facing an audience	1	2	3	4	5	○
3. I talk less because I am shy.	1	2	3	4	5	■
4. I look forward to expressing my opinions.	1	2	3	4	5	○
5. I am afraid to express myself in a group.	1	2	3	4	5	■
6. I look forward to an opportunity to speak in public.	1	2	3	4	5	○
7. I find the prospect of speaking mildly pleasant.	1	2	3	4	5	○
8. When communicating, my posture feels strained and unnatural.	1	2	3	4	5	■
9. I am tense and nervous while participating in group discussions.	1	2	3	4	5	■
10. Although I talk fluently with friends, I am at a loss for words at the lectern.	1	2	3	4	5	■
11. I have no fear about expressing myself in a group	1	2	3	4	5	○
12. My hands tremble when I try to handle objects at the lectern.	1	2	3	4	5	■
13. I always avoid speaking in public if possible.	1	2	3	4	5	■
14. I feel that I am more fluent when talking to people than most other people are.	1	2	3	4	5	○
15. I am fearful and tense all the while I am speaking before a group of people.	1	2	3	4	5	■

McCroskey, J.C. (1978). Validity of the PRCA as an index of oral communication apprehension. *Communication Monographs*, 45, 192-203.



Tool D

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
16. My thoughts become confused and jumbled when I speak before an audience.	1	2	3	4	5	■
17. I like to get involved in group discussions.	1	2	3	4	5	○
18. Although I am nervous just before speaking, I soon forget my fears and enjoy the experience.	1	2	3	4	5	○
19. Conversing with people who hold positions of authority causes me to be fearful and tense.	1	2	3	4	5	■
20. I dislike using my body and voice expressively.	1	2	3	4	5	■
21. I feel relaxed and comfortable while speaking.	1	2	3	4	5	○
22. I feel self-conscious when I am called upon to answer a question or give an opinion in class.	1	2	3	4	5	■
23. I face the prospect of making a speech with complete confidence.	1	2	3	4	5	○
24. I am afraid to speak up in conversations.	1	2	3	4	5	■
25. I would enjoy presenting a speech on a local television show.	1	2	3	4	5	○

SCORING

To compute your PRCA score, follow these 3 steps.

1. Add up your scores for items marked with a ■ _____

2. Add up your scores for items marked with a ○ _____

3. Complete the following formula:

Take the total from the ■ and subtract that number from 84

$$\begin{array}{r}
 84 \\
 - \quad \quad \quad \blacksquare \\
 \hline
 \end{array}$$

Then add the difference to the total from all the ○

$$\begin{array}{r}
 + \quad \quad \quad \circ \\
 \hline
 \end{array}$$

TOTAL SCORE

If your score is above 75, it is an indication of some communication apprehension. If your score is above 88, you are probably high in communication apprehension.



Tool E

Final Evaluation

This form offers suggested questions the teacher may ask of the students to determine the progress made in becoming a more confident speaker. These questions may be asked after the showing of the beginning and end video clips.

1. What was your goal(s) for speaking with confidence?
2. In what ways did you accomplish your goal(s)?
3. What new public speaking goal(s) have you set for yourself?
4. What is your plan to accomplish this goal?
5. In what ways could the class be improved?
6. As a result of this class do you believe you speak with more confidence?

If so, in what way?



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