



Communicating Effectively.....the 4-H Way

4-H SPEAK PACK



THE 4-H MOTTO

"Learn to Do by Doing"

THE 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.

THE 4-H GRACE

(Tune of Auld Lang Syne)

*We thank thee, Lord, for blessings great
on this, our own fair land.*

*Teach us to serve thee joyfully,
with head, heart, health and hand.*

Published by

4-H Branch

Alberta Agriculture, Food and Rural Development

7000-113 Street NW Room 200, Edmonton, Alberta, Canada, T6H 5T6

Check out our web site at: <http://www.4h.ab.ca>

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4-H Branch of Alberta Agriculture, Food and Rural Development

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Printed October 2005





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1 INTRODUCTION

THE VALUE OF THE 4-H COMMUNICATION PROGRAM

Unique

No other rural youth organization provides a communications program. 4-H has positioned itself where no one else stands in the rural community.

The Basics

Speaking is one of four basic communications 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.

Valuable

Former 4-H members are often chosen to perform communication duties in their communities. Banquet MC's, speakers, wedding receptions, municipal meetings, chairpersons are some of the more frequent occasions where former members provide leadership. The rural community values 4-H.

Personal Development

4-H leaders agree unanimously that the public speaking program is one of the best ways to develop self-confidence in members. Leaders frequently attest to seeing remarkable personal growth in members during three to five years of club membership.

Career Development

Employers rate the ability to communicate as the second most important job related skill. By developing their communication abilities, members are contributing to the development and advancement of their future careers.

Legacy

What do Roberta Bondar, Canada's first woman astronaut, and Glen Sather, well-known NHL hockey coach, have in common? They both were members of 4-H clubs. They have publicly testified to the value of the 4-H communications program in advancing their careers.



OBJECTIVES

At the conclusion of this Speak Pack, members will have achieved the following objectives.

Understand...

the basic concepts of effective communication.

Enjoy...

the value of communicating effectively, in a non-threatening manner.

Develop confidence...

to speak in public, which is based on positive attitudes toward the skill of speaking.

Contribute

public speaking skills both at the club level and in the community.

Give feedback...

and constructive insights to support fellow members in the development of their communication skills.

Develop Enthusiasm...

towards the 4-H communications program.



STRATEGIC DESIGN

Background

Those who fail to plan, plan to fail.

This Speak Pack has a plan, a strategy. It can best summed up as the Four A's.

The Four A's are designed to implement the components of this program. The Four A's are based on the needs of the learner (4-H member) and the needs of the facilitator (4-H leader).

The member requires a need-based program. A program that first helps them define a need ("How do I communicate more effectively?"), then acquire information about that need, then apply the information to the need and finally, adapt or change behavior to resolve the need.

Summary Chart of Four A's and Manual Contents

Four A's	Your Role as Leader	Manual Headings
Attention	Creating and defining a need	Priming the Pump
Acquisition	Providing information relevant to the need	Getting the Goods
Application	Apply information to the need	Working it Out
Action	Changing behavior/attitudes to resolve need	Coach's Corner

EXPLANATION OF THE FOUR A'S

Attention

Not every member aspires to become a better communicator. They often do not see the need. So the approach here is to first help the member create or define a need to set the stage where members realize the value and importance of communicating effectively. Once this need is established, you as a leader can share some knowledge and skills, and develop positive attitudes.

The purpose of section two, "Priming the Pump", is to ensure members are ready and eager to learn about communicating effectively. Activities are fun, non-threatening, short attention getters.

Acquisition

With attentive minds, members are asking, "What do I need to know"? In this case is how to become a more effective communicator.



Section three, "Getting the Goods", provides ten lessons to impart communication knowledge and skills.

Application

For information and skills to be useful, the next sequential step in learning needs to be taken - knowledge has to be applied. With application comes the opportunity for the member to take the information and adapt it to their particular need. When you adapt knowledge you are restructuring it, based on your experience, so that it works for you. It is important here that the member sees links between the information you give and their experience.

Section four, "Working It Out", provides 34 application activities.

Action

Learning can be defined as an observable change in behavior. The action stage is the opportunity for the member to make a decision. Will I put to use in my life what I have learned?

The purpose of 4-H is to cultivate knowledge, skills and attitudes that contribute to a productive, helpful member. The member's decision to act is based on the successful completion of the previous three stages. A need has been created in me (attention stage), I've been given some information relevant to that need (acquisition stage), I've had the chance to adapt that information to my experience (application stage), will I use it in my life? (action stage).

Section five, "Coach's Corner", provides ideas on how to encourage action in the members.



IMPORTANCE OF THE 4-H LEADER

Let's keep our focus. In providing you with strategic design in the development of this Speak Pack, we must remind ourselves of the most important ingredient in the success of any 4-H club.

Is it the strategic design – the Four A's? Well, it is important to know the how of where you are going. It gives a sense of purpose and aids in planning. But the Four A's are merely a planning tool.

Is it the members? Ultimately, if this program succeeds, you will see members becoming more effective communicators. But do the members drive this purpose?

The most important ingredient in the 4-H club is the leader. Simply put, the leader plays the key role in the design, delivery and development of the program.

- Members know that the program only takes on life and relevance with the energy, enthusiasm and commitment of the leader.
- Members render importance to the program to the extent that they believe that the leader feels that it is important.
- Members come as participants. Members are looking for leaders to lead- to motivate, to inspire, and to apply what is being taught.
- Members remember the 4-H leader much longer than they remember the content of the 4-H program. *The 4-H leader is the living link to 4-H!*





2 PRIMING THE PUMP

ATTENTION STAGE

Rationale

In the old days, you had to prime the pump to get water. You had to add water to get water. You had to wet the appetite of the old pump to get any interest in delivering what you wanted - some water!

In learning to communicate effectively, we as leaders have to apply the same principle. By priming our members, we wet their appetites to want to learn and yes, even apply, what they learn.

How do you wet the appetite of 4-H members to want to communicate more effectively? Not by giving them a pile of information, facts and figures for which they see little relevance. Not by being the best speaker you can be. Nor by enticing them with public speaking contests soon to come.

Rather, we can wet the appetite of the 4-H member by providing short and interesting activities - activities that are perceived by members as non-threatening, fun and stimulating - activities that are not labelled public speaking exercises - activities that have a purpose of simply creating a need to want to know more.

Sometimes we as leaders are driven by our needs or the needs of the organization. "We're going to have a speaking contest, therefore you members have got to learn to speak better".

The focus here is on first creating a need in the member's minds. "Priming the Pump" contains 20 attention-getting activities.

TIPS ON USING PRIME THE PUMP ACTIVITIES

What follows is a series of 20 "Prime the Pump" activities. Before you begin your planning, take a few moments to review how they can best be used.

- There is no need to do all 20 activities. Select the ones you feel most comfortable with, that you have time to do and that you feel will have greatest interest with the members.
- Activities are 5 to 10 minutes in length. They are intended to be attention getters, not lessons or lectures.
- All activities can be done with the entire club. Dividing your club into small groups is suggested where appropriate.
- When using small groups, ensure you have a leader appointed at the beginning of the activity for each group. This leader may be a senior member who can help keep the group focused on the activity.
- Every small group will be different. Some will complete the activity quicker than other groups. Visit with the quicker groups to ensure completion of the task and to get some feedback. Avoid debriefing with any particular group. Wait until you have the attention of all



groups before you debrief.

- Many of these activities are good openers for a club meeting. Incorporate these activities into your club meetings rather than to make them a separate public speaking activity.
- “Priming the Pump” activities can be used in the early fall when your club reconvenes after the summer break. Some activities help members get to know one another using communication as a vehicle. Of course, you can use these activities any time in the year.
- The key is fun. Hopefully members will enjoy doing these activities. With a fun atmosphere, members will be keen to keep doing more communication activities.



FIVE ALIVE

Purpose

To encourage members to express their ideas and thoughts.

Materials

Paper and pencils

Instructions

1. In this activity, we're going to focus on five different things about each member.
2. Explain that each person will be asked five questions about themselves. Question one will be answered with one word where possible; question two will be answered with two words where possible, and so on.
3. Tell participants there will be some time given between the questions for them to write their response. At the end of the five questions, each participant will be invited to share their responses. You may pass with any question.
4. Here are the five alive questions:
 - #1. One place you'd like to be?
 - #2. Two things you do well?
 - #3. Three things that are important to you?
 - #4. Four words to describe how you feel about this club?
 - #5. Five words to describe yourself in ten years?

Tips

- When asking members to share their responses, you can do it in at least two ways:
 1. Ask each member to respond to all five questions before going to the next member.
 2. Ask members to respond to the same question before moving on to the next questions.
- If time is limited, have members share in smaller groups.



STRING ME ALONG

Purpose

To develop spontaneity and flexibility in speaking.

Materials

String and scissors

Instructions

1. Form participants into groups of four to six.
2. Have each group appoint a group leader or suggest to the group that the leader is the one with the darkest hair, the person with a birthdate closest to today's date, or whatever.
3. Provide each group with a ball of string and a pair of scissors.
4. Instruct the groups that they are to pass the ball of string to each person in their group. Each group member is to take as much string as they need. The string can be cut using the scissors.
5. After everyone in the groups has their string, ask each group leader to begin by talking to the group. While the leader is talking, he/she is to wind the string around one of their fingers. The leader stops talking when the string has been completely wound around his/her finger.
6. The person to the right of the leader is then invited to do the same as the group leader. That is, he/she is to talk to the group while winding the string around a finger. They are to stop talking when the winding of string is completed.
7. Continue in each group until all have had the opportunity to participate.

Tips

- What do the members talk about? You may want to suggest that they talk about a subject they know best themselves.
- The amount of string participants take is up to them. You may want to advise them that the ball of string is the limit for the group. If every member of the group is to participate, then individual members should consider this when they are taking their own piece of string.



THE 4-H CLOVER

Purpose

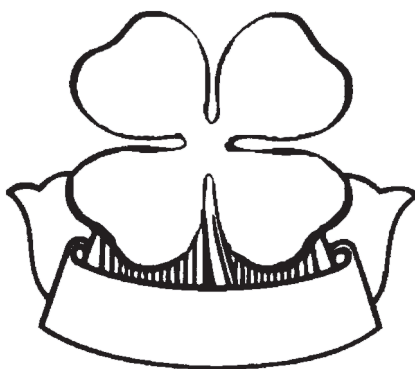
To introduce members, using the 4-H emblem.

Materials

Copies of the 4-H clover (optional)

Instructions

1. Provide each person with a copy of the 4-H Clover (reduced copy below), or have each member draw a large 4-H emblem on paper.
2. Prepare the 4-H emblem by having members write one of the headings below in each of the leaves of the 4-H clover.
 - Things of my head
 - Things of my hands
 - Things of my heart
 - Things of my health
3. Ask each member to find someone in the 4-H club that they would like to get to know better.
4. Participants will print the name of their partner at the base of the 4-H Clover. Each member of the pair is to interview the other. The information that they get from the other person is based on the four headings on the 4-H Clover.
5. The members can now be asked to introduce their partners to the whole group. Give some tips on how to creatively introduce a person. (E.g. leave their name till last, give three clues and then guess).
6. You may want to post these emblems. Information can always be added to the page as members learn more about each other.





PUBLIC INTERVIEW

Purpose

To get members thinking on their feet.

Materials

None

Instructions

1. Form participants into one large "U" shape.
2. Place a chair at the head of the "U" shape.
3. Have each participant write their name on a slip of paper.
4. Put the slips of paper into a container (E.g. hat or box). Have a member draw one slip of paper from the container.
5. The person whose name appears on the slip of paper is invited to be seated at the head of the "U". The other club members will interview this person. This person has the right to participate, to defer until later or to not participate.
6. Questions are asked to the person being interviewed. See sample questions listed under tips.
7. The person being interviewed may choose to answer the question or to pass. It is important the right to pass is made clear.
8. Either the person being interviewed or the leader may terminate the interview at any time.
9. Another name is drawn or this activity is continued at another meeting. Keep the names of those who have yet to participate.

Tips

Some sample interview questions are:

- What is your favorite food?
- What would you do with \$1000?
- What is your idea of a perfect Saturday afternoon?
- Have you ever invented anything? What?
- What is the best news you could get right now?
- What kind of TV programs do you watch?
- If you had three wishes what would they be?
- What is the best thing that ever happened to you?
- Do you want to say something to the club members that would be good for them to hear?



PASS THE FRUIT

Purpose

To develop a sense of humor and an ability to think on your feet.

Materials

Fruit with thick skin.

Instructions

1. Divide participants into groups of 6 to 8 people.
2. Give a piece of fruit to each leader of the group.
3. Have each group practice passing the fruit to each other. When passing the fruit, establish eye contact with the receiver before you pass. Pass to someone who hasn't received a pass as yet. Pass slow enough for the receiver to catch.
4. Now begin with the group leader. Have them respond to one of the questions listed under 'tips' before they pass the fruit.
5. Each person is to attempt to continue talking until club leader - says, "pass". (Usually about 30 second intervals).
6. Each person is to respond to the same question before they pass the fruit.
7. First round ends when all have received the fruit once and have responded to the question.
8. Continue activity with a new question.
9. Conclude activity when interest or time has run out.

Tips

Some sample questions for this activity include:

- What can you tell us about this fruit?
E.g. This fruit is not grown here. It grows in a warmer....
- How are the fruit and you alike? (good for humorous responses.)
- How is this fruit like a good speech?
- If this fruit could talk, what would it be saying right now?
- Why might we choose this fruit to be our club logo?
- What games could you play with this fruit?
- Tell the group anything you want about the fruit.



4-H BINGO CARD

Purpose

To develop an awareness and knowledge of others.

Materials

Paper, pencil and chips

Instructions

1. Pass pieces of paper to all participants. Have them draw a large square on the paper. Then draw three lines across the square and three lines down the square. You end up with 16 boxes within the huge square.
2. Have participants write wild card in one of the squares.
3. Now provide a statement (samples in tips) for participants to write in a box of their choosing. Participants will end up with writing 16 statements in their boxes (which includes wild card).
4. With a completed bingo card, participants are then to circulate among the group, seeking to match a person with a statement. When they find a match, the person signs the matching statement. No person can sign more than two statements on any one card.
5. Members continue to match a person with a statement, collecting signatures as they go. Allow two minutes for this. Encourage them to get as many signatures as they can.
6. Now have members return to their seat. They can now sign up to five more statements themselves, if they match each statement.
7. Now play bingo as you normally would. Players can play only those squares that have been signed. Use chips to cover squares.
8. "Bingo" is reached when a participant has a horizontal, vertical or diagonal row of chips across the card.

Tips

- Use statements based on what you already know about the members. Sample statements include:
 - clever
 - plays (piano)
 - only child
 - skier
 - likes liver
 - new member
 - has a pet
 - swimmer
 - collects coins
 - in grade 5
 - cooks
 - bilingual
 - uses computer
 - loves bingo

Recognize winner by having him lead another bingo, etc.



MIND SET

Purpose

To assess knowledge and attitudes towards speaking.

Materials

Paper and pencils

Instructions

1. Pass out a piece of paper to each participant. At the top of the page have them print the word "speaking".
2. Down the left hand side of the page, have members write the 26 letters of the alphabet.
3. Explain that in a minute participants will be asked to write as many words as possible that come to mind when they think of the topic "speaking".
4. You can have them work on their own or work in groups of two. This will depend on the age range and your own judgement.
5. You may want to provide a few examples to ensure clarity.
E.g.
A: announcement, answer
B: brave, bold
C: calm, collect thoughts
D: do it
E: exciting, easy
6. Tell them they will be given three minutes.
7. "Any questions? Ready. Begin."
8. At the end of three minutes, announce, "stop".
9. Have participants share their responses. You may want to begin with one person and ask for their 'A' word(s). If they do not have an 'A' word, they can say "pass". Go to the next person and ask for either an 'A' word or a 'B' word depending on the first response.
10. Continue until all the letters have been responded to. If after several tries, no one has a word for the letter, see if the group can come up with a word.

Tips

- Listen to the words the members respond with. This will tell you a lot about their vocabulary range, their knowledge and interest levels about the topic word.



ME AT 22

Purpose

To enhance self-esteem and awareness.

Materials

Old magazines, scissors, glue and heavy paper

Instructions

1. Inform participants that they are invited to construct a collage on how they see themselves when they are 22 years of age.
2. To help provide some focus, clarity and creativity, discuss some possible life scenarios at age 22. What might they look like? What career might they be in or planning to be in? Will they be living in a large city or in a rural area? What will they own? What might they be thinking about themselves?
3. Now have them cut out pictures, caricatures, symbols, drawings and any other art form that helps to describe them at age 22.
4. Have them paste their clippings on the heavy paper (construction paper) that has been provided. Have them write their first name (and last if needed) on the collage.
5. Encourage creativity. For example, they may spell their name using the clippings.
6. At completion of their artistic work, have them share their collage with the whole group.
7. Post the collages.

Tips

- Encourage them to look at more than what they will look like (the physical). Have them discuss other dimensions of themselves such as social, emotional and occupational. Have them compare their needs now with what they might be at 22.
- You may want to change the age (E.g. 33 rather than 22).
- Can be used later for impromptu speaking activities.



DOUBLE TROUBLE

Purpose

To build spontaneity, creativity and humor.

Materials

Garbage bag

Instructions

1. Cut a garbage bag down both sides so that you end up with a long rectangular piece of plastic. Now cut two holes in the plastic. Position the holes about 100 cm (3.5 feet) apart and big enough for a head to, pass through each hole.
2. Ask for two volunteers who would be willing to answer some questions from their fellow members.
3. Have the volunteers stand side by side. Then place the cut out garbage bag over their heads.
4. Explain that these two people, person A and person B, will jointly answer questions that are addressed to them. That is, when asked a question, they will respond by each head giving one word at a time.
5. Example:
 - Question: What is your favourite food?
 - Answer:
 - Person A: My
 - Person B: favourite
 - Person A: food
 - Person B: is
 - Person A: spinach!

Tips

- With practice, the two respondents can come up with some very funny answers. The focus is not on humor. It will just come.
- The answer really isn't important. It's having fun. Besides, who could predict the answer anyway?
- Once two people have taken the risk, you may well find lots of other volunteers!



WHAT WOULD HAPPEN IF

Purpose

To develop spontaneity, creativity, and the ability to think on your feet.

Materials

None

Instructions

1. You may want to divide participants into groups of 4 to 6 to encourage maximum involvement.
2. Indicate that participants will be asked to think of possible consequences of certain unusual happenings.
3. Ask the question "What would happen if..."
4. To complete the question, here are some possible endings
 - we had two eyes in the back of our head?
 - we could see at a distance of 100 kilometers?
 - we could look of a person and tell exactly what they were thinking?
 - we could predict sports scores?
 - we could lift 1000 kilograms?
 - we could hold our breathe under water for 24 hours?
 - we had to raise our parents?
 - we
5. Each member of the group is asked to respond within a previously established time limit (E.g. one minute). The same question goes to each member before they move onto another question.

Tips

- Members may want to come up with their own unusual happenings.
- What members respond with should make sense not in terms of it actually happening, but in terms of other members being able to follow the line of thought.



FREE SPEECH

Purpose

To encourage the free flow of speech, and active listening.

Materials

None

Instructions

1. Put participants into groups of four to six. Have them number off.
2. Explain that you will give a topic to person 1. He/she is to respond with two sentences that say something about that topic.
3. Person 2 is to listen for the last word spoken by person 1. That becomes the new topic.
4. Person 2 responds with two sentences on the new topic.
5. This continues around the group several times. In fact you may want to see if they can keep this free speech going for five minutes or so.
6. Before the groups begin, you may want to provide an example.

Topic: Horses

Person #1: I like horses. The one I have at home is beautiful.

Person #2: I think there is beauty in nature. Just about everywhere you look you can find beautiful things.

Person #3: The thing I like best about school is physical education. You get to play lots of sports.

Person #4: My favourite sport is hockey. I like to watch and play this game...

Tips

- You may want to extend the amount of sentences they say from two to about 30 seconds worth.
- The goal is to keep the flow going. Short pauses are okay. Try to avoid long pauses between persons.



FAVOURITES PARADE

Purpose

To talk about yourself with pride and enthusiasm.

Materials

None

Instructions

1. Keep this as a whole group activity.
2. Explain that you will be inviting members to respond to their list of favourites. Each person will be given 30 seconds to a minute to respond to the question given to them. If they don't have a favourite thing in response to the question, they can pass.
3. You can do this activity in at least two ways.
 - Go around the group with the same question before you move onto the next question.
 - Ask a different question to each person in the group.
4. Begin by asking a question to a participant. Encourage them to use the whole time limit by using the five w's - who, what, when, why, where.
5. Some of your favourite questions might be:
What is your favourite...

Book	Sport
Hobby	Day
Place	Holiday
City	Gift
Animal	Subject
Club activity	Friend

Tips

- You may want to ask questions of the respondent if they are having difficulty putting their thoughts into words.
- Use what you hear to build interest in the club activities.
- Participants can get excited when they talk about favourite things. This builds on the speaking and coaching you will do later.



BEAN COUNT

Purpose

To develop members' skills to think on their feet.

Materials

Beans

Instructions

1. Have each player take 15 beans in their left hand.
2. Have each player put from one to four beans (from the 15 they already have), in their right hand. They do this in private.
3. Have the players pair up.
4. In each pair, choose a speaker and a listener. (There will be a role reversal later in the game).
5. When the leader signals, each speaker of each pair is to talk to the listener.
6. When the leader signals (30 to 60 seconds later) to stop speaking, the listener in each pair is to guess how many beans are in the speaker's right hand (the guess is to be 1,2,3, or 4 beans).
7. If the listener guesses right, then the speaker is to surrender the beans in his/her right hand to the listener (E.g. Listener guesses 3, speaker has 3 in their right hand. Speaker gives those 3 beans to the listener).
8. If the listener guesses wrong, then the listener is to give to the speaker, the number of beans the speaker has in his right hand. (E.g. Listener guesses 3, speaker has 2 in the right hand. Listener gives 2 beans to the speaker).
9. Switch roles. The speaker becomes the listener and visa versa. Repeat steps 5 through 8.
10. Now have players find new partners. Have partners decide who will speak first. Repeat steps 5 through 8.
11. Finish the game when you see fit.

Tips

- Be clear in giving instructions.
- You may want to recognize (with prizes) the persons with the most and least amount of beans. This is a game of chance, not skill. It's having fun that is the key.
- What members discuss in their pairs could be based on your meeting theme.



MIND MAPPING

Purpose

To develop a thinking tool useful in constructing future speeches.

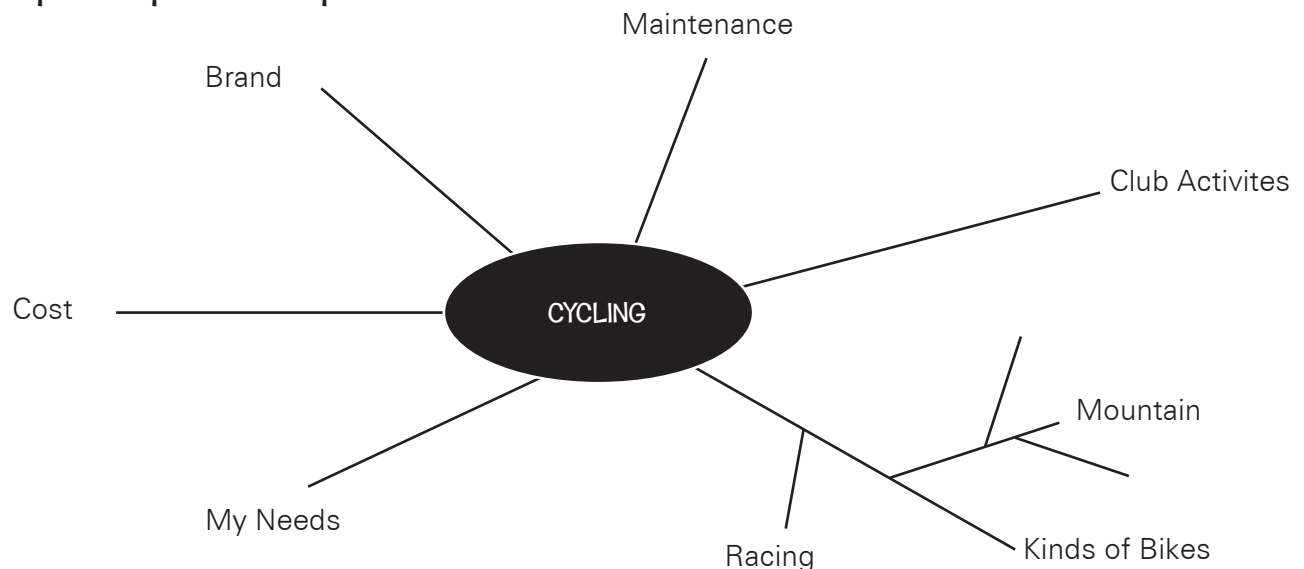
Materials

Paper and pencils

Instructions

1. Ask the members, "Have you ever mapped what your mind is thinking?"
2. Explain all of the procedures before members begin their own mind map.
3. Procedures:
 - Draw a circle (2") in the centre of a piece of paper (8.5" x 11")
 - Draw spokes, about 6 to 8 of them, attached to the outside of the circle. See small version below.
 - Choose a topic and write it in the centre of the circle.
 - Each idea that comes to mind about the topic, write at the end of a spoke.
 - Try for main ideas to be written on these six to eight spokes. If you discover while writing, that some of the ideas could come under one of the main ideas, then relocate these sub-ideas on side spokes (see below).
4. 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!

Tips (sample mind map)





I AM

Purpose

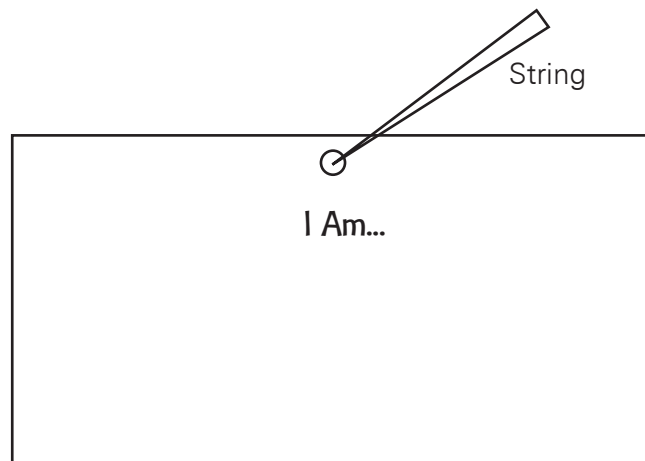
To develop a strong sense of identity and importance which will ultimately aid in speaking with confidence.

Materials

Cards, string, hole punch

Instructions

1. Explain that each person will be given a card (3.5" x 5"). On that card they are to write responses to the words "I Am". Write "I Am" near the top.
2. 10 respond to the words "I Am". Think of all the things that you are. For example:
 - I am ...
 - a sister
 - grade 4 student
 - soccer player
 - daughter to ...
 - a pet owner
 - a 4-H member
 - a Boy Scout
 - a ...
3. Remember we are asking for what you are, not what you are like.
4. Once they have written all the "I Am's" they can think of, prepare the card by punching a hole at the top and stringing some string through the hole (see below).





5. Have each member hang their card around their neck. Now have members go around and read each other's cards. Pick one or two "I am's" that interest you about the other person and talk about them.

Tips

- Hang the cards up for display. Members can add more to them.
- Good for starting a meeting or starting a new club year.



PENCIL QUEST

Purpose

To develop a curiosity and the skill of asking good questions.

Materials

Pencil

Instructions

1. Form the group into a circle.
2. Place a pencil in the centre of the group.
3. Indicate that as a group, they will be challenged to ask as many questions about the pencil as they can in one minute.
4. Appoint a timer (someone to tell when one minute is up) and a recorder (someone who will count the total number of questions asked).
5. Ready, go.
6. At the end of one minute, ask the recorder how many questions were asked. If you get more than 20, congratulate the club. They have a strong sense of curiosity, one of the key ingredients of good thinking and speaking skills.
7. Now indicate to them that even though they may have been using a pencil for a number of years, perhaps there are some fascinating things they could still learn about this instrument. For example:
 - Pencil comes from Latin "penicillus" meaning little brush.
 - The pencil was invented in France in 1795.
 - There are three kinds of pencils - lead, mechanical and sense-i-matic (responds to touch).
 - The wood of the pencil is a special kind of cedar. No other wood can be sharpened and still hold its shape without cracking.
 - The pencil is an international instrument - the tin and rubber comes from S.E. Asia, the wood from S. America, the manufacturing is done in USA, Japan and Korea.
 - More in your Encyclopedia!

Tips

- Try this with other ordinary things. You'll be amazed what you find.
- Asking questions is important. Just as important as the answers you receive. Develop this attitude in your club.



TRIPLE DECKER

Purpose

To express your views to help make a difference.

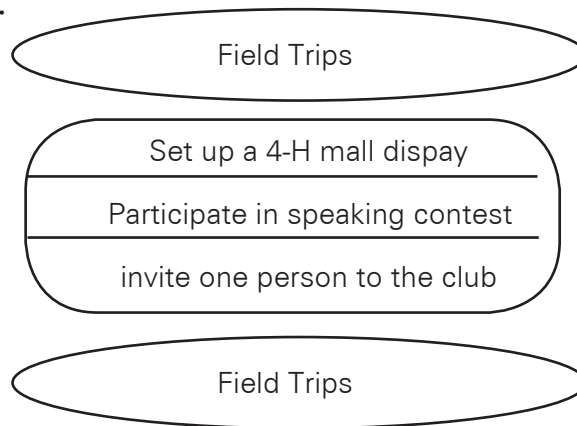
Materials

Large drawing of a hamburger

Instructions

1. Explain to the members that being able to express what you think and what you feel is important. It can help the club grow by valuing the ideas of others.
2. In this activity, each member will be asked to draw his or her own triple-decker hamburger (see diagram A).
3. Let's add some 4-H ideas to spice up the hamburger.
 - top bun - put in the best thing you like about the 4-H club
 - bottom bun - put in one activity you hope will happen this year
 - triple burgers - put down three things you are prepared to do for the club this year or at least would consider doing.
4. After each burger is made, its time for some sharing. Have each member share his or her burger.

A.



Tips

- Metaphors can be powerful ways to get a message across. The hamburger is the metaphor. So build on this.
- A burger is best when served hot - get going on your hot ideas!
- Burger-extras (lettuce, onions) really add to the taste - what can you do to help members leave each meeting with a good taste.



QUIP ON QUOTES

Purpose

To get members to think on their feet and use their intuition.

Materials

Large cards, felts

Instructions

1. Below are some quotes made by famous people. Put these quotes on large cards (5"x7" or bigger) using felt pens. Display them around the clubroom.
2. Invite participants to read the quotes and then to choose one they would like to make a quip on. A quip is your own short version (one minute) of what the quote means to you. Participants will be using intuition - trying to get a sense of what the author is saying.
3. These quotes have a connection to the art and skill of speaking.

"What you do speaks so loud I can't hear what you say." *Ralph Waldo Emerson*

"Laughter is the shortest distance between two people." *Victor Borge*

"Do the thing you fear and the death of the fear is certain." *Ralph Waldo Emerson*

"To understand, listen to what is beneath the words." *Anonymous*

"A bore is a person who talks when you wish them to listen." *Ambrose Bierce*

"Grow antennae, not horns." *James Angell*

"Nothing great was ever achieved without enthusiasm." *Ralph Waldo Emerson*

"Whether you think you can, or you think you can't, you're probably right." *Henry Ford*

"Do the act and the attitude will follow." *William James*

Tips

- After doing this, participants may want to make their own quotes.
- Maybe one of these quotes can be adopted for a theme of the month.



PENNY THOUGHTS

Purpose

To help 4-H members discover that they can always learn something new.

Materials

Pennies, paper, and pencils

Instructions

1. Instruct participants to draw two large circles of equal size on a piece of paper.
2. Ask members to “draw both sides of a Canadian Penny”. They cannot use a penny to do this. Whether they work together or on their own is up to you or perhaps up to them.
3. After one minute is up, pass out some Canadian pennies. Have them check their drawings.
4. Debrief this activity by asking some of these questions:
 - Did you discover that you knew a fair amount about the penny? What did you already know?
 - Did it occur to you that although you have handled many pennies, there are still some things you can learn about it?
5. Use the penny as a metaphor. Say: “In doing this activity you may have been reminded of what you already knew and you may have discovered some new ideas. Our club purpose is the same. To remind you of what you already know and can help others with and to reveal some new things to you so you are constantly learning at 4-H.”
6. Now use the penny theme to ask questions like...
 - What inexpensive things can we do this year?
 - A penny saved is a penny earned. How can we save pennies to earn some valued rewards for our club members?
 - Ask members to draw a bill that represents what they think the club can fund raise for this year. (E.g. \$200 bill). Average the estimates. Set this amount as a club goal.

Tips

- Reward good thinking. Have a suggestion box. The best suggestion of the month, as judged by the club executive, will be awarded.
- How can the penny idea be useful for your next talk to the club?



PEAKS AND PITTS

Purpose

To identify some club speaking goals.

Materials

Paper, pencils, flip chart

Instructions

1. All of us have heard good speakers and boring speakers. What is it that makes one speaker good and the other not so good?
2. Ask each participant to draw a line down the middle of a sheet of paper. On the left hand side, at the top, put the word "Peaks". On the right hand side, at the top, put the word "Pitts".
3. Ask members to take a few minutes to think of what makes a good speaker. Put these ideas under the column entitled "Peaks". Then think of what makes an ineffective speaker. Put these ideas under the column entitled "Pitts".
4. Divide participants into groups of 4 to 6. Have them each share their ideas. Then have them put ideas they can agree upon, on (a large sheet of flip chart paper).
5. Have each group share their charts with the whole group.
6. Construct one club chart, listing some of the standards the group will strive for in their speaking.

Tips

- When the groups share, you may want each one to share one idea at a time. That is, their best idea first, then on the second round, their second best idea and so forth.
- Pay particular attention to ideas that are repeated. These ideas are important to the club members and could become some of the club standards.





3 GETTING THE GOODS

ACQUISITION STAGE

Rationale

The purpose of section three is to provide some essential knowledge about how to communicate effectively. This has been done through the development of 10 lessons.

In section two, "Priming the Pump", the focus was on getting the attention of the members through short, involving, interesting activities. This helped develop a need for how to speak more effectively.

It is important to establish this need first as it is a premise upon which to build knowledge. However, this need will only last so long unless it is followed up with some information.

The focus of this section is on imparting information in an interesting manner so that members will be receptive and retain as much as possible.

