

EXPLORE

PUBLIC SPEAKING PROJECT



Public Speaking
Public Speaking



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Description

The Texas 4-H Explore series allows 4-H volunteers, educators, members, and youth who may be interested in learning more about 4-H to try some fun and hands-on learning experiences in a particular project or activity area. Each guide features information about important aspects of the 4-H program, and its goal of teaching young people life skills through hands-on experiences. Additionally, each guide contains at least six learning experiences, which can be used as a project guide, or as activities for six different 4-H meetings.

Purpose

Texas 4-H is designed to develop the youth of our state into productive adult citizens. The 4-H Program uses a non-formal educational process of engaging youth in a “learning by doing” process. This includes hands-on opportunities, participation in workshops and clinics conducted by volunteer leaders or professionals, as well as competitive experiences which allow 4-H members to demonstrate the knowledge they have gained. Through this entire process, the youth are learning key life skills such as working with others, teamwork, cooperation, and goal setting. Through all experiences, youth get to interact with adult volunteers and county Extension agents.

What is 4-H?

4-H members across the nation are responding to challenges every day in their communities and their world.

As the youth development program of the Cooperative Extension System of land-grant universities, 4-H is the nation’s largest youth development organization, empowering six million young people throughout the United States. Cooperative Extension of 1862 and 1890 land-grant universities provide leadership to engage young people in 4-H in all 3,007 counties of the United States. The impact of the Cooperative Extension partnership is profound, bringing together National Institute of Food and Agriculture of USDA, land grant universities and county government to resource learning opportunities for youth.

Through America’s 110 land-grant universities and its Cooperative Extension System, 4-H reaches every corner of our nation—from urban neighborhoods to suburban schoolyards to rural farming communities.

With a network of more than 6 million youth, 600,000 volunteers, 3,500 professionals, and more than 25 million alumni, 4-H helps shape youth to move our country and the world forward in ways that no other youth organization can.

Texas 4-H

Texas 4-H is like a club for kids and teens ages 5-18, and it’s BIG! It’s the largest youth development program in Texas with more than 550,000 youth involved each year. No matter where you live or what you like to do, Texas 4-H has something that lets you be a better you!

You may think 4-H is only for your friends with animals, but it’s so much more! You can do activities like shooting sports, food science, healthy living, robotics, fashion, and photography.

Look for 4-H clubs at your school, an after-school program, a community center, or even on a military base or through the reserves for military families.

Texas 4-H is part of the Texas A&M AgriLife Extension Service and the Texas A&M System. Founded in 1908, 4-H is the largest youth development program in Texas, reaching more than 550,000 youth each year.

The 4-H Motto and Pledge

“To Make the Best Better!”

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.

Participating in 4-H

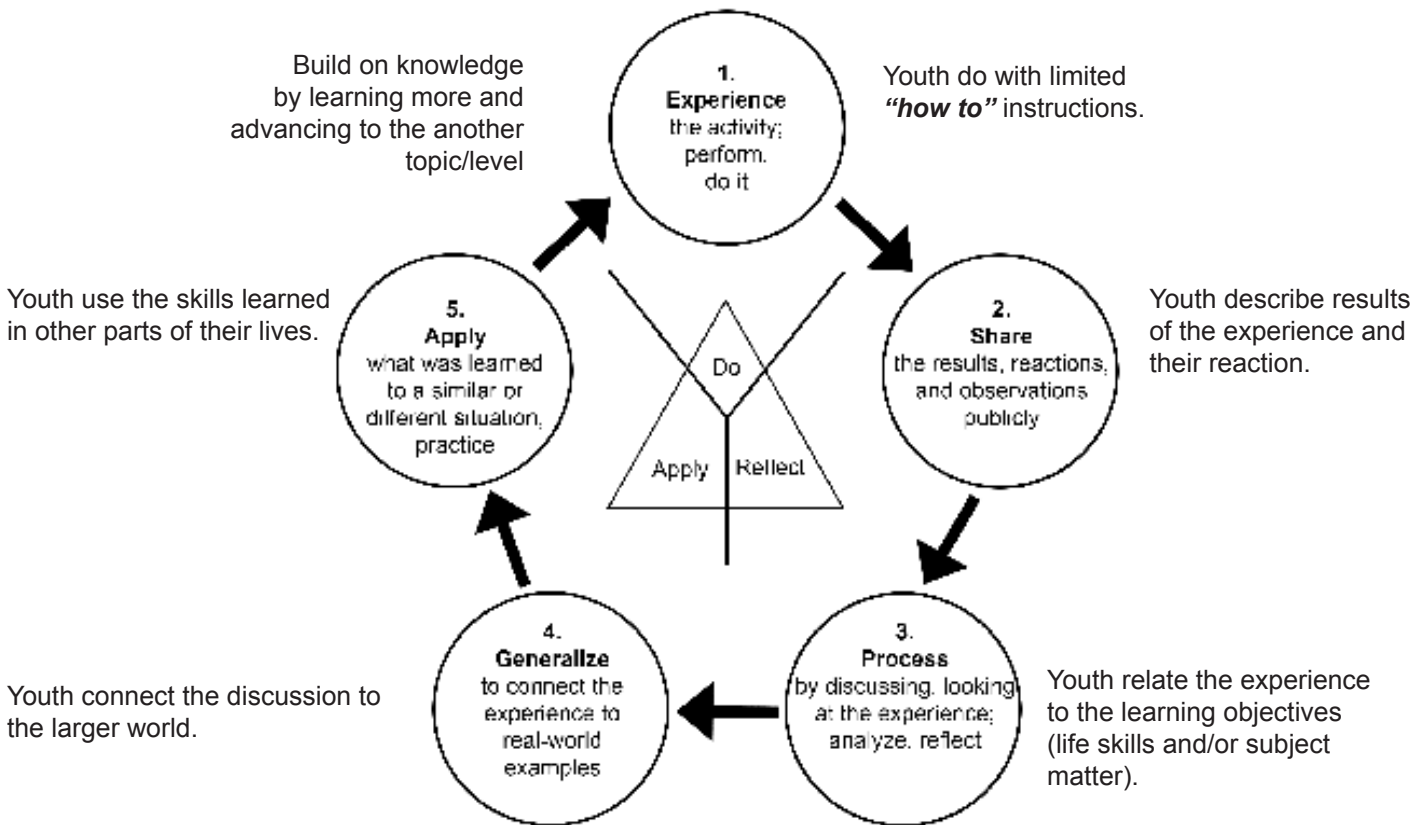
4-H is a great program because it provides options for young people to participate. From a 4-H club located in your community, a SPIN club that focuses on one particular project area, or participating in 4-H through your classroom at school, 4-H allows youth to learn in many different environments. If you are interested in joining 4-H, contact your County Extension Office and ask for a list of the 4-H clubs in your area. If you are a school teacher/educator and would like to use 4-H curriculum or these project guides in your classroom, contact your Extension Office as well for assistance.



4-H “Learning by Doing” Learning Approach

The Do, Reflect, Apply learning approach allows youth to experience the learning process with minimal guidance from adults. This allows for discovery by youth that may not take place with exact instructions.

EXPLORE THE CONTENT Introduction of the topic, overview and exploration of content, and review of objectives



4-H PUBLIC SPEAKING PROJECT *Lessons*



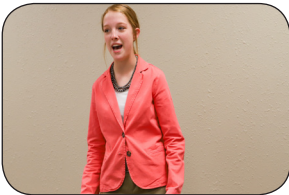
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EXPLORE
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Dealing with Fear and Anxiety



EXPLORE THE CONTENT:

A 2001 Gallup poll showed that public speaking is one of the things that Americans fear the most. Many fear public speaking more than dying! Fast Company suggests that it is not that people are scared of the actual speaking – it is the fear of public humiliation and being ostracized from the group. That is, many individuals fear they will be rejected by the audience and then scared that they will become a social outcast and be shunned from the social group. This fear is known as glossophobia.

However, rather than focusing on what the fear is, help your students understand that it is normal and learn ways to minimize the effects of glossophobia. Steven Cohen, speech instructor from Harvard Extension School recommends that speakers focus on the opportunity to share their ideas rather than the uncertainty they might experience. He suggests three categories of ways to handle the fear of public speaking: visualization, relaxation techniques, and practice.

Visualization includes thinking and seeing yourself be successful. Encourage participants to see themselves at a speaking event and walking through each of the steps from entering the room to when they finish the speech.

You may encourage your participants to record themselves to watch and see themselves doing well. Relaxation techniques can help a presenter beat their nervousness. The most common suggestion is a series of long, deep breaths. Exercising the morning of a big speech is another way to relieve some of the stress a speaker may feel about an upcoming presentation. See the Controlling Fear handout for additional methods of controlling some common symptoms of being nervous. And finally, practice, practice, practice. Anxiety will lessen as a speaker has more opportunities to practice. Speakers should spend extra time practicing their opening and conclusion. This practiced introduction can significantly help the speaker get started with the speech without the anxiety taking over. The strong conclusion can help the speaker and audience feel confidence as the speech ends.

Storytelling and dialogs are helpful methods to assist with speaking anxiety. The act of telling a story – especially personal story or a very-well known story – will help the speaker to feel more relaxed and sound more authentic when speaking. Asking questions of the audience helps to create a dialog between the speaker and the audience keeping the audience engaged and allowing the speaker time to breathe and pause. Both of these methods also encourage the speaker to focus on the ideas of the

TIME:

60-90 minutes

MATERIALS NEEDED:

Activity 1: Throw That Fear Away

- One piece of paper per participant
- Pen/pencil for each participant
- Large trash can

Activity 2: Focus on the Auditory

- Short passages to read (participants could bring them to the meeting or the instructor could provide some samples)

Activity 3: Storytime

- None

OBJECTIVES:

The 4-H member will:

- The student will be able to understand that fear of public speaking is not unusual.
- The student will be able to recognize the reasons for fear of public speaking.
- The student will be able to learn ways to handle anxiety of public speaking.
- The student will be able to practice speaking to reduce anxiety.



speech rather than specific memorization of the words in a written speech. Focusing on the main ideas will help the conversation flow more easily.

DO:

Activity 1: Throw That Fear Away

- Ask youth to write down on a piece of paper their fears, hesitations, or what they think is scary about giving a public speech or talking in front of a group. Allow a few to minutes to complete this. Make sure no one writes their name on their paper.
- Once everyone has completed writing their fear on their piece of paper, ask the participants to wad their paper into a snowball-sized ball and go stand in an open space. The participants may stand in a circle or simply be scattered randomly in the open space.
- Have the participants throw the snowballs at each other as if having a snowball fight. Continue to pick up the snowballs nearby and continue throwing them for a few more minutes.
- When the facilitator calls to stop, everyone quits throwing and pick up one snowball that is closest to them.
- Ask each participant to introduce themselves and read the fears listed on the snowball they picked up. Ideally, no one should have their own fears to read.

REFLECT:

- What common fears does our group have about public speaking?
- Do you think these are realistic fears?

APPLY:

- What are some strategies to overcome these fears?
- After discussion has come to a close, put a large trash can in the middle of the room and have everyone throw away the fears. Encourage the participants to understand that participation in the Public Speaking group and through practice, those fears can lessen, and they will build the confidence to become comfortable when speaking in public.

DO:

Activity 1: Focus on the Auditory

- The focus of this activity is the auditory presentation; not the physical presentation.
- Prior to the meeting, ask each participant to bring a written document that they are somewhat familiar with. It can be a short book, blog post, poem, monologue, or any short passage. The goal is for the passage is for it to be about 1-4 minutes in length when read aloud.
 - » Another option would be for the adult leader to bring several samples of written documents and allow the participants to choose one.
- Ask each participant to take a turn reading their written document to the group. Ideally, since this activity is focusing on auditory presentation, the speaker should not be at the front of the group where they are being watched by everyone. There are several options for this:
 - » All the participants would stay seated at their own chairs while the speaker reads from his or her own chair.
 - » The speaker could sit in a chair at the front of the room with his or her back to the rest of the group.
 - » The speaker could sit in a chair behind a curtain or sound-permeable divider, so the rest of the group can hear, but not see the speaker.
 - » The speaker could be speaking on microphone where he or she is out of the view of the rest of the group.

REFLECT:

- What was the hardest part of reading your passage today?
- What was the easiest part of reading your passage today?
- What were some good examples of things we heard today?
- Generally speaking, what are some things that our group could do to continue to improve their speaking?

APPLY:

- What are some ways that we can continue to improve with our speaking?
- How will speaking behind a curtain (or other auditory-only method) help us to get better at public speaking?

DO:

Activity 3: Storytime

One of the easiest ways that a speaker can relax is by telling a story that they are familiar with.

- Ask each participant to think of a story that they could retell in about 3-5 minutes. This story could be about themselves, about someone they know, something they read, or completely made up.
 - » A suggestion would be something that happened today at school or over the weekend with their family.
 - » Do not focus too much on the content. Ideally, this would be a story they could tell off-the-cuff and should not require any written notes.
- Ask the participants to get into small groups (approximately 3-5 participants). Ask each participant to share their story with their small group.
- As the adult leader, observe the participants and take notes of voices, facial expressions, hand motions, etc. You may even select one or two participants to share their story with the large group.

REFLECT:

- Was it easier or harder for you to talk when you were telling a story rather than focused on specific facts and memorization of a speech?
- How did the speakers' voices change throughout their stories? What about their facial expressions? Hand motions?

