

► Tools for Public Speaking



A Guide for 4-H Leaders



Tools for Public Speaking

A Guide for Teaching Public Speaking

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This guide is designed to assist 4-H advisors, leaders, helpers, key leaders, and parents in working with 4-H members and helping them develop public speaking skills. It is a companion to the *Tools for Public Speaking — A Guide for 4-H Members* which is available from the Ohio State University Extension office in your county. You need to be familiar with the contents of the member guide in order to use this leader guide effectively.

The member guide covers nine tools that a 4-H'er would use in putting together a talk or presentation. To complement the member guide, this publication provides hands-on activities connected with each tool. By leading these activities at club meetings or at special work sessions, you can help 4-H'ers gain public-speaking skills and feel more at ease when involved in public speaking.

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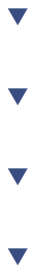
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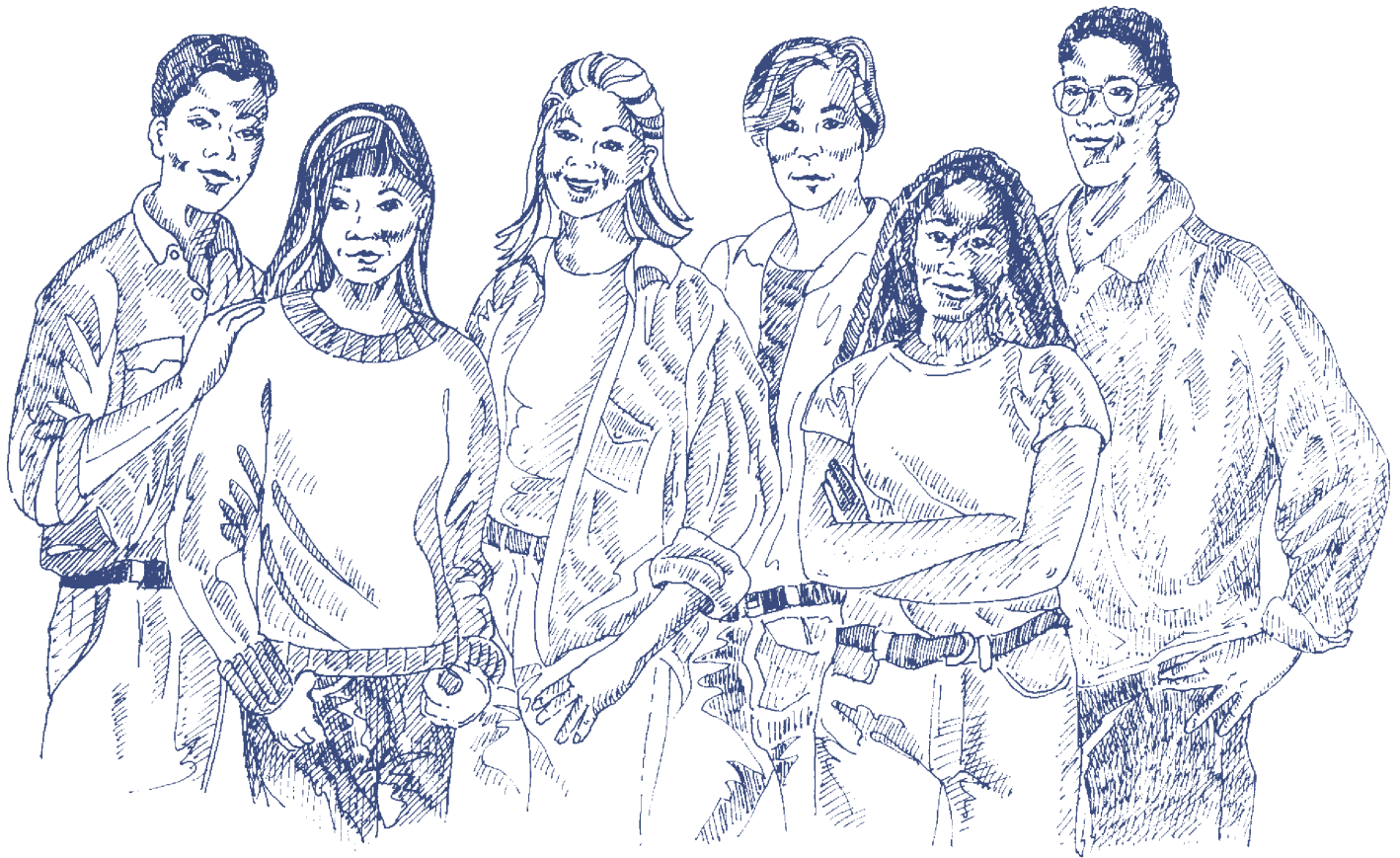
Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture, Keith L. Smith, Director, Ohio State University Extension.