In total there are 10 lessons. Each lesson consists of concise, planned, whole group learning activities. Each lesson follows the same format and can be adapted to meet the needs of the members in your club.

By completing these lessons, you will provide members with an adequate body of knowledge so that they can pursue section four, "Working It Out", with a good degree of confidence.

Four Parts to lessons

Each lesson has a theme or topic and is divided into four parts. These parts are:

Introduction (attention getting activity)

An opening story, quote, quiz, skit or activity which is intended to capture the attention of the members and to create a need in their minds to want to know more.

Know-How (acquisition phase of lesson)

Topical information, which is relevant to what members need to know to become effective communicators, is shared.

Practice session (application phase)

Members have the opportunity to use what has just been taught. They may be asking - will this information work for me? Can I have a chance to see how I can adapt the information to meet my particular needs and interests?

Challenge (action phase)

The lesson concludes with a challenge to encourage members to use what they have learned.



What can the members do at home, at school and in future 4-H club meetings to use what they have learned to enhance their speaking skills?

Some Tips

Lessons are intended to:

- Be approximately 30 minutes in duration.
- Focus on one topic or theme.
- Be independent and self-contained (i.e. a lesson doesn't depend on other lessons being taught before or after it).
- Be taught in any order you wish.
- Be suitable for both the junior and senior members.



PREPARATION

Planning

- Read the whole lesson to get an overview of the content and the materials required to teach the lesson (i.e. flip chart, blackboard).
- You'll notice that each lesson has some suggestions on how to teach the topic and the group sizes to use, but the specific details are left to your experience with the club and the conditions of your location.
- Get comfortable with the knowledge component of the lesson. Reading the lesson over more than once can help you teach with confidence.
- Remember the five P's - proper preparation prevents poor performance!

Delivery

- Each lesson is designed in four parts. You can adapt this format to meet your needs and requirements. You may want to shorten the lesson or spend more time on a particular topic.
- Remember it is a short lesson. The intention is for this lesson to be one part of your 4-H club meeting, not take up the whole meeting.
- Practice being a good presenter while you give the lesson. This is an opportunity for you to develop your own speaking skills.

Follow-up

- Some lessons will suggest a follow-up activity for the members to complete. You may want to note this so that you follow-up in another meeting.
- You may also want to provide a question and answer period during some of your meeting to clarify and reinforce material from the lessons.

Lesson Topics

The ten lesson topics are:

1. Impromptu Speaking
2. Facing your Fears
3. Speaking On Purpose
4. Speaking To Achieve
5. Building A Speech
6. Believability
7. Humor
8. Way With Words
9. Audience Audit
10. Style



IMPROMPTU SPEAKING LESSON #1

Objective

Through the use of the formula SAFW, develop the ability of members to think on their feet.

Introduction

Ask a volunteer, out of the blue, to stand up and speak on a topic you have chosen. If you don't get any volunteers you may want to ask a senior member. When they have spoken for a minute, thank them for their willingness to speak.

Debrief this speech. Indicate that what the volunteer has just done was give an impromptu speech. What makes it difficult to speak impromptu? Are there any ways in which impromptu speaking is easy? You may want to note on a flip chart what the members are saying.

What will probably come out of this debrief is that impromptu is a difficult thing to do for reasons such as...

- there is little time to plan what you want to say;
- what can you say in a minute that amounts to anything; and
- there's a lot of pressure on the speaker.

Know-how

One of the most difficult challenges you'll face in speaking is when you're asked to say a few words. You literally have seconds to plan. Time and the pressure of wanting to say something meaningful limit what you want to say. This happens more than you think. It occurs not only when you're asked but also when you have the urge to say something. It happens at school, at home, and at club meetings.

Can we make this any easier? Yes!

Let's use the first letters of say a few words to build a formula that can help us to quickly put our thoughts together and say something worthwhile. Here's the formula.

S STATEMENT

A AMPLIFY

F FEW EXAMPLES

W WIND-UP

You may want to put this on a flip chart.



KNOW-HOW

Statement

Make an opening statement. For example, you have been asked to speak on cross-country skiing. You might open with this statement "I really like to cross country ski".

An opening statement can also be a quote, a humorous quip, a question. For example, "Who here likes to cross country ski?"

A statement announces the topic and lets people know you have something to say.

Amplify

Expand on your opening statement to make sure your listeners are clear about what you're saying.

For example, in the topic of cross country skiing, you could say; "In fact, of all the sports I participate in - hockey, soccer, flag football and swimming - it is cross country skiing that I like best."

Few Examples

Provide one or more examples that will help to illustrate your opening statement. How much you say here is of course limited by the time that you have been allotted.

With the topic of cross-country skiing, you might come up with two or three examples of why you like cross-country skiing.

For example, "On our farm we have rolling hills. It's so handy to slip on your skis and head out to the hills. You can do it most winter days.

But its more than just handy. Cross-country skiing is easy to learn. If you know how to walk, then you already know how to ski...."

Wind-up

Your minute is coming to a close and so should you. You need to wrap up. This can be done in as little as one sentence.

For example, "In closing, cross country skiing is my favourite sport because its handy to do on the farm, its easy to learn, and it's a lot of fun!"

PRACTICE SESSION

Provide each member with the opportunity to use the SAFW formula in an impromptu speech.

You might want to begin by having each member write down two familiar topics on two pieces of paper. Put these topics into a hat. Each member draws one topic.



Working in pairs, the members are then given several minutes to think about what they might say about their topic using the SAFW formula. Have members write down on paper the 'S' with a brief note of what their opening statement will be. Then write down the 'A' and a brief note of how they will amplify or expand their opening statement. Then an 'F' with a few examples to support the opening statement. Finally, a 'W' with how they will wind-up their speech. Now, have each member share what he or she has written.

Have members draw a second topic. Give them time to work the SAFW formula. Invite them to stand-up and deliver a one-minute impromptu speech on their topic.

Note that the SAFW formula incorporates the three essential parts of a speech.

Opening Statement and Amplification

Body Few examples

Conclusion Wind-up

CHALLENGE

Encourage members during the next week to think of some impromptu topics. In your head, work through the topic using the SAFW formula.

It is important to stress doing it in your head and not on paper. For the most part, impromptu speaking, standing up and saying a few words, will happen in the head. You won't have time to make notes.

In the follow-up at the next club meeting, you may want to ask members to share some of their impromptu speeches either as speeches or as commentaries on how they used SAFW.



FACING YOUR FEARS LESSON #2

Introduction

In the 'Book of Lists', published by the London Times, it identifies the greatest fears of people.

Greatest Fears

- | | |
|---------------------|-----|
| 1. Public speaking | 41% |
| 2. Heights | 32% |
| 3. Insects and bugs | 22% |
| 4. Financial | 22% |
| 5. Deep water | 22% |
| 6. Sickness | 19% |
| 7. Death | 19% |

You may want to put this on a flip chart.

Discussion

Why should the fear of public speaking loom larger than any other fear? Why should we spend more time fearing public speaking than we do fearing death?

Note the reasons your members give you. You may be able to categorize them under such headings as:

Stumble Making a fool of myself

Mumble Won't speak clearly

Crumble Ridicule, falling apart

It is important for club members to talk about their public speaking fears. It helps them to identify with each other - they are not alone in their fears of standing up in front of a group. It helps them to look for and get support from a group that feels like themselves. It can be constructive things to process fears by getting them out in the open and looking at what is common for the group. This does create a need. How do we resolve our fears?

The key here is to recognize and discuss but not to exaggerate the discussion on speaking fears. Move on to what can be done about fear - the know-how section on the next page.



KNOW-HOW

What can members do about their public speaking fears? Here are some timely and practical tips on ways to control fear. Notice the word control is used, not eliminate. (You may want to use a flip chart/black board/overhead here to note the key words).

- #1. Recognize that we all have fears about public speaking, Even the professional speakers have fears that things may not go well. Fear is normal and to be expected.
- #2. Most of our fears are imagined rather than real. Most of our fears will never happen. Psychologists tell us that more than 90% of our fears will never happen.
- #3. Our goal should not be to rid ourselves of fear, rather to control it - to put the butterflies in formation. We still have butterflies, but at least they're flying in order. The question is, how do we control our fears?

Timely Tips on Controlling Fear

BEFORE A SPEECH

- Be organized Work on your speech so people can follow what you say.
- Rehearse Don't practice on an audience. Practice at home.
- See Yourself If you can imagine your fears you can also imagine your success. More on this in the 'practice session'.

JUST BEFORE A SPEECH

- Think audience They are rooting for you. They want you to do well.
- Think positive "What ever happens, I'm going to learn from and enjoy this experience."

DURING A SPEECH

- Move By using gestures and other body movements we dissipate our nervous energy into something effective.
- Eye contact There are friendly faces out there cheering for you!
- Never tell You may feel nervous, but probably won't look it.

PRACTICE SESSION

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.

This physical practice is important, but equally important is the mental practice.

Actually 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 what constructive physical practice we do is countered by the negative imaginations we foster in our minds.



Visualization works. It is due to what we have discovered about the brain. Simply put, the mind cannot tell the difference between an actual experience and one that is repeatedly and vividly imagined.

Practice mentally by conducting a brief visualization exercise.

Put the members in a quiet location where distractions are kept to a minimum. Tell them that they are invited to imagine giving a good speech - no a great speech. Here's how it happens.

Read the following monologue. Have members close their eyes. Insist on silence.

MONOLOGUE

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 your mind to see just how great it was.

You walked to the front of the room. You stopped and looked at the members - 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 4-H members 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 posed 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 humor in it. You know, when you come to think of it, humor 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 your 3x5 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 good. You summarized quickly by reminding the audience of what you just told them. You reviewed the three options in 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 monologue).



Following the reading of this monologue, debrief with the club by posing questions like...

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

CHALLENGE

When you're planning your next speech, remember to practice. Practice physically by saying the speech over to yourself out loud. And practice mentally, by seeing yourself give a good speech. Both kinds of practice take time and both are well worth your efforts!



SPEAKING ON PURPOSE LESSON #3

Objective

To help members discover the purpose of speaking through the use of the three I's.

Introduction

Imagine a world without speaking. What would it be like?

Create this scene for the members: You have just returned home from a holiday at a camp. Your friends drove you home. They dropped you off with your sleeping bag and backpack. You know your parents are not home because this is mid-afternoon. But you have a key so you take your belongings and walk around to the back door of the house. When you put your key into the door to unlock it, you're surprised to find that the door isn't locked. You open the door and right away the mess tells you that some stranger has been in your home. Your home has been robbed!

You immediately drop your bags, run back to the front of the house. You're in luck. Your neighbour is passing by. You flag her down, ready and eager to tell her that your house has been robbed. But you can't talk. You're so excited that you've lost your voice. How would you communicate to your neighbour that your house has been robbed?

Invite two 4-H members to act out this scene (roles: one as the parent and one as the youth)

Debrief

Following the role-play, ask the group these questions:

- What did the youth do to command interest of the parent?
- What did the youth do to get her ideas across?
- What did the youth do to develop some trust, some credibility with the parent?

KNOW-HOW

There are three main reasons why we talk. These reasons can also be called objectives or goals. They are:

- Interest To command the interest and attention of others.
- Ideas To clearly and concisely get our point across.
- Image To project a positive, accepting image of ourselves.

THE THREE I'S

Interest ... To get listeners to hear what you have to say, you need to capture their interest and attention. In other words, we need to think about the audience and what they are interested in. Will they listen to what I'm saying?



Ideas ... You talk not to mumble, but to get some ideas across to your audience. Ideas that are clearly and concisely communicated will get heard.

Image... You and your audience need to connect with each other. That connecting is based on the image you give away. Are you trustworthy? The audience accepts you because you have formed a link with them. You have connected with a positive image of yourself.

PRACTICE SESSION

Imagine that you are 35 years of age. You have established a successful farming business. You have been invited to speak to your former 4-H club on how to start a farming business. In attendance will be the 4-H members (future farmers) and high school and college students who are interested in farming as a career. The 4-H club is promoting your speech as one way to get increased interest and support for 4-H.

To get people to come out, the 4-H leader has asked you to write up a brief description of your talk along with a title. This description will be written on a promotion notice that goes to all of the farms in the area.

What will you write? You remember back a few years ago when you took this public speaking lesson at 4-H about the "Three I's". "Ah yes", you say, "people will come if I can get those three I's into my description". So you write this brief ad (See below. Have this written on a flip chart so the members can complete the assignment that is to follow)

How to Make Farming a Success Business

Come and hear a dynamic and experienced speaker who has 15 years of success in the farming business. Learn the three steps you need to take to give your farm financial strength. Enjoy his sense of humor and wit as he takes you through the five ways to effectively care for and manage a farm business.

As you read this speaker's promotional announcement for a second time, ask the members to pay particular attention to the words used. What words appeal to: interest, ideas, and image.

Here are some possible answers. You may want to put this on a chart.

Three I's	Keywords
Interest	success...strength...enjoy
Ideas	experienced ...15 years ...3 steps ...5 ways...
Image	dynamic ... humor and wit... care

It is not so important to get these exact words under each of the three I's. Each member and yourself will interpret the three I's in different ways. What is important here is that the members will probably find words in this promotion announcement that fit all three I's.



Whatever appeal this promotion has is in part due to the attention paid to the three I's.

Invite members to try their hand at this. They can create their own scenario - 4-H club speech, school address, big city seminar... what ever.

Have them choose a topic. Write a title and a short descriptor or ad. Encourage them to employ the three I's as they write. What words can I use that will get the reader's interest, communicate ideas to the reader and project a positive image about the speaker?

After about 10 minutes, review what they have written.

CHALLENGE

Invite your members to listen to a speaker during the next week. It may be someone on TV, radio, school, or in the community. As they listen, focus with the three I's in mind. What did they say and do to communicate effectively, using the three I's.

Be prepared to share some of your observations at the next meeting.





SPEAKING TO ACHIEVE LESSON #4

Objective

To be able to recognize three different kinds of speeches.

Introduction

When we speak, we want to achieve something with our audience. It may be that we want to provide some information, or that we want our audience to act after they hear us, or that we want to entertain them.

Write on a flip chart, the following speech titles. Ask the members to decide which purposes these speech titles have. Is it to inform, to motivate or to entertain?

Title	Inform (to give ideas)	Motivate (to act)	Entertain (to laugh)
Writing a Newsletter	*		
Succeeding at School		*	
History of fly-fishing	*		
Rapping With a Dragonfly			*
Climb Your Own Mountain		*	

** stars for your reference*

KNOW-HOW

Every speech we plan should have a purpose. This purpose is often called an aim or an objective. By establishing a purpose for your speech you are asking this question.

By the end of my speech, I want my audience to be able to...

What you want them to be able to do could include such things as:

To be able to...

- recall the 5 steps to sky diving
- build a pup tent for camping
- believe in their unique abilities
- know the difference among the three kinds of speeches
- laugh at themselves more often



The three kinds of speeches can be summarized in this chart.

Put on flip chart for members.

Type of Speech	To Achieve	Sign of Achievement
Informative	Give information Develop knowledge	People recall your points They value your info.
Motivational	To get people to do something	People change their behaviour
Entertaining	People laugh, relax and have fun	People feel good They laugh at each other

PRACTICE SESSION

To show how you can recognize these three kinds of speeches, let's take one topic such as "Birthday Parties". What you decide to say about birthday parties will determine the purpose of the speech.

Birthday Parties

If you decide to talk about the last three birthday parties you've had and what you did at them, then your aim is probably to "inform".

If you talk about why birthday parties make you feel good about yourself, then you probably want to motivate your audience to act on this information - celebrate your birthday!

If you share the funniest things that have happened at a birthday party, then you probably want to entertain the audience.

Topic	Speech Title	Purpose
Birthday Parties	What to do at a birthday party	Inform
	Celebrate Your Birthday	Motivate
	My Funniest Birthday Party	Entertain



Invite members to invent two speech titles. Have them complete a chart like the one below. Essentially, members are being asked to develop three different aims for each speech title.

You may either provide these charts or to have the members draw them on a sheet of paper. You may also want them to work in pairs to help each other.

Topic	Speech Title	Purpose
		Inform
		Motivate
		Entertain
		Inform
		Motivate
		Entertain

CHALLENGE

Invite members to listen to several speakers between now and the next 4-H meeting. It might be a teacher, minister, community worker or someone addressing a TV audience. Can they tell what kind of speech the speaker is giving?

Invite members share some of their observations at your next meeting.

Note: Sometimes speakers will want to achieve more than one purpose. That is a speaker may want to inform an audience and to challenge them to act. Or a speaker may want them to laugh a lot during the speech while making them aware of different things.



BUILDING A SPEECH LESSON #5

Objective

To have the members successfully use the START formula in building a speech.

Introduction

Divide the club into groups of four to six. Assign each group a task. Indicate to each group that they will be given a task to plan. Their task is to decide what should be done first, what should be done second, etc.

Suggest to the groups that they appoint a group leader to guide the discussion and a recorder to note the tasks to be done. They will be given seven minutes to come up with a plan.

Here are some sample tasks to give the groups:

- How to prepare a horse for show
- How to raise funds
- How to plan a banquet
- How to thank a speaker
- How to give a good demonstration
- How to plan a Christmas party

Debrief this assignment at the end of seven minutes. Indicate that the point of this assignment was not to complete it. Rather for them to discover the process which their group used in working on the task. Did the groups plan how to plan? Did they get right into the project? Were they attentive to each other in the group? Was the leader able to lead?

KNOW-HOW

Getting started with building a speech is just like the assignment you were given earlier. You first need a plan. Where do you begin?

To help build your speech, use the following five steps, (START process).

S - SELECT A TOPIC

Ask yourself three questions:

1. What interests you? Choose a topic you care about. Your personal interest will provide you with plenty of energy and enthusiasm. You might want to select a hobby, local, regional or provincial event, your ambitions or dreams.
2. What interests your audience? Listen to what others in your club talk about. How do they spend their time?
3. Where will you get the information you need? You have at least three sources of information.



- a. Researching books, magazines, newspaper, 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.

T - THEME

With 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 to guide what information, ideas, stories, humor, etc. you will include in a speech.

For example, here are some topics with suggested themes.

Topic	Theme
4-H Displays	Static displays
Summer time	1992 summer holidays
Homework	How I get it done

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.

The arrangement method you choose can include:

- time arrangement: past, present and future
- topic arrangement: a series of points that need to be included
- problem, cause and solution arrangement: what is the problem, what are the likely causes and what solution(s) can you suggest



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.

Body Part	Purpose	What To Use	Time Allotment	When to do
Introduction	<ul style="list-style-type: none">• Establish interest• Provides purpose	<ul style="list-style-type: none">• Quote• Question• Opinion• Fact/statistic	10%	<ul style="list-style-type: none">• Do it last.• It's easier when you know the other parts
Body	<ul style="list-style-type: none">• Main points• Build for flow	<ul style="list-style-type: none">• 3 or 4 main ideas• sub-points come under each main idea	80%	<ul style="list-style-type: none">• Do it first
Conclusion	<ul style="list-style-type: none">• You review• No new points	<ul style="list-style-type: none">• Summary statement• Story or quote	10%	<ul style="list-style-type: none">• Do it second

T - TRY IT

Practice is essential. It will 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 3 x 5 cue cards to help jog 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, sister, brother or friend. 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.



PRACTICE SESSION

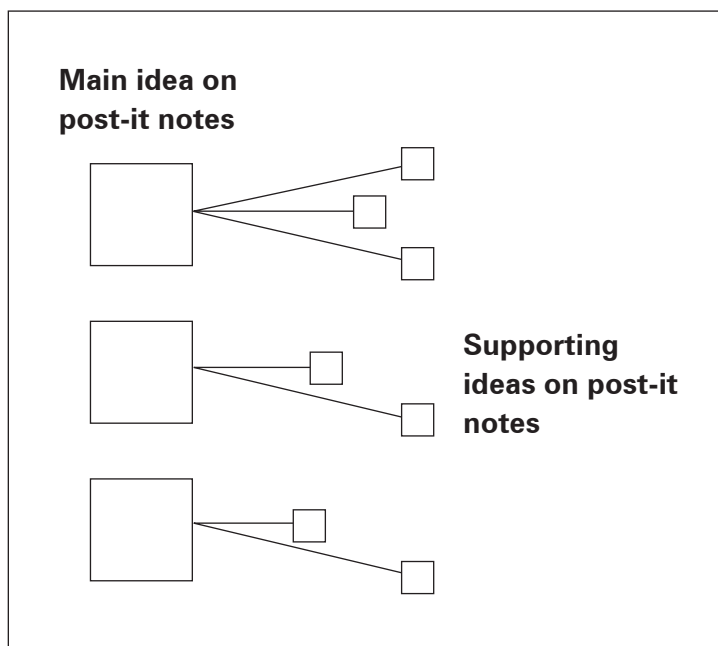
Let's see if we can now use the START formula to build a speech. Practice with a partner to help you make sure you understand each part of the formula. By asking each other questions and giving advice, you'll find this formula can be very helpful in your future speech planning.

Provide post-it notes with flip chart paper.

Just follow the formula step by step.

Select a topic

- Choose a theme for the topic. That is, narrow the topic to give it a focus.
- Now think up some ideas for your topic. Arrange the information on post-it notes or cards - one idea per card. Put your supporting points on cards as well. Again, one supporting idea per post-it or card.
- Use the rule of three by organizing your main ideas and supporting ideas under three headings - introduction, body and conclusion. Here's what it might look like using your post-it notes.



- Finally, try it! Each of you take a turn giving a brief speech, following the way you have arranged the information.

CHALLENGE

Use the START formula to get started on your next speech for the club. With a little practice, you'll be amazed how much fun and creativity you can bring into your next speech because you now have a method to build speeches!



BELIEVABILITY LESSON #6

Objective

To have the members understand the importance of the three V's in becoming believable.

Introduction

Explain to the group that there are three V's in public speaking.

They are:

- Visual... What people see (E.g. your gestures)
- Vocal... How you say what you say (E.g. power)
- Verbal... What you say (E.g. content)

Ask members to predict how important each 'V' is out of 100%. Get a variety of predictions and then share with them what the experts say. See the chart below.

Put this on a flip than.

	What you say	What the experts say
Visual	_____ %	58%
Vocal	_____ %	35%
Verbal	_____ %	7%

KNOW-HOW

Talk to your club about the three V's. Explain that the three 'V's 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.

Carl Mehrabian was the expert who researched the speaking effect on an audience and came up with the three V's and their weightings

(Visual = 58%, Vocal = 35% and Verbal = 7%). He found that when a person has all 3 V's working together in a speech, he or she doesn't have to worry about these percentages. But when we give mixed messages (E.g. the visual and the vocal don't match) then these



weightings become important. In other words, our verbal effect is weighted only 7% in value when we give a mixed message.

What is a mixed message? When someone says in a speech that he is “happy to be here” (verbal) but as he says it he looks very nervous (visual). The verbal message doesn’t match the visual behavior. A mixed message results.

A matched message occurs when all three V’s are in sync. They all match. For example, when during a speech she says “I’m happy to be here” and she actually looks and acts happy.

The lesson for 4-H is simple. 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 are some tips.

VISUAL TIPS...

Eye Contact

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.

Gestures

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.

Appearance

Neat is in. Being comfortable with what you wear, loose enough for movement and no large gadgets that will upstage you when you speak (E.g. large earrings, finger rings)

VOCAL TIPS...

Pitch

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.

Pace

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.

Power

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.



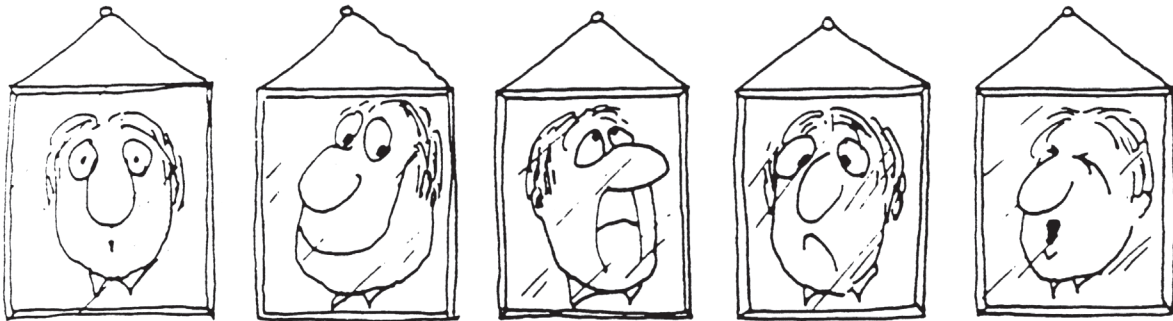
VERBAL TIPS...

Clean up: Avoid verbal bumpers such as the “uhms, 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.

Organize. Think through your talk before giving it. Do I have a catchy introduction ... is the speech easy to follow ... do I have a memorable wind-up? Do the work for the listener rather than have him do the work for you.

Practice

If it is important enough for the members to remember, then practice your talk before you give it. In other words, practice on yourself, not on the members.



WHO IS BELIEVABLE TO YOU?

PRACTICE

Grokking!

Grok is a word invented by Robert Heinlein in his classic novel *Stranger in a Strange Land*. Heinlein's protagonist, Valentine Michael Smith, had the ability to grok, that is, the ability to instantly grasp the entire inner reality of people and situations.

We of course, can't logically grasp all there is to know and understand about a person as soon as we meet them. But, none the less, we still grok or as other humans might say, we use our intuition. We're pretty good grokkers too!

Your grokking assignment is this. Think of one of your favourite communicators. It may be a teacher, an actor, a leader, a parent or a friend. Now in your mind, grok that person. That is, use your own intuition, to determine what it is about that person that makes them believable.

Write down your ideas. Be as specific as you can. Use the three V's to help you. What does the person do visually? What does the person do vocally? What does the person do verbally? Share these ideas with others.

CHALLENGE

What makes you believable? List your strengths - based on the three V's. If you find this too challenging, get a 4-H club member to help you. Know what makes you a good communicator!



HUMOR LESSON #7

Objective

To help members feel comfortable in creating and using humor in a speech.

Introduction

Ask members the difference between humor and jokes.

Did your members know the difference? A joke is a retold funny story or incident. You may first read it in a joke book and then retell it or you may have heard it from someone and then retell it.

Humor is something that comes from us - either in the way we say things or the way others say things. Humor is natural and spontaneous, not canned or rehearsed.

Humor

- natural
- spontaneous
- comes from us and others
- uses creativity & imagination
- usually appropriate
- always fresh and unique

Jokes

- rehearse
- comes from repeated telling
- uses our memory to retell
- made up
- often doesn't fit the event
- may have heard it before

As you discuss jokes and humor build a chart of differences. This is important, because the intent of this lesson is to develop the humor in all of us, not the ability to recite jokes we hear.

KNOW-HOW

Humor creates a special bond between you and your listeners. It's virtually impossible to dislike someone who makes us laugh, who helps us enjoy ourselves.

A sense of humor can be sharp, explosive, dry or witty. Used properly, it can be a powerful tool for putting positive energy into your communication.

Some tips for humor:

1. Don't tell jokes. Leave comedy to the comedian. Perhaps 1 in 100 are good joke-tellers. If your joke falls flat, you go down with it.



2. Find the form of humor that works for you. What kind of humor do you like? Stories, anecdotes about yourself, dry wit or maybe a unique outlook on everyday life.
3. Think Funny. Humor is the hardest communication skill to exercise. The best exercise to do is actually working at a mind-set. Think funny. You will begin to see humor around you and to use it in your speaking.
4. Think friendly. This is also a mind-set. Exercise your attitude on this one. The next person you see, think of being friendly, rather than judging or advocating or questioning.
5. Record your humor. Keep a journal, scrapbook, diary of funny quotations, anecdotes, stories - especially the stories that happen to you. A humor bank!
6. Make humor fit the speech. Relate it to what you are talking about. Humor becomes effective when it makes an impact.
7. Five different sources of humor include:
 - Your observations
 - Letters
 - Lists
 - Definitions
 - Quotes

PRACTICE

Mine Your Memory!

1. The personal story is one of the best sources of humor. It never fails to gain attention and it can be used by anyone. Take advantage of it!
Recall events in your life. All of them offer potentially amusing stories. In other words, mine your memory. Let's go to work on humor.
2. Find a humorous event or story in...
 - Your first day at school
 - Strangest gift you ever got
 - Your wildest vacation story
 - A strange dream
 - Your first date
 - A funny relative
 - Biggest mistake you made
 - A teacher's action
 - Something that seems funny now but not when it happened
 - Funniest thing that has happened to your friend
 - Others?
3. Get members into groups of two. Have them each share one of their continued humorous events. Encourage them to listen to themselves telling their stories. Become comfortable



with sharing humor.

4. Now get in groups of four. Each of them can share the same story they shared in pairs or they may wish to share another humorous event. Develop more of a comfort level at sharing and listening to humor.
5. In the whole group, begin to share what it takes to make a humorous story work well. Your group may come up with such things as:
 - Practice - the more you tell your story the better you get at it
 - Persistence - if it doesn't work the first time, but is still funny to you, then re-work the story. Maybe it's too long, has too much detail, lacks your energy and enthusiasm.
 - Personality - think funny, think friendly. Your attitude has much to do with the success of your humor. You've really got to believe that what you're telling is funny.

CHALLENGE

Each member is now ready to use humor in a speech. It's been told at least twice and will be practised in the preparation of the speech.

Make sure the humor fits the speech. You can always adapt the story to make it fit.

Remember, you have to be serious to be funny. Work hard at it. Sooner than you expect, you'll develop a wonderful sense of humor - a gift all of us can develop for the pleasure and gratitude of others.

Think funny!



WAY WITH WORDS LESSON # 8

Objective

To develop a value for the power of words and a non-value for jargon and word fillers.

Introduction

Have members use their creativity to rework these phrases and sentences.

- Fast boat
- I walked to the car
- I need help
- Old woman
- Bob ate his supper
- Slim man
- He is lazy
- Susan speaks clearly
- White as a sheet
- Dead as a door nail
- Awesome man
- Wide river

Discuss how a few simple descriptive words can help the listener see, feel or hear what is happening or how you feel. Words can bring to life the way we speak!

KNOW-HOW

Mark Twain once said, "The difference between the right word and the almost right word is the difference between lightening and a lightening bug." To put the energy of lightening in our message, we have to select the right words for the right situation.

Since there is no rewind button in speaking, you need to give listeners hooks to see, hear or feel what you say. How can you put hooks in your speech?

Here are some Tips

1. Build your vocabulary. It's easy to stretch your vocabulary. Just try to use one new word a day. If you come across a new word while you're reading, jot it down. Look it up in the dictionary and start using it in conversation to make it your own.
2. KISS. Keep it short and simple. Don't get too fancy. Keep your language direct, free of jargon and inviting!
3. Paint with words. We can lend the energy of motion and emotion by the use of vivid expressions. A F-16 Fighter jet becomes a "screaming bird of prey"; a freeway becomes "a river of glowing red coals", a night sky becomes "a sparkling cosmic ocean".



4. Avoid nonwords. Language is made up of words and nonwords. The continued most common nonwords are uhh, ahh, and umm. Other nonwords include so, well, you know, okay, like, sort of and so on.

Does this mean you should never say a nonword? No. We're not striving for perfection, just effective communication to the best of our ability.

PRACTICE

1. Divide your 4-H members into groups of three. Number off in each group, "one, two and three".
2. Have person 1 from each triad come up to the leader. Request persons 2 and 3 to wait briefly while instructions are given to all the 1's.
3. Instruct person 1 to listen for any nonwords between persons 2 and 3.
4. See if they can remember some examples of nonwords that were used. (Person 1 is not to tell persons 2 and 3 what he will be doing).
5. Instruct person 1 to return to their group. Instruct persons 2 and 3 to have a conversation while person 1 listens.
6. After a minute, call for silence. Ask person 1 of each group to report to their group concerning the number of nonwords used and what kinds were used. This is a reporting exercise, not an evaluation exercise.
7. Now have persons 2 from each group come up to the leader. Instruct them to listen for descriptive words or phrases used between persons 1 and 3. Give some examples to ensure clarity of task.
8. Repeat steps 4 and 5, this time using person 2 as the listener and reporter.
9. Have person 3 come up to the leader. Instruct person 3 to listen for any jargon between persons 1 and 2. Give some examples.
10. Repeat steps 4 and 5, this time using person 3 as the listener and reporter.
11. Debrief this exercise by asking all to comment on what they can do to expand and enrich their way with words.

CHALLENGE

Memorable Story

Request members to construct a story for the next meeting. Stories can be anywhere from two to four minutes long. The importance of this challenge for members is to build a memorable story through their way with words. Paint pictures, hear sounds or evoke feelings in the stories you tell. Use all the senses you can to recreate the story for your members.



YOUR AUDIENCE LESSON #9

Objective

To develop the ability to identify what makes an audience special and unique.

Introduction

Match the topics on the left with the most appropriate audience on the right.

Put this on a flip chart.

Topic	Audience
<ul style="list-style-type: none">• How to Save Trees• Building Credit with Clients• Managing the Farm• Skateboard Safety• Keeping Fit in your 40's• Rural Leadership• World Travel without Children• Fund Raising for Clubs• Getting a Job	<ul style="list-style-type: none">• Self-employed person• Home Economist• Bank Manager• Young farmer• Parents• Paper producers• School students• Retired couple• 4-H member

The point of this exercise is to get 4-H members to realize that not every topic is for every audience. We listen selectively, depending on our interests, age, experiences and education.

KNOW-HOW

For the young person it is very easy to get wrapped up into his or her own world. For that matter, it is very easy for any of us to get caught up with our views and station in life. We tend to look through our own shade of glasses.

But the audience is a living, breathing entity. It needs to be listened to before it can be spoken to. How do we listen to our audience to prepare what we can say to them?

Here are three tips to keep in mind concerning the audience.

1. Audiences are tuned to their own radio station. It is called the WILL FM radio station. It stands for "What is in it for me?" When an audience begins to listen to you, each is asking, "Am I going to get anything out of this for my benefit?" The introduction serves to answer this question for the audience.
2. All audiences have a personality. Some audiences are keen, while others are tired; some audiences are expressive, others quiet; some audiences are willing and receptive, others quiet and non-responsive; some audiences are open and friendly, others hostile and



unfriendly; some are warm and memorable, others can be cool. The point here is to be sensitive to the personality of the audience. Read them and get a feel for what you are dealing with. Personalities do change. Be open to working with an audience.

3. All audiences are special. Your job is to find out what is special about this audience. Is it their values, their attitudes, their occupations, their knowledge, their experiences? Find out what makes them special and then use it in your speech.

PRACTICE

"What Makes 4-H Special"

Say to the members: "Imagine you are grown up and live in this community. You have been asked to come and speak to this 4-H club. You want to do a good job and so one of the first things you do is to find out what is special or interesting about this 4-H club. Not any club - this club."

For members:

- On a piece of paper, put down three things that make your club special. Other words for special are interesting, unique, noteworthy.
- After two minutes pass, join up with another member. Share what you have both put down and then come up with a list that is a compilation of both lists.
- After four minutes of working in pairs, join another pair to make a group of four. Now, with an appointed leader and recorder, develop a list of three special club characteristics. Spend six minutes on this.
- Each group of four can appoint a spokesperson who will report on their three special club characteristics.

CHALLENGE

Compile a list of all the special characteristics about your club. The next time you invite an outside speaker to come to your club, send them this list. It will help the speaker prepare for your club. They will understand you better and know what your needs and interests are.

You can also use this list for club members who prepare speeches for the club.



STYLE LESSON #10

Objective

To learn the importance of energy and enthusiasm in speaking to others.

Introduction

The Leader Turnaround

Have the leader speak to the club. In the speech, have the leader model an incompetent speaker. This might include stumbling as you come to the front to speak, dropping your notes, acting very nervous, not looking at the club members, filling your speech with lots of nonwords, speaking softly-perhaps mumbling what you say, getting mixed up with your thoughts, keeping your hands folded in front of you, speaking in a monotonous voice, speaking in slouched body position and so on.

After about two to three minutes of this, turn it around. Begin to speak with confidence. Stand tall, smile at the club members, and speak with adequate projection and varied pitch. Avoid nonwords; use expressive gestures and eye contact with the audience. Just be the opposite of what you were initially. Do this for another two to three minutes.

After you have concluded your speech, talk about how important your style was in both scenarios that you acted out. You may have very important messages to give, but if you lack style, then much of your message could get lost in the delivery.

KNOW-HOW

Imagine a finely carved diamond. By itself, the stone is lovely, priceless and awesome. To showcase a diamond's beauty, however, a shrewd jeweller adds enhancers: background of black velvet, a setting of gold and a well-aimed light.

If the same diamond is displayed carelessly (plopped on a bowl of macaroni salad), it loses allure. Yet objectively - whether on velvet or macaroni - that diamond is still that diamond. It's the same substance just in a different environment.

In everyday reality, many ideas get presented like diamonds in macaroni (here's another idea - plop). Fortunately some ideas survive. As ideas, they are so good without enhancement that they get heard in spite of ineffective ways they get presented.

Few ideas sell themselves automatically. A person with a good idea can be even more successful by incorporating some enhancers - some style.

Here are three key enhancers that will add style to your communication.

1. Enthusiasm ... show it!

Bring enthusiasm to both your subject and to your audience. This can happen much easier when you speak on something that matters to you, things you have a passion or a very



keen interest in.

2. Expose... do it!

Reveal something personal about yourself through the medium of a story or anecdote. The audience will endear themselves to you because they can empathize with what you are saying. They see the human side of you - the side that connects with your audience.

3. Energy ... give it!

Move, lean forward, vary your gestures, smile - do the things that show you have energy. Your audience will be energized. Remember, you always get back what you reflect!

PRACTICE

The Member Turnaround

Now it's the turn for the members to have an opportunity to turn things around. A member is asked to act as an incompetent speaker in the first minute of their speech. He/she is to then turn things around by finishing off the final second minute of speaking with as much 'style' as he/she can muster.

This exercise can have a tremendous benefit to the nervous or inexperienced speaker. They see themselves in both roles - an incompetent and a competent speaker. By acting the turnaround out they realize that they have a choice - they can be good and show style if they set their minds and wills to do it.

Like other activities, some members may want to watch rather than participate. As always give that option but encourage members to try this. They may well be amazed at what they can learn from doing.

PRACTICE

Have a member address the club. Just like your opening speech in this continued lesson, the member is to model an incompetent speaker. This could include stumbling around as they come to the front to speak, dropping their notes, acting very nervous, not looking at the club members, filling the speech with lots of nonwords, speaking softly-perhaps mumbling what is said, getting mixed up with their thoughts, keeping their hands folded in front or in their pockets, speaking in a monotonous voice, showing a slouched body posture and so forth. Members can really ham this part up for maximum effect.

After about one minute of this, have the member turn it around. Coach them to speak with confidence. This could include standing tall, smiling at club members, speaking with projection and varied pitch, avoiding nonwords, using expressive gestures and eye contact with the audience. The member is to be as much as possible, the opposite of what they were initially. Do this for the second minute in their two-minute speech.

After members have concluded their turnaround speeches, talk about how important their style was in both scenarios. You may want to summarize your style comments with a chart entitled "Pitts and Peaks Performance".



Pitts Performance	Peak Performance
<ul style="list-style-type: none">• Pore posture• No voice modulation• Few gestures• Poorly organized thoughts• Eyes looking at notes• Etc.	<ul style="list-style-type: none">• Standing tall• Varied pitch• Expressive hand and face• Prepared and practiced• Eye contact with audience

CHALLENGE

One of the best ways to see your style in action is to use a camcorder. The big advantage of the camcorder technology is the impact of actually seeing and hearing yourself. The camcorder can be a great teacher!



4 WORKING IT OUT

Rationale

The purpose of section four is to provide members with plenty of opportunity to practice their skills in learning how to communicate effectively.

To review, in “Priming the Pump”, the focus was on getting the attention of members (the first ‘A’ in the design plan). Short, involving, and interesting activities were provided to help develop a need in the minds of the members. That need is: “How do I develop more effective communicative skills?”

It is important to establish this need first. It is a basis upon which to build knowledge.

Section three, “Getting the Goods”, represented the acquisition stage of learning (the second ‘A’). The focus was on providing information in an interesting manner so that members would be receptive and retain as much as possible.

In total there were ten lessons. The lessons were planned, whole group learning activities. Each lesson followed the same format. Each lesson could be adapted to meet the needs of the members of your club.

Now with this knowledge in hand, it is important to provide the opportunity to use this information (the third A, application). Practicing speaking skills gives members the chance to test out what they have learned against their background of personal experience.

Will what I have learned in the lessons, actually work for me? Do I have to adapt the information to fit my style, needs, interests, and ambitions? All of these questions and more are explored, experimented with and validated by the member who is given an opportunity to practice.

On the following pages are 34 practice opportunities to help build upon the skill to communicate more effectively.



ACTIVITIES #1 TO #34

Using the Activities

Activities are intended to...

- Be approximately 10 - 20 minutes in duration.
- Focus on one topic or theme.
- Be independent and self-contained (I.e. No activity depends on another).
- Work on all aspects of effective communication including visual, vocal, verbal, writing and listening skills.
- Involve four or five members at a time.
- Be suitable for both the junior and senior members.

LIST OF ACTIVITIES

Titles and Skills Focus for each of the 34 Activities

Number	Activity Title	Skill(s) Focus
1	Best Teach	Visual, Vocal, Verbal and Listening
2	Crazy Sentences	Listening
3	Direction Direction	Verbal and Listening
4	Emoticons	Visual
5	Exaggerated Plus	Visual and Vocal
6	Famous Celebrity	Visual
7	Fill In The Blank Story	Listening
8	Four Why's Guys	Verbal and Listening
9	Getting Physical	Visual, Vocal and Verbal
10	Getting Real	Visual
11	Gesture Guess	Visual
12	Grokking	Visual, Vocal and Listening
13	Have You Ever?	Listening
14	Hidden Conversation	Verbal
14	Listen Up	Verbal and Listening
16	Musical Ride	Vocal
17	Nicking The Nonwords	Vocal
18	One Word Letter Writing	Writing
19	Paper Audience	Visual
20	Pitch In	Vocal
21	Press Conference	Verbal
22	Prop Talk	Visual, Vocal and Verbal
23	Sketch Talk	Verbal and Listening
24	Story Line	Verbal



Number	Activity Title	Skill(s) Focus
25	Speaking Non-Sense	Verbal
26	Tell Me About The Time	Verbal
27	The Winger	Verbal
28	To Tell The Truth	Verbal
29	Tongue Twist	Vocal
30	Touch Tone Talk	Vocal
31	Turnaround Routine	Visual, Vocal and Verbal
32	Two Lies and a Truth	Listening
33	Video Magic	Visual, Vocal and Verbal
34	Words Per Minute	Vocal



BEST TEACH

Purpose

See what a good communicator looks like and begin to adopt some of the qualities of a good communicator.

Materials

Felts and flip chart size paper for each group

Group Size

Whole club

Background

Who is the best teacher you have ever had? Was it someone at the school you go to now, was it someone at a church or was it someone in a club you attended like 4-H, Girl Guides or Boy Scouts?

What was it about your best teacher that made them so good? Was it the way they used their voice - full of energy, enthusiasm and excitement. Was it in their ability to explain things so you could understand? Did you enjoy the way the teacher looked right at you? Did they seem to speak with your interests at heart?

We tend to model who we see. If you can see the best teacher you have ever had, you can begin to model yourself after that person.

So let's find out about your best teacher!

Activity

1. Who is the best teacher you have ever had? Think by yourself on this question for about a minute. See if you can see your best teacher in your mind. What is that person doing to be a good communicator?
2. Now pair up with another member. Each of you shares some of the thoughts about your favourite teacher.
3. Put yourselves into groups of 3 to 4 people. Again share some things about your favourite teachers. Draft one list of six or more qualities that makes for a good teacher. Think particularly of the way they communicate.
4. In your groups, draw the best teacher. Use the felt pens and flip chart paper to make this drawing.
5. It is important to focus not on the drawing itself but on the qualities that make your favourite teacher a good communicator. This means you draw things that will represent the good communication qualities of your favourite teacher. For example, if one of the qualities of your favourite teacher is that she listens well, and then you might draw big ears



- representing the ability to really listen to you. Or, if another quality is the ability to think on their feet, then you may draw running shoes to represent the ability to think fast. And so on. Get the picture!!

6. Share your drawings and the qualities of your favourite teachers.

Debrief

- What are the ten most important characteristics of your favourite teacher? Post these in your club somewhere. This is something for all of you to aspire towards.
- Seeing your favourite teacher will help you to remember the qualities of what makes them so good. Now see it in yourself!



CRAZY SENTENCES

Purpose

To improve 4-H members ability to listen carefully.

Materials

Paper, pens or pencils, two chairs

Background

Listening to details can be very important when trying to solve a problem or attempting to follow complicated directions. Sometimes the details are not essential, but at other times these details are extremely important.

Being able to listen carefully isn't an easy task, and sometimes we must use our eyes and observe body language, facial expressions, and eye movement in order to get all the information needed. The better you listen, the more you will hear and the better you will understand what is being said.

Instructions

Prior to this activity, use your creativity to make up random and crazy sentences on small pieces of paper. Some examples of crazy sentences are: "Big Bird is my idol," or "It is not good to eat chocolate for breakfast." Also, prior to the game set up two chairs in the front of the room.

Ask for two volunteers of similar skill levels (two junior members etc.) to sit in the chairs that you have set up in the front of the room. Give each person a piece of paper with one of the crazy sentences on it.

The two players must read the sentence to themselves and then engage in conversation.

The object is to slip in the sentence without the other person guessing what it is. You may wish to give them a topic to start with such as fishing, country music, bowling, buying shoes, or anything else that has nothing to do with the sentences. Also give them a one or two minute time limit to slip their sentences in during the conversation. After the time limit, allow the people in the audience to guess what the crazy sentence is and whoever guesses correctly is given the opportunity to play the game for the next round.

- Each player may tell a story, instead of engaging in a conversation with one other player.
- This game can be done with three people engaging in conversation at the same time instead of just two.
- Play in teams and allow each team to make up sentences for the other team to use when telling a story to their own team.



DIRECTION DIRECTION

Purpose

To help 4-H members recognize the importance of using good verbal and listening skills.

Materials

Varies

Background

In our society there is a constant transfer of information from one person to another. You must be careful when you pass information on if you want it to stay accurate. In this activity someone gets a set of rules and the group gets to see how easy it can be to make mistakes in passing them on. This can be a fun way to see what can happen when information is not passed on correctly.

Instructions

Choose a game that has a few specific rules that must be followed in order to play the game (and enough rules to make it hard to remember them all). Prior to the activity select one person and give him/her the directions for the game without telling the rest of the group. Verbally explain the game and clearly state all of the rules.

At the time of the game, the person who has heard the rules will give the directions to the rest of the group without any help from you. Allow the group to play the game at least once through before having a group discussion or making any corrections or clarifications in the rules of the game.

- Select a game that requires two teams. Separate the two teams and select one member from each team to receive the directions for the game. Each person explains the rules to his/her team.
- Give each team a different set of directions, on purpose.



EMOTICONS

Purpose

Develop a wide range of emotions in your speaking, and realize how important your facial expressions are in communicating.

Materials

None

Group Size

4 to 6

Background

Computer enthusiasts communicate with each other via computer billboards. Messages are posted and read by anyone with a computer and a modem. Interestingly, computer users know how important the visual factor is in communicating.

They know that words are often not enough for effective communication. To really make contact with your listeners, they have to be visual.

Computer users have invented emoticons. The word comes from emotion and icons. (Icons are little pictures or symbols used to convey a function on the computer.)

Emoticons are pictures of faces made out of keyboard characters. These pictures are used to convey emotion. They are an attempt to put the visual factor back into faceless, voiceless, keyboard-only conversation.

Activity

Note: In this activity you will be asked to give a brief (one minute) talk before a small group of 4-H members. What is important in your talk is the range of expressions you can convey to the group. Talk about something you have an interest in so you will be able to show a range of expressions.

1. Review the list of emoticons provided below. Emoticons lie on their sides. You have to tilt your head to the left in order to read them.
2. Someone volunteer to talk to the group for about one minute.
3. The audience is to match the expressions and visual clues of the speaker with the emoticons provided.
4. When the speaker finishes, the audience shares with the speaker the emoticons expressed during the speaker's talk.
5. Have another person in your group give a brief talk. Repeat steps 3 and 4 with the new speaker.
6. Continue for as long as there are volunteers and interest in this activity.



Emoticons

:-) feeling happy	l-) Hee hee!
:(feeling sad	l-D Ha ha!
:-< feeling very sad	:-o Oh, I'm surprised!
:-ø feeling undecided	:-l Hmmmmmmmm
:-& feeling tongue-tied	:-c Bummer!
:-D enjoy talking	.-> Hey! All alright!
:-l blank expression	:-O I'm thinking
:-} I'm wearing lipstick	8-) I'm wearing glasses
{ :-) I part my hair in the middle	*:0) Just feeling good

Debrief

- Bringing expressions into your talk adds a great visual factor to your speaking. How expressive were you? Can you improve the range and variety of your expressions?
- Can you invent other emoticons on a computer?



EXAGGERATED PLUS

Purpose

Develop the ability to use more of your real self and increase your energy level and that of your audience.

Materials

None

Group Size

Small or large

Background

How expressive are you? There is often a wide difference between how we perceive our gestures, movements and expressions and how others perceive them.

For example, a person with a naturally unsmiling face may think she is expressing her inner happiness in a big smile while others around her think, "What's she so glum about?" Or, a person may think that he really made a point with the extra gestures he used, when others think, "What was he doing? I didn't understand the hand movements he was making."

The fact is, very few people truly exaggerate their gestures or facial expressions even when they try to. They may think they are, but if they saw themselves as others see them, they would realize they were still mild mannered.

The point is we don't have to get wild about our communication. But often, we can work on becoming more expressive and as a result, effective in our communications. This exaggerate plus exercise is intended to help you become more expressive.

Activity

1. Choose one of the skills listed below.
2. Create a story or incident around this skill. How can you use this skill to tell a story?
3. What can you do to exaggerate the use of this skill in the story? Think of one gestures, body movements and facial expressions you can use to tell your story in an exaggerated manner.
4. Tell and act your story in front of a 4-H group (large or small). Provide narration on what is happening.
5. It's the turn of another 4-H member to tell and act their story.
6. Continue this exercise for three or more stories or until the time suitable or available has expired.



Some Skills to Act Out

- Giving a demonstration
- Sewing
- Public speaking
- Climbing a steep cliff
- Skate boarding
- Making a craft item
- Fishing
- Debating

Debrief

- Did you really over exaggerate? How?
- Did you discover some gestures and expressions that were quite effective in telling the story? Could they be used in a modified form in your next speech before the club?



FAMOUS CELEBRITY

Purpose

Develop a broader range of gestures and learn what makes some people very effective communicators.

Materials

None

Group Size

4 to 6

Background

One of the best ways to develop your expressive skills like gesturing, voice power, pitch and word pace is to imitate someone else.

Actors, politicians, and sports stars - they can provide you with models of good communication. They have developed some very good communication techniques with practice and experience. For example, the actor has learned how to control his voice, gesture with dramatic effect and speak with clarity and power. The politician has learned how to think on his feet, how to express effectively something that he believes in and how to convince others what he thinks is important.

By acting out one of your favourite communicators, you can become more expressive and confident in your abilities. But to do this, you must become as familiar with the famous celebrity as you can.

So take a few moments now to think of whom you would like to act out. What do they do to make themselves effective communicators? How do they gesture, how do they use their voice, what ways do they express emotions like happiness, sadness, fear and love for something or someone? Your task is to become the person you are thinking of.

Activity

1. If you haven't done so already, choose an actor, politician, sports star or some other famous personality.
2. Think about this person for a while. What makes him or her a good communicator? Is it the way they gesture with their hands, the power in their voice, the ability to think on their feet? Is it their smile, warm manner, convincing style? Is it the way they get in touch with their audience? What makes them special communicators?
3. Think how you might impersonate this famous person. Try a few of their gestures, how they might use their voice and what they might say.
4. Think up five questions that the media might ask your famous celebrity. Write out these questions on a piece of paper



5. Give the questions to the group who is going to see you in action. Get them to ask you these questions.
6. Without telling anyone in the group whom you are acting out, imitate this famous person as you respond to the questions being asked.
7. Get the group to guess who you are.
8. Repeat this exercise with other members.

Debrief

- What gestures are most important to your celebrity?
- What can you learn about good communication habits from your celebrity?



FILL IN THE BLANK STORY

Purpose

To build listening skills and development of imagination

Materials

None

Instructions

The leader begins a simple story. As the story progresses he may, at any point, stop in mid-sentence to call on an individual member of the group to add the next word of the story. The leader should work to incorporate these added details into the emerging fabric of the whole. Keep the story moving along. Choose places for the blanks where the answers have the potential to be as interesting and as fun as possible.



FOUR WHY'S GUYS

Purpose

Learn how to build a bridge from the audience to the speaker and learn the correct procedure on how to introduce a speaker.

Materials

Pencils and paper

Group Size

4

Background

How would you like to be introduced to your 4-H club when you give your next speech? Here's a tip. When you or others introduce a speaker, use the four why's guys. They are:

1. **Why** this topic?

First tell the audience why this topic has been chosen. This reason may come from the speaker or from the club.

2. **Why** to this audience?

Why is this club hearing this speech? Tell the audience.

3. **Why** at this time?

Why now? Is there something important to mention why this topic is being spoken on now?

4. **Why** the speaker!

What are the qualifications or experiences of the speaker that make him qualified?

Example. "Fellow club members. We have been interested in how to raise funds for our next summer camp. We know that now is the time to get some tips on how to raise money the smart way. Our speaker is a former club member who knows three creative ways to raise funds. Would you welcome Mr. John Smith?"

Activity

1. In your group, assign one person to be the instructor and one person to be the drawer. Give this practice card to the instructor.
2. Sit back to back. Give the drawer a pencil and a piece of paper.



To the instructor

1. Look at the drawing below. Your task is to describe this drawing to the drawer without them seeing it. (Note: Make up your own drawing if you wish).
2. You are to describe this drawing using words only. No gestures.
3. As you describe the drawing, break it down into easy steps for the drawer to complete.

E.g.

1. In the middle of your paper, draw a 2-inch square.
2. One half inch below the top line of the square you have just drawn, draw a straight line, going from the left edge of the square to the right edge of the square.
3. Write a capital 'A' just above the line you have drawn, about 1/4 inch high and in the middle.
4. etc.

Debrief

- Reverse roles. Have the drawer become the instructor and visa versa. The instructor can make up his or her own drawing and then describe it to the drawer.
- How did you both do? It can be hard to give accurate instructions. But with practice you will get better!



GETTING PHYSICAL

Purpose

Develop your ability to become an expressive communicator.

Materials

None

Group Size

Whole club

Background

Whether you realize it or not, when you talk to someone, be it one person or many people, you are competing for their attention.

We tend to have lots of things on our minds. Without you knowing it, your listeners can be tuned in to what you are saying or tuned out with their minds on something else. Sometimes what you say can trigger a person to think about something in their past, present or future. They may recall something into their minds and you have been tuned-out.

Getting and keeping the listeners attention is important if you want to be listened to.

We can develop our abilities as good speakers who are listened to. This exercise is intended to help you command attention of your listeners. You'll be amazed at the abilities you have to get people's attention. All it takes is some determination on your part and a willingness to get physical.

Activity

Note: In this activity, you will be asked to give a brief (one minute) talk. So give some thought about what you want to say. If you speak on something you have an interest in, then you are more likely to speak effectively.

1. Select three people who want to stand up and give a one-minute talk to the club.
2. Three volunteers are to come up together. Each will be speaking at the same time in front of the same group.
3. When the speakers are ready, invite them to give their brief talks. Explain that they will all be talking at the same time. They each want to be heard by the audience, but no yelling will be allowed. They can use other communication techniques to get audience attention. After one minute, applaud and thank the speakers.
4. Now as a whole group, take a few moments to see what each speaker did to get your attention. Did they increase their volume? Did they use gestures and facial expressions? Did they use effective eye contact? Were they animated?



5. Repeat steps 2 to 4 for the next set of three speakers.

Debrief

- Were there any surprises with the participants? What did they do that was creative?
- What did you discover about yourself and your communicative abilities?



GETTING REAL

Purpose

Learn how to express your true feelings and be able to read what others are feeling.

Materials

7 pieces of paper (3x3) and a box or hat

Group Size

4 - 6

Background

Seventy-five percent of our nonverbal communication is done with the face. In other words, when you think of all the nonverbal ways we communicate - hand gestures, body movements - three quarters of this communication comes from just our face.

Of all the emotions we express with our face, there are seven that are universal. That is, there are seven emotions that all people of this world communicate in common. These seven emotions are:

- interest
- sadness
- surprise
- fear
- anger
- happiness
- love

What do these seven emotions look like? How good are you at conveying each of these emotions? Can you get better at communicating nonverbally to ensure that what you mean is what the other person gets from you?

Let's practice our ability to express nonverbally the seven universal emotions.

Activity

1. Read all seven emotions listed below in the boxes. Read each of the clues given about the emotion. Choose one you would like to act out. Do not tell anyone what emotion you have chosen.
2. Begin with your first volunteer. The volunteer is to act the emotion they have chosen using only a facial expression. Try to hold the facial gesture for about five seconds so that the group can get a good look at what emotion you are acting.



3. The group is to use the clues provided below to predict which of the seven emotions the volunteer is acting.
4. When the group has guessed correctly which emotion the participant was portraying, then have another volunteer to act out the emotion they have chosen.

SEVEN EMOTIONS

Interest

- raise eyelids
- raise head
- wrinkle forehead

Sadness

- raise eyebrows
- wrinkle forehead
- depress lower lip

Surmise

- raise eyebrows
- raise eyelids
- open mouth

Fear

- raise eyebrows
- raise eyelids
- stretch lips
- open mouth

Happiness

- raise cheeks
- part lips
- drop jaw
- smile

Anger

- lower eyebrows
- stare hard
- open mouth
- raise lips



Love

- smile slightly
- protrude lower lip
- eyes widen

Debrief

- What emotion is hardest to communicate? Why?
- What emotion is easiest to communicate? Why?
- What other emotions are you good at reading?



GESTURE GUESS

Purpose

Helps you to dramatize your ideas and clarify and support your words.

Materials

None

Group Size

4 to 6

Background

A gesture is a body movement that conveys a particular thought, idea or emotion. Although gestures may be made with the head, shoulders or even the legs and feet, most are made with the hands and arms.

Your body has the capacity to make many gestures. In fact, a study once determined that there are more gestures than there are words in the English language.

Gestures can help or hinder our expression of ideas. If we gesture with purpose, then we will help ourselves get our ideas across better. If we gesture very little or excessively, then we may find that our gestures don't account for much in helping others understand us.

To be effective, gestures must be purposeful. They must be visible to others. They must mean the same thing to the observers as they mean to the sender.

Activity

1. Select one of the following actions.
2. Without saying a word, act out your action to the group.
3. Like all good forms of communication, start at the beginning of your action and work towards a meaningful ending.
4. You may want to take between 30 seconds and one minute to act out your action.
5. Once you have completed the action, the group may guess what action they think you have done.

Actions

- Putting on a pair of skis
- Describing a car accident
- Washing a new born baby
- Building a book case
- Playing a game of tennis



- Painting a favourite landscape
- Changing the oil in a car
- Watching a hockey game
- Putting on a sweater that is too tight
- Looking for a lost contact lens
- Learning to use a skateboard
- Running a marathon
- Or make up your own topic and act it out!

Debrief

- Are you good at particular gestures? Which ones? These may be the gestures that you can use in your speaking.
- What gestures do you find easy to read? Do you know why?
- What gestures do you find hard to read? Do you know why?



GROKING

Purpose

Develop your intuitive abilities and appreciate how important your image is in communicating.

Materials

None

Group Size

Three

Background

Did you ever talk to someone and immediately know that you could trust that person? Did you ever hear a sports caster and immediately turn him off because he turned you off? Did you ever catch the eye of another person and just know that you were going to really like that person? But you didn't know why? Then you know what it is to "grok"!

Grokking, a word invented by the science fiction author Robert Heinlein, is the ability to grasp the inner reality of people and situations. Another word for grokking is intuition. The fact is, we all can grok and we all are being grokked. Whenever you meet someone or encounter a situation, you grok (intuitively form an immediate impression of the person or situation).

And we're all pretty good at grokking! In fact research tells us that it does not take long for us to grok a person or situation - about seven seconds! Yes, in seven seconds you have intuitively grasped the image or impression of that person. It may be a good, trusting feeling, an awkward and stiff feeling, or a compassionate and caring feeling. Whatever the feeling, you have grokked in seven seconds!

Activity

1. In your group of three, count off "one, two and three".
2. Person one is to talk to the other two. Persons two and three are listeners. They are to actively listen by paying attention to what is being said and how it is being said.
3. After one minute, person one (the speaker) leaves the group. The two listeners now consult the Grokking Chart below. Their task is to use their intuition to find two or three words that best describe the communication 'strengths' of person one. Take about a minute to decide. Then call person one back to the group.
4. Provide feedback to person one by telling them the two or three words you observed about them from the Grokking Chart. Tell person one what they did give this impression. Remember you are complementing person one on his or her communication strengths.
5. Repeat steps 2, 3 and 4 with person two as the speaker. Repeat steps 2,3, and 4 with person three as the speaker.



Grokking Chart

confident	positive	content	caring
decisive	sincere	happy	calm
responsible	accepting	open	patient
enthusiastic	trusting	reliable	

Debrief

- What did you discover about your communication strengths that were new?
- What we give away - our image - forms a lasting impression on others.

Perhaps there are some words in the grokking chart that you would like to include as your communication strengths. What are they? What can you do to develop these traits in yourself?



HAVE YOU EVER?

Purpose

To explore the rich diversity of experiences that different people bring to any group.

Materials

None

Instructions

This activity works best with larger groups. Explain to the group that you will call out different things that may or may not apply to each person. If the item does apply to you, then run into the middle, jump in the air, and do a high 5 with anyone else that runs in.

A list of about 20 items should be tailored to the particular group, setting, and program goals, but some suggestions are below. Usually the items are of a "Have You Ever....?" form, but also free to ad lib. E.g. "Does Anyone Have....?"

Items should be carefully considered in order to prevent embarrassment, ridicule, etc.

The motivation of participants to participate often needs some amping up. Try to do some other warm-ups first. The rest is down to the leader's skill in demonstrating and encouraging.

List of Possible "Have Your Ever?" Items:

- Have you ever climbed to the highest point in your country of birth?
- Have you ever lived overseas for more than 1 year?
- Have you ever sung karaoke?
- Have you ever been without a shower for more than 2 weeks?
- Do you have both a brother and a sister?
- Have you ever ridden a horse?
- Have you ever eaten frogs' legs?
- Have you swum in 2 or more different oceans?
- Have you ever flown an aeroplane?
- Have you broken 2 or more bones in your body?
- Have you done volunteer work sometime in the last month?
- Have you ever had a close relative that lived to over 90?
- Have you ever cooked a meal by yourself?
- Have you ever seen a polar bear?

Participants can generate their own questions. Have all the 4-H members sit in in a circle. Each person has a chair (or rope ring or hula hoop) except the person who is "it", who is standing in the center.



The person in the middle asks a “Have You Ever” question that is true for him/herself. E.g. “have you ever climbed a mountain?”

Anyone whose answer is “yes” gets up and moves to an empty seat. So, if four people get up they try to exchange seats as quickly as possible. The person who asked the question tries to quickly gain a seat, leaving one other person without a seat and they become the new “it”.

In choosing a question, participants can try for questions which reveal something. E.g., “have you ever trekked the Great Wall of China?” or ask simple questions like “have you ever fallen off of a bicycle?” for which everyone would get up.

Pileup variation: Anyone can ask a question and if you can answer yes to the question you move one space to your right and sit in that chair. If you cannot answer yes to the question, you stay seated in the chair where you are. This means somebody may be coming to sit on your lap from the seat to your left. Sometimes you get three and four people sitting in sort of a lap-style game on top of you. Then, when they ask the next question to go one space to the right by answering yes, they peel off one at a time sit down and you end up on top. It creates some very interesting combinations. Physical touching reveals something about people and it breaks the ice so that people can then begin to feel more comfortable talking about and doing other novel things.



HIDDEN CONVERSATION

Purpose

To develop verbal/vocabulary skills and to draw out shy players.

Materials

None

Instructions

Ask for two volunteers to start a conversation. Have these two players choose a topic of conversation, known only to them. They begin to discuss the topic as fully as possible in front of the other players, without mentioning it by name.

The two players actively try to mislead the other players without making false statements. Other players may not ask questions, but as they begin to suspect what the topic is, they may join in the conversation. Either of the first two players may challenge the new person if they feel he is incorrect.

If the person is correct he stays in the conversation and may challenge newcomers. If he is wrong he must return to the group, but he may try again as often as he likes. The game continues until all the players are in or out.

Variation

Have the topic of conversation come from the subject being studied.

Hints

When referring to the hidden topic try not to use the word "it." Outside players, take a chance. Join in as soon as you think you know what they're talking about. Share your voices.



LISTEN UP

Purpose

Develop your active listening skills and your ability to hear the other person's point of view.

Materials

None

Group Size

2

Background

Listening is a skill. Like speaking, it can improve with practice.

There are two kinds of listening - active and passive.

In active listening, you take the time to really listen to the speaker. You try to hear things from their perspective. You listen for content and information and you are tuned-in to the person's feelings. You look at the speaker and nod or smile when it is appropriate.

Passive listening focuses only on the information - just give me the facts man. It does not pay heed to what the speaker is doing, feeling or believing. It just wants the information. Sometimes, passive listeners are barely listening for even the facts because they are already spending their time thinking what they want to say.

Obviously, the speaker likes active listeners. When people put in the energy to really listen, the speaker appreciates it.

Let's engage in an active listening process.

Activity

1. In your group of two, pick a topic where you both agree to disagree. That is, one of you will take the pro side and the other will take the con side of the topic.
E.g. One loves liver, the other hates liver
One wants school to finish at tenth grade, the other wants school to finish at the normal twelfth grade.
2. Now take a few minutes to prepare two points to support your view.
3. Follow this procedure:
 - Number off - person one and person two
 - Person One: Give your first point of view - one minute
 - Person Two: Paraphrase person one's first point of view (30 seconds) and give



your fast point of view (one minute).

- Person One: Paraphrase person two's fast point of view (30 seconds) and give your second point of view (one minute).
 - Person Two: Paraphrase person one's second point of view (30 seconds) and give your second point of view (one min.)
4. Now spend a few minutes debriefing this active listening exercise. See the suggestions below.

Debrief

- This exercise is a very good one to develop your ability to hear the other person's point of view. How did you do? Were you able to paraphrase effectively?
- What is harder - paraphrasing others or giving your own point of view? Why?



MUSICAL RIDE

Purpose

Increase the number of people listening to you and learn how to keep other's attention and interest.

Materials

None

Group Size

Pairs

Background

The human voice is a wonderful musical instrument. Like a piano or guitar, the voice can produce different sounds from high to low. In fact, you probably have the ability to talk in at least one octave - that is produce sounds that span eight notes on the piano.

Good speakers take listeners on a musical ride. They use the pitch of their voice to give high and low sounds. This helps to keep their talk interesting.

You can develop the ability to vary your voice. When you get excited, chances are your voice goes up. When you are in a thinking mood, your voice may go down. And in a speech, there is plenty of opportunity to vary your voice as well.

Let's work on your voice pitch to develop qualities in your voice that will make it attractive to listen to.

Activity

1. Read each sentence below.
2. When a word goes up, pitch your voice up. When a word goes down, pitch your voice downward. Enjoy the musical ride.
3. Use your partner to help you. Get them to listen to you read out loud. Then get them to look at the sentence to see if what they see is what they heard you say.

Musical Ride

a. Why leave?
 don't you

 can't
b. I stay!

 don't diffi
c. Please be cult.

 see you to
d. I shall morrow.



Debrief

- As you read this sentence, can you hear the change in pitch?
- Practice some more sentences. You can make them up like the ones above or simply read sentences from a book, focusing on pitch change.



NICKING THE NONWORDS

Purpose

Avoid nonwords in your speaking and appear more intelligent, in control and assertive.

Materials

None

Group Size

4 to 6

Background

Everyone knows language is made out of words. But did you know language is also made out of nonwords.

Nonwords get in the way of your message.

The most common nonwords are “uhh”, “ahh”, and “umm”. Other nonwords include “so”, “well”, “you know”, “Okay”, “like”, and, “sort of”.

We don’t write nonwords. Would you write this: “Well, uhh, my name is, uhh, Joe Smith and uhh I like to sort of talk ahh about effective uhh communication.”

The goal is not to rid ourselves of all nonwords. That’s very difficult to do and perhaps a waste of our time. Rather, it’s fair to expect you to keep nonwords to a bare minimum. Keep them out of your talking to the point that no one notices you use them.

Nonwords can be distracters. They can interfere with your efforts at trying to communicate clearly and concisely.

Stick with words. They’ll be understood!

Activity

1. In your group, take turns talking for one minute each. As each one speaks, their goal will be to utter as many nonwords as possible while still being understood. If you want, you can have someone count the number of nonwords that you use.
2. Now go around the group again, but this time as each person speaks for about one minute, nick the nonwords. That is, avoid using nonwords. Have someone say your first name if you do use a nonword.
3. Tip: When you are tempted to use a nonword, just pause. That’s right, pause and say nothing. By learning to pause, you will be learning to avoid those nasty nonwords.



Debrief

- When a person uses a lot of nonwords, how do they come across to you? What words would you use to describe a person using many nonwords?
- Now, when a person uses few nonwords, what descriptive words would you use to comment on their talk?



ONE WORD LETTER WRITING

Purpose

To develop writing and collaborative skills.

Materials

Paper and pencils

Instructions

Divide the group into teams of two people. Each team has one piece of paper and two pencils. Give each team a two-minute time limit to write a single letter, each of them adding only one word at a time. They are to write as quickly as possible, not going back to re-read anything but the last word added.

No attention should be paid to grammar or spelling. Punctuation should be added only as it is needed for the sense of the letter. There is no need to complete the letter. The team should focus on writing one letter to anyone they wish, in any format that emerges. After the two-minute period, each letter is read aloud to the group.

Note: An interesting sequence of events emerges when this game is played more than once. At first the letters tend to be nonsensical. This "scribble stage" should not be discouraged; besides, the abstract sense of the ridiculous can be very entertaining. As the game is played more often, the letters will become more cohesive.



PAPER AUDIENCE

Purpose

To learn how to focus your thoughts and be able to read your audience.

Materials

Post-it notes

Group Size

Solo or 4 to 6

Background

Eye contact is your number one visual skill. It ranks first because it has the greatest impact in both one on one communications and in large group communications.

Eye contact literally connects mind to mind since your eyes are the only part of your central nervous system that are in direct contact with another human being.

For effective eye communication, you need to look at one person at a time for about five seconds or the length of time it takes to complete a sentence. Then look at another person for five seconds and so on.

Avoid eye darting where you look at a person for a brief second before going onto another person for another brief second. Avoid staring or looking at one person for longer than ten seconds. Eye darting and staring can make individuals and the audience uncomfortable.

Eyes are an effective means of helping to develop rapport or trust with an audience. They help you connect with your audience. The eyes have it!

Activity

Note: In this activity you will be asked to stand before a paper audience and give a one-minute talk. You have the option of inviting a few 4-H members to join the paper audience if you wish. Don't worry about what you're going to say. Just give a talk on something that interests you. What is important is how you use your eyes when you talk to the group.

1. Draw happy faces on six or seven post-it notes.
2. Stick these happy faces on the wall of the room where you are going to give a brief one-minute talk. Make sure you stick a few of the post-it notes on the fringes or corners where people will be seated. This is your paper audience.
3. Now stand before your paper audience. Remember you can do this solo with just you and your paper audience or invite a few 4-H members to sit in with the paper audience. Give a one-minute talk. Remember, what is important, is developing good eye contact with the paper audience.



4. As you give your talk, look at the happy faces - the paper audience. Be sure to give at least five seconds with each happy face that you look at. And be sure to include looking at those happy faces on the fringes.

Debrief

- How did you do? Have you developed the ability to look at one face for about five seconds? It may feel awkward at first, but this skill will go a long way in helping you to connect with your audience.
- If you had some 4-H members in the audience, get them to comment on how effectively you used your eyes to connect with your paper audience.



PITCH IN

Purpose

Learn to control your voice to create special effects and learn the power of pitch for creating interest in what you say.

Materials

None

Group Size

Pairs

Background

When you're excited what happens to your voice? What do you do with your voice to indicate you are serious?

We get meaning from the tone of voice as much as we do from the words spoken. Some voice experts would suggest that we even get more meaning from the tone of voice than we do from the words.

Do you ever send a mixed message, sending one thing but getting back the unexpected?

This activity will help you work on getting across what you really want to communicate.

Activity

1. Read each sentence to yourself.
2. Now practice with another person. Person one reads the first sentence while person two listens for the mood and the pitch that is requested.
3. Person two can read the next sentence. Person one listens for the mood and the pitch that is requested.
4. Complete all the sentences, taking turns a speaking and listening.



Mood To Create	High Middle Low	Sentence to Say
• Excited	High	Do it immediately? At once ? Do you hear?
• Inform	Middle	We've had a wonderful holiday!
• Question	High	Did you know about John?
• Fear	Middle	I don't know what I'm going to do.
• Excited	High	Oh no! How can you say such a thing?
• Informative	Middle	Mary is very capable and will make a good member.
• Thinking	Low	To be or not to be. That is the question.
• Serious	Low	This is a very serious moment in the history of our country.
• Love	Low	I really love that dog. He's the best friend I've of right now.

Debrief

- Can you say a question without raising your voice at the end of the sentence? Some punctuation marks already give us clues as to what to do with our voices.
- Make up your own sentences including the kind of mood you want to create.



PRESS CONFERENCE

Purpose

Develop agility to think on your feet and develop confidence in your speaking abilities.

Materials

None

Group Size

4 to 6

Background

What makes a singer a great singer?

They practice. What singers do to practice varies greatly. A great singer may practice singing scales, may sing with others, may spend time on memorizing the words of songs, may try to write her own songs, may practice by watching others, or may hire a coach to help her develop her vocal abilities.

To help you become better at speaking, here is one practice idea. It works at helping you to think on your feet. Every speaker needs this ability. You never know what may happen during your speech. You might forget a part, drop your notes, or get asked questions.

Being prepared can in part be done through exercises like the one you are about to engage in.

Activity

1. Imagine that you are a well-known soccer player, farmer, writer, singer, actor, teacher, artist, or computer inventor.
2. Announce to your group who you will be. Give the group about two or three minutes to come up with some questions for this famous person.
3. Now hold a press conference. You are at the head of the group - sitting in an interview chair. The others are around you, members from the press and ready to ask you some questions about yourself.
4. Give each member of the group the opportunity to ask you at least one question.
5. Respond to each question as briefly as you can. This is a pretend press conference, so you can make up your responses as you go. The point here is to get your answers out quickly and briefly.
6. You always have the right to not answer a question. You may want to reply with "no comment". Try to avoid using this too much.
7. After your press conference, another member may want to hold their press conference.



Debrief

- What was the easiest question you were asked? What made it so easy?
- What was the hardest question you were given? Why?
- What do you need to work on to become better at this?



PROP TALK

Purpose

Develop your ability to convince others and how to use a prop in your talk.

Materials

Prop

Group Size

4 to 6

Background

Have you ever tried to sell something to someone?

When you come to think about it, we're selling all the time. We may be not selling products like computers or cars, but we do attempt to sell our idea to others. For example, when you want a particular gift for your birthday, you sell your suggestion to your parents. When you want to go to a pop, western or rock concert, you try to convince your friends to join you. When you need more time on your assignment, you try to convince your teacher to give you the time you need. We're selling our ideas all the time!

What is most important in the selling of your ideas? You guessed it, effective communication. Your idea may be a great one, but convincing the buyer to buy your idea depends on how well you present yourself. Do you prepare your thoughts before you open your mouth? Do you think of the buyer and not just about yourself? Do you use a variety of voice skills like different pitch and power levels? Do you look at your buyers with a friendly face?

When you are selling ideas, it's always more effective if the buyer can see the idea. In this exercise we will use props.

Activity

1. Choose a common object you might find around the home, school or club. It might be a pencil, lamp, compass, watch, hat, purse, box, milk carton, or whatever.
2. Now think of two or three creative uses this object might have for which it is presently not being used.
E.g. milk carton: cutting one side off - this side can be used as a memo pad cutting the top off of the carton to make into a pencil storage container.
3. With your creative ideas, think how you might present them. Plan your talk to include a brief introduction, your key ideas and how you will conclude your talk. For example, you might want to start with a question to pique their curiosity. Then follow with the three creative uses of your object and conclude with a challenge for the audience to use your object.



4. Include a prop in your talk. (E.g. the milk carton, pencil, etc.). You may want to demonstrate how your prop can be used creatively. Remember, to use your prop appropriately. Don't let you or the audience get distracted by it and make sure everyone can see it.
5. Give your prop talk. Your objective is to sell the audience on the creative uses of your prop.

Debrief

- Did you sell your prop ideas? What gave you the feeling that you did or didn't?
- How did you feel about using a prop? Would you change how you used your prop?



SKETCH TALK

Purpose

Learn how to communicate accurately and become dependable and reliable in your observations.

Materials

Pencil and paper

Group Size

2

Background

Has anyone ever given you mixed up instructions or directions? Maybe it was someone trying to tell you how to get to his or her house? You got the first part okay, but by the time they were done telling you, you were both lost!

Giving clear, concise and careful instructions is something we have been or will be called upon to do. It might be an occasion where you have to describe a highway accident to the police officer that is depending on you to tell him quickly and accurately. Or perhaps it will happen when you have to give instructions to a friend on how to complete a 4-H project.

When it does happen, will you be able to respond with clarity and clearness? This activity will help you to develop your ability to communicate accurately and with the confidence that you can be relied upon to do a good job.

Activity

1. Think of a topic you would like to speak on. Choose a topic where you have some personal experience or you have read about it. It might be on some aspect of a club project, on computers, on one of your hobbies, etc.
2. In pairs, number off 1, 2. Person 2 will interview person 1. Person 1 is the appointed speaker and person 2 is the introducer.
3. In the interview, person 2 is to find out the topic of the speaker and then to answer the four why's guys questions, namely:
 - Why this topic?
 - Why to this audience?
 - Why at this time?
 - Why this speaker?
4. You can make up stuff if you have to. This is practice for when it becomes real. Plan what you can say to introduce person 1.



5. After person 2 is done planning, then they can introduce person 1. Did you mention all four why's guys?
6. Now reverse roles. Person 1 interviews person 2 and will eventually introduce person 2 as a speaker.

Debrief

- Did you get all four why's guys answered in your introduction?
- Note that you leave the name of the speaker till near the end of your introduction. The audience has a better chance of remembering their name.



STORY LINE

Purpose

To increase verbal dexterity, group development, precursor to creative writing.

Materials

None

Instructions

Ask 5 or 6 players to stand in a line and tell a story, each player adding one word at a time. They are all telling the same story together. Encourage the players to speak the first word that comes to mind, while maintaining the continuity of the story. The story continues until the players find their own ending. If getting started is difficult-suggest a title for the story.

When players understand this concept, move on to the variation: Story begins as above, with each player inserting one word at a time. After several rounds the leader calls out "Continue, but add one sentence." The story continues and each player adds exactly one sentence. After several more rounds the players are told to add as many sentences as they like, but they must stop in the middle of a sentence, thought, or even a word.

Players continue the story in this manner for several rounds. The leader calls for players to act out the story, at which point they continue the story, acting it out as fully as possible while continuing the narrative. The players then find the end of the story.

HINT

Tell the same story and work together to ensure it makes sense. Don't think about what you say and look for the ending.



SPEAKING NON-SENSE

Purpose

To reduce poor speaking habits and improve good ones.

Materials

None

Instructions

Choose a 4-H member and give them a topic. Things that you are learning about work great as topics. Have the member talk for 1-2 minutes straight about their topic. They cannot say "um", etc. or use the word "and" more than twice. They must also keep eye contact with the audience at all times and use all public speaking skills. The winner or winners are those who can complete this task using all the rules.



TELL ME ABOUT THE TIME

Purpose

To increase the ability to speak in front of a group with confidence.

Materials

Chair or stool

Instructions

A chair or stool is placed in front of the assembled group. The leader then points to a player and asks him to “Tell me about the time” that some absurd or fantastic thing happened to him.

E.g. “Tell me about the time you sold bird cages on the moon,” etc.

The chosen player has a count of five to get from his seat to a position standing behind the chair (he’s not allowed to touch, lean against, or sit in it) and to begin telling everyone the story of the time he did whatever the leader has asked about. He keeps talking, expanding on the story until the leader releases him. The leader may ask shy players additional questions to draw them out and to keep the story moving along.



THE WINGER

Purpose

Build up your flexibility and creativity in speaking and learn how to think on your feet.

Materials

None

Group Size

4 to 6

Background

When you get a call from your friend who says, "Hi, how are you doing?" you have a wide range of responses available to you.

Some of your responses may include:

- "Just great I aced my math test yesterday. That's the first time I've ever done that."
- "Okay, I guess. So what's up with you?"
- "Oh, not bad. But it's Saturday and I'm in for some fun. What do you want to do?"
- "Super! My dad just gave me permission to go to the country and western concert in Edmonton - you know the one next week. I'm getting tickets tomorrow."
- "Well I'm feeling a little down today. It's all over the argument I had with Joe. What do you think I should do?"

What you're thinking, feeling and doing - all give you choices on how you might respond to the other person. You are thinking on your feet when you respond.

Let's develop our ability to think on our feet - to develop flexibility in the way we respond.

Activity

1. Look around the room you are in. Pick an object. Let this be your topic.
2. One person says something about that object - in one sentence.
3. The person to their right takes one word out of that sentence and makes it the new topic. He or she then makes up a sentence on that new topic.
4. The next person does the same - picks a new topic based on one word in the last sentence and makes up a sentence on that new topic.
5. Continue going around the group for as long as you can.



EXAMPLE:

First person: I like digital clocks, because they're easy to read.

Second person: The last book I read was awesome.

Third person: Mario LeMeiux is an awesome hockey player.

Fourth person: Hockey has become a big paying sport.

Fifth person: Money is easy to get but hard to keep.

Debrief

- The more you do this the better you get at it - try it again! Maybe this time you might want to say two or three sentences before you pass to another person.



TO TELL THE TRUTH

Purpose

Develop imagination, communication skills, and reasoning exercise.

Materials

Four chairs

Instructions

Place four chairs in front of the group. Divide the whole group into teams of four. The members of each group tell a true story or event that has happened to them. The group then selects one of the stories. Each person will now have to participate in retelling the story.

When every group has chosen its story, the first group sits in the chairs, the other players becoming the audience and judges. The members of the first group tell the selected story together in the first person passing it back and forth among themselves until it is completed, making it as believable as possible.

The person to whom the story really happened must tell his part absolutely truthfully; the other members of the team are free to say anything they want in order to fool the audience.

When the first group has completed its story, the audience is free to ask questions. After questioning, they must vote to choose the truthful player.

Focus on getting the players to tell the story with conviction. You might want to talk about what makes a story or a person believable.



TONGUE TWIST

Purpose

Learn how to speak clearly and crisply.

Materials

None

Group Size

Solo

Background

Did you know that to speak clearly you need at least three things working for you? These three things include the lips, the jaw and the tongue.

The lips act as gates, sending the sound out or sending the sound through the nasal passage.

The jaw acts like a hinge.

The tongue takes on all sorts of shapes to help you formulate the sounds you make. The tongue needs all the space it can get.

When any one of these three items gets lazy or too tight, then your sound is affected. Sometimes a lazy tongue can make us sound as if we are mumbling. Lazy lips can make sounds hard to distinguish. A jaw that is too tight can restrict your sounds and make you appear snobbish.

So, getting all three - the lips, the jaw and the tongue - working together are important. The following exercise will help you develop clarity and a clean crisp voice. Nobody likes soggy chips. Nobody likes a soggy voice either!

Activity

1. Read silently each of the ten sentences that follow. You'll notice each sentence works on the lips, the jaw or the tongue.
2. Read aloud to yourself or with a partner.
3. You may want to tape yourself.
4. Remember, it's not how fast you go, it's how clear you are.

Articulation Exercises

1. She stood at the door of Burgess' Fish Sauce Shop, mimicking him.
2. Does this shop stock short socks with spots?



3. Theophilus Thistle, thistle sifter, sifted a sieve of unsifted thistles; where is the sieve of unsifted thistles Theophilus, the thistle sifter, sifted?
4. I saw a yacht and a yawl over yonder yesterday.
5. The guests drink toasts at the host's behest, 'til one insists that the host fast while he feasts and persists in his boasts.
6. Six silky, slithering snakes slid along, simpering and slyly sneezing, slipping sleazily from side to side.
7. Prize lizard's sizzle in a drizzle, lazy lizards require a blizzard to sizzle.
8. Machines murmured while Manning moaned, meaning nothing.
9. The sixth sheik's sixth sheep is sick.
10. Enthusiastic thousands thronged through the thoroughfare, thrusting themselves into the thick of the thirty-third subway.

Debrief

- Were there any sentences that were difficult for you? That's an indication that you can probably spend some extra time working on the syllables and sounds in those sentences. Note if the tongue, lip or jaw is the trouble spot. Work on making each sound as clear as you can.



TOUCH TONE TALK

Purpose

Develop persuasive abilities on the phone and develop confidence in your communicative abilities.

Materials

None

Group Size

3 (triad)

Background

Canadians are the number one users of the telephone in the world.

Research has shown that the tone and delivery of your message accounts for over 80 percent of whether people believe you or are interested in what you say. In other words, it's not what you say that is most important, it is the way that you say it.

You may not be surprised at this. Perhaps you've been on the phone lately when the caller seemed a little cool to you. What did that do to you? Did you want to end the conversation as quickly as possible?

How we say what we say is also very important in our public speaking. In fact, it can have a similar effect on the listener as the tone of voice can on the phone. If we come across as a warm, caring and attentive person, we'll be listened to much more readily than if we come off being bored and disinterested.

Let's take a try at our touch-tone talk and see what kind of difference we can make.

Activity

Note: Please read all instructions first before completing this activity.

1. Number off in three's. Person 1 will be the caller, person 2 will be the recipient of the call and person 3 will be the observer.
2. Person 1 and 2 can sit back to back.
3. The purpose of person 1 calling is to inform person 2 of an important event for the club within the next few weeks. It may be a mall display, a calf showing, whatever you want it to be. Person 1 is going to try to convince person 2 to get involved in this important event. Person 2 is going to be rather reluctant at first. If person 1 is convincing enough, then person 2 will eventually respond with a yes to person 1's request.
4. Okay, person 1 can dial a pretend phone and make a ringing sound. Person 2 picks up her phone and the conversation starts.



5. Person 3 observes what is being said between persons 1 and 2 and how it is being said. Make notes if you want to.
6. The phone call should last about 3 - 5 minutes.
7. You may want to repeat this activity by exchanging roles.

Debrief

- What vocal techniques did person 1 use to try to convince person 2?
- What vocal techniques did person 2 use to convey her initial reluctance?
- How important was the tone of the conversation to the eventual outcome?



TURNAROUND ROUTINE

Purpose

Learn to control what you give away in your speaking and develop confidence in your speaking ability.

Materials

None

Group Size

4 - 6

Background

Have you ever seen a presentation that was the pits? I mean it turned you off so much you began to groan? Have you ever seen a presentation that you got you excited and interested in the topic that was being presented?

Speakers are like a TV - they can be tuned into or turned off.

What kind of speaker do you want to be? Most of us like to be listened to. We like to share our ideas and be appreciated for the effective way we can do this.

One way to develop good communication abilities is to act out both the pits speaker and the peak speaker. This exercise will let you get a feeling what it is like to be both types of speakers and then to make up your mind how to be the best speaker you can be.

Activity

1. Think of a topic that you can give a one to two minute speech on.
2. When you give your speech, plan to start by turning off your listeners. That's right. Do some of the things that poor speakers do. For example, don't look at the audience, speak in a boring manner, slouch, look disinterested, speak softly so others can barely hear you, be disorganized in your content. Enjoy doing this for the first half of your speech.
3. Half way through the speech, turn it around. Be the best speaker you can be. Use good speech habits like a clear, projected voice, a confident manner, stand tall, be alert and keen, put energy into your well organized thoughts. Yes, you can do it!
4. Invite someone else to take his or her turn at the turnaround routine. It's fun and it's educational!

Debrief

- Describe how you felt being a poor speaker.
- What went through you mind as you began to turn it around?
- Describe how it felt being tuned in.



TWO LIES AND A TRUTH

Purpose

Develop listening, reasoning, familiarity, and ease with words.

Materials

None

Instructions

Have each player makes three statements about him/herself, two of them lies and the third true.

For example: I have an older sister; I once rode Flipper; I have recorded 7 blues albums under the alias Red Hot Burns. The group tries to guess which is the true statement. In the example, the true statement is: I once rode Flipper. Make it clear from the start that you are looking for facts, not opinions or subjective statements such as "I'm rich," or "I'm beautiful."



VIDEO MAGIC

Purpose

See and hear yourself perhaps for the first time!

Materials

Camcorder with film, playback monitor (TV) with cables

Group Size

3 to 4 per session

Background

Today's video technology puts a power at your fingertips that no other generation has ever had.

Walk into any department store or video store and there they are - the camcorders. They have now become a regular photographic tool of the family. Camcorders are used to record family vacations, graduations, weddings, celebrations and other special occasions.

This amazing technology may be available to your club. Perhaps there is a parent who owns a camcorder and who is willing to come to the club to video the members when they speak. Maybe you have one at home and are willing to bring it to the club for use in your speaking events.

This technology - the camcorder - is very powerful! You can use it to see yourself as others see you. That kind of feedback can be very useful to you as you develop your speaking skills. It's one thing for a member to tell you - its quite another thing for you to see for yourself how you communicate. What are your communication strengths? What areas do you need to work on?

Activity

Note: In this activity, you will be asked to give a brief (one minute) talk so give some thought about what you want to say. If you speak on something you have an interest in, you are more likely to speak effectively.

Note: You may want to have three or four speakers per recording session. You can spread this activity out over a number of meetings.

1. Set up the camcorder ready for recording.
2. Prepare to give your one-minute talk. You may want to speak before the club or do this in a small group. Some of you may want to give an impromptu talk - one that is not prepared but one where you have something to say.
3. Each of you that wishes to do so, give your one-minute talk before the camcorder.
4. Now play back each of the speeches (limit to 3 or 4 per session).



5. When you view a speaker, provide feedback to the speaker after you have watched him or her. 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.

Debrief

- What have you learned about your speaking? Are there some common things you have all learned? Are there some unique things you have learned about yourself?
- The magic in video is seeing yourself as others see you. The camcorder is a powerful tool to help you become a better speaker.



WORDS PER MINUTE

Purpose

Learn what your word rate is (words per minute) and discover what is the appropriate word rate for speakers.

Materials

A story you can read - the fast 500 words, and a watch with minute hand or digital read-out.

Group Size

2

Background

How fast should you talk in front of an audience?

When you listen to some TV commercials you may have noticed that some people talk very fast. In fact, so fast that it is difficult to hear and understand all that they are saying. You miss some of the details. Actually, in some commercials this is done on purpose, because they only want you to hear a few key words, like "buy, act now or remember".

With some of your own conversations, you may experience a person that talks quite slowly. You may feel that their word rate is just too slow for you.

Well what is the appropriate word rate for us? More specifically, what word pace is an audience comfortable with? Are you too fast, too slow or just right for them?

The answers to these questions are found in the completion of this exercise.

How fast or slow you speak does have an impact on your audience. Let's try to make it a positive impact!

Activity

1. Find a story that you can read. Count out the first 500 words of this story.
2. Read the fast 500 words of the story. You may want to read it again to get comfortable with what you're reading.
3. Now find someone who is willing to listen to you read out loud and to time you while you read.
4. Read the story (the first 500 words) to the listener as if you were giving a speech. Don't rush through the story just to get it done. Read with expression and interest.



5. When you finish reading, divide your time into 500. For example, if you took 3 minutes and 30 seconds to read the 500 words, then divide 3.5 into 500. Or if you took 4 minutes and 15 seconds, divide 4.25 into 500.
6. The answer you get will be your words per minute (WPM).

Debrief

- A good word rate ranges from 130 words per minute to 165 words per minute. How did your word rate compare to these figures?
- Don't think you have to hold a constant word rate. A variety of pace is more interesting. But on average, your WPM should be in the range of 135 to 165.





5 COACH'S CORNER

THE VALUE AND IMPORTANCE OF COACHING

Every good team in sports, politics, school and yes in 4-H, has a good coach. They have a leader who knows that performance and commitment go hand in hand.

To build a 4-H team requires a 4-H leader who is willing to bring out the best in performance and commitment with each member.

What does this require of the leader? Knowledge of 4-H? Experience in leading 4-H clubs? A ton of ideas to keep clubs active?

All of these factors are important and will go a long way in building a successful 4-H club. But the key ingredient, is not any one of these or a combination of these factors. Rather, it is your ability to relate to your members in a supportive and a meaningful manner. Another word for these abilities is coaching.

What makes a good coach? Someone who:

- walks her talk
- leads by example
- supports and encourages
- provides alternatives
- is flexible
- gives timely and practical advice
- listens, listens, listens
- models what he wants
- strives for excellence

As a 4-H leader, think of yourself as being the coach of a TEAM: Together Everyone Achieves More. You are working together on a wide variety of activities and projects. Everyone is important in the club - we all have roles and responsibilities. You can and do achieve when you receive the commitment of each member. You do more when everyone feels a part of the team.

Let's take a look at each of the nine coaching stems provided above as it relates to effective communication.



COACHING TIPS FOR 4-H LEADERS

Walk Your Talk

Learning is self-discovery, teaching is mutual discovery. Discover together what it takes to be an effective communicator.

Lead by Example

Modelling is an important part of learning. Do you want a club that is on time? Then be on time yourself. Do you want a club that strives to be better communicators? Then work at communicating better. Do you want members giving constructive feedback? Then work on giving concise, thoughtful, insightful feedback.

Support & Encourage

Be proactive. Take the statement "I'll believe it when I see it (reactive) and change it to, "I'll see it when I believe it" (proactive). Put the responsibility on yourself to support members where ever you can. Your belief in them inspires and encourages.

Provide Alternatives

We all learn and change in different ways. There is no one method or way to teach or lead. If we are flexible enough to think and provide alternatives, we provide the opportunity for that same creativity and spontaneity in our members.

Giving Timely Advice

When it's time to open your mouth, make it timely and relevant. Fit in with the moment and build on making it better. Be concise and be thoughtful.

Listen, Listen, Listen

You must actively listen to members. Respond both to their messages and the context of feelings in which the message was given. Once their ideas and feelings have been responded to, then they are ready to listen to you.

Strive for Excellence

You have a standard for your club. Expect it - don't demand it; anticipate it - don't beg for it; get it - don't quite until you do!



HOW TO GIVE FEEDBACK PART ONE: SOME SCENARIOS

Scene #1: You've just listened to a speech from a club member. In your opinion, it had a lot of room for improvement. You're concerned about how you are going to encourage this member.

Scene #2: You've just seen a great speaker - she was excellent! Will this frighten the younger members into thinking "I can never be this good".

Scene #3: The speech you just heard was all fluff - not much substance. It was full of opinions with little content. You're concerned because you don't want this approach to spread to other members.

Scene #4: Someone is giving a speech and freezes. They can't remember what they want to say - it has all gone blank for them. You have to coach right now - what do you say to the speaker and to the club?

Scene #5: You're coaching one on one. But you sense a wall - some reluctance and/or passivity. How can you connect?

All of these scenarios require a response. There is no leader who can tell you what to do in every circumstance. Your experiences are contextual - they are unique and tempered with your own set of special and timely circumstances.

But there are some guiding principles to giving effective and useful feedback. Let's examine these feedback principles on the next page.

PART TWO: FEEDBACK PRINCIPLES

Be descriptive

Avoid evaluative comments. Rather describe what you saw and leave the member free to use it or not. Evaluative language can make a member defensive.

Be specific

Get to the point. Avoid general comments. For example, if someone talks too long, you might say; "When you were given the responsibility of preparing this talk, you were advised to keep it to one minute. You spoke for four minutes. It's easier to talk much longer than required. Audiences like brevity. Work on this for next time!"

Two -way Needs

Take into account the needs of the coach and the member. If comments only serve the coach, feedback can become self-serving and destructive. Make it constructive. Work together.

**Can Use**

Can the member change their behavior? Frustration is only increased when the member is reminded of something over which they have no control. Ensure they can use your advice.

Is Solicited

Feedback is most useful when the member asks a question which those observing can answer. When solicited, feedback can better meet the needs of the learner.

Timely

Feedback is most useful when given as soon after the observed behavior. This depends of course on member's readiness to receive it.

Checked with the Member

One way to check is to ask the member to rephrase the feedback he has received. This helps all to ensure clear communication has taken place.

Checked with Others

Do others share your impressions? Check to see what others think. This is particularly appropriate when a group evaluation is being given.

COACHING TECHNIQUES

There are three easy to use coaching techniques to help your members communicate more effectively. Each technique will have its advantages and limitations. When and where you use them will depend on your judgement. This section will outline each technique and how the technique can be implemented.

TECHNIQUE #1: THE HAMBURGER

A hamburger, to state the obvious, has three parts - the bun, the meat and the extras. The hamburger technique has three parts:

The Bun: Identify one or two things you liked in the member's speech - things the member did well or was willing to take the risk and learn from. This can include comments from all aspects of speaking - the visual, the vocal and the verbal. For example you may comment on his varied pitch, his well-organized thoughts and his good use of gestures to emphasize points made in the speech.

The Meat: Identify one or two things the member can work on for the next speech. Notice the use of the words work on rather than wrong. (We're being descriptive here, not evaluative.) You can phrase this by saying, "If you were to give this speech again, you may wish to consider using some more vocal variety and organizing your speech into three parts."



The Extras: For many hamburger lovers, the best things about the hamburger are the extras you put on it. With the speech, what was the best thing you noticed? Save this for the last. It leaves a very good taste in the member's mouth - a taste that will last and encourage their best for the next time they speak.

Once you've used this technique a few times, you'll find it easy to use. It is particularly helpful at getting your ideas across in an organized and concise manner. It can be very effective with members because it always ends with on a positive and encouraging note.

TECHNIQUE #2: THE PUMP

Essentially the process of this technique is very similar to the hamburger, except that you use the member's data, not your own.

Like the hamburger technique, the pump consists of three parts.

The handle: Get a handle on things by asking the member to identify two things they enjoyed about their talk. Don't proceed to the next step until you've two items to discuss. If they give more, focus on the best two.

Pumping: Ask the member for two things they would change in the next speech. Keep the conversation focused on change not excessive negativity. Remember negativity drains energy. It's easy to feel that one does not have the power to change.

The Water: The best thing about pumping is what you get - the water. So ask the member to identify the best thing he/she did today in their speech. They may go back to your initial discussion (the handle) and repeat something from this segment. That's okay, as long as they can view this as the best thing about their speech.

When using the pump, members can often be their own worst critics. They can easily focus on the negative. They may assume that because they feel this way, that all members in the audience must feel this way too. In other words, they can be very evaluative rather than descriptive.

By drawing out the best thing at the end of your discussion you are reaffirming the member's worth and efforts. And you're giving what she needs to work on another speech - the water to grow.

TECHNIQUE #3: THE TARGET

Your senior members may be at the stage where they want to develop more advanced speaking skills. Their target is to work on one thing at a time to make sure they get better at it before moving on to another speaking skill.

When coaching with this technique, you look at one or two specific items. It may be their organizational skills in speech making. It may be that they want to develop their hand and facial gestures. Whatever it is, focus on that skill and avoid getting distracted with other skills. The major task here is for the coach to keep the member on target.



Your coaching is more proactive here. For example, you may find yourself coaching both during the speech and after it.

SESSION ONE: SETTING THE GOAL

After hearing the first speech, review what you and the member observed and felt. Identify one skill the member can work on for the next speech. If there are several skills the member wants to work on, then prioritize all skills. Determine the most important skill to work on now. You can cover the other skills in future coaching sessions.

Spend the remainder of time in session one with how you and the member will work on this most important skill. Perhaps the member wants to work on eye contact. Agree how you will do this for the next speech, such as using a paper audience (activity 1 in section 4), some coaching signals, etc.

SESSION TWO: ACHIEVING THE GOAL

After hearing the next speech, meet with the member to discuss how well they did in achieving the one skill they identified in the fast coaching session. For example, did they develop better eye contact?

You can take one of two paths here: continue on with the same skill for more work or advance to the next speaking skill the member wants to develop. In either case, conclude the session with a target and how to achieve it.

Future sessions depend upon the goals you and the speaker set.



SUMMARY TABLE OF THREE COACHING TECHNIQUES

Technique	Orientation	Advantages and Disadvantages
Hamburger	Leader	<p>ADVANTAGES</p> <ul style="list-style-type: none"> • Good method to use with novice speakers. Can be highly supportive. • You model good coaching - you are providing valued information to the member. • You restrict negative comments because you are the one giving most of the feedback. • Efficient use of time. <p>DISADVANTAGES</p> <ul style="list-style-type: none"> • Feedback is limited to your data and impressions. • Members can get too passive with this technique.
The Pump	Member	<p>ADVANTAGES</p> <ul style="list-style-type: none"> • Good method to use with more experienced members because they have more speaking experience to draw upon. • You're always dealing with the members' data and impressions - they will value what they say. • You're teaching self-coaching skills by drawing out member ideas and expanding upon them. <p>DISADVANTAGES</p> <ul style="list-style-type: none"> • Member doesn't benefit from your insight. • This method takes time to draw the member out.
The Target	Growth	<p>ADVANTAGES</p> <ul style="list-style-type: none"> • Very useful for senior members who are looking for more challenge. • Especially appropriate for preparation with speech competitions. • Easily monitored with the setting of specific goals. <p>DISADVANTAGES</p> <ul style="list-style-type: none"> • Requires a committed member to stay with the targets. • Can be time consuming.



CONCLUDING COMMENTS ON COACHING

COACHING COACHES

You may be asking where do I find all the time to do this kind of coaching? As a 4-H leader my hands are full at the meetings and I don't have a lot of extra time available between meetings. So when do I do it?

There is no assumption that you will do all the coaching. In fact you may coach the coaches. The senior members of your club can learn a great deal about speaking just from the responsibility of coaching younger members. The Hamburger and The Pump techniques are easily grasped and implemented by senior members. The Target technique is the only one where you may find yourself involved. Some clubs have members in the Senior Opportunities Project work with younger members all through the year.

BELIEVING IS SEEING

We've talked about the four A's as the strategic design in this manual. The fourth A is 'action'. Action occurs when you see changes in the behavior of the members. With regard to this program, action occurs when you see members communicating more effectively.

One of the most powerful ways to get action is coaching. Why? Because coaching combines a number of motivational techniques, including: accountability, modelling, mentoring, and personal care.

As you coach, you make the member accountable to you for ongoing improvement. You provide a model of what they can aspire to. You give advice and suggestions that can make you a great mentor. Your personal care can make a world of difference to each member.

Show them how to hit home runs as effective communicators. Start with the ball nearby and work until they're delivering home runs in speaking.

Believing is seeing! Your coaching will make all the difference.



6 APPENDICES

APPENDIX ONE: BIBLIOGRAPHY

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