

# **Leo Advancement Sessions**

## ***Public Speaking***



### **Instructor Guide**

***Total Time: Part 1 - 90 minutes/ Part 2 - 70 minutes***



## USING THE INSTRUCTOR GUIDE

The Instructor Guide is designed to support the instructor, providing a training overview for each session of the curriculum, complete with facilitation notes and requirements for delivery. Helpful hints and guidelines are included in the Instructor Guide such as recommended speaking notes, step-by-step instructions for interactive activities, recommendations for timing of each session, and samples of handouts used in each session.

The Instructor Guide (IG) is designed to provide the instructor with all the direction necessary to deliver the training content with the intended message and according to the intended approach. Descriptions of the basic sections of the IG and examples of content follow.

### **Session Background**

Gives a brief overview of the session

### **Session Objectives**

States the objectives of the session

### **Session Preparation**

States the equipment, materials, and suggested room setup needed for the session

### **Session Timeline**

Provides a session sequence with suggested times

## SESSION CONTENT (INTRODUCTION, MODULES, CONCLUSION)

This part of the Instructor Guide is a step-by-step tool you will want to follow to ensure that all objectives are met, that all the content is examined in an effective manner, that activities are correctly conducted and debriefed, and that timelines are met.

Below are examples of **directives**. A directive begins with a command word followed by text. Directives usually suggest what you want to say or ask and what responses you may expect from the participants. Some common command words are: *State, Show, Ask, and Transition*. You are **NOT** expected to repeat the text in a directive word-for-word. It is better when you put things into your own words. Rather, it is meant to make sure you have what you need to convey the message fully.

***State***

It seems that some of us question the idea of this academic effort. We do not see its immediate need or even its usefulness in the long run.

***Ask***

Is it possible that as adults we have become more selective about our learning?

Below is an example of an **instructor note**. Instructor notes are meant to provide you with background information or with suggestions on delivering or facilitating a specific part of the session. Instructor notes also remind you to refer participants to their Participant Manuals or to make sure that specific material is covered.

*Allow participants a few minutes to read through the list of characteristics and select the ones that are adult related. They can work individually or in pairs. They may want to read the entire list first before deciding.*

*After 3-4 minutes go over the answers.*

## SESSION BACKGROUND

Leo leaders are frequently called upon to speak at club and district events and at other occasions. The first part of this session will provide participants with some guidelines for effective delivery and a framework for preparing speeches.

Participants will then be required to deliver a short speech during the second part of the session and are expected to utilize the skills examined in the first part in their preparation and delivery. Some time for speech preparation is included in the session, but participants may need to take time outside of the session to prepare.

## SESSION OBJECTIVES

At the end of this session, participants will be able to:

- Describe effective delivery skills for public speaking
- Identify key steps for writing a speech outline
- Develop an outline for a 3 – 4-minute speech
- Deliver an organized, 3 – 4-minute speech using effective delivery skills
- Recognize differences between presenting in-person and virtually (OPTIONAL)

## SESSION PREPARATION

### MATERIALS

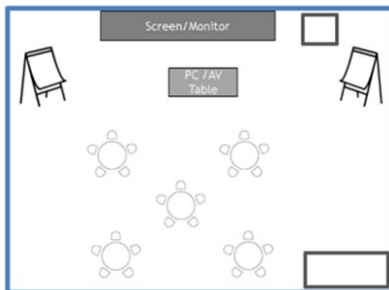
- Instructor Guide
- Participant Manual
- PowerPoint slides

### EQUIPMENT

- Computer
- Projector and screen

### SUGGESTED ROOM SETUP

Due to the interactive and discussion-based nature of the sessions, the below seating arrangement is suggested.



### ACTION ICONS



**Refer to  
Participant  
Manual**

## SESSION TIMELINE

<b>Part 1</b>		
<b><i>Component</i></b>	<b><i>Overview of Instruction</i></b>	<b><i>Materials</i></b>
<b>INTRODUCTION</b> (3 minutes)	<b>Presentation:</b> Session Overview	PowerPoint
<b>MODULE 1:</b> <i>Effective Delivery Skills</i> (28 minutes)	<b>Presentation:</b> Public Speaking factors <b>Activity:</b> Public Speaking Example and Discussion	PowerPoint Participant Manual
<b>MODULE 2:</b> <i>Preparing a Speech</i> (53 minutes)	<b>Presentation:</b> The Steps to Writing a Speech Outline <b>Activity:</b> Getting Started – Steps 1-4 <b>Presentation:</b> The Steps to Writing a Speech Outline Continued <b>Activity:</b> Speech Structure – Step 5	PowerPoint Participant Manual
<b>CONCLUSION</b> (6 minutes)	<b>Presentation:</b> Review Objectives	PowerPoint Participant Manual
<b><i>Total Time: 90 minutes</i></b>		

<b>Part 2</b>		
<b><i>Component</i></b>	<b><i>Overview of Instruction</i></b>	<b><i>Materials</i></b>
<b>INTRODUCTION</b> (5 minutes)	<b>Presentation:</b> Session Overview	PowerPoint
<b>MODULE 1:</b> <i>Individual Speeches</i> (60 minutes)	<b>Activity:</b> Individual Speeches <b>Discussion:</b> Activity Debrief	PowerPoint Participant Manual
<b>MODULE 2 (OPTIONAL):</b> <i>Virtual vs. In-person Presenting</i> (20 minutes)	<b>Activity:</b> Brainstorming Swap	PowerPoint Participant Manual
<b>CONCLUSION</b> (5 minutes)	<b>Presentation:</b> Review Objectives	PowerPoint Participant Manual
<b><i>Total Time: 70 minutes (90 minutes with optional module)</i></b>		

## PART 1 - INTRODUCTION

*Total Time: 3 minutes*

### PRESENTATION: SESSION OVERVIEW (3 MINUTES)

*This session assumes that Part 1 and Part 2 will be delivered on separate days. If not, adjustments may need to be made to the wording of some sections.*

*Before you begin this session, decide if you will be delivering the optional 20-minute Module 2 in Part 2. If not, make sure to adjust the PowerPoint slides accordingly by hiding slide 27 and adjusting objectives/references to that module.*

**Show**

*Display Slide 1: Session Title*

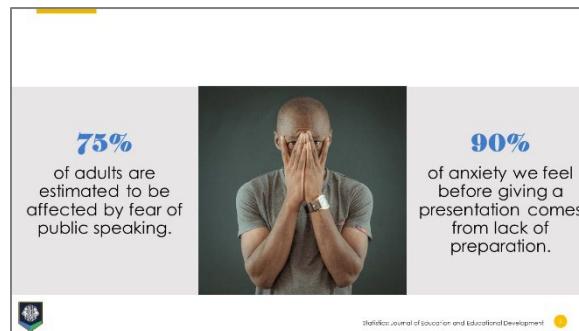


**Ask**

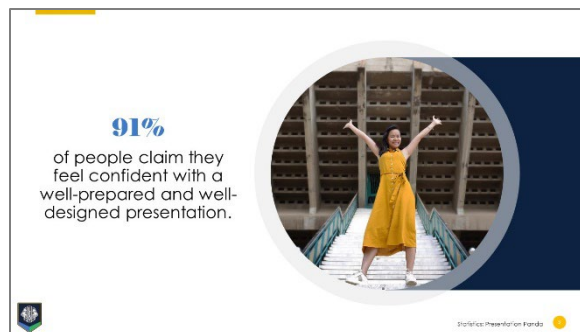
How many of you love getting up in front of a crowd and speaking? Please raise your hand.

*Chances are not many people will raise their hand. If they do, congratulate them for being among the few who do not fear public speaking. But for most, the thought of speaking in public brings on much fear and anxiety.*



**Show****| Display Slide 2: Fear of Public Speaking****| Share the statistics on the slide.**

***Remind those who do experience fear getting up in front of a crowd, they are not alone. However, there is hope! 90% of anxiety comes from lack of preparation, so the more prepared they are, the less fear and anxiety they will experience.***

**Show****| Display Slide 3: Confidence****| Share the statistic on the slide.****State**

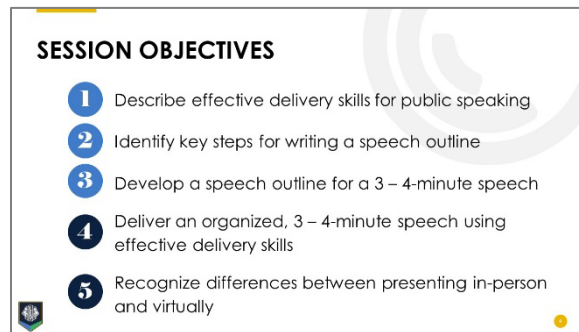
That's good news! The more you prepare, the more confident you will feel. More confidence means less fear and anxiety.

Think of some of the best speakers you've heard who have really caught your attention and kept your interest, whether it be a live speech or a TED Talk on YouTube. What was it about the way they spoke? What did they do to draw you in and keep you listening?

Now, you know they did not just get up on stage and begin speaking unprepared (off-the-cuff). They spent many hours organizing, preparing, and practicing. You may never become a world-renowned public speaker, but you *can* learn the basics of organizing and delivering a speech so you can be more confident when getting up in front of a crowd.

## Show

### | Display Slide 4: Objectives



**SESSION OBJECTIVES**

- 1 Describe effective delivery skills for public speaking
- 2 Identify key steps for writing a speech outline
- 3 Develop a speech outline for a 3 – 4-minute speech
- 4 Deliver an organized, 3 – 4-minute speech using effective delivery skills
- 5 Recognize differences between presenting in-person and virtually

***IMPORTANT! If you choose not to do the optional 20-minute Module 2 in Part 2 of this session, remove the last objective from slide 4.***

## State

This session will have two parts. The first part will focus on effective delivery skills, identifying key steps to writing a speech outline and developing a speech outline.

In the second part you will have an opportunity to deliver a speech to a small group of your peers and receive feedback.

***If you choose to do the optional 20-minute Module 2 in Part 2 of the session you can also state the following:***

***Finally, we will discuss the differences between in-person and virtual speeches.***

By the end of the two-part session, you will be able to meet the listed objectives.

## PART 1 - MODULE 1: Effective Delivery Skills

*Total Time: 28 minutes*

### PRESENTATION: PUBLIC SPEAKING FACTORS (3 MINUTES)

#### *Ask*

Did you know that it only takes an audience on average 5 seconds to determine whether a presenter is charismatic or not?

*Why is this important? People are more likely to follow those who they deem charming or captivating.*

#### *State*

So, how do you captivate your audience? Surprisingly, it is not necessarily your content that captures their attention and keeps them engaged. It's the way you deliver the content.

#### *Show*

*Display Slide 5: Public Speaking Factors*



#### *State*

There are three distinct factors that impact the quality of public speaking.

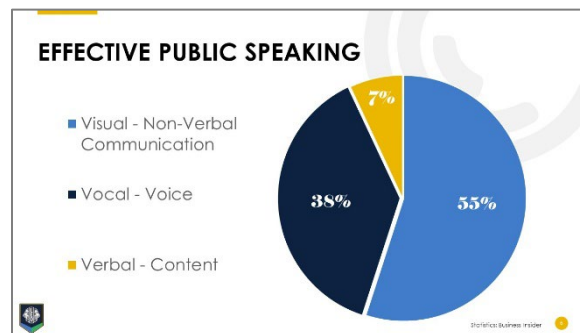
- Visual: *What* the audience sees
- Vocal: *How* the words are said
- Verbal: The words that are spoken

**State**

Don't get me wrong, there is no question about the importance of content. A speech without good content will always fall flat. However, there are many skills that must be utilized to bring good content to life. Even with solid research, subject expertise, good planning and excellent facilities, some speeches fail. If a presenter does not have a confident, enthusiastic delivery style, the audience quickly loses interest and becomes bored.

**Show**

| **Display Slide 6: Effective Public Speaking**

**State**

Research has shown that an audience's opinion of a speech is based 55% from non-verbal communication, such as facial expressions and gestures, 38% from voice, such as tone and inflection, and 7% from the speech content.

Presenters need to use their own personality while focusing on their delivery skills to project the professional and confident style needed to create a successful speech. So, it's not necessarily what you say, but how you say it that keeps your audience engaged and interested.

