START YOUR LEARNING EXPERIENCE NOW!

Welcome to Pathways! This unique learning experience will challenge and inspire you to reach new heights both personally and professionally.

To assist you in selecting your Path, here's an overview of the Paths available to you.

Explore the projects and speeches within each path by clicking on the Path that interests you.

DYNAMIC LEADERSHIP

This path helps you build your skills as an innovative communicator and leader. The projects on this path focus on how to negotiate a positive outcome together with building strong interpersonal communication and public speaking skills. Each project emphasizes developing leadership skills to use in complex situations, as well as creating innovative solutions to challenges. This path culminates in a "High Performance Leadership" project of your design.

EFFECTIVE COACHING

This path helps you build your skills as a positive communicator and leader. The projects on this path focus on understanding and building consensus, contributing to the development of others by coaching and establishing strong public speaking skills. Each project emphasizes the importance of effective interpersonal communication. This path culminates in a "High Performance Leadership" project of your design.

INNOVATIVE PLANNING

This path helps you build your skills as a public speaker and leader. The projects on this path focus on developing a strong connection with audience members when you present, speech writing and speech delivery. The projects contribute to building an understanding of the steps to manage a project, as well as creating innovative solutions. This path culminates in a "High Performance Leadership" project of your design.

LEADERSHIP DEVELOPMENT

This path helps you build your skills as an effective communicator and leader. The projects on this path focus on learning how to manage time, as well as how to develop and implement a plan. Public speaking and leading a team are emphasized in all projects. This path culminates in the planning and execution of an event that will allow you to apply everything you learned.

MOTIVATIONAL STRATEGIES

This path helps you build your skills as a powerful and effective communicator. The projects focus on learning strategies for building connections with the people around you, understanding motivation and successfully leading small groups to accomplish tasks. This path culminates in a comprehensive team-building project that brings all of your skills together—including public speaking.

PERSUASIVE INFLUENCE

This path helps you build your skills as an innovative communicator and leader. The projects on this path focus on how to negotiate a positive outcome together with building strong interpersonal communication and public speaking skills. Each project emphasizes developing leadership skills to use in complex situations, as well as creating innovative solutions to challenges. This path culminates in a "High Performance Leadership" project of your design.

PRESENTATION MASTERY

This path helps you build your skills as an accomplished public speaker. The projects on this path focus on learning how an audience responds to you and improving your connection with audience members. The projects contribute to developing an understanding of effective public speaking technique, including speech writing and speech delivery. This path culminates in an extended speech that will allow you to apply what you learned.

STRATEGIC RELATIONSHIPS

This path helps you build your skills as a leader in communication. The projects on this path focus on understanding diversity, building personal and/or professional connections with a variety of people and developing a public relations strategy. Communicating well interpersonally and as a public speaker is emphasized in each project. The path culminates in a project to apply your skills as a leader in a volunteer organization.

TEAM COLLABORATION

This path helps you build your skills as a collaborative leader. The projects on this path focus on active listening, motivating others and collaborating with a team. Each project contributes to building interpersonal communication and public speaking skills. This path culminates in a project focused on applying your leadership skills.

VISIONARY COMMUNICATION

This path helps you build your skills as a strategic communicator and leader. The projects on this path focus on developing your skills for sharing information with a group, planning communications and creating innovative solutions. Speech writing and speech delivery are emphasized in each project. This path culminates in the development and launch of a long-term personal or professional vision.

DYNAMIC LEADERSHIP

This path helps you build your skills as a strategic leader. The projects on this path focus on understanding leadership and communication styles, the effect of conflict on a group and the skills needed to defuse and direct conflict. These projects also emphasize the development of strategies to facilitate change in an organization or group, interpersonal communication and public speaking. This path culminates in a project focused on applying your leadership skills.

