Welcome 4-H Leaders!

Welcome to the “Discovering Communications” project. There is lots of information, fun facts, and hands on activities that cover personal and leadership growth while giving members a sense of direction and purpose. This guide provides you with project meeting plans (Skill Builders) that include, a skills list, background information, activity suggestions, and ways to know if your members have learned the skills identified. An excellent resource with alternative activities is the 4-H Fun Pack available from MAFRI offices/centres.

In this project, members will examine, by learning to do by doing, personal values, construct personal missions, grow with their community, understand the roles they play and celebrate their successes. There are many resources such as the user guide and DVD from Paper to Podium, speech and visual presentation factsheets, and a various communication packs to assist you in your leadership role.

Be sure to try out activities, demonstrations or hands on work ahead of time to ensure you have an understanding of each Skill Builder - this also allows for any adjustments should an activity not work for you or if any equipment or supplies are unavailable.

The 3D’s of Learning - Each Skill Builder has three sections of learning called “Dream it!”, “Do it!” and “Dig it!” Below is a description of each.

**Dream it! Plan for Success** - this gives members a chance to help plan their activities. A skills checklist, background information, important words, and activating questions are included in the Member Manual so they will be able to think about the topic and activity and decide how they will approach it. The Leader Guide contains in-depth background information on the topics, material lists, suggestions, time requirements for activities, and activating, acquiring, and applying questions to engage member’s thinking through each step of the learning process.

**Do it! Hands on learning** - this is where members are engaged in the activity planned / discussed in the Dream it! Section. Here members are doing the activities and leaders are observing, recording, and providing feedback on how well they are doing. Allow as much individual practice as required; you are assessing the progress and understanding of individual members.

**Dig it! What did you learn?** - this simply means that members and leaders need to ‘dig into their learning’. For the learning cycle to be completed, both need to reflect on how things went and how well they did. For members, this involves self-assessment, giving feedback, creating meaning from their experiences, and thinking about what they would do differently next time. Once this is done they will be in a good position to apply what they have learned to the next experience.

The sequence of project meetings and specific skill building outcomes for members in this project are on the chart on the following page.
What Skills Will The Member Learn?

Each section, Skill Builder (or Builder) in this project has activities that will help your project group learn to do by doing while learning new skills and having fun!

**To complete this project, members must:**
- Complete the activities in each Builder OR a similar activity that focuses on the same skills as you and your members may plan other activities
- Plan and complete the Showcase Challenge
- Complete the Portfolio Page
- Participate in your club’s Achievement (See the inside back cover for more information about 4-H Achievements).

<table>
<thead>
<tr>
<th>Members will be able to...</th>
<th>Activities</th>
<th>Page</th>
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| **Skill Builder 1**       | Communication & Me  
- Understand different ways to communicate  
- Identify different listening styles  
- Recognize benefits and challenges of communicating through technology | • Thinking on the Spot  
• Listen Here!  
• Making Contact  
• Technology  
• Slang Terms | 6  
6  
7  
7  

| **Skill Builder 2**       | Facing Your Fears  
- Recognize feelings  
- Identify ways to calm nerves  
- Understand the importance of mental practice | • How do you feel?  
• Visualize This! | 12  
12  

| **Skill Builder 3**       | The Starting Line  
- Defend your own opinion  
- Identify the importance of speaking up  
- Find courage and take risks | • Seeing Eye to Eye  
• Picking a Topic  
• Theme vs Topic  
• Opinions  
• Mind Mapping | 18  
18  
19  
19  
20  

| **Skill Builder 4**       | Keep up the Pace  
- Identify different parts of a speech  
- Know how to put information in proper order | • Have you ever?  
• Arrange This!  
• Cue Cards | 26  
26  
26  

| **Skill Builder 5**       | The Final Lap  
- Identify ideal props  
- Understand the importance of practicing  
- Recognize poor presentation techniques | • Poor Presentation Delivery  
• Appropriate or Not?  
• Act it Out  
• Create it! | 32  
32  
32  
33  

| **Skill Builder 6**       | The Finish Line  
- Identify desirable speaking qualities  
- Identify the three V’s  
- Understand the importance of pacing your speech | • Practice for Improvement  
• Filler Words  
• Slow Down  
• Applause for a pause  
• Video Magic | 37  
37  
38  
38  
39  

| **Showcase & Portfolio**  | • Explain success in using the skills listed above | • Showcase Challenge  
• Portfolio Page | 44  
46  

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Showcase Challenge and My Portfolio Page

At the end of the members’ section are the “Showcase Challenge” and “My Portfolio Page”. The Showcase Challenge page gets members to think about their accomplishments and explain or demonstrate how they were successful. There are a number of suggestions along with planning information to help them decide how they will best “showcase” their learning to friends, family, community members and/or fellow 4-H members.

Record keeping is an important part of every 4-H project. “My Portfolio Page” is a graphic organizer used to keep track of members’ 4-H experiences. As each member learns skills, the evidence of learning (through participation and completion of the various activities) is recorded on the page. When the Portfolio Page has been completed and confirmed by the leader, then it becomes a record of the member’s completion of the project and participation in other 4-H activities beyond the project.

4-H leader assessment of members will happen throughout the project as you assess the progress and understanding of individual members. You need to observe the members doing the skill and record what you see and hear. Your feedback should be positive and descriptive (not just “well done”). Share that feedback with members frequently so they can put your suggestions into action. How you choose to observe and record is up to you. Some methods are to create checklists, videos and notes while encouraging discussions, peer observations and questions. Recognize that members may improve over the course of a builder and that records should be updated to reflect when they demonstrated their best learning. You are discussing how well members are meeting the skills checklists that are at the beginning of each of the project books, in each Builder and on the Portfolio Page.

Projects promote technical, communication, meeting management, and leadership skills, as well as community involvement and real-world experiences. In addition to the specific skills members are to learn in each builder, the following general learning goals for members are important: Following instructions - Working with others - Using supplies safely - Using the key words - Improving with practice - Respecting timelines.

4-H Project Series Skill Development Levels

Each project topic series contains three levels of skill development: explore, discover, and master.

Explore - each project series has is one project outlining the fundamentals. All members will be expected to complete the Explore level project before moving into the Discover level projects. It introduces the basic skills and terms needed by members for subsequent projects in that series.

Discover - each project series has several project options and members are encouraged to take as many as they would like. At this level, members practice topic specific techniques and gain theme related skills through specialized builders.

Master - multiple project options encourage members to specialize in a topic. They may branch out and take advantage of community options such as cooking for a canteen or participating in a food drive. The Leader’s role is look for opportunities for their members to have more authentic experiences by: working with other mentors, partnering with outside agencies, participating in exchanges, entering competitions, etc. Projects at this level may include the “Partner-a-Project” whereby pre-approved courses will allow members to advance their skills, while applying their learning to the 4-H program.
4-H LEADER TIPS FOR SUCCESS!

♦ To complete, members must complete all the activities referred to on the “Project Completion Requirements” page OR alternate idea for an activity that would teach the same skill or an age appropriate variation. If activity substitutions are used, be sure to have the member make note in their manuals.

♦ Dependent on time available at each meeting, group size and abilities of group members, you may wish to break the Builders into more than one project meeting.

♦ The internet has lots of interesting websites and educational activities. You may choose to use a search engine to explore the options available. We do not endorse any website or the safety or functionality of any products they may sell. Information/products will be used at your own discretion.

♦ Safety is a number one priority. Care has been taken to create safe, age appropriate activities throughout this manual. As leaders, it is important for you to emphasize safety rules and manage or adapt activities in a manner that will safely match your members abilities. Ensure members have a good understanding of safe working and handling practices when using tools, that they use the appropriate safety equipment when necessary, and that appropriate supervision is provided. A quality experience needs to be a safe experience.

♦ The multiple intelligences theory teaches us that people learn in at least 8 different ways. All individuals will be stronger in some ways of “intelligences” and weaker in others. It follows that the more ways we teach, the more members we will reach. Throughout this project, you will find a mix of writing, reading, hands-on work, artwork, self-evaluation, group discussion and math calculations. Teaching projects using a broad blend will help increase the learning potential of all members.

♦ Projects are designed to teach many skills. However, the 4-H member is always more important than the subject matter. Stress cooperation in the activities where possible to develop teamwork and cooperation skills. These are valuable skills that will assist them in a number of settings. Ensure the work is completed in a manner that members feel good about themselves and their efforts. This can be done by assigning appropriate tasks or roles based on member’s individual abilities. Modelling and expecting supportive behaviour (i.e. no “put-downs”) amongst members, or by other adults, also contributes to a positive experience.

♦ There will be opportunity for experimentation and applying skills that members have learned throughout this project. Experimenting can be frustrating, but learning through trial and error is an important life skill. Explain to members that it is alright to either go onto the next builder or do the builder again if they need the practice. Help the members work through their challenges until they are satisfied with the quality of their designs. Creating inventive 4-H members will be very rewarding.

♦ Celebrating success is an important but sometimes overlooked part of our lives. We encourage you to use the final section to empower the members by celebrating all they have learned in a fun manner. Anything that you do to add to the spirit of fun and the sense of accomplishment of each member will likely be remembered as the high-light of their 4-H year.

Have fun and thanks for your belief in young people!
Skill Builder 1: Communication & Me

Skills Checklist
- Understand different ways to communicate
- Identify different listening styles
- Recognize benefits and downfalls of technology

Dream it!

Important Words
Help members define the following words and listen for them using these words in their discussions. To increase the member’s understanding try providing a synonym members know or provide examples. The more personalized the examples the better.

| Active Listening | A way of listening the focuses on what the other person is saying and understanding both what was said and the emotion emoted |
| Communication    | The exchange of thoughts, opinions, or information by speech, writing, or signs. |

Background for Leaders
In this Builder, members will learn different means on communication. They will learn that communication is much more than just talking.

Age Considerations: Designed for ages 12 and up.

Thinking Ahead
- What will you discuss with member? Gather observations and think of examples that will help support your discussion.

Preparing for Success
- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this Builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies
Ask members what communication means to them. See what kind of different responses you get.
Thinking on the Spot

Time Required: 15 minutes

Have members sit in a big circle. Join them in the circle. Explain to the members that there are no right or wrong answers to this activity. The object is to have members think of sentences off the top of their head. Have the person to your right start off by saying a sentence or provide a starting sentence. Then continue in a counter clockwise direction by having the next person say a sentence, building the story.

Example: 1st Person: Last summer I went to camp for two weeks in a different province.
2nd Person: I made a lot of new friends at the camp.
3rd Person: My new friends and I went horse back riding for the very first time.
4th Person: After riding, we all went down to the lake and swam until supper was ready.

Listen Here!

Time Required: 8 minutes

Read with the members on page 4 of the Member Manual, the different type of listeners there are. Have members identify which listener characteristics they portray. It is possible to be more than one type of listener.

Do it!

Making Contact

Time Required: 20 minutes

Discuss with members some different ways to share experiences or information. Have members fill in the mind-map with the different ways to share their experiences. Below is an example.

- Write out in words
- Show a picture
- Talk or speak about it verbally
- Draw a picture
- Demonstrate

My first time fishing
Technology

Time Required: 15 minutes

Have members discuss with each other the downfalls and benefits of communicating using technology. Have members write down their thoughts in point form in the chart. Here are some answers the members may come up with.

<table>
<thead>
<tr>
<th>Good</th>
<th>Bad</th>
</tr>
</thead>
<tbody>
<tr>
<td>People are reading</td>
<td>Poor writing skills</td>
</tr>
<tr>
<td>Fast typers</td>
<td>Poor grammar and spelling</td>
</tr>
<tr>
<td>Learn a lot through social outlets</td>
<td>Less likely to handwrite</td>
</tr>
<tr>
<td>Easy to make plans</td>
<td>Increased opportunity for misunderstanding of message</td>
</tr>
</tbody>
</table>

Slang Terms

Time Required: 15 minutes

Discuss with members the different technology outlets they use. Have members think of different slang words they use while texting, tweeting or e-mailing.

lol - Laugh out loud
idk - I don’t know
gtg - got to go
ttyl - talk to you later
tgif - Thank goodness it’s Friday
ty - Thank you

It has become socially accepted to use slang and abbreviation terms while communicating using technology. By using slang and abbreviation, this speeds up the process of delivering your message.

Dig it!

With members, review what they have learned about communication and themselves. Members should now understand different ways to communicate.

Ask members to identify different people in their community that are good communicators. Have them list reasons why they think these people are good communicators and what they will do to model good communication skills.

Leader’s Notes
In the Member Manual

Skill Builder 1: Communication & Me

Leader Bee says...
Speaking is one of the four basic communication skills. Listening, writing, and reading are the others. Schools focus on writing and reading with less attention to developing listening skills. Very little time is given to developing speaking skills. Employers rate the ability to communicate as the second most important job-related skill.

SKILLS CHECKLIST
- Understand different ways to communicate
- Identify different listening styles
- Recognize benefits and downsides of technology

Dream it!
In the Exploring Leadership project, Builder Three had you do story telling. In your own way, you communicate with others throughout each and every day. Have you ever noticed how you present your thoughts or listen when you communicate with someone? You probably used different modes of communication such as gestures or body language, facial expressions, words, notes, e-mails, texts, or phone conversations.

Thinking on the Spot
Sit in a circle with your group and leader. Choose one person to say one sentence. The person sitting to the arrangers left will say a sentence and make a story. Continue around the circle until everyone has had a few turns. This would be an activity to use with your whole 4-H club. You can try creating a few different stories.

An example would be:
1st Person: It was Thursday afternoon, and I was on my way to the park to meet some friends.
2nd Person: We played on the swings and also played a game of soccer.
3rd Person: After playing at the park for a couple of hours, we decided we wanted to go for ice cream.
4th Person: The eight of us walked to the local ice cream parlour and bought sundaes.

"You have two ears and one mouth... Hee-Ho!"
Seek first to understand, then to be understood means listen first, talk second; see things from another person’s point of view before sharing your own.

The world of communication focuses on the sending and receiving of messages and information through writing, signals, or speech. Listening is very important, however, most people don’t think of it as a communication skill.

Important words
Visit the website below, to find out tips on how to improve your listening techniques.
leadershipadminz.blogspot.com/2009/05/seven-types-of-listeners-and-tips-for.html

Listen Here!
What type of listener are you? If you are unsure, reread the different styles of listeners above.

We have two ears and one mouth so we can listen twice as much as we speak.
~Epictetus, Greek Philosopher
In the Member Manual

Here are some helpful tips to help you start polishing your listening skills today!

Be an active listener. Active listening is when the true meaning of a message includes an interchange of information between the sender and receiver. Through active listening you can achieve mutual understanding between you and the speaker.

**Body Language**

Body language plays a part in listening. How you sit, tilt or nod your head, smile or frown, laugh or look concerned—all these and many more are instinctive parts of the listening process.

**Do it!**

**Making Contact**

Think of a happy experience you have had recently that you would like to share with others. Then decide how you can share your experience with at least five people in five different ways. Draw or paste a photo of yourself in the center circle. Fill the surrounding circles with the different ways of communication that could be used.

**Super Leader Profile**

Elijah Harper achieved national fame by holding an eagle feather as he took his seat in the Manitoba legislature. This non-verbal communication strategy proved to be successful. Harper didn’t yell or make a scene; he simply used this type of visual communication to make a point. A film based on the life of Elijah Harper called *Elijah* shows where Harper became a hero by fighting for the rights of Canada’s aboriginal peoples. Harper risked everything that was important to him, he startled the nation by raising an eagle feather and saying “No” to Manitoba’s approval of the Meech Lake Accord.

Check out the following youtube link to see Harper in action. 
http://www.youtube.com/watch?v=aGhV7dC-k

**Technology**

Discuss with other members or your leader some of the benefits and challenges of communicating using technology such as texting, Twitter, Facebook, etc. Write down your thoughts in point form below.

<table>
<thead>
<tr>
<th>Good</th>
<th></th>
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<tbody>
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<td></td>
<td></td>
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</table>

**Slang Terms**

Write down terms that are used while texting, tweeting, or e-mailing. Such terms could include lol, idk, etc. Discuss what each abbreviation means and explain when they can be properly used.
In the Member Manual

Dig it!

Think of some people who are good communicators and write down your thoughts.

What do they do that make them good communicators?

What will you do to model their communication skills?

“Courage is what it takes to stand up and speak; courage is also what it takes to sit down and listen.” ~ Winston Churchill

What’s next?

In your next build, you will discover the importance of controlling your emotions when speaking.
Skill Builder 2: Facing Your Fears

Skills Checklist
- Recognize fears
- Identify ways to calm nerves
- Understand the importance of mental practice

Dream it!

Important Words

Here are some examples of how to use the “important words” to increase the members understanding:
- Ask members to form mental image of the new word.
- Get members to use a dictionary and show them the range of information it provides.
- Have members describe (rather than define) the new word in terms of their experiences.

<table>
<thead>
<tr>
<th>Control</th>
<th>To hold in check, the situation of being under regulation or command</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feelings</td>
<td>A general state of consciousness considered by sensations, thoughts, etc.</td>
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</tbody>
</table>

Background for Leaders

In this Builder, members will learn how to help control a fear. They will learn that everyone makes mistakes and most people are nervous to speak in public. There are copies of the visual presentation and speech factsheets available online from the MAFRI website (www.gov.mb.ca/agriculture/4-h/) or visit your local MAFRI office to pick up hard copies of each.

Age Considerations: Designed for ages 12 and up.

Thinking Ahead

- What will you discuss with member? Gather observations and think of examples that will help support your discussion.

Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this Builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies

In this section members will start to think about ways to control their emotions of speaking in public. Have them use the space in their manuals to write down the things that make them feel these emotions when speaking in public.
How do you feel?

**Time Required:** 15 minutes

Talk to the members about the different feelings they have when they think about public speaking. Have them circle any of the words that are listed. If there are feelings not listed, get members to write them down next to the other feelings.

Once everyone has circled their feelings, have them share them with the rest of the group. Members will soon realize that many people have similar feelings towards public speaking.

**Do it!**

**Visualize This**

**Time Required:** 30 minutes

Take the members to a quiet location with minimal distractions. This could be a library, an empty room with no noise, or even a classroom. Have members close their eyes, and tell them to imagine what you are reading to them. Ask members to remain silent throughout the whole story. Here is the story to read.

You’ve just finished giving a good speech. Was it ever good! Good, it was excellent! Awesome! You really connected with the audience. Let’s run it through you mind to see just how great it was.

You walked to the front of the room. You stopped and looked at the audience - some real friendly faces out there. You smiled at them for a brief second and then began with that well rehearsed and carefully worded question. And it worked! The audience seem to connect right away with you. The question got their attention. Even some of their eyes opened wider as if to say, “Well, what is the answer to that question?”

You moved throughout the rest of your introductory comments and then right into the body of your speech. Yes, and what a body. It was beautiful as far as speech bodies go! You had three options ready to give in response to the question you posted in your opening. Each option was supported with some examples and personal experiences that were very important to the audience.

The second option you talked about had a touch of humour in it. You know, when you come to think of it, humour can be a great thing to help relax you and the audience.

Well anyway, the body of the speech went well. Those notes made on you cue cards sure saved you a few times. And by holding them in your left hand at your side, they were not that noticeable to the audience. They are called “confidence cards” since they give you confidence because you know you don’t have to rely only on your memory.

The closing was excellent. You summarized quickly by reminding the audience of what you just told them. You reviewed the three options in the three sentences. Then challenged the audience to think about the opening question. There were at least three alternatives available to them.
You finished with a quote your dad gave you. It was sure timely to put it at the end.

You know, this challenge of speaking isn’t so bad. In fact, the more you think about it, it’s not so much a challenge as it is an opportunity. Yes, an opportunity to share what you know, what is important and what you care about. You look forward to more club speaking!

[End of story]

Discuss the following questions with the members:
1) Can you recall your feelings when you gave a good speech? How did it feel? What were some of your thoughts?
2) In this monologue you many have picked up some good tips, like the confidence cards idea. What other tips can you share to help become more effective speakers?

**Dig it!**

- Have members think about this Builder and the activities they did. Review the Skills Checklist on page 2. What skills have been developed? Do the members need more practice?

- Discuss if there are other people you and your members may approach that have specific public speaking skills and knowledge? Are there any interesting tours, interviews, or people you could visit?

**Leader’s Notes**
In the Member Manual

Skill Builder 2: Facing Your Fears

Negative nerves can almost get the best of us, at least when speaking in public or even going to an interview. The anxiety, the fidgeting, the sweaty hands—these are dead giveaways.

SKILLS CHECKLIST
- Recognize feelings
- Identify ways to calm nerves
- Understand the importance of mental practice

Dream it!
It is important to talk about public speaking fears. It helps you to identify with each other—that you are not alone in your fears of standing up in front of a group. It helps you to find support from others who share your feelings about speaking in public.

How do you feel?
How do you feel when you think about public speaking? Circle all of the words that apply to you.

Excited  Scared  Nervous  Worried
Happy  Anxious  Other: ________

What can you do about your public speaking fears? Here are some things you should know about controlling fear. Notice the word control is used, not eliminate.

1) Guess what? Everyone has fears of public speaking. Even the professional speakers have fears that things will not go well. Fear is normal and to be expected.

