

SECTION 3.2

Project Basics - Level Two

Proficient Communicator

PROFICIENT COMMUNICATOR

Level Two Projects Chart

The following projects do not necessarily have to be completed in the order in which they appear below.

Date started: _____

Project Number	Project Title	Date Completed	Accreditation Chairman's Signature
1	Word Power Session		
2	Program Leader		
3	Issues of Day Leader <i>Refer Level One pg 22</i>		
4	Assignment Evaluator <i>Refer Level One pg 5</i>		
5	General Evaluator		
6	Biographical Speech		
7	Current Affairs Speech		
8	Visual Aids Speech		
9	Speech to Entertain		
10	Impromptu Speech		
11	Speech to Persuade		
12	Speech using Overhead Projector, Power Point or Whiteboard	a. b. c.	

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

Word Power

Purpose: To present an education on word usage.

Benefits:

- Builds better, more extensive vocabulary.
- Assists members in learning to create word pictures.
- Assists members in learning to convey exact meanings of words by the use of appropriate language.

Preparation:

- Choose a word power lesson that will meet the needs of the members.
- Research your choice thoroughly. Use dictionary and thesaurus as tools for vocabulary improvement.
- Listen to radio/TV interviews, educational programs and/or newscasts for unfamiliar words or unusual pronunciations. Use the dictionary to verify meanings and learn synonyms/antonyms/spelling.
- Watch for words constantly misused or confused. Use these for a word power lesson.

Presentation:

- Acknowledge introduction and proceed immediately with the lesson.
- State clearly the response expected from the assembly and give an example.
- Keep the lesson brief as too many words are difficult to retain. Concentrate on words that members can use in daily communication.
- Encourage further use of the new words during the remainder of the meeting.
- Have a definite conclusion to the lesson.

SUGGESTED EVALUATION

- Choice of subject/words for study
- Knowledge of the subject
- Instructions to assembly
- Enunciation/pronunciation
- Check with leader for special evaluation requests

PROJECT 2

Program Leader/Compère

- Purpose:** To learn to coordinate and present participants in a planned program as a unified whole, making both speakers and audience comfortable with their role.
- Benefits:** This assignment affords members the opportunity to hone their skills in introducing program participants in order to perform this role effectively not only in POWERtalk International, but also in business and community affairs. SPECIAL NOTE: The term “program leader” is interchangeable with “compère,” “master/mistress of ceremonies” or simply the name of the person presenting the program; i.e., “Thank you, George/Mary.” The title given to this assignment is not the important aspect of the training. The goal is to acknowledge introduction in a courteous manner. The title is irrelevant.
- Preparation:**
- Check with the program chairman to ascertain goals and theme for program.
 - Contact program participants for speech subjects and titles.
 - Review information received on each participant concerning background, education and special interests. Plan your introduction of each speaker being selective with material used. Remember, you are simply setting the stage. Remarks should be brief with an explanation as to why the speaker is qualified to speak on this subject, being careful not to infringe on the speaker’s material.
 - Arrange the order of the program, placing speakers in sequence (usually less experienced before experienced speakers.) A serious speech is normally scheduled prior to a humorous one. Check on protocol if a guest speaker is on the program.
 - Plan transitions between speakers to build a complete setting for all participants. Sometimes all that is needed is a brief reference to similar subject content. Transitions may be modified to take advantage of information gained during the program.
 - Plan concluding remarks to bring the program to a smooth, polished conclusion.
 - Rehearse your remarks carefully so you are not note-bound.
- Presentation:**
- Arrive early to check with speakers, timers and evaluators. Check the physical set-up of the room and make necessary changes. Be prepared to be flexible. Acknowledge/thank the individual who introduced you. Address audience.

Project 2: Project Leader/Compere continued...