**ACTIVITY: PUBLIC SPEAKING EXAMPLE AND DISCUSSION  
(25 MINUTES)**

*There are two options to choose from for this example.*

- 1. YouTube video of a TED Talk.*
- 2. Live demonstration of a short speech.*

*Before the start of this session, determine which option works best for you and your participants.*

**Option 1: YouTube video of a TED Talk**

*The TED Talk video shows a short speech about “nothing.” However, it really isn’t about nothing. The purpose of the speech is to demonstrate the importance of vocal (voice) and visual (non-verbal communication) aspects of a speech. In the video, the presenter uses inflection and non-verbal gestures to show how you can keep an audience engaged, even if you are talking about “nothing.”*

*The information is presented in a humorous way, which makes it memorable. By using each of the techniques that the presenter mentions rather than simply stating what they are, he demonstrates them to the audience and provides clear examples of what he’s discussing.*

*The benefit of this option is participants get to see a good example of effective delivery skills. However, this option is only available in English. There is the possibility of turning on subtitles in other languages to assist in understanding if you feel the message can be clearly conveyed. Otherwise, it may be best to choose Option 2.*

**Option 2: Live demonstration of a short speech**

*This option has the instructor read a short speech from a script in the instructor guide and demonstrate poor delivery skills. This allows participants to see and hear vocal (voice) and visual (non-verbal communication) behaviors that hinder a presenter’s ability to be successful in delivering their message. Participants may be able to identify with this demonstration, having sat through something similar in the past or maybe delivering a speech this way themselves.*

*The benefit of this option is participants get to see what NOT to do when delivering a speech. If this option is chosen, it is recommended to also find a short, 3–4-minute video clip from a TED Talk, Toastmasters\*, or something comparable that shows an example of good delivery skills in the language of the participants. You could also re-read the passage using effective delivery techniques, such as good eye contact, inflection, and body movements to demonstrate the difference.*

*\*Toastmasters International is a US-headquartered nonprofit educational organization that operates clubs worldwide for the purpose of promoting communication, public speaking, and leadership.*

## OPTION 1: TED TALK VIDEO

**State**

Let's consider the following video. The presenter really uses his personality, along with specific delivery skills, to creatively give a speech about "nothing." As you watch the video take note of the behaviors and techniques he uses to keep the audience involved and engaged.



***Refer participants to page 1 in their participant manual to take notes.***

**Show**


***Display Slide 7: A Speech About Nothing***



***<https://youtu.be/8S0FDjFBj8o>***

***The video is approximately 6 minutes long.***

***The video is embedded in the PPT and will play in English. To add the subtitles in another language, complete the following steps just before showing the video (it cannot be done and saved ahead of time).***

- 1. While in Slide Show mode, click on the video to begin playing.***
- 2. Click again on the video to pause.***
- 3. Click on the settings icon  on the bottom-right side of video window.***
- 4. Click on 'Subtitles/CC'.***
- 5. Click on the language you want.***
- 6. The selected language subtitles should appear once you click the video to start playing.***

***\*CAUTION\* View the video and translated subtitles in their entirety before playing for the participants to assess the quality of the translation and determine an alternative approach if needed.***

## ***State***



Now that you've watched the short speech and noted the behaviors and techniques the presenter used, please take a moment to chat with the people around you and compare notes. Consider the questions listed on page 1 of your participant manual as you discuss.

***Allow participants to discuss the following questions in their participant manual. (5 minutes)***

- ***What specific techniques/behaviors did you notice?***
- ***Was the presenter effective in their delivery of the content? Why or why not?***
- ***How does viewing this speech help you with public speaking/effective delivery skills?***

***Debrief the activity by asking for volunteers to share their answers to the questions. (5-10 minutes)***

***If you have a small group, you can just ask for volunteers to raise their hand and share. If you have a larger group, you may need to be more creative. A microphone may be needed to allow participants to share.***

***Participants should have identified the following key techniques/behaviors. Make sure to summarize or reiterate what they should have identified before moving on.***

***The presenter used good:***

- ***eye contact***
- ***voice inflection, pitch, tone volume, pace, enunciation***
- ***body language, including stance, movement, and gestures***

***The presenter was:***

- ***personable, related well to the audience***
- ***humorous, used humor to connect with the audience***
- ***confident***
- ***creative, demonstrated delivery techniques instead of just talking about them***

*The purpose of the speech is to demonstrate the importance of vocal (voice) and visual (non-verbal communication) aspects of a speech. In the video, the presenter uses inflection and non-verbal gestures to show how you can keep an audience engaged, even if you are talking about “nothing.”*

*The information is presented in a humorous way, which makes it memorable. By using each of the techniques that the presenter mentions rather than simply stating what they are, he demonstrates them to the audience and provides clear examples of what he’s discussing.*

### ***State***

So, the speech about “nothing”, was really about something! Indirectly, the presenter provided the audience with a great deal of information about effective delivery skills and techniques you can use to engage your audience.

### ***Show***

***Display Slide 8: Delivery Skills***



***Refer participants to pages 2-6 in their participant manual.***

### ***State***

In your participant manual you will find some additional information about the delivery skills we just discussed. Reviewing this information on your own will help you to prepare for your upcoming speech.

### ***Transition***

We’ve just spent some time talking about effective delivery skills. You now know some essential techniques you can use to engage your audience. Although effective delivery brings your content to life, you must first have content to share.

***Move ahead to page 19 in the instructor guide to continue.***



## OPTION 2: LIVE DEMONSTRATION

***If you choose Option 2, make sure to hide slide 7 in the PowerPoint before beginning the session as it will not be needed.***

***State***

Please consider the following demonstration. As you listen take note of the behaviors and techniques you observe and whether they add value to what is being said or hinder the presenter's ability to deliver their message.



***Refer participants to page 1 in their participant manual to take notes.***

***Read the passage below. It will take approximately 1-2 minutes.***

***The purpose of this demonstration is to show bad speech habits and techniques including: speaking in a monotone voice, not pausing, going too slow or too fast, not making eye contact, and shifting from side to side. Demonstrate these behaviors as you deliver the short speech. You will also note that this passage has no opening or closing.***

***You may substitute another passage that you feel would be more appropriate for your participants.***

“Park the vehicle on level ground and remove the hubcap. Turn the wrench counterclockwise to loosen the lug nuts. Loosen the lug nuts in a star pattern, first loosen one a few turns, and then loosen the one opposite. Work across the tire until all the lug nuts are loose and unscrewed slightly. Jack up the car. Fully loosen the nuts and remove the tire. Lift the new tire into place. Replace the lug nuts. Tighten them the same way you loosened them: Give each nut a few turns, first one then the one opposite working around the wheel in a star pattern. Tighten the lug nuts and then use the jack to lower the car. Remove the jack and fully tighten the lug nuts.”

***State***

Now that you've observed the short demonstration and noted the behaviors and techniques the presenter used, please take a moment to chat with the people around you and compare notes. Consider the questions listed on page 1 of your participant manual as you discuss.