LEVEL ONE: Mastering Fundamentals
▶ Ice Breaker
▶ Evaluation and Feedback
▶ Researching and Presenting

LEVEL TWO: Learning Your Style
▶ Understanding Your Leadership Style
▶ Understanding Your Communication Style
▶ Introduction to Toastmasters Mentoring

LEVEL THREE: Increasing Knowledge
▶ Negotiate the Best Outcome

ELECTIVES (choose 2)
▶ Deliver Social Speeches
▶ Using Presentation Software
▶ Connect with Storytelling
▶ Creating Effective Visual Aids
▶ Using Descriptive Language
▶ Connect with Your Audience
▶ Make Connections Through Networking
▶ Focus on the Positive
▶ Inspire Your Audience
▶ Prepare for an Interview
▶ Understanding Vocal Variety
▶ Effective Body Language
▶ Active Listening

LEVEL FOUR: Building Skills
▶ Manage Change

ELECTIVES (choose 1)
▶ Create a Podcast
▶ Building a Social Media Presence
▶ Managing a Difficult Audience
▶ Write a Compelling Blog
▶ Manage Online Meetings
▶ Question-and-Answer Session
▶ Public Relations Strategies
▶ Manage Projects Successfully

LEVEL FIVE: Demonstrating Expertise
▶ Lead in Any Situation
▶ Reflect on Your Path

ELECTIVES (choose 1)
▶ Lessons Learned
▶ Moderate a Panel Discussion
▶ Ethical Leadership
▶ Leading in Your Volunteer Organization
▶ Prepare to Speak Professionally
▶ High Performance Leadership

EFFECTIVE COACHING

This path helps you build your skills as a positive communicator and leader. The projects on this path focus on understanding and building consensus, contributing to the development of others by coaching and establishing strong public speaking skills. Each project emphasizes the importance of effective interpersonal communication. This path culminates in a "High Performance Leadership" project of your design.

LEVEL ONE: Mastering Fundamentals
▶ Ice Breaker
▶ Evaluation and Feedback
▶ Researching and Presenting

LEVEL TWO: Learning Your Style
▶ Understanding Your Leadership Style
▶ Understanding Your Communication Style
▶ Introduction to Toastmasters Mentoring

LEVEL THREE: Increasing Knowledge
▶ Reaching Consensus

   ELECTIVES (choose 2)
   ▶ Deliver Social Speeches
   ▶ Using Presentation Software
   ▶ Connect with Storytelling
   ▶ Creating Effective Visual Aids
   ▶ Using Descriptive Language
   ▶ Connect with Your Audience
   ▶ Make Connections Through Networking
   ▶ Focus on the Positive
   ▶ Inspire Your Audience
   ▶ Prepare for an Interview
   ▶ Understanding Vocal Variety
   ▶ Effective Body Language
   ▶ Active Listening

LEVEL FOUR: Building Skills
▶ Improvement Through Positive Coaching

   ELECTIVES (choose 1)
   ▶ Create a Podcast
   ▶ Building a Social Media Presence
   ▶ Managing a Difficult Audience
   ▶ Write a Compelling Blog
   ▶ Manage Online Meetings
   ▶ Question-and-Answer Session
   ▶ Public Relations Strategies
   ▶ Manage Projects Successfully

LEVEL FIVE: Demonstrating Expertise
▶ High Performance Leadership
▶ Reflect on Your Path

   ELECTIVES (choose 1)
   ▶ Lessons Learned
   ▶ Moderate a Panel Discussion
   ▶ Ethical Leadership
   ▶ Leading in Your Volunteer Organization
   ▶ Prepare to Speak Professionally

INNOVATIVE PLANNING

This path helps you build your skills as a public speaker and leader. The projects on this path focus on developing a strong connection with audience members when you present, speech writing and speech delivery. The projects contribute to building an understanding of the steps to manage a project, as well as creating innovative solutions. This path culminates in a "High Performance Leadership" project of your design.

LEVEL ONE: Mastering Fundamentals
▸ Ice Breaker
▸ Evaluation and Feedback
▸ Researching and Presenting

LEVEL TWO: Learning Your Style
▸ Understanding Your Leadership Style
▸ Connect With Your Audience
▸ Introduction to Toastmasters Mentoring

LEVEL THREE: Increasing Knowledge
▸ Present a Proposal

ELECTIVES (choose 2)
▸ Deliver Social Speeches
▸ Using Presentation Software
▸ Connect with Storytelling
▸ Creating Effective Visual Aids
▸ Using Descriptive Language
▸ Make Connections Through Networking
▸ Focus on the Positive
▸ Inspire Your Audience
▸ Prepare for an Interview
▸ Understanding Vocal Variety
▸ Effective Body Language
▸ Active Listening

LEVEL FOUR: Building Skills
▸ Manage Projects Successfully

ELECTIVES (choose 1)
▸ Create a Podcast
▸ Building a Social Media Presence
▸ Managing a Difficult Audience
▸ Write a Compelling Blog
▸ Manage Online Meetings
▸ Question-and-Answer Session
▸ Public Relations Strategies

