

SECTION 3.1

Project Basics - Level One

Effective Communicator

EFFECTIVE COMMUNICATOR

Level One Projects Chart

The following projects do not necessarily have to be completed in the order in which they appear below. However the specific speech assignments (#5-12) have been planned in an order designed to challenge and develop the skills of the presenter.

Date started: _____

Project	Project Title	Date Completed	Accreditation Chairman's Signature
1	Thought for the day		
2	Closing thought		
3	Issues of day participant – 3 occasions	a. b. c.	
4	Assignment evaluator – 3 meetings	a. b. c.	
5	Self-introduction speech/Icebreaker		
6	Oral reading		
7	Speech stressing organization		
8	Speech to inform		
9	“Be in earnest” speech		
10	Poetry reading		
11	Speech containing gesture		
12	Speech to inspire		
13	Issues of day leader		

NOTE: Specific evaluation sheets are provided for each speech assignment. Detailed evaluation techniques are included in the Evaluation Basics Section of this Master Manual.

Date Completed: _____

Name: _____

Email: _____

Club: _____

Region: _____

Membership No: _____



PROJECT 1

Thought for the day

Thought for the day

This is a short message that inspires reflection. A quotation may be read and the author noted, but it should be brief.

Example: “The good listener is universally loved not alone because he flatters us, but because in his presence the effort of speech justifies itself.” – Mark Van Doren.

If there is a theme for the meeting then the presenter should be aware of that and may well be able to tie the Thought for the Day in with that theme.

Otherwise the speaker may include a brief explanation of the relevance of the context of the quote e.g. “In the light of the news this week about the volcanic eruption in Spain, this thought for the day is particularly apt: *He who hesitates is lost.*”

There are many sources for inspirational thoughts. Keep a file so one will be available when you are asked to perform this role.

PROJECT 2: Closing Thought

Closing thought

This is a thought-provoking, or provocative brief quotation to conclude the meeting. If the author is known, credit should be given.

Example: “Praise is like perfume – it is just fine as long as you don’t swallow it”.

Anonymous

Preparation for this assignment should include being very familiar with the quote, and presenting it clearly with good diction.

PROJECT 2

Closing Thought

Closing thought

This is a thought-provoking, or provocative brief quotation to conclude the meeting. If the author is known, credit should be given.

Example: “Praise is like perfume – it is just fine as long as you don’t swallow it”.

Anonymous

Preparation for this assignment should include being very familiar with the quote, and presenting it clearly with good diction.

PROJECT 3

Issues of the day Participant

Purpose: To practise impromptu speaking on a given subject.

Benefits:

- Teaches maintaining poise and self-confidence in spur-of-the-moment situations.
- Teaches organization and presentation of thoughts quickly.
- Teaches how to stay within established time limits.
- Teaches the value of effective listening habits.

All of the above assist in overcoming the fear of speaking in public meetings, conversations and group discussions.

Preparation: No specific preparation can be made in advance for this assignment as you will not know the subject until your name is called.

1. **Listen**

Listen carefully to the instructions as they are given by the session leader. Take particular notice of the time allotted to each participant.

2. **Organise**

As soon as the leader announces the subject of the session, begin to organise your thoughts using any background information you may possess on the subject.

Presentation:

1. Acknowledge the session leader.
(*Example:* Mister / Madam Moderator or simply calling by name.)
2. Present only one idea and support it with fact or imagination.
3. State your thoughts so you have an opening remark (or a statement of the issue), the body (your view) and a strong closing statement (your conclusion or summary).
4. Adhere closely to the assigned subject.
5. Speak clearly with conviction and loudly enough to be heard by everyone.

Suggested Evaluation:

- observance of assigned time limit;
- organization of ideas;
- adherence to subject; and
- voice control / eye contact

PROJECT 4

Assignment Evaluator

Purpose: To gain training in evaluation by both giving and receiving evaluation on a short specific assignment.

Benefit: Teaches the art of good evaluation that is applicable in both *POWERtalk* International and every day situations.

Preparation: 1. Study. Read and study the Evaluation Basics section of this Master Manual. (Section Four)

- Know your assignment:** As an evaluator, you will be given a specific portion of the program to evaluate. Study the requirements for that assignment and be conversant with the guidelines provided.
- Make an outline:** Be prepared with points to be evaluated. This preparation will be helpful in making notes for your oral presentation. If it is a specific speech assignment ask the presenter for that evaluation sheet from their manual.
- Watch timing:** Stick to the portion you have been asked to evaluate. Know how much time you have been allotted and observe time limitations.