APPLY:

- What can we learn from this activity that can help us to improve our speaking? (speaking is more than just reading of words involving voice inflection, facial expressions, etc.; storytelling may be a way to help ease fears when speaking, etc.)
- Review the "Tips on Controlling Fear with Public Speaking" handout. Ask participants if there are any additional suggestions on how to handle these symptoms or if there are additional symptoms – and their possible solutions – that may not be listed.

Additional Activities to Extend the Content:

There are many different activities, tip sheets, and articles on the Internet regarding public speaking. By far, the most helpful activity to help reduce fear and anxiety is practice in a trusting environment. Here are two places to look for more information:

- Public Speaking Power, <http://publicspeakingpower.com/fun-public-speaking-activities/> has a list of fifteen fun activities to try with your 4-H members.
- Glossophobia.com, <http://www.glossophobia.com/index.html> has videos from experts to help share tips and tricks related to public speaking.

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Support Materials/Graphics (please attach all support materials, handouts, high resolution graphics that should be included or attached at the end of lesson)

Tips on Controlling Fear with Public Speaking

Adapted from: Public Speaking...4-H Style (1999)

Many individuals experience nervousness or anticipation prior to a speech. These feelings can range from being slightly “keyed up” to complete physical panic. What we refer to as “fear” comes from the strong desire to do our best in front of others. The only speaker or performers who do not experience some sensations are those who do not care how they do. The following chart will help you identify and relieve your specific symptoms.

Remember, even if you drop all your notes, ruin your notecards with iced tea, fall on the way to the lectern, break off your heel on the platform, or blow out the bulb on the projector, do not apologize – cope! Life is full of unexpected events. The way you handle the unexpected is what is important. You owe the audience the courtesy of not making them suffer for your discomfort. So, speak without notes or shoes or projects. Get your main points across in a simple, clear manner and do not worry that it was not the way you planned – not much in life it!

Relax! Here are some ideas to try:

- Brisk exercise such as walking or jogging can reduce tension.
- Yawning is relaxing.
- Deep breathing. With mouth closed, inhale through your nose as deeply as possible. Hold this breath to the count of five (1-2-3-4-5) and then release it to the count of ten (1-2-3-4-5-6-7-8-9-10). Repeat several times.
- Become a rag doll and shake out your body.
- Stop and exhale or pause and swallow. Allow your hands to unclench and your armpits to breathe. Change positions at the lectern.
- Avoid anything to drink stronger than water because it can bring on various side effects such as burping, nausea or worse. Especially avoid caffeine drinks, alcohol or pills or drugs that stimulate or relax. Any of these products can produce an adverse effect at the wrong time.
- Build confidence.
- Strive for success. Set yourself up for a successful speech with adequate preparation and a sincere desire to share your knowledge or experiences with your audience. The feeling of success will be well worth any anxieties you have experienced.

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Symptoms	Solutions
Nervous stomach (butterflies)	Slow, controlled breathing. Avoid eating prior to speaking.
Vomiting, nausea, diarrhea	Avoid eating ahead of time. Consult your doctor or pharmacist for over-the-counter preparations.
Jelly legs	Move around. Shaking rarely shows to the audience so try not worry about it.
Trembling hands and a rattling manuscript	Use 3x5 cards. Connect them by rings and flip up each one as you use it. Or invest in a small notebook in which to place the cards.
Stumbling over words, getting "tongue-twisted" or major bloopers	Breathe deeply and slow down your speaking. Repeat a sentence if necessary. Do not apologize.
Shortness of breath	Swallow, breathe and exhale. Make eye contact with a friendly face and continue.
Shaking voice	Make strong eye contact with a friendly face. Swallow and lower your pitch. Slightly increase your volume.
Blushing	From a distance and under the lights, this usually looks like a healthy glow so try to forget about it and continue.
Red blotches on neck	Avoid low-necked clothing.
Cold hands and feet	Move around; make some hand gestures.
Hoarseness prior to speaking	Remain silent for 24 hours before speaking. Do not even whisper. Drink lots of warm drinks. If the problem is still present when you begin to speak, move in close to the microphone.
Going blank	Look at your notes. Consider this pause a "thoughtful silence."
Excessive perspiration (arms)	Light colors show circles less. Dress shields (purchased at a fabric shop) pinned under the arms can be helpful. Try an antiperspirant.
Excessive perspiration (hand and forehead)	Take a cotton handkerchief to absorb moisture on your palms. Wipe your brow with no apology, if you absolutely must.
Dry mouth	Avoid drying agents such as antihistamines and decongestants. Even salt water tends to dry. Use lip balm on your lips and even teeth. Keep a lemon drop, small peppermint candy, or cinnamon candy under your tongue to produce saliva.
A cold or cough	Take tissues and even a cough drop to the lectern. Do not apologize to your audience. The cold seems worse to you than to them.

Developing Your Own Style: Verbal and Non-Verbal Strategies



TIME:

60-90 minutes

MATERIALS NEEDED:

Activity 1: *Body Language and Voice*

- Printed character cards, cut individually
- Bench (or two chairs seated side-by-side)

Activity 2: *Public Speaking Do's and Don'ts*

- Printed Do's and Don'ts Role Play Cards, cut individually
- Whiteboard or easel pad
- Marker for whiteboard or easel pad

Activity 3: *You Be the Judge*

- Computer with internet connection
- Links to YouTube videos
- Projector for computer
- Blank screen or wall for video projection
- Speakers to hear audio from video
- Blank paper (or public speaking scoring rubric) for each student
- Pencils/pens for each student

OBJECTIVES:

The 4-H member will be able to:

- The student will be able to understand the role of body language in a speech.
- The student will be able to understand the role of verbal actions in a speech.
- The student will be able to identify good and bad verbal and non-verbal actions of a speaker.
- The student will be able to identify verbal and non-verbal skills to practice in order to improve their speaking abilities.

EXPLORE THE CONTENT:

While the content of a speech is extremely important, verbal and non-verbal actions of the speaker can certainly influence how the audience interprets the content and reacts to the speech. This lesson will explore verbal and non-verbal actions such as body language and voice to help beginning speakers identify actions that will positively influence their speaking, as well as behaviors to avoid during a speech.

DO:

Activity 1: *Body Language and Voice*

Park Bench

This game will focus on body language and what we see and learn from it.

Each member chooses a "character" to play. There is a list of Character Cards if needed for ideas. Feel free to include additional characters on the play cards that may be more applicable to your group or allow students to select their own character.

Using body language, the first player sits silently, "on a park bench," displaying as much about their character as they can without using any verbal cues or words. The next player walks in, again, using body language and no verbal cues or words to act out their character.

The two players interact for only about 10-30 seconds and then the first player finds a reason to leave. The second player is then left to sit on the park bench along until the third player comes in, again focusing on body language and not on verbal cues or words. This continues until all the members have had a chance to play once or twice.

What did the members notice about how people were acting? Sitting? Standing? Did you want to talk to certain people more than others? Why? Talk to members about the importance of non-verbal cues.

Hello

Now let's add the voice. Discuss the importance of diction, tone, and projection.

Have members practice saying "hello" in the following styles: (May repeat the word "hello" as many times as needed)

- Shyly



- Greeting someone you would rather not see
- Answering the phone when no one is there
- Looking for someone you can't find
- Telling someone that something he/she just said is sort of dumb
- Boomingly
- Answering the telephone
- Trying to get someone to open a door
- Flirtingly
- Greeting someone you haven't seen for a long time
- Add other variations as needed

REFLECT:

- Be aware of how your body position and movement is involved in communicating your verbal message to others. Is your body sending the same message as your words?
- Can you change your body to make your message clearer?
- When talking with someone, notice their body language. Are you able to understand their message more clearly by watching their body movement?
- How does the pitch and volume of your voice affect the message you're communicating?

APPLY:

- How does body language used during a speech differ from body language used in daily interactions?
- How does body language affect your daily conversations?
- Does your body language appropriately demonstrate what you would like to share? Does it need to be adjusted to better demonstrate your emotions?
- How does your voice (pitch, tone, and volume) affect your daily conversations?

DO:

Activity 2: Role Playing: Do's and Don'ts

On a whiteboard or easel pad, make two columns: One that says, "Do's" and one that says, "Don'ts." Ask each member or pair of members to draw out one of the Do's or Don'ts Role Play Cards (attached). Ask the individuals or pairs to demonstrate or act out the correct and incorrect way of giving a speech, based upon what was written on their Role Play Cards. Have the other members guess what they are doing.

As the members guess or give suggestions on what the members are acting out, write the action item on the whiteboard or easel pad under the appropriate "Do's" or "Don'ts" column. When discussing the actions, group them into categories such as body language (eye contact, posture, gestures, movements), words (um, er, like, please consider, studies show, etc.), what to wear, speaking voice (loud, soft, vocal patterns, etc.). Also highlight any other suggestions that may arise.

REFLECT:

- Discuss what Do's and Don'ts were seen.
- Which actions are good and which actions are bad during public speaking?
- What are some ways we can implement the desirable (good) actions during a speech?
- What are some ways we can avoid the not so desirable (bad) actions during a speech?

APPLY:

- What are some actions you can work on individually to help improve your speeches (posture, saying um, rocking back and forth, talking too quietly, etc.)?
- We just identified ways that we can use good actions and avoid bad actions when speaking. Which actions are you personally going to put into place to help you become a better public speaker?
- What can I, as your adult leader, help you with so you may continue to improve?
- Determine a simple topic for a 2-3-minute speech and encourage speakers to develop a short speech and implement the skills discussed during this project meeting. This could also be a “homework” assignment and ask speakers to come back to the next meeting prepared to give their speech.

DO:

Activity 3: You Be the Judge

As a group, watch a video (or two or three) of 4-H demonstrations on YouTube. Some examples are as follows:

Squeak: <https://youtu.be/s-dqHvfls0Y>

The Affordable Laundry Act: <https://youtu.be/ggSqTYPAjp8>

4-H Presentations: Presentation Using Audio Visual: <https://www.youtube.com/watch?v=qXONX15KEJ0>

As members view the videos, encourage them to take note of the speakers’ voice (projection, inflection, tone, volume, etc.), body language (posture, fidgeting, eye contact, hand motions, etc.), as well as other verbal and non-verbal actions such as poise, confidence, attire, and even visual aids. Members could take notes on their own blank paper or use a scoring rubric for a 4-H speaking event.

REFLECT:

- After each demonstration, ask the group to evaluate the presentations as if they were the judges. Some suggested questions are as follows:
- What were some of the strengths?
- What were some weaknesses?
- Select an action seen in the video (for example, use of voice). Ask participants to describe the action as demonstrated by each speaker, pointing out positive uses of this action and ways to improve for the future.

APPLY:

- If it were you giving the presentation, what would you do differently?
- Distribute the handout, Preparing and Delivering Your Speech. Discuss how some of these actions can be put into practice.

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SUPPORT MATERIALS/GRAPHICS:

Activity 1: Park Bench Character Cards

Michael Jackson	R2D2
Mark Zuckerberg	Harry Potter
Mom	Elsa from Frozen
Ariel from The Little Mermaid	Santa Claus
Wonder Woman	Witch
Batman	Iron Man
Chef	Mickey Mouse
Justin Bieber	Humpty Dumpty
A zombie	Firefighter
George Washington	Policeman
Superman	Mailman
The Incredible Hulk	Teacher
Spiderman	Taxi Driver Mom
Frankenstein	Old Man / Woman
Darth Vader	Dad

Activity 2: Public Speaking Do's and Don'ts Role Play Cards

You slouch in front of your audience.	You sigh with boredom between sentences.
You start walking back to your seat before you finish speaking.	You tap your foot loudly while you are speaking.
You swallow frequently.	You lose your composure while speaking.
You giggle nervously at the end of each sentence.	You continually look at a clock or your watch to check the time.
You stare at the back wall to avoid eye contact with the audience.	You stare at the ground to avoid eye contact with the audience.
You gesture too wildly.	Your voice trails off at the end of every sentence making it hard to hear what you are saying.
You lose eye contact with your audience as soon as your speech finishes.	You make eye contact with the teacher and no one else.
You insert many meaningless words into your speech.	You speak with a monotone voice.
Your face remains expressionless.	You fidget with your clothing or hair.
You speak so loudly that you strain your voice.	Your voice and body remain tense throughout the speech.
You start speaking as you walk to the front of the room.	You turn your back to the audience.
You mumble so that nobody can understand you.	You speak too quietly.
Your gestures do not match what you are saying.	You read directly from your notes.
You forget what you are saying.	You speak so fast no one can understand what you are saying.
You finish too early.	You finish too late.
You pause for long, awkward periods of time.	You chew gum loudly during your speech.

You wander around walking back and forth during your speech.	You use too many jokes.
You speak clearly.	You stand tall and show confidence.
You have the right amount of eye contact.	You seem enthusiastic about your topic.
You spend the allotted amount of time discussing your subject.	Your hands do not distract from your message.
You do not appear nervous.	You use facial expressions to appropriately convey your message.
You have your speech memorized so you do not need to read directly from your notes.	You avoid using “filler words” such as um or like.
You use jokes to illustrate points or grab attention.	You remain on topic and do not deviate from your speech’s purpose.
You use gestures to illustrate points.	You do not fidget nervously, distracting your audience.

Activity 3: Preparing and Delivering Your Speech

Preparing to Give Your Speech

A speech should be prepared far enough in advance to allow time for adequate practice. It is best not to memorize the speech word for word, but rather to visualize and learn the sequence of the speech.

Transfer the detailed outline to an abbreviated form on notecards. You will need only a key word or memory lead to bring the thought to mind. Often when you write a speech out word for word, you tend to read or memorize. Speeches should be spontaneous and fresh. After you transfer your speech outline to notecards, you are ready to practice. Carry your cards with you and rehearse orally or silently as often as possible.

Before speaking, reduce the number of notecards, type or write in waterproof ink and number the cards. Memorize the introduction and the conclusion. You should never look at your notes for those important parts of your speech.

Have a “dress” rehearsal. Put on the clothes you plan to wear, and try your speech using your notecards. Unless you are told that the occasion is informal, nice clothes are appropriate. For males this means a coat and a tie, either suit pants or dress pants and a solid-colored shirt. It also means dark socks and shoes. Females should wear a nice dress with a proper hem length and wear appropriate shoes. Both males and females should dress attractively and simply. Avoid clothing or accessories that detract from what you are saying. Solid colors or small patterns are better than large prints or plaids. New clothes are not recommended. Until you wear and work in clothes, you have no idea how they fit and move. Polish your comfortable shoes (if they are in good shape) and wear them. If you must wear new shoes, break them in before the speech.

As you conduct your dress rehearsal, tape record your speech and listen to it to hear what you are actually saying. Make the necessary corrections and listen again. If time permits, videotape your speech and view the playback. This is helpful in recognizing mannerisms, gestures or facial expressions that distract from or enhance the speech.

Arrival

Arrive early enough to check the facilities. Check the room temperature. The cooler the room is, the more responsive the audience will be. Test the microphone. You should be able to stand 8 to 10 inches away from it and speak in a conversational tone. Check the route you will take from your seat to the lectern or speaker’s stand. Be aware of steps or obstacles. Eat before going to the program, even if a meal is provided. Most speakers do not perform as well on a full stomach. This will not be your “last supper!” Perhaps you can arrange to have your meal served after you speak. If not, eat and drink lightly during the meal.

Microphone Tips

A microphone can be your best aid or your worst enemy. A microphone does not guarantee quality. Do not use a microphone unless it is necessary. When you boost your voice naturally, you also increase your energy level. Vocal “pumping” to project to the back row or to the most distant corner is what makes a speaker feel stronger and more in charge. If you choose to use a microphone, adjust it to your height. The audience will wait; they have come to hear you. After you have adjusted the microphone, do not touch it again. Back away if it hums or if you get feedback. A microphone test is conducted by speaking, not thumping, tapping or blowing. This test should be conducted before you begin the program.

Delivering Your Speech

- After the chairperson or Master of Ceremonies introduces you:
- Rise and walk to the lectern.
- Take a deep breath and exhale slowly.
- Smile.
- Establish eye contact with at least three friendly faces.
- Adjust the microphone.
- Wait until the audience is quiet. Do not rush, give them time to look you over.
- Briefly acknowledge your introduction, if necessary.
- Begin speaking—you are in control.

Speak Out

Speak clearly and distinctly. Make sure you are being heard. Do not rush. Your audience has not heard this speech, so be especially careful not to speak too fast, not to drop your voice at the end of sentences, run your words together or speak too softly. Speak in a voice that is natural, distinct, and loud enough to be heard. A friendly, confident tone of voice is the most convincing.

Establish Eye Contact

Establish eye contact with your audience. Each person in the audience should feel as if you are talking personally to him. With a small audience, use a semicircular pattern of eye contact. With larger groups, a figure-eight pattern will include all members of your audience. You should spend at least 75 percent of your speech making eye contact. Strong effective eye contact means holding your look until the audience member responds to you.

Audiences take on the emotion of the speaker, so use appropriate expressions. Smile from time to time to demonstrate your interest and enthusiasm for the subject. Then adjust your expression and tone when you are talking about a serious subject. Look and act as if you are enjoying the presentation.

Check Posture

Stand up straight with your feet slightly apart. Distribute your weight on both feet and be careful not to lock your knees. Do not lean on the table or podium or twist one foot behind the other. Avoid swaying back and forth or rocking up and down. Feel free to move about as long as the movements are not distracting from what you are saying.

Watch Hands

Use your hands for meaningful gestures. When you are not using them, let them drop loosely to your sides or place them on each side of the lectern in a "gesture ready" position. Relax and keep your shoulders loose. Let your armpits breathe. Avoid additional mannerisms that may be distracting to the audience such as pushing back hair or rocking back and forth.

Choose Words Carefully

Be certain that the words you use in your speech have the same meaning to your audience that they have to you.

Make a Graceful Exit

After the conclusion, it is inappropriate to say the token "thank you" we often hear. This ending style, which is popular with many speakers, is not necessary. However, it is appropriate to warmly compliment the audience for being good listeners or to thank them for allowing you the opportunity to share with them. If your listeners are inspired by your final words, they will remember the speech as a positive experience.

Getting to Know Your Audience



EXPLORE THE CONTENT:

As a 4-H member, you will have many opportunities to make speeches. These challenging occasions will help you to develop communication skills you will use throughout your life.

Effective speakers are not necessarily polished or perfect. Instead, they are energetic, direct and warm human beings who are knowledgeable about their subject matter and involved with their audiences. Good speakers are not born, they are developed. Each presentation should be a learning experience.

Speakers are more comfortable and do a better job when they analyze the occasion, the physical facilities and the audience, as well as plan what is to be said in advance.

TIME:

60-90 minutes

MATERIALS NEEDED:

Activity 1: Breakfast of Champions

- Five or six empty cereal boxes
- Each box should reflect a specific target market

Activity 2: Would you Rather

- Would you rather question set

OBJECTIVES:

The 4-H member will:

- The students should develop a better understanding of demographic audience characteristics
- The students should develop a process to investigate audience members' traits and characteristics.
- The students will learn how information regarding audience members' backgrounds and characteristics is used to develop speech topics that are specifically tailored to those listeners' interests and needs.

Know the Occasion:

1. When is the talk to be given? Check and double check to be sure that you have the correct date. Mark the date on your calendar. If possible, have the host send you a written confirmation.
2. Find out the time of the meeting and the approximate time you will begin to talk.
3. Find out how long the total program will last and how much time will be allotted for your use.
4. What is the purpose of the meeting? Is this a regular meeting or a special meeting planned primarily to hear you speak?
5. What procedures will be followed? What amount and type of audience participation is desired?
6. Is the meeting formal or informal?
7. What is the overall program about? How is your talk related to the program? You may make some changes in your delivery if you know you will be appearing at the end of a long line of speakers, when your audience may be bored, or after a meal when they will probably be sleepy.
8. Where is the talk to be given?
9. Will your talk be given in a public hall, church, school, community center or home?
10. Will the room be large or small? Will you have a speaker's stand? If so, where will it be located? Will you use a microphone? If so, what type?
11. What facilities are available for control of light or ventilation?
12. What audio visual equipment (if needed) must you, the speaker, provide?
13. A visit to the place where the talk is to be given might be a valuable step in your early preparations. If possible, try to set up the surroundings so you will be comfortable. The more



familiar you are with the setting, the less nervous you will be. Be sure to check the lectern and microphone.

The Audience

1. Who will be in the audience? Why are they there?
2. How many people will be there? You must know this if you plan to distribute handouts or other materials.
3. Will the audience be predominantly males, females or evenly mixed?
4. What will be the age span of the audience members?
5. What are the major needs and interests of the audience members at present? This is the key to your whole speech. A speech on goal-setting would not be appropriate for residents of a nursing home.
6. What do the audience members know about the subject? What are their attitudes toward it? If you know something about your audience (age, knowledge of your topic, how your topic will affect the members, etc.), you will be better able to plan a speech that speaks directly to the members.

Information Please! (see attached handout)

- The following information sheet is a professional way to evaluate a speaking situation.
- Provide your host with a copy of the information sheet. Ask your host to complete this as soon as possible so you will have adequate preparation time.

DO:

Activity 1: Breakfast of Champions

- Divide into groups (based on the number of cereal boxes)
- Have the groups to conduct a demographic audience analysis of the type of person they believe would purchase that specific cereal. The groups should review the cereal box to reveal typical purchasers' age range, gender, economic background, social status, group membership, etc.
- Encourage groups to be creative and imaginative, but they must be able to explain the evidence that led them to make certain conclusions regarding the purchasers.
- The groups should then brainstorm and select a speech topic that would appeal to those purchasers.
- The groups should come up with at least two potential topics.
- Each group will then present its findings aloud to the full group by:
 1. describing the cereal box,
 2. explaining the audience profile, they have generated and
 3. revealing the two potential speech topics.

REFLECT:

- Did the groups create an accurate audience profile?
- Would the speech topics capture the attention of the identified audience?
- What role does the audience have in effective public speaking.

APPLY:

- Use this discussion to reinforce the concept that listeners are interested in speech topics that relate to their needs and their lives.
- How will you use what you learned to better prepare for future speaking opportunities?

DO:

Activity 2: Would You Rather?

- Make your list of questions. Would You Rather is easy to adapt to any event, grade level, or theme. The game can be played in a more formal or informal setting.

PUBLIC SPEAKING PROJECT

- Call the group together and explain your chosen rules. Designate one side of the room "Option A" and the other side "Option B."
- Ask each question and ask participants to move to one side of the room or the other, depending on which option they "would rather."
- Have each side explain their reasoning behind their decision. In a more formal game or a larger group, you could give each side a few moments to consult as a group and present their top three reasons for their choice. In a less formal game or smaller group, each person could say their top reason for their choice.
- Have each side explain their reasoning behind their decision. In a more formal game or a larger group, you could give each side a few moments to consult as a group and present their top three reasons for their choice. In a less formal game or smaller group, each person could say their top reason for their choice.
- Repeat at least 3 to 5 times, more if time permits.

REFLECT:

- Were the groups always the same depending on the question?
- How does knowing your audience makeup help you with speech preparation?
- Does the views of audience change based on the question?

APPLY:

- How will you prepare for your next speaking event by understanding your audience?

RESOURCES:

- Price, Nancy. "Public Speaking...4-H Style". Texas Agricultural Extension Service. Com 1-2.050. June 1999
- Gibson, Jill. "The Breakfast of Champions: Teaching Audience Analysis Using Cereal Boxes ." Texas Speech Communication Journal, www.etsca.com/tscjonline/1206-cereal/.
- Meredith, Janis. "100 Would You Rather Questions." SignUpGenius, Signupgenius, 7 Dec. 2018, www.signupgenius.com/groups/would-you-rather.cfm.

Would You Rather? Activity

- Would you rather always take a cold shower or sleep an hour less than you need to be fully rested?
- Would you rather always get first dibs or the last laugh?
- Would you rather always have to say everything on your mind or never speak again?
- Would you rather always lose or never play?
- Would you rather always wear earmuffs or a nose plug?
- Would you rather always win pie-eating contests or always win wheelbarrow races?
- Would you rather be 3 feet tall or 8 feet tall?
- Would you rather be 3 feet taller or 3 feet shorter?
- Would you rather be a deep sea diver or an astronaut?
- Would you rather be a dog named Killer or a cat named Fluffy?
- Would you rather be a giant hamster or a tiny rhino?
- Would you rather be able to hear any conversation or take back anything you say?
- Would you rather be able to read everyone's mind all the time or always know their future?
- Would you rather be able to stop time or fly?
- Would you rather be an unknown minor league basketball player or a famous professional badminton star?
- Would you rather be born with an elephant trunk or a giraffe neck?
- Would you rather be forced to tell your best friend a lie or tell your parents the truth?
- Would you rather be forgotten or hatefully remembered?
- Would you rather be hairy all over or completely bald?
- Would you rather be happy for 8hrs/day and poor or sad for 8hr/day and rich?
- Would you rather be invisible or be able to read minds?
- Would you rather be rich and ugly, or poor and good looking?
- Would you rather be stranded on an island alone or with someone you hate?
- Would you rather be the most popular or the smartest person you know?
- Would you rather be the sand castle or the wave?
- Would you rather eat a bar of soap or drink a bottle of dishwashing liquid?
- Would you rather eat a handful of hair or lick three public telephones?
- Would you rather eat a stick of butter or a gallon of ice cream?
- Would you rather eat a stick of margarine or five tablespoons of hot pepper sauce?
- Would you rather eat poison ivy or a handful of bumblebees?
- Would you rather end hunger or hatred?
- Would you rather find true love or 10 million dollars?
- Would you rather get caught singing in the mirror or spying on your crush?
- Would you rather get even or get over it?
- Would you rather give bad advice or take bad advice?
- Would you rather give up your computer or your pet?
- Would you rather go to an amusement park or to a family reunion?
- Would you rather go without television or junk food for the rest of your life?
- Would you rather have a beautiful house and ugly car or an ugly house and beautiful car?

Would you rather have a kangaroo or koala as your pet?

Would you rather have a missing finger or have an extra toe?

Would you rather have x-ray vision or bionic hearing?

Would you rather kiss a jellyfish or step on a crab?

Would you rather know it all or have it all?

Would you rather live without music or live without T.V.?

Would you rather love and not be loved back, or be loved but never love?

Would you rather make headlines for saving somebody's life or winning a nobel prize?

Would you rather meet an alien visitor or travel to outer space?

Would you rather never use the internet again or never watch TV again?

Would you rather not be able to use your phone or your e-mail?

Would you rather only be able to whisper or only be able to shout?

Would you rather own a ski lodge or a surf camp?

Would you rather publish your diary or make a movie on your most embarrassing moment?

Would you rather spend the day surfing the internet or the ocean?

Would you rather have one wish granted today or three wishes granted in 10 years?

Would you rather visit the Doctor or the Dentist?

Would you rather have a shower or a bath?

Writing Your Speech



TIME:

60-90 minutes

MATERIALS NEEDED:

Activity 1: Parts of a Speech

- Labels with each part of speech written on them
- Pen/pencil for each participant
- Easel pad or white board
- Simple speech (cut into sections)
- Tape

Activity 2: Do's and Don'ts of Giving a Good Speech

- Do's and Don'ts Role Play cards (cut up)

Activity 3: Impromptu Speech

- Small softball
- Paper
- Pencil or pen
- Topic cards
- Timer/stopwatch

OBJECTIVES:

The 4-H member will:

- The student will learn about the different types of speeches.
- The student will learn how to identify a topic.
- The student will be able to understand how to outline a speech.
- The student will learn about essential elements of a speech.

EXPLORE THE CONTENT:

In this lesson, youth will learn tips for presenting. They will learn what is and is not effective when giving a speech. Youth will have the opportunity to self-evaluate what they need to work on and how to become better at giving speeches in public.

Learning about the various types of speeches provides the opportunity for youth to decide how they would like to present themselves, creating a greater sense of self-identity and self-confidence. Being able to present information formally about a topic he or she has researched allows youth to be more independent.

Understanding the various types of speeches is the first step to helping youth gain an understanding of how to give formal speeches and develop the skill of communication.

DEMONSTRATIONS - Puts words with actions through showing and explaining. By the end of this type of speech, there should be a finished product.

IMPROMPTU

For this speech, a topic is randomly drawn. The speaker is given a certain amount of time to prepare and then present their speech.

PREPARED SPEECH No visuals may be used in this type of speech. The speaker should write an original 5 to 7 minute speech. Presenters use their own voices and public presences to capture their audience's attention

ILLUSTRATED TALKS

This speech uses visual aids to give information regarding a topic. No final product is required, but photos, posters, and presentations can be used.

Essential Elements of a Speech

1. **Introduction** — Those first few words count! Attract attention with a quote, poem, joke, startling question or statement of fact that is relevant to your topic. Spark the interest of your audience and they will stay with you throughout the presentation. State the purpose of your speech and what you hope to accomplish. Use these suggestions to introduce your speech but avoid using them purely for entertainment.
2. **Body** — The body is the meat of your speech. There are several ways you can present information to your audience. You might



like to try one or more of the patterns described below.

- Time pattern: arrange your talk historically around the past, present, and future.
 - Space sequence: arrange your talk geographically. For example, you might be interested in water pollution, and could trace it from its source as it moves downstream.
 - Problem-effect-solution: arrange your talk by stating a problem, describing its effects, and suggesting ways to solve it. For example, the oven was too hot, the biscuits burned, so the biscuits were fed to the birds. This approach is very effective in speeches because your experiences tend to fall into these categories.
 - Narrative sequence: tell your story from beginning to end. Remember—it's your story, so be sure to put yourself into it.
1. Conclusion - Briefly summarize the main points. Appeal for specific action, if that is the intent of your speech. This is your final opportunity to reach your audience, so make it count! Here are a few tips for ending your speech.
 - Never talk about stopping. Stop!
 - Always stop while your audience still wants you to continue.
 - Close with the idea you want most remembered.
 - Summarize the main points.
 - Pay your audience a sincere compliment.
 - Leave your audience laughing or smiling.

DO:

Activity 1: Parts of a Speech

- Prepare word strips ahead of time with different parts of a speech written on them and tape them on the board or easel pad. If you can't make these strips, write on the board.
- Find an example of a simple speech. Cut the speech into the respective speech parts. Make sure you split the speech enough so that every club member has a part. You may need to find two speeches.
- Give club members sections of a simple speech and allow them time to figure out which part of the speech they have.
- They can work individually, as small teams or with the entire group.
- Once they have decided which part of the speech they have, they should tape their part of the speech under that label.
- Once all members have taped their section on the board, discuss the different sections of a speech.
- Once you have discussed each part of a speech, give club members a "second chance" to change where they put their answers.
- If time permits, allow members to read or paraphrase the speech and see how well they were able to identify the different parts of the speech.

REFLECT:

- What did you learn about the best way to start a speech?
- Why is it important to catch your audience's attention right from the beginning of the speech?
- Why do you need to use transition words in your speech?
- How does this help your audience pay attention to and understand your message?

APPLY:

- How can you catch the attention of your audience?
- What transition words can you use to help your audience understand the message of your speech?
- What are some ways you can improve on the written content of the speech?
- How can learning to write a speech help you in other aspects of your life?

DO:

Activity 2: Do's and Don'ts of Giving a Good Speech

- On a whiteboard or easel pad, make two columns: One that says "Do's" and one that says "Don'ts."
- Have each member or a pair of members draw out one of the Do's or Don'ts Role Play cards.
- Have different club members demonstrate or act out the correct and incorrect ways of giving a speech, based on these suggestions. Have the other members guess what they are doing.
- As they give suggestions, one person could write the item on the easel pad or white board under the "Do's and Don'ts" columns. Give them categories to focus on such as body language (eye contact, posture, gestures/movements), words (um, er, like, please consider, studies show...etc.), what to wear, speaking voice (loud, soft, vocal patterns, etc.) Highlight a few of their suggestions.
- Discuss what Do's and Don'ts they saw. Discuss why these are good or bad and how to implement or avoid them

REFLECT:

- What are things you need to work on personally to improve your speeches?
- How will you implement what you have learned in your future speech preparation?

APPLY:

- What ways will you implement public speaking into your everyday life?
- What contest or speaking opportunities can you participate in and select a topic to begin preparing?

DO:

Activity 3: Impromptu Speech

Impromptu speaking teaches youth how to think quickly and organize their thoughts into concrete ideas in a short amount of time. This is a valuable leadership skill that will help youth in their school, community, and home.

- In this activity, club members will learn tips and tricks of how to give an impromptu speech.
- Leaders will review the parts of a speech and give members tips on how to give an impromptu speech.
- This activity can be done in groups or individually.
- Have each individual/group choose three random topics from the topic cards. Let them decide which topic they would like to speak about.
- If completing the task in a group, assign each member one section of the speech.
- Give the individuals/groups 3-5 minutes to come up with their introduction, three main points, and conclusion.
- In a group, the person assigned to each section will be responsible for giving that part of the speech.
- Have each individual/group give their speech.
- The club leader needs to set a stopwatch.

REFLECT:

- What are some of the unique challenges or difficulties of impromptu speeches?
- What things were most challenging?
- How do impromptu speeches differ from prepared speeches and demonstrations?
- How could you prepare ahead of time for an impromptu speech?

APPLY:

- What are some instances when you might have to give an impromptu presentation or speech in real life?
- How can learning to quickly come up with ideas and be able to present them be beneficial in your future?

RESOURCES:

- Price, Nancy. "Public Speaking...4-H Style". Texas Agricultural Extension Service. Com 1-2.050. June 1999
- Utah State University Extension. (2017). Discover 4-H: 4-H Public Speaking Clubs. Retrieved from https://usu.co1.qualtrics.com/CP/File.php?F=F_1Gm9L54i34rcOhL

Tips on Preparing Your Speech (From Public Speaking...4-H Style)

Select a Topic

Often you will be assigned a topic or theme for your talk. If you are given the opportunity to choose your own, speak on a subject in which you are interested or on one of which you have firsthand knowledge.

When a person deals with a subject about which he is familiar, he generally will make his best speech. Leave the literary masterpieces to the writers of books and prepare an effective talk that is brief, direct and positive. Use short words and sentences.

To decide if your selected topic is suitable, ask yourself these questions:

1. Does it fit me?
2. Does the topic fit my capabilities, knowledge, experience and intelligence?
3. Does the topic fit my audience?
 - a. Will the audience be interested in it?
 - b. Will the audience feel "this concerns me?"
4. Does the topic fit the occasion?
5. Can the topic be covered properly within the time allotted?

Plan Your Purpose

Every speech should have a purpose determined by the needs and interests of the audience and your own interests and capabilities. A speech may aim to:

- entertain
- inform
- stimulate (provoke inspirational or emotional reactions)
- convince or persuade
- actuate (secure action from the listeners)
- a combination of purposes.

Your first step in preparation is to decide the purpose of your speech.

Second, write out the purpose of your speech in clear and precise terms. If your purpose is to entertain, the approach will be different than if the purpose is to inform or persuade.

Third, write yourself dry on the subject. Use your own knowledge and experiences related to the topic. Drain your brain and put every idea you have on paper. Record each separate idea or fact on a 3x5-inch white notecard. Cards allow you to shift ideas or to delete ideas as you organize your speech.

Fourth, research the topic if needed. Use your local Extension office, library or even interview authorities in the field. Get as much information as possible. When you begin to prepare the second draft, be selective and cut the content to fit your allotted time. Most people speak at a rate of 120 to 137 words per minute, so time yourself. Let this mass of information rest a few days.

Organize Your Material

After your material has had time to rest, you are ready to read over the information and organize it into a basic outline. List the major headings and group your notecards to suit the points you wish to make.

Remember a speech is made up of three basic parts: the introduction, the body and the conclusion. Your thoughts must fall into one of these categories. Create your speech based on percentages.

1. Introduction is approximately 10 to 15 percent
2. Body is almost 75 percent
3. Conclusion is 10 percent

Introduction

The next step is to prepare your introduction. Someone has aptly stated, "Your first ten words are more important than your next ten minutes."

The introduction is short, but it should accomplish a great deal. If it is well-planned, you get the attention of your audience, make members want to listen and inform them that your subject concerns them.

Forget the ancient procedure of beginning the speech with statements such as: "Mr. Chairman, honored guests, ladies and gentlemen, it is a distinct pleasure to come before you this evening."

Simply respond with a polite "thank you" and immediately begin your speech.

Here are some example introductions to give your ideas.

1. A personal narrative is by far the best opening for a speech. If the speaker has a story that is pertinent, it will establish a common ground between himself, his subject and his audience.
2. A startling statement of fact can capture the audience's attention.
3. A quote is effective.
4. An appropriate story can capture the audience's attention at the outset.

Body

Write the body of your speech. This is the longest part of your presentation and gives the important facts you are covering. Select from two to five main points, depending on the length of the talk, and support each with at least two illustrations.

Take each point in turn. Select a lead sentence and expand on it. The basic thought should be concentrated in the first sentence. Each following sentence should relate directly to the basic thought of the total paragraph. In building your ideas, begin with something familiar to your audience. Move from the known to the unknown.

Remember to stick to the subject. The speech should be easy to follow and every bit of information should pertain to the purpose of the speech. Give concrete examples for the audience to remember.

Make your language simple and colorful. Help your audience visualize your presentation. Instead of saying "The tornado was 100 yards wide," you could say "Its path was as wide as a football field."

Conclusion

Next, write the conclusion. Since the conclusion is such a vital part of the presentation, spend adequate time on this area. Careful planning is needed; conclusions do not just happen. Your audience must be able to tell by your conclusion that you are "wrapping it up." Remember in your conclusion:

- Do not introduce new material.
- Avoid false endings.
- End with the idea you most want remembered.
- Summarize without repeating the speech.

In planning your conclusion, consider the following suggestions.

- Summarize important points one by one.
- Use a quotation, a story or a poem that summarizes the importance of what you have said.
- Ask questions. For example, "What can you and I do about this problem or situation?"
- Then, answer the question by stating clearly what can be gained by acting, and what can be lost if action is not taken.
- Call for action on the part of the audience. Challenge them to do something.

Parts of a Speech Activity – Word Strips

INTRODUCTION

ATTENTION GRABBER

PURPOSE OF SPEECH

BODY

POINT ONE

POINT TWO

POINT THREE

CONCLUSION

SUMMARY OF POINTS

NARRATIVE

TIME PATTERN

PROBLEM-EFFECT-SOLUTION

SPACE SEQUENCE

Public Speaking Do's and Don'ts

Role Play Cards

You slouch in front of your audience.	You sigh with boredom between sentences.
You start walking back to your seat before you finish speaking.	You tap your foot loudly while you are speaking.
You swallow frequently.	You lose your composure while speaking.
You giggle nervously at the end of each sentence.	You continually look at a clock or your watch to check the time.
You stare at the back wall to avoid eye contact with the audience.	You stare at the ground to avoid eye contact with the audience.
You gesture too wildly.	Your voice trails off at the end of every sentence making it hard to hear what you are saying.
You lose eye contact with your audience as soon as your speech finishes.	You make eye contact with the teacher and no one else.
You insert many meaningless words into your speech.	You speak with a monotone voice.

Public Speaking Do's and Don'ts

Role Play Cards, Cont.

Your face remains expressionless.	You fidget with your clothing or hair.
You speak so loudly that your strain your voice.	Your voice and body remain tense throughout the speech.
You start speaking as you walk to the front of the room.	You turn your back to the audience.
You mumble so that nobody can understand you.	You speak too quietly.
Your gestures do not match what you are saying.	You read directly from your notes.
You forget what you are saying.	You speak so fast no one can understand what you are saying.
You finish too early.	You finish too late.
You pause for long, awkward periods of time.	You chew gum loudly during your speech.

Public Speaking Do's and Don'ts

Role Play Cards, Cont.

You wander around walking back and forth during your speech.	You use too many jokes.
You speak clearly.	You stand tall and show confidence.
You have the right amount of eye contact.	You seem enthusiastic about your topic.
You spend the allotted amount of time discussing your subject.	Your hands do not distract from your message.
You do not appear nervous.	You use facial expressions to appropriately convey your message.
You have your speech memorized so you do not need to read directly from your notes.	You avoid using “filler words” such as um or like.
You use jokes to illustrate points or grab attention.	You remain on topic and do not deviate from your speech's purpose.
You use gestures to illustrate points.	You do not fidget nervously, distracting your audience.

Random Topic Ideas -- *List 1*

Print and cut cards to have youth choose a topic out of a hat or container:

What issues face youth today and how can 4-H help address them?	Explain why 4-H is important in your life.
How would you encourage more people to become 4-H volunteers?	What character traits have you learned because of your 4-H involvement?
Why is a sense of belonging an essential element of positive youth development?	Generosity - What does it mean to you and why?
4-H focuses on the mastery of skills. What skills have you learned in 4-H?	Who do you feel has mentored you in your 4-H career and why?
What types of recognition do you feel are important for 4-H youth today and why?	What challenges have you faced in 4-H and how have you grown from those challenges?
How would you define independence as an essential element of positive youth development?	Explain the pros and cons of 4-H Teen Leadership.
If you could change anything about the Utah 4-H program, what would it be and why?	What are the benefits of youth/adult partnerships in the 4-H program?
How would you encourage more youth to join 4-H?	Why is teamwork important in 4-H?
What is your vision of 4-H in the future?	What do you feel are the most valuable qualities in a 4-H teen leader and why?
What has being involved in 4-H taught me?	The most important lesson from 4-H that I've learned so far is...
Explain why you "Bleed 4-H Green"?	Discuss what "To Make the Best Better" means.

Random Topic Ideas -- *List 2*

What are the benefits of "Learning by Doing?"	What important relationships do you have in your life because of 4-H?
Discuss your most memorable 4-H experience.	Explain what "I pledge my head to clearer thinking" means to you.
Explain what "I pledge my heart to greater loyalty" means to you.	Explain what "I pledge my hands to larger service" means to you.
Explain what "I pledge my health to better living" means to you.	Explain what "For my community, my country, and my world" means to you.
Discuss the most memorable event of your life.	Who is your hero and why?
If you could visit anywhere in the world, where would it be?	List what you feel are the most valuable qualities in a person and explain why.
If you could describe yourself by a color, what color would you be and why?	Explain your choice: hot dog or hamburger?
What is the secret to true happiness?	Who is your favorite author and why?
If you had someone famous visit your home, who would it be and what would the visit be like?	If I were an author, I would write about...
One issue facing our society today is...	If I could describe my personality as a piece of fruit, which fruit would I be?
My biggest concern for the future is...	Explain the saying, "Real wealth is never measured in money or possessions."

Random Topic Ideas -- *List 3*

Explain or discuss the saying, "Conservation is survival."	Explain or discuss the saying, "Real love is not the stuff of pop songs."
If I were an animal I'd be a...	Explain or discuss the logic behind the statement, "Junk food's popularity relies on marketing."
Discuss and explain the statement, "To err is human. To forgive is divine."	Discuss the statement, "The world is a smaller place these days."
Discuss the statement, "The more we communicate, the less we really say."	When I grow up...
Discuss why or why not, goals are good for you.	The most important lesson I've learned in life so far is...
Discuss the statement, "Intelligence is not enough."	If I ruled the world...
Do you agree that color affects the way people feel? Why or why not?	Explain how ill health begins in the mind.
Why do you think team sports build strong individuals?	How is laughter the best medicine?
Explain what you think the phrase, "Fools and their money are easily parted," means.	Do you agree with the statement: "Discipline is not a dirty word?"
Explain what the adage, "Beauty is always in the eye of the beholder" means to you.	Is "Children learn what they live with," a valid statement? Why or why not?
Do you agree with the statement, "Poverty is a state of mind?" Why or why not?	What characteristics make an ideal hero and why?

Random Topic Ideas -- *List 4*

What and who is an average person?	Do you agree or disagree with this statement: "Being young is over-rated." Why or why not?
In what situation is lying a good idea?	Does money "Make the world go round?"
What human quality do we need more of and why?	Who has been the most influential person in your life and why?
Share your thoughts on this statement: "How we look is unimportant. It's who we are on the	Summer is the best and worst of times. Why or why not?
Do you agree with the statement: "The media controls how and what we think?" Why or why not?	Explain and discuss how talking to someone and talking with someone are two different activities.
Explain and discuss what "Real learning doesn't occur in a classroom," means.	What would you rather be - wise or intelligent?
Do you agree with this statement? "True wisdom comes from experience?" Explain why or why	How is a sense of humor essential in life?
Do you think uniforms stifle individuality?	Explain why uniforms do or do not stifle individuality.
Explain why manners matter.	Children should not watch television. Explain.
Art is essential to life. Explain.	Peace is possible. Explain.
What moral issue best defines you?	What is the biggest effect of the internet?

Random Topic Ideas -- *List 5*

Describe your worst experience.	Discuss the most memorable event in your life.
Is knowledge more important than wisdom?	Is a glass half full or half empty? Explain your choice.
Why are humans so fascinated with understanding the universe?	Does technology live up to its promise?
Name some ghosts you would like to meet and explain why.	What would you say are three keys to a happy life?
Do you agree with the statement, "You are what you eat?"	Do you agree with the statement, "Professional athletes are overpaid?"
Which is better, dogs or cats, and why?	How would you describe to someone the ways to become a millionaire?
What is the importance of communication?	Which is better, real or fake Christmas trees, and why?
What is your opinion on curfews and why?	Tell us about the worst/best book you ever read.
What is your all-time favorite movie and why?	Tell us about your first memory.
Do you agree that the best things in life are free?	What do you think the statement, "Clothes make the man/woman,"
What do you think about the idea of "good versus evil?"	Tell us about your favorite sound and why it is your favorite.

Random Topic Ideas -- *List 6*

Do you think exams are/are not good forms of assessment?	Do you think it is important to meditate? Why or why not?
What are you grateful for and why?	Who is your favorite relative and why?
What is your favorite holiday and why?	The greatest gift we can give others is...
If I were invisible for a day, I would...	If you knew you could not fail, what would you do?
Who is the most successful person you know and why?	Do you think good grades matter? Explain why or why not.
If you were a tree, what tree would you be, and why?	If you were elected president, what would be the first thing you would
If you could have any super power, what would it be and why?	If you could have any animal as a pet, what would it be and why?

Practice, Practice, Practice



TIME:

90 Minutes

MATERIALS NEEDED:

Activity 1 – Measuring Volume

- Volume Level Worksheet & Script
- (Optional) Downloaded App Sound Level! (iPhone free edition)
- Pen/Pencil

Activity 2 - Conducting Articulation

- Conducting Articulation Handout

OBJECTIVES:

The 4-H member will:

- Learn how to adjust the volume of your speech
- Learn about articulation of words
- Learn to coordinate gestures and motion
- Learn how to use feedback to make adjustments

EXPLORE THE CONTENT:

Volume & Decibels – One of the first things you need to determine about yourself before presenting any speech, is to evaluate your own natural level of speech. Some people normally speak at a lower volume than others. Some speak at a higher volume. This is important to know so that you can match your normal volume of speech with the location you will be giving your speech. We will discuss location and situations a little further in the lesson. For now, knowing what your normal level of speech is important. You can do this by simply talking normally with people and asking them if they think the “volume” in your natural voice is normal, low or high. By asking several people, you can get a starting point to determine your normal level of speech. Do you want to get technical? Decibels measure the intensity of sound. Normal speech between two people is about 50 to 60 decibels. People who normally speak loudly are around 65 decibels and those who normally speak softly are about 47 decibels. Consider downloading and using an App on your phone to measure your normal speaking volume. Who knows, you might learn something in the process. Just so you know, shouting is around 75 decibels.

The goal of working on your volume is about creating a comfortable sound level for the listeners. An uncomfortable volume can be either too high or too low. Volume levels that are too high can distract the audience, and a volume level that is too low can be frustrating when they cannot hear what the speaker is saying. You can impact the level of your speaking in several ways. Some things you can control, and some things you might not be able to control. Here are some tips to consider when working on creating a comfortable speaking and listening level between the speaker and audience.

- Raise the level of your voice slightly if you tend to speak softly or lower it a little if people tend to think you “shout” when you talk. Shouting is not a comfortable situation for your listeners.
- Don’t be the distracting noise. Keys or coins in your pocket can create distracting noise.
- Stand closer or further from your audience to increase or decrease the sound level without raising or lowering your voice.
- Raise or lower your voice according to distance to the audience, size of the room, background noise, or even acoustics.
- Using a microphone doesn’t necessarily increase the sound



level. If you don't know how to use a microphone properly, or the equipment is not set properly, your volume can be too high or too low. Make sure when using a microphone to hold the mic up to your mouth like a "rock star." Move it away slightly if you need to lower the volume a little.

- Remember, raising and lowering your volume in your speech can add interest if used at the right moments to emphasize points or draw you in closer

Articulation – What is articulation? If pronunciation is how we put sounds together to make words and speech, then articulation is how well we do it. Like letters, words have their own sound. Articulation is how well we make those speech sounds so that others can hear and understand. Do you know someone who mumbles when they speak? Do you find yourself asking them, "what did you say?" or "quit mumbling!" The sounds they make are pronunciations, saying it well enough for others to understand is articulation. It is an art. When it comes to articulation, there are things you can do to help you make your speech easier to listen to and understand. Remember, this is different than volume. It is about speaking clearly and placing emphasis on every syllable of a word. Practicing to clearly pronounce every syllable of every word will help make your speech better because the whole idea is for your listener to both hear AND understand what you are saying.

Gestures & Motion – Just as volume can add interest to your speech, so can gestures and movement. They can also be distracting if you are not careful. What do I do with my arms and hands? What about moving around in front of my audience. Movement and gestures by themselves do not add to the interest of your speech. It is all about how and when you use them that makes all the difference.

Gestures with your arms and hands are an important part of the visual picture when you speak. They can reinforce the words and ideas that you are trying to communicate. They should be natural and relaxed, not rehearsed and robotic. You want your gestures to emphasize your point, not be the point. Sometimes we have gestures that we make without thinking about them, perhaps because we are nervous. Not being aware of the gestures can send the wrong message if you are not careful. Here are some non-verbal messages you can send with your arms and hands without knowing it:

- Hands on hips – overbearing, parental, or condescending
- Crossed arms in front of you – disagree, stay away, protectionist
- Hands crossed in front – feel weak, timid, or afraid
- Hands in your pockets – nervous!
- Hands down by your side – relaxed and confident. But don't be a robot.

If your intent is to convey any of those messages, then by all means use them. Otherwise be cautious of how and where you place your arms and hands. Here are some types of gestures you can use to add interest to your speech:

- Symbolic gestures – words, numbers, or position
 - » Hand up to signal "stop"
 - » Thumbs up to signal "agree"
 - » Fingers to represent numbers, like number three "3"
 - » Pointing to represent up, down, behind, etc.
- Descriptive gestures – ideas or movement
 - » Spreading hands apart to show length (like how big the fish was)
 - » Using hands to outline a shape (round or square)
 - » Swaying hands to represent movement
- Emotional gestures – feelings
 - » Fist to show anger or defiance
 - » Palms together to signify pleading
 - » Pointed finger (like an accusatory parent might do)

The most effective gestures are those that seem or appear natural. Practice or rehearsed gestures only convey that you practiced them, not the message you intended to convey.

Motion is also used in public speaking to add interest and help lead the listener in a specific direction. For example, stepping forward implies that you are getting to an important part of your speech. It adds a little tension to the moment as you get closer to your audience. Stepping back, on the other hand, communicates that you are concluding a point or your message and allows the listener to relax a little. Side to side movement can be used as your transition from one topic, subject or point to another. Moving your body around can help support the points you are trying to make, attract the audience's attention, and even helps you burn nervous energy. However, it must be controlled and purposeful in order for it to be effective. Never move without a reason. Too much movement, even the right kind, can become distracting. This is especially true if it looks rehearsed. Counting steps in repetitive movements can draw the attention away from what you are saying and the listener quits listening and becomes a watcher.

Consider have three spots that you move to and from. One spot should be you "home" and the others are located to the left and the right. Use the collection of spots to draw attention to you and your message. Rotate through them like a mouse in a maze and you are sure to miss the cheese.

Feedback and adjustments – One of the best ways to get feedback is to practice your speech in front of others. Ask them to give you some constructive criticism. Many would say that "practice makes perfect." However, practicing over and over again without any constructive feedback only makes you good at doing it wrong. Consider saying the speech in the mirror and watching yourself. Remember to look at gestures and movement. One additional tool you can use is the video camera on your cell phone. Record yourself delivering your speech. Try to replicate the environment where you will be giving your speech to allow for room noise, volume level, and movement.

Don't simply focus on the subjects covered in this lesson. You should be critical of the content of your speech, including its organization, supporting research, and the delivery. Consider using a standard peer feedback form that you can get specific feedback on different parts of your delivery. The Texas 4-H Public Speaking scoresheet is one good resource you can use for feedback. Don't forget to time yourself and see where you fall within your allotted time to deliver your speech. Speeding up or slowing down should only be used to make very minor adjustments to the length of your speech. Major adjustments that require you to shave or add 10% of more of your presentation will likely require you to edit your content. Most important is Practice, Practice, Practice.

DO:

Activity 1 – Measuring Volume

Distribute the worksheet and script to each participant. Optional tool could be to have at participants download the Sound Level! app and use it to measure decibels.

Ask participants to read the script in their normal "speaking" voice. Have others in the audience play the audience/listener role and record their listening level on the worksheet. Use this activity with several volunteers to allow others to see differences in volume levels of speakers and listener level preferences.

REFLECT:

Ask participants to offer general feedback about each person reading the script. Discuss how voices naturally vary in terms of volume. Offer participants the opportunity to respond from different parts of the room, which reinforces the idea that position in the room of the speaker/listener is important. This puts the speaker in the listener position and the listener in the speaker position when the responding to questions from the facilitator.

Be sure to discuss other facets of volume, including background noise and other factors that might affect how the room or setup of the room affects the listener's ability to hear the speaker.

Is the room too small or too big? Are there noises coming from outside (like an air conditioner). Are the acoustics in the room poor? Use these questions to discuss among all participant how they can adjust their own volume in different circumstances. Explore other experiences they might have with rooms, noise, volume, microphones, etc..

DO:

Activity 2 – Conducting Articulation

Distribute the handout to all participants

Put the participants in small groups that are spread out enough to work simultaneously. This is a vocal exercise. If you have room limitations, you can do this as one group.

Ask participants to rotate through the different roles (conductors, conductees, and listeners).

REFLECT:

Ask participants the share their experiences in the different roles. Consider using the following questions as discussion and reflection points:

- What did they hear?
- When did they hear better?
- What makes it clearer or harder to understand?

Tongue twisters on their own are very challenging. When you change volume or speed, it can dramatically increase or decrease the ability of the listener to hear what is being said (or articulated). How does this relate to speaking in front of a group? Some may need to slow down, while others may need to speed up a little. The key is to focus on pronouncing syllables and words, and more importantly ARTICULATING your speech.



Activity 1 – Measuring Volume Worksheet

Identify someone to be a “speaker” and others to be “listeners.” Put the “speaker” in the presenter position in front of the audience. Scatter “listeners” around the room. Have them note where in the room they are (far, close, side, etc.).

Speaker Script

The “speaker” can read the following as part of this activity. Be sure the speaker is in the “speaker” location.

“Head, Heart, Hands, and Health are the four Hs in 4-H, and they are the four values members work on through fun and engaging programs. All club members, at the beginning of every 4-H meeting should recite the 4-H Motto and 4-H Pledge. That would sound something like this:

In support of the 4-H club motto, To Make the Best Better. 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.

Thank you for your time and attention.”

Listener Log

Speaker Name	Listener Location	Volume Level	Decibels (optional)	Other Sound Notes
Example: Mary	<input checked="" type="checkbox"/> Front / Close <input type="checkbox"/> Side <input type="checkbox"/> Back / Far	<input type="checkbox"/> Too high <input checked="" type="checkbox"/> Just right <input type="checkbox"/> Too low	_58_ speaking _42_ not speaking	Noise coming from other room. No microphone

Activity 2 – Conducting Articulation

Ask a participant to serve as the “conductor” like that of a symphony. Ask others to be the “musicians” in the symphony who produce the sound. Add listeners like you would have an “audience” in an auditorium or music hall.

Conductor – The conductor can use their hands to speed up or slow down the symphony. A slow tempo is slower arm movements, while a faster tempo is faster arm movements. Raising the hands higher asks the “musicians” to raise the volume. Lowering the hands directs the musicians to lower the volume. The conductor should stand in front of the symphony, between the “musicians” and the “audience”

Musicians – Gather as a group facing the “conductor” with the tongue twister of choice. At the commands of the conductor, the musicians read aloud the tongue twister following directives to raise/lower the volume or increase/decrease the tempo of the reading. At the end of the tongue twister, the symphony goes back to the beginning and repeats until the conductors stops the reading.

Audience – This group should stand opposite the symphony and evaluate how well they can understand the tongue twisters. Don't let the audience see the tongue twister scripts. Ask the audience to tell the meaning of what they symphony is saying or repeat the tongue twister.

Tongue Twister #1

Whether the weather be cold
Whether the weather be hot
We'll be together whatever the weather
Whether we like it or not

Tongue Twister #2

I bought a bit of baking powder and baked a batch of biscuits.
I brought a big basket of biscuits back to the bakery and baked a basket of big biscuits.
Then I took the big basket of biscuits and the basket of big biscuits and mixed the big biscuits with the basket of biscuits that was next to the big basket and put a bunch of biscuits from the basket into a biscuit mixer and brought the basket of biscuits and the box of mixed biscuits and the biscuit mixer to the bakery and opened a tin of sardines.

Tongue Twister #3

A sick sparrow sang six sad spring songs sitting sheltering under a squat shrub.
A nightingale knew no night was nicer than a nice night to sing his nocturnals.
A rhinoceros rushed into a restaurant and ordered ribs of beef, rabbit, rolls, radishes, rhubarb pie, and rice.
A dozen double damask dinner napkins.
A single solid silver sifter sifts sifted sugar.
A rural ruler should be truly rural and recognize rural rivalry.
An artist went to sea to see what he could see at sea to draw but all the artist saw at sea is what we always see at sea.
A roving raven on the roofing, raving.

Feedback Worksheet

INFORMATIVE (DEMONSTRATION) SPEECH

Speaker's Name: _____

Rate the following aspects of the speech presentation from 1 (needs improvement) to 5 (excellent) by circling the appropriate number.

	Excellent			Needs Improvement	
Gained attention & interest	5	4	3	2	1
Introduced topic ideas clearly	5	4	3	2	1
Organized ideas clearly	5	4	3	2	1
Developed & demonstrated each idea with enough detail w/i time limit	5	4	3	2	1
Used transitions between ideas	5	4	3	2	1
Used visuals to show & clarify main points/steps	5	4	3	2	1
Summarized ideas presented	5	4	3	2	1
Reinforced central idea	5	4	3	2	1
Closed presentation creatively	5	4	3	2	1
Kept eye contact	5	4	3	2	1
Use of voice, body & gestures	5	4	3	2	1

List 3 Strengths of the Presentation: _____

List 3 Suggestions for Improvement: _____

Research Your Topic



TIME:

15-30 minutes

MATERIALS NEEDED:

Activity 1 – Credible Resources; You Decide

- Credible Resources: You Decide Worksheet
- Pen/Pencil
- Optional: phone, tablet, or computer with web access

OBJECTIVES:

The 4-H member will:

- Using pre-search to narrow your topic
- Understand strategies to gather materials and evidence to support your topic
- Reliable/Credible sources for your speech
- Referencing and citing your sources of research and information

EXPLORE THE CONTENT:

What is PRE-Search? – Researching your topic is one of the most important parts of developing your speech. When people listen to your speech, they are taking in a great amount of information, processing it, and then making decisions about what you are saying. They could agree with you, disagree with you, or you could change their view on a topic. The audience is especially aware of the information you present to them. Is it true? Is it false? Does it contradict what I believe? The research you do that supports your topic can make or break the effectiveness of your speech. However, research does a little more than just support your topic. In other lessons that are designed to help you “select your topic,” it is important to remember that doing some research to help you narrow your topic is just as important as the research you do once you have decided on your topic. That is called “pre-search.”

Sometimes you think you have your topic identified and know what message you want to deliver. However, doing a little pre-search on your topic might help you narrow your focus a little and really zoom into a more captivating idea that will draw your audience into your speech. Consider it research but remember that it might result in you changing the direction to your speech a little, and that is OK.

Where do I find information about my topic? - The best thing to do is go to Google and just type in your topic, right? Voilá! There is all the information I need, right? Wrong! Ok, then where and how to I gather my information and research for my topic? Here are some strategies you should follow when researching your topic and your speech:

- Start early
- Print/Save your materials and mark them
- Take notes
- Use a variety of sources

Starting early is very important to developing a speech that is true to the topic and is well-supported by facts. Sometimes, people want to write their speech based on their own knowledge of the subject, then “find” research that supports what message they are trying to deliver. Assuming your audience will not see through that dust cloud is a mistake. Your research should start early in the development of your speech, as noted by the PRE-search described earlier. Start early in your speech-writing process and then continue the research throughout the process.

In today’s environment when people rely on the internet to search for information, it is easy to find information (accurate or not),



read it, then move on to other information without keeping any real collection of information. If you can print it, that is preferable (be sure to include headers/footers) and include not only the name or the resource, but also where it is located and the publisher of the information. If you print it, then you can write in the margins, highlight information, etc. If you are savvy enough to do that electronically, great. The key is to have and keep your research information for referencing throughout your speech-writing process. You will need this information also when you create your bibliography or summary of credits during or at the conclusion of your speech.

Aside from making notations in your research documents, it is a good idea to also take notes that follow your research outline and help support your message. These notes are key points out of your research that you want or need to include in your speech content. The notes can include statistics, quotes, or even ideas about your topic that will help you deliver a convincing message.

Use a variety of sources when collecting research information. Much like a great CSI will always look for multiple sources of the same information to lead the investigator to the truth, a good speech will always be supported by a variety of sources that support the idea. Using a single source of information, even if the information is factual, will always leave room for doubt with the listener. Use the internet, use the library, use magazines, use newspapers, use books or use peer-reviewed journals or research papers that support your topic. This adds credibility and reliability to your information. The audience will appreciate that you have done a good job of researching your topic. One important detail about your research information is that it be current, especially if it is related to technology or medicine. The research and information about these topics change very quickly and often. It is OK to have an older perspective on your topic but be sure your research is up-to-date.

How do I know if my source is reliable/credible? – Anyone can put any viewpoint in a document and post it online or publish it in a magazine, book, or newspaper. The key to reliable information is not easy and a simple Google search is not a good choice. Consider the following things when deciding if a source of information is credible or reliable:

- Avoid Wikipedia as a single source or main source of information. You might consider it a secondary source. Review their references for primary sources of information.
- Use scholarly databases and sources (online or in libraries) like LexisNexis, InfoTrac, and EBSCO
- Use newspapers and magazines but avoid the editorials. Remember, they sometimes get it wrong.
- Should be an unbiased source and backed up by evidence. University of Maryland University College suggests that you ask the following questions:
 - » Is the source in-depth? Is it referenced with its own documented research or data?
 - » Who is the audience of the article? Is the information directed at researchers, professors, or the general population?
 - » What is the purpose of the source? Does it report original research, provide information, entertainment, news, industry?
 - » Is the source reputable? Does the source have its own bias? Have scholarly people reviewed it for accuracy?
 - » Is the source current for the topic? For example, research information about Facebook from 2004 may no longer be relevant or accurate today. Facebook has changed considerably since it was created in 2004.
 - » Is there supporting documentation? Are there charts, graphs, data, documentation, or illustrations that support the article?
- Tips on finding reliable sources of information
 - » Books – books can be found on just about any topic unless it is a recent, cutting-edge topic. However, books are considered a “secondary” source of information that generally cite original (primary) sources. Use books for secondary information or to find primary sources in the bibliography. You can have printed books found in physical libraries, a combination of physical libraries with electronic documents, and exclusively e-online libraries. Regardless of where you find them, they are a good source of secondary information.
 - » Periodicals/Magazines – Unlike pop-culture magazines, there are special-interest magazines that focus on

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things like the economy, health, sports, science, and much more. These also serve as a secondary source but may be a way to gather information and perhaps identify some actual research on your topic.

- » Newspapers and Blogs – another source of secondary research. These sources operate much like in the same way. Keep in mind that many times, articles in these types of sources carry some level of bias. However, they may serve to expose information about the audience, the topic, or some underlying primary research on the topic. Proceed with caution.
- » Encyclopedias – These sources provide short and very general type of information about a topic. They are available in both printed and electronic formats. You might consider using them on the front-end of your research to help you narrow your topic, but you won't find any great detail or supporting data for the information. This is not the same thing as Wikipedia. Anyone can add/edit/delete information on Wikipedia without supporting documentation for the edit.
- » Websites – This is such a general term that makes finding credible information a bit difficult. There is so much information on the internet and websites. One way to navigate the sea of information online is to follow these general rules about domains:
 - .com – these are commercial websites about or for companies and are generally used to promote a good, product, or service. Be sure any information is not biased.
 - .org - many professional organizations end in .org and simply because they are not “companies” does not mean they don't have their own biases. Be wary.
 - .edu – these are generally university websites and are usually reliable. But don't assume that all are credible or reliable. A university that does not have a department teaching and studying biophysics may not be as credible as a university that does.
 - .gov or .mil – these are government or military websites. These are generally your most reliable sources of information. Be aware of political websites used to affect public opinion or sway politics.
- In today's age, the term “fake news” has become quite popular. However, the concept is not new and has been around for centuries, but with the biased news media, the internet and social media it has become a “real” issue when looking up information and researching a topic. Kiely and Robertson (2016) suggest the key is you must check the source and consider the following when gathering your info from “news sources”:
 - » Consider the source – look at the website its contact information to see what their purpose is. Maybe it is simply entertainment, maybe not.
 - » Check the author – is the author credible or does the author even exist?
 - » Read beyond – dig deeper into the article. Don't just read the headline. Many of these are designed specifically to get a “click.”
 - » Supporting Sources – If there are links to sources, don't assume they are correct. Follow up on them to determine if in fact they are accurate.
 - » Check your own biases – sometimes we only need someone to tell us we are right for us to believe it.

Referencing & Citing Your Sources – You must give credit where credit is due. The information you collect in your research was created by someone else. You shouldn't claim any research or information as yours if you didn't do it yourself. But that is why references and citations are so important. It adds credibility to your speech, and it avoids you taking credit for work that someone else did.

There are many ways to reference your work in your speech. You reference your research within your speech or at the conclusion of your speech. Here are a few examples of how you can include citations and research in your speech:

Example 1: “In a 2019 article in the Journal of Adolescent Health studying 20,000 teens, it was determined that greater parental involvement with teens leads to teens better health as they become adults.”

Example 2: “Journal of Adolescent Health published a study that showed good parent-teen relationships resulted in healthier teens as they grew up.”

Activity 1 - Credible Resources? You Decide

Draw a line from the Source to the appropriate emoticon that indicates the likelihood of it being a credible and unbiased source for your research. Be prepared to defend your answer as to why you believe the source is credible or not. Also, think about what credible information could you get from each of these.

SOURCE

SAVE THE WHALES FOUNDATION

JOURNAL OF AMERICAN PEDIATRICS

THE WALL STREET JOURNAL

USCONGRESS.GOV

TEXAS BEEF COUNCIL (TEXASBEEF.COM)

MICHIGAN STATE UNIVERSITY (MSU.EDU)

TEXAS EDUCATION AGENCY (TEA.GOV)

AUTISMSPEAKS.ORG

SCIENCE.GOV

WIKIPEDIA.ORG

SMITHSONIAN MAGAZINE

ENCYCLOPEDIA BRITANNICA

WEBMD.COM

U.S. CENSUS BUREAU



Credible/Reliable



NOT Credible/Reliable

The important thing to remember is to record the following information about any and all information you find and use in your speech:

- Name of the Author(s)
- Title of the Article
- Date of the Article (including original publishing date)
- Where it was published (Book, journal, magazine, online?)? Be specific to include the name of the book, organization, publisher, URL etc.
- Page number, volume, etc.

DO:

Activity 1 – Credible Resources; You Decide

Distribute the worksheet to each participant. You can do this in pairs to allow for individual discussion between the two.

Ask participants to draw a line from the “Source” to the appropriate emoticon indicating whether they believe the source would be credible or not.

Ask participants to be able to defend why they selected the choice they made.

Optional: Allow participants to look up the referenced Source as an additional facet to the activity.

REFLECT:

As participants reflect on whether they feel a Source would be credible/reliable as a research source, acknowledge that some sources may provide good information but that they may also be biased on the topic. It is important to note to participants that even a bad Source can lead them in the right direction as it relates to credible or reliable research.

Consider the strengths and weaknesses of each source listed. What information could you get from any of the sources that would assist the participant in their speech?

REFERENCES:

- University of Maryland University College (n.d.) Is My Source Credible? (2019, March 25). Retrieved from <https://sites.umuc.edu/library/libhow/credibility.cfm>
- University of Minnesota Libraries Publishing (2016). Stand Up, Speak Out: The Practice and Ethics of Public Speaking (2019, March 25). Retrieved from https://saylordotorg.github.io/text_stand-up-speak-out-the-practice-and-ethics-of-public-speaking/s10-researching-your-speech.html
- Kiely, E. and Robertson, L. (2016). How to Spot Fake News. (2019, March 25). Retrieved from <https://www.factcheck.org/2016/11/how-to-spot-fake-news/>

Tips on Preparing Your Speech (From Public Speaking...4-H Style)

Select a Topic

Often you will be assigned a topic or theme for your talk. If you are given the opportunity to choose your own, speak on a subject in which you are interested or on one of which you have firsthand knowledge.

When a person deals with a subject about which he is familiar, he generally will make his best speech. Leave the literary masterpieces to the writers of books and prepare an effective talk that is brief, direct and positive. Use short words and sentences.

To decide if your selected topic is suitable, ask yourself these questions:

1. Does it fit me?
2. Does the topic fit my capabilities, knowledge, experience and intelligence?
3. Does the topic fit my audience?
 - a. Will the audience be interested in it?
 - b. Will the audience feel "this concerns me?"
4. Does the topic fit the occasion?
5. Can the topic be covered properly within the time allotted?

Plan Your Purpose

Every speech should have a purpose determined by the needs and interests of the audience and your own interests and capabilities. A speech may aim to:

- entertain
- inform
- stimulate (provoke inspirational or emotional reactions)
- convince or persuade
- actuate (secure action from the listeners)
- a combination of purposes.

Your first step in preparation is to **decide** the purpose of your speech.

Second, **write** out the purpose of your speech in clear and precise terms. If your purpose is to entertain, the approach will be different than if the purpose is to inform or persuade.

Third, write yourself dry on the subject. Use your own knowledge and experiences related to the topic. Drain your brain and put every idea you have on paper. Record each separate idea or fact on a 3x5-inch white notecard. Cards allow you to shift ideas or to delete ideas as you organize your speech.

Fourth, research the topic if needed. Use your local Extension office, library or even interview authorities in the field. Get as much information as possible. When you begin to prepare the second draft, be selective and cut the content to fit your allotted time. Most people speak at a rate of 120 to 137 words per minute, so time yourself. Let this mass of information rest a few days.

Organize Your Material

After your material has had time to rest, you are ready to read over the information and organize it into a basic outline. List the major headings and group your notecards to suit the points you wish to make.

Remember a speech is made up of three basic parts: the introduction, the body and the conclusion. Your thoughts must fall into one of these categories. Create your speech based on percentages.

1. Introduction is approximately 10 to 15 percent
2. Body is almost 75 percent
3. Conclusion is 10 percent

Introduction

The next step is to prepare your introduction. Someone has aptly stated, "Your first ten words are more important than your next ten minutes."

The introduction is short, but it should accomplish a great deal. If it is well-planned, you get the attention of your audience, make members want to listen and inform them that your subject concerns them.

Forget the ancient procedure of beginning the speech with statements such as: "Mr. Chairman, honored guests, ladies and gentlemen, it is a distinct pleasure to come before you this evening."

Simply respond with a polite "thank you" and immediately begin your speech.

Here are some example introductions to give your ideas.

1. A personal narrative is by far the best opening for a speech. If the speaker has a story that is pertinent, it will establish a common ground between himself, his subject and his audience.
2. A startling statement of fact can capture the audience's attention.
3. A quote is effective.
4. An appropriate story can capture the audience's attention at the outset.

Body

Write the body of your speech. This is the longest part of your presentation and gives the important facts you are covering. Select from two to five main points, depending on the length of the talk, and support each with at least two illustrations.

Take each point in turn. Select a lead sentence and expand on it. The basic thought should be concentrated in the first sentence. Each following sentence should relate directly to the basic thought of the total paragraph. In building your ideas, begin with something familiar to your audience. Move from the known to the unknown.

Remember to stick to the subject. The speech should be easy to follow and every bit of information should pertain to the purpose of the speech. Give concrete examples for the audience to remember.

Make your language simple and colorful. Help your audience visualize your presentation. Instead of saying "The tornado was 100 yards wide," you could say "Its path was as wide as a football field."

Conclusion

Next, write the conclusion. Since the conclusion is such a vital part of the presentation, spend adequate time on this area. Careful planning is needed; conclusions do not just happen. Your audience must be able to tell by your conclusion that you are "wrapping it up." Remember in your conclusion:

- Do not introduce new material.
- Avoid false endings.
- End with the idea you most want remembered.
- Summarize without repeating the speech.
- Stop talking before you begin walking away.

In planning your conclusion, consider the following suggestions.

- Summarize important points one by one.
- Use a quotation, a story or a poem that summarizes the importance of what you have said.
- Ask questions. For example, "What can you and I do about this problem or situation?"
- Then, answer the question by stating clearly what can be gained by acting, and what can be lost if action is not taken.
- Call for action on the part of the audience. Challenge them to do something.

Practice, Practice, Practice



EXPLORE THE CONTENT:

Volume & Decibels – One of the first things you need to determine about yourself before presenting any speech, is to evaluate your own natural level of speech. Some people normally speak at a lower volume than others. Some speak at a higher volume. This is important to know so that you can match your normal volume of speech with the location you will be giving your speech. We will discuss location and situations a little further in the lesson. For now, knowing what your normal level of speech is important. You can do this by simply talking normally with people and asking them if they think the “volume” in your natural voice is normal, low or high. By asking several people, you can get a starting point to determine your normal level of speech. Do you want to get technical? Decibels measure the intensity of sound. Normal speech between two people is about 50 to 60 decibels. People who normally speak loudly are around 65 decibels and those who normally speak softly are about 47 decibels. Consider downloading and using an App on your phone to measure your normal speaking volume. Who knows, you might learn something in the process. Just so you know, shouting is around 75 decibels.

The goal of working on your volume is about creating a comfortable sound level for the listeners. An uncomfortable volume can be either too high or too low. Volume levels that are too high can distract the audience, and a volume level that is too low can be frustrating when they cannot hear what the speaker is saying. You can impact the level of your speaking in several ways. Some things you can control, and some things you might not be able to control. Here are some tips to consider when working on creating a comfortable speaking and listening level between the speaker and audience.

- Raise the level of your voice slightly if you tend to speak softly or lower it a little if people tend to think you “shout” when you talk. Shouting is not a comfortable situation for your listeners.
- Don’t be the distracting noise. Keys or coins in your pocket can create distracting noise.
- Stand closer or further from your audience to increase or decrease the sound level without raising or lowering your voice.
- Raise or lower your voice according to distance to the audience, size of the room, background noise, or even acoustics.

TIME:

- 90 Minutes

MATERIALS NEEDED:

- Video camera
- Stop watch or timer
- Feedback Worksheet
- • Volume Level Worksheet & Script
- • (Optional) Downloaded App Sound Level! (iPhone free edition)
- • Pen/Pencil
- • Conducting Articulation Handout

OBJECTIVES:

- Learn how to adjust the volume of your speech
- Learn about articulation of words
- Learn to coordinate gestures and motion
- Learn how to use feedback to make



- Using a microphone doesn't necessarily increase the sound level. If you don't know how to use a microphone properly, or the equipment is not set properly, your volume can be too high or too low. Make sure when using a microphone to hold the mic up to your mouth like a "rock star." Move it away slightly if you need to lower the volume a little.
- Remember, raising and lowering your volume in your speech can add interest if used at the right moments to emphasize points or draw you in closer

Articulation – What is articulation? If pronunciation is how we put sounds together to make words and speech, then articulation is how well we do it. Like letters, words have their own sound. Articulation is how well we make those speech sounds so that others can hear and understand. Do you know someone who mumbles when they speak? Do you find yourself asking them, "what did you say?" or "quit mumbling!" The sounds they make are pronunciations, saying it well enough for others to understand is articulation. It is an art. When it comes to articulation, there are things you can do to help you make your speech easier to listen to and understand. Remember, this is different than volume. It is about speaking clearly and placing emphasis on every syllable of a word. Practicing to clearly pronounce every syllable of every word will help make your speech better because the whole idea is for your listener to both hear AND understand what you are saying.

Gestures & Motion – Just as volume can add interest to your speech, so can gestures and movement. They can also be distracting if you are not careful. What do I do with my arms and hands? What about moving around in front of my audience. Movement and gestures by themselves do not add to the interest of your speech. It is all about how and when you use them that makes all the difference.

Gestures with your arms and hands are an important part of the visual picture when you speak. They can reinforce the words and ideas that you are trying to communicate. They should be natural and relaxed, not rehearsed and robotic. You want your gestures to emphasize your point, not be the point. Sometimes we have gestures that we make without thinking about them, perhaps because we are nervous. Not being aware of the gestures can send the wrong message if you are not careful. Here are some non-verbal message you can send with your arms and hands without knowing it:

- Hands on hips – overbearing, parental, or condescending
- Crossed arms in front of you – disagree, stay away, protectionist
- Hands crossed in front – feel weak, timid, or afraid
- Hands in your pockets – nervous!
- Hands down by your side – relaxed and confident. But don't be a robot.

If your intent is to convey any of those messages, then by all means use them. Otherwise be cautious of how and where you place your arms and hands. Here are some types of gestures you can use to add interest to you speech:

- Symbolic gestures – words, numbers, or position
 - » Hand up to signal "stop"
 - » Thumbs up to signal "agree"
 - » Fingers to represent numbers, like number three "3"
 - » Pointing to represent up, down, behind, etc.
- Descriptive gestures – ideas or movement
 - » Spreading hands apart to show length (like how big the fish was)
 - » Using hands to outline a shape (round or square)
 - » Swaying hands to represent movement
- Emotional gestures – feelings
 - » Fist to show anger or defiance
 - » Palms together to signify pleading
 - » Pointed finger (like an accusatory parent might do)

The most effective gestures are those that seem or appear natural. Practice or rehearsed gestures only convey that you practiced them, not the message you intended to convey.

Motion is also used in public speaking to add interest and help lead the listener in a specific direction. For example, stepping forward implies that you are getting to an important part of your speech. It adds a little tension to the moment as you get closer to your audience. Stepping back, on the other hand, communicates that you are concluding a point or your message and allows the listener to relax a little. Side to side movement can be used as your transition from one topic, subject or point to another. Moving your body around can help support the points you are trying to make, attract the audience's attention, and even helps you burn nervous energy. However, it must be controlled and purposeful in order for it to be effective. Never move without a reason. Too much movement, even the right kind, can become distracting. This is especially true if it looks rehearsed. Counting steps in repetitive movements can draw the attention away from what you are saying and the listener quits listening and becomes a watcher.

Consider have three spots that you move to and from. One spot should be you "home" and the others are located to the left and the right. Use the collection of spots to draw attention to you and your message. Rotate through them like a mouse in a maze and you are sure to miss the cheese.

Feedback and adjustments – One of the best ways to get feedback is to practice your speech in front of others. Ask them to give you some constructive criticism. Many would say that "practice makes perfect." However, practicing over and over again without any constructive feedback only makes you good at doing it wrong. Consider saying the speech in the mirror and watching yourself. Remember to look at gestures and movement. One additional tool you can use is the video camera on your cell phone. Record yourself delivering your speech. Try to replicate the environment where you will be giving your speech to allow for room noise, volume level, and movement.

Don't simply focus on the subjects covered in this lesson. You should be critical of the content of your speech, including its organization, supporting research, and the delivery. Consider using a standard peer feedback form that you can get specific feedback on different parts of your delivery. The Texas 4-H Public Speaking scoresheet is one good resource you can use for feedback. Don't forget to time yourself and see where you fall within your allotted time to deliver your speech. Speeding up or slowing down should only be used to make very minor adjustments to the length of your speech. Major adjustments that require you to shave or add 10% of more of your presentation will likely require you to edit your content.

Most important is Practice, Practice, Practice.

DO:

Activity 1: Measuring Volume

Instructions:

- Distribute the worksheet and script to each participant. Optional tool could be to have at participants download the Sound Level! app and use it to measure decibels.
- Ask participants to read the script in their normal "speaking" voice. Have others in the audience play the audience/listener role and record their listening level on the worksheet. Use this activity with several volunteers to allow others to see differences in volume levels of speakers and listener level preferences.

REFLECT:

Ask participants to offer general feedback about each person reading the script. Discuss how voices naturally vary in terms of volume. Offer participants the opportunity to respond from different parts of the room, which reinforces the idea that position in the room of the speaker/listener is important. This puts the speaker in the listener position and the listener in the speaker position when the responding to questions from the facilitator.

Be sure to discuss other facets of volume, including background noise and other factors that might affect how the room or setup of the room affects the listener's ability to hear the speaker. Is the room too small or too big? Are there noises coming from outside (like an air conditioner). Are the acoustics in the room poor? Use these questions to discuss among all participant how they can adjust their own volume in different circumstances. Explore other experiences they might have with rooms, noise, volume, microphones, etc..

DO:**Activity 2: Conducting Articulation**

Instructions:

- Distribute the handout to all participants
- Put the participants in small groups that are spread out enough to work simultaneously. This is a vocal exercise. If you have room limitations, you can do this as one group.
- Ask participants to rotate through the different roles (conductors, conductees, and listeners).

REFLECT:

Ask participants the share their experiences in the different roles. Consider using the following questions as discussion and reflection points:

- What did they hear?
- When did they hear better?
- What makes it clearer or harder to understand?

Tongue twisters on their own are very challenging. When you change volume or speed, it can dramatically increase or decrease the ability of the listener to hear what is being said (or articulated). How does this relate to speaking in front of a group? Some may need to slow down, while others may need to speed up a little. The key is to focus on pronouncing syllables and words, and more importantly ARTICULATING your speech.

Activity 1 – Measuring Volume Worksheet

Identify someone to be a “speaker” and others to be “listeners.” Put the “speaker” in the presenter position in front of the audience. Scatter “listeners” around the room. Have them note where in the room they are (far, close, side, etc.).

Speaker Script

The “speaker” can read the following as part of this activity. Be sure the speaker is in the “speaker” location.

“Head, Heart, Hands, and Health are the four Hs in 4-H, and they are the four values members work on through fun and engaging programs. All club members, at the beginning of every 4-H meeting should recite the 4-H Motto and 4-H Pledge. That would sound something like this:

In support of the 4-H club motto, To Make the Best Better. 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.

Thank you for your time and attention.”

Listener Log

Speaker Name	Listener Location	Volume Level	Decibals (optional)	Other Sound Notes
Example: Mary	_**_ Front/close _____ Side _____ Back / Far	_____ Too high _**_ Just right _____ Too low	_58_ speaking _42_ not speaking	Noise coming from other room. No microphone.

Research Your Topic

**TIME:**

- 90 Minutes

MATERIALS NEEDED:

- Credible Resources: You Decide Worksheet
- Pen/Pencil
- Optional: phone, tablet, or computer with web access

OBJECTIVES:

Participants will

- Using pre-search to narrow your topic
- Understand strategies to gather materials and evidence to support your topic
- Reliable/Credible sources for your speech
- Referencing and citing your sources of research and information

EXPLORE THE CONTENT:

What is PRE-Search? – Researching your topic is one of the most important parts of developing your speech. When people listen to your speech, they are taking in a great amount of information, processing it, and then making decisions about what you are saying. They could agree with you, disagree with you, or you could change their view on a topic. The audience is especially aware of the information you present to them. Is it true? Is it false? Does it contradict what I believe? The research you do that supports your topic can make or break the effectiveness of your speech. However, research does a little more than just support your topic. In other lessons that are designed to help you “select your topic,” it is important to remember that doing some research to help you narrow your topic is just as important as the research you do once you have decided on your topic. That is called “pre-search.”

Sometimes you think you have your topic identified and know what message you want to deliver. However, doing a little pre-search on your topic might help you narrow your focus a little and really zoom into a more captivating idea that will draw your audience into your speech. Consider it research but remember that it might result in you changing the direction to your speech a little, and that is OK.

Where do I find information about my topic? - The best thing to do is go to Google and just type in your topic, right? Voilà! There is all the information I need, right? Wrong! Ok, then where and how to I gather my information and research for my topic? Here are some strategies you should follow when researching your topic and your speech:

- Start early
- Print/Save your materials and mark them
- Take notes
- Use a variety of sources

Starting early is very important to developing a speech that is true to the topic and is well-supported by facts. Sometimes, people want to write their speech based on their own knowledge of the subject, then “find” research that supports what message they are trying to deliver. Assuming your audience will not see through that dust cloud is a mistake. Your research should start early in the development of your speech, as noted by the PRE-search described earlier. Start early in your speech-writing process and then continue the research throughout the process.



In today's environment when people rely on the internet to search for information, it is easy to find information (accurate or not), read it, then move on to other information without keeping any real collection of information. If you can print it, that is preferable (be sure to include headers/footers) and include not only the name or the resource, but also where it is located and the publisher of the information. If you print it, then you can write in the margins, highlight information, etc. If you are savvy enough to do that electronically, great. The key is to have and keep your research information for referencing throughout your speech-writing process. You will need this information also when you create your bibliography or summary of credits during or at the conclusion of your speech.

Aside from making notations in your research documents, it is a good idea to also take notes that follow your research outline and help support your message. These notes are key points out of your research that you want or need to include in your speech content. The notes can include statistics, quotes, or even ideas about your topic that will help you deliver a convincing message.

Use a variety of sources when collecting research information. Much like a great CSI will always look for multiple sources of the same information to lead the investigator to the truth, a good speech will always be supported by a variety of sources that support the idea. Using a single source of information, even if the information is factual, will always leave room for doubt with the listener. Use the internet, use the library, use magazines, use newspapers, use books or use peer-reviewed journals or research papers that support your topic. This adds credibility and reliability to your information. The audience will appreciate that you have done a good job of researching your topic. One important detail about your research information is that it be current, especially if it is related to technology or medicine. The research and information about these topics change very quickly and often. It is OK to have an older perspective on your topic but be sure your research is up-to-date.

How do I know if my source is reliable/credible? – Anyone can put any viewpoint in a document and post it online or publish it in a magazine, book, or newspaper. The key to reliable information is not easy and a simple Google search is not a good choice. Consider the following things when deciding if a source of information is credible or reliable:

- Avoid Wikipedia as a single source or main source of information. You might consider it a secondary source. Review their references for primary sources of information.
- Use scholarly databases and sources (online or in libraries) like LexisNexis, InfoTrac, and EBSCO
- Use newspapers and magazines but avoid the editorials. Remember, they sometimes get it wrong.
- Should be an unbiased source and backed up by evidence. University of Maryland University College suggests that you ask the following questions:
 - » Is the source in-depth? Is it referenced with its own documented research or data?
 - » Who is the audience of the article? Is the information directed at researchers, professors, or the general population?
 - » What is the purpose of the source? Does it report original research, provide information, entertainment, news, industry?
 - » Is the source reputable? Does the source have its own bias? Have scholarly people reviewed it for accuracy?
 - » Is the source current for the topic? For example, research information about Facebook from 2004 may no longer be relevant or accurate today. Facebook has changed considerably since it was created in 2004.
 - » Is there supporting documentation? Are there charts, graphs, data, documentation, or illustrations that support the article?
- Tips on finding reliable sources of information
 - » Books – books can be found on just about any topic unless it is a recent, cutting-edge topic. However, books are considered a “secondary” source of information that generally cite original (primary) sources. Use books for secondary information or to find primary sources in the bibliography. You can have printed books found in physical libraries, a combination of physical libraries with electronic documents, and exclusively e-online libraries. Regardless of where you find them, they are a good source of secondary information.

- » Periodicals/Magazines – Unlike pop-culture magazines, there are special-interest magazines that focus on things like the economy, health, sports, science, and much more. These also serve as a secondary source but may be a way to gather information and perhaps identify some actual research on your topic.
- » Newspapers and Blogs – another source of secondary research. These sources operate much like in the same way. Keep in mind that many times, articles in these types of sources carry some level of bias. However, they may serve to expose information about the audience, the topic, or some underlying primary research on the topic. Proceed with caution.
- » Encyclopedias – These sources provide short and very general type of information about a topic. They are available in both printed and electronic formats. You might consider using them on the front-end of your research to help you narrow your topic, but you won't find any great detail or supporting data for the information. This is not the same thing as Wikipedia. Anyone can add/edit/delete information on Wikipedia without supporting documentation for the edit.
- » Websites – This is such a general term that makes finding credible information a bit difficult. There is so much information on the internet and websites. One way to navigate the sea of information online is to follow these general rules about domains:
 - ▶ .com – these are commercial websites about or for companies and are generally used to promote a good, product, or service. Be sure any information is not biased.
 - ▶ .org - many professional organizations end in .org and simply because they are not “companies” does not mean they don't have their own biases. Be wary.
 - ▶ .edu – these are generally university websites and are usually reliable. But don't assume that all are credible or reliable. A university that does not have a department teaching and studying biophysics may not be as credible as a university that does.
 - ▶ .gov or .mil – these are government or military websites. These are generally your most reliable sources of information. Be aware of political websites used to affect public opinion or sway politics.
- In today's age, the term “fake news” has become quite popular. However, the concept is not new and has been around for centuries, but with the biased news media, the internet and social media it has become a “real” issue when looking up information and researching a topic. Kiely and Robertson (2016) suggest the key is you must check the source and consider the following when gathering your info from “news sources”:
 - » Consider the source – look at the website its contact information to see what their purpose is. Maybe it is simply entertainment, maybe not.
 - » Check the author – is the author credible or does the author even exist?
 - » Read beyond – dig deeper into the article. Don't just read the headline. Many of these are designed specifically to get a “click.”
 - » Supporting Sources – If there are links to sources, don't assume they are correct. Follow up on them to determine if in fact they are accurate.
 - » Check your own biases – sometimes we only need someone to tell us we are right for us to believe it.

Referencing & Citing Your Sources – You must give credit where credit is due. The information you collect in your research was created by someone else. You shouldn't claim any research or information as yours if you didn't do it yourself. But that is why references and citations are so important. It adds credibility to your speech, and it avoids you taking credit for work that someone else did.

There are many ways to reference your work in your speech. You reference your research within your speech or at the conclusion of your speech. Here are a few examples of how you can include citations and research in your speech:

Example 1: “In a 2019 article in the Journal of Adolescent Health studying 20,000 teens, it was determined that greater parental involvement with teens leads to teens better health as they become adults.”

Example 2: “Journal of Adolescent Health published a study that showed good parent-teen relationships resulted in healthier teens as they grew up.”

The important thing to remember is to record the following information about any and all information you find and use in your speech:

- Name of the Author(s)
- Title of the Article
- Date of the Article (including original publishing date)
- Where it was published (Book, journal, magazine, online?)? Be specific to include the name of the book, organization, publisher, URL etc.
- Page number, volume, etc.

DO:

Activity 1 – Credible Resources; You Decide

Instructions:

- Distribute the worksheet to each participant. You can do this in pairs to allow for individual discussion between the two.
- Ask participants to draw a line from the “Source” to the appropriate emoticon indicating whether they believe the source would be credible or not.
- Ask participants to be able to defend why they selected the choice they made.
- Optional: Allow participants to look up the referenced Source as an additional facet to the activity.

REFLECT:

As participants reflect on whether they feel a Source would be credible/reliable as a research source, acknowledge that some sources may provide good information but that they may also be biased on the topic. It is important to note to participants that even a bad Source can lead them in the right direction as it relates to credible or reliable research.

Consider the strengths and weaknesses of each source listed. What information could you get from any of the sources that would assist the participant in their speech?

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