*Allow participants to discuss the following questions in their participant manual. (5 minutes)*

- *What specific behaviors/techniques did you notice?*
- *Was the presenter effective in their delivery of the content? Why or why not?*
- *How does watching this demonstration help you with public speaking/effective delivery skills?*

*Debrief the activity by asking for volunteers to share their answers to the questions. (5-10 minutes)*

*If you have a small group, you can just ask for volunteers to raise their hand and share. If you have a larger group, you may need to be more creative. A microphone may be needed to allow participants to share.*

*Participants should have identified the following key techniques/behaviors. Make sure to summarize or reiterate what they should have identified before moving on.*

*The presenter used poor:*

- *eye contact*
- *voice inflection, pitch, tone volume, pace, enunciation*
- *body language, including stance, movement, and gestures*

*The presenter was not:*

- *personable, did not relate well to the audience*
- *humorous, did not use humor to connect with the audience*
- *confident*
- *creative in the way they presented the content*

*The purpose of the demonstration is to show the importance of vocal (voice) and visual (non-verbal communication) aspects of a speech. In the demonstration, the presenter lacked many of the delivery skills needed to engage the audience, which greatly impacted their ability to be successful.*

**Show**

| **Display Slide 8: Delivery Skills**



| **Refer participants to pages 2-6 in their participant manual.**

**State**

So, the demonstration showed what *NOT* to do when delivering a speech, but what *SHOULD* you do?

In your participant manual you will find some additional information about the Dos and Don'ts of effective delivery skills. Reviewing this information on your own will help you to prepare for your upcoming speech.

*If time permits, it may be valuable to deliver the demonstration again using effective delivery skills to show the difference. You could also ask for a volunteer who thinks they have strong delivery skills to come up front and deliver the demonstration emphasizing the skills just discussed.*

*If you are not confident that you can really convey these skills through a demonstration, select a short, 3–4-minute video clip from TED Talks, Toastmasters, or something comparable to show an example of good delivery skills in the participant's language.*

**Transition**

We've just spent some time talking about effective delivery skills. You now know some essential techniques you can use to engage your audience. Although effective delivery brings your content to life, you must first have content to share.

## PART 1 – MODULE 2: Preparing a Speech

*Total Time: 55 minutes*

### PRESENTATION: THE STEPS TO WRITING A SPEECH OUTLINE (10 MINUTES)

#### *Ask*

How many of you have prepared a speech in the past by sitting down and just writing or typing the words you intended to say? Raise your hand.

*Some participants will probably indicate that they have done this in the past.*

#### *State*

Though this may work for some, many people who are daunted at the prospect of writing and delivering a speech make themselves even more anxious by starting to write their speech without the proper preparation. It can take much more time and lead to a disorganized speech.

#### *Ask*

What are some things you might do to prepare for your speech *before* you begin writing any speaking notes?

*Ask a few participants to share.*

*If you have a small group, you can just ask for volunteers to raise their hand and share. If you have a larger group, you may need to be more creative. A microphone may be needed to allow participants to share.*

#### *State*

Developing a speech outline is vital to preparing a speech. Just as a writer would not begin writing a book without knowing how the chapters will be divided, a speech should never be written unless its main points are divided into a well-designed outline. In addition to ensuring that your main points are expressed, an outline will have a significant effect on decreasing your anxiety in giving a speech. Having a good plan in place will give you some peace of mind.



**On pages 7-12** of your participant manual there is a detailed article by John Zimmer, an internationally recognized speaker and expert on public speaking, that describes all the steps of writing a speech outline.

**Show**

| **Display Slide 9: The Steps to Writing a Speech Outline**

**State**

Many of you know a common structure for an essay or speech is: Opening, Body and Conclusion. We will review that in a moment. However, before you start writing your speech outline, it is important to consider the big picture. You must also consider your speech objective, message, and the relevance of your speech for your audience. These first steps will help you focus your speech so when you get ready to develop the structure, you will have a clear idea of what you want to say.



I'm going to provide a high-level overview of the first four steps to writing a speech outline. Momentarily, when time is provided for you to develop your speech outline for your speech, you can review the details of these steps in your participant manual on **pages 7-8**.

**Show**

| **Display Slide 10: Steps 1 & 2**



## State



After you have selected a topic, the first step of writing your speech outline is to take a moment, think about the **big picture** and ask yourself a few questions. There are three cornerstones to your speech: the speaker (you); your subject; and your audience. There are several questions on **page 7** of your participant manual to help you think about the relationships between these three.

Step two is to determine the **objective** of your speech. The most powerful speeches are the ones that move people to action. If you can get people to take some concrete action, you will have made an impact. When thinking about what you want the audience to do, be specific. Write out your objective as follows:

“At the end of the speech, the audience will \_\_\_\_\_.”

## Show

| *Display Slide 11: Steps 3 & 4*

### STEPS 3 & 4

#### Message

Something that holds the speech together

Written as a single sentence, not a series of points

A speech is never about the speaker, it is always about the audience

Reasons why your audience should care about your message

#### Relevance

## State

A speech should also have a clear message, something that holds it together. Step three is to write your **message**. It should be a single, grammatically correct sentence, not a series of points. People often try to pack in several messages, but being too informative is not good; the result is often confusing for those listening. When you condense your speech into a single sentence, the message will be clear in your mind. If you cannot, you need to spend more time thinking about the message. When developing your speech outline, use the message as a gauge for everything that goes into the speech.

The fourth step is **relevance**. A speech is never about the speaker or their product or company. It is *always* about the audience. Now that you have your message, list the reasons why your audience should care about your message. How is your message relevant to them? You need at least one reason. If you can't think of any, you have a problem. Go back to step 3 and reconsider your message.

## ACTIVITY: GETTING STARTED – STEPS 1-4 (15 MINUTES)

### State

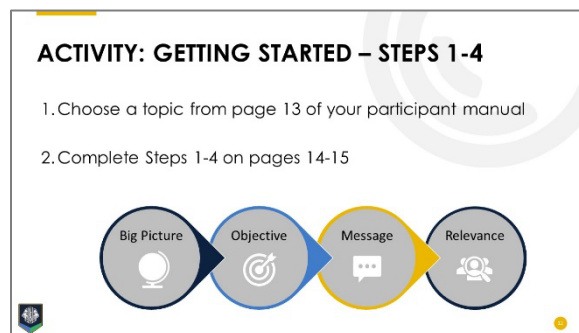
Let's take some time now and use these first four steps to start preparing your speech. You may not complete all four steps during the time allotted, but it'll be a good start.



We are going to move ahead in your participant manual to **pages 13-15** where you can choose your topic and then fill in the first four steps for your speech.