LEVEL FIVE: Demonstrating Expertise
▸ High Performance Leadership
▸ Reflect on Your Path

ELECTIVES (choose 1)
▸ Lessons Learned
▸ Moderate a Panel Discussion
▸ Ethical Leadership
▸ Leading in Your Volunteer Organization
▸ Prepare to Speak Professionally

LEADERSHIP DEVELOPMENT

This path helps you build your skills as an effective communicator and leader. The projects on this path focus on learning how to manage time, as well as how to develop and implement a plan. Public speaking and leading a team are emphasized in all projects. This path culminates in the planning and execution of an event that will allow you to apply everything you learned.

LEVEL ONE: Mastering Fundamentals
▶ Ice Breaker
▶ Evaluation and Feedback
▶ Researching and Presenting

LEVEL TWO: Learning Your Style
▶ Understanding Your Leadership Style
▶ Managing Time
▶ Introduction to Toastmasters Mentoring

LEVEL THREE: Increasing Knowledge
▶ Planning and Implementing

ELECTIVES (choose 2)
▶ Deliver Social Speeches
▶ Using Presentation Software
▶ Connect with Storytelling
▶ Creating Effective Visual Aids
▶ Using Descriptive Language
▶ Connect with Your Audience
▶ Make Connections Through Networking
▶ Focus on the Positive
▶ Inspire Your Audience
▶ Prepare for an Interview
▶ Understanding Vocal Variety
▶ Effective Body Language
▶ Active Listening

LEVEL FOUR: Building Skills
▶ Leading Your Team

ELECTIVES (choose 1)
▶ Create a Podcast
▶ Building a Social Media Presence
▶ Managing a Difficult Audience
▶ Write a Compelling Blog
▶ Manage Online Meetings
▶ Question-and-Answer Session
▶ Public Relations Strategies
▶ Manage Projects Successfully

LEVEL FIVE: Demonstrating Expertise
▶ Manage Successful Events
▶ Reflect on Your Path

ELECTIVES (choose 1)
▶ Lessons Learned
▶ Moderate a Panel Discussion
▶ Ethical Leadership
▶ Leading in Your Volunteer Organization
▶ Prepare to Speak Professionally
▶ High Performance Leadership

MOTIVATIONAL STRATEGIES

This path helps you build your skills as a powerful and effective communicator. The projects focus on learning strategies for building connections with the people around you, understanding motivation and successfully leading small groups to accomplish tasks. This path culminates in a comprehensive team-building project that brings all of your skills together—including public speaking.

LEVEL ONE: Mastering Fundamentals
▶ Ice Breaker
▶ Evaluation and Feedback
▶ Researching and Presenting

LEVEL TWO: Learning Your Style
▶ Active Listening
▶ Understanding Your Communication Style
▶ Introduction to Toastmasters Mentoring

LEVEL THREE: Increasing Knowledge
▶ Understanding Emotional Intelligence

ELECTIVES (choose 2)
▶ Deliver Social Speeches
▶ Using Presentation Software
▶ Connect with Storytelling
▶ Creating Effective Visual Aids
▶ Using Descriptive Language
▶ Connect with Your Audience
▶ Make Connections Through Networking
▶ Focus on the Positive
▶ Inspire Your Audience
▶ Prepare for an Interview
▶ Understanding Vocal Variety
▶ Effective Body Language

LEVEL FOUR: Building Skills
▶ Motivate Others

ELECTIVES (choose 1)
▶ Create a Podcast
▶ Building a Social Media Presence
▶ Managing a Difficult Audience
▶ Write a Compelling Blog
▶ Manage Online Meetings
▶ Question-and-Answer Session
▶ Public Relations Strategies
▶ Manage Projects Successfully

LEVEL FIVE: Demonstrating Expertise
▶ Team Building
▶ Reflect on Your Path

ELECTIVES (choose 1)
▶ Lessons Learned
▶ Moderate a Panel Discussion
▶ Ethical Leadership
▶ Leading in Your Volunteer Organization
▶ Prepare to Speak Professionally
▶ High Performance Leadership

PERSUASIVE INFLUENCE

This path helps you build your skills as an innovative communicator and leader. The projects on this path focus on how to negotiate a positive outcome together with building strong interpersonal communication and public speaking skills. Each project emphasizes developing leadership skills to use in complex situations, as well as creating innovative solutions to challenges. This path culminates in a "High Performance Leadership" project of your design.

LEVEL ONE: Mastering Fundamentals
▶ Ice Breaker
▶ Evaluation and Feedback
▶ Researching and Presenting

LEVEL TWO: Learning Your Style
▶ Understanding Your Leadership Style
▶ Active Listening
▶ Introduction to Toastmasters Mentoring

LEVEL THREE: Increasing Knowledge
▶ Understanding Conflict Resolution

ELECTIVES (choose 2)
▶ Deliver Social Speeches
▶ Using Presentation Software
▶ Connect with Storytelling
▶ Creating Effective Visual Aids
▶ Using Descriptive Language
▶ Connect with Your Audience
▶ Make Connections Through Networking
▶ Focus on the Positive
▶ Inspire Your Audience
▶ Prepare for an Interview
▶ Understanding Vocal Variety
▶ Effective Body Language

LEVEL FOUR: Building Skills
▶ Leading in Difficult Situations

ELECTIVES (choose 1)
▶ Create a Podcast
▶ Building a Social Media Presence
▶ Managing a Difficult Audience
▶ Write a Compelling Blog
▶ Manage Online Meetings
▶ Question-and-Answer Session
▶ Public Relations Strategies
▶ Manage Projects Successfully

LEVEL FIVE: Demonstrating Expertise
▶ High Performance Leadership
▶ Reflect on Your Path

ELECTIVES (choose 1)
▶ Lessons Learned
▶ Moderate a Panel Discussion
▶ Ethical Leadership
▶ Leading in Your Volunteer Organization
▶ Prepare to Speak Professionally

PRESENTATION MASTERY

This path helps you build your skills as an accomplished public speaker. The projects on this path focus on learning how an audience responds to you and improving your connection with audience members. The projects contribute to developing an understanding of effective public speaking technique, including speech writing and speech delivery. This path culminates in an extended speech that will allow you to apply what you learned.

LEVEL ONE: Mastering Fundamentals
▸ Ice Breaker
▸ Evaluation and Feedback
▸ Researching and Presenting

LEVEL TWO: Learning Your Style
▸ Understanding Your Communication Style
▸ Effective Body Language
▸ Introduction to Toastmasters Mentoring

LEVEL THREE: Increasing Knowledge
▸ Persuasive Speaking

ELECTIVES (choose 2)
▸ Deliver Social Speeches
▸ Using Presentation Software
▸ Connect with Storytelling
▸ Creating Effective Visual Aids
▸ Using Descriptive Language
▸ Connect with Your Audience
▸ Make Connections Through Networking
▸ Focus on the Positive
▸ Inspire Your Audience
▸ Prepare for an Interview
▸ Understanding Vocal Variety
▸ Active Listening

LEVEL FOUR: Building Skills
▸ Managing a Difficult Audience

ELECTIVES (choose 1)
▸ Create a Podcast
▸ Building a Social Media Presence
▸ Write a Compelling Blog
▸ Manage Online Meetings
▸ Question-and-Answer Session
▸ Public Relations Strategies
▸ Manage Projects Successfully

LEVEL FIVE: Demonstrating Expertise
▸ Prepare to Speak Professionally
▸ Reflect on Your Path

ELECTIVES (choose 1)
▸ Lessons Learned
▸ Moderate a Panel Discussion
▸ Ethical Leadership
▸ Leading in Your Volunteer Organization
▸ High Performance Leadership

STRATEGIC RELATIONSHIPS

This path helps you build your skills as a leader in communication. The projects on this path focus on understanding diversity, building personal and/or professional connections with a variety of people and developing a public relations strategy. Communicating well interpersonally and as a public speaker is emphasized in each project. The path culminates in a project to apply your skills as a leader in a volunteer organization.

LEVEL ONE: Mastering Fundamentals
▶ Ice Breaker
▶ Evaluation and Feedback
▶ Researching and Presenting

LEVEL TWO: Learning Your Style
▶ Understanding Your Leadership Style
▶ Cross-Cultural Understanding
▶ Introduction to Toastmasters Mentoring

LEVEL THREE: Increasing Knowledge
▶ Make Connections Through Networking

ELECTIVES (choose 2)
▶ Deliver Social Speeches
▶ Using Presentation Software
▶ Connect with Storytelling
▶ Creating Effective Visual Aids
▶ Using Descriptive Language
▶ Connect with Your Audience
▶ Focus on the Positive
▶ Inspire Your Audience
▶ Prepare for an Interview
▶ Understanding Vocal Variety
▶ Effective Body Language
▶ Active Listening

LEVEL FOUR: Building Skills
▶ Public Relations Strategies

ELECTIVES (choose 1)
▶ Create a Podcast
▶ Building a Social Media Presence
▶ Managing a Difficult Audience
▶ Write a Compelling Blog
▶ Manage Online Meetings
▶ Question-and-Answer Session
▶ Manage Projects Successfully

LEVEL FIVE: Demonstrating Expertise
▶ Leading in Your Volunteer Organization
▶ Reflect on Your Path

ELECTIVES (choose 1)
▶ Lessons Learned
▶ Moderate a Panel Discussion
▶ Ethical Leadership
▶ Prepare to Speak Professionally
▶ High Performance Leadership

TEAM COLLABORATION

This path helps you build your skills as a collaborative leader. The projects on this path focus on active listening, motivating others and collaborating with a team. Each project contributes to building interpersonal communication and public speaking skills. This path culminates in a project focused on applying your leadership skills.

LEVEL ONE: Mastering Fundamentals
▶ Ice Breaker
▶ Evaluation and Feedback
▶ Researching and Presenting

LEVEL TWO: Learning Your Style
▶ Understanding Your Leadership Style
▶ Active Listening
▶ Introduction to Toastmasters Mentoring

LEVEL THREE: Increasing Knowledge
▶ Successful Collaboration

ELECTIVES (choose 2)
▶ Deliver Social Speeches
▶ Using Presentation Software
▶ Connect with Storytelling
▶ Creating Effective Visual Aids
▶ Using Descriptive Language
▶ Connect with Your Audience
▶ Make Connections Through Networking
▶ Focus on the Positive
▶ Inspire Your Audience
▶ Prepare for an Interview
▶ Understanding Vocal Variety
▶ Effective Body Language

LEVEL FOUR: Building Skills
▶ Motivate Others

ELECTIVES (choose 1)
▶ Create a Podcast
▶ Building a Social Media Presence
▶ Managing a Difficult Audience
▶ Write a Compelling Blog
▶ Manage Online Meetings
▶ Question-and-Answer Session
▶ Public Relations Strategies
▶ Manage Projects Successfully

LEVEL FIVE: Demonstrating Expertise
▶ Lead in Any Situation
▶ Reflect on Your Path

ELECTIVES (choose 1)
▶ Lessons Learned
▶ Moderate a Panel Discussion
▶ Ethical Leadership
▶ Prepare to Speak Professionally
▶ High Performance Leadership

VISIONARY COMMUNICATION

This path helps you build your skills as a strategic communicator and leader. The projects on this path focus on developing your skills for sharing information with a group, planning communications and creating innovative solutions. Speech writing and speech delivery are emphasized in each project. This path culminates in the development and launch of a long-term personal or professional vision.

LEVEL ONE: Mastering Fundamentals
▸ Ice Breaker
▸ Evaluation and Feedback
▸ Researching and Presenting

LEVEL TWO: Learning Your Style
▸ Understanding Your Leadership Style
▸ Understanding Your Communication Style
▸ Introduction to Toastmasters Mentoring

LEVEL THREE: Increasing Knowledge
▸ Develop a Communication Plan

ELECTIVES (choose 2)
▸ Deliver Social Speeches
▸ Using Presentation Software
▸ Connect with Storytelling
▸ Creating Effective Visual Aids
▸ Using Descriptive Language
▸ Connect with Your Audience
▸ Make Connections Through Networking
▸ Focus on the Positive
▸ Inspire Your Audience
▸ Prepare for an Interview
▸ Understanding Vocal Variety
▸ Effective Body Language
▸ Active Listening

LEVEL FOUR: Building Skills
▸ Communicate Change

ELECTIVES (choose 1)
▸ Create a Podcast
▸ Building a Social Media Presence
▸ Managing a Difficult Audience
▸ Write a Compelling Blog
▸ Manage Online Meetings
▸ Question-and-Answer Session
▸ Public Relations Strategies
▸ Manage Projects Successfully

LEVEL FