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INTRODUCTION TO SPEECHCRAFT

THE SPEECHCRAFT PROGRAM
Speechcraft is a program designed to teach public speaking skills to members and non-members. During the program, participants have the opportunity to present three to six speeches, introduce other speakers and serve as evaluators. They also participate in Table Topics™. Club members advise and evaluate participants and provide instruction in speech preparation and speaking techniques.

The program can be conducted in four, six, or eight sessions. It can be held during regular club meetings or during special meetings held at a different time and/or place than regular meetings. For members, it serves as a refresher course on basic principles of public speaking. For non members, it is an introduction to public speaking and an opportunity to learn about Toastmasters. It is also a proven way to build club membership; many members have joined clubs after participating in Speechcraft programs. Clubs that conduct a Speechcraft program at least once each year have few membership problems.

Speechcraft has other benefits, too. Because it requires the participation and support of most club members, it gives club members new opportunities to exercise their communication and leadership skills. It is also a programming tool, enhancing meeting attendance and interest among all members.

Presenting the program during regular club meetings has an advantage: It provides participants with a sample of the Toastmasters club experience, making it easier for participants to become members at the conclusion of the program. It does not have to interrupt the usual club programming. Instead, a portion of each meeting could be devoted to Speechcraft. The amount of time allotted for the program depends upon the number of participants. Programs conducted within the club should have five to 10 participants and your club should allow an additional 30 to 60 minutes to conduct the program. If necessary, the club can trim or eliminate its business meeting.

Conducting the program outside of the club has advantages, too. More participants can be accommodated because more time is available. The program can be conducted at a different location, perhaps one more convenient for participants. Sometimes a Speechcraft program outside of the club leads to the formation of a new Toastmasters club. Programs conducted outside of the club should have five to 10 participants; if more than 10 enroll, it may be wise to divide the group into two and conduct two separate programs with two different coordinators. If necessary, a Speechcraft program with more than 10 participants may be conducted by one coordinator. Toastmasters International educational materials were developed to provide additional learning opportunities for members in the areas of speaking, listening, thinking, and leadership. The purpose for conducting the programs is to further the mission of Toastmasters International and its clubs. Programs conducted outside of the club must be in accordance with this purpose and with Toastmasters International policy. All programs are to be presented by club members acting as representatives of their clubs, thereby preserving the programs’ clubs’ and organization’s identity. The programs may be conducted outside of the club by members for non-members as a means to promote the club within the community or company and
increase membership. No individuals, educational institutions, or other organizations may
derive financial gain either directly or indirectly from the presentations of these programs.
If you are uncertain whether the program you are planning is in keeping with this purpose or
policy, contact World Headquarters.

ORGANIZING THE PROGRAM
The club's executive committee decides to present the program, then discusses it with the
membership. The club decides whether the program will be conducted during regular club
meetings or outside of the club, as outlined above. Once this is decided, the club president
appoints a Speechcraft coordinator, who is responsible for planning and managing the pro-
gram. Ideally, the coordinator should be an experienced Toastmaster capable of motivating
others. If necessary, the coordinator may select an assistant to help.

Other club members also are needed to conduct the program. Generally, the personnel for
each meeting include the coordinator, Topicsmaster, general evaluator, educational presenter,
evaluator, timer, and one advisor for each Speechcraft participant. (The advisor works with
the Speechcraft participant, helping to develop speeches and providing feedback. Instructions for
the advisor are included in the Speechcraft Starter Kit.

FINDING PARTICIPANTS
Attracting people to participate in your program requires an organized promotional program.
First, you must define your market. If your club is within a company, your market most likely
will be other employees, either company-wide or in specific departments. For example, com-
pany sales teams often will benefit from a Speechcraft program. Promote the program through
notices on bulletin boards, announcements in company newsletters, memos, or via computer.
If possible, enlist the support of the human resources department.

If your club is a community club, decide whether to promote the program city-wide or to
target specific groups, such as realtors, teachers, or insurance agents. Local business groups
such as the board of realtors or chamber of commerce may be of help. Arrange for announce-
ments in newsletters or at the group's meetings. If you want to attract the general public, place
advertisements in your local newspapers and on radio and television. You also could solicit
participants through direct mail. Work with your fellow club members to generate a list of
prospects: business and professional people, relatives, friends, fellow employees, club guests.
Sample promotional pieces are included in the Appendix.

ORDERING MATERIALS
Once you have a general idea how many people will be participating in the program, order the
appropriate materials from Toastmasters International World Headquarters. You may want to
start out with the Speechcraft Starter Kit (Item 205), which contains materials for starting and
promoting a Speechcraft program for five people.
The kit includes:

- Three Coordinator's Guides (Item 204)
- 10 Instructions for the Advisor (Item 208)
- Five Speechcraft Workbooks (Item 204H)
- One Speechcraft Receipt Pad (Item 38)
- 15 copies of An Opportunity to Succeed (Item 207)
- Three copies of Number One Membership Building Tool (Item 203A)
- Five Participant's Certificates (Item 261)
- One Coordinator's Certificate (Item 260)

You can order additional items separately. For example, if you expect eight people to be participating, order one starter kit and three additional participants workbooks and completion certificates.

If you would like to issue award ribbons or certificates each meeting for "Best Speaker," "Most Improved Speaker," etc., you also may order these from World Headquarters. During the last Speechcraft meeting you should have Toastmasters membership brochures, Find Your Voice (Item 99) and Confidence. The Voice of Leadership (Item 101) to distribute to participants and guests.

FEES

A Speechcraft program should at least pay for itself. In fact, a Speechcraft program can be used as a fund-raising activity for your club, provided the fees charged are reasonable. Charging a fee also makes participants view the program more seriously and helps to insure continued interest and attendance. Generally, between $10 and $25 may be sufficient to cover cost of materials, any printing and postage costs, advertising, refreshments, if served, and any room fees.

Excess funds must be placed in the club's treasury to be used for other educational purposes. As mentioned earlier, no individual, educational institution or other organization may derive financial gain either directly or indirectly from conducting the Speechcraft program. For example, a member cannot be paid for time spent conducting the program, nor can the program be presented as a college course, since the college and/or the member will receive money for conducting the program.

HOW TO PREPARE FOR EACH SESSION

For maximum effectiveness, a Speechcraft program should be conducted in eight sessions—once a week, twice a week, etc., whatever is convenient for the club and the participants. This coordinator's guide is written for an eight-session program conducted outside of the club. The program can also be conducted in four or six sessions if necessary. See the Appendix for sample agendas for a four- or six-session Speechcraft.

The coordinator should prepare for each session at least a week in advance by first reading the session material in this guide, then reading the corresponding material in the
Speechcraft Workbook. Club members should be assigned duties as indicated (a list of the personnel and their duties are included at the beginning of each session in this guide). As mentioned earlier, every participant should be assigned a club member who acts as an advisor or coach. Be sure to give each advisor the How to be a Speechcraft Advisor (Item 208) information sheet (a sample is in the Appendix) beforehand. A general meeting agenda also is found at the beginning of each session in this guide. The coordinator may follow this agenda or develop a more detailed agenda for each session. If possible, distribute an agenda to Speechcraft participants before each session begins.

Adapt the program to participants. If some of the material is too complicated, present it so they will understand it. If participants would be more comfortable with the material presented in a different order than the agenda gives, then change the agenda. If sessions run overtime, edit some of the material to fit the time schedule. If there is extra time, other activities can be added. Make the program fit the participants and the meeting schedule. If time permits, allow a 10-minute break during each session.

It may also be helpful to have a flipchart, easel, and marking pen on hand for use during the meeting. A flipchart can be used to illustrate discussion points or to write down important information for participants.

THE MEETING PROGRAM
As mentioned earlier, the program can be conducted during regular club meetings lasting 90 minutes to two hours, depending on the number of participants. A sample agenda for this type of program would be:

1. Opening and introductions
2. Business meeting
3. Table Topics™
4. Toastmasters speakers and evaluators
5. Speechcraft instructional program
6. Speechcraft speakers and evaluators
7. Speechcraft assignments for next session
8. Announcements
9. Adjournment

Again, the business meeting is optional. You could also eliminate the Toastmasters speakers and evaluators if necessary.

A program conducted outside of the club could be conducted in 75 minutes to 90 minutes, depending on the number of participants. Following is a sample agenda for this type of program:

1. Opening
2. Table Topics™
3. Speechcraft instructional program
4. Speechcraft speakers and evaluators
5. Speaker/advisor workshop
6. Announcements
7. Adjournment

A business meeting can be added if there is time. The speaker/advisor workshop is recommended, too. This short workshop gives the Speechcraft participant and advisor an opportunity to begin developing the participant's next speech and is helpful to the participant and should be included if possible. If time, you could invite one or two club members to give a speech from the Competent Communication manual or from a manual in the Advanced Communication Series to the group to demonstrate the skills being discussed. You could also provide a 10-minute break.

Whether four, six, or eight sessions are held, participants must have the opportunity to complete a minimum of three speech projects: "The Ice Breaker," "Organize Your Speech" and "Get to the Point." Of course, participants will experience maximum benefit if they complete all six projects in the eight-session program.

CONDUCT IT WITH STYLE

First impressions are lasting impressions, so the coordinator and other club members who are participating should strive to make a positive first impression whether the program is conducted during club meetings or at another time. Be sure the room is set up properly and Speechcraft participants are greeted and made to feel welcome. Each session should start on time and proceed smoothly at a good pace. The coordinator and other club members who are participating should arrive on time and be prepared for their duties. Strive to make every session a showcase event.

RECOGNIZE PARTICIPANTS

During the last session give recognition to the Speechcraft participants and to the club members who conducted it. Present each Speechcraft participant with a certificate of completion. Thank club members who served as advisors, assistant coordinators, educational speakers, etc.

The club president also could send a letter to each participant's employer, notifying the employer of the participant's accomplishment, at the request of the participant. A sample letter is in the Appendix.

INVITE THEM TO JOIN

As discussed earlier, Speechcraft is an excellent membership-building tool. During the last session invite participants to join the club.

When they do join, assign an advisor to each one. Remember, participants may receive credit in the Competent Communication manual for the first three Speechcraft speeches, "The Ice Breaker," "Organize Your Speech" and "Get to the Point." Be sure their Project Completion Record in the Competent Communication manual reflects this.
RECORD YOUR ACCOMPLISHMENT

Members who coordinate and conduct a Speechcraft program should record it on a Member Achievement Record (Item 1328). When applying for the Advanced Communicator Gold (ACG) award, the member should use this recorded information to complete the application. The vice president education's signature on the ACG application verifies that the member did indeed coordinate and conduct the program.

A Speechcraft conducted by one coordinator and involving five or more participants is considered a single program. For example, a club conducts a Speechcraft program for 15 people with Janet Jones as coordinator. Only Janet may be recognized as coordinator, even if other members assisted her.
OUTLINE FOR AN EIGHT SESSION SPEECHCRAFT

SESSION 1

SUMMARY
In this session the coordinator explains the Speechcraft program and conducts an icebreaker exercise to help participants feel relaxed and comfortable. After having participants complete a short questionnaire about their present speaking abilities and experience, a short Table Topics™ session is held, then participants are briefed on selecting a speech topic, assigned advisors, given instructions for preparing their speeches for the next meeting, and provided time to begin planning their first speech.

OBJECTIVES:
- To explain the Speechcraft program
- To establish an atmosphere of friendliness and support among participants
- To determine participants' present speaking abilities
- To introduce participants to impromptu speaking

AGENDA:
1. Welcome
2. Introductions
3. Distribution of Speechcraft manuals
4. Discussion on importance of good public speaking skills
5. Evaluation of present speaking skills
6. Introduction to Table Topics™
7. Educational presentation on selecting a speech topic
8. Evaluation of educational presentation
9. Discussion of assignments for session two/speaker-advisor workshop
10. General evaluation
11. Announcements
12. Adjournment

PERSONNEL:
- Coordinator
- Educational presentation speaker
- Evaluator
- General evaluator
- Topics master
- One advisor per participant
1. WELCOME.
An appropriate ceremony opens each meeting. The coordinator introduces himself or herself and warmly welcomes everyone.

2. INTRODUCTIONS.
The coordinator conducts a warm-up exercise to help participants to become familiar with one another and feel comfortable.
   a. Ask each participant to choose a partner, preferably someone he or she doesn’t know very well.
   b. Instruct participants to interview each other. The object is to find out the person’s name, occupation, and hobbies. Allow two minutes per interview.
   c. After partners have interviewed one another, bring the group back together and ask each person to introduce his or her partner to the group, using the information obtained from the interview.

When all participants have been introduced, introduce those club members who will be assisting with the program.

3. DISCUSSION ON THE IMPORTANCE OF GOOD PUBLIC SPEAKING SKILLS.
The coordinator gives a five-minute talk on the importance of good public speaking skills in home, community, and business life, emphasizing that:

- The ability to clearly express thoughts to others often determines how successful and happy people are in life. Politicians rise and fall, lawyers win or lose in court, business relationships, friendships, and family relationships thrive or fail because of what people say and how they say it.
- It is normal to be nervous or uncomfortable speaking in public.
- The ability to express yourself confidently and with ease can bring great rewards. People who can express themselves well are able to persuade and motivate others.
- Just as people learn how to drive, swim, or play piano, they can learn how to speak. It simply requires a commitment to self-improvement.
- How the Speechcraft program will help participants to develop their speaking skills.

The coordinator should illustrate points with stories or anecdotes. For example, if a club member used to have great difficulty speaking in public but has improved so much that she now has a job that requires her to speak to groups several times a week, this could be mentioned in the talk.

4. DISTRIBUTION OF SPEECHCRAFT WORKBOOKS.
The coordinator distributes a Speechcraft Workbook to each participant.
5. EVALUATION OF PRESENT SPEAKING SKILLS.
The coordinator instructs participants to complete the "How Do You Stand as a Speaker?" questionnaire in their workbooks and allows three to five minutes for them to do so.

6. INTRODUCTION TO TABLE TOPICS™.
The coordinator introduces the Topicsmaster, who explains that:

- People are often called upon unexpectedly to give their opinion about something, offer information, or provide instruction.
- To successfully communicate your ideas in these situations you must be able to organize your thoughts quickly and present them in a clear, logical manner.
- Toastmasters provides practice in impromptu speaking through Table Topics™. In Table Topics™ people practice thinking and speaking with little preparation.

The Topicsmaster emphasizes that ideas presented should be logical, sensible, and worth listening to (see the Competent Communication manual and the "Think Fast!" Table Topics™ brochure for more information). The Topicsmaster should select topics that can easily be discussed by participants. Response time is 90 seconds. Call on club members first to demonstrate. Do not force people to participate this first time and avoid embarrassing anyone.

7. EDUCATIONAL PRESENTATION ON SELECTING A SPEECH TOPIC.
The coordinator introduces a club member to offer tips about selecting speech topics. The member explains that:

- It is easier to talk about subjects with which one is familiar and interested in;
- You must also consider your audience when selecting a speech subject. What would be of interest to your audience? What does the audience already know about the subject? How can you build on this knowledge?
- You must consider your speech's objective. What is your speech's purpose? What message do you want listeners to take home with them?

Toastmasters International's The Better Speaker Series module, "Selecting Your Topic," may be used for this speech; it provides good information on the subject.

8. EVALUATION OF EDUCATIONAL PRESENTATION.
The coordinator introduces the club member who has been assigned as speech evaluator. The evaluator explains to participants the purpose and principles of evaluation, emphasizing that evaluations should be positive, friendly, and personalized, and offer specific suggestions for improvement. The evaluator then evaluates the presentation on selecting a topic.
9. DISCUSSION OF ASSIGNMENTS FOR SESSION TWO
SPEAKER-ADVISOR WORKSHOP.

The coordinator asks participants to read chapters one, “Introduction,” two, “The Speechcraft Meeting,” and three, “The Ice Breaker,” in their workbooks before the next meeting, pointing out that assignments in the manuals do not necessarily correspond by number to each Speechcraft meeting. The coordinator announces that participants also will be presenting Ice Breaker speeches during the next meeting and briefly reviews the purpose and content of the Ice Breaker speech. The coordinator then assigns to each participant a club member to serve as an advisor. This person also will give the introduction for the Speechcraft participant’s presentation at the next meeting and may evaluate the speaker’s presentation.

The advisor works with the participant for the next five to 10 minutes, helping him or her to prepare the Ice Breaker speech to be given at the next session. The advisor also will prepare an appropriate introduction for the speech.

10. GENERAL EVALUATION.

The coordinator introduces the general evaluator, who explains the purpose of the general evaluation and offers suggestions for improvement as well as points out effective portions of the meeting. The general evaluator, or another member experienced in evaluations, also evaluates the evaluators, pointing out the weaknesses and strengths of the evaluations.

11. ANNOUNCEMENTS.

The coordinator announces the time and place of the next meeting and other information members may need.

12. ADJOURNMENT.

The coordinator adjourns the meeting.
SESSION 2

SUMMARY

In this second session, participants give their first prepared speeches. They also have the opportunity to practice impromptu speaking during Table Topics™. They learn how to properly introduce a speaker and how to organize a speech for maximum effectiveness. Finally, they have the opportunity to work with their advisors to prepare their next speeches.

OBJECTIVES:
- To allow participants to present a prepared speech before an audience
- To learn how to introduce a speaker
- To become familiar with principles of speech organization

AGENDA:
1. Welcome
2. Table Topics™
3. Educational presentation on introducing a speaker
4. Evaluation of educational presentation
5. The "Ice Breaker" speeches
6. Speech evaluations by advisors
7. Educational presentation on speech organization
8. Discussion of assignments for session three speaker-advisor workshop
9. General evaluation
10. Announcements
11. Adjournment

PERSONNEL:
- Coordinator
- Educational presentation speaker
- Evaluator
- General evaluator
- Topicsmaster
- One advisor per participant
- Timer
1. WELCOME.
The coordinator warmly welcomes participants and introduces club members who will be assisting with the program.

2. TABLE TOPICS™.
The coordinator introduces the Topicsmaster, who conducts Table Topics™ and encourages all participants to speak.

3. EDUCATIONAL PRESENTATION ON INTRODUCING A SPEAKER.
The coordinator introduces a club member, who gives a five-minute presentation on introducing a speaker, explaining that:

- The introduction is critical to the success of the speaker. A poor introduction means the speaker has to spend the first critical few minutes of the speech clearing up misunderstandings. In a good introduction, the foundation for the speaker’s talk is built and the speaker immediately may launch into the talk.
- A good introduction sets the tone for the speaker, creates a positive, friendly environment, and establishes a bond between the speaker and the audience.
- It contains all of the basic elements of a speech: an opening, a body, and a conclusion.
- An introduction prepares the audience for the speaker. The introduction builds a bridge from where the thoughts of the group are at the moment to where the speaker wants them to be.
- The introduction should tell why the subject is important and why the audience should find it of interest.
- The introduction should tell what special reason the speaker has for speaking about the chosen topic or any experience or expertise the speaker has in the subject area. A good introduction makes it clear that the speaker speaks from special knowledge, experience, or authority.

Illustrate points with examples, stories, or anecdotes. You may wish to use the Toastmasters International publications When You’re the Introducer (Item 1167E) and Introducing the Speaker (Item 111) to help you prepare this talk.

4. EVALUATION OF EDUCATIONAL PRESENTATION.
The coordinator introduces the club member who has been assigned as speech evaluator. The evaluator then evaluates the presentation on introductions.

5. THE “ICE BREAKER” SPEECHES.
The coordinator explains timing light procedure to participants. Speeches should be two to three minutes long, plus or minus 30 seconds. The timer operates the timing device. Green will be displayed at two minutes, amber at two minutes 30 seconds, and red at three minutes. Each participant is introduced by his or her advisor and presents an Ice Breaker speech.
6. SPEECH EVALUATIONS BY ADVISORS.
Each advisor provides an oral and written evaluation for his or her assigned participant.

7. EDUCATIONAL PRESENTATION ON SPEECH ORGANIZATION.
The coordinator introduces a club member, who gives a five-minute presentation on organizing a speech, including these points:

- To successfully communicate a message, the message must be understandable. To achieve this, the message must be presented in a logical order. The audience must be able to see a connection between ideas.
- A speech should have a structure – an opening, a body, and a conclusion.
- The opening should arouse the audience's interest in your topic and lead into the subject of the speech.
- Illustrate points with examples, stories and anecdotes.
- The body should contain factual support for your message and be structured as simply as possible. A maximum of three points is most effective; audiences probably won't remember more ideas than this. Trying to make too many points confuses the audience.
- The conclusion should reemphasize your main message and be delivered forcefully and confidently.

Illustrate points with examples, stories, and anecdotes.

8. DISCUSSION OF ASSIGNMENTS FOR SESSION THREE SPEAKER-ADVISOR WORKSHOP.
The coordinator asks participants to read chapters four, "Introducing a Speaker," and five, "Organize Your Speech," in their workbooks and to prepare a three- to five-minute speech based on the "Organize Your Speech" project. For this speech, participants will be introduced by other participants, so the coordinator must pair introducers with speakers. Participants meet for five to 10 minutes with their advisors to plan their next speech.

9. GENERAL EVALUATION.
The coordinator introduces the general evaluator, who gives an evaluation of the meeting, noting its good points and areas needing improvement. The general evaluator, or another member experienced in evaluations, also evaluates the evaluators, pointing out the weaknesses and strengths of the evaluations.

10. ANNOUNCEMENTS.
The coordinator announces the time and place of the next meeting and any other important information.

11. ADJOURNMENT.
The coordinator adjourns the meeting.
SESSION 3

SUMMARY

In this session, participants now have two opportunities to speak as they introduce another speaker as well as give their own speeches; they also practice impromptu speaking during Table Topics™. Finally, they have the opportunity to begin preparing their next speeches with their advisors.

OBJECTIVES:

- To provide participants with experience in introducing a speaker
- To have participants build a speech outline that includes an opening, body, and conclusion
- To give participants the opportunity to present an organized speech that leads the audience to a clearly-defined goal

AGENDA:

1. Welcome
2. Table Topics™
3. "Organize Your Speech" presentations
4. Speech evaluations by advisors
5. Educational presentation on general and specific speech purposes
6. Evaluation of educational presentation
7. Discussion of assignments for session four speaker-advisor workshop
8. General evaluation
9. Announcements
10. Adjournment

PERSONNEL:

- Coordinator
- Educational presentation speaker
- Evaluator
- General evaluator
- Topicsmaster
- One advisor per participant
- Timer
1. WELCOME.
The coordinator warmly welcomes participants and introduces club members who will be assisting with the program.

2. TABLE TOPICS™.
The coordinator introduces the Topicsmaster, who conducts Table Topics™. All participants are called upon for responses.

3. “ORGANIZE YOUR SPEECH” PRESENTATIONS.
Participants present three- to five-minute speeches. The coordinator explains timing light procedure to participants. The timer operates the timing device. Green will be displayed at three minutes, amber at four minutes, and red at five minutes. Each speaker is introduced by another participant.

4. SPEECH EVALUATIONS BY ADVISORS.
Each advisor provides an oral and written evaluation for his or her assigned participant.

5. EDUCATIONAL PRESENTATION ON GENERAL AND SPECIFIC SPEECH PURPOSES.

General Purpose
Explain the importance of identifying the purpose of a speech. Point out that a general purpose is the broad intent of a speech and give the four most common purposes:

- Inform
- Persuade
- Entertain
- Inspire

Specific Purpose
Clarify that a specific purpose is a one-sentence statement that narrows down the general purpose and describes what the speech will accomplish. The statement should be:

- Worded from the audience’s viewpoint. What do you want the audience to be able to do after listening to your speech?
- Specific. The wording is precise.
- Attainable. The specific purpose should be realistic and possible to achieve.

Emphasize the importance of a well-organized speech. A well-organized speech is more likely to achieve its purposes and will help the audience perceive the speaker as convincing, enthusiastic, and sincere.
6. EVALUATION OF EDUCATIONAL PRESENTATION.
The coordinator introduces the club member who has been assigned as speech evaluator. The evaluator then evaluates the presentation on speech organization.

7. DISCUSSION OF ASSIGNMENTS FOR SESSION FOUR SPEAKER-ADVISOR WORKSHOP.
The coordinator asks participants to read chapters six, "Get to the Point," and seven, "Evaluate the Speaker," in their workbooks and prepare a three- to five-minute speech based on the "Get to the Point" project. For this speech, participants will be introduced by other participants, so the coordinator must pair introducers with speakers. Participants meet for five to 10 minutes with their advisors to plan their next speech.

8. GENERAL EVALUATION.
The coordinator introduces the general evaluator, who gives an evaluation of the meeting, noting its good points and areas needing improvement. The general evaluator, or another member experienced in evaluations, also evaluates the evaluators, pointing out the weaknesses and strengths of the evaluations.

9. ANNOUNCEMENTS.
The coordinator announces the time and place of the next meeting and any other important information.

10. ADJOURNMENT.
The coordinator adjourns the meeting.
SESSION 4

SUMMARY

Participants once again introduce one another’s speeches as well as present talks demonstrating general and specific speech purposes. Finally, they learn about the importance of body language in speaking and how to evaluate. Each is assigned to evaluate another participant’s speech at the next meeting. All participants have the opportunity to begin preparing their next speech with their advisor.

OBJECTIVES:
- To provide participants with experience in introducing a speaker
- To become familiar with evaluation techniques
- To become familiar with the use of body language in speaking
- To provide participants with experience in speech organization

AGENDA:
1. Welcome
2. Table Topics™
3. “Get to the Point” speeches
4. Speech evaluations by advisors
5. Educational presentation on gestures
6. Evaluation of educational presentation
7. Discussion on how to evaluate
8. Discussion of assignments for session five speaker-advisor workshop
9. General evaluation
10. Announcements

PERSONNEL:
- Coordinator
- Educational presentation speaker
- Evaluator
- General evaluator
- Topicsmaster
- One advisor per participant
- Timer
1. WELCOME.
The coordinator warmly welcomes participants and introduces club members who will be assisting with the program.

2. TABLE TOPICS™.
The coordinator introduces the Topicsmaster, who conducts Table Topics™. All participants are called upon for responses.

3. “GET TO THE POINT” SPEECHES.
Participants present three- to five-minute speeches. The coordinator explains timing light procedure to participants. The timer operates the timing device. Green will be displayed at three minutes, amber at four minutes, and red at five minutes. Each speaker is introduced by another participant.

4. SPEECH EVALUATIONS BY ADVISORS.
Each advisor provides an oral and written evaluation for his or her assigned participant.

5. EDUCATIONAL PRESENTATION ON GESTURES.
The coordinator introduces a club member, who gives a five-minute presentation on gestures in speaking, emphasizing that:

- Using body language increases the effectiveness of your speech and includes gestures, facial expressions, and other movement. Body language can be used to emphasize the main points of the speech. It can help to keep the audience's attention and enable them to better follow your presentation and train of thought. Body language also helps you dissipate some of the nervous energy you may have.
- Movements should appear natural and spontaneous. Random movements will distract listeners. Avoid pacing and nervous movements such as playing with coins in a pocket or playing with a ring or other piece of jewelry, or clutching the lectern.
- The larger the audience, the larger the gestures and other body movements must be in order to be effective.
- Gestures and facial expressions should match. For example, if talking about something exciting, your facial expressions as well as your body movements should show excitement.

Include examples, stories, and anecdotes to illustrate points. The Toastmasters International manual, Gestures: Your Body Speaks (Item 201), is a good resource in preparing this presentation.
6. EVALUATION OF EDUCATIONAL PRESENTATION.
The coordinator introduces the club member who has been assigned as speech evaluator. The evaluator then evaluates the presentation on gestures.

7. DISCUSSION ON HOW TO EVALUATE.
The coordinator reviews evaluation techniques with participants in preparation for their next assignment, emphasizing that:

- Feedback is vital if you are serious about improving your speaking skills. Only through feedback can you learn how to improve your speech preparation and delivery. In Toastmasters, this feedback is called "evaluation."
- Your goal as an evaluator is to provide honest reaction to the speaker's presentation in a constructive manner using the guides provided. You are not speaking as a professional authority; rather, you are giving your opinions and reactions to the material presented.
- Respond to the speaker in terms of how the speech affected you and what you perceived. Avoid statements that begin "You did ...", "You were ...,” etc. Instead, use statements that begin "I felt ..."; "From my point of view ..."; "My reaction was ..."; "My impression was ..."; "I liked it when..." Make sure your comments are relevant to the speaker's topic, purpose, expectations, personality and emotional state.
- Be honest. If you had a negative reaction to something, say so. If you liked something, say so.
- Offer specific suggestions for improvement and indicate how implementation of these suggestions would affect you as a listener.
- Finish your comments with positive feedback.

Illustrate the points with examples. The Toastmasters International Success/Communication Series module "The Art of Effective Evaluation" (Item 251), The Successful Club Series module "Evaluate to Motivate" (Item 292), and the publication Effective Evaluation (Item 202) are excellent resources for this talk.

8. DISCUSSION OF ASSIGNMENTS FOR SESSION FIVE
.SPEAKER-ADVISOR WORKSHOP.
The coordinator asks participants to read chapter eight, "Your Body Speaks" in their workbooks and to prepare a three- to five-minute speech based on the "Your Body Speaks" project. For this speech, participants will be introduced by other participants, so the coordinator must pair introducers with speakers. This time, however, participants will orally evaluate one another's speeches, so the coordinator must pair speakers with evaluators. Advisors may evaluate in writing. Participants meet for five to ten minutes with their advisors to plan their next speech.
9. GENERAL EVALUATION.
The coordinator introduces the general evaluator, who gives an evaluation of the meeting, noting its good points and areas needing improvement. The general evaluator, or another member experienced in evaluations, also evaluates the evaluators, pointing out the weaknesses and strengths of the evaluations.

10. ANNOUNCEMENTS.
The coordinator announces the time and place of the next meeting and any other important information.

11. ADJOURNMENT.
The coordinator adjourns the meeting.
SESSION 5

OBJECTIVES:
- To provide participants with experience in evaluating a speaker
- To review participants' progress
- To understand the importance of vocal variety in speaking
- To provide participants with experience in using body movement in speaking

AGENDA:
1. Welcome
2. "Your Body Speaks" speeches
3. Speech evaluations by participants
4. Review of progress
5. Educational presentation on vocal variety
6. Evaluation of educational presentation
7. Discussion of assignments for session six speaker-advisor workshop
8. General evaluation
9. Announcements
10. Adjournment

PERSONNEL:
- Coordinator
- Educational presentation speaker
- Evaluator
- General evaluator
- Topicsmaster
- One advisor per participant
- Timer

Participants have practice in introducing other speakers and in presenting speeches that incorporate body movement. For the first time, each participant orally evaluates another speaker. Participants also complete a self evaluation that reviews their progress in speaking so far and have an opportunity to discuss their progress. They learn about the role vocal variety plays in successful speaking. Finally, they meet with their advisor to prepare their next speech that incorporates vocal variety.
1. WELCOME.
The coordinator warmly welcomes participants and introduces club members who will be assisting with the program.

2. "YOUR BODY SPEAKS" SPEECHES.
Participants present three- to five-minute speeches. The coordinator explains timing light procedure to participants. The timer operates the timing device. Green will be displayed at three minutes, amber at four minutes, and red at five minutes. Each speaker is introduced by another participant.

3. SPEECH EVALUATIONS BY PARTICIPANTS.
Each participant provides an oral evaluation for his or her assigned speaker. Written evaluations are given by advisors.

4. REVIEW OF PROGRESS.
The coordinator asks participants to complete the "Evaluate Your Progress" questionnaire in their workbooks and has participants share their answers with the group.

5. EDUCATIONAL PRESENTATION ON VOCAL VARIETY.
The coordinator introduces a club member, who gives a five-minute presentation on vocal variety in speaking, emphasizing that:
- Your voice is the instrument that you use to convey your message. You must learn to use it so that it enhances your message and keeps the attention of the audience.
- Vocal variety is important when you speak. Vocal variety encompasses speed, pitch, and volume. Speed is how fast or slow you speak. Pitch is the lowness or highness of your voice. Volume is the loudness of your voice. Your voice should be pleasant and friendly, natural, strong, varied in pitch and easily heard.

The Toastmasters International publication Your Speaking Voice (Item 199) is a good resource for preparing this talk.

6. EVALUATION OF EDUCATIONAL PRESENTATION.
The coordinator introduces the club member who has been assigned as speech evaluator. The evaluator then evaluates the presentation on vocal variety.

7. DISCUSSION OF ASSIGNMENTS FOR SESSION SIX SPEAKER ADVISOR WORKSHOP.
The coordinator asks participants to read chapter nine, "Vocal Variety," in their workbooks and to prepare a three- to five-minute speech based on the "Vocal Variety" project. Again, for this speech, participants will be introduced by other participants, so the coordinator must pair
introducers with speakers. Also, participants will orally evaluate one another’s speeches, so the coordinator must pair speakers with evaluators. Advisors will evaluate in writing. Participants meet for five to 10 minutes with their advisors to plan their next speech.

8. GENERAL EVALUATION.
The coordinator introduces the general evaluator, who gives an evaluation of the meeting, noting its good points and areas needing improvement. The general evaluator, or another member experienced in evaluations, also evaluates the evaluators, pointing out the weaknesses and strengths of the evaluations.

9. ANNOUNCEMENTS.
The coordinator announces the time and place of the next meeting and any other important information.

10. ADJOURNMENT.
The coordinator adjourns the meeting.
SESSION 6

OBJECTIVES:
- To provide participants with experience in evaluating a speaker
- To understand the importance of word use in speaking
- To provide participants with experience in using vocal variety in speaking
- To allow participants to exercise impromptu speaking skills during a group discussion

AGENDA:
1. Welcome
2. "Vocal Variety" speeches
3. Speech evaluations by participants
4. Workshop on discussion
5. Educational presentation on word use
6. Evaluation of educational presentation
7. Discussion of assignments for session seven speaker-advisor workshop
8. General evaluation
9. Announcements
10. Adjournment

PERSONNEL:
- Coordinator
- Educational presentation speaker
- Evaluator
- General evaluator
- Topicsmaster
- One advisor per participant
- Timer
- Discussion leader (optional)

SUMMARY
Participants have practice in introducing another speaker and presenting speeches that incorporate body language effectively. They also orally evaluate another speaker. Instead of Table Topics™, participants practice impromptu speaking during a discussion led by the coordinator or other appointed club member. Participants also learn about selecting the right words to convey messages in speaking. Finally, they work with advisors to prepare their next speeches.
1. WELCOME.
The coordinator warmly welcomes participants and introduces club members who will be assisting with the program.

2. "VOCAL VARIETY" SPEECHES.
Participants present three- to five-minute speeches. The coordinator explains timing light procedure to participants. The timer operates the timing device. Green will be displayed at three minutes, amber at four minutes, and red at five minutes. Each speaker is introduced by another participant.

3. SPEECH EVALUATIONS BY PARTICIPANTS.
Each participant provides an oral evaluation for his or her assigned speaker. Written evaluations are given by advisors.

4. WORKSHOP ON DISCUSSION.
The coordinator (or another club member) explains how our speaking skills are used in the decision-making process in our community, business and personal lives.

Through our ability to express our ideas, we are able to influence others and improve the quality of life. The coordinator then conducts a 20-minute exercise to allow participants an opportunity to practice group discussion and decision-making.

a. First, appoint one participant to serve as a secretary to take notes and report on the discussion at the end of the exercise. Appoint another participant to serve as moderator, leading the effort and making sure that everyone has a chance to contribute and that no one person dominates the discussion.

b. Announce a topic to be discussed, preferably a problem with which most participants are familiar, and phrase it as a question to the group. Be sure everyone understands the problem. Possible topics are: “How can communities influence corporations handling toxic wastes to exercise more social responsibility? “In what ways can parents and schools positively influence children so they do not become involved with gangs, drugs, and other destructive activities?”

The topic should allow for the finding and listing of specific actions which can aid in a solution. Be sure the topic is not so broad in scope that a reasonable solution cannot be derived in the allotted time. Allow 15 minutes for discussion.

c. Ask the moderator to lead the discussion and the secretary to write down the suggestions generated. Initially, the group should “brainstorm,” trying to generate as many solutions as possible without passing judgment on any suggested solution. Later, when the list of possible solutions seems to be exhausted, the group can evaluate the suggestions on the list and eliminate solutions it feels would not work.
d. After the group has eliminated the impractical solutions, ask the group to list the remaining solutions in order of their effectiveness and importance and instruct the secretary to write down the list.

e. When the group is finished, ask the secretary to evaluate the discussion. Was the discussion orderly? Was it kept on track? Did the group finish its assignment?

The coordinator comments briefly on the discussion.

5. EDUCATIONAL PRESENTATION ON WORD SAGE.

The coordinator introduces a club member, who gives a five-minute presentation on the importance of using appropriate and descriptive words in speaking, emphasizing that:

- You must translate your thoughts and feelings into a spoken language that everyone can understand.
- Words must be clear. Spoken words must be instantly understood. If listeners must ponder over the meaning of a word used by the speaker, the speaker has lost them.
- Words must be specific. Instead of saying, “The car was parked along the street,” say “The black Mercedes was parked along the curb in front of Wellington’s General Store.” Concrete words add detail, which produces interest in your listeners.
- Simplicity is critical. Spoken language should be simpler in structure than written language. The subject, verb, and object must stand out and not be overwhelmed with clauses. Otherwise, the listener will have difficulty following your message. Do not use large words when smaller ones will be just as effective.
- Words should be descriptive. Vivid words often are more memorable and exciting to listeners. “Elliott frantically sprinted into the street, oblivious to the honking cars and buses, as he tried to reach the frightened child.”

Use examples, stories, and anecdotes to illustrate points.

6. EVALUATION OF EDUCATIONAL PRESENTATION.

The coordinator introduces the club member who has been assigned as speech evaluator. The evaluator then evaluates the presentation on word usage.

7. DISCUSSION OF ASSIGNMENTS FOR SESSION SEVEN
   SPEAKER-ADVISOR WORKSHOP.

The coordinator asks participants to read chapter ten, “How to Say It” in their workbooks and to prepare a three- to five-minute speech based on the “How to Say It” project. Again, for this speech, participants will be introduced by other participants, so the coordinator must pair introducers with speakers. Also, participants will orally evaluate one another’s speeches, so the coordinator must pair speakers with evaluators. Advisors will evaluate in writing. Participants meet for five to 10 minutes with their advisors to plan their next speech.
8. GENERAL EVALUATION.
The coordinator introduces the general evaluator, who gives an evaluation of the meeting, noting its good points and areas needing improvement. The general evaluator, or another member experienced in evaluations, also evaluates the evaluators, pointing out the weaknesses and strengths of the evaluations.

9. ANNOUNCEMENTS.
The coordinator announces the time and place of the next meeting and any other important information.

10. ADJOURNMENT.
The coordinator adjourns the meeting.
SESSION 7

SUMMARY
Participants introduce other speakers, serve as evaluators, and present their last speech projects based on effective word usage. They also begin preparations for the final meeting, developing a special program that will demonstrate their new skills.

OBJECTIVES:
- To provide participants with experience in evaluating a speaker
- To provide participants with experience in using appropriate words in speaking

AGENDA:
1. Welcome
2. Table Topics™
3. "How to Say It" speeches
4. Speech evaluations by participants
5. Discussion of plans for session eight
6. General evaluation
7. Announcements
8. Adjournment

PERSONNEL:
- Coordinator
- General evaluator
- Topicsmaster
- One advisor per participant
- Timer
1. WELCOME.
The coordinator warmly welcomes participants and introduces club members who will be assisting with the program.

2. TABLE TOPICS™.
The coordinator introduces the Topicsmaster, who conducts Table Topics™. All participants are called upon for responses.

3. "HOW TO SAY IT" SPEECHES.
Participants present three- to five-minute speeches. The coordinator explains timing light procedure to participants. The timer operates the timing device. Green will be displayed at three minutes, amber at four minutes, and red at five minutes. Each speaker is introduced by another participant.

4. SPEECH EVALUATIONS BY PARTICIPANTS.
Each participant provides an oral evaluation for his or her assigned speaker. Written evaluations are given by advisors.

5. DISCUSSION OF ASSIGNMENTS FOR SESSION EIGHT.
Session eight is the final meeting and should feature a special program, showcasing participants and their new skills, to which family and friends are invited. The coordinator works with participants to plan the program. Participants are assigned to serve as Topicsmaster, timer, general evaluator, introducers, speakers and speech evaluators. The timer and general evaluator should be prepared to explain their roles to the audience. For session eight, the general evaluator will evaluate only the evaluators. Speakers may speak for three minutes; speeches should be about what the speakers have learned from the program. All participants should be assigned a speaking role.

6. GENERAL EVALUATION.
The coordinator introduces the general evaluator, who gives an evaluation of the meeting, noting its good points and areas needing improvement. The general evaluator, or another member experienced in evaluations, also evaluates the evaluators, pointing out the weaknesses and strengths of the evaluations.

7. ANNOUNCEMENTS.
The coordinator announces the time and place of the next meeting and any other important information.

8. ADJOURNMENT.
The coordinator adjourns the meeting.
SESSION 8

SUMMARY

Friends and family are invited to this special program showcasing participants' new skills. In addition, participants receive certificates of completion and club members are recognized for their contributions. Participants and guests are invited to attend and join the Toastmasters club.

OBJECTIVES:
- To allow participants to practice their newly acquired speaking skills
- To provide the opportunity for participants' family and friends to observe these new skills

AGENDA:
1. Welcome
2. Table Topics™
3. Speeches by participants
4. Speech evaluations by participants
5. Guest speaker
6. Presentation of certificates and expressions of appreciation
7. General evaluation
8. Invitation to join Toastmasters
9. Adjournment

PERSONNEL:
- Coordinator
- Advisors
- Guest speaker (club president or area governor, if possible)
1. WELCOME.
The coordinator warmly welcomes participants, family and guests and introduces participants to everyone. The coordinator then explains the importance of good speaking skills to guests and how the Speechcraft program has helped participants to learn these skills. The coordinator explains the program agenda.

2. TABLE TOPICS™.
The Coordinator introduces the Topicsmaster, who conducts Table Topics™. All participants are called upon for responses.

3. SPEECHES.
Participants present three-minute speeches. The timer explains timing light procedure to participants and operates the timing device. Green will be displayed at two minutes, amber at two minutes thirty seconds, and red at three minutes. Each speaker is introduced by another participant.

4. SPEECH EVALUATIONS BY PARTICIPANTS.
Each participant provides an oral evaluation for his or her assigned speaker.

5. GUEST SPEAKER.
The coordinator introduces the guest speaker.

6. PRESENTATION OF CERTIFICATES AND EXPRESSIONS OF APPRECIATION.
The coordinator presents certificates of completion to participants and also verbally recognizes those club members who have helped with the program, including advisors, educational presenters, general evaluators, timers and assistant coordinators, if any.

7. GENERAL EVALUATION.
The coordinator introduces the general evaluator, who for this special event only evaluates the evaluators, pointing out the weaknesses and strengths of the evaluations.

8. INVITATION TO JOIN TOASTMASTERS.
The coordinator explains how the Toastmasters program has helped millions of people around the world to improve their speaking skills, and that Speechcraft is just a small part of the program. The coordinator then invites Speechcraft participants to join the club to learn even more about speaking and invites guests to attend a club meeting and experience the program for themselves. The coordinator distributes brochures to participants and guests.

9. ADJOURNMENT.
The coordinator adjourns the meeting.
APPENDIX

Sometimes it is not possible to conduct a Speechcraft program in eight sessions. The program can also be conducted in four or six sessions. The four-session program should be conducted only if there are severe time constraints. Following are agendas for a four-session and six-session program.

Agendas for a Four-session Speechcraft

SESSION ONE
1. Welcome
2. Introductions
3. Distribution of Speechcraft manuals
4. Discussion on importance of good public speaking skills
5. Evaluation of present speaking skills
6. Introduction to Table Topics™
7. Educational presentation on selecting a speech topic
8. Evaluation of educational presentation
9. Discussion of assignments for session two speaker-advisor workshop
10. General evaluation
11. Announcements
12. Adjournment

SESSION TWO
1. Welcome
2. Table Topics™
3. Educational presentation on introducing a speaker
4. Evaluation of educational presentation
5. The “Ice Breaker” speeches
6. Speech evaluations by advisors
7. Discussion on speech organization
8. Discussion of assignments for session three speaker-advisor workshop

The coordinator asks participants to read chapters four, “Introducing a Speaker,” five, “Organize Your Speech,” and seven, “Evaluate the Speaker.” Participants will be introduced by other participants and be evaluated by other participants, so the coordinator must make assignments accordingly.

9. General evaluation
10. Announcements
11. Adjournment
SESSION THREE

1. Welcome
2. Table Topics™
3. "Organize Your Speech" presentations
4. Speech evaluations by participants
5. Educational presentation on general and specific speech purpose
6. Evaluation of educational presentation
7. Discussion of assignments for session four speaker-advisor workshop

The coordinator asks participants to read chapter six, "Get to the Point," in their workbooks and to prepare a three-minute speech based on the "Get to the Point" project. Participants will be introduced by other participants and be evaluated by other participants, so the coordinator must make assignments accordingly. Also, since session four is the final meeting, it should feature a special program to showcase participants and their new skills, to which family and friends are invited. In addition to serving as prepared speakers, introducers, and evaluators, participants are assigned to serve as Topicsmaster, timer, and general evaluator. The timer and general evaluator should be prepared to explain their roles to the audience. Speakers meet with their advisors for five to 10 minutes to plan their speech.

8. General evaluation
9. Announcements
10. Adjournment

SESSION FOUR

1. Welcome
2. Table Topics™
3. "Get to the Point" speeches
4. Speech evaluations by participants
5. Guest speaker
6. Presentation of certificates and expressions of appreciation
7. General evaluation
8. Invitation to join Toastmasters
9. Adjournment
Agendas for a Six-session Speechcraft

SESSION ONE
1. Welcome
2. Introductions
3. Distribution of Speechcraft manuals
4. Discussion on importance of good public speaking skills
5. Evaluation of present speaking skills
6. Introduction to Table Topics™
7. Educational presentation on selecting a speech topic
8. Evaluation of educational presentation
9. Discussion of assignments for session two speaker-advisor workshop
10. General evaluation
11. Announcements
12. Adjournment

SESSION TWO
1. Welcome
2. Table Topics™
3. Educational presentation on introducing a speaker
4. Evaluation of educational presentation
5. The "Ice Breaker" speeches
6. Speech evaluations by advisors
7. Educational presentation on speech organization
8. Discussion of assignments for session three speaker-advisor workshop
9. General evaluation
10. Announcements
11. Adjournment

SESSION THREE
1. Welcome
2. Table Topics™
3. "Organize Your Speech" speeches
4. Speech evaluations by advisors
5. Educational presentation on general and specific speech purpose
6. Evaluation of educational presentation
7. Discussion of assignments for session four speaker-advisor workshop
8. General evaluation
9. Announcements
10. Adjournment
SESSION FOUR
1. Welcome
2. Table Topics™
3. "Get to the Point" speeches
4. Speech evaluations by advisors
5. Educational presentation on gestures
6. Evaluation of educational presentation
7. Discussion on how to evaluate
8. Discussion of assignments for session five speaker-advisor workshop
9. General evaluation
10. Announcements
11. Adjournment

SESSION FIVE
1. Welcome
2. Table Topics™
3. “Your Body Speaks” speeches
4. Speech evaluations by participants
5. Review of progress
6. Educational presentation on vocal variety
7. Evaluation of educational presentation
8. Discussion of assignments for session six speaker-advisor workshop

The coordinator asks participants to read chapter nine, "Vocal Variety," in their workbooks and to prepare a three-minute speech based on the "Vocal Variety" project. Participants will be introduced by other participants and be evaluated by other participants, so the coordinator must make assignments accordingly. Also, since session six is the final meeting, it should feature a special program to showcase participants and their new skills, to which family and friends are invited. In addition to serving as prepared speakers, introducers and evaluators, participants are assigned to serve as Topicsmaster, timer, and general evaluator. The timer and general evaluator should be prepared to explain their roles to the audience. Speakers meet with their advisors for five to 10 minutes to plan their speech.

9. General evaluation
10. Announcements
11. Adjournment
SESSION SIX
1. Welcome
2. Table Topics™
3. "Vocal Variety" speeches
4. Speech evaluations by participants
5. Guest speaker
6. Presentation of certificates and expressions of appreciation
7. General evaluation
8. Invitation to join Toastmasters
9. Adjournment
HOW TO ADVISE SPEECHCRAFT PARTICIPANTS

Guidelines for Club Members Helping Participants

1. When assigned as an adviser, your task is to assist the participant, not do his or her work yourself.

2. You and your club members will learn as much, if not more, by your example as a Toastmaster as by your specific advice to the participants.

3. In the workshop sessions, you are expected to help your participant acquire skills that are in keeping with the information and instruction given in speeches presented by club members. Before advising your participant, review the Workbook for the speeches which apply to the workshop exercise.

4. Draw upon your own experiences to help the participant.

5. Be patient. Allow time for the participant to ask questions about material presented. Listen and answer any questions.

6. Don’t rush. If the participant needs more time, offer to work with him or her after the meeting or at another time.

7. Ask for the Speechcraft coordinator’s advice if any problems arise in your work as adviser.

8. Your participant expects your help in putting together a speech based on the information heard in the talks given by the Speechcraft staff. Your challenge is to help the individual apply the theories he/she has learned to his/her next speech.