2) Most of our fears are imagined rather than real. (e.g., People will laugh, I’ll lose my place or forget the next part of my speech)

3) Fear is easier to control than to get rid of. How do you control it? Plan and be prepared, or put the butterflies in formation. You might still have butterflies, but at least they’re flying in order.

4) Become familiar with the guidelines and steps to making a speech or visual presentation. The next page introduces some guidelines to making a speech or visual presentation. Get a copy of both sets of guidelines from your leader, or download a copy from the link, www.gov.mb.ca/agriculture/4-h/

“The greatest mistake you can make in life is to be continually fearing you will make one.” ~ Elbert Hubbard

Guidelines to Making a Speech or Visual Presentation

Read the Guidelines
Carefully look at the time guidelines for your speech or presentation. Make sure you read the guidelines every year. It will be beneficial for you to be familiar with the judging card that will be used. Knowing what you are being judged on is vital to making a good speech or presentation. It is also a good idea to talk to the judge after you have given your speech or presentation to get feedback.

Choose a Creative Topic
Choose an interesting topic that is not normally done. This will catch the audience’s attention. Make sure your topic is age appropriate. Make sure the topic can be easily demonstrated clearly within the time frame. Do some research to be sure that you are comfortable with the information and can answer any questions that may arise.

Develop a Catchy Introduction
This is done usually by starting with a question, an interesting statement or bold action. Introductions should be three to four sentences and include reference to the title of your visual, your name, your 4-H Club and why you chose your topic.

Lay out is in a Logical Order
Decide what information you want to give your audience and arrange it in a logical order (refer to Builder 4 on different ways to arrange information). Pick out the key points you wish to highlight using visuals. Make sure you have all the key points so that everyone will understand your presentation. If you are doing a two-person visual divide the presentation in a way that is equal yet not distracting.

Tie it all Together with Your Conclusion
Your speech or presentation has to have a definite conclusion. The summary should tie in with your introduction. Try to have a catchy flare to end your presentation to help the audience and judges remember you.

Choose Visual Aids to Enhance Presentation
You don’t want your visual aids to distract the audience, but rather to enhance your presentation. Visual aids should be used to reinforce key points in your presentation. Remember to coordinate your visuals and speaking. There are many different types of visuals including: posters, slides, videos, model, handouts, props, overhead and computer projections. Be sure that all of your visuals can be easily seen and heard. All text should be printed or typed in a clear, readable font. Make sure all of your visuals are well organized before you start your presentation.
In the Member Manual

Let's Get Comfortable

Let’s face it. It may not be possible for you to get comfortable facing strangers or even familiar faces whose attention is focused on you. Here are some steps to make sure you’re as comfortable as possible.

1) Practice. Practice. Practice. Nothing will make you more comfortable than a suitable amount of preparation. Practice and preparation are the only ways to be more comfortable.

2) Get a good night’s sleep.
3) Make sure you aren’t hungry or thirsty before you make a speech.
4) Dress appropriately - clothes and shoes that you’ve worn before will feel more comfortable than something that is new and strange.
5) Trust your training. If you’ve prepared well, you will deliver well.

Surviving Mistakes

If you deliver a good product overall, most often you will be forgiven an error or two, even an obvious one. There are three types of mishaps that may happen when you speak:

1) You stumble over words or mispronounce words. Don’t try to cover this up. Doing so usually results in intensifying the blunder. Instead, pause. Smile. Start the sentence again and proceed.
2) You may experience “technical difficulties.” A microphone may fail. A slide projector may break down. A guest speaker may be late. Don’t try to cover up. Explain to your audience what has happened and what you are doing to fix the situation or how you plan to carry on despite the dilemma.
3) If you lose your place, don’t try to cover it up, hoping no one will have caught it. Whether you have it memorized or using notes as reference, stop, take a breath, find your place and carry on.

Tips for controlling your emotions when public speaking:

Before a Speech
- Be organized
- Rehearse
- Visualize yourself succeeding

Just before a speech
- Think audience support
- Think positive

During a Speech
- Relax
- Eye Contact
- Show, don’t tell

“I believe that anyone can conquer fear by doing the things he fears to do.” ~ Eleanor Roosevelt

Do it!

One of the most effective ways we can practice is mentally. We’re all used to being told to practice physically - that is stand in front of your parents or stand in front of a mirror and practice giving your speech.

Young speakers already do a lot of mental practice. They imagine their fears as being real and see themselves up there flubbing the speech by forgetting what they want to say, dropping their notes and so on. Right? It seems that the constructive physical practice we do is countered by the negative images we foster in our minds.

Visualization works. The mind cannot tell the difference between an actual experience and one that is repeatedly and vividly imagined. Always visualize yourself successfully delivering the speech with no mistakes and the audience applauding when you finish walking off the stage.

“Each time we face our fear, we gain strength, courage, and confidence in the doing.” ~ Anonymous

Visualize this

Your leader is going to read you a story. Imagine the scenario that is being told. Close your eyes, listen and picture what your leader is reading to you. Imagine giving a good speech - not a great speech. Remain silent through the whole story.
In the Member Manual

When your leader is done reading the monologue, discuss the following questions with your leader or fellow members:

1) Can you recall your feelings when you gave a good speech? How did it feel? What were some of your thoughts?

2) In this monologue you may have picked up some good tips, like the confidence cards idea. What other tips can you share to help become more effective speakers?

"Language is the most imperfect and expensive means yet discovered for communicating thought." — William James

Dig it!

What will you do to control the feelings you can get from public speaking?

What's next?

In the next Buildr the role we will be focusing on how to start a speech and how having an opinion can play a role in choosing a topic.
Skill Builder 3: The Starting Line

Skills Checklist
- Defend your own opinion
- Identify the importance of speaking up
- Find courage and take risks

Dream it!

Important Words
Help members define the following words and look for the members using this vocabulary in their discussions. A few strategies you can use include;
- Teach synonyms by providing a synonym members know.
- Teach antonyms. Not all words have antonyms, but thinking about opposites requires the members to evaluate the critical attributes of the words in question.
- Provide non-examples. Similar to using antonyms, providing non-examples requires members to evaluate a word’s attributes. Invite members to explain why it is not an example.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>A personal view, attitude, or appraisal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belief</td>
<td>Something believed; an opinion.</td>
</tr>
</tbody>
</table>

Background for Leaders
In this Builder, members will learn the importance of having their own opinion, rather than just going with the status quo. Members will learn of different opportunities they have by the different organizations listed in their manual.

Age Considerations: Designed for ages 12 and up.

Thinking Ahead
- What will you discuss with member? Gather observations and think of examples that will help support your discussion.

Preparing for Success
- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this Builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies
It’s often easier to agree with people who are opinionated, but what if you strongly disagree with what they are saying? It is important for members to understand that they need to have reasons to support their opinion or point of view.
Seeing Eye to Eye

Time Required: 15 minutes

To get members to start thinking about voicing opinions, split them into two teams (if there isn’t enough members for teams, groups of one is fine). Tell the members they are going to participate in a mini debate.

Give the groups a couple of minutes to think of which sport they think is the best and why. You may want to give the groups a sport so that there are no duplicates. An example could be golf and hockey. Golf is an individual sport. Hockey is a team sport. Hockey can be violent. Golf isn’t usually violent.

Have members think of different times when they have disagreed with somebody before in the past. Then have members fill out the box in their manual.

Ask members to share with others how they acted when they had a strong opinion. What did the members do? Did they make a fuss, give in, or convince somebody to switch opinions?

START

To help build speeches, members will use the following steps, the START process.

S - Select a Topic
T - Theme
A - Arrange
R - Rule of Three
T - Try it

Do it!

- Start off with some sharing from the results of the Dream it! exercise.
- What kinds of scenarios did the members choose? How did members feel and deal with the situation they were in?

Picking a Topic

Time Required: 20 minutes

Have members list activities or hobbies that they enjoy doing in the box provided in their manual. These activities can range from playing with their pet, cooking, or even showing their 4-H animal. Once members have their activities written down, ask them which of the topics they feel most comfortable talking about.

When members have picked the topic of their choice, have them answer the following questions verbally.
- Does the topic fit your knowledge and experience?
- Will my topic interest my audience?
- Can I cover my topic properly in the time limit I am allowed?
**Theme vs Topic**

**Time Required:** 10 minutes

It is important for members to be able to distinguish between a topic and a theme. A theme is a “big idea” that helps you guide what information, ideas, stories, and humour etc., you will include in your speech. Examples include dog breeds, camping, etc.

When choosing a topic it’s important to select one that interests you. It can be something you already know about or something you’re interested in learning more about and want to do some research on.

Have members circle all of the words that are topics. Then have the members match the theme to the topic they have circled.

![Diagram showing the connection between topics and themes]

**Opinions**

**Time Required:** 25 minutes

Discuss with members different ideas they have opinions about. Examples could include legal drinking age, legal driving age, why people should recycle, or breakfast is the most important meal of the day.

Have members fill in the chart.

<table>
<thead>
<tr>
<th>Topic: Why people should recycle</th>
<th>Support Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opinion or Point of View</strong></td>
<td><strong>Support Statements</strong></td>
</tr>
<tr>
<td>In my opinion …</td>
<td></td>
</tr>
<tr>
<td><em>People should recycle because we are using up the raw resources, creating pollution, and destroying our planet.</em></td>
<td></td>
</tr>
<tr>
<td>One reason I feel this was is …</td>
<td></td>
</tr>
<tr>
<td><em>Landfills are full, dirty, and contaminating the earth</em></td>
<td></td>
</tr>
<tr>
<td>In addition…</td>
<td></td>
</tr>
<tr>
<td><em>Saves clean air and water. Less pollution.</em></td>
<td></td>
</tr>
<tr>
<td>I conclude that</td>
<td></td>
</tr>
<tr>
<td><em>If everyone started recycling the earth would be a greener place, with less endangered plants and animals.</em></td>
<td></td>
</tr>
<tr>
<td>My final reason is…</td>
<td></td>
</tr>
<tr>
<td><em>Need to save resources, raw materials are becoming sparse.</em></td>
<td></td>
</tr>
</tbody>
</table>
Mind Mapping

**Time Required:** 30 minutes

**Instructions:**
1. Ask the members, “Have you ever mapped what your mind is thinking?”
2. Have members choose a topic and write it in the centre of the circle
3. Each idea that comes to mind about the topic, write it in the spoke.
4. Have members try for main ideas to be written on the five spokes.
5. Mind mapping can be a very useful thinking tool. It allows you to respond to whatever comes into your mind, without trying to get ideas in a logical order. It’s a great tool to use in planning speeches!

Here is an example of what a finished mind map would look like.
**Dig it!**

After the members have had a chance to create a mind map for the speech they will write later in the project, ask the members what type of speech they will writing? There are three different types of speeches that were listed in the members manual. 

1. Informational (eg. “Cows are an important part of the Canadian food market”)
2. Persuasive (eg. “Facebook is a great tool because…”)
3. Descriptive (eg. “The breeze crept gently into the open pasture and you could hear the river’s rushing water in the background.”)

Discuss with the members the following questions:
- Why is it important that each person has his or her own views?
- What do you do when others do not agree with your point of view or opinion?
- How could things that you learned in the Dream it! and Do it! sections be used to help you in other situations?

**Leader’s Notes**
In the Member Manual

Skill Builder 3: The Starting Line

Have you ever noticed that everyone has an opinion about something? Opinions are unique to every individual. People share their opinions to exchange ideas, give information or attempt to change another's mind. People often use their opinions to choose a topic for a speech or visual presentation.

SKILLS CHECKLIST
- Defend your own opinion
- Identify how to choose a topic
- Create a mind map

Dream it!

Want a Chance to Speak up?
CYSA - Canadian Young Speakers for Agriculture gives you an opportunity to develop your public speaking skills and a forum to express community concern. For more information visit the website, www.cysajca.com

Watching Eye to Eye
It's time for a mini debate! Your leader will split you into two groups. Each team will be given a sports topic to try to convince the others why it is the best sport and why. Have you ever had a strong opinion about a topic and wanted others to agree with you? What did you do? How did you act?

Important words
Watch for these important words throughout this builder:
- Opinion
- Belief

The Ladybug Foundation

Eight-year-old Hannah Taylor of Winnipeg, Manitoba started the Ladybug Foundation in 2004. It is a non-profit organization that has raised more than $1 million dollars for shelters and food banks. Now 15 years old, Hannah has spoken to more than 175 schools, organizations, and events.

It all started when Hannah saw a homeless man, which got her thinking and asking questions. She convinced her class at school to organize a bake sale with the proceeds going to a local mission. Hannah had seen cars set out in stores to collect money for charities and thought she could do the same thing for the homeless. With her mother's help, she gathered jars and decorated them with paintings of lady bugs. She chose lady bugs because lady bugs are good luck. Hannah called the jars her "Make Change" jars. As of 2010, the ladybug Foundation has raised over $2 million.

For information on current foundation projects, visit www.ladybugfoundation.ca

There are different types of speeches you can do.

1. Informational (e.g., "Cows are an important part of the Canadian food market")
2. Persuasive (e.g., "Facebook is a great tool because . . .")
3. Descriptive (e.g., "The breeze creeps gently into the open pasture and you could hear the river's rushing water in the background.")

Do it!

To get started building a speech you first need to plan. Where do you begin? To help build your speech, use the following steps: (START process).

5. Select a Topic

What will you talk about? You will need to choose a topic to write your speech about. When choosing a topic it's important to select one that interests you. It can be something you already know about or something you're interested in learning more about and want to do some research on. Your topic may be related to 4-H activities, but it doesn't have to be. It could be a current event, a hobby or even a social issue. Whichever topic you choose it should also appeal to your intended audience. You will need to consider the following questions:

1) What interests your audience? Listen to what others in your club talk about. How do they spend their time?
2) Where will you get the information you need? You have at least three sources of information.
   a) Researching books, magazines, newspapers or exhibits.
   b) Interviewing local experts, teachers, police, veterinarians, other club members, or your 4-H leader.
   c) What you already know and/or have experienced on the topic?

"Fusion is energy. Feel the power that comes from focusing on what excited you." ~ Oprah Winfrey
In the Member Manual

Picking a topic

List some activities or hobbies you enjoy doing or topics that you have an opinion about. Which topic would you feel most comfortable talking about? Once you have picked a topic, ask yourself the following questions: does the topic fit your knowledge and experience, will my topic interest my audience, can I cover the topic properly in the time limit I am allowed?

Theme

Once you have a topic in mind, it is important to choose a theme. By doing this you limit what it is you will talk about. A theme is a "big idea" that helps you guide what information, ideas, stories, and humour etc., you will include in your speech. Examples include dog breeds, camping, etc.

Theme vs Topic

Circle all of the words that are topics. Then match the themes to their corresponding topic.

Animals
Volleyball
Friends
Summer
Weather
Seasons
My best friend
Cats
Thunderstorms
Sports

Opinions

Think of an issue or opinion related to your topic and theme. Discuss some ideas with your leader or other members. Use the chart to organize your thoughts about the opinion or point of view.

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Support Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>In my opinion...</td>
<td>One reason I feel this was is...</td>
</tr>
<tr>
<td>In addition...</td>
<td></td>
</tr>
<tr>
<td>I conclude that</td>
<td>My final reason is...</td>
</tr>
</tbody>
</table>
In the Member Manual

“The words you choose to say something are just as important as the decision to speak.” - Author Unknown

Super Leader Profile

As a young girl, McPherson questioned traditional 
"women's roles". McPherson's commitment to 
women's rights became her political cause. Nellie McPherson was a Canadian feminist, writer, 
politician, and social activist. Some men and women were 
frightened that if women were granted rights, homes and families 
would fall apart. McPherson was able to ease the fears with 
reasonable discussion, communication methods, charm, and 
humour. Through the efforts of McPherson, in 1916 Manitoba became the first province 
to give women the right to vote and to run for public office. It was McPherson's strong 
opinions, powerful public speaking and writing abilities that helped convince decision makers 
to allow women rights.

Want to learn more? Then check out the following website. 
www.canadianstudies.ca/New/People/mcpherson.html

Dig it!

In the Dream it! section we discussed three types of speeches. What type is your speech? How 
do you know this?

Discuss the following questions with your project group and leader:
- Why is it important that each person has his or her own views?
- What do you do when others do not agree with your point of view or opinion?
- How could things that you learned in the Dream it! and Do it! sections be used to help you in 
other situations?

What's next!
Learn tips on how to write a speech and visual presentation in the next Skill Builder.
**Skill Builder 4: Keep up the Pace**

**Skills Checklist**
- Identify different parts of a speech
- Put information in proper order

**Dream it!**

**Important Words**
Help members define the following words and listen for them using these words in their discussions. To increase the member’s understanding try providing a synonym members know or provide examples. The more personalized the examples the better.

<table>
<thead>
<tr>
<th><strong>Background for Leaders</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
</tr>
<tr>
<td>Body</td>
</tr>
<tr>
<td>Conclusion</td>
</tr>
<tr>
<td>Speech</td>
</tr>
</tbody>
</table>

In this Builder, members will learn the structure of a good speech. By the end of this Builder, members will be able to brainstorm ideas to create a strong flowing speech.

**Age Considerations:** Designed for ages 12 and up.

**Thinking Ahead**
- What will you discuss with member? Gather observations and think of examples that will help support your discussion.

**Preparing for Success**
- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this Builder. Discuss what success in these activities might look like, sound like, or feel like.

**Activating Strategies**
- In this sections members will start to think about ways for them to create strong speeches. Have them think about speeches they have given in the past.
**Have you ever?**

**Time Required:** 10 minutes

Have members say whether or not they have given a speech or visual presentation before. This could range from show and tell at school or a 4-H speech. If members gave a visual presentation, have them write down any visual aids they used. Have the members take turns telling the rest of the members what their favourite topic was. Have members share where they delivered their speech or visual presentation.

**Do it!**

**Arrange This!**

**Time Required:** 20 minutes

For this activity you will need to print out a couple of nursery rhymes and cut each line separate. Some nursery rhymes you may want to use are Humpty Dumpty, Three Blind Mice, or The Itsy Bitsy Spider. Make a couple of extra lines that do not go with the nursery rhymes. Once you have all of the nursery rhyme lines cut into strips, put them into a hat.

Have members pull out one slip of paper at a time each. Get members to work together to put the nursery rhyme back in the correct order. Instruct the members that they are only allowed to use their left hands to do this activity.

Remind members that having proper order is crucial for a good speech, as it allows the speech to make sense and flow.

**Cue Cards**

**Time Required:** 30 minutes

There is an extra page in the Member Manual for this activity. On one side of the paper, is a verse from the nursery rhyme *Twinkle Twinkle*. On the opposite side, the verse is written twice. Have members take the extra page out of their books and read (as if saying a speech) the copy of the verse on the full page. Once all members have gone once, have them fold the paper in half on the dotted line in the middle of the page. Have members say the verse again, this time using the medium “cue card.” Once all members have gone a second time, have them fold the paper once again (paper will be in quarters now) and read the verse once again.

After everyone has gone using all three sizes of “cue cards”, have members discuss amongst each other which cue card size they thought was the best, the worst, the least distracting and so on. Typically the smaller the cue card the better. This is because they are less distracting, easier to hold, and easier to manage.

**How to use Cue Cards**

Speakers use cue cards to remind them of the main point. Some speakers use a complete outline. If you do this, write some sub-points under each main point. Indicate under each heading which facts or examples you will use. Outline your introduction and conclusion in the same way.
If you chose to write your talk out in its entirety, avoid the temptation to read it rather than speak to the audience. A voice becomes flat and monotonous when reading, and the audience loses eye contact and interest.

To help keep organized, you should:

- Use 3x5 white index cards for your notes. Do not put a ring in your cards as it can be distracting. Numbering the cards at the top right hand corner is suggested, and makes it much easier to put in the correct order if dropped, etc.
- Use minimal cards if possible. Older 4-H members should be using no more than four cards.
- Hold your cards above waist level so that when you refer to them you do not have a long ways down to look.
- Do not speak down into your cards! Try to pause, glance at your cards, then look up before you begin speaking.
- Avoid using lots of gestures with the hand holding your cards. It can be distracting to your audience.

**Dig it!**

In this section, members will review the Skills Checklist for this Builder. Ask members the following questions:

- Did you learn something you didn’t know?
- What skills have you developed?
- How will this Builder help you in preparing and writing for future speeches?

Remind members that there are additional resources, and they can be found on the following website: www.gov.mb.ca/agriculture/4-h/

**Leader’s Notes**
**Skill Builder 4: Keep up the Pace**

A speech is used to communicate an idea and give information to an audience by using voice, body, language, and speech content. A visual presentation is to communicate to an audience through the use of speech and visual aids.

**SKILLS CHECKLIST**
- Identify different parts of a speech or presentation
- Put information in proper order

**Important Words**
Watch for these important words throughout this builder:
- Introduction
- Body
- Conclusion
- Speech

**Dream it!**

In a speech you convey your thoughts without visual aids. Before you can start writing a good speech you need to understand it's breakdown. A speech has three basic parts; an introduction, a body, and a conclusion.

The purpose of a visual presentation is to communicate to an audience using speech and visual aids. Through participating in public speaking and visual presentations, you learn how to communicate ideas and information with confidence. Skill and comfort levels will vary among different individuals but with guidance and practice, members will progress in abilities and comfort throughout their time with 4-H.

**Have you ever?**

Have you given a speech or visual presentation before? If a visual presentation, what props or visual aids did you use? What was your favourite topic that you did? Where did you present your speech or presentation?

"The human brain starts working the moment you are born and never stops until you stand up to speak in public." — George Jessel

**Do it!**

Write a speech or presentation. Using your completed mind map, develop your speech or visual presentation. You may want to present a partner, by demonstrating an act, or even trying to manipulate your audience. The options are endless. Once you have written your speech or presentation using the START process, present it to the rest of the members and your leader.

To get started building a speech or presentation you first need to plan. Where do you begin? To help build your speech or presentation, use the following steps of the START process. Refer Skill Builder 3 for the beginning of letters S and T of the START process.

**A - Arrange**

With a selected topic and a theme for that topic, you are now ready to arrange the information which you collect for your speech. On a piece of paper, think of what you can say about the topic you have chosen. Write down everything you can think of. This process is called brainstorming or mind mapping. Different methods to arrange information can be by using sticky notes, block charts, or even placing visuals out.

"Communication is the real work of leadership."
—Nitin Nohria

**Arrange this!**

With your group or leader, pull out pieces of paper one at a time out of a hat. Each piece of paper will have a nursery verse line on it. Put the lines in order to complete the nursery rhyme. Beware though, there might be extra lines that will make the nursery rhyme not flow properly.

When you're trying to organize your information, here are some arrangement methods you choose can from:

a) Time arrangement: past, present and future
b) Topic arrangement: a series of points that need to be included
c) Problem, cause and solution arrangement: what is the problem, what are the likely causes and what solution(s) can you suggest?

**How will you say it?**

Get organized! Organize your brainstormed ideas into logical groupings. Think about what order you should put everything in. You may choose to organize the information in a chart, timeline, or using jot notes. Ask yourself if there are any gaps in your topic that needs to be filled.

Mary 4-H Clubs have a public speaking event. Members either do a written speech or a visual presentation. A speech is telling something to your audience.

**Age Categories & Time Limits**

All ages are as of January 1st of the current 4-H year.
- Juniors: Ages 8 to 11 years = 2-3 minutes
- Intermediates: Ages 12 to 14 years = 3-5 minutes
- Seniors: Ages 15 to 21 years = 5-7 minutes
In the Member Manual

R - Rule of Three

All speeches need three parts – an introduction, a body, and a conclusion. The chart below summarizes the purpose for each part, what to use in developing each part, the time allotment for each part and when to do each part in the development of a speech.

<table>
<thead>
<tr>
<th>Body Part</th>
<th>Purpose</th>
<th>What to Use</th>
<th>Time Allotment</th>
<th>When to Write</th>
</tr>
</thead>
</table>
| Introduction | • Establish interest  
• Provide purpose  
• State topic  
• Great chairperson, judges, and audience | • Quote  
• Question  
• Opinion  
• Fact/statistic | • 1/5 | • Do it last  
• It's easier when you know the other parts |
| Body | • Main points  
• Build for flow  
• Message is delivered | • 3 or 4 main ideas  
• Sub-points come under each main idea | • 3/5 | • Do it first |
| Conclusion | • You review  
• No new points  
• Connect with introduction | • Summary statement  
• Story or quote | • 1/5 | • Do it second |

How to use Cue Cards

Speakers use cue cards to remind them of the main point. Some speakers use a complete outline. If you do this, write some sub-points under each main point. Indicate under each heading which facts or examples you will use. Outline your introduction and conclusion in the same way.

If you choose to write your talk out in its entirety, avoid the temptation to read it rather than speak to the audience. A voice becomes flat and monotonous when reading, and the audience loses eye contact and interest.

To help keep organized, you should:
• Use 3x5 white index cards for your notes. Do not put a ring in your cards as it can be distracting. Numbering the cards at the top right hand corner is suggested, and makes it much easier to put in the correct order if dropped, etc.
• Use minimal cards if possible. Older 4-H members should be using no more than four cards.
• Hold your cards above waist level so that when you refer to them you do not have a long ways down to look.
• Do not speak down into your cards! Try to pause, glance at your cards, then look up before you begin speaking.
• Avoid using lots of gestures with the hand holding your cards. It can be distracting to your audience.

Cue Cards

On page 21 and 22, there are three different sizes of cue cards for you. Start by reading the largest cue card first. On the dotted line, fold the paper in half and read the medium size cue card. Once done, along the last dotted line, folding the paper in quarters and read the small cue card. After you have said the rhyme using all three different sizes of cue cards, ask your audience which size of cue card was the best and which was the worst. Ask them to give you reasons why.
In the Member Manual

Twinkle, twinkle little star, How I wonder what you are. Up above the world so high, Like a diamond in the sky. Twinkle, twinkle little star, How I wonder what you are!

Dig it!

What was the easiest and hardest part of this Builder? Did you have to change anything as you wrote your speech (topic, theme, etc.)?

What's next?
The next Builder is the you will discuss how to be a successful speaker.
Skill Builder 5: The Final Lap

Skills Checklist
- Identify ideal visual aids
- Understand the importance of practicing
- Recognize poor and ideal speech or presentation techniques

Dream it!

Important Words

Help members define the following words and look for the members using this vocabulary in their discussions. A few strategies you can use include;
- Teach synonyms by providing a synonym members know.
- Teach antonyms. Not all words have antonyms, but thinking about opposites requires the members to evaluate the critical attributes of the words in question.
- Provide non-examples. Similar to using antonyms, providing non-examples requires members to evaluate a word’s attributes. Invite members to explain why it is not an example.

<table>
<thead>
<tr>
<th>Visual Aid</th>
<th>A tool used to help enhance your presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>Telling something and showing something to your audience</td>
</tr>
</tbody>
</table>

Background for Leaders

The purpose of a visual presentation is to communicate to an audience through the use of speech and visual aids. In this Builder, members will learn tips on choosing props that will help enhance their presentations, rather than ones that will distract the audience. Under the Do it! section, the Create it project may require two meetings. Please review it to plan how to complete the writing portion of it.

Age Considerations: Designed for ages 12 and up.

Thinking Ahead

- What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this Builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies

- Ask members if they have ever given a presentation before, whether it be at school, 4-H competition, or at another event.
Poor Presentation Delivery

Time Required: 15 minutes

Have members think of different things that makes a poor presentation. Once members have written down their answers, have them share them with the other members.

Some examples members might include are: they didn’t practice with their props, there wasn’t a question period, props were distracting (making noise or moving), the information was disorganized, and poor font choices.

Appropriate or Not?

Time Required: 15 minutes

Have members think of appropriate props that are suitable to enhance their visual presentations. Some examples could include a power point (with animation all the same, big clear font, graphics are clear and easy to see), graphs, diagrams, flip charts, or sporting equipment.

Once the members have written down what they think are appropriate props, have them share their ideas with the rest of the members. Have the members use their newly learned skills from Builder 3 to support their point of view.

It is the quality and smooth use of visual aids that will enhance your presentation, not the quantity or types of visual aids selected.

The following factors should be considered when selecting visual aids:

• Visual aids should assist in the delivery and/or impact of the message
• The safety of the you and your audience
• Live animals are not allowed
• The weight and ease of set up and take down
• Your ability to develop and use visual aids
• Access to visual aids and equipment
• The time available for the presentation
• The visual aids should be visible to every member of the audience, even in large rooms. Room size and shape will vary.
• The ability to keep the presentation area clean and neat
• The use of visual aids and speaking must be well coordinated
• Visual aids should enhance your presentation, not overwhelm, or dramatize it.
• Do not use visual aids that will distract the audience from your message
• Human models are allowed only if their words and actions are spontaneous and unrehearsed.
• Musical instruments used should support the message of the presentation and not be played as the majority of the presentation.
• Video and audio clips must be appropriate for a general or family audience
• No equipment will be provided other than a table

Act it Out (Optional Activity)

Time Required: 20 minutes

Encourage members to think of good and bad tips they have received about delivering a speech or visual presentation. Write down all of the tips onto individual pieces of paper. Have the members fold up all of the tips and toss them into a hat or bucket. Have the members draw out one tip and act out that tip, by giving a 30 second speech or presentation.
Do it!

Create it!

Time Required: 1 hour

Instructions:

1) Have members create a mini presentation. This could include a five slide PowerPoint or a demonstration of a skill they are good at, examples include parts of a saddle, your favourite sport, etc.
2) Arrange an audience for the members. This could be the club or grandparents.
3) Make copies or hand out pieces of paper to the members so they can ‘judge’ each others presentation.
4) Have members present their speech or visual presentation using the techniques and tips they learned throughout the manual.
5) Once each presentation, have the members check the box if the presenter complete the task.

<table>
<thead>
<tr>
<th>Presentation Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
</tr>
<tr>
<td>□ Opening was interesting</td>
</tr>
<tr>
<td>□ Introduction revealed topic and purpose</td>
</tr>
<tr>
<td>□ Points were all relevant</td>
</tr>
<tr>
<td>□ Order was logical</td>
</tr>
<tr>
<td>□ Interesting</td>
</tr>
<tr>
<td>□ Summarized main message before finishing</td>
</tr>
</tbody>
</table>

Dig it!

Now that members have presented and received feedback, have them reflect on what they can do to improve or change their presentation if they were to do it again.

Remind members that there are additional resources, and they can be found on the following website www.gov.mb.ca/agriculture/4-h/

Leader’s Notes
In the Member Manual

Skill Builder 5: The Final Lap

The purpose of a visual presentation is to communicate to an audience using speech and visual aids. Through participating in public speaking and visual presentations, you learn how to communicate ideas and information with confidence. Skill and comfort levels will vary among different individuals, but with guidance and practice members should progress in abilities and comfort throughout their time with 4-H.

**SKILLS CHECKLIST**
- Identify ideal visual aids
- Understand the importance of practicing
- Recognize poor and ideal speech or presentation techniques.

**Important words**
Watch for these important words throughout this builder:
Visual Aids, Presentation

"If you don't know what you want to achieve in your presentation your audience never will" — Harvey Diamond

Dream it!

**Poor Presentation Delivery**
What makes a poor delivery of a presentation? List some things that should not be done when presenting.

1. 
2. 
3. 
4. 

Appropriate or Not?
Can you think of some props or visual aids that are suitable to enhance your presentation? Share your answers with the other members to see if they agree with you. If someone disagrees, use your new skills you learned from Builder 4 to discuss why the prop may not be ideal.

Act it Out
Brainstorm with the other members or your leader different tips for presenting. Write down both good tips and bad tips onto pieces of paper. Fold up the papers and put them in a hat. Draw out a tip and act it out, by giving a 30 second impromptu speech or presentation. You may want to refer to the speech and visual presentation fact sheets.

**Technology in Visual Presentations**
Technology can be a great device for visual presentations. Presenters should be aware that technology must only be used as a presentation tool, not as the presentation. Your speech is the most important part. All visual aids used in presentations are there to help support your message. Many visual aids if used properly, can be as effective as any another (technology related or not). For more information on technology in visual presentations, check out page 3 from the visual presentation fact sheet.

**Question Period**
An important component of 4-H visual presentations is your ability to answer questions from the audience and the judges. This period is not taken into consideration when calculating time limits. Near the end of your presentation, you must invite the audience and judges to ask questions. You must repeat the question or include it in the answer so that the whole audience can hear it. The question period, followed by a final concluding statement is a great opportunity for you to leave an impression and show your knowledge of your topic.

"Enthusiasm is excitement with inspiration, motivation, and a pinch of creativity." — Bo Bennett
In the Member Manual

Do it!
The final step of the START process is Try it.

T - Try it
Practice is essential. It will help build your confidence and create a desire to want to give the speech before your club. Never practice on an audience. Practice and be prepared before you give your speech to the club.

When you Practice

- Work on one part at a time. For example, work on the introduction, getting comfortable with the words you use.
- Use 3x5 cue cards to help refresh your memory. On each cue card you can put one of your main points with short reminders of what you want to say under each main point. Don’t attempt to memorize your speech. Rather, practice putting your thoughts together verbally.
- Practice with a parent, siblings, or friends. They can give you some good feedback on how you’re doing and what you might change.
- You practice to get better and build up your confidence. You don’t practice to get perfect. Come prepared.

Create it!
Create a speech or mini presentation on a skill you are good at; examples include parts of a saddle, your favourite sport, your summer vacation, etc. or even five slide PowerPoint. Present it to your leader and group members.

Keep your audience in mind:

Can they see it? Do the words blend in or do they pop?
Can they read it? Even at the back of the room?
Will they read it? One concept per slide.
Maximum 6 lines per slide. Maximum 6 words per line.

Dig it!
How did you feel before presenting your speech or presentation? How did you feel when you were done?

What’s Next?
In the next Skill Builder you will learn tips and tricks on how to properly deliver your message.
Skill Builder 6: The Finish Line

Skills Checklist
- Identify desirable speaking qualities
- Identify the three V’s
- Understand the importance of slowing down

Dream it!

Important Words

Help members define the following words and look for the members using this vocabulary in their discussions. A few strategies you can use include:
- Teach synonyms by providing a synonym members know.
- Teach antonyms. Not all words have antonyms, but thinking about opposites requires the members to evaluate the critical attributes of the words in question.
- Provide non-examples. Similar to using antonyms, providing non-examples requires members to evaluate a word’s attributes. Invite members to explain why it is not an example.

<table>
<thead>
<tr>
<th>Mixed Message</th>
<th>The verbal message doesn’t match the visual behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal</td>
<td>Expressed in spoken words, oral rather than written</td>
</tr>
<tr>
<td>Vocal</td>
<td>Voice characteristics such as pitch, power, and pace</td>
</tr>
<tr>
<td>Visual</td>
<td>The act of something being shown, such as photographs, films, charts, etc.</td>
</tr>
<tr>
<td>Practice</td>
<td>Repeated performance for the purpose of gaining a skill</td>
</tr>
<tr>
<td>Gabble</td>
<td>To talk at a rapid pace</td>
</tr>
</tbody>
</table>

Background for Leaders

Age Considerations: Designed for ages 12 and up.

Thinking Ahead

- What will you discuss with member? Gather observations and think of examples that will help support your discussion.

Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this Builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies

- Ask members what techniques and tips they know about delivering their message. See what they come up with and compare their ideas with what should be happening.
Practice for Improvement

Time Required: 15 minutes

Ask members if there are any activities they have practiced to improve their skills. Have them write down these activities and how they practiced. Ask members how many times they practiced or are practicing to get better at different skills. Some examples could be soccer, piano, singing, spelling, studying for a test or baking a cake.

Visual Tips

<table>
<thead>
<tr>
<th>Eye contact</th>
<th>Gestures</th>
<th>Appearance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next to the speaking voice, eye contact is the most important factor in helping to establish a bond with people. Eye contact implies trust and sincerity. Look at a person for about the time it takes to say one sentence before looking at another person.</td>
<td>Gestures can dramatically assist you in communicating more clearly and convincingly. Keep gestures above the waist. Be natural. Avoid gestures that inhibit your message such as the arms clasped in front or arms clasped behind the body.</td>
<td>Neat is in. Being comfortable with what you wear, loose enough for movements and no large gadgets that will upstage you when you speak. (e.g. large earrings, finger rings)</td>
</tr>
</tbody>
</table>

Vocal Tips

<table>
<thead>
<tr>
<th>Pitch</th>
<th>Pace</th>
<th>Power</th>
</tr>
</thead>
<tbody>
<tr>
<td>A healthy voice has at least an octave range (eight notes on the piano). Making use of the variety in the voice adds interest and life to speaking and communicates care and concern.</td>
<td>Varying the speaking rate provides an ebb and flow in the speech. A varied rate will enthuse those who are listening. It keeps the speech interesting.</td>
<td>Think of the voice as having low, medium and high power levels. High and low power can both be used to emphasize something. Medium power is most frequently used.</td>
</tr>
</tbody>
</table>

Verbal Tips

<table>
<thead>
<tr>
<th>Clean up</th>
<th>Organize</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avoid verbal bumpers such as the “ums, ahs, you know, okay, in terms of.” Ignore jargon. Use the active voice with plenty of vivid words to help paint pictures for the listeners.</td>
<td>Think through your talk before giving it. Do I have catchy introduction...is the speech easy to follow...do I have a memorable wind-up? Do the work for the listeners rather than have them do the work for you.</td>
<td>If it is important enough for the other members to remember, than practice your talk before you give it. In other words, practice on yourself, not on the members.</td>
</tr>
</tbody>
</table>

Do it!

Filler Words

Time Required: 15 minutes

Have members think of as many different filler words that they have used in the past while speaking. These words may include um, ah, you know, like, and okay during a talk. Get each member think of a topic. Tell members they have to take turns talking for 30 seconds about their topic they chose without using any of the filler words.

Once all of the members have said their speech, ask members if they found this activity difficult or not.
Slow Down

Time Required: 10 minutes

In this activity members will take turns saying different tongue twisters. Tongue twisters are phrases or sentences that are hard to speak fast, usually because of alliteration (words starting with the same letter) or a sequence of similar sounds. Tongue twisters help develop speech skills.

To get the full effect of a tongue twister, members should try to repeat it several times, as quickly as possible, without stumbling or mispronouncing.

After members have tried saying a couple tongue twisters fast, have them slow down and say the tongue twisters at a relaxed pace. Once members have said the tongue twisters at two different paces, have them say the tongue twisters one last time, but at a very slow pace. Here are some examples of tongue twisters you can use:

- How much wood could a woodchuck chuck if a woodchuck could chuck wood.
- I saw a saw that could out saw any other saw I ever saw
- Black bug bit a big black bear, but where is the big black bear that the big black bug bit?
- Fuzzy Wuzzy was a bear, Fuzzy Wuzzy had no hair, Fuzzy Wuzzy wasn’t very fuzzy… was he??

After everyone has said the tongue twisters at the three different paces, discuss with the members the following questions.

- Could you understand what was being said during the tongue twisters at the different paces?
- Which speed did you find easiest to understand?
- Which speed was most boring? Why?

Applause for a Pause

Time Required: 15 minutes

Pauses are one of the strengths of a speech. If you want to emphasize a word, you pause before it, then really punch out the word. If you want to make a word stand out even more, you pause before it, punch out the word, and pause again after it.

Have members try pausing using a popular nursery rhyme. Have the members say each sentence aloud, with the underlined word to be emphasized. Point out to the members that when using a pause and emphasizing a word, it can change the meaning behind the sentence.

<table>
<thead>
<tr>
<th>Emphasis underlined</th>
<th>What is the meaning of emphasis?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary had a little lamb</td>
<td>Mary, not Tom, had the lamb.</td>
</tr>
<tr>
<td>Mary had a little lamb</td>
<td>She had it once, but she does not have it now.</td>
</tr>
<tr>
<td>Mary had a little lamb</td>
<td>She had one, not two, and not ‘the’ lamb.</td>
</tr>
<tr>
<td>Mary had a little lamb</td>
<td>The lamb was little, not big.</td>
</tr>
<tr>
<td>Mary had a little lamb</td>
<td>It was a lamb, not a dog.</td>
</tr>
</tbody>
</table>

By pause, we don’t mean great gaping holes in your speech, just slight ones, some almost unrecognizable. Occasionally the pauses are so tiny that you may not even be aware that they’re there, unless you know what to listen for. Yet this is one of the strengths of a speech. If you want to emphasize a word, you pause before it, then really punch out the word. If you want to make a word stand out even more, you pause before it, punch out the word, and pause again after it.
**Video Magic**

**Time Required:** Approximately 1 hour (depends on how many members)

**Equipment/Supplies:** Video Camera, paper, and pencils or pens.

**Instructions:**
- Have members come prepared to give a one minute talk or presentation. It doesn’t matter which one they choose.
- Have the members decide the order in which they will present.
- Record all of the presentations and speeches from start to finish. When everyone has presented, pass out pens and paper to each member.
- Hook up the video camera to a TV so that everyone can see and hear the presentation.
- Pause the video after each presentation, and have the members write down two things they thought the presenter did well, two things they think the presenter can improve on for their next presentation or speech, and also the best thing they liked about the speaker.
- Have the members hand in their pieces of paper with the feedback to you. This way, all of the feedback is anonymous. Remind the members, that the feedback is meant to be helpful. It is not meant to make fun or talk down of anyone.

**Dig it!**

**Apply it!**

**Time Required:** 20 minutes

Discuss with members some of their favourite communicators. Have them think of what makes them good communicators. Encourage members to use the three V’s to help them. What does the person do visually? What does the person do vocally? What does the person do verbally? Share these ideas with others.

Now, have members think of their own communication skills. Ask them the following:
- What makes you believable? List your strengths - based on the three V’s. If you find this challenging, get a 4-H club member to help you. Know what makes you a good communicator!

What’s next?

Having finished all the Builders it’s time to finish planning and do the Showcase Challenge. Make sure the Portfolio Page is complete! Space is provided for some thoughts and reflections on the project.

**Leader’s Notes**
Introduction to the 4-H Communications and Speak Pack:
From Paper to Podium CD-ROM
USER GUIDE

The 4-H Speak Pack has been designed to develop communication skills. This is achieved through the 4-A concept as summarized in the following chart. The need being referred to is the need to become a better communicator.

Follow Kayla and Byron through this interactive program. One or both of these teenagers presents an introduction at the beginning of each module. These introductions are referred to in the Expanded Table of Contents as the “Introductory Video.” The activities, videos and other resources contained on this CD-ROM will help strengthen your communication skills.

Please see the Expanded Table of Contents to see a complete list and description of all videos, worksheets and activities available on the CD-ROM.

If you have difficulty opening any of the PDF’s, or would like to go straight to a worksheet or tip sheet without viewing the introduction, go to the Downloads section for a complete listing of all PDF’s available on the CD-ROM, as seen by the following.

This resource has been created by the Government of Alberta as a resource for 4-H Canada. It is a CD-ROM and may only be used with Windows.
4-H Communications: From Paper to Podium CD-ROM

Table of Contents – Includes Description of Resources

1. Introduction

   Communication Activities
   - Introductory Video (47 sec)
   - Teaching Video (3:53 mins)
     - Introduces speeches, demonstrations and illustrated talks
   - Types of Communications Activities (PDF)
   - Overview of Speeches & Presentations (Demonstrations & Illustrated Talks)
   - Misconceptions About Communication (PDF)
     - Six tips on diffusing misconceptions about communication
   - Identifying Types of Activities (Q & A game on CD-ROM)

2. Public Speaking Development

   i. How to Choose a Topic
      - Introductory Video (38 sec)
      - Teaching Video (2:17 mins)
        - Suggests a variety of ways to choose a topic
      - Topic Questionnaire (PDF)
        - Six-question worksheet about choosing a topic
      - Seek to Connect (PDF)
        - Worksheet to connect your interests to the profile of your audience
      - Make your own Mind Maps (PDF)
        - Instructions for creating a mind map
      - Mind Mapping Video (54 sec)
        - Demonstration of mind mapping

   ii. Create a Goal
      - Introductory Video (1:20 min)
      - Teaching Video (1:56 min)
        - Introduces four goals to consider
      - Types of Talks (PDF)
        - Overview of the four types of talks that you can choose from
      - Recognizing Speech Types
        - (Q & A game on CD-ROM)

   iii. Tips on Researching
      - Introductory Video (31 sec)
      - Teaching Video (1:10 min)
        - Ten tips on preparing information
      - Evaluating Sources Questionnaire (PDF)
        - Four questions to aid in the evaluation of sources
      - Researching Tips (PDF)
        - Five tips on researching
      - Quoting Sources Correctly Video (55 sec)
        - Tips on finding reliable sources and proper quoting

   iv. Organize
      - Introductory Video (35 sec)
      - Note: no teaching video
      - Organizing Your Material (PDF)
        - Tips on how to create a basic outline by grouping your information with your speaking points
      - Cleaver the Beaver Video (33 sec)
        - Compares organizing thoughts to arranging pieces of a puzzle. Complete a Cleaver the Beaver puzzle (CD-ROM activity)
v. Create
- Introductory Video (30 sec)
- Teaching Video (9:07 mins)
  - Introduces the five parts of a speech or presentation
- Rule of Three (PDF)
  - Worksheet to organize a speech
- Identifying Parts of a Speech (Q & A game on CD-ROM)

vi. Finishing Touches
- Introductory Video (34 sec)
- Note: no teaching video
- First Impressions (PDF)
  - This worksheet helps in making decisions about wearing appropriate clothing
- First Impressions
  - Choosing appropriate clothing (CD-ROM activity)

- Delivery
  i. Prep and Etiquette
    - Introductory Video (39 sec)
    - Teaching Video (4:35 mins)
      - Demonstrations and ideas on how to prepare your speech for presentation
    - Preparing for Delivery (PDF)
      - Tips on how to effectively practice your delivery
    - Five Alive (PDF)
      - Asking questions to encourage ideas (interactive activity *materials needed*)
    - I AM (PDF)
      - Activity to boost self-confidence (interactive activity *materials needed*)
    - Video Magic (PDF)
      - Participants are recorded, then review themselves on video (interactive activity *materials needed*)
  
ii. Gestures and Posture
- Introductory Video (46 sec)
- Teaching Video (2:21 mins)
  - Suggestions about making eye contact, using gestures, using a podium and how to dress
- Believability (PDF)
  - Visual, Vocal, and Verbal tips for public speaking
- Using a Podium (PDF)
  - Six tips on how to use a podium
- Believability Lesson (Q & A game on CD-ROM)

iii. Speed, Enunciation and Tone
- Introductory Video (16 sec)
- Teaching Video (45 sec)
  - How to speak effectively and naturally
- How to Speak (PDF)
  - Same information as how to speak video
- Words Per Minute Video (52 sec)
  - Also included is a CD-ROM activity to find your word per minute rate
- Words Per Minute (PDF)
  - Activity to learn what your word per minute rate is (interactive activity *materials needed*)
- Tongue Twist Video (27 sec)
  - Also included is a reading sentences CD-ROM activity
- Tongue Twist (PDF)
  - Articulation exercise (interactive activity)
- Musical Ride Video (41 sec)
  - Also included is a CD-ROM activity to help develop pleasing qualities in your voice
- Musical Ride (PDF)
  - Learn how to keep others attention (interactive activity)
4-H Communications: From Paper to Podium CD-ROM

Table of Contents – Includes Description of Resources

- Evaluation
  i. User Evaluation
    • Introductory Video (25 sec)
    • Teaching Video (2:20 min)
      • Evaluating a speech or presentation for content and delivery
    • Self-Evaluation Worksheet (PDF)
      • Offers criteria on how to critique your performance
    • Judge's Comment Sheet (PDF)
      • Example Sheet of Judging Criteria
    • Video Magic (PDF)
      • Participants are recorded, then review themselves on video (interactive activity *materials needed*)
  - Additional Resources
    i. Using Cue Cards
      • Introductory Video (31 sec)
      • Teaching Video (2:06 mins)
        • How to use cue cards effectively
      • How To Use Cue Cards (PDF)
        • Tips on how to organize and utilize cards when speaking
    ii. Impromptu Talks
      • Introductory Video (23 sec)
      • Note: no teaching video
      • Press Conference Examples Video (3:31 mins)
        • Kayla and Byron offer examples of impromptu interviews
      • Preparing Impromptu Talks (PDF)
        • Guidelines to follow when delivering an impromptu talk
      • String Me Along (PDF)
        • Activity to develop flexibility and spontaneity in speaking (interactive activity *materials needed*)
  - Hints and Tips
    i. Tips and Guidelines
      • Introductory Video (16 sec)
      • Note: no teaching video
      • Tips on Controlling Fear (PDF)
        • Ideas on how to control your fear before and during a speech
      • Facing your Fears Video (1 min)
        • Kayla and Byron offer tips on being well-organized and rehearsed
  - 3. Presentations
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5. Create
   - Introductory Video (31 sec)
   - Teaching Video (3:39 mins)
     - Introducing visual materials and how to use them appropriately
   - Rule of Three (PDF)
     - Worksheet to organize a speech
   - Choosing and Handling Visuals (PDF)
     - Five reasons why visual aids are important during a presentation, as well as a list of types of presentation aids that may be used
   - Making Effective Posters (PDF)
     - Eight tips on planning and preparing a poster
   - Power Point Tips Video (1:01 min)
     - Tips on creating a power point presentation
   - Power Point Tips (PDF)
     - Same information as video

6. Finishing Touches
   - Introductory Video (44 sec)
   - Note: no teaching video
   - First Impressions (PDF)
     - This worksheet activity helps in making decisions about wearing appropriate clothing
   - Prop Talk (PDF)
     - How to use a prop in your talk activity (interactive activity *material needed*)

7. Delivery
   i. Prep and Etiquette
      - Introductory Video (39 sec)
      - Teaching Video (4:35 mins)
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- How To Use Cue Cards (PDF)
- Tips on how to organize and utilize cards when speaking

- Hints and Tips

i. Tips and Guidelines

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- Tips on Controlling Fear (PDF)
- Ideas on how to control your fear before and during a speech
- Facing your Fears Video (1 min)
- Tips on being well-organized and rehearsed

4. Downloads

- Includes all PDF Documents listed above
- 4-H Presentations Organizer’s Guide
- How to Organize a Presentations competition, Roles and Responsibilities of members, leaders, and competition officials, Information on how to judge a competition and Presentations Rules and Guidelines
- Judge’s Orientation Guide
- Lists the responsibilities and criteria used in judging and scoring
In the Member Manual

Skill Builder 6: The Finish Line

The saying “It’s not what you say, but how you say it,” really holds true when communicating your wants and needs to others. Carl Mehrabian was the expert who researched the speaking effect on an audience. Did you know that people remember 50% of what they see, 35% of how the speaker talked and only 7% of what the speaker actually said?

Skills Checklist
- Identify desirable speaking qualities
- Identify the three V’s
- Understand the importance of slowing down

Important words
Watch for these important words throughout this builder:
- Mixed Message
- Verbal, Vocal, Visual, Practice, Gabble

Dream it!
Practice for Improvement

Think about and discuss with your group or leader some activities you have practiced to get better at?

Practice, Practice, Practice

Each time you deliver your speech or presentation you will strengthen your delivery, technique and confidence. Practicing also helps to determine whether or not there is sufficient information on the subject and if your talk will stay within the specified time limit.

Here are a few guidelines to follow when practicing:

1) Practice with feedback. You want to make sure that you are not reinforcing bad habits so practice with a friend or family member.

2) Practice all the way through. Sometimes during practices speakers stop their speech and start over each time they stumble rather than continuing on. As a result, they know the beginning of the speech well but are less and less polished as the speech progresses, thus increasing their nervousness. Get comfortable with the idea that you may make mistakes but that you can just keep going. Mistakes won’t bother you as much and you will draw less attention to slip if you just keep going.

3) Practice the introduction and conclusion an extra amount. The introduction and conclusion are remembered more than other parts of the speech because they are the first and last things the audience hears. You’ll also find that the introduction and conclusion perform functions that are expanded on in the body of the speech, thus you can always refer to them to remember what you want to accomplish in your speech.

Why practice? Practice will help to:
- Coordinate your actions with the appropriate ex.
- Ensure steps and actions are done in a logical order.
- Stay within the time limit.
- Know whether or not there is sufficient information on the subject.
- Use equipment skillfully.

There is no “right” or “best” way to speak, except to be yourself and to show you are interested in your topic.

Here are a few tips on how to speak:
1) Speak in a voice that is natural, distinct, and loud enough to be heard.
2) Use a friendly and confident tone that has inflection and enthusiasm.
3) Enunciate your words.
4) Do not speak too fast or run your words together.
5) Don’t drop your voice at the end of sentences.
6) Don’t speak too softly.
7) The further away your audience is away from you, the louder you will have to speak.

It is important not to mumble. Mumblers don’t open their mouths, their lips hardly move, their tongues are lazy, and their jaws seem to be locked into position.

Three Vs:
The three Vs are used by the audience to determine how believable you are as a speaker. That is, the audience looks for visual, vocal, and verbal clues in your speaking to decide whether they will believe you or not.

The visual factor includes what people see you do to get your message across to the audience. It can include hand and body gestures, eye contact, and your appearance. The vocal factor includes voice characteristics such as pitch, power, and pace. The verbal factor includes how you have organized your speech and what you actually say.

Be VISUAL

Be VERBAL

Be VOCAL
In the Member Manual

What is a mixed message? When someone says in a speech that they are “happy to be here” (verbal) but as they say it they look very nervous (visual). The verbal message doesn’t match the visual behaviour. This is called a mixed message. Be consistent in what you say, how you say it and what you do. This is easy in casual conversations because we act our natural selves. But when we get up to speak, we can fall apart and give mixed messages.

Here is a breakdown of the three V’s and useful tips to help you deliver your message.

<table>
<thead>
<tr>
<th>Visual Tips</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Eye contact</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Most important factor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Eye contact implies trust and sincerity.</td>
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<td></td>
</tr>
<tr>
<td>Gestures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Keep gestures above the waist.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Be natural.</td>
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<td></td>
</tr>
<tr>
<td>• Avoid gestures such as the arms clasped in front or arms clasped behind the body.</td>
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<td></td>
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<tr>
<td>Appearance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Being comfortable with what you wear.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocal Tips</th>
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</thead>
<tbody>
<tr>
<td>Pitch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Making use of the variety in the voice adds interest and life to speaking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Communicates care and concern.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pace</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• It keeps the speech interesting.</td>
<td></td>
<td></td>
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<tr>
<td>Power</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High and low power can both be used to emphasize something.</td>
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<td></td>
</tr>
<tr>
<td>• Medium power is most frequently used.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbal Tips</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Clean up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Avoid the “um,” “ah,” you know, okay, in terms of.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ignore jargon.</td>
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<td></td>
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<tr>
<td>Organize</td>
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<td></td>
</tr>
<tr>
<td>• Think through your talk before giving it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Practice, practice, practice!</td>
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</tbody>
</table>

Body Language:
The basis of good body language is confidence. If you’re worried about your body language, start with the basics. Get rid of any nervous habits: turning your rings, licking your lips, wringing your hands, fiddling imaginary fluff from your clothes, fiddling with a pen or your hair, continually looking at your watch (unless there’s a reason), constant movement of your legs, tapping a foot or scratching. If you aren’t aware of what you do, ask a friend. It is possible to control habits like these through strict mental discipline.

Do it!

Filter Words
Take turns talking for 30 seconds about a topic of your choice. Try not to use any of the filler words, such as um, ah, you know, and okay during your talk. Once everyone has had a turn, discuss whether you found the activity difficult or not.

Slow Down
When a person gulps, words are poured out so rapidly and indistinctly they’re almost impossible to interpret. Sometimes this is the result of nerves. Most of us speak a little more quickly when we’re under pressure, but this can be controlled by practice and perseverance.

Take turns saying different tongue twisters. Start off with trying to say them as fast as you can. Then say them at a normal pace. Finally, say them very slow. Once everyone has said a couple tongue twisters at different paces, talk amongst each other and answer the following questions:

- Could you understand what was being said at the different paces?
- Which speed did you find the easiest to understand?
- Which speed was most boring? Why?

Applause for a Pause
The ability to use a pause effectively is the big difference between an amateur and a professional speaker.

An amateur speaker may be going along nicely, when suddenly a pause looms. The tendency is to panic. Most often they think, they need to fill the pause, but with what? They nervously add in “um,” “ah,” and “you know,” anything but a pause.
In the Member Manual

"Go for the moon. If you don’t get it, you’ll still be heading for a star." ~ Willis Reed

Try using the pause yourself. Insert a pause before and after the underlined emphasized word. Work together as a group or get help from your leader to determine the meaning behind the sentence. Keep in mind, that pauses are like commas, they can change the meaning of a sentence.

<table>
<thead>
<tr>
<th>Emphasis underlined</th>
<th>What is the meaning of the emphasis in each example?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary had a little lamb</td>
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<td>Mary had a little lamb</td>
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</table>

**Video Magic**

Do your full speech or visual presentation.

Your leader will record your presentation with a video camera. When all members have done their speeches or presentations, you will review them. Write down or discuss feedback to help each other out. Your feedback can follow this order:

- Two things they did well.
- Two things they can work on for their next talk.
- The best thing you liked about the speaker.

"Nine tenths of education is encouragement." ~ Anatole France

**Dig it!**

**Apply it!**

- In Builder one you identified your favourite communicator. Review your answers about what makes them good communicators. Identify if any of the three V’s were used.

- What makes you believable when you are communicating? List your strengths - based on the three V’s. If you find this challenging, your practice audience may have given you feedback, or a club member or leader might be able to help you. Know what makes you a good communicator!

**They Pay Me To Speak**

Yes, you can perfect your speaking skills at a place where people will pay to hear what you have to say. Visit the website to find out more information!

www.canadianspeakers.org

MB Youth Parliament is an opportunity to further develop your speaking, debating, and convincing skills. Visit the website below for further details!

http://www.ypmanitoba.ca/
In the Member Manual

Communication Resources

The following resources are available from a MAFRI GO Centre/Office or online.

COMMUNICATIONS HANDOUTS

- Manitoba 4-H Communications SPEECHES: Guidelines for Members, Leaders and Judges
- Manitoba 4-H Communications VISUAL PRESENTATIONS: Guidelines for Members, Leaders and Judges

The following resources are available from a MAFRI GO Centre/Office.

COMMUNICATING EFFECTIVELY THE 4-H WAY - 4-H SPEAK PACK -
The chapters include information on the following: the value of the 4-H communication program, introductory communication activities, how to communicate effectively, practice activities, the value and importance of coaching.

PAPER TO PODIUM - This DVD/video has information on the following: Why Communicate; 4-H Communications; Steps in Developing a Speech or Presentation; Visual and Equipment; Preparing for a Speech or Presentation; Delivering a Speech or Presentation; Evaluation and Other Opportunities. Your leader will have a copy of this DVD.

QUALITY EQUATION 4-H CLUB PACK (2003) - Includes 65 hands-on activities that can be completed in 30 minutes or less. It is custom designed for club and project activities.

4-H FUN PACK - 110 fun and enlightening games and activities for 4-H members. The games and activities are categorized according to skills they teach such as team building, meeting management/parliamentary procedures, communication etc.

"CANNED" PRESENTATION SERIES (2004) - Presentations designed to be 30 minute workshops (including activities) for 4-H clubs or areas. Communication presentations include: 023 How to Write a Speech, 024 How to Deliver a Speech, 025 Perfecting Presentations
Showcase Challenge

Have members use their Member Manual to help them in organizing what they have learned to use in this activity. The form of the showcase can vary according to the wishes of the leaders and member’s ability. Information could be presented in many forms, some of which are: posters, pamphlets, written reports, speeches, computer presentations, displays, etc. Suggestions are listed on the Showcase Challenge page at the back of the Member Manual. The best results are almost always obtained when members are allowed to present their information in the style of their choice.
In the Member Manual

**Do It!**
Insert or attach your finished product or a photo of you sharing your skills in your Showcase Challenge.

**Dig It!**
Now that you have showcased your project skills:
- How did your Showcase Challenge go?
- What would you do differently next time?
- How will you use your new skills in the future? (in different situations?)
Once members have completed all the builders they will have a lot of information recorded in their manuals. These are products of their learning. As a final exercise in the project, members and leaders will pull together all this learning in completing the Portfolio Page in the Member Manual. There is a skills chart that lists the skills members are expected to complete by the end of the project. Members and leaders must indicate how they know the member was successful at a particular skill. Leaders will find evidence if they think about what they have observed members doing, what discussions they have had with members, and what members have produced. If leaders think that members need to go back and improve on any skill, this chart helps them clarify what needs to be done.
In the Member Manual

Above and Beyond!
In addition to project skills, 4-H also increases skills in meeting management, communications, leadership, community involvement through participation in club, area, or provincial 4-H events or activities. List below any activities you participated in this year in 4-H.

([List of activities: Exhibit Production, Field Day, Workshop, Communications, Community Services, Talks, Demonstrations, Conferences, Judging, Camps, Trips, Awards, Representation to Area or Provincial Councils, etc.])

Feel free to add additional pages that include awards, certificates, new clippings, photos or other items that describe your 4-H involvement.

Member Point of Pride!

What I learned...

What I need to improve on...

What I want others to notice...

Member's Signature:

Point of Praise! Another's perspective on your achievements in 4-H.

(community professionals, MAPP staff, 4-H club head leaders, 4-H Ambassadors, friends of 4-H)

I am most impressed by...

I believe that you have learned...

In the future I encourage you to...

Signature:

37
4-H Achievement

4-H Achievement is... a 4-H club celebration when members have completed their projects. Achievements are planned by the club to give recognition to members and leaders for their accomplishments in their 4-H projects and club activities.

A 4-H Achievement can take many different formats: from choosing a theme, to member project displays, to members using their new skills for the event (entertainment, food, decorating, photographer, etc.), to members presenting their project to the whole group, the options are endless and open to the creativity of the members and leaders in each club!

Clubs may also plan their Achievement to promote 4-H to the community or to recognize sponsors and others who have helped the club.

Members and leaders - be sure to check your project books for the project completion requirements, so you will be ready for your club’s Achievement celebration!

If you have any questions, comments or suggestions for this or other 4-H projects contact:

Manitoba 4-H Projects
Manitoba Agriculture Food and Rural Initiatives
1129 Queens Avenue
Brandon, MB R7A 1L9

Email: 4h@gov.mb.ca
Phone: 204-726-6613
Fax: 204-726-6260

This manual is for educational use only and is not intended as professional advice.

For more information about 4-H and the many 4-H opportunities available please visit

http://www.gov.mb.ca/agriculture/4-h/
What is 4-H?

4-H is an international youth organization involving more than 7 million members in 80 countries around the world.

In Canada, 4-H began in 1913 in Roland, Manitoba as a community-based organization dedicated to growth and development of rural youth. Today’s 4-H program reaches both farm and non-farm youth across Canada. The motto of “Learn to Do by Doing” is embodied in the program, as 4-H focuses on skill development as well as personal development of life skills such as communications, leadership and citizenship.

4-H Motto

“Learn To Do by Doing”

4-H Pledge

I pledge,
My HEAD to clearer thinking,
My HEART to greater loyalty,
My HANDS to larger service,
My HEALTH to better living,
For my club, my community, and my country.

4-H Quality Equation Principles

Quality People
- Promote responsibility, respect, trust, honesty, fairness, sportsmanship, citizenship, teamwork and caring.

Quality Experiences
- Provide members with personal development and skill development experiences.

Quality Projects
- Promote and value quality effort.
- Promote high quality, safe food production within industry standards.

Manitoba 4-H project material is developed by
Manitoba Agriculture, Food and Rural Initiatives (MAFRI)