

Public Speaking Tips: How to Tell Your Story with Style

1. Evi Loveres, UA Toastmasters President, welcome and introductions
2. Courtney Coffey on “Inside a Public High School.”
3. Introduce yourself to your table mates and share one reason why you came
4. Susan Richards provides speech evaluation and explains function of evaluations in Toastmasters.
5. Get lunch
6. Evi and Courtney
 - ❖ Becoming a Better Speaker
 - ❖ Getting Over the Fear Factor
 - ❖ Preparation Tips
 - ❖ Audience Engagement, Being Yourself
7. Writing prompts for a personal story (or elevator speech).
If you’ve already written your story, practice it/review it!
8. Story Swap
 - ❖ Instructions for table roles (see back for details)
 - ❖ Tell your story at your table. Stories are 2—3 minutes long.
 - ❖ Share feedback on your table’s speakers.
 - ❖ Questions/comments about your table’s speakers.
9. If time remains:
 - ❖ Share your story with the whole group
 - ❖ Whole group discussion on additional topics from surveys
10. UA Toastmasters
11. Workshop Evaluations

Table roles:

One person to volunteer to be **timer** and one person to be **facilitator**.

Timer:

Speeches are max of 3 minutes each. If speaker goes over: hold up red card. (Also need someone to be Timer when timer gives their speech.)

Timer: Allow 30 seconds after each speech for evaluators to jot down notes.

Facilitator:

Invite someone to deliver first speech, or you give your speech first. Help keep the sequence in motion.

All: Person on your right will be your evaluator. Review evaluation criteria. Pick 2 criteria that you especially want feedback on, and ask your evaluator to focus on those 2 criteria.

Evaluator: Take notes as you listen. Follow other guidelines Susan mentioned.

All: Support your fellow speakers with encouragement and applause!

Story Swap

- ❖ After each speaker: show appreciation with applause. All: Jot down any comments/questions to share later.
- ❖ After *all speakers* have delivered their speech: Each evaluator shares feedback to *the whole group*.
- ❖ You are modeling how to give feedback to each other.
- ❖ If time allows, share questions/comments about each others' speeches.

EVALUATION CRITERIA

This criteria lists the specific goals and expectations for the speech. Please review each level to help you complete the evaluation.

Clarity

- 5 – Is an exemplary public speaker who is always understood
- 4 – Excels at communicating using the spoken word
- 3 – Spoken language is clear and is easily understood
- 2 – Spoken language is somewhat unclear or challenging to understand
- 1 – Spoken language is unclear or not easily understood

Vocal Variety

- 5 – Uses the tools of tone, speed, and volume to perfection
- 4 – Excels at using tone, speed, and volume as tools
- 3 – Uses tone, speed, and volume as tools
- 2 – Use of tone, speed, and volume requires further practice
- 1 – Ineffective use of tone, speed, and volume

Eye Contact

- 5 – Uses eye contact to convey emotion and elicit response
- 4 – Uses eye contact to gauge audience reaction and response
- 3 – Effectively uses eye contact to engage audience
- 2 – Eye contact with audience needs improvement
- 1 – Makes little or no eye contact with audience

Gestures

- 5 – Fully integrates physical gestures with content to deliver an exemplary speech
- 4 – Uses physical gestures as a tool to enhance speech
- 3 – Uses physical gestures effectively
- 2 – Uses somewhat distracting or limited gestures
- 1 – Uses very distracting gestures or no gestures

Audience Awareness

- 5 – Engages audience completely and anticipates audience needs
- 4 – Is fully aware of audience engagement/needs and responds effectively

- 3 – Demonstrates awareness of audience engagement and needs
- 2 – Audience engagement or awareness of audience requires further practice
- 1 – Makes little or no attempt to engage audience or meet audience needs

Comfort Level

- 5 – Appears completely self-assured with the audience
- 4 – Appears fully at ease with the audience
- 3 – Appears comfortable with the audience
- 2 – Appears uncomfortable with the audience
- 1 – Appears highly uncomfortable with the audience

Interest

- 5 – Fully engages audience with exemplary, well-constructed content
- 4 – Engages audience with highly compelling, well-constructed content
- 3 – Engages audience with interesting, well-constructed content
- 2 – Content is interesting but not well-constructed or is well-constructed but not interesting
- 1 – Content is neither interesting nor well-constructed

Well Supported

- 5 – Delivers exemplary speech with a topic that is well-supported by content of the speech
- 4 – Speech is excellent with a topic that is well-supported by content of the speech
- 3 – Speech topic is well-supported by content of speech
- 2 – Speech contains content that supports the topic though some content may seem disconnected
- 1 – Speech content is unrelated to the topic of the speech