### Show

| *Display Slide 12: Activity: Getting Started – Steps 1-4*



### State



In part 2 of this session you will deliver a 3–4-minute speech to a small group of your peers on a topic of your choice. The topic choices are listed on **page 13** of your participant manual. Choose the topic you feel you are most knowledgeable about.



You will then have 10 minutes to work independently to complete steps 1-4 in your participant manual on **pages 14-15**. You may confer with those around you for feedback or advice on your ideas, but no two speeches should be exactly the same. They should be based on your own thoughts and personality.

Each topic listed on **page 13** also includes the audience for which you will be presenting. Since these are fictitious speeches, you may elaborate on the audience as you see fit in order to best complete the steps. Before you start your speech inform your peers the kind of audience they are supposed to be.

*Allow participants to work on steps 1-4 of their speech for 10 minutes and then continue to step 5.*

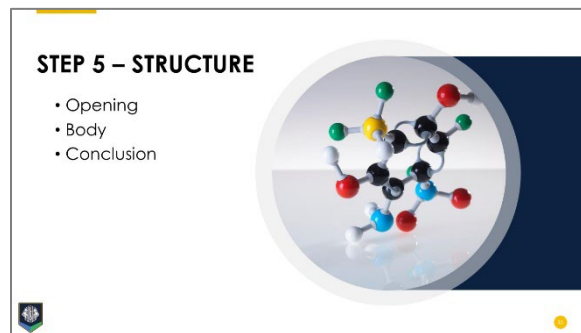
### *State*

Now that you have looked at the big picture and determined your speech's objective, message, and relevance to the audience, it's time to consider step five – structure.

## **PRESENTATION: THE STEPS TO WRITING A SPEECH OUTLINE CONTINUED (10 MINUTES)**

### *Show*

*Display Slide 13: Structure*



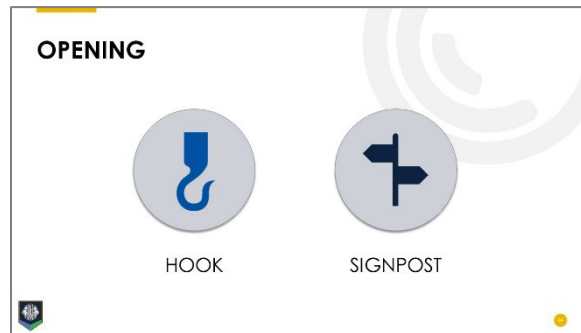
### *State*

Every speech needs structure to have an impact. As mentioned earlier, there are three basic parts to every speech: Opening, Body, and Conclusion. Though we will review these in this order, it's recommended that you start with the body, then work on the opening and finally, the conclusion.



As with steps 1-4, I'm going to provide a high-level overview of step 5. Following this overview, you will have some more time to continue developing your speech outline for your speech. You can review the details of structure in your participant manual on **pages 9-12**.



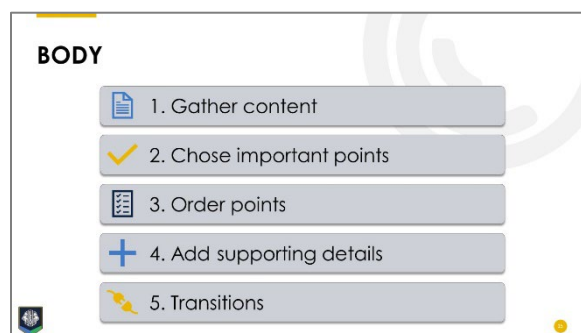
*Show***| Display Slide 14: Opening***State*

Your opening is the introduction to your speech. You get one chance to make a good first impression, so you want your opening to be strong! Preparation is key. A strong opening has two parts: Hook and Signpost.



The beginning of your speech is when you have your audience's undivided attention, so you want to take advantage of it. Speakers who begin in a mundane way – “Good morning, everyone. I’m happy to be here. My name is so-and-so and today we are going to talk about X” – often miss the opportunity to hook their audience’s attention. On **page 9** of your participant manual you will find some examples of how to hook your audience’s attention from the start. Whatever you choose, be sure that it relates to the topic of your speech.

Once you have hooked them, you need to let people know where you are going with your speech. Otherwise, the audience will get frustrated. A signpost doesn’t take much but is a big help for your audience. It is a simple, informative statement of what the speech is about.

*Show***| Display Slide 15: Body**

## State

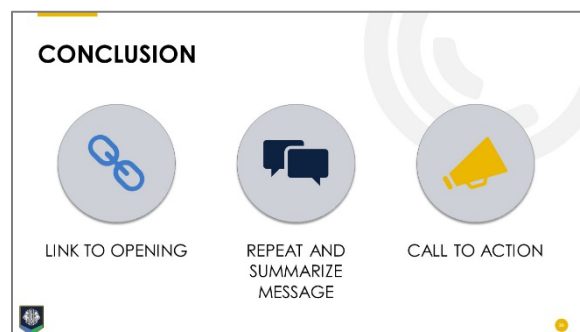
The body of your speech is where you develop your message in detail. This part represents the bulk of your speech, so you need to give it some thought. The following points show one way to go about doing that:

1. **Gather content** – Brainstorm as many points you can think of to support your message. Write them all down without editing. Condense each idea into a word or short phrase.
2. **Choose the most important points** – Too often, speakers fail to hit the mark because they try to cover too much information. People can only remember so much! Pick what is most important for this audience on this occasion and focus on that. A 3 – 4-minute speech may only support two or three points.
3. **Order the points** – Once you know the ideas you are going to discuss, you need to order them in a logical manner that supports your message. Your participant manual gives five possible ways to order your content.
4. **Add supporting details** – Now that the ideas are in the right order, you want to add supporting detail for each one. For each of your main points, list the things that you will use to support that point. A 3 – 4-minute speech may only support two or three supporting points per main point.
5. **Transitions** – Transitions in a speech do not make up a large part of a speech, but they are important. Too often, the different points in a speech blend into each other. This makes it more challenging for the audience to follow. You can read examples of transitions on **page 11** of your participant manual.



## Show

| **Display Slide 16: Conclusion**



*State*

You want to finish on a strong note. Too many people waste their conclusions with a weak “Thank you” and exit the stage. Plan how you will transition from the final point in the body of your speech to the conclusion. Consider the following ways of concluding your speech:

- **Link to opening** - Most people think of a speech as something that is linear, but it might be better to think of it as something that is circular. In other words, link your conclusion to your opening.
- **Repeat and summarize message** – Repeating your message as a simple statement will reinforce it in the mind of your audience. Concisely summarize the different points in support, in the same order in which you presented them.
- **Call to action** – As discussed in step 2 (objective), the most powerful speeches are the ones that move the audience to take some kind of action. Now is the time to leave the audience with your call to action.

**ACTIVITY: SPEECH STRUCTURE - STEP 5 (18 MINUTES)***State*

Let's take some time now to continue on to step 5, the structure of your speech. Since the structure may take some time to think through, you may not finish it in the time allotted and may need to work on finishing your speech outline outside of this session.



As stated earlier, when you get to step 5 it's easier to first start with the body and then come back to the opening and closing. This is the order you will find in your participant manual on **pages 16-21**.

**Show**

| **Display Slide 17: Activity: Speech Structure – Step 5**

**ACTIVITY: SPEECH STRUCTURE – STEP 5**

1. First complete Steps 1-4 on pages 14-15 in your participant manual.
2. Begin developing the structure of your speech on page 16.

The diagram shows three overlapping circles labeled 'Body', 'Opening', and 'Conclusion'. The 'Body' circle is on the left, 'Opening' is in the middle, and 'Conclusion' is on the right. Arrows point from 'Body' to 'Opening' and from 'Opening' to 'Conclusion'.

**State**

You will have the next 15 minutes to work independently to complete the steps for creating your speech outline on **pages 16-21**. You may confer with those around you for feedback or advice on your ideas.

Once you complete the steps, you will need to take some time outside of this session to determine any support material you may want in hand to deliver your speech during Part 2 of this session. We'll discuss that further before ending Part 1.

| ***Allow participants to work on step 5 of their speech for 15 minutes and then continue on to the conclusion.***

**Transition**

You've just spent some time working through the steps of creating a speech outline. These five steps are effective in developing any type of speech outline, whether the speech is short or long. The only difference is the number of main and supporting points you have time to share.

## DAY 1 – CONCLUSION

*Total Time: 6 minutes*

### ACTIVITY: POWER POSE (4 MINUTES)

#### *State*

Before we end part one of this part, I want to leave you with something to ponder.

#### *Show*

| *Display Slide 18: Activity: Power Pose*



#### *State*

Some of you may be feeling anxious about presenting your speech to your peers during Part 2 of this session. I want to share with you a technique that may help you. It's called power posing, also known as the "superhero pose".

Though there are some skeptics, some studies have shown that power posing before a speech can help increase confidence and reduce stress. Body language affects how others see us, but it may also change how we see ourselves. Social psychologist Amy Cuddy argues that "power posing" -- standing in a posture of confidence, even when we don't feel confident - - can boost feelings of confidence and might have an impact on our chances for success. It can't hurt to give it a try!

**Show**

| **Display Slide 19: What's Your Power Pose**

**State**

Everybody, stand up!

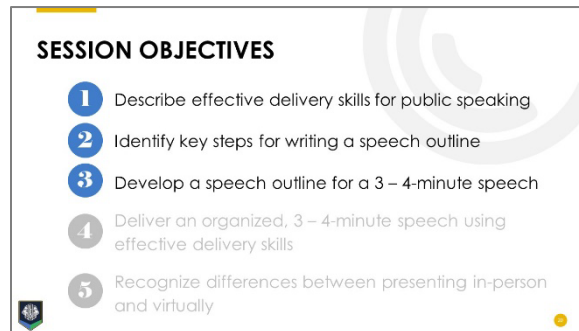
There are a number of different poses you can do for a power pose. One of the most popular is the superhero pose. Think wonder women or superman. Let's try it together.

1. Put your feet shoulder-width apart.
2. Put your hands on your hips.
3. Hold your head high with your chin out.
4. Hold out your chest.

If you are using this pose to boost your confidence, you should hold it for two minutes taking deep breaths the whole time. Once you are done, you will feel a positive difference.

Other poses include raising your hands up in a V with your head turned up, holding your arms straight out from your sides with your head turned up, flexing your arm muscles or any other pose that you feel increases your confidence. Choose whatever pose works best for you! Try it and see if it makes a difference!

| **Demonstrate each of these as you say them and have the audience follow along.**

**PRESENTATION: REVIEW OBJECTIVES (2 MINUTES)****Show****| Display Slide 20: Session Objectives**

**IMPORTANT! If you choose not to do the optional 20-minute Module 2 in Part 2 of this session, remove the last objective from slide 20.**

**State**

You've accomplished a lot in Part 1 of this session! We've achieved the first three objectives. Before the start of Part 2, put the final touches on your outline, determine the type of speaking notes you may want for support, if any, and take some time to practice your speech...and your power pose! Remember, preparation is key. You want to know your content well enough so you can focus on effective delivery skills and not just remembering the content of your speech.



On **pages 22-23** of your participant manual, you will find a condensed version of a speech outline that you can fill out, remove from the participant manual and use for reference during your speech. If you feel you need to write out your points more, you can use the blank pages that follow the condensed outline to write out your speaking notes. You may also use notecards or type up and print out your speaking notes/use your tablet to reference, instead of using pages from your participant manual. Please note that a 3 – 4-minute speech should be no longer than 450-600 words. However, keep in mind the effective delivery skills we discussed earlier in this session. You do not want to just read your speech to your audience!



Finally, starting on **page 26** of your participant manual, you will find a speech evaluation checklist that you can use for reference as you prepare your speech. This checklist will be used by your peers to provide feedback following your speech.

Good luck!

## PART 2 – INTRODUCTION

*Total Time: 5 minutes*

### PRESENTATION: SESSION OVERVIEW (5 MINUTES)

***IMPORTANT! If you choose not to do the optional 20-minute Module 2 in Part 2, hide slide 27 in the PowerPoint and adjust the objective slides.***

***Show***

***Display Slide 21: Day 2 Session Title***

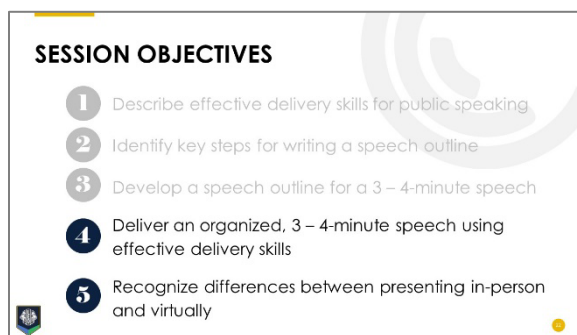


***State***

Welcome to Part 2 of Public Speaking!

***Show***

***Display Slide 22: Day 2 Session Objectives***



***IMPORTANT! If you choose not to do the optional 20-minute Module 2 in Part 2, remove the last objective from slide 22.***



## State

In Part 1 of this session we learned a lot about characteristics of effective delivery skills and the steps to writing a speech outline. You all took some time to develop your speech outline so you can deliver your speech.

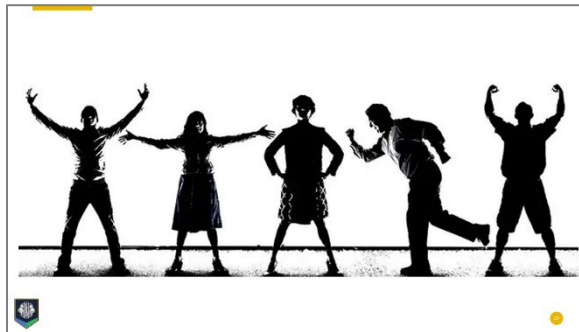
Our objectives for Part 2 of this session are for each person to deliver an organized, 3–4-minute speech, incorporating some effective delivery skills.

*If you chose to deliver the optional 20-minute Module 2 in Part 2, you can also state:*

*Following that we will give some consideration to how presenting virtually may be different from presenting in-person.*

## Show

*Display Slide 23: Power Pose*



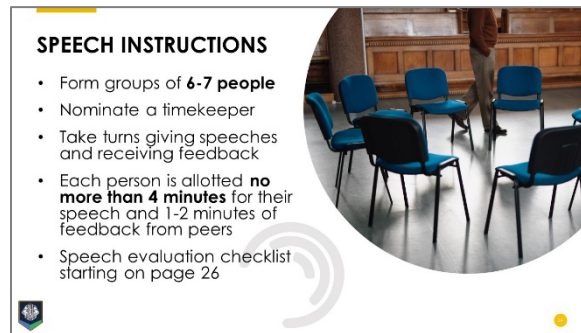
## State

Before we get started let's get rid of some nervous energy. Everyone, stand up! First, shake out your arms and legs. Then, roll your shoulders back and take some deep breaths.

Finally, I want you to show me your power pose! After Part 1 of this session, what did you decide on for your power pose? On the count of three, I want everyone to assume their pose. We will hold it for 30 seconds while breathing in and out.

*Count to three and have everyone show their pose.*

*Call time after 30 seconds.*

*Show***| Display Slide 24: Speech Instructions**

**SPEECH INSTRUCTIONS**

- Form groups of **6-7 people**
- Nominate a timekeeper
- Take turns giving speeches and receiving feedback
- Each person is allotted **no more than 4 minutes** for their speech and 1-2 minutes of feedback from peers
- Speech evaluation checklist starting on page 26

*State*

Now that you feel a bit more relaxed, let's get started! I will first go through the instructions, then you can gather in your groups.

You will need to:

- Form small groups of 6-7 people
- Nominate a timekeeper to monitor the allotted time for each speech and feedback using their phone
- Take turns giving speeches and receiving feedback

We will have a total of 50 minutes for everyone to get through their speeches. Each person is allotted no more than 4 minutes for their speech and 1-2 minutes of feedback from peers. As soon as your group is situated, please begin.



The person delivering their speech should stand while speaking. Make sure the timekeeper monitors the time closely. As you are listening to each other's speeches, individually complete a speech evaluation checklist for each person. These can be found starting on **page 26** of your participant manual.

You all chose between three topics for your speech. So, there will be some overlap in your group. If your group finishes before time is up, discuss what you learned from each other and what you learned individually by going through this speech development process.

Are there any immediate questions? I will also be walking around the room to make sure things are moving along.

**| Respond to questions as needed.**

## PART 2 – MODULE 1: Individual Speeches

*Total Time: 60 minutes*

### ACTIVITY: INDIVIDUAL SPEECHES (50 MINUTES)

*After the instructions have been stated and questions have been answered, participants can form their groups and begin.*

*Set your phone timer for 50 minutes.*

*It could take larger groups five or more minutes to form their small groups and get started. Encourage them to start as soon as they are able. (For small groups of 7 people who take the full 4 minutes each to present and the full 2 minutes each for feedback, it will take 42 minutes to get through the activity. This should allow for some buffer time.)*

*If your participants are already seated at round tables, this can be their small group, so long as there are no more than 7 people per table. If there are fewer than 6 people, they will get through the activity more quickly. They can spend more time on the discussion questions when finished, or you can make adjustments to the timing of the module.*

*Announce when there is 30 and 15 minutes remaining.*


*When 20 minutes have passed, advance the PowerPoint slides to display the discussion questions groups can use as they finish up. Remind groups of the discussion questions as they finish.*

*Call time after 50 minutes*

**Show**

**Display Slide 25: Discussion Questions**

**DISCUSSION QUESTIONS**



As you are waiting for other groups to finish up, discuss the following questions as a group.

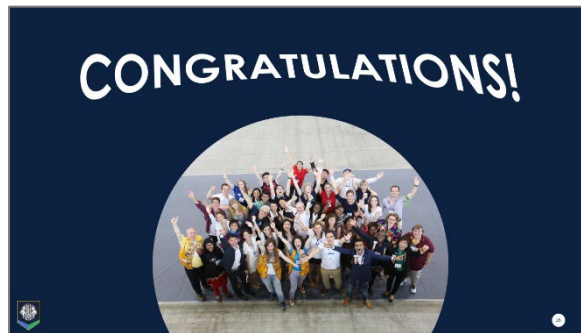
- What did you learn from listening to each other's speeches?
- What did you learn individually by going through this speech development process?

**DISCUSSION: ACTIVITY DEBRIEF (10 MINUTES)**

*If you choose to deliver the optional 20-minute Module 2, groups should stay together for the debrief, if possible. Module 2 will have them work together again for a brainstorming activity and it will save time if they don't break apart. If not, they can go back to their original seats.*

**Show**

*Display Slide 26: Congratulations!*

**State**

Congratulations! You made it through your speech! Let's give ourselves a round of applause! It wasn't too terrible, was it?

As I was walking around, I noticed many things.

*Share a few things you noticed as you walked around observing groups. Connect these things back to either effective delivery skills or the steps of a speech outline. Or the level of confidence seen.*

**State**

As you finished up your speeches, most groups had some time to reflect on the experience and share with each other what they learned from one another and what they learned individually.

**Ask**

Who would like to share what they learned?

*Allow 1-2 participants to respond.*

*If you have a small group, you can just ask for volunteers to raise their hand and share. If you have a larger group, you may need to be more creative. A microphone may be needed to allow participants to share.*

### **Ask**

As a follow up to that question, who would like to share how they are going to apply what they learned once they are back home?

*Allow 1-2 participants to respond.*

*If you have a small group, you can just ask for volunteers to raise their hand and share. If you have a larger group, you may need to be more creative. A microphone may be needed to allow participants to share.*

*You may want to prepare a suggestion of how they can use this information once they return home if there are no volunteers, or to supplement the participant responses.*

### **Transition**

Hopefully this experience allowed you to polish your public speaking skills; skills that can be applied not only as a Leo, but also in other aspects of your life. For some, it was a good reminder of what you need to consider when developing and delivering a speech. For others, it may have been new information that you can take back home and put into practice.

Though you delivered your speech in-person just now, we know that virtual opportunities to present are becoming more common. Before we wrap up this session, let's reflect on our in-person experience and brainstorm things to consider when presenting virtually.

***IMPORTANT! If you chose not to do the 20-minute Module 2, please disregard the second paragraph above.***

## PART 2 – MODULE 2 (OPTIONAL): Virtual Versus In-person Presenting

*Total Time: 20 minutes*

### ACTIVITY: BRAINSTORMING SWAP (20 MINUTES)

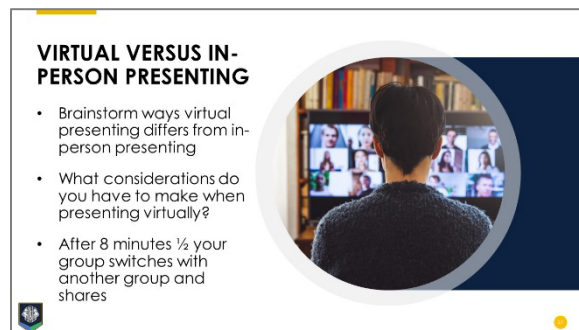
*This module is optional. If you choose not to deliver it, make sure to hide slide 27 in the PowerPoint.*

#### State

As technology evolves, it's important to consider the impact it may have on public speaking. In-person public speaking skills will always be important, and many of those skills are transferable to the virtual world; however, there are differences between the two and considerations that should be made when presenting virtually.

#### Show

*Display Slide 27: In-person vs. Virtual Presenting*



#### State

In the following activity you will quickly brainstorm ways virtual presenting differs from in-person presenting. Think about what considerations you need to make when presenting virtually. Then, half of your group will switch with another group and share what you discussed.



*Refer participants to page 38 in their participant manual to take notes.*

*If participants are still in their small groups from their speeches, they can begin immediately.*

*If participants are not in small groups, have them form groups of 6-7 people and then begin. They will lose some time forming their group, so they should begin as soon as possible when they are situated.*

*Set your phone for 8 minutes when you finish explaining the instructions.*

*Call time after 8 minutes.*

*Have approximately half of the participants from one group quickly switch with half the participants of another group.*

*Give the new group members 4 minutes to share what they discussed in their group with their new group.*

*Call time after 4 minutes.*

*Finally, allow 4 minutes for the existing group to share their ideas, omitting anything that was already shared.*

*Call time after 4 minutes.*

### *Ask*

By a show of hands, how many people are walking away with a great list of considerations to make if they are given the opportunity to deliver a virtual speech?

| *Allow a few moments for participants to raise their hands.*

### *State*



Wonderful! It's always great to share ideas with one another. To confirm you've considered everything needed to be successful presenting virtually, there is an article starting on **page 39** of your participant manual that provides great tips for virtual presenting. If you visit the article online, it also provides many videos and links to additional resources.

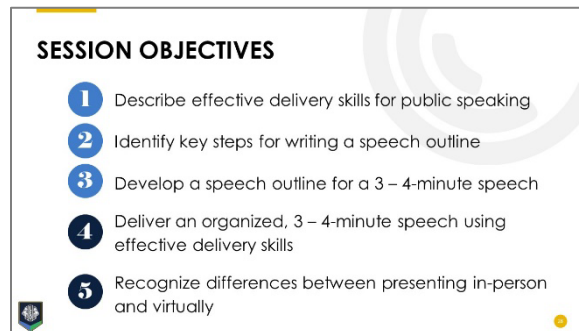
## PART 2 – CONCLUSION

*Total Time: 5 minutes*

### REVIEW OBJECTIVES (5 MINUTES)

#### *Show*

*Display Slide 28: Session Objectives*



***IMPORTANT! If you choose not to do the optional 20-minute Module 2 in Part 2 of this session, remove the last objective from slide 28.***

#### *State*

During this session we have learned a lot about public speaking. We've come a long way from the start of the session!

#### *Ask*

In looking at our objectives, did we achieve them? Who would like to describe a few of the effective delivery skills you learned about?

*Allow 1-2 participants to respond.*

*If you have a small group, you can just ask for volunteers to raise their hand and share. If you have a larger group, you may need to be more creative. A microphone may be needed to allow participants to share.*

*\*If the group is very large, or time is short, you can just describe the effective delivery skills that were discussed.*

*Effective delivery skills include:*

- *Appropriate eye contact*
- *Voice inflection, pitch, tone volume, pace, enunciation*
- *Body language, including stance, movement, and gestures*



**Ask**

What about the steps for writing a speech outline? Who would like to identify the steps?

*Allow 1-2 participants to respond. If one can only list the first few, have another finish the steps. Assist as needed.*

*If you have a small group, you can just ask for volunteers to raise their hand and share. If you have a larger group, you may need to be more creative. A microphone may be needed to allow participants to share.*

*If the group is very large, or time is short, you can just describe the steps that were discussed.*

*The steps are:*

- *Step 1 – Big Picture*
- *Step 2 – Objective*
- *Step 3 – Message*
- *Step 4 – Relevance*
- *Step 5 – Structure*



*As a reminder, further details/descriptions of these steps can be found on pages 7-8 of your participant manual.*

**State**

After discussing effective delivery skills and the key steps for writing a speech outline, you then developed your speech outline and delivered an organized, 3–4-minute speech using effective delivery skills.

*If you chose to deliver the optional 20-minute Module 2, then you can also share the below information.*

*Finally, you brainstormed the differences between presenting in-person and virtually.*

*Differences may have included:*

- *Technology*
- *Surroundings*
- *Managing your audience*
- *Eye contact*
- *Engagement*
- *Body language*



*As a reminder, a great article about virtual presenting tips can be found on pages 39-42 of your participant manual.*

*State*

Leo leaders are frequently called upon to speak at club and district events and at other occasions. This session has given you the framework for becoming a confident public speaker at these events. I encourage you to take what you've learned and put it into practice once you return home. Seek out opportunities to practice public speaking. The more you practice the better you will become!