Maryland 4-H
Public Speaking Guide

Do you have questions?
Contact Tom Hutson, 4-H Educator
University of Maryland Extension
Talbot County
(410) 822-1244 or thutson@umd.edu

Equal access/opportunity programs
Public Speaking Basics:
An introduction to demonstrations, illustrated talks, and communication contest events

University of Maryland
Extension, Talbot County

Public Speaking Examples

Club Meetings and Events:
- Demonstrations
- Illustrated Talks

Communications Contests:
- Radio Spot
- Prepared Speech
- Interpretation
- Extemporaneous
Public Speaking: Things to Do

1. Identify your audience and design your talk ahead of time to match the audience.
2. Practice ahead of time to get pacing right; time yourself to get the length right.
3. Relax and focus on your message.
4. Speak clearly, at a conversational pace.
5. Make eye contact with the audience and act natural. Use note cards as reminders.
6. Move around a little and use hand gestures if appropriate.
7. Stay on topic; be short and to the point.
8. Have fun convincing the audience that what you are saying is important!

Public Speaking: Things NOT to do!

1. Don't use words that are hard for the audience to understand and don't write your talk at the last minute.
2. Don't give a talk without practicing first.
3. Don't worry about how you look or act; worrying makes you get confused.
4. Don't rush through it or slur your words.
5. Don't stare at your speech or read it word for word (look around!)
6. Don't stand like a statue, holding your arms perfectly still.
7. Don't ramble and don't go over your time limit!
8. Don't appear miserable; if you look upset the audience will feel upset.
Public Presentations: The 4 P Method

- Pick a Topic that you like, know something about, and want to share.
- Prepare an Outline of your introduction, body, and conclusion.
- Practice, Practice, Practice!
- Present in a professional manner (if you have done the first 3 steps then your talk should go smoothly!)

Speaking at Club Meetings and Events

**DEMONSTRATION:**

A step-by-step explanation of how to do something, often using real materials to show the steps. It should include:

- Introduction (tell what you will do)
- Body (describe the steps to make a product or complete a task)
- Conclusion (summarize the steps and why the process is important)
ILLUSTRATED TALK:
A description or explanation of a topic using visual aids such as posters or charts. It should also include:
- **Introduction** (describe your topic)
- **Body** (explain your organized details)
- **Conclusion** (summarize main points)

***Note: Illustrated talks can be about lots of topics and don't have to show a step-by-step process!***

💡 Tips for Demonstrations and Illustrated Talks

- Choose a topic you know well OR do research to help you find the information.
- Make an outline and a set of note cards to guide you.
- **Demos**: Explain every step, no matter how small, to be sure the audience understands. Use real materials to show the audience how steps are done.
- **Talks**: Make your visual aids large, neat, not too complicated, and easy to read from a distance. Include pictures and diagrams.
Communications Contests: **RADIO SPOT**

An advertisement promoting 4-H that could be read on the radio

*The Basics*
- Relates to 4-H, original-you create it
- Exactly 30 seconds
- Can have music or sound effects
- You must make copies of your written script

Communication Contests: **PREPARED SPEECH**

A talk about a certain topic or process that has an introduction, body, and conclusion

*The Basics*
- 3-5 minutes (J), 4-6 minutes (I & S)
- NO visual aids, gestures ok, you must stand
- Use note cards with key points to guide you (Juniors can use script)
- Judges may ask you questions
Communications Contests: **INTERPRETATION**

- A memorized selection presented orally (any language) or acted out in a way you choose
  
  **The Basics**
  - Dramatic (oral or mime), Poetry, or Humorous Interpretation
  - 2-3 minutes (J & I), 3-5 minutes (S)
  - No visual aids, but gestures are OK
  - You need copies of your script
  - Judges can ask you questions

Communications Contests: **EXTEMPORANEOUS**

"On the spot" – choose one of three topics at the contest, give a speech

**The Basics**
- You must think and plan quickly!
- Time to:
  - Prepare = 30 min (J&I), 15 min (S)
  - Present = 2-3 min (J&I), 3-5 min (S)
- You may use 4 note cards, 1 side
- No visual aids, you must stand
4-H Club

Public Speaking Opportunities:
Demonstrations and Illustrated Talks

1. Demonstrations
   - Demonstration Outline Form

2. Illustrated Talks
   - Illustrated Talk Outline Form
   - Tips for Creating Great Visual Aids
Demonstration Outline Form: __________________________________________________________________________

Name ____________________________________________

Title or Topic ____________________________________________________________________________________________________________

Materials Needed __________________________________________________________________________________________________________

I. INTRODUCTION
   A. Background Information (name, age, club, project areas, number of years)
   ____________________________________________________________________________________________________________

   B. Demonstration Information
      1. description of demonstration ________________________________________________________________________________
        ____________________________________________________________________________________________________________
      2. why I chose this demonstration ________________________________________________________________________________
        ____________________________________________________________________________________________________________

II. PROCEDURE
    Description of step                      Materials to show audience
    1. ____________________________________________________________________________
    2. ____________________________________________________________________________
    3. ____________________________________________________________________________
    4. ____________________________________________________________________________
    5. ____________________________________________________________________________
    6. ____________________________________________________________________________
    7. ____________________________________________________________________________
    8. ____________________________________________________________________________
    9. ____________________________________________________________________________
   10. ____________________________________________________________________________

III. CONCLUSION
    A. Summary of Demonstration (why it’s important/summary of steps) ____________________________________________________________________________
       ____________________________________________________________________________________________________________
    B. Helpful Hints ____________________________________________________________________________________________________________

HELP
Illustrated Talk Outline Form:

Name ________________________
Age ________ Project ___________

Title or Topic _________________________________________________________________

Why topic was chosen __________________________________________________________________

Visual Aids Used: (posters, Powerpoint presentation, photographs, etc.) ______________

<table>
<thead>
<tr>
<th>I. INTRODUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Opening Statement ____________________________________________________________</td>
</tr>
<tr>
<td>B. Overview of talk and Sub-topics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. BODY</th>
<th>Sub-topic</th>
<th>Visual aids to show</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. ______________________________</td>
<td>Supporting Facts:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. ______________________________</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. ______________________________</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. ______________________________</td>
<td></td>
</tr>
<tr>
<td>B. ______________________________</td>
<td>Supporting Facts:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. ______________________________</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. ______________________________</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. ______________________________</td>
<td></td>
</tr>
<tr>
<td>C. ______________________________</td>
<td>Supporting Facts:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. ______________________________</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. ______________________________</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. ______________________________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. CONCLUSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Summary of important points ________________________________________________</td>
</tr>
</tbody>
</table>


**TIPS FOR CREATING GREAT VISUAL AIDS**

Choose the correct type of visual aids for your presentation:

<table>
<thead>
<tr>
<th>POSTERS</th>
<th>CHARTS AND GRAPHS</th>
<th>SERIES OF PHOTOGRAPHS</th>
<th>POWERPOINT/SLIDES</th>
<th>ACTUAL ITEM (3-D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pros: Easy, good for information and pictures combined</td>
<td>Pros: Good for showing number data and statistics</td>
<td>Pros: Easy way for showing artwork or how something has changed over time</td>
<td>Pros: Modern technology, large and easy to see images, good for photos and info.</td>
<td>Pros: Best way to show what things really look like</td>
</tr>
<tr>
<td>Cons: Must be hung or held up</td>
<td>Cons: Can confuse people, must be hung or held up</td>
<td>Cons: May need to be enlarged or mounted on a poster</td>
<td>Cons: Need a reliable computer, projector, and electricity</td>
<td>Cons: 3-D materials are hard to label and carry</td>
</tr>
</tbody>
</table>

For a successful poster, chart, or slide show...

- Make visual aids BIG ENOUGH for the audience to see!
- Do everything NEATLY.
- Choose IMPORTANT INFORMATION to include (don't include all of your info!)
- Use EASY-TO-READ computer fonts.
- Include a TITLE. Make letters at least 1” high for a poster.
- Put information IN YOUR OWN WORDS. (Don't print/glue from internet!)
- LESS IS MORE. DON'T put TOO MUCH on one poster or slide! Too much info that is squished together makes it hard to read a poster.
- Divide posters into SECTIONS for different topics and use SECTION HEADINGS
- Use SIMPLE CHARTS AND GRAPHS so you don't confuse the audience.
- Include a CAPTION for each photograph that tells what is in the photo.

Consider COMBINATIONS of posters, photos, and charts (if appropriate).
4-H
Communications Contest Events

Maryland 4-H Communications Contest Rules

1. Radio Spot
   - Radio Spot Rules and Score Card
   - Tips for Writing an Effective Radio Spot
   - Radio Spot Planning Form

2. Prepared Speech
   - Prepared Speech Rules and Score Card
   - Steps and Tips for Writing an Effective Prepared Speech
   - Prepared Speech Graphic Organizer
   - Prepared Speech Outline Form
   - Prepared Speech Sample Note Cards

3. Interpretations: Dramatic, Poetry, and Humorous
   - Tips for Interpretations
   - Interpretations Score Card

4. Extemporaneous
   - Extemporaneous Score Card
MARYLAND 4-H COMMUNICATION CONTEST  
(Revised January 2010)

General Rules:

1. The contest consists of four categories:
   ● Prepared Speech
   ● Extemporaneous Speech
   ● Radio Spot
   ● Interpretations
   In all categories, speeches are given by individuals, not teams.

2. Each of the above categories includes three age groups:
   ● Junior, 8-10
   ● Intermediate, 11-13
   ● Senior, 14-18
   Ages are as of January 1 of the current year.

3. Visual aids, including posters, are not permitted. Appropriate gestures are encouraged. For Dramatic Interpretations, the contestant may choose to wear a costume and opt to sit for the presentation. Podium use is optional, but judges may deduct points for excessive movement or hand gestures that distract.

4. At the State Contest, a contestant may only compete in one category in a given year. If a contestant wins more than one category at the County Contest, they must choose which category to compete in at the State Contest.

5. State Champions may not enter the same category and age group a second time.

6. The names of county champions in each category will be sent to the State 4-H Office by April 1st.
MARYLAND 4-H COMMUNICATION CONTEST (continued)

Category-Specific Rules

**Prepared Speech**

Time limits -- Juniors: 3 to 5 minutes, Intermediates and Seniors: 4 to 6 minutes. Judges may deduct points for presentations not meeting or exceeding time limits.

Contestants may speak on any topic. It may be wise to discuss topics that could be considered controversial with your 4-H leader or educator before the contest. The Speech may be written for a specific audience, such as a 4-H club, PTA, Rotary Club, etc. Note cards containing a key word outline are permitted. Only Juniors may use a complete script. **Memorization is not encouraged.** Note cards are to be given to the judges at the end of the speech.

Contestants should not introduce themselves as part of the presentation. This will be done by an MC or room Host/Hostess.

Judges may ask questions of contestants. Due to time constraints, questioning should be limited to two or three minutes per speaker.

**Extemporaneous Speech**

Time limits – Juniors and Intermediates: 2 to 3 minutes Seniors: 3 to 5 minutes. Judges may deduct points for presentations not meeting or exceeding time limits.

Extemporaneous speakers will draw three topics and choose one topic for their speech. Juniors and Intermediates may have up to 30 minutes and Seniors up to 15 minutes to prepare their talks. Contestants may use one side of up to four, or both sides of up to two, 5 x 8 inch note cards for their key word outline. Extemporaneous speakers will be shown time cards at correctly timed intervals indicating “1 MINUTE”, “30 SECONDS”, AND “STOP”.

Contestants should not introduce themselves as part of their presentation. This will be done by an MC or room Host/Hostess.

Judges may ask questions of contestants. Due to time constraints, questioning should be limited to two or three minutes per speaker.
MARYLAND 4-H COMMUNICATION CONTEST

Category-Specific Rules (continued)

Radio Spots
Time limits -- Radio Spots should be exactly 30 seconds in length and may include a musical or sound effect introduction and/or background, but may not include a spoken introduction or “tag” by anyone other than the contestant. If music or a sound effect is used, the contestant must provide and operate the sound-making device. Judges may deduct points for presentations not meeting or exceeding time limits.

The contestant must provide a complete written script (including notations about music/sound effects) to the timekeeper to aid in timing accuracy. Musical/sound effect introductions and endings are considered to be a part of the radio spot and must not cause the 30 second time limit to be exceeded. The spot should relate to 4H, be original, and be created by the contestant. Questions will not be asked by judges in the Radio Spot category.

Interpretations
Time limits – Juniors: 1½ to 3 minutes, Intermediates: 2 to 4 minutes, Seniors: 3 to 5 minutes.

The speaker is permitted to speak or interpret in the language of their choice. If using language other than spoken English, the participant must inform the Extension Office a minimum of 10 working days before the event to ensure appropriately qualified judges are available.

Contestants should not introduce themselves as part of their presentation. This will be done by an MC or room Host/Hostess.

Judges may ask questions of contestants. Due to time constraints, questioning should be limited to two or three minutes per speaker.

Interpretations are to be memorized oral interpretations or a selection of narratives from a given work. Permitted works include plays or books, but should not come from the script of a television show or be from an unpublished source. Interpretations may be from these three types:

- Dramatic
- Poetry
- Humorous

Contestants are to bring two (2) copies of the script including a complete reference citation. Language other than English must be translated in these documents.

See next page for details on interpretations.
Dramatic, Poetry, and Humorous Interpretations

Interpretations are to be memorized oral interpretation or a selection of narrative in language of speaker’s choice. Interpretations consist of three categories:

**Dramatic Interpretation**

a. Oral interpretation, memorized by the speaker or a serious selection of narrative or dramatic literature. Monologues are acceptable.

b. Mime – use your body to create an interpretation

**Poetry Interpretation** – a memorized oral interpretation by the speaker.

**Humorous Interpretation** – a memorized oral interpretation of a humorous selection by the speaker. Cuttings may be taken from published plays or prose.

**Rules:**

1. Time limits:
   a. Juniors & Intermediates: 2 to 3 minutes
   b. Seniors: 3 to 5 minutes

2. Visual aides are not permitted. Appropriate gestures are encouraged. For Dramatic interpretation, contestant may opt to sit for presentation. Podium use is optional.

3. Contestants are to bring two (2) copies of the script including reference. Language other than spoken English must be translated.

4. Speaker can speak or interpret in language of their choice. If using language other than spoken English, participant must inform Extension Office before the event to ensure appropriate judges.

5. At the State Contest, a contestant may only compete in one category. If a contestant wins more than one category at the County Contest, they must choose which category to compete in at the State Contest.

6. The names of the champions in each of the three age groups of each category will be sent to the State 4-H Office by April 1.

State Champions may not enter the same category and age group a second time.

Equal opportunity employer and equal access programs.
Public Speaking Contest

- Radio Spot -

Contest Rules for Radio Spot

**Topic:** The spot should relate to 4-H, be original, and be created by the contestant.

**Time Limit:** Exactly 30 seconds for all age groups.

**Musical/Sound Effects:** These may be used as an introduction or backgrounds but may not include a spoken introduction or “tag” by anyone other than the contestant. If music or a sound effect is used, the contestant must provide and operate the sound-making device. Musical/sound effects are included in the 30-second time limit. No visual aids may be used.

**Script:** You must provide a complete written script (including use of music/sound effects) to the timekeeper to aid in timing accuracy.

### Radio Spot Score Card

- **Name:** ______________________________
- **Unit:** _________________________
- **Title/type:** ______________________________
- **Rating:** _______________________
  (excellent, very good, good)

<table>
<thead>
<tr>
<th>POINTS TO CONSIDER</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. DELIVERY…………………………….30</td>
<td></td>
</tr>
<tr>
<td>- Naturalness</td>
<td></td>
</tr>
<tr>
<td>- Articulation and pronunciation</td>
<td></td>
</tr>
<tr>
<td>- Projection (clear voice, volume)</td>
<td></td>
</tr>
<tr>
<td>2. CONTENT……………………………..40</td>
<td></td>
</tr>
<tr>
<td>- Statements are factually correct and up-to-date</td>
<td></td>
</tr>
<tr>
<td>- Address is interesting to listener</td>
<td></td>
</tr>
<tr>
<td>- Material is appropriate</td>
<td></td>
</tr>
<tr>
<td>3. TIMING……………………………….30</td>
<td></td>
</tr>
<tr>
<td>- Meets established time limits</td>
<td></td>
</tr>
<tr>
<td>- Adjusts speed as necessary</td>
<td></td>
</tr>
<tr>
<td><strong>Time Used:</strong> __________</td>
<td><strong>TOTAL: ____/100</strong></td>
</tr>
</tbody>
</table>

17
Steps and Tips for Writing an Effective Radio Spot

Steps:

1. Gather your information and decide how you want to use it.
2. Plan your radio spot (use the radio spot planning form).
   a. Who is your target audience?
   b. What do you want to tell them?
   c. What should your audience do after they hear your information?
3. Write your radio spot
   a. Tell people what they should do.
   b. State your main message at least twice in your spot.
   c. Make your radio spot fun to listen to.
4. Review your radio spot.
   a. Is your target audience clear?
   b. Does your spot ask your audience to do something?
   c. Did you tell your audience why they should do this?
   d. Does your spot have ONLY one main message?
   e. Did you state your message at least twice?
   f. Did you use phrases and words that your audience understands?

Tips:

- Remember that our opening sentence is your attention getter. It must be clear and short and attract people’s attention. Try starting with a question.
- Make sure that you support your main point by giving reasons and examples
- Write your speech so that your audience wants to listen.
- You have only 30 seconds so every word counts. Make sure your sentences aren’t short/choppy.
- Make sure that you practice your spot so you know how fast you are talking and exactly how long it will take you to get through your commercial.
4-H Radio Spot Planning Form:

Name __________________________
Age ____ Club _________________

Topic of Radio Spot: ____________________________________________________________
Main Message: _________________________________________________________________
Sound Effects (if any): ___________________________________________________________

I. OPENING STATEMENT OR IDEA (Get their attention!)
   ____________________________________________________________________________
   ____________________________________________________________________________

II. SUPPORTING FACTS AND DETAILS (Inform them!)
   1. __________________________________________________________________________
   2. __________________________________________________________________________
   3. __________________________________________________________________________

III. FINAL STATEMENT OR IDEA (Make them remember!)
   ____________________________________________________________________________
   ____________________________________________________________________________

Now use your outline to write your script. A radio spot should last EXACTLY 30 seconds!
Public Speaking Contest

-Prepared Speech-

Contest Rules for Prepared Speech

**Topic:** Any topic you choose, but ask your leader if you think the topic might be too controversial or inappropriate. You may write your speech for a certain audience such as your 4-H club, the PTA, or the County Commissioners.

**Time Limit:** Juniors = 3-5 minutes; Intermediates and Seniors = 4-6 minutes

**Rules:**
1. DO NOT introduce yourself as part of your speech. You will be introduced before you begin.
2. NO visual aids may be used.
3. You must stand while speaking; you may use a podium if you wish; appropriate gestures are encouraged.
4. **Note cards** containing a key word outline are permitted. Only juniors may use a complete script. **Memorizing the speech is not encouraged.**
5. Judges may ask you questions for 2 to 3 minutes after the speech.

---

### Prepared Speech Score Card

<table>
<thead>
<tr>
<th>Name ____________________________</th>
<th>Unit ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title ____________________________</td>
<td>Rating ____________________________</td>
</tr>
<tr>
<td></td>
<td>(Excellent, very good, good)</td>
</tr>
</tbody>
</table>

#### POINTS TO CONSIDER

<table>
<thead>
<tr>
<th>POINTS TO CONSIDER</th>
<th>COMMENTS</th>
</tr>
</thead>
</table>
| 1. NATURALNESS (AT EASE) \(…………\) 20 | -waits for quiet before starting  
-offers no apologies  
-has sincere manner; enjoys sharing ideas  
-appears relaxed, not stilted  
-pauses naturally between ideas  
-shows spontaneous, informal style |
| 2. ORGANIZATION \(…………\) 25 | -is well organized  
-develops points logically  
-uses examples from own experience  
-expresses own ideas and feelings  
-makes statements that are easily understood  
-presents original material  
-has good opening and closing marks  
-prepares thoroughly |
| 3. DELIVERY \(…………\) 20 | -poise and posture  
-pronunciation and articulation  
-projection (clear voice, volume, eye contact)  
-appropriate gestures |
| 4. CONTENT \(…………\) 35 | -statements are factually correct and up-to-date  
-audience learns about subject |

**Time Used:** ____________  **TOTAL:** ____/100
Steps and Tips for Writing an Effective Prepared Speech

Steps:

1. Choose a topic.
   a. Pick something you know something about or that you have some thoughts or feelings about.
   b. Don’t make it too big, like “How to raise and care for meat and dairy goats” because you don’t have enough time to explain a big topic.
   c. Try to avoid very controversial topics. Judges may have strong opinions that could influence their scoring of your speech.

2. Determine your audience.
   a. Will your speech be for everyone or for a special group?
   b. What is the age range of the listeners?
   c. Will they know about your topic before the speech?
   d. Could they disagree with what you say or have biases that you have to overcome?
   e. What is your purpose? To teach the audience about something? To change their attitude about a topic? To make them feel more strongly about an issue?

3. Write the speech (use the prepared speech graphic organizer or outline form).
   I. Introduction – an overview
      • Get their attention. The introduction must attract people’s interest. You might want to use an interesting statement about your topic, a brief description of a problem you will discuss, or a question to get the audience thinking.
      • State the point or theme of your speech.
      • Give a brief overview of what you will discuss. (See your outline for details.)
   II. Body – the main part of the speech
      *** Note: Intermediates and seniors can use note cards based on your outline, so be sure to prepare your note cards in advance!
      • Have 2 or 3 small “sub-topics”; that support your main topic.
      • Use words such as “first” or “second” to let the audience know you are changing sub-topics.
      • For each sub-topic, start by saying what it is.
      • Use details to help the audience understand each sub-topic.
   III. Conclusion – a summary
      • Be sure to summarize the main points of the speech and restate the main point.
      • You can ask the audience to take action about your topic.
      • You can finish with an important thought or quote.
      • Have a strong last sentence.

4. Give the speech.
   *** Look over a detailed list of public speaking tips to help you prepare.
   a. Use note cards (see sample note card format) and stick to the time limits – don’t go over.
   b. Use a conversational tone of voice and focus on your topic.
   c. Use appropriate gestures. You might want to practice in front of a mirror.
   d. Dress neatly and try to look as professional as possible.
   e. Stand with your weight on both feet and lean toward the audience a little so it looks like you really want to tell them something.
Prepared Speech Graphic Organizer:

Title or Topic

INTRODUCTION

Opening Statement

Main topic/overview

Sub-topic 1

Sub-topic

Sub-topic 3

Supporting facts

Supporting facts

Supporting facts

Summary of speech

BODY

CONCLUSION

Final statement
# Prepared Speech Outline Form

**Name ________________________**

**Title or Topic ________________________________________________________________**

## I. INTRODUCTION

A. Opening Statement _____________________________________________________________

B. Overview of Speech and Sub-topics

## II. BODY

A. (Sub-topic 1) ________________________________________________________________
   Supporting facts:
   1. ________________________________________________________________________
   2. ________________________________________________________________________
   3. ________________________________________________________________________

B. (Sub-topic 2) ________________________________________________________________
   Supporting facts:
   1. ________________________________________________________________________
   2. ________________________________________________________________________
   3. ________________________________________________________________________

C. (Sub-topic 3) ________________________________________________________________
   Supporting facts:
   1. ________________________________________________________________________
   2. ________________________________________________________________________
   3. ________________________________________________________________________

## III. CONCLUSION

A. Summary of Speech ____________________________________________________________

B. Final Statement ______________________________________________________________
Title or topic: ____________________________ #1

I. Introduction
   A. Opening Statement: ____________________________
       ____________________________________________
       ____________________________________________
       ____________________________________________
   B. Overview of Speech: ____________________________
       ____________________________________________
       ____________________________________________
       ____________________________________________
       ____________________________________________
       ____________________________________________

II. Body
   A. (Sub-topic 1) ____________________________ #2
       Supporting Facts:
       1. ____________________________________________
          ____________________________________________
       2. ____________________________________________
          ____________________________________________
       3. ____________________________________________
          ____________________________________________

   B. (Sub-topic 2) ____________________________ #3
       Supporting Facts:
       1. ____________________________________________
          ____________________________________________
       2. ____________________________________________
          ____________________________________________
       3. ____________________________________________
          ____________________________________________
C. (Sub-topic 3) ___________________________________________
   Supporting Facts:
   1. __________________________________________________ 
      ________________________________________________
   2. __________________________________________________ 
      ________________________________________________
   3. __________________________________________________ 
      ________________________________________________

III. Conclusion ___________________________________________
   A. Summary of Speech _____________________________________
      __________________________________________________
      __________________________________________________
      __________________________________________________
      __________________________________________________
      __________________________________________________
   B. Final Statement ________________________________________
      __________________________________________________
      _______________________________________________
Tips for Successful Interpretations

Tips

Source—Virginia McGovern, Prof. Languages and Literature, College of Southern Maryland

- **Choosing a selection:** You may have a favorite, your family or friends may have ideas, or you could ask a teacher, especially an English or drama teacher.
  a. The selection should tell a story or express the speaker's feelings. Some poems, such as some of Robert Frost's, tell stories, too.
  b. Although the selection doesn't have to have a speaker or character your own age, you should be able to understand the character's feelings well.
  c. The selection should be tasteful and suitable for a wide variety of listeners.

- **Cutting the selection:** It's unlikely that the selection will be the right length, so you'll probably need to choose one portion of the larger work.
  a. Choose a scene that is dramatic and that makes sense by itself. You can leave out unnecessary parts within the scene you choose.
  b. Choose a scene that has a very limited number of speakers.
  c. Before you begin memorizing the selection, time it by reading it out loud, speaking as you would in a performance. Volume affects how long it takes to say something.

- **Preparing:** Understanding the selection is the most important part of preparing. Without understanding, you won't know what to emphasize or how a character would say something. If you do understand and are thinking about what the words mean as you say them, the performance will be much better.

- **Voice:** Focus on communicating the meaning to the audience. This will give you a better idea of where to pause, slow down, or speak louder or more softly, for instance. Think about what characters would be feeling when they say certain things. You don't have to actually imitate the voice of every character to be effective. For instance, a girl doesn't have to speak as low as a man would, but she can speak as low as she can in her range. Don't speak too fast.

- **Memorize:** Memorize after you have figured out how you will say the words and after you have practiced it many times with voice inflections. You'll probably find that you already have it almost memorized. Also, if you memorize it first, you'll probably find it hard to make your voice sound natural.

- **Gestures and facial expressions:** Practice your interpretation in front of a mirror to see how it will look to an audience. Facial expressions don't have to be exaggerated to be effective. Don't stand in front of the podium, because it will hide your body. If your selection contains dialogue with lots of exchanges, you can turn your head slightly to one side when doing one character and slightly to the other side when doing the other character.

- **Introduction:** Someone will introduce you, but you may need to tell the title and author of the selection and in one or two sentences give any necessary background if you are doing a cutting from a longer work.
Interpretations Score Card

(Circle Category)

Dramatic Interpretation
Humorous Interpretation
Poetry Presentation

Award: ______________

Name: ____________________________  Unit/Club: ______________

Presentation Title: ______________________________________________________

* * * TIMING: Juniors and Intermediates - 2 to 3 minutes, Seniors - 3 to 5 minutes * * *

<table>
<thead>
<tr>
<th>FACTORS EVALUATED</th>
<th>COMMENTS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Selection – 25 points possible</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Appropriate (meets category requirements/tasteful)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Meets Time Limits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Proper identification of author</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Delivery – 30 points possible** |          |        |
| - Memorization (knowledge of material) |          |        |
| - Pronunciation, articulation |          |        |
| - Projection (clear voice, volume, eye contact) |          |        |
| - Use of body (gestures, facial expression, posture, stage presence) |          |        |

| **Interpretation – 25 points possible** |          |        |
| - Comprehension & proper emphasis |          |        |
| - Creation of mood (style, phrasing, expression) |          |        |
| - Spiritual or emotional effect |          |        |

| **Overall Effectiveness – 20 points possible** |          |        |
| - Proficiency of Delivery |          |        |
| - Personal Appearance |          |        |
| - Able to relate to audience |          |        |
| - Able to hold attention |          |        |
| - Poise |          |        |

Total (100 points possible): ______________

Equal opportunity employer and equal access programs.
# Extemporaneous Speech Score Card

Name _______________________________________
Title _______________________________________
Unit_________________________ Rating _________________________
(Excellent, very good, good)

<table>
<thead>
<tr>
<th>POINTS TO CONSIDER</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ORGANIZATION</td>
<td>35</td>
</tr>
<tr>
<td>• Is well organized</td>
<td></td>
</tr>
<tr>
<td>• Develops points logically</td>
<td></td>
</tr>
<tr>
<td>• Uses illustrations from own experience</td>
<td></td>
</tr>
<tr>
<td>• Expresses own ideas and feelings</td>
<td></td>
</tr>
<tr>
<td>• Makes statements that are easily understood</td>
<td></td>
</tr>
<tr>
<td>2. DELIVERY</td>
<td>35</td>
</tr>
<tr>
<td>• Poise and posture</td>
<td></td>
</tr>
<tr>
<td>• Pronunciation and articulation</td>
<td></td>
</tr>
<tr>
<td>• Projection (clear voice, volume, eye contact)</td>
<td></td>
</tr>
<tr>
<td>• Sincere manner</td>
<td></td>
</tr>
<tr>
<td>• Natural pauses between ideas</td>
<td></td>
</tr>
<tr>
<td>3. CONTENT</td>
<td>30</td>
</tr>
<tr>
<td>• Statements are factually correct and up-to-date</td>
<td></td>
</tr>
<tr>
<td>• Audience learns about subject</td>
<td></td>
</tr>
</tbody>
</table>

Time Used ___________ TOTAL ____________/100

Juniors and Intermediates: 2 to 3 minutes
Seniors: 3 to 5 minutes

Equal opportunity employer and equal access programs.