Presentation: 1. Be practical and constructive. Evaluate in terms of the individual's level of experience and development.

2. Comment on one asset of the performance and identify what made it effective.

3. Point out one area where you feel the performance could have been improved and give an example of how it could have been accomplished.

Example: "The Word Power exercise was slow getting started. If we could have had an example and clearer explanation of what was expected of us, it would have been helpful."

4. Remember to be tactful, but don't equate tact with empty statements.

Example: "You were a wonderful leader; I really enjoyed the session and I can find nothing to improve." This kind of an evaluation accomplishes nothing and is a complete waste of time.

NOTE: The assignment evaluator follows the same set of guidelines, as does the general evaluator. These hints are to be used as suggestions, while the Evaluation Basics section of this manual is the comprehensive guide to effective evaluation

PROJECT 5

The Icebreaker (Self-Introduction speech)

(Recommended time 4-7 minutes)

Purpose: To enable your fellow members to become better acquainted with you.
To attempt your first semi-formal speech using a familiar subject.

Preparation: Decide on the points you wish to cover. You might discuss:

- one important phase in your life;
- an outstanding experience in your life;
- your hobbies or principal interests;
- your ambitions; or
- your general history

Evaluation: Expect to be evaluated according to the sheet on the Icebreaker/Self-introduction evaluation page. Give this workbook, or the evaluation sheet, to your evaluator before the meeting and ask for its return when the meeting is over. Consider the suggestions made when you plan your next speech. If the evaluation is not sufficiently constructive for you then discuss it in private with the evaluator or with a highly experienced member of the club.

Remember: If you can speak for the allotted time (the aim is to speak for not less than 4 minutes and not more than 7 minutes) and if you tell a story that enables members to know you better...

YOU HAVE BEEN A SUCCESS

NOTE: Give your evaluator your workbook prior to the meeting and reclaim it at the conclusion.

EVALUATION OF THE ICEBREAKER

DATE:
TIME STATED:

SUBJECT:
TIME TAKEN:

To the evaluator: The purpose of this evaluation is to encourage the speaker.
Tactful suggestions for improvement should be made and do be diplomatic.

Did the speaker address compère and audience? _____

How did the opening sentence or phrasing arrest attention or illuminate the theme of the speech? _____

Comment on poise, including stance, gesture and eye contact: _____

Comment on voice production/ projection: _____

Did the speaker hold the interest of the audience? _____

Comment on the use of originality or imagination: _____

Did the speaker try to cover too much? _____

How were notes used? _____

Was there a definite conclusion? _____

Suggestions for improvement: _____

Evaluator's signature: _____

General evaluator's comment & signature: _____

Accreditation Certification

Accredited: Yes/No

Accreditation Chairman's signature:

PROJECT 6

Oral Reading Assignment

(Recommended time 3-5 minutes)

- Purpose:**
- To attain proficiency in interpreting a passage of prose, drama or poetry.
 - To gain practise in presenting reports, the reading of minutes or the delivery of a radio script.
 - To permit concentration on delivery (gestures, voice, phrasing, emphasis) without the strain of worrying about the quality of the thoughts expressed.

- Preparation:**
- Use material assigned by the education chairman or something that you have personally enjoyed reading.
 - Make sure that the material will not exceed the time limit.
 - Prepare your manuscript.
 - Familiarise yourself with every shade of mood and meaning.
 - Practise and practise and practise your prepared material **ALoud**.

The Manuscript: The manuscript must be easy to handle. Pages that curl are a nuisance. A heavy book can ruin your stance and be difficult to manage. If necessary prepare your own script, typing it out on to convenient sized paper - A4 or US letterhead for example. Double space the typing and use one side of the paper only. Mark the phrasing with highlighter. **USE CAPITAL OR BOLD LETTERS** for emphasis. Make it easy to see and hard to lose the place. Paste each page of your own typed manuscript to a firm backing to prevent rustling of pages. Your aim is to keep your audience's attention not to distract them.

Presentation: If there is a lectern, place your book or sheets on this before addressing the audience. Handle the sheets only when it is time to turn the page. If you hold the script in your hand use only one hand for that purpose keeping the other hand free to gesture. **DO NOT WAVE THE SCRIPT AROUND**. Maintain eye contact - your close personal relationship with the audience. Commence reading in a strong clear manner so that the audience is with you from the very first word. Try to memorise the conclusion so that you can finish with your eyes on the audience.

- Goals:**
- To develop the ability to deliver excerpts from literature, drama, poetry and stories for special occasions.
 - To improve delivery, voice projection, enunciation and tonal expression.
 - To read so well that the audience is unaware that you are reading.

NOTE: Give your evaluator your workbook prior to the meeting and reclaim it at the conclusion.

EVALUATION OF ORAL READING

DATE:
TIME STATED:

SUBJECT:
TIME TAKEN:

To the evaluator: Most readers will be inexperienced. You must be concerned, **considerate and constructive**. If any reading is inaudible or monotonous do try to discover the cause and suggest ways of overcoming the difficulty.

To what degree would you say the reader had prepared for this assignment? _____

How was the manuscript handled? _____

What in the material, was of particular appeal to you? _____

Comment on the delivery of the opening line: _____

Comment on the delivery of the conclusion: _____

Comment on:

Audibility: _____ Voice variation: _____

Phrasing: _____

Breathing Control: _____

Interpretation: _____

Facial Expression: _____

Pronunciation: _____

Enunciation: _____

What is the greatest asset of the reader? _____

Evaluator's signature: _____

General evaluator's comment & signature _____

Accreditation Certification

Accredited: Yes/No

Accreditation Chairman's Signature:

PROJECT 7

Speech Stressing Organization

(Recommended time 5-7 minutes)

Purpose: To concentrate on clear and logical construction of a speech on any topic.
To develop a theme in a compact and orderly manner.

Preparation:

1. This should be a topic that interests you- but also ensure that it will interest your audience. Your orderly arrangement of material should be geared to the type of audience you are addressing.
2. Know your speech well enough so that you can try to use notes in summary form.
3. Have your speech so prepared that if the warning bell sounds earlier than the passage you have reached, you can gather in the loose ends quickly and go on to your well-prepared conclusion.
4. Give your evaluator your workbook at the prior to the meeting and reclaim it back at the conclusion.

Presentation:

1. As you reach the lectern arrange your notes neatly so that you do not have to keep sorting them.
2. Place your feet in a comfortable position, look at the audience and then address the compère/program leader and audience.
3. Pause, then begin your speech.
4. Use your notes unobtrusively e.g. glance quickly at the second heading as you near the end of your first point.
5. Look at your audience individually rather than sweeping the room with a glance.

NOTE: Give your evaluator your workbook prior to the meeting and reclaim it at the conclusion.

EVALUATION OF SPEECH STRESSING ORGANIZATION

DATE:
TIME STATED:

SUBJECT:
TIME TAKEN:

To the evaluator: Analyse the speech objectively by summarising its progress in note form if necessary. Look for logical progression and clear organization of material. Consider the amount of material presented and its reception by the audience. You must try to explain why you have reached a particular verdict: do not state your opinion without giving your reasons.

Giving reasons, comment on:

1. Organization of subject matter: _____
 - a. Construction of speech: - opening, body & conclusion: _____

 - b. Facts presented: _____
 - c. Use of statistics or anecdotes: _____
2. Use of notes: _____
3. Voice: (audibility, enunciation, fluency, variety): _____

4. Vocabulary: _____
5. Platform appearance: (poise, stance, eye contact, gesture, facial expression): _____

6. Achievement of aim: _____
7. Audience reception: _____
8. Strong points: _____
9. Suggestions for improvement: _____

Evaluator's signature: _____

General evaluator's comment & signature: _____

Accreditation Certification

Accredited: Yes/No

Accreditation Chairman's signature:

PROJECT 8

Speech to Inform

NOTE: This speech is similar to the research speech outlined in Project Level 3, the difference being the research speech requires a greater depth and use of research material.

Purpose:

- Learn to plan, research and organise information into a prepared informative speech.
- Develop proficiency in researching and organising information.
- Enable members to gain knowledge in a new subject area.

Preparation:

- Choose a topic that comes from your own experience, an occasion, the needs of the audience, a current trend or your own curiosity.
- Limit the topic. Choose one significant portion of the topic to develop.
- Write a thesis statement. In one sentence, tell exactly what you want the audience to learn from the speech.
- Gather information and make notes. See Research Speech (Project Level 3) for detailed information on research and note taking.
- Outline the speech to include:
 - a. Introduction: Sets the tone for the speech - may be humorous, challenging, serious, entertaining, argumentative, or inspiring. The introduction also establishes the thesis.
 - b. Body: Establish the major points (three to five, depending on time allowed). Present supportive sub-points to your main points, such as illustrations or facts.
 - c. Conclusion: Summarise and reaffirm your thesis statement.
- Write out your opening and concluding statements. Other portions of the speech should be in note/outline form.
- Choose a provocative title to encourage audience interest before you begin speaking.

Presentation:

- Speak from your notes/outline. Writing out the opening and closing statements provides a strong beginning and ending. Speaking without notes, in the body, allows good eye contact and more natural speaking posture.
- Be enthusiastic. A topic of personal interest makes it easy to speak more enthusiastically. Make the audience want to hear more about the subject.

Project 8: Speech to inform continued . . .

- Use transitional words, phrases and sentences. The use of these links the points of the speech together smoothly and allows the audience to follow the speech outline.
- Summarise. A good summary reminds the audience of the main points and reaffirms the thesis. The audience will then feel the purpose has been fulfilled.

NOTE: Give your evaluator your workbook prior to the meeting and reclaim it at the conclusion.

EVALUATION OF SPEECH TO INFORM

DATE:
TIME STATED:

SUBJECT:
TIME TAKEN:

To the evaluator: Did the speaker know his subject and deliver the information on the topic so that the audience could easily understand it? Check with the participant for special evaluation requests.

Comment on title/appeal/interest to audience: _____

How effective was the introduction? _____

Comment on the construction of the speech: _____

How did the audience react to this speech? _____

What were the speaker's strengths in this presentation? _____

Were the major points clearly defined and supported? _____

Additional comments: _____

Evaluator's signature: _____

General evaluator's comments & signature: _____

Accreditation Certification

Accredited: Yes/No

Accreditation Chairman's signature:

PROJECT 9

Be In Earnest Speech

(Recommended time 5-8 minutes)

Purpose: In this speech a sense of nervous stimulation should be present; being too calm and unimpassioned will bore the audience. Develop a sense of earnestness and conviction, which will make your speech impressive. The two go together. The speech that has impact is the one made with true conviction - the speech which reflects sincerity. In this project you are to try to develop this essential feeling.

Preparation: Choose a subject about which you feel strongly and have definite convictions - anything from garbage disposal to equal pay for equal work. Tailor your speech to your audience to make the most effective protest or appeal.

Presentation:

Suggested outline:

- Something is wrong - state what it is.
- Why is this wrong? Who is to blame? What harm is done?
- How can the wrong be corrected? Make definite recommendations for changing things for the better.
- Appeal for action. Your enthusiasm should reach a high pitch.

Think about this speech well before reducing it to final shape and content. Discard everything not directly in line with your purpose. If you are really convinced about your subject you will forget your nervousness. Your first sentence must make your audience listen and the first paragraph should clearly introduce the subject. Do not be afraid of appearing ridiculous by being in earnest.

Goal: To present a speech that convinces the audience and helps you to forget yourself.

NOTE: Give your evaluator your workbook prior to the meeting and reclaim it at the conclusion.

EVALUATION OF BE IN EARNEST SPEECH

DATE:
TIME STATED:

SUBJECT:
TIME TAKEN:

To the evaluator: Did the speaker “make the sale”? Did the force of the argument and/or the earnestness of the presenter’s appeal win the audience? In your evaluation give primary attention to this point, clearly explaining how or why the presentation of the speech succeeded or failed. Comment on each of the following items, explaining the reasons for your opinions.

Construction of speech: _____

What methods were used to convince the audience? _____

How convincing was the speaker? _____

Comment on: _____

Use of notes: _____

Vocal variation: _____

Platform appearance: _____

Strong points: _____

Suggestions for improvement: _____

Evaluator’s signature: _____

General evaluator’s comment & signature: _____

Accreditation Certification:

Accredited: Yes/No

Accreditation Chairman’s signature:

PROJECT 10

Poetry Reading

(Recommended time 4-10 minutes)

Purpose: The subtlety of thought and feeling found in poetry demands of the speaker a finer use of vocal variety than that usually needed for the speaking of prose. This assignment will assist you to attain proficiency in interpreting a passage of poetry.

Preparation: Selection of poem(s) is a personal choice. You may want to contrast a dramatic narrative with a rollicking ballad or prefer to demonstrate the use of a particular poetic form e.g. the sonnet. Poems in which the end words rhyme are more difficult to read than blank verse. Read some background material on the author and his works. This could help in understanding and interpreting the general thought. Practise your readings and become familiar with them so that you can maintain eye contact with your audience and put as much expression as possible into the delivery.

Presentation:

- Before each reading, state the name of the poem and the author.
- Sometimes it may be necessary to preface your reading with a brief pertinent explanation, making clear the reasons for your selection. In short, compère your own presentation.

Suggestion: This is an opportunity to widen your interest. Turn to sources other than outdated student textbooks and search for the unfamiliar in old and modern works. This can be a richly rewarding experience.

NOTE: Give your evaluator your workbook prior to the meeting and reclaim it at the conclusion.

EVALUATION OF POETRY ASSIGNMENT

DATE:
TIME STATED:

TITLE(S):
TIME TAKEN:

To the evaluator: This is an assignment on vocal interpretation. The speaker should vary tone, pitch and rate of delivery.

Comment on the following:

Pitch: _____

Modulation: _____

Speed: _____

Delivery (tone of voice appropriate for subject, sing-song, expressionless etc): _____

Suitability of choice of poems: _____

Additional Comments: _____

Evaluator's signature: _____

General evaluator's comment & signature: _____

Accreditation Certification:

Accredited: Yes/No

Accreditation Chairman's signature:

PROJECT 11

Gesture Assignment

(Recommended time: 5-8 minutes)

Purpose: Gestures serve to illustrate and interpret your speech. The more earnest you become, the more you will need to use gestures. But these must be controlled and directed. Too many are as bad as none, and awkward, inappropriate movements are a hindrance. You must learn to acquire control of hands, head, face and body when making a speech.

Presentation: Choose your subject with care. It should be of such a nature as will make gestures natural and necessary. The following suggestions may be used:

1. The 'hold in my hand' type. In this you center your talk on some object you can exhibit and about which the speech can be built. If you hold an object don't look at it too much yourself, look at the audience and direct their attention to you. Do not pass objects around the audience while you are speaking, as this practice ruins the attention of the audience. Diagrams, maps or blackboard/whiteboard etc. may be used.
2. Be a particular person or animal and describe his action or occupation e.g. be a fisherman, flower arranger, traffic officer.
3. Give a normal speech on a subject that lends itself to frequent use of gesture.

Some of the conventional gestures that are universally recognized are:

- (i) the extended index finger, pointing to emphasise, accuse, point out, attract attention.
- (ii) index finger pointing up - to enumerate or for dramatic effect
- (iii) arms extended out, palms uppermost - to show friendliness, to indicate a question, ask for an agreement, signify an appeal
- (iv) the same gesture with palms down - rejection, disagreement, distaste, contempt.
- (v) clenched fist - for emphasis, to show strong determination.

These gestures should fit in naturally with the context of the speech and should slightly precede the words to which they refer. You must really rehearse. When you have your speech worked out, start to practise on ways to use your hands. Pick up, lay down things, point. Work for easy natural movements. Practise in front of a mirror. Aim for spontaneity. Avoid becoming too studied. Don't forget to use facial expressions and eye contact too.

Goals: In future speeches you will be able to incorporate gestures with increasing control and effectiveness. Your speeches should then have even more warmth and character.

NOTE: Give your evaluator your workbook prior to the meeting and reclaim it at the conclusion.

EVALUATION OF GESTURE ASSIGNMENT

DATE:
TIME STATED:

SUBJECT:
TIME TAKEN:

To the evaluator: The speaker is working on gestures. Your attention should be directed towards manner of delivery rather than material, although the latter should not be overlooked in your comments. Comment on any bad mannerisms that persist but concentrate on gestures and their appearance and appropriateness, or lack of it.

Comment on:

Use of hands: _____

Facial expressiveness: _____

Eye contact: _____

Ease of stance and delivery: _____

Material content of speech: _____

Use of exhibits (if used): _____

Suggestions for improvement: _____

Additional comments: _____

Evaluator's signature: _____

General evaluator's comment & signature: _____

Accreditation Certification:

Accredited: Yes/No

Accreditation Chairman's signature:

PROJECT 12

Speech to Inspire

Time as allocated by the Program Leader

Purpose: To learn to give a speech using emotional appeals to stimulate an audience and to have them respond positively to you and your ideas. CAUTION: Be aware you are dealing with human emotions and select a topic that is morally, ethically and socially sound. Moderation is the key; both for your involvement and that of the audience in the topic selected.