- Give introductory remarks. Your attitude and enthusiasm sets the tone for the entire program. Be well-prepared and show your interest in what you are doing. Showcase the speakers instead of making a speech yourself.
- Introduce the first speaker, giving a brief introduction to set the stage. Give the speech title (if applicable) first and speaker's name last. Lead applause as speaker approaches the lectern and remain standing until acknowledged.
- At conclusion of the speech, stand and lead applause.
- Listen carefully for pertinent points to be used in establishing continuity if you are to bridge between two or more speakers during the program.
- Conclude the program by calling on the timer and evaluator. Thank all participants and advise the presiding officer that the program is complete. (Note: Program may be arranged so the program leader is not responsible for asking for the timer's report and / or evaluation.)
- Be imaginative. This assignment provides an opportunity to be creative and to present a program setting that is pleasing to both speakers and audience.

SUGGESTED EVALUATION

- Preparation
- Voice Projection
- Continuity/flexibility/transitions
- Use of pauses
- Introductions too long/short
- Attitude/enthusiasm/creativity
- Audience response
- Speakers made to feel comfortable
- Special evaluation requested by program leader

PROJECT 3

Issues of the Day Leader

This is a repeat project. For specific instruction in the planning of an Issues of the Day session see page 21 of **Project Basics One** of the Master Manual.

PROJECT 4

Assignment Evaluator

Assignment evaluation is an ongoing practice for members. As the member becomes more competent his/her evaluations will improve. To ensure that members do continue to develop those evaluation techniques the requirement to be assessed for evaluation in levels one, two and three is repeated. See page 4 of Project Basics One of the Master Manual for specific instructions for this task.

PROJECT 5

General Evaluator

(Recommended time 10-20minutes)

Detailed information to be used by the general evaluator is included in the Evaluation Basics section of this Master Manual.

When given the assignment of general evaluator, review this section thoroughly. Without effective evaluation, the *POWERtalk* International program falls short of its goal.

The benefits of this assignment are three-fold.

To the participant:

- an analysis of the strengths and weaknesses of any performance;
- encouragement;
- suggestions for improvement;
- appraisal of growth in comparison to past performances; and
- an opportunity to set new goals.

To the evaluator:

- an opportunity to apply knowledge while analysing the work of others;
- practise in analytical listening; and
- practise in good inter-personal relations.

To the audience:

- valuable lessons for future participation;
- opportunity to compare personal evaluation with that of another; and
- illustration of overall benefits of evaluation.

PROJECT 6

Biography

Definition: An account or history of an individual's life.

Purpose:

- To practise contemplative reading as opposed to speed-reading.
- To train the mind to remember what has been read.
- To broaden your basic store of knowledge from which to make future speeches.
- To train in reading objectively so that you may reach your own unbiased conclusions about the subject. You may find that you do not always agree with a biographer.
- To compose and present a longer speech involving both research and personal interpretation.

Preparation:

- Select a biography of a character whom you think is interesting, significant, topical, etc.
- Set aside about fifteen pages in your notebook - headings could be:
 - heredity - family and forebears;
 - early environment - the nation/its times, home and local community, personalities;
 - purpose - various purposes by which he or she steered life's activities. Did he or she finally center on a single purpose? What later environment, home, family, friends?
 - opposition; who, what, why?
 - handicaps - physical, social, economic, or others;
 - notable achievements;
 - characteristic quotes from the biographical subject;
 - dramatic or vivid scenes of his/her life;
 - religious (or other) beliefs or convictions;
 - successes/failures - personal, professional, vocational;
 - personality - dominant moods or attitudes;
 - source of power - your own deductions;
 - a list of writings about this character; and
 - about the author/biographer.

This digest of your selection will form a ready basis for your speech construction. Prepare your speech from your notes in the usual way - introduction, body and conclusion.

Project 6: Biography continued . . .

Presentation: *Introduction:* a brief description of an attitude or mood of the character, the historical period in which he or she lived, an episode or characteristic quote. Do not narrate your story in chronological sequence.

Body: be sure in your mind of the points from which you want the audience to view the life story you are to relate. From your notes select only what contributes to the main thread. The climax, or high point of the life, might be a struggle, a great decision, achievement or understanding, even renunciation of ambition, whatever may stress the purpose for which you are relating this individual's life.

Conclusion: summarise the meaning and significance of what has transpired, including your interpretation and appraisal of the sources of power, causes of failure or success.

EVALUATION OF BIOGRAPHICAL SPEECH

DATE:
TIME STATED:

TITLE:
TIME TAKEN:

To the evaluator: This is a narrative speech, the aim being to present the history of a life from the speaker's point of view. The subject should be approached with originality. Consider the preparation that has gone into the speech and the imagination with which the researched material has been used.

Comment on:

Opening remarks: _____

Organization of material: _____

Use of quotations: _____

Appropriateness of subject to audience: _____

Use of notes: _____

Mood established & speaker's delivery: _____

Conclusion of speech: _____

Suggestions for improvement: _____

Evaluator's signature: _____

General evaluator's comment & signature: _____

Accreditation Certification:

Accredited: Yes/No

Accreditation Chairman's signature:

PROJECT 7

Current Affairs

(Recommended time: 5-7 minutes)

Purpose: The purpose is to present in reasonable detail a speech on a topical subject or a subject of universal concern. This should involve research rather than personal opinion.

Preparation:

- Read section in POWERtalk International Master Manual on planning and presenting a speech.
- Sift and assess the information you have culled from papers and magazines.
- Try to include as many opinions or different sides to the question as possible.
- Do not include so many statistics that your audience is lost in figures. Keep your data in digestible form. Avoid overuse of technical language.
- Prepare notes in summary form; be sure of names, figures, dates to be quoted.

Presentation: It is most important that your presentation injects your audience with your own feeling of the importance or urgency of this subject. Your voice should vary in tone rather than remain a monotone. Remember that you are talking to, rather than lecturing at, your audience.

Goals:

- to present a well-constructed speech on a subject which involves research and which may be unfamiliar to you; and
- to provide an opportunity for more advanced use of notes.

EVALUATION OF CURRENT AFFAIRS SPEECH

DATE:
TIME STATED:

SUBJECT:
TIME TAKEN:

To the evaluator: Comment on each of the following points, giving reasons for your opinions.

Choice of subject: _____

Evidence of research: _____

Depth of treatment: _____

Knowledge: _____

Construction of speech: _____

Use of notes: _____

Use of voice: _____

Vocabulary: _____

Platform appearance: _____

Additional remarks: _____

Evaluator's signature: _____

General evaluator's comment & signature: _____

Accreditation Certification:

Accredited: Yes/No

Accreditation Chairman's signature:

PROJECT 8

Speech using Visual Aids

(Recommended time 8-10 minutes)

- Purpose:** As a workshop leader, a demonstrator of techniques, a committee chairman explaining methods, or a speaker conveying fairly complex technical information, you will face any or all of these needs: you want to analyse a problem; you want to compare alternative solutions; you want to explain a complicated procedure; you want to communicate unfamiliar ideas or concepts clearly; or you want to describe a process that you normally do automatically. This assignment is designed to give you practise in meeting these needs by making your ideas visual.
- Preparation:** Choose a subject that can be better presented through use of visual aids. Choose and prepare the type of aid(s) that your speech requires. Make sure the aids are large enough to be clearly seen by entire audience. Visual aids that are too small, or insufficiently clear, are worse than useless. They detract from your performance. Practise using the aids so that you will handle them with confidence. Plan their position in your meeting room and make sure you have all necessary props (easel, table, wall hook, overhead projector, computer, extension cord etc.) to display them.
- Presentation:**
- If possible, have your aids in position before the program begins. Your speech will be spoiled if you have to set up equipment after you have been introduced. However, do not arrange them so they are obvious to the audience long before you need to use them. If you must hold the aids in your hands, hold them well up, and if necessary, display them to each side of the room so that all can see them clearly.
 - Do not pass aids to members of the audience. This is very distracting.
 - Refrain from speaking for a few seconds after first showing each aid. Allow the audience to take in what they see before expecting them to listen to your comment or explanation. Do not fiddle with the aid while you are speaking. Once you have used it, put it to one side.
- Suggestions:** Choose the aid(s) carefully. Below is a list of some of the most common and useful visual aids used by speakers. You may find them ready made or may make or draw them yourself.
- **Pictures** -Highly effective provided they are large, clear.
 - **Models** -Useful in presentation of unfamiliar facts or methods.
 - **Graphs** -Line, column or pie chart. Useful in making statistics and trends clear.

Project 8: Speech Using Visual Aids continued . . .

- **Maps** -Used where geographic location, area or distance is significant.
- **Flow-chart** -To illustrate the working of an organization or group, e.g. the functioning of a speech contest committee.
- **Flip-chart** - A series of charts attached to an easel for turning. Useful where the “story” can be told in sequence e.g. speech construction, parliamentary law, etc.

EVALUATION OF SPEECH USING VISUAL AIDS

DATE:
TIME STATED:

SUBJECT:
TIME TAKEN:

To the evaluator: The speaker is attempting to present a well-organised speech which is enhanced by the use of visual aids. Your attention should be directed mainly to the skill displayed in using these aids.

Comment on the following points:

Suitability of the aids for the speech: _____

Size and clarity of aids for entire audience: _____

Appropriate placement of aids in room: _____

How well were the aids handled? _____

How did the aids contribute to the effectiveness of the speech? _____

Suggestions for improvement: _____

Additional comment: _____

Evaluator's signature: _____

General evaluator's comments and signature: _____

Accreditation Certification:

Accredited: Yes/No

Accreditation Chairman's signature:

PROJECT 9

Speech To Entertain

(Recommended time 5-10 minutes)

Purpose: To entertain and to enter into a close rapport with an audience, to acquire ease of bearing and evident enjoyment of your speech without losing composure, to learn intonation and pause for emphasis and to adjust time limits to allow for laughs. Humor should also be a valuable part of serious speaking, giving it contrast and variety. An entertaining interlude is relaxing and by contrast makes the succeeding serious point more impressive.

Preparation:

- Organization of this speech may be freer than for others, allowing room for the off-the-cuff witticism that invariably receives a good response and gives the appearance of spontaneity to a speech. Know your speech thoroughly, leaving your self free to gain inspiration from the occasion, the surroundings or other speakers.
- Analyze your audience and gear your humor to it - consider age, sophistication, gender and whether they are gathered for serious or frivolous business.
- Observe, listen to and note the behaviour, situations and robust comments of your fellow speakers. Man is most humorous when he is natural. Employ understatement rather than exaggeration.
- Use fictitious characters and when humor is against some person use yourself as the target - then only you can complain.
- Develop brief, effective word pictures. Props can help to insinuate a meaning. Social comment, attributed to “your friend Carney the garbiologist” or “Delia, your dumb but beautiful cousin” can add humor to your speech. Political satire (mild if politicians are present, uninhibited if they are not) may add a lot of fun. Television programs or advertisements offer a constant source of amusement when reworded or even lampooned with emphasis on words other than those emphasized in the advertisements.

Presentation:

- Personality projection, accompanied by your now excellent voice presentation, will make your performance real and spontaneous. Never lead the laughter and when the laugh begins to dissipate carry on with your speech, repeating any line that you think may have been lost in the laughter.
- Gestures of face, body, shoulders and hands all contribute to emphasize moods or intentions, even act as innuendoes and insinuations. These can be the subtleties of your projection.
- Use of dramatic pause to allow a humorous point to be absorbed cannot be over emphasised.
- Enjoyment is infectious so you must convey to the audience a sense of your own enjoyment of the occasion - speak and act with easy unconcern
- If you can deliver your humor “dead pan” do so, if not, never lead the laugh and always be the first to stop. Remember to conclude your speech on time.

PROJECT 10

Impromptu Speech

(Recommended time 4-7 minutes)

- Purpose:**
- to provide experience in organization and delivery of a longer impromptu speech;
 - to discover skill in sustaining a thought pattern;
 - to draw on your experience and memory for facts and information so that you develop the ability to make quick decisions to form opinions speedily; and
 - to marshal points to support your decision.

Presentation: As soon as the subject is announced, even while you are rising, try to organise your thoughts so that when you address the compère (program leader) you will know the main point you wish to make and the method you will use.

You may develop the speech by one of the following methods:

- past, present and future;
- pro and con;
- comparison;
- example;
- narration;
- problem and solution;
- personal and general interest; or
- local and national aspects.

An original and unusual development is usually rated highest.

Goal: Your goal is to leave the audience with the impression that this speech really was prepared.

Suggestion: Do not open by repeating the subject. Try to gain attention with the first sentence. Appear as confident and as forceful as possible. Follow a simple outline. Don't ramble - keep to the subject. Try a light or humorous approach. Try to speak for the full time, but if ideas run out, conclude by a summary and a restatement of your main point. Never say "that's all I can think of".

EVALUATION OF THE IMPROMPTU SPEECH

DATE:
TIME STATED:

SUBJECT:
TIME TAKEN

To the evaluator: This assignment is designed for the more experienced member and therefore the evaluator should be looking for a polished delivery. Bearing in mind the impromptu nature of the assignment look for originality, construction and coherence in the speech.

Comment on:

Opening statement: _____

Originality in development of subject: _____

Audience appeal: _____

Delivery (voice, gesture, etc.): _____

Platform appearance: _____

Conclusion: _____

Additional comment: _____

Evaluator's signature: _____

General evaluator's comment & signature: _____

Accreditation Certification:

Accredited: Yes/No

Accreditation Chairman's signature:

PROJECT 11

Speech To Persuade

(Recommended time - as allocated by Program Leader)

- Purpose:** To learn to give a speech to arouse interest in an issue or problem, leading the audience to come to a decision and to take action.
- Benefits:** Enhances persuasive speaking skills.
- Preparation:**
- Choose a timely topic in which you strongly believe being certain it is not detrimental to others.
 - Formulate thesis. Condense theme of the speech into one central persuasive thought.
 - Study issue from all points of view. Gather evidence to support the thesis. Anticipate questions and doubts the audience may have and answer them in the body of the speech. Thoroughly substantiate all data.
 - Examine possible solutions. Gather and study all possible solutions, listing them together with substantiating sources of authority.
 - Select the best solution. Keep in mind the needs of the audience and show how this solution answers the need. Always work from common ground – basics upon which you and your audience agree.
- Presentation:**
- Wake up the audience with questions or shocking statements, dramatisations, a humorous story or a dynamic quotation.
 - Describe the problem and show the need for change. Let the audience know the thesis and provide the authority for your statements. Show how the problem directly affects the audience.
 - Introduce and explain the solution carefully, answering all possible doubts. Show how your solution is better than the existing situation or other possible solutions.
 - Persuade the audience that your solution will alleviate or reduce the problem. Use notes only. Never read a persuasive speech.
 - Ask for support. Challenge the audience to action. Summarise your most important points and tie into basic needs. Show the audience that you intend to act just as you are asking them to act.
 - Choose colorful language that will motivate the listeners but will not offend or make them uncomfortable. Show enthusiasm but avoid extremes of emotion.
 - Close strongly with confidence that you have convinced the audience to act according to the recommended course of action.

EVALUATION OF SPEECH TO PERSUADE

DATE:
TIME STATED:

SUBJECT:
TIME TAKEN:

To the evaluator: The presenter needs to present a clear thesis statement so that the listener can be in no doubt as to the subject of the speech. Check with the participant for any special evaluation requests.

Comment on:

Introduction: _____

Construction: _____

Color and vivacity of language: _____

Delivery: _____

Body language: _____

Was the evidence presented fairly and logically? _____

How were sources of information identified and substantiated? _____

Comment on solution offered i.e sound, beneficial, practical: _____

Did the speaker achieve the purpose of the speech and persuade the audience? _____

Evaluator's signature: _____

General evaluator's comment & signature: _____

Accreditation Certification:

Accredited: Yes/No

Accreditation Chairman's signature:

PROJECT 12a

Using The Overhead Projector

(Recommended time: 15-60 minutes)

- Purpose:** To present information simply, clearly and visually in a normally lighted room. To aid, supplement and support the presentation, reinforce key points and hold the audience's attention without losing eye contact with the audience. To connect, link ideas and reveal material point by point. To present one clearly defined idea on each transparency.
- Preparation:**
- Transparencies can be made easily and economically using OHP pens, computers and/or photocopiers. If transparencies are to be used again, use permanent OHP pens. Ensure writing on the transparencies is large and well spaced.
 - With color and overlays information can still be built up or added to the original transparency. Interleave transparencies with plain paper to avoid damage.
 - Number the transparencies in the lower right or left corner to indicate order of use and indicate in the script when the transparencies are to be used, ie "SLIDE ON 4" and at the appropriate time "SLIDE OFF 4". Cue words centered in script are easily noted.
 - Have blank transparencies and OHP pens available for use during the presentation.
 - Ascertain venue facilities, eg location of power points, extension cord needs, type of overhead projector (if using venue-supplied projector).
- Presentation:**
- Arrive early and set up equipment before presentation and program begins. Ensure familiarity with operation of the projector in advance. Check transparencies are visible from all positions in audience and are not obscured by projector or presenter. Check the transparencies are clear and sharp on the screen and adjust accordingly.
 - Place collated material to one side of projector. Once used place face down on the opposite side of projector. Allow audience a few seconds to assimilate information shown before continuing speaking.
 - Reveal information as and when it is required to support or illustrate the presentation. Alternatively, use a pointer or pen to indicate the appropriate information on the transparency. Turn off the projector between transparencies.
 - Ensure all writing on transparencies is large enough to be seen at the back of the room.
 - Do not read from the screen/projected image. Read from transparency on OHP to maintain eye contact.

Project 12a: Using The Overhead Projector continued . . .

Suggestions:

- Use soluble OHP pens if writing on prepared transparencies during a presentation. That writing can later be wiped off with a damp cloth and the transparency used again.
- Use the upper two thirds of a transparency so audience at back can read.
- As a rule of thumb use a maximum of 6 words per line and 6 lines per transparency.
- Leave at least 2.5cms (1inch) border from the edge of the transparency. If using illustrations have no more than 2 per page. The three basic elements for an overhead transparency are visibility, simplicity and clarity.

EVALUATION OF SPEECH USING OVERHEAD PROJECTOR

DATE:
TIME STATED:

SUBJECT:
TIME TAKEN:

To the evaluator: The presenter is attempting to use the overhead projector efficiently to effectively support the presentation. Your attention should be directed mainly to the manner in which the transparencies are used. Was there a smooth transition between speaking and the use of the overhead projector? Was the projector turned off when it was not required? Did the presenter keep eye contact with the audience throughout the presentation? Were the transparencies able to be seen and understood by the whole audience? If overlays were used, were they appropriately used? How did the use of the overhead projector enhance the presentation?

Evaluator's signature: _____

General evaluator's comment & signature: _____

Accreditation Certification:

Accredited: Yes/No

Accreditation Chairman's signature:

PROJECT 12b

Using A Whiteboard

(Recommended time: 10-20 minutes - or by arrangement with program leader)

Purpose: To deliver a successful presentation in which a whiteboard is used effectively to illustrate, emphasise and reinforce salient ideas and points.

Background: Your assignment may have varying purposes, some of which may be:

- to conduct a discussion with your audience on a particular topic;
- to conduct a brainstorming session;
- to analyse a particular problem and present solutions, as a group;
- to describe/explain a particular process or procedure;
- to inform your audience on a specific topic; or
- to conduct a workshop

Almost all presentations using a whiteboard will fall in to two broad categories:

- A lecture-type situation where the audience response is limited and your aim is to convey information or
- an inter-active situation where audience involvement will be in varying degrees. It is important that at the outset you set your goals regarding audience participation and feedback and communicate these to your evaluator. Remember: use of a white board is to reinforce the spoken word.

Preparation:

- Select a subject with which you are reasonably familiar and which lends itself to the effective use of a whiteboard and research your topic.
- Decide on the format your presentation will take, i.e. lecture, discussion, group work, questioning, etc.
- Format your presentation with an attention-getting introduction, informative body and stimulating conclusion.
- Give it a title
- Prepare draft material of pie-charts, flow charts, simple graphs and practise drawing them.
- Select whiteboard and pens you are going to use.
- Make checklist of all equipment you need to take with you.
- Check venue, seating arrangements, lighting, lectern, whiteboard etc so all are visible to audience
- Liaise with compère regarding introduction, setting up of equipment, speakers before and after your presentation and the putting away of your equipment after presentation is completed.
- If prepared material is on whiteboard at outset make sure it is covered until needed.