The tools covered in this guide are:

- ▼ **Tool 1:** Determine Your Present Skill Level
- ▼ **Tool 2:** Know Your Subject
- ▼ **Tool 3:** Know Your Audience
- ▼ **Tool 4:** Be Creative
- ▼ **Tool 5:** Organize Your Information
- ▼ **Tool 6:** Deliver Your Talk
- ▼ **Tool 7:** Take Charge of Your Appearance
- ▼ **Tool 8:** Use Props, Equipment, and Visuals
- ▼ **Tool 9:** Put It All Together





Tools for Public Speaking

► Tool #1: Determine Your Present Skill Level

Overview

The first step in helping young people improve their public-speaking skills is to help them assess their current ability. This assessment includes helping them recognize:

- What their comfort level is in speaking to groups.
- What situations determine that comfort level.
- What past experiences they have had in public speaking and how they view those experiences.
- What skills and abilities they would like to develop in public speaking.

- ▼ With these goals in mind, use the following activity related to Tool 1.

▼ Activity · “Where Am I in Public Speaking?”

- ▼ Make photocopies of the worksheet “Where Am I in Public Speaking?” in this publication.
- ▼ Distribute the copies along with pencils to your members and have each member write down his or her answers to the worksheet questions.
- ▼ (Allow 5–10 minutes for them to work individually.) Then have members share and discuss their answers to each question.

- ▼ Some of the common answers to the *Assessing Fear* question include:

- ▼ • I’ll forget what to say. My mind will go blank.
- ▼ • Everyone will see my knees/hands shake.
- ▼ • I’m going to sound stupid/look stupid.
- ▼ • People won’t take me/my presentation seriously.
- ▼ • I don’t really know what I’m talking about.

- Somebody will ask me a question, and I won't know the answer.
- I'll look or sound disorganized.
- People will hear my voice quaver.
- I'll fail. (I won't get elected. I won't pass this speech class. And so on.)
- I'll break out in a sweat.
- My face will turn red.
- People in the audience know more about this topic than I do.
- I'll make a bad impression.
- Listening to me is boring.
- I'm ugly (or my clothes are ugly), and everyone will be looking at me.
- I can't stand being the center of attention.
- I can't stand being compared to others.

As the members share their answers on why they're afraid of public speaking, write the list on a large sheet of paper or chalk board if one is available.

Thinking It Through

Help the members realize that many people fear public speaking for the same reasons that they have mentioned. Members can reduce their fear of public speaking by learning how to put together a talk, by enhancing delivery skills, practicing, and then doing it!

Optional

Have the group discuss these additional questions:

- What are some situations where you have to do public speaking now?
- In what careers and in what situations might public speaking be important to you as an adult?

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Where Am I in Public Speaking?



Public Speaking Self-Survey

A. Assessing Fear

For what reasons have I been scared to speak in public? (Whether you actually spoke or not.)

- 1.
- 2.
- 3.
- 4.

B. Past Experiences

Answer “Yes” or “No” for each of the situations listed here.

“I feel comfortable speaking to...”

- | | |
|---|--|
| <input type="checkbox"/> my 4-H club. | <input type="checkbox"/> my senator about bicycle helmet laws. |
| <input type="checkbox"/> classmates in school. | <input type="checkbox"/> friends about vacation photos. |
| <input type="checkbox"/> my team coach. | <input type="checkbox"/> my parents about rules of the house. |
| <input type="checkbox"/> my teacher about a bad grade. | <input type="checkbox"/> roll call for a committee. |
| <input type="checkbox"/> a neighbor about buying a fund-raising item. | <input type="checkbox"/> the principal about a 4-H week promotion. |
| <input type="checkbox"/> a friend’s parents at a slumber party. | <input type="checkbox"/> my club to discuss a motion. |
| <input type="checkbox"/> my club giving a demonstration. | <input type="checkbox"/> a new student at school. |
| <input type="checkbox"/> a friend about joining 4-H. | |

C. Learning From An Admired Public Speaker

If I could have public speaking skills like those of anyone in the world (past or present), I’d like to have skills like...

The things I admire most about the above-named person’s speaking skills are...

How do you think this person became a good public speaker?

D. Public Speaking Goals I Will Set For Myself

This year I will...

A year from now I want to be able to...

Ten years from now I want to be able to...

- Building a Model Rocket
- Dressing for a Horse Show
- Snapping a Good Photo
- Assembling a First Aid Kit

General or Promotional Presentation

- Why Join 4-H
- 4-H Camp
- Teaching Recreation

Activity Three · Developing a List of Resources

Learning a variety of places to find information can make putting a speech together much easier. Make a list of all the places where resource information can be secured. Here are a few examples to start the list:

- Extension Office
- School or public library
- Law enforcement agencies
- Health department
- Chamber of commerce
- Teachers
- People employed in a related field of work
- Attorneys

Thinking It Through

- ▼ Did you decide on a topic that will interest both you and the audience? Did you decide
- ▼ what type of approach (inform, persuade, instruct, entertain, or inspire) was needed to keep
- ▼ your audience interested? Have you thought about a variety of resources which could be
- ▼ contacted for added information? You're ready to move on!

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at 7:30 p.m. on a Thursday night to give your talk. They will be seated at tables, and you can expect approximately 100 parents to attend.

- A local senior citizens home has asked your 4-H club to send several members to tell the 25 residents about 4-H. Many of these residents remember being in 4-H as a child. The presentation will be given in the activity room, which has chairs around the walls, and lots of floor space in the middle. Many of the residents are hearing- or sight-impaired. The residents always love to have young people visit.
- You and a friend won the county health and safety speaking contest with your speech on fire safety. Now you have been invited to attend the annual firefighter's fall dinner, for all the volunteer firefighters in the local fire department, and give your speech. You will give your talk immediately following dinner in the banquet room of a small restaurant. There will be approximately 25 firefighters attending.

Thinking It Through

State again how important it is to know as much as possible about the audience to whom a talk will be given. Knowing the audience will help a

- ▼ speaker decide whether to present information at a beginning or a more advanced level.
- ▼ Knowing the audience can affect the visuals chosen for a talk. The audience's background and
- ▼ knowledge also can affect the degree to which a speaker involves the audience in order to keep
- ▼ them interested. Speakers need to put themselves in the shoes of the people who will be
- ▼ listening to their talk—and then plan their talk in a way that will arouse and keep the interest of
- ▼ the audience.

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- Try to build/elaborate on other people’s ideas.
- Don’t make judgments about anyone’s responses.

After five minutes, ask the participants if more ideas would be recorded if this exercise was done individually or by a group working together. Why? What individuals could be asked for creative ideas to help a 4-H member doing a demonstration or health and safety talk?

Thinking It Through

Some people are more creative than others. If a person is not creative, then this person needs to seek assistance from someone who is more creative. Creativity helps to catch and keep the attention of the audience. It can be the difference between just “a” talk and making it “your” talk.

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Tools for Public Speaking

► Tool #5: Organize Your Information

Overview

Any good presentation has three basic parts:

- An **introduction** that captures the audience's attention and tells them what the talk will cover.
- The **body**, which is the core of the presentation.
- A **summary/closing** that reviews the main points, tells the audience what action the speaker wants them to take, and relates back to the introduction.

A talk should flow from one part to the next. Points or steps within the body should be covered in logical order with smooth transitions from one point to another.

Activity One · Getting Attention (Introduction)

It is important to get the audience's attention quickly in the introduction of a talk. Here are four examples of ways to do that:

- Yell "Fire in the kitchen!"
- Question "Have you ever thought about how airplanes fly?"
- Quote Shakespeare once said, "To be or not to be, that is the question."
- Surprising Fact "Vehicular accidents are the No. 1 killer of youth ages 16 to 20."

▼ Three other ways to attract the audience's attention are:

- ▼
- Telling a joke or funny story.
- ▼ • Relating a personal experience.
- Showing an unusual object.

▼ Of course, these methods need to relate to the topic of the talk. Jokes should be selected cautiously. A speaker will lose the audience for good if he or she uses an opening joke that offends some of the audience.

▼ Share these examples with club members. If possible, list the seven methods of getting attention on a large sheet of paper so they are visible during the next step of this activity.

▼ Divide club members into small groups and assign each group a broad topic for a talk. (Possible topics are listed here.) Instruct each group to come up with as many examples of different ways to introduce that topic as they can using the seven methods introduced earlier. Have each group share their ideas.

- ▼
- Bicycle safety
- ▼ • Building wooden book ends
- ▼ • Making an angel food cake
- ▼ • Planting a garden

Activity Two · Teaching (Body)

▼ Each day of our lives we go through a learning and teaching process. Some of the skills that we have perfected may be shared with others. Sometimes we teach just in our casual conversations with a friend. Other times our teaching is in front of a group. A lesson to learn in teaching is to give adequate and complete directions. Also, the information needs to be delivered in a logical order or flow. If an important step or point is missed, then the audience's understanding of the overall presentation may be lessened.

▼ Write the activities listed here on slips of paper and put them in an envelope. (You can add to

these activities.) Have members draw a slip and “teach” the group to do the activity. Give the members who are “teaching” a few minutes to prepare so they can think through the steps they need to teach.

- Tie a shoe
- Wash windows
- Sharpen a pencil
- Wash the car
- Brush your teeth
- Wrap a gift
- Open a can with a can opener

Activity Three · Making a Peanut Butter Sandwich (Putting the Presentation Together)

Give each member paper and a pencil. Have each member write a step-by-step description of how to make a peanut butter sandwich. Give the following instructions:

“Write down everything that someone has to do to make a peanut butter sandwich from start to finish. Include everything from the time you take the needed ingredients out of the cupboard or refrigerator until you eat the sandwich. The purpose is to teach someone who has never made a sandwich. Remember to include an introduction, the body with all the main points you want to share, a summary of the main points, and a closing to encourage the audience to action.”

After members have finished writing (without talking to each other), ask for two volunteers to do a demonstration in front of the group. Have a loaf of bread, a jar of peanut butter, a jar of jelly, butter, a knife, and a plate ready on a tray. (All of these items may or may not be used, depending on how the directions were written by the 4-H'er.)

Ask one member to demonstrate while the other member (with back turned to partner) reads his or her directions for making a sandwich one step at a time. The member who is demonstrat-

- ▼ ing should tell the reader when he or she is ready to proceed to the next step. The member
- ▼ who is demonstrating should not do or say anything that is not written in the directions. For example, if no instruction was given to take the
- ▼ bread slices out of the plastic wrapper, the demonstrating member may just put the peanut butter
- ▼ on the outside of the bread package. If the instruction given is to “Put the peanut butter on the bread” and no mention of using a knife is
- ▼ made, the demonstrator may just put it on with his or her fingers! NOTE: Before starting this
- ▼ activity, the demonstrating member should be taken aside and told to do only what is given
- ▼ through the other member’s instructions.

- ▼ When the demonstration is completed, have the group discuss what, if anything, was left out.
- ▼ Make the point that in a talk or demonstration, it is important to cover information in a logical
- ▼ sequence, present steps in the proper order, and be complete.

Thinking It Through

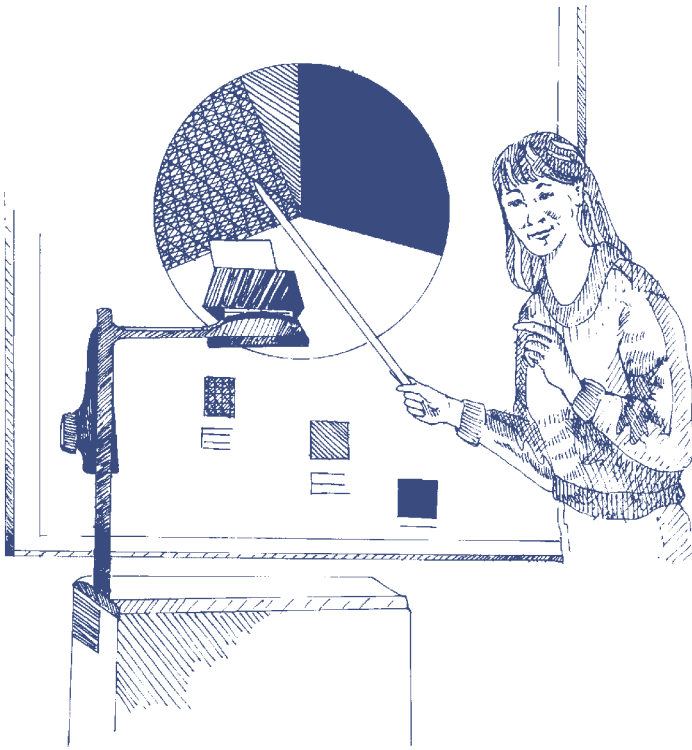
- ▼ Have members review the three sections of a talk and the methods that can be used to get the audience’s attention in the introduction.

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Tools for Public Speaking

► Tool #6: Deliver Your Talk

Overview

Putting a talk together is like a recipe. “Mix” the ingredients (subject, information). “Cream” in creativity and “spread” the talk into the introduction, body, and summary/closing. Then “ice” the talk with the right mix of verbal and nonverbal communication skills. Try one or more of the following activities to strengthen these skills.

Activity One · Non-Verbal Messages

Have each member use various parts of the body to show these emotions through nonverbal forms of communication:

- Enthusiasm using eyes
- Anger using fingers
- Shyness using legs
- Disgust using arms
- Happiness using the whole body
- Nervousness using face

▼ Activity Two · Pitching the Ball

- ▼ Ask two volunteers to stand 10 feet apart and pass a small ball back and forth. The audience
- ▼ should be instructed to follow the movement of the ball. Explain that just as the ball moves
- ▼ from one side of the room to another so should a speaker’s eyes. The speaker needs to make
- ▼ eye contact with people in all parts of the room. This contact ensures the speaker that the
- ▼ audience is paying attention or understanding the information being presented. Changes in
- ▼ audience behavior or understanding of the messages can be seen by the speaker when eye
- ▼ contact is maintained. The audience also benefits because they know the speaker is talking to
- ▼ them and not to the note cards, podium, wall, or ceiling.

▼ Optional

- ▼ If space permits, have the two volunteers stand farther apart. This distance represents
- ▼ an audience in a larger room. How does this situation affect the speaker’s eye contact with
- ▼ the audience?

▼ Activity Three · You Said It

- ▼ The way a person says a sentence can give it many different meanings. Although the verbal
- ▼ content is the same each time (the same words are used), the meaning can be altered by the
- ▼ nonverbal content of the message—voice volume, emphasis, inflection, facial expression,
- ▼ gestures, and so on.
- ▼ Have the members say the following sentence together: “Bring me the ball.”
- ▼
- ▼ • Have the members repeat the sentence four times, each time putting emphasis (through
- ▼ nonverbal effects) on a different word in the sentence. Discuss how the meaning of
- ▼ the sentence changed each time.

- Have the members say the sentence and use nonverbal effects in such a way as to convey:
 - Surprise
 - Anger
 - A question
 - A command

Activity Four · Imitate Commercials

During a normal conversation, a speaker’s voice may fluctuate through more than an octave of notes. Most people don’t notice this because when we’re speaking, we don’t hold the notes like we do if singing a song. When speaking our voice slides quickly through its “music” with changes in the pitch or tone of our voice.

When speaking, the wider the range of voice fluctuation, the better. Have you ever tried to listen to a monotone speaker? B-O-R-I-N-G!!! Voice tones are part of the nonverbal skills used in public speaking.

Have members do this simple activity. With their mouths closed, have them say the sentence, “Do you really think this will work?” Have them say it in a monotone (with mouths closed) and then say it with different voice fluctuations or pitches throughout the sentence (still with mouths closed). Have them hum it.

Some of the best voice musicians are news broadcasters and announcers who make commercials. They can make a hum-drum product sound pretty exciting or set you on the edge with their news story coverage! If possible, tape a couple of radio commercials prior to the meeting and play them while 4-H members listen.

Now, have several members volunteer to imitate a radio announcer giving the weather or a commercial. Several scripts are presented here.

- ▼ Have members use these statements to practice speaking with a wide range of “voice music.”
- ▼ Say these with real feeling and conviction!

- ▼ • “This is a bargain you absolutely cannot afford to pass up! Everything—that’s right, everything—is 50% off!”
- ▼ • “We will not give up! We are going to fight this! And we are going to win!”
- ▼ • “The weather today will be sunny and clear. Not a cloud in the sky. What a beautiful day for enjoying our beautiful metro-parks!”

Thinking It Through

- ▼ People cannot always hear and/or understand the speaker’s conversation, but often they can see the reactions and the gestures the speaker shows. Nonverbal communication also lets others know the speaker’s feelings, which may sometimes be a more true message than the spoken words. Some people may get a different message from a speaker’s nonverbal communication than the spoken word.

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► Tool #7: Take Charge of Your Appearance

Overview

First impressions and the overall appearance of a speaker are important. An audience often forms an impression of a speaker before any words are spoken. A number of things contribute to the appearance of a speaker including grooming, style and fit of clothing, posture, facial expression, and appearance of confidence. Another aspect of appearance is the appropriateness of the speaker's clothing for the topic, the audience, and the situation where the talk is being given.

Activity One · First Impressions

Show 4-H members how quickly we form opinions of people based on what they look like. Hang up at least 20 photos of people from magazines. Include photos of all kinds of people—white, black, Hispanic, Asian, young, old, small frame, large frame, wealthy, poor, attractive, and so on. Give members five minutes to study the photos.

Next, in small groups, have members discuss the following questions, identifying their choices from the photographs of people.

- Which person would you select as a role model in your life?
- Which five people would you want to travel with for a year?
- Is there one person you wouldn't want anything to do with? Why?
- Who, if anyone, would you choose for a good friend?
- Which person do you think would be the best public speaker? Why?

▼ Activity Two · What's Wrong With This Picture?

Have members evaluate the appearance of a 4-H'er who is just ready to participate in a public-speaking activity. Prior to beginning this activity, help a 4-H'er create an inappropriate appearance. Have the 4-H'er enter the room and then read the scenario given here so that other members can judge the appropriateness of this 4-H member's appearance. Ask other members what they think this speaker should change about his or her appearance.

▼ Note: As the leader of this activity DO NOT allow this activity to become personal. The group should not get into criticism that the 4-H speaker is too fat, too tall, ugly, knock kneed, etc.

▼ Scenario

▼ "This 4-H'er will be competing in the County 4-H Demonstration Contest. The demonstration will be on repotting house plants."

▼ Suggestions for Creating an Inappropriate Appearance

- ▼ • Baseball cap on head
- ▼ • No shop apron to protect clothes
- ▼ • Long dangling earrings that attract attention
- ▼ • Very wrinkled shirt or blouse
- ▼ • Gum in mouth
- ▼ • A t-shirt with advertising on it
- ▼ • Uncombed hair
- ▼ • Bright colored nail polish
- ▼ • Hem coming unsewn in a shirt or dress
- ▼ • Dirty clothes
- ▼ • Slouched posture
- ▼ • Shirt partially untucked from pants

▼ Thinking It Through

▼ In conclusion, review this list of appearance boosters for a public speaker:

- ▼ • Body is clean.
- ▼ • Clothes are clean.

- Appearance is neat.
- Nails are clean and suitably manicured.
- Hair is clean, neat, and suitably styled.
- Make-up is appropriate.
- Posture is good.
- Poise is evident.
- Movements are easy and smooth as the speaker walks, sits, stands.
- Expression is pleasant.
- Positive presentation of self is made; speaker shows confidence.

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Tools for Public Speaking

► Tool #8: Use Props, Equipment, and Visuals

Overview

Posters, charts, props, and equipment can help the audience understand the message the speaker is giving. However, if incorrectly used, such items may detract from a talk instead of enhancing it.

Activity One · Making a List and Checking It Twice

Have members brainstorm all the equipment and props they would need in order to demonstrate how to make chocolate chip cookies. Write the items on a large sheet of paper or a chalkboard as members name them. As the items are listed, make comments about the best type of equipment to use for a foods demonstration.

Props that the group may identify:

Mixing bowl—A clear glass bowl is best so the audience can see the ingredients in the bowl.

Mixing spoon

Rubber scraper

Measuring cups—both liquid- and dry-ingredient cups; explain the difference

Knife with a flat edge to level the dry ingredients in the measuring cup

Measuring spoons

Small bowl to crack egg into before putting it into the mixing bowl (so if you get broken eggshell in with the egg, it can be removed before adding the egg to the rest of the ingredients in the bowl)

Wet sponge/dishcloth to wipe up spills

Baking sheet

Apron to wear to protect clothes



Ingredients for cookies—If possible, put the ingredients in generic containers so that the demonstrator is not advertising name brands.

- ▼ **Trays** on which to organize utensils and ingredients
- ▼ **Plate of finished cookies** to show at the end of the demonstration
- ▼ **Poster** with the recipe
- ▼ Suggest to members that, when practicing for a demonstration contest, it is a good idea to make a list of all the equipment that is needed for the presentation. This provides a checklist when packing for the demonstration contest so nothing is forgotten at home!
- ▼ **Activity Two · Posters—The Good, The Bad, and The Ugly**
- ▼ Prior to the meeting make several sample posters. This is a task that could be given to several older 4-H members. The posters should illustrate the right way and the wrong way to design visuals to use with a talk. Include as many as possible of the following poor poster techniques in these sample posters.
- ▼ **Poor Poster Design Techniques**
- ▼ • Lettering on the poster goes “uphill” or “downhill”

- Letters are too small to be seen from a distance
- Diagram that is too complicated and difficult to see from a distance
- Some lettering in yellow or light pink on a white posterboard (poor contrast)
- Too much information included on the poster, making it difficult to read
- Fancy or script lettering that is difficult to read

Have members identify the good features and the bad features of the sample posters in Activity Two.

Activity Three · Lettering Size and Contrast

Prior to the meeting, secure or make the following materials:

- Construction paper in a variety of colors
- One-inch strips of construction paper in a variety of colors
- One white poster with “To Make The Best Better” printed with a black marker on four different lines.
 - One line with 3" high letters; one line 2" high; one line 1" high; and one line ½" high.
- A measuring tape or yardstick

Color Contrast

As you hold the colored strips of paper against larger sheets of varying colors, have members identify the best color contrasts.

Examples of good color contrast include:

- Black and white
- Black and yellow
- Red and white
- Light and very dark colors

Examples of poor color contrast include:

- Blue and green
- Yellow and white
- Brown and dark green
- Dark colors with other dark colors

▼ Lettering Size

Now hold up the white poster with different sizes of lettering. Ask members to stand at increasing distances from the poster and tell you which lines of print they can read. Measure the average distance from which each line can be read.

▼ Here are several letter sizes and their effective viewing distances:

- ▼ ¼ inch letters 8 feet
- ▼ ½ inch letters 16 feet
- ▼ 1 inch letters 32 feet
- ▼ 2 inch letters 64 feet

▼ Graphic artists also recommend that small case letters are easier to read than all capital letters. Use capitals only for emphasizing an important word or phrase or to give variety.

▼ Thinking It Through

▼ Review the information covered on props, equipment, and visuals by having each 4-H'er stand up and give one guideline that they learned from these activities.

▼ Optional

▼ Provide the materials and have members make a “Join 4-H” poster using what they have learned about good and bad poster characteristics. Put these posters up in the community during 4-H week.

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Tools for Public Speaking

► Tool #9: Put It All Together



Overview

Putting a talk together may seem like a long and difficult task for the beginner. There is hope! With practice, blending the nine tools of public speaking makes it become easier and more fun. Try these activities to make public speaking “come together.”

Activity One · Scavenger Hunt: Finding All the Boo-boo’s

Ask two older youths (or other adult volunteers or parents) to prepare a short talk. This pair should be told to make several mistakes, including pronunciation, grammar, step-by-step procedures, and/or behavior.

Examples of Mistakes

Pronunciation—Pronouncing Illinois with an “s” sound on the end.

Grammar—“We seen it on TV.”
(Should be: “We saw it on TV.”)

Step-by-Step Procedures—Not having hair tied back before beginning foods demonstration.

Behavior—Licking fingers; taking a finger swipe of cookie dough for a taste.

- ▼ A demonstration would be a good choice for this activity. Provide paper and pencil to each member of the group. As the presenters make a mistake (boo-boo), the members should jot it down. At the speech’s conclusion, members should share the mistakes they observed or heard. Discuss ways to “repair” each mistake.

Activity Two · Key Word Magic

- ▼ Reducing a fully written speech down to a few key words will make the speaker seem more organized and prepared. The audience will enjoy the speaker’s eye contact and other nonverbal communication. Use a phrase from a talk. Discuss how that phrase could be broken down into a few key words that could trigger the full set of information from the speaker’s memory.

Example

- ▼ **Phrase**—Bake the cookies for 12 minutes, or until lightly browned, in a 350-degree oven.
- ▼ **Key Words**—Bake + 12 min. + 350 or just the word “BAKE” if the rest of the information is firmly in mind

- ▼ Using the two sample phrases here (or others you make up), ask the members to develop key words that could be used on a note card.

- ▼ • Vehicular accidents are the No. 1 killer of youth 16 to 20 years of age.
- ▼ • To construct wooden book ends, you need to measure and cut the wood, sand rough edges with the grain, assemble the pieces, and finish the wood with stain or paint.

- ▼ Practice several phrases to develop key words. A speaker should use as few note cards as possible in giving a speech. Reducing a talk to key words helps use a minimum number of note cards.

Thinking It Through

Good speakers find ways to keep their audience's interest and still get their point across. Putting the eight Tools for Public Speaking together in an organized and efficient manner will be the makings of a great speech and, of course, a great speaker. A very important part of any speech is practice—doing it—and then evaluating the speech. The latter is important if the speaker wishes to improve his or her skills for the future. Lastly, never stop working at your public-speaking skills. The only way to go is up and to “make the best better.” 4-H public speaking is a tremendous stepping stone to the future. Take advantage of the opportunity!

Optional

Use the Public Speaking Evaluation Form as a supplemental sheet for Tool 9 in this leader guide. A leader could use the form to evaluate

- ▼ a 4-H'er who is practicing for a county contest. Or the form can be used as a self-evaluation by the 4-H member.

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Public Speaking Evaluation Form

Presentation Elements	Excellent	Very Good	Good	Needs Improvement
Assessment				
Goals, past experiences used, confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge				
Topic of value and interest, adequate information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriateness				
To audience and location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creativity				
Title, speaking style, and delivery methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speech Development				
Organization: Introduction, body, and summary/closing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delivery				
Voice: pitch, volume, and speed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eye contact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Posture and poise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hand gestures and facial expressions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Energy and enthusiasm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appearance				
Grooming, appropriate dress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support Materials				
Posters: Neat, color contrast, readable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equipment: Orderly and ready to use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work space: Organized, avoids clutter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation				
Effective use of note cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Correct grammar, pronunciation, and word selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flow of speech, transitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments _____



I pledge

**My Head to clearer thinking,
My Heart to greater loyalty,
My Hands to larger service, and
My Health to better living, for
My Club, My Community,
My Country, and My World.**