Preparation:

- Choose a common point or agreement as a thesis statement. Begin with the audience on your side.
Example: “I know that each of you is interested in preserving our city park.”
- Never use false emotion, be sincere. The audience is quick to detect dishonesty and will stop listening immediately.
- Choose language carefully, avoiding any sarcasm or offensive language that would make an audience uncomfortable. Choose words that carry a strong impact and emotional appeal: emaciated, starving - NOT - thin and hungry crippled, twisted limbs - NOT - suffering from arthritis
- Choose a worthy topic by asking yourself: “If the audience does as I wish, will they be better off than before?” or “Will our city, nation or world be better off if they respond to my appeal?”
- Use moderation in your approach. Avoid being overly forceful or, the opposite, beseeching. Strike a balance between being overbearing or too meek.
- Appeal to human drives or needs.
Drives: compelling psychological instincts such as sex, parenting, self-preservation, hunger, thirst.
Needs: wants or desires such as self-esteem, acceptance, power, recognition, pleasure and security.

Presentation:

- Wake up the audience with questions, a shocking statement, an emotionally oriented dramatisation, anecdote or quotation.
- State the issue by letting the audience know the thesis. Appeal to their emotions, drives or needs.
- Demonstrate the need. Show the audience why they should be interested in your thesis and how/why they will be better off if they agree.
- Support the thesis. Give facts to support the need(s) outlined. Present these facts in a logical, systematic order.
- Offer a challenge. Firmly establish why the audience should buy, join, support or follow your ideas.

NOTE: Give your evaluator your workbook prior to the meeting and reclaim it at the conclusion.

EVALUATION OF SPEECH TO INSPIRE

DATE:
TIME STATED:

SUBJECT:
TIME TAKEN:

To the evaluator: This should be an emotive speech with the delivery matching the emotional content. Check with the speaker for special evaluation requests.

Was there a clear introductory statement? _____

What skills did the speaker use to emotionally involve the audience? _____

What challenges were extended to the audience? _____

Comment on the construction of the speech: _____

Did the delivery match the emotional content? _____

Were supporting facts logically presented? _____

Additional comments: _____

Evaluator's signature: _____

General evaluator's comments & signature: _____

Accreditation Certification:

Accredited: Yes/No

Accreditation Chairman's signature:

PROJECT 13

Issues of the Day Leader

Purpose: To gain experience in presenting a portion of the meeting and to learn to select issues that will generate interest and enthusiasm for the participant and the audience.

Benefits: Affords the opportunity to use imagination in the selection of diversified subjects, ranging from serious to provocative. Builds confidence in the ability to use clear, concise instructions and to put new members at ease when they are called upon.

Preparation:

- Choose an issue that is stimulating - amusing, nostalgic or serious. Subjects promoting diverse opinions will usually produce the best one/two-minute speeches.
- Prepare a brief introduction to the issues of the day and present an example of the type of response expected.
- Determine the time limit to be allotted to each speaker.
- Prepare remarks to bridge between speakers and to conclude the session.

Presentation:

- Stand and acknowledge the member who introduced you.
(*Example: "Thank you, Jane / Joe".*)
- Use an attention getting statement as your introduction.
- Give explicit instruction to the participants and illustrate with an example the type of response desired.
- Instruct the evaluator on the areas you wish to have evaluated.
- Call firstly on members who do not have a major assignment on the program.
all participants have spoken.

SUGGESTED EVALUATION

Comment on:

- choice of subject;
- effective introduction;
- transition between speeches pertinent to subject;
- instructions clear/concise;
- poise/platform presence; and
- voice control/eye contact

IDEAS FOR ISSUES OF THE DAY SESSIONS

The topics listed below can be used in a variety of ways for Issues of the Day sessions e.g.

- Tell a story from your past that has something to do with
- Imagine a situation you might find yourself in, involving the following word.....
- Speak for one and a half minutes using the following word at least four times.....
- Using imagination and colorful language invent a story about two of the topics (eg sunburn/dentist)
- Using plenty of gesture and originality tell us about the following situation
- Describe the following word/item without using the given word in your speech - audience to guess the word at end of speech

Possible Topics

A snowstorm	A boat	Relatives	Nappies/diapers
Moving	A fire	Embarrassment	A costume
A politician	A practical joke	Carnival rides	Aunts
A nightmare	A cheque book	A speech	Camping
Your weight	A playground	Uncles	A hot date
Shoes	Mother's Day	Church	A ladder
Nausea	A purse	Fingernails	A reunion
Singing	A bargain	Life's hardships	A tree
Robbery	A credit card	A surprise	The cinema
A bill collector	Flowers	The highway	A camera
A bathroom	Long distance	Hero worship	Prize-giving
A wedding	Cheating	Locked out	The police
Pain	A letter	Wild animals	Teacher
A kiss	A bonfire	A court of law	Body odour
A doctor	Medicine	Playing cards	Being lost
Underwear	Fireworks	A bouquet	A boss
Dieting	Food	Skating	Partying
Stretch marks	A Christmas tree	A contest	School
When you forgot	Being scared	Hot weather	Crowds
Being a fool	Shopping	Cold weather	Laughing
A storm	Punishment	The lottery	Yelling
A car	Eggs	A traffic ticket	A hangover
A party	A school trip	An accident	A flat tyre
A swimsuit	A turkey	A barber	A car trip
A bus	A lift	A restaurant	Stupidity
A school report	Baking	A pet	Air travel

Project Basics 13: Ideas for Issues of the Day continued . . .

A foreigner	Cigarettes	An alarm	Envy
Shaving	A picnic	The circus	Jewellery
A vacation	Easter	Acne	The beach
Taxes	Fibbing	The dentist	A nickname
A motel	A reunion	False teeth	A neighbour
A bully	Your parents	A computer	A birthday
Crutches	Guy Fawkes	A phone call	Nudity
Sunburn	Siblings	Football	Furniture
Joining clubs	Grandparents	A back seat	The supernatural
A gift	Waiting in line	Being broke	A bridge
Disappointment	A beard	Cooking	A big night out
Cartoons	A nightclub	Puppy love	Old commercials
New Year's Eve	Naughty language	Good Samaritan	A kid's game
A parade	A success	A headline	The radio
A delinquent	A hat	A kitchen	A basement
Flirting	A bedroom	A motorcycle	A bicycle
A big mess	A gymnasium	A stage	Chores
A graveyard	An instrument	Lessons	A hiding place
Snooping	Monster films	Dancing	A refrigerator
War	Protesting	Aggression	A UFO
A mirror	The mountains	A flood	Lightning
Being a tourist	A scar	Laundry	Dry cleaning
A cafe	Hand me downs	A secret	The city
The country	Bowling	A mistake	Intoxication
Divorce	Pregnancy	Cash	Peeping
Quarrelling	A fist fight	A hospital	An emergency
A failure	Breaking up	A craze	Hitch-hiking

Other ideas for issues of the day sessions are:

- Participants are given two items and have to make up a story linking both items
- The continuing story: The issues leader begins a story and each participant continues the story until the buzzer sounds. Each subsequent speaker carries on where the previous speaker left off.
- The issues leader provides a bag of clothing and each participant must choose an item from the bag, put the article on and deliver a mini speech as to his or her new persona.
- The issues leader provides a picture for each participant to describe to the audience. They in turn must guess from the description the locality in question.

Project Basics 13: Ideas for Issues of the Day continued . . .

- Two participants stand with backs to each other. One instructs the other on how to put on the article of clothing the issues leader has provided. e.g. a jacket (this may be upside down, inside out, etc without the speaker's knowledge). Participants then change roles and the first speaker then puts on jacket according to the other speaker's instructions.
- Describe a flower, tree, building, town etc for members to guess correctly.
- you have been caught red-handed doing.....explain your way out of this.
- Using gesture and imagination show how you would: 'make a pizza', 'prune a rose', 'build a garden shed', etc
- The issues leader provides a series of pictures e.g. of animals and lays them face down on the table. Members choose a picture and make up a story as to how this animal has affected their lives.
- Deliver a variety of impromptu toasts suitable for a wedding.
- Frame a motion for a given situation and follow this with amendments. e.g. "I move that the club purchase a computer". The mover would then give the rationale behind this motion. Amendments could follow plus foreshadowing, rescinding etc.
- Two participants at a time can enact scenes from history e.g. Henry VIII and Anne Boleyn the night before she is to be beheaded.
- Alphabet Capers - as above - but the first participant begins his/her first sentence with a word beginning with 'a', the other person carries on with a sentence beginning with 'b' until 'z' is reached. Participants can be instructed to begin anywhere in the alphabet and work their way back to that letter.