



Discovering the Treasure



of Public Speaking

Member Project Guide

This guide is to help you become the best public speaker you can! Learning to speak in public is a treasure hunting experience that allows you to discover your ability as a public speaker.

Activities are arranged to help you learn how to write and give a speech from beginning to end. This project has no time limit. When you feel you have mastered an area, it is time to move on to the next section. After you have completed this project book, you will be able to move on to Unit 2 in the public speaking series.

Choose a project helper to support you. Your helper can be 4-H leader, a parent or other older individual that will meet with you and help you when needed. Write the name of your helper below.

My Project

Helper: _____

Phone: _____

Helper's Notes for Unit 1

Public Speaking Unit I is aimed at helping beginners to speak publicly - primarily 9 to 12 year olds. This can vary with the member's experience and competence in public speaking. Unit I is focused on the development and how-to of giving a speech. Beginning speeches can vary in length, but a standard is 3 to 5 minutes.

This project has no time limit. The goal is to have members confidently give speeches by doing research, practicing, and preparing. This project can be repeated many times. It has been developed to help members gain an understanding of research, speech writing, and public speaking.

When the member feels they are comfortable to move on to the next level, Public Speaking Unit II may be explored.

4-H Public Speaking Events and Contests.

Once the 4-H'er has mastered the basics of public speaking, they can participate in the challenge of competing in many other 4H events and contests for additional recognition. Check your local 4-H Extension Office for details.





Treasure Hunting Guide

You are now ready to begin your discovery of the treasure inside of you - a great public speaker! Look for the picture of the treasure chest for the start of a new chapter. This means you will experience new activities as your journey continues in search of public speaking skills.



Chapter 1 - Uncovering Clues - Researching and Selecting a Topic -

This chapter is designed to help you become familiar with different sources of information, learn the difference between fact and fiction, and help you select a topic.



Chapter 2 - Types of Loot - Types of Speeches - In this chapter, you will learn different types of speeches and where the different types of speeches would be used.



Chapter 3 - Reading a Treasure Map - Writing Your Speech - This chapter helps you to become familiar with the parts of a speech, how to organize a speech, and methods to help you write a speech.



Chapter 4 - Finding the Treasure - Delivering Your Speech - You will have the opportunity to prepare, practice, and deliver a speech of your own. Experience the thrill of giving your first speech!



Chapter 5 - Determining Value - Critiquing - In this chapter, you will have the opportunity to critique others, critique yourself, and learn to use a competitive scorecard.



Chapter 6 - Becoming a Treasure Hunter - Careers - Many careers involve public speaking. You will discover a few that involve this skill and how public speaking relates to their job.

... And Away We Go!!



Record your project goals and activities in the guide. Work with your project helper as you complete each activity.

Year: _____

My Project _____

Project Planning

Interest Areas and Activities	Date Completed	Helper Initials
Chapter 1: Uncovering Clues		
1. Current Events	_____	_____
2. Journals	_____	_____
Chapter 2: Types of Loot		
1. Records	_____	_____
2. About Yourself	_____	_____
3. Show and Tell	_____	_____
Chapter 3: Reading a Treasure Map		
1. Three Times	_____	_____
2a. You are Here	_____	_____
2b. X Marks the Spot	_____	_____
3. Identification	_____	_____
4. Scramble	_____	_____
Chapter 4: Finding the Treasure		
1. Preparation	_____	_____
2. Practice	_____	_____
3. Delivery	_____	_____
Chapter 5: Determining the Value		
1. Others	_____	_____
2. Yourself	_____	_____
3. You Be the Judge	_____	_____
Chapter 6: Becoming a Treasure Hunter		
1. Identification	_____	_____

Project Guidelines

- ✘ Complete the activities in each section.
- ✘ Practice and develop the life skills learning to learn, decision making, problem solving, critical thinking, goal setting, planning and organizing, wise use of resources, keeping records, communication, social skills, leadership, and self-motivation.
- ✘ Increase your knowledge about public speaking and improve your skills needed to be a public speaker.
- ✘ Evaluate project experiences with your helper/leader.

Chapter 1: Uncovering Clues



The first step to any activity, whether it be treasure hunting or public speaking, is to learn your material. Uncovering clues is the beginning of a treasure hunt. You must first learn where the treasure is, who put it there, and why it is there in the first place. This is the same with public speaking.

You uncover clues to help you determine a topic and what key points to make. Researching your topic allows you to be a treasure hunter. You are hunting for clues that will lead you to become a treasure of a public speaker. This is the basis of all public speaking and often takes the most time.

Current Events

Before you begin working on a speech, you must have an idea of what you want to speak about. A good way to decide is to look at current events that are happening around you and find something that interests you.



To Do

From the chart on the next page, select several forms of media to find a current event you are interested in. Fill in the name of the media (magazine name, TV station, radio station), the date the current event was released and the main topic of the current event.

Type of Media	Name of Media	Date of Release	Title and Main Topic
Television			
Radio			
Magazine			
Newspaper			
Other (specify)			

Now that you have several current events you are interested in, choose one to tell your 4-H club about. Fill in the areas below to help you decide what to talk about.

Title of Current Event: _____

Where you found it and when it was released: _____

Main Topic: _____

Point #1: _____

Point #2: _____

Point # 3: _____

What does this all mean: _____

Why does it interest you?: _____

Did You Know?
Main Topic - the idea that the story, speech, or article is based on.
Supporting Detail - information that helps to explain/relate the topic.

Continue following the development of your current event. If more information is released about it, list below when it was released, where it was released, and any new main topics about your current event.

Current Event:			
Name of Media	Date of Release	Main Topic	Supporting Details

Tell me what you think, Matey! Tell me what you think!

How did you decide which topic to talk about?

Which type of media provided the most information for you?

Which type of media was the hardest to understand?

Why is it good to look at several types of information when researching a speech?

Now, show me what you did, Matey, Show me what you did!

Did the current events provide a main topic and supporting details? Why is this important? Do you need to do this when you speak?

Talk about how you felt telling your 4-H club about your current event.

How does knowing about current events help you when researching information for a speech?





One Eyed Jack's Journals

Treasure hunting can be very dangerous. By uncovering clues, you can stay alert to who else is looking for treasure, what the weather is before you sail, and what kind of treasure it is. This is the same with public speaking. In public speaking, it is best to have the most current, up-to-date information you can get.

To Do

Petey is getting ready to go treasure hunting for treasure his great-grandfather hid 75 years ago. Petey doesn't know where to begin. Petey has found great-grandfather One-Eyed Jack's journals with entries that will help Petey on his treasure hunting journey.

Ship's Log - May 20

We came across the treasure we had been looking for. We've been following it's trail for over a month. The problem is that we were followed here by pirates, so we were not going to be able to move the treasure off the island. The island is not inhabited. It is just a small, jungle island. It's surrounded by several other small islands, but this one is distinctive because it has a bay. We're going to hide it and come back for it later when the coast is clear.

Jack

Ships Log - April 2

Today, my ship sailed south. We are looking for treasure and have decided the best place to look would be on an island. Before we left Florida we cleaned the ship from top to bottom. We can't start a journey with a dirty ship. My crew is in good spirits about this journey. We are all feeling lucky.

Ship's Log - May 16

We came across the treasure we had been looking for. We've been following it's trail for over a month. The problem is that we were followed here by pirates, so we were not going to be able to move the treasure off the island. The island is not inhabited. It is just a small, jungle island. It's surrounded by several other small islands, but this one is distinctive because it has a bay. We're going to hide it and come back for it later when the coast is clear.

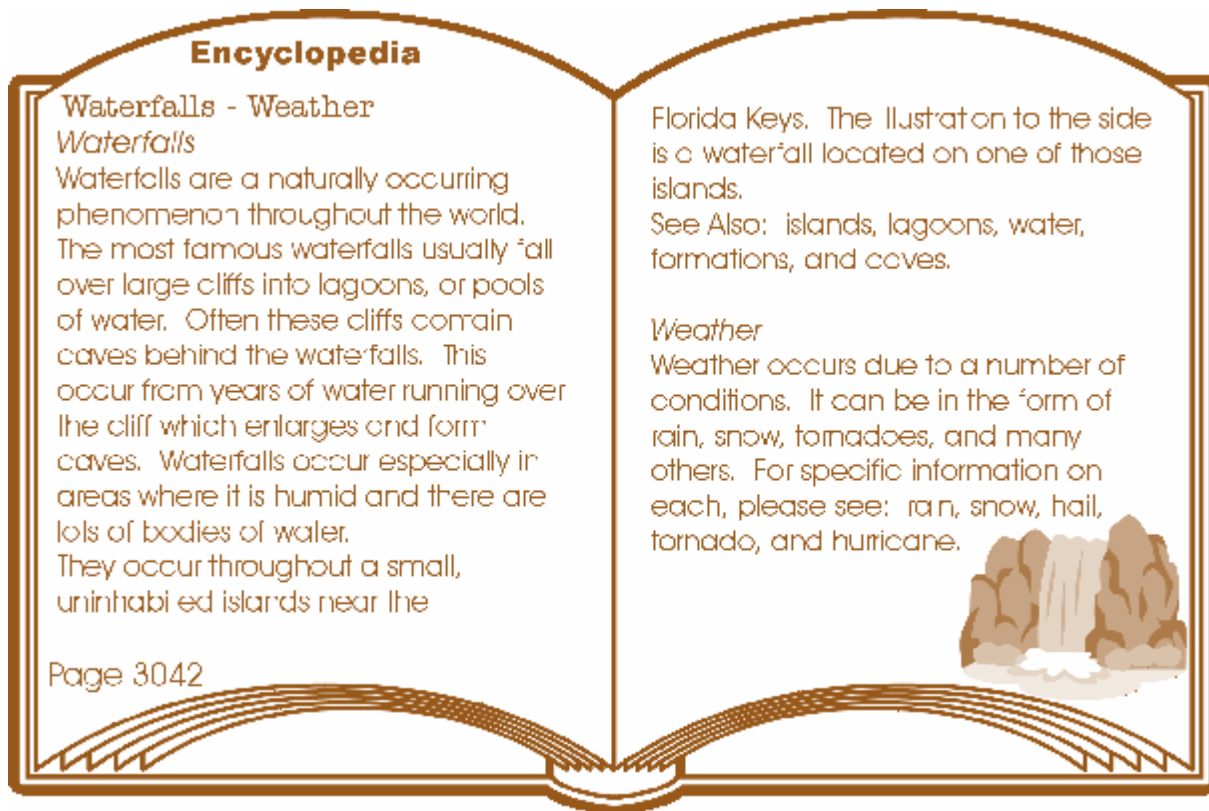
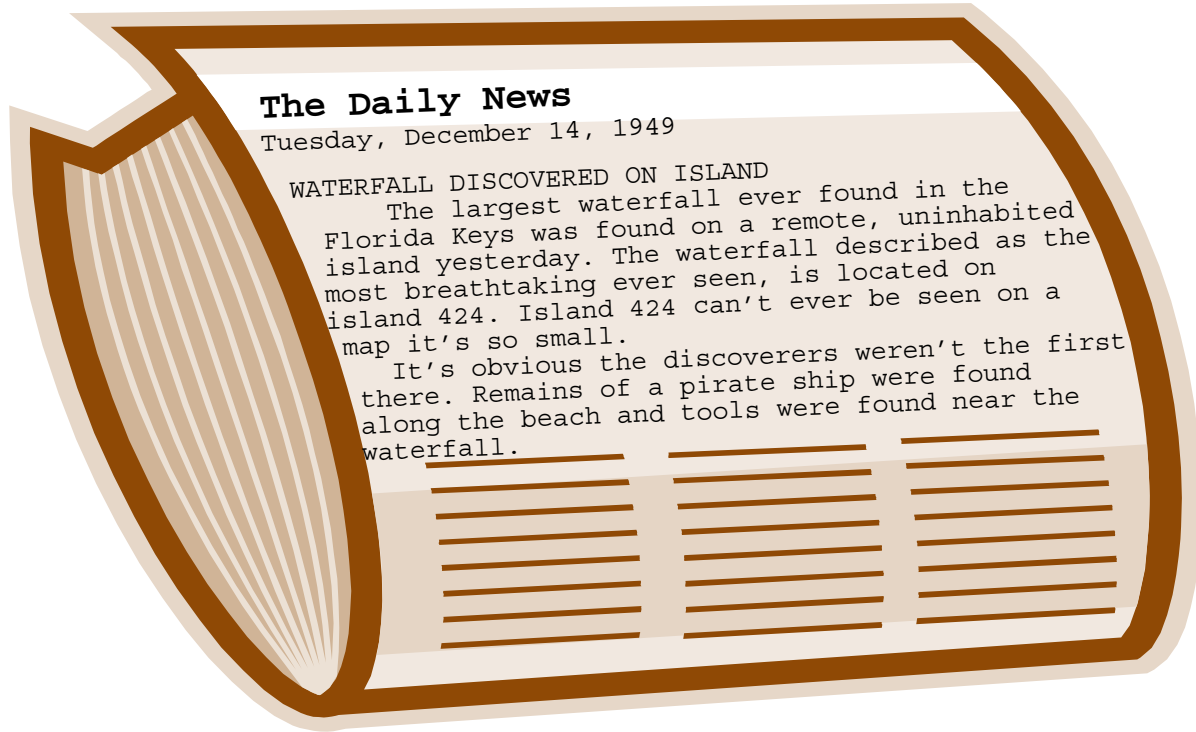
Jack

Ship's Log - July 30

We finally made it home. We had some more trouble with the pirates on the way. It'll be a long while before we get to go back for the treasure. It should be safe until we get back.

Jack

Things have changed a lot in 75 years and Petey also needs to have current information about where he's going and how he is going to get there. Help Petey decide where to look for the treasure by uncovering clues in the journal and other information sources such as encyclopedias, web pages, newspapers, and others.



Record the clues you have identified from the sources and put the clues together to help Petey locate the treasure.

Are Petey's clues **FACT** or **OPINION**? Mark the boxes for each clue.

ONE-EYED JACK'S JOURNALS

Clue 1 _____

Clue 2 _____

Clue 3 _____

ONE-EYED JACK'S JOURNALS

Clue 1 _____

Clue 2 _____

Clue 3 _____

ONE-EYED JACK'S JOURNALS

Clue 1 _____

Clue 2 _____

Clue 3 _____

Fact	OR	Opinion
<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
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Fact vs. Opinion



When researching, it is also important to know the difference between **FACT** and **OPINION**. Fact is information that has been proven as true. Opinion is information that someone believes as truth, but may not have been proven. You have to be careful with information that is opinion because it may not always be true. Before using any information that is opinion, you should back it up by looking in another source that would only contain facts.

Tell me what you think, Matey! Tell me what you think!



Why is it important to know the difference between fact and opinion?

Will your research help Petey decide where to begin his treasure hunting?

Why is research important in public speaking?

Did you have enough information to help Petey?

Where else would you look for information?

Now, show me what you did, Matey, Show me what you did!



Danger!

Do's and Don'ts of Public Speaking

- × Know the difference between fact and opinion.
- × Use several sources when researching.
- × Be careful when using someone's opinion in a speech. Be sure to back it up with a fact.



Sailing on. . .



- × Use more sources in your next speech.
- × Interview someone for a personal account of an experience. But, make sure you know the difference between fact and opinion.



Chapter 2: Types of Loot

Loot, or treasure, is what treasure hunting is all about. When treasure hunting, you need to know what types of loot there are. This helps in the hunting and finding of the loot.

Speeches are a lot like loot. They are the finished product of all your hard work.

As you begin public speaking, it is important to know the different types of speeches. Different speeches are used for different settings and occasions. With loot, there are many different types including gold and silver coins, diamonds, rubies, emeralds, pearls, and

many others. There are several forms of public speaking, but they differ in how they are used and what information they provide to people.

We will focus on prepared, project/personal, and demonstrations in this unit, specifically the prepared speech. In Unit 2, you will learn to perform impromptu speeches. Introductions, inspirational thoughts, and reports are other forms of public speaking which you may be asked to do from time to time. Definitions are listed in the glossary in the back.



Types of Speeches

Prepared
Project
Personal
Presentations
Demonstrations
Impromptu
Introduction
Reports

Record Keeping

To keep track of what kinds of "loot" you discover, treasure hunters need to keep records, so that everything is well documented. This is the same with speeches. You will need to keep records of what type of speeches you have done or will do. This way you can make sure you explore all areas of public speaking.



To Do

Now that you know the different types of speeches, record below what you have done in the past. List what type of speech it was, when you did it, the title or theme of the speech, and who it was given to. At the end of this unit, there is a record sheet that will allow you to record all of the speeches that you do in this project. This sheet is just to allow you to identify what **you have done in the past.**

Record of Past Public Speaking			
Type of Speech	Date	Title	Audience/Location

Now, see how many of each type of speeches you can identify. These speeches can be given by anyone else, just not yourself. A mayor giving a speech on Veterans Day might be an example of a prepared speech. See how many you can identify.

<u>Project/Personal Speeches</u> ➤ ➤	<u>Impromptu</u> ➤ ➤
<u>Presentations/Demonstrations</u> ➤ ➤	<u>Thought for the Day</u> ➤ ➤
<u>Prepared</u> ➤ ➤	<u>Reports</u> ➤ ➤
<u>Introduction</u> ➤ ➤	<u>Other</u> ➤ ➤

Tell me what you think, Matey! Tell me what you think!



Was it easy identifying the different types of speeches?

- Which was harder to identify - a speech you had given or a speech someone else gave?

Write down how you learned to identify speeches.

Describe differences you saw between the various types of speeches.

Now, show me what you did, Matey, Show me what you did!



About Yourself

One of the best ways to get started with public speaking is by doing a speech on something you are familiar with. What is the thing you are most familiar with? Yourself! A speech about yourself or something you are involved in, such as a 4-H project, will help you to begin public speaking. This type of speech can be classified as a project/personal speech and will help you on your way to becoming a great public speaker!



To Do

Begin your speech by introducing yourself and telling a few facts about yourself such as how old you are, where you are from, and what 4-H club you are in. You can then tell the audience what you are going to speak about and why it is important to you. Remember to elaborate on your topic so everyone understands what you are speaking about.

Ideas for Project/Personal Speeches

What 4-H Means to Me
Why I Belong to 4-H
This Week in School...
My Pet and I
My Family

Tell me what you think, Matey! Tell me what you think!

Was it easy to talk about yourself?

Do you think it would be easier to talk about something other than yourself? If so, what?

Now, show me what you did, Matey, Show me what you did!

Write down why you think being able to do a speech about yourself is important.





Show and Tell

One type of speech is an illustrated talk or demonstration. This is a very common type of speech for 4-Hers. It usually consists of showing or telling someone how to do something. It often has props or visual aids that help to show what you are trying to explain.

To Do: Project Demonstration or Illustrated Talk

Think about a project you have recently finished or are currently working on. Pick out several interesting things about this project. Concentrate on activities that you know you can show someone else how to do. You are going to be the teacher and your 4-H club members or classroom will be the students.

Demonstration Ideas

How to Groom a Show Calf
Sewing on a Button
Making Brownies
Potting a Plant

How to Make the Best Use of Visual Aids

- × Stand beside your visual aid - not between it and the audience.
- × Talk to the audience - not the visual aid.
- × Point out key points to your audience as appropriate. Use the arm that is closer to the visual aid.
- × Display visuals when needed, remove or cover it when not.
- × Be sure that a visual is readable, simple, uncluttered. Busy visuals are distracting. Size is important - check to see visibility in relation to room size.

Was it easier to do a speech with visual aids?

Tell me what you think, Matey! Tell me what you think!

Did they help you to stay on track with what you were speaking about?



How do demonstrations differ from a speech about yourself?

List ways in which you might use demonstrations in the future.

What things did you like/not like about giving a demonstration?

Now, show me what you did, Matey, Show me what you did!



Danger!

Do's and Don'ts of Public Speaking

- × Don't overdo your introduction and conclusion. Leave all the details for the body of the speech.
- × Do use different types of speeches for different settings. Use the appropriate type of speech in each setting.



Sailing on. . .



- × Try giving several different types of speeches. Identify the ones that you need to work on more and focus on those.
- × Identify a type of speech you've never done before and prepare to do one at a club meeting, other event, or just before your family and friends!



Chapter 3: Reading a Treasure Map

Reading a treasure map is like reading one of today's road maps. First, you must figure out where you are. Then you must figure out how to get from where you are to your destination.

Writing a speech is similar to reading a road map. First, you must decide which topic you want to speak about. The **introduction** allows you to tell what you are speaking on and what your speech is going to be about. It starts the beginning of your trip.

Then, you must figure out what you want to say in your speech. The **body** is the trail you follow that allows you to get from where you are to where you want to go - the treasure. The final portion is where the treasure is - the **conclusion**. This is the wrap-up of the speech. It restates your main points of your speech and says anything else you want to say. Check out the glossary for a more complete definition.

Did You Know....



Introduction - Introduces the topic that you will speak on and gathers the audience's interest.

Body - Contains all supporting details and facts about your topic.

Conclusion - Summarize your main points and restate the purpose of the speech.

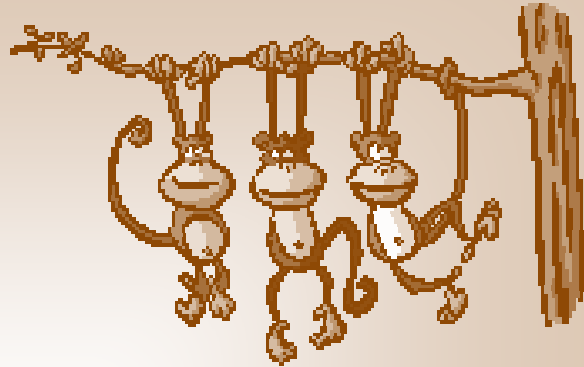
Outline - Outlines are formats that help you organize your thoughts into a speech.

Three Times, Three Times, Three Times



Outlines help you to see what you need to talk about. An outline gives you something to follow and makes it easier to organize your speech. The "three times" format is just one way to outline a speech. There are others, but we will only focus on this one.

- × Speeches can be set up in a **"THREE TIMES" FORMAT**. The **Main Ideas** are stated in the introduction.
- × The **INTRODUCTION** is the beginning of your speech. It tells your audience what you will talk about by giving them a brief overview. This is where you will capture the interest of the audience.
- × In the **BODY** of the speech, you again restate each of your main points and expand on them. This is the "meat" of your speech. All of the information you want to get to the audience is given here. With each main point, you will give several **Supporting Details**.
- × Finally, the **CONCLUSION** is given. This is the summary of the speech and is a chance to say any final things about your topic. Again, you restate your main points, but do not go into detail. The conclusion is the wrap-up and should end very concisely.



The "Three times" format allows you to tell what you're going to say, say it, and tell what you just said. Audience members then have an idea of what your speech is about and it keeps their attention.

To Do

1. Read Petey's speech on the following page about his adventures to help you identify parts of the speech. Notice how Petey states everything in the introduction, talks about it in the body, and states it again in the conclusion.
2. After you have read Petey's speech, compare it to the outline on the next page that Petey did before he wrote the speech.
3. Now that you know how to prepare a speech outline and how it helps you to write a speech, you can outline a speech of your own. On page 21 is an outline format to help you. Remember to say it "three times". Outline what you are going to say in your introduction, tell about it in the body, and conclude by telling what you just talked about.
4. After you have your speech outlined, go ahead and review your outline speech with your 4H Club Leader/Helper.

Ideas for Outlines

Projects

Photography: Focusing Your Camera
Nutrition for Swine
Helping Around the House
Babysitting

Personal

About your school
Family

4-H

About your club





Peteey's Adventure

I have had many adventures while I have been treasure hunting **(Introductory Sentence)**. I have been shipwrecked **(Main point #1)**, been caught in a storm **(Main point #2)**, and had my treasure stolen by pirates **(Main point #3)**.

My first **(Transition)** adventure happened when I first started treasure hunting. I was part of a crew of a ship that was sailing at sea. All of a sudden, the ship hit a rock and caused it to wreck **(Main Point #1)**. Everybody had to jump overboard and swim to an island **(Supporting detail)**. Luckily, no one was hurt. We did have to build a new ship before we could continue on our journey **(Supporting detail)**.

My next **(Transition)** adventure happened when I was again at sea. I was captain of a ship when we got caught in the biggest storm I have ever seen **(Main Point #2)**. The storm caused the sea to have really rough waves and we couldn't steer the ship **(Supporting detail)**. We got blown off of our course **(Supporting detail)**. It took us an extra month to get home because of the storm **(Supporting detail)**.

My latest **(Transition)** adventure had to do with pirates **(Main Point #3)**. We were on an island looking for treasure, but all we had found was a couple of old bottles and chests **(Supporting detail)**. We hadn't found any loot **(Supporting detail)**. Pirates came and stole all of our treasure **(Supporting detail)**. They just didn't realize what we had as treasure was really just junk **(Supporting detail)**.

I have many adventures while I am treasure hunting. **(Conclusion sentence)** I just gave you an idea of a few of my adventures like shipwrecks **(Main point #1)**, storms **(Main point #2)**, and pirates **(Main point #3)**.

Example Outline: Petey's Adventure "Three Times" Format

Introduction - Petey's Adventure	Main Point #1 - shipwreck
	Main Point #2 - storm
	Main Point #3 - pirates
Body - Main Point #1 - shipwreck	Supporting Detail - were at sea and the ship hit a rock
	Supporting Detail - everybody fell overboard and swam to an island
	Supporting Detail - everybody was safe, but we had to build a new ship
Body - Main Point #2 - storm	Supporting Detail - again, we were at sea when a big storm came
	Supporting Detail - it was really windy and we got blown off course
	Supporting Detail - it took us an extra month to get home
Body - Main Point #3 - pirates	Supporting Detail - we were on an island looking for treasure
	Supporting Detail - we found a couple of old bottles and chests, but no loot
	Supporting Detail - pirates came and stole it from us, but they never realized there wasn't any loot
Conclusion - Petey's Adventures	Main Point #1 - shipwreck
	Main Point #2 - storm
	Main Point #3 - pirates

Your Outline “Three Times” Format

Introduction	Main Point #1 -
	Main Point #2 -
	Main Point #3 -
Body Main Point #1	Supporting Detail -
	Supporting Detail -
	Supporting Detail -
Body Main Point #2	Supporting Detail -
	Supporting Detail -
	Supporting Detail -
Body Main Point #3	Supporting Detail -
	Supporting Detail -
	Supporting Detail -
Conclusion	Main Point #1 -
	Main Point #2 -
	Main Point #3 -

Tell me what you think, Matey! Tell me what you think!

How did the outline help you in setting up your speech?



Do you think you will continue using the outline to help you write speeches?

Do knowing the parts of a speech help you to write one?

Did the outline help you to stay on track when you gave your speech?

How will outlines help you in writing future speeches?

Now, show me what you did, Matey, Show me what you did!

Show me why you think it is a good idea for speeches to be separated into parts.



Part A: You Are Here!!

When writing speeches, you must begin at a certain spot - the introduction. This sets up your whole speech and allows your audience to know what you are talking about.



To Do

Petey is having trouble beginning his speech. The body of the speech is written on the next page. Help Petey out by writing an introduction for Petey's story. Don't forget to use attention grabbers to help gain the audience's attention. Also use the "three times" format to help you set up the introduction.

Use the space below to write down points Petey has made in the story. If you need help, use the "three times" format to help you.



Peteey's Story



Introduction (write one here)

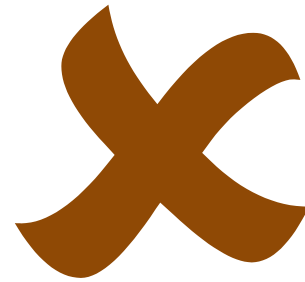
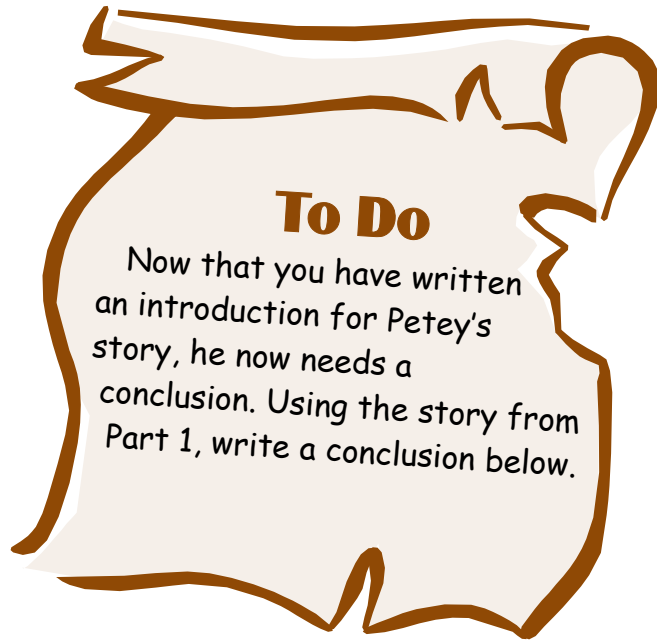
The first time I was on a ship I was a cabin boy. The cabin boy is responsible for the cleanliness of the ship and is also a helper to the captain. As the cabin boy, I spent a lot of time scrubbing the deck to make sure it was sparkling clean. I also spent a lot of time with the captain bringing him his food, making his bed, and doing any little chores he needed me to do. I enjoyed being a cabin boy because I got to be on a ship.

I stayed a cabin boy for awhile, but soon I was promoted to a ship hand. This meant I got to help sail the ship. I was in charge of keeping the sails in good working order and making sure we were getting plenty of wind. I also got to work with other ship hands on repairs for the ship.

I now have been sailing for many years and this last time I went to sea I finally got to be my own ship's captain. This is probably the hardest job because I spend most of my time making sure everyone else is doing their job. I also am in charge of all the ship's records. The hardest part of my job now is making sure I know where we are going at all times. I am in charge of plotting courses for my men to sail.

Part B: X Marks the Spot

When writing speeches, you must begin at a certain spot - the introduction. This sets up your whole speech and allows your audience to know what you are talking about.



Petey's Story (continued)

Conclusion (write one here)

Tell me what you think, Matey! Tell me what you think!

Did you find writing an introduction and conclusion to Petey's story hard?



What did you like/not like about writing an introduction and conclusion to someone else's story?

How are introductions and conclusions important to speeches?

Now, show me what you did, Matey, Show me what you did!



What was the main idea of Petey's story?

Identify the Parts

An important part of public speaking is being able to identify the parts of a speech and what makes up those parts. We have already covered what the introduction, body, and conclusion are. These make up the entire speech. Within each part, there can be main points, introductory sentences, supporting details, and transitions. Definitions for these can be found in the glossary.



To Do

Petey has just given a speech about coconuts. He has to fill out the form below, but he doesn't know how. Help Petey out by identifying the parts and writing them in the blanks. Several parts can be used more than once, and some may not be used at all. The parts have been listed for you. Petey's speech is on the following page.

Introduction

Main Point(s)

Supporting Detail(s)

Body

Support

Transitions

Conclusion

Introductory Sentence

Summarize

The first paragraph is the _____. The main ideas for the speech are _____, _____, and _____.

The last paragraph is the _____. It helps to _____ all the main points of the speech.

The paragraphs in between the first and last paragraph make up the _____ of the speech, or what is sometimes called the meat of the speech.

The first sentence in the second paragraph is the _____ of this paragraph. Every other sentence in this paragraph helps to _____ it.

The third paragraph contains a _____ in the first sentence. This helps to smoothly move from the second paragraph to the third.



Bert ... The Coconut Monkey!

I once knew a monkey, named Bert, who loved coconuts. Bert ate coconuts all day long, grew them all over his island, and made his whole house out of coconuts. This monkey really liked coconuts.

Bert ate coconuts all day long. He had coconut milk for breakfast along with his coconut omelet. He then had a sliced coconut sandwich for lunch and for dinner Bert would eat fried coconut with coconut salad. He loved to eat coconuts.

Besides eating coconuts, Bert also loved to grow them. He would grow them all over his island. Bert grew them all along the beach, in the jungle, and on a cliff. It was a lot of work for Bert to grow them in so many places, but wherever he went on his island he always had a coconut to eat. Bert loved to eat coconuts.

Because Bert ate a lot of coconuts, he had a lot of empty coconut shells laying around. One day, he decided it was getting to messy and he needed to do something with his coconut shells. He decided to build a house. The floor was made of coconuts shells, the walls were made of coconut shells, and the roof was made of coconut shells. Bert still loves to eat coconuts, so now he's started making furniture out of the coconut shells.

Bert loves to eat coconuts. Because he loves to eat coconuts all day long, he has to grow them all over his island. This means he has a lot of empty coconut shells, so he built a house out of all of the empty coconut shells. Bert, the monkey, loves to eat coconuts.



Tell me what you think, Matey! Tell me what you think!



How does knowing the parts of a speech help you when giving or writing a speech?

Was it hard identifying the parts of a speech? Do you think it would get easier with practice?

Being able to identify the parts of the speech is important because ...

Now, show me what you did, Matey, Show me what you did!



Knowing the parts of the speech helps me to ...

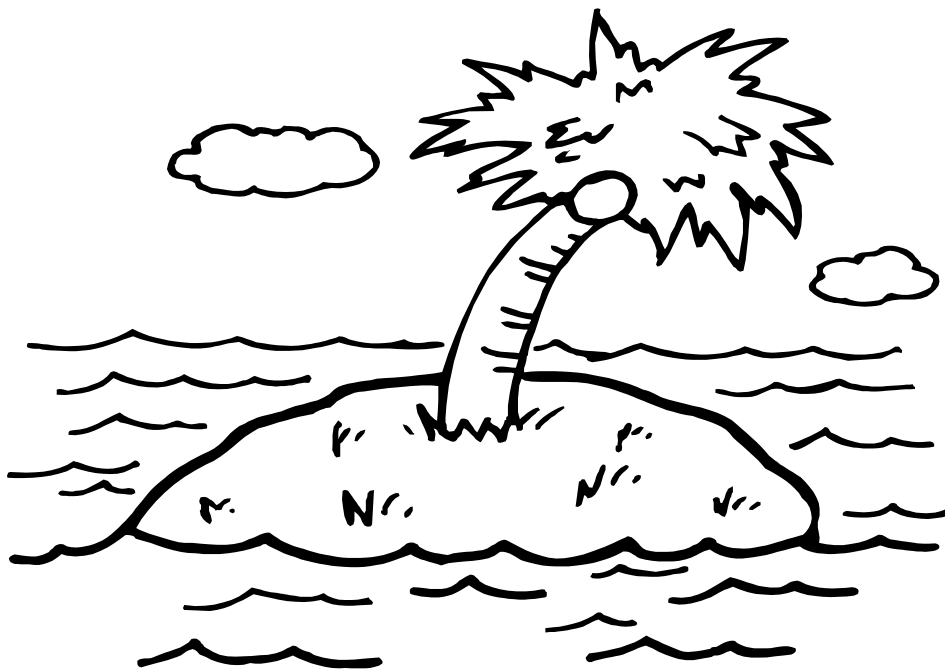


Unscramble Petey's Story

An important part of public speaking is being able to identify the parts of a speech and what makes up those parts. We have already covered what the introduction, body, and conclusion are. These make up the entire speech. Within each part, there can be main points, introductory sentences, supporting details, and transitions. Definitions for these can be found in the glossary.

To Do

Petey needs help unscrambling the story and identifying what is the introduction, body and conclusion. Identify which section is which and number the sentences in each section in the order that you think they should go.



What Section of the Speech is This? _____

_____ Petey ran up to ask if they had seen anyone else. They said no.

_____ Petey became very scared because he thought there was no one on the island and then saw footprints.

_____ Petey wasn't scared anymore. There wasn't anyone else on the island. He had just made a complete circle around the island.

_____ Petey followed the footprints and then saw his ship and friends again.

_____ Petey had been walking for a very long time when he came across some footprints.

_____ Petey then realized he must have walked all the way around the island and come across his own footprints again.

What Section of the Speech is This? _____

_____ After he realized no one else was there, Petey got back on his ship.

_____ Petey and his friends continued sailing and looking for treasure.

_____ Petey was happy to be back on the ship and not on the island, just in case there had been someone there.

What Section of the Speech is This? _____

_____ No one answered, so Petey went to the island and started walking along the beach.

_____ They came to an island and Petey yelled out "Ahoy, Land".

_____ Petey and his pirate friends were sailing on a ship.

Tell me what you think, Matey! Tell me what you think!

Do you think you helped Petey unscramble his story?



Was it harder identifying the sections or unscrambling the sentences?

Why is it important to know what order a speech goes in?

Now, show me what you did, Matey, Show me what you did!



What advice would you give Petey to help him not get scrambled up the next time he gave a speech?

Danger!

Do's and Don'ts of Public Speaking

- ✗ Do use an outline or some other organizational method to help you write your speech.
- ✗ Try to gain your audiences' attention in the introduction with an interesting fact, joke or other method.
- ✗ Don't tell your audience all the details in your introduction or conclusion. Leave these for the body of the speech.



Sailing on. . .

- ✗ Watch a professional speaker and see if you can identify the topic and main points of the speech.
- ✗ See also if you can identify the different sections of the speech.

Chapter 4: Finding the Treasure



Now that you have learned all about how to select topics, how to identify the different parts to public speaking, and how to organize a speech, you are ready to start preparing a speech and then deliver it! Public speaking is a treasure that will help you in many ways. Once you have accomplished the art of public

speaking, you will have found the treasure! Now it is time to start on the road to finding it and making you a great public speaker.

The final product of public speaking, the speech, can be broken down into two categories to begin with - Preparation and Delivery.

Preparation

Before you can give a speech, here are some steps to remember to help you prepare a great speech. We'll discuss each step throughout the activity.

1. Topic and Purpose
2. Audience Analysis
3. Content
4. Structure
5. Developing the Introduction
6. Developing a Strong Conclusion



To Do

Now that you have learned all about speech writing, let's develop a prepared speech using the steps provided.

Step 1

Topic and Purpose

Before you can begin writing a speech, you need to pick a topic and have a purpose as to why you want to give this speech.

Topic:

When selecting a topic, make sure you select something you're interested in. Also select a topic that you will be able to find a lot of factual information on.

Purpose:

After you select your topic, you need to decide why you are giving the speech. Is it going to be informative, entertaining, or persuasive?

Now, you are ready to select your topic and select the purpose of your speech!

Your Topic: _____

Your Purpose: I want my speech to (inform, persuade, or entertain). Circle one.

Step 2 - Audience Analysis

An audience analysis is information about your audience and information concerning the location where you will speak. An audience analysis helps you to understand what your audience is expecting and what special needs you may need to meet in your speech (speak louder, larger print, etc.)

In this step, you need to determine who you are speaking to.

Things to Look for in an Audience Analysis

- × How large will the group be (10 people, 50 people?)
- × What group are you speaking to (4-H club, community service organization?)
- × Where will your speech be given (classroom, auditorium?)

PURPOSE OF SPEECHES

INFORMATIVE

These speeches are meant to help the audience understand something new.

PERSUASIVE

These speeches are meant to change or alter attitudes, beliefs, or behaviors.

ENTERTAINING

These speeches are meant to have the audience member's enjoy themselves.

Write down a few items below concerning your audience and location of the speech.

Steps 3 & 4

Content and Structure

Use the outline format from Chapter 3, Activity 1 to help you organize your speech and determine what information you would like to use in your speech.

Include your outline and the rough draft of the body of your speech in the pages provided in the back of your project book.

- ✗ Research everything thoroughly so that you become an expert on the topic.
- ✗ Remember to determine what is fact and opinion before you use it in your speech.
- ✗ Use transitions where needed to help with the flow of the speech.

Steps 5 & 6

Developing the Introduction and Strong Conclusion

Refer back to Chapter 3, Activities 2a and 2b. This time you will write an introduction and conclusion for yourself instead of for Petey.

- ✗ Remember to tell your audience what you will talk about in the introduction but don't go into detail.
- ✗ Catch your audience's interest in the beginning with something interesting - a story, joke, or something unusual.
- ✗ In the conclusion, again tell your audience what you talked about and finish with a statement to sum everything up. Again, don't go into detail.

Write your introduction here.
Refer to your outline if you need to.

Write your conclusion here.

Now, you are finally ready to put your speech all together. Write or type it so that all the parts of the speech are in the right place. Include the final copy in the pages provided in the back of your project book. Read it out loud to yourself to make sure it sounds like it flows smoothly. You're almost ready to give your speech!

Tell me what you think, Matey! Tell me what you think!



Did the steps given help you in preparing a speech?

Do you think you are learning how to bring all the parts of the speech together in correct order so that it flows nicely?

Now, show me what you did, Matey, Show me what you did!



Why is it important to prepare your speech ahead of time?

Practice



Now that you know what you are going to speak about and have your speech written, there is one more area that needs to be covered before you are ready to give your speech in front of an audience - **PRACTICE**.

To Do

To become a great public speaker, you need to practice, practice, practice. There are several different practice techniques you can use to help you become used to speaking out loud and in front of an audience.

Technique 1 Mirror

Read your speech in front of a mirror. Before you can do your speech in front of others, you need to be comfortable doing it by yourself. While you are reading, mark any spots that sound awkward when you read it out loud and reword these phrases so that they fit your speech.

Once you are comfortable reading the speech, start trying different methods of speaking without the written speech in front of you. Some people find it best to memorize and others speak better by using notecards. Practice both ways and decide which is most comfortable for you to use.

Technique 2 Family


Once you are comfortable doing the speech by yourself, it's time to move on to an audience. Your most accessible and ready audience is your own family. Practice giving the speech in front of them. After you are comfortable with speaking in front of an audience, start practicing again without your written speech. Have your audience critique you and make suggestions of what you can do better or differently. Don't become offended by any suggestions your family makes. They are just trying to help make you a better public speaker.

Technique 3 Video Yourself

The next practice technique you can try is videotaping yourself in front of your family audience. After giving your speech, you can watch the video and decide what aspects of the speech you would like to change or do differently.

Technique 4 Actual Speech Delivery

The best practice you can do is actually giving speeches and making changes from one speech to the next. The more experienced you are in public speaking, the better you will be.




Tell me what you think, Matey! Tell me what you think!

Does practicing your speech help to make you more comfortable with speaking?

Do you think the practice will help you when you are ready to give your speech?

What do you think would happen if you didn't practice your speech?



Now, show me what you did, Matey, Show me what you did!

Which method of practicing do you prefer? Is that the method that best helps you to prepare to speak?



Delivery

Finally, you have reached the delivery of the speech! This is where all the work that you have done comes forth and is shown to everyone. When you are ready to deliver a speech, there are several things you need to keep in mind that might affect how you deliver the speech.

To Do

You are on your way to becoming a great public speaker! You have written the speech and practiced it and now its time to deliver it. Remember that when you give a speech do whatever comes naturally to you. If you feel natural walking around, then that's okay. But, don't walk around if it is in response to nervousness. The judges and audience will be able to tell. Just do what feels natural.

It is time to select a location and audience to deliver your speech. On the following page, fill in the description of the audience and location and the type of setting that your speech was delivered in.

DETAILS ABOUT THE SPEECH DELIVERY

Location of speech?

Who was the audience?

How many people?

Title and purpose of speech?

Include any comments about how it felt to give a speech and what you might change next time below.

Tell me what you think, Matey! Tell me what you think!

Do you feel like you were prepared to speak?



○ Is there any section of your speech that you felt could have used more work?

Next time, will you do anything differently?

Now, show me what you did, Matey, Show me what you did!



Danger!

Do's and Don'ts of Public Speaking

- × Prepare your speech well in advance.
- × Make sure you practice, practice, practice before giving your speech.
- × Don't make unnecessary gestures because of nervousness while you are delivering your speech.
- × Get plenty of sleep the night before your speech.
- × Take time to get settled and comfortable before the speech begins.
- × Before beginning, breathe deeply, look directly at the audience, and don't rush into the speech.
- × Keep focused on one thing - the subject.



Sailing on. . .

- × Give different types of speeches to different audiences.
- × Use different methods of practice to prepare for your next speech.

Chapter 5: Determining Value



After giving a speech, people often do not go any farther to become a good public speaker. But, there is more to it than just the speaking!

Part of being a good treasure hunter is knowing the value of your loot. You need to know how much gold coins are worth and what diamonds will bring. This is the same with public speaking. Your speech and other speeches will need to be critiqued to determine their value. Some speeches can be very good in content, but not be delivered well. Others may not expand enough on their subject. This is just like determining the worth of jewels.

Critiquing Others

Before you can begin correcting the problems in your own speeches and delivery, you must be able to identify the problems. One way to do this is learning to judge the qualities of a good speech given by others.



A ruby may be gorgeous, but not big enough to be worth anything. Or a sapphire might be really big but flawed on the inside. You must carefully inspect all of your loot to determine if it is really worth anything. This is the same with public speaking. Everyone's speeches will need to be carefully inspected to determine any flaws. Unlike jewels though, flaws in a speech can be corrected.

In this chapter, we will learn how to use the scorecard and how to apply it to yourself to make you a better public speaker.

To Do

Using the 4-H public speaking scorecard (attached in the glossary), watch and critique several different people giving speeches. This could be someone in your club, church, or at another meeting. If you need to, make copies of the scorecard for each speaker. For this activity, your name will go in the judge's spot.

Tell me what you think, Matey! Tell me what you think!



Did you notice differences between the speakers?

Were some speakers better in delivery than content? Or vice versa?

Did having a scorecard help you to know what to look for when you were critiquing the speeches?

Do you think that now that you know how to use the scorecard and what is scored in speeches, this will help you to critique yourself?

Now, show me what you did, Matey, Show me what you did!



COMMON PROBLEMS TO LOOK FOR WHEN CRITIQUING

Can you hear the speaker?

Did the order of the speech make sense?

Were they dressed appropriately?

Being Critiqued



Now that you are able to identify common problems and know how to use the scorecard, it is time to be critiqued.

Below, provide some of the comments and areas that your "judges" thought needed improvement and ways you might improve those areas in the future.



To Do

Give your speech to your family, friends, or 4-H club. Have members in the audience use the scorecard provided in the back to judge you and make suggestions for improvements. Don't be offended by what they have to say. They are only trying to help you become a better public speaker.

JUDGES' SUGGESTIONS #1

Comment or Area for Improvement

Changes You Might Make to Improve

JUDGES' SUGGESTIONS #2

Comment or Area for Improvement

Changes You Might Make to Improve

JUDGES' SUGGESTIONS #3

Comment or Area for Improvement

Changes You Might Make to Improve

Tell me what you think, Matey! Tell me what you think!



How did you feel about what people said about your speech?

Once someone pointed out an area that needed improvement, could you identify why it needed improving?

Now, show me what you did, Matey, Show me what you did!



What improvements are you going to try to make next time?

Critiquing Yourself



This is often the hardest to do, and usually you end up being your most critical judge. Just remember, you are already a great public speaker. You may just need some improvements.



To Do

Have a parent or leader help you videotape yourself giving a speech. Afterwards, watch the video and use the scorecard to identify weak points in your delivery or content. You can then videotape yourself again and try to correct the problems. Watch the video again and see if you have made any improvements.

AREAS THAT I THINK NEED IMPROVEMENT

AREAS THAT I MADE IMPROVEMENTS IN

Tell me what you think, Matey! Tell me what you think!

Was it difficult watching yourself on tape?



Could you identify areas that needed improvement?

What are you going to do differently next time?

Now, show me what you did, Matey, Show me what you did!



Did critiquing yourself help you improve your speech?

Danger!

Do's and Don'ts of Public Speaking

- × Don't be offended when someone offers criticism. They are only trying to help.
- × When critiquing someone else, use constructive criticism. Say two good things about the speech for every bad thing.



Sailing on. . .



- × Keep critiquing others and yourself. The more areas you can identify that need improvement, the better your speech will be.

Chapter 6: Becoming a Treasure Hunter



After giving a speech, people often do not go any farther to become a good public speaker. But, there is more to it than just the speaking!

Part of being a good treasure hunter is knowing the value of your loot. You need to know how much gold coins are worth and what diamonds will bring. This is the same with public speaking. Your speech and other speeches will need to be critiqued to determine their value. Some speeches can be very good in content, but not be delivered well. Others may not expand enough on their subject. This is just like determining the worth of jewels.

A ruby may be gorgeous, but not big enough to be worth anything. Or a sapphire might be really big but flawed on the inside. You must carefully inspect all of your loot to determine if it is really worth anything. This is the same with public speaking. Everyone's speeches will need to be carefully inspected to determine any flaws. Unlike jewels though, flaws in a speech can be corrected.

In this chapter, we will learn how to use the scorecard and how to apply it to yourself to make you a better public speaker.

To Do

Now that you have an idea of what some careers that involve public speaking are, see how many careers or jobs you can identify that require public speaking.

Examples of Careers that Involve Public Speaking

politician	weathermen
speech writers	sales person
principals	camera man (TV show)

Jobs That Involve Public Speaking

Directly: Politicians, Speech Writers, Weatherman _____

Indirectly: Sales Person, TV Camera Man, Principals _____

Tell me what you think, Matey! Tell me what you think!



Did you identify any careers you think you might be interested in?

Do some careers require more public speaking than others?

Do you think all of the jobs you identified are dependent on public speaking in some way?

Now, show me what you did, Matey, Show me what you did!



Did you discover any careers that you didn't know involved public speaking?

Danger!

Do's and Don'ts of Public Speaking

- × Remember most careers involve some type of public speaking.



Sailing on. . .

- × Job shadow with someone in a public speaking career that interests you.
- × Research more about a public speaking job that you don't know much about.

Glossary



Body - The body is the longest part of the speech, giving the important facts. It contains the heart of your information. Plan this part of your speech first, then you can develop an introduction and a conclusion that are appropriate. This is where you will take the main points stated in the introduction and expand and develop them. Tell the audience the important details about each point that you want them to know.

Conclusion - The conclusion is probably the most important part of the speech. This is the "final thought", the high point and the last chance to impress the audience. This is a good time to briefly, but not abruptly, tell your audience exactly what you want them to do or believe about your subject. Summarize your main points and restate the purpose of the speech. Again, don't expand on your points in this section. All of the details need to be given in the body. Adding any additional details in this section will only confuse the audience and remove the focus from the purpose of the speech.

Impromptu Speech - The impromptu speech is a form where the speech is given with almost no preparation. The impromptu speech should be delivered in the same manner as a prepared speech, except that it should probably be confined to one main idea or point.

Introduction - The introduction is short, but it should accomplish a great deal. If it is well planned, it will capture the attention of your audience, make them want to listen, inform them of your subject, and show them how the subject concerns them. This is where you will state the main points of your speech. Do not expand on them yet. Just state them so that the audience knows what your speech is about.

Another form of introduction is used to introduce guest speakers, special guests, and others. It is not a formal type of public speaking, but is still a form of speaking. Introduce the speaker by first and last name and affiliation. Tell where he or she came from and now lives. Briefly, give his or her qualifications relating to the subject as well as any unusual facts which will capture the audience's attention. With a brief statement which will give the audience a sense of anticipation, tell them how the topic will benefit them.

Prepared Speech - A prepared speech is one with a purpose. It is given to inform, entertain, or persuade the audience. Topics are usually based on the speaker's interests and experiences and are researched, prepared, and practiced before the actual delivery date.

Presentations/Demonstrations - This form of public speaking is different from traditional formal public speaking. The speaker is presenting or demonstrating an idea with visual aids and hands-on activities. It's purpose is to teach the audience about an area that the 4-H'er is familiar with. It is a common form of 4-H competition.

Project/Personal Speeches - These speeches are biographical in nature. The speaker focuses on themselves and their experiences. It is a great way to begin public speaking because the speaker is focusing on something they are familiar with - themselves.

Reports - Reports are another good way to begin public speaking. Committee reports are usually limited to three minutes by the by-laws of many organizations. Still briefer reports are in order if the agenda of the meeting is a lengthy one. Complete reports should be presented in writing and distributed after you have read the report to the group.

Outline - An outline is used to help you prepare the speech. It gives a format to follow to help set the speech into an understandable manner. Outlines also help 4-H'ers get their thoughts onto paper and then organize them into a speech that is cohesive and flowing.



Record Keeping



Keeping records is very important. It is a skill you will need for almost everything that you do. Record keeping helps you to remember what you did and why you did it. You can begin learning to keep records by writing down when and where you give speeches.

Below are the definitions of the different areas on the record keeping sheet. You can add more areas to your sheet if they will help you to remember why you gave the speech.

- ℞ **Date** - list the date the speech was given on
- ℞ **Title** - list the title and subject of the speech
- ℞ **Type of Speech** - write down whether it is prepared, project/personal, demonstration, report, invocation, introduction, impromptu, or any other types of speeches you might have given
- ℞ **Purpose of Speech** - determine whether the speech is meant to persuade, entertain, or inform the audience
- ℞ **Audience Description** - write down who the audience was (4-H group, civic meeting, school, television, etc.) and where the speech was given

Lined writing area with 20 horizontal lines.



Lined writing area with 20 horizontal lines.





FLORIDA 4-H PUBLIC SPEAKING CONTEST SCORE SHEET



Junior _____ Intermediate _____ Senior _____

Name: _____ County: _____

Speech Title: _____

Time Limits: (General) Juniors & Intermediate: 3-7 minutes
(Horse) Juniors & Intermediate: 3-7 minutes

Seniors: 5-7 minutes
Seniors: 8-10 minutes

*Deduce 5 points if speech does not fall into allotted time.
--No questions to be asked--

Judges Initials:

	Perfect Score	Speaker's Score	Judge's Comments
I. Composition (55 points)			
A. Content			
1. Choice of Material - Topic appropriate for age/skill of youth.	10		
2. Related to 4-H - Entire speech does not need to feature 4-H, but each contestant must, at some point, mention 4-H & its relationship to the material being presented.	5		
3. Comprehension & Accuracy - Knowledge & understanding of topic; reliable sources cited.	10		
B. Organization of Material Introduction gets attention; main points organized; transitions used correctly; main points restated in conclusion.	15		
C. Use of Language Good grammar; Topic understandable as described.	15		
II. Presentation (45 points)			
A. Projection to Audience & Voice Control Delivery relaxed, smooth & flowing; spoke clearly. Effective regulation of volume & rate of words.	10		
B. Eye Contact & Poise Eye contact with their audience. Effective use of notes, if used; displays confidence & composure.	10		
C. Appearance Neat, well-groomed, good posture, nice blouse/skirt or slacks for girls; collared shirt/slacks for boys. Tie and/or clover optional.	10		
Total Score	100		

4-H CLUB MOTTO

“To make the best better”

4-H CLUB PLEDGE

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.**

4-H Club Colors

Green and White

Your Name

Your Address

Parent or Guardian's Name

Leader's Name

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