



FINDING YOUR VOICE:

Public Speaking Made Easy

Name _____

Age (as of January 1 of current year) _____

County _____

Club name _____

Advisor _____



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Table of Contents



Note to the Project Helper.....	2
Member Project Guide.....	4
PROJECT AREA: TAKING CUES FROM THE PROS	
Activity 1: From Fear to Fantastic.....	9
Talking It Over.....	12
PROJECT AREA: LEARNING THE BASICS	
Activity 2: Me, Myself, and I.....	13
Activity 3: Get to the Point.....	15
Activity 4: Playing to the Crowd.....	18
Talking It Over.....	22
PROJECT AREA: HONING YOUR SKILLS	
Activity 5: Speech Scenes.....	23
Activity 6: Off the Cuff or Off the Sheet.....	27
Talking It Over.....	31
FINAL PROJECT: READY FOR PRIME TIME	
Activity 7: Practice Makes Perfect.....	32
Talking It Over.....	35
Glossary.....	36
Answer Key.....	37
Summary of Learning Outcomes.....	40





Note to the Project Helper

Congratulations! A 4-H member has asked you to serve as a project helper. You may be a parent, relative, project leader, friend, club advisor, or another individual important in the 4-H member's life. Your duties begin with helping the youth create and carry out a project plan, as outlined in the Member Project Guide. This is followed by helping the youth focus on each activity, providing support and feedback, and determining what was done well, what could have been done differently, and where to go next.

As a project helper, it is up to you to encourage, guide, and assist the 4-H member. How you choose to be involved helps to shape the 4-H member's life skills and knowledge of the importance of public speaking.

Your Role as Project Helper

Your contributions are critical to delivery of the 4-H program. It is essential that your interactions support positive youth development within the framework of these Eight Key Elements:

1. Positive relationship with a caring adult
2. Safe environment, emotional and physical
3. Opportunity for mastery
4. Opportunity for value and practice service
5. Opportunity for self-determination
6. Welcoming environment
7. To be an active participant in the future
8. Engagement in learning

For more information on the Eight Key Elements, please refer to the Advisor Handbook available online at www.ohio4h.org. In addition, on a practical level, your role as a project helper means you will . . .

- Guide the youth and provide support in setting goals and completing this project.
- Encourage the youth to apply knowledge from this project book.
- Serve as a resource person.
- Encourage the youth to go beyond the scope of this 4-H project book to learn more about public speaking.

What You Should Know About Experiential Learning

The information and activities in this book are arranged in a unique, experiential fashion (see model). In this way, youth are introduced to a particular practice, idea, or piece of information through an opening (1) **experience**. The results of the activity are then recorded in the accompanying pages. Youth then take the opportunity to (2) **share** what they did with their project helper, (3) **process** the experience through a series of questions that allow the learner to (4) **generalize** and (5) **apply** the new knowledge and skill.



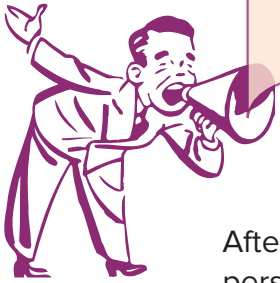
What You Can Do

- Review the Learning Outcomes (project skill, life skill, educational standard, and success indicator) for each activity to understand the learning taking place. See page 40 for the Summary of Learning Outcomes.
- Become familiar with each activity and the related background information. Stay ahead of the learner by trying out activities beforehand.
- Begin the project by helping the learner establish a plan for the project. This is accomplished by reviewing the Member Project Guide.
- After each activity, conduct a debriefing session that allows the learner to answer the review questions and share results. This important step improves understanding from an experiential learning perspective.
- Help the learner celebrate what was done well and to see what could be done differently. Allow the learner to become better at assessing his or her own work.
- In the Member Project Guide, date and initial the activities that have been completed.

Member Project Guide



Welcome to *Finding Your Voice: Public Speaking Made Easy*. This introductory project is intended for youth of all ages with little or no public speaking experience. It can be completed as a stand-alone project or in connection with another leadership project or other 4-H area of interest. This project shows you how to speak in front of crowds, large and small, with confidence. Learning this skill can serve you in many situations for the rest of your life!



After you observe how great speakers get their points across and take a short personality assessment, you will learn how to . . .

- write short speeches about topics important to you.
- handle common problems that can arise at speaking events.
- present yourself appropriately for various speaking situations.
- prepare and deliver different types of speeches with confidence!

Check your county's project guidelines (if any) for completion requirements in addition to the ones below, especially if you plan to prepare an exhibit for the fair.

Project Guidelines

Step 1: Complete **all seven** activities.

Step 2: Take part in **at least two** learning experiences.

Step 3: Become involved in **at least two** leadership/citizenship activities.

Step 4: Complete a project review.



From Fear to Fantastic

Comedian Jerry Seinfeld once joked that during a funeral, more people would rather be lying in the coffin than delivering the eulogy. He wasn't far off. The fear of public speaking can limit some of our finest young leaders from reaching their full potential in school, work, and beyond. What is holding you back from becoming comfortable speaking to a crowd?



What to Do

Look at the two lists below. The one on the left highlights great public speakers; the one on the right lists persons who learned to speak well in public because of their fame. Many stuttered as children or had speech impediments. Circle one modern-day speaker on each list. Search YouTube.com to find and watch at least one video of each person you circled. Then, answer the questions on page 10.

Learning Outcomes

Project skill: Searches for examples of great public speakers

Life skill: Motivating yourself

Educational standard: ODE Business and Administrative Services, Unit 7: Communication Skills Competency 7.4.3: Describe characteristics of effective oral presentations.

Success indicator: Identifies the strengths of various speakers

Famous Public Speakers

For some, it comes naturally...

- Maya Angelou
- Frederick Douglass
- Adolf Hitler
- John F. Kennedy
- Martin Luther King, Jr.
- Abraham Lincoln
- Douglas MacArthur
- Barack Obama
- Franklin Delano Roosevelt
- Sojourner Truth

For some, hard work is the only way...

- Aristotle
- Wilt Chamberlain
- Winston Churchill
- Emperor Claudius
- Charles Darwin
- Jim Davis
- Sir Isaac Newton
- Elvis Presley
- Julia Roberts
- Tiger Woods

ACTIVITY

1

Speaker #1: _____

How did this speaker make you feel?

What characteristics or skills make him/her a good public speaker?

What is one aspect of the speaker's style you would like to try in your own public speaking?

Speaker #2: _____

How did this speaker make you feel?

What characteristics or skills make him/her a good public speaker?

What is one aspect of the speaker's style you would like to try in your own public speaking?



More Challenges

Look up three additional speakers on YouTube.com. While facing a mirror, mimic their style, posture, demeanor, and tone until you can say a few lines and sound just like them. Then perform for a friend and ask which one they think you do the best.



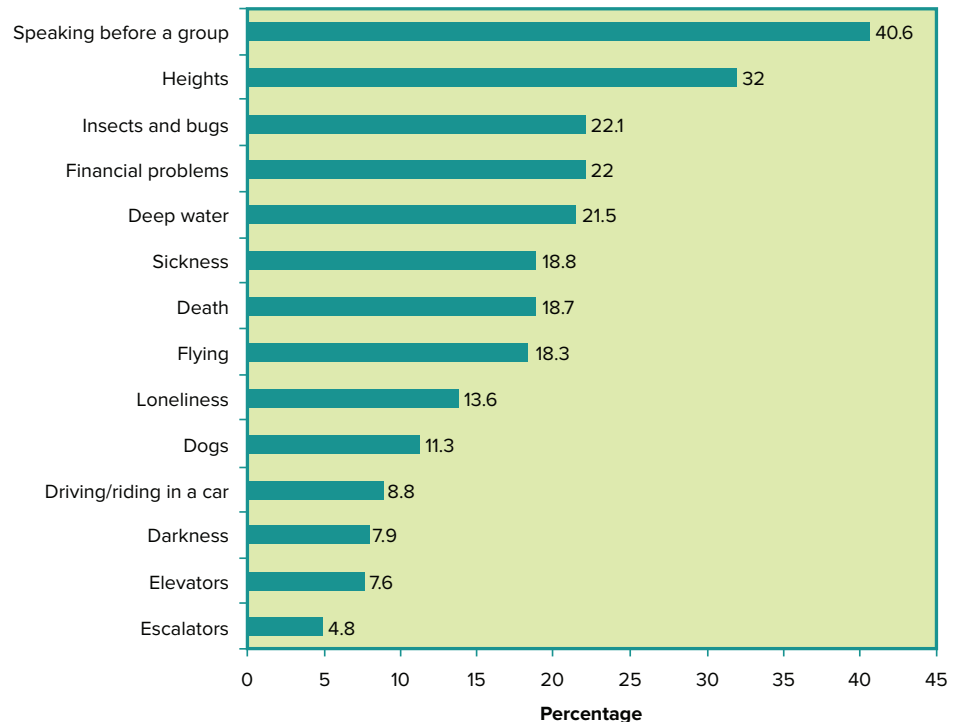
Background

As you can see from the chart at right, public speaking is one of the scariest things we choose to do! This fear, called glossophobia, can keep you from choosing leadership roles in work, school, and the community. These roles could open opportunities for you and help you reach life-long goals. Learning to manage this fear and become comfortable in front of a crowd is easy to do—step-by-step with patience and practice.

Some of us are naturally comfortable speaking in front of a large audience. But, most of us have to work on it.

Practicing this crucial life skill in the safe environment of 4-H is ideal for young aspiring leaders. As you complete the activities in this project book, your speaking skills will strengthen little by little as your fear lessens.

The Top 14 Fears in America



Source: Wallechinsky, David, and Amy Wallace. *The Book of Lists*. New York: Cannongate, 2005.

DID YOU KNOW?

Actors James Earl Jones and Bruce Willis both stuttered as children. The cure for both? Public speaking. A teacher in high school asked Mr. Jones to recite a poem in class every day, and Mr. Willis discovered his stutter went away in high school, whenever he was on stage.

Resource

Learn how to overcome fear and anxieties at www.psychologytoday.com/collections/201106/overcoming-fear.

Sources

“Famous People with Fear of Public Speaking,”
www.highperformanceu.com
<http://listverse.com>

Talking It Over

SHARE How do you feel when you speak publicly? What do you fear most?

REFLECT Who do you turn to when you are afraid of something? Why?

GENERALIZE How might that person help you improve your speaking skills or lessen fears?

APPLY What roadblocks do you need to move past to become a better speaker?

Summary of Learning Outcomes

Summary of Learning Outcomes

Activity	Project Skill	Life Skill	Educational Standard*	Success Indicator
Taking Cues from the Pros				
1. From Fear to Fantastic	Searches for examples of great public speakers	Motivating yourself	ODE Business and Administrative Services, Unit 7: Communication Skills Competency 7.4.3: Describe characteristics of effective oral presentations.	Identifies the strengths of various speakers
Learning the Basics				
2. Me, Myself, and I	Assesses personality traits	Thinking critically	ODE Business and Administrative Services, Unit 7: Communication Skills.	Determines personality traits through self-observation and feedback
3. Get to the Point	Explores various topics of interest for a speech	Making decisions	ODE Business and Administrative Services, Unit 7: Communication Skills Competency 7.4.5: Demonstrate procedures for making oral presentations.	Chooses an appropriate topic and purpose for a speech
4. Playing to the Crowd	Considers various public speaking problems	Critical thinking	ODE Business and Administrative Services, Unit 7: Communication Skills Competency 7.4.3: Describe characteristics of effective oral presentations.	Solves common speech-related dilemmas
Honing Your Skills				
5. Speech Scenes	Assesses various speaking situations	Managing yourself	ODE Business and Administrative Services, Unit 7: Communication Skills Competency 7.4.1: Identify occasions when oral presentations are required.	Customizes public speaking skills to various situations
6. Off the Cuff or Off the Sheet	Understands the difference between impromptu, extemporaneous, and scripted speeches and can apply each type to speech.	Communicating	ODE Business and Administrative Services, Unit 7: Communication Skills Competency 7.4.5: Demonstrate procedures for making oral presentations.	Delivers three types of speeches
Ready for Prime Time				
7. Practice Makes Perfect	Practices a speech and evaluates the delivery	Managing yourself	ODE Business and Administrative Services, Unit 7: Communication Skills Competency 7.4.3: Describe characteristics of effective oral presentations.	Delivers a speech with ease and confidence

* The educational standards cited here are from the Ohio Department of Education Career Tech Content Standards—Business and Administrative Services. They are available in their entirety by clicking on “Academic Content Standards” at <http://education.ohio.gov>.