Project 12b: Using a Whiteboard continued . . .

- Organise a scribe if permitted so that you can maintain eye contact with audience. Brief the scribe beforehand.
- Provide evaluator with evaluation sheet and discuss your particular goals prior to presentation.

Presentation:

Stand so that you do not obscure whiteboard. Confine writing to quick bursts/diagrams (if you are scribe) so flow of narrative is maintained. Avoid speaking while writing. Try to maintain eye contact. Check with audience early to see if they can read whiteboard easily. Adjust accordingly. Avoid writing down too many facts at once. Be encouraging and positive. At same time keep the discussion on track and focussed. Maintain control of the session.

EVALUATION OF USING A WHITEBOARD

DATE:
TIME STATED:

SUBJECT:
TIME TAKEN:

To the evaluator: By discussion with the speaker and reading the guidelines on the facing page you will be able to select specific points on which to comment. Try to reflect the goals of the speaker, which you have previously discussed.

Comment on:

Use of whiteboard: _____

Clarity of written/drawn material: _____

Relevance of material to speech: _____

General: _____

Evaluator's signature: _____

General evaluator's comment & signature: _____

Accreditation Certification:

Accredited: Yes/No

Accreditation Chairman's signature:

Project 12c

Delivering a Presentation with PowerPoint

(Time: Variable – negotiate this with the program leader)

Purpose: To deliver an entertaining and informative presentation using the techniques that PowerPoint provides. For example the presentation is automatically in color, the show is ‘active’ because you are able to build on screens as the speech progresses and if you have a list of items, they can appear on the screen one at a time as if you were layering your overheads.

Preparation:

Color

- Dark backgrounds are best, use blue for background as it recedes and yellow/orange/red for foreground as warms approach.
- Be realistic - trees are green (usually). Red = danger, warning, financial loss.
- Pastel blue = calm. Green = growth potential.
- Pink = cute, young children, nursery rhymes/color.

Clip Art

- Don’t use a picture on every slide but avoid more than 3 plain slides in a row.
- Generic (rather than specific) pictures draw attention away. Pictures should enhance text.

Layout

- Concentrate the message; use few words with lots of open space.
- Limit text to six lines, six words per line. Use titles and subtitles
- Use consistent alignment. Avoid full justification
- Don’t use punctuation and always spell-check!
- Be wary of abbreviations and acronyms, have explanations on flipchart
- Borders separate more than emphasise. Use boxes rather than borders.
- References to data authorities (source) should appear at bottom.

Type Style/Fonts

- Titles use 44 point; Text use 18 - 32 point.
- Use a proportional font (like CG Times) not a Courier font
- Avoid using all upper case. (THIS IS CALLED SHOUTING!!)
- Use serif font for eye-getting attention - Times New Roman 10.
- Use sans serif font for larger projection - Univers 10.
- Avoid script font -too ornamental. Use a maximum of 3 fonts per slide

Presentation:

- Stand to one side of the screen during delivery.
- Use a remote control and be careful not to move the slides on too quickly.
- The slides should enhance and clarify the points in the speech you are delivering.
- The speech must have the essence of a good speech with an attention-getting opening, informative body and stimulating conclusion.

EVALUATION OF POWERPOINT PRESENTATION

DATE:
TIME STATED:

SUBJECT:
TIME TAKEN:

To the evaluator: This is yet another visual aids assignment so all the criteria are the same as for any visual aids assignment. It is important that the presenter appears confident and at ease using the medium.

Comment on:

Preparation of equipment by presenter prior to speaking: _____

Visual appeal of presentation: _____

Presenter's stance: _____

Delivery: _____

Clarity of slides: _____

Relevance to speech: _____

General comment: _____

Evaluator's signature: _____

General evaluator's comment & signature: _____

Accreditation Certification:

Accredited: Yes/No

Accreditation Chairman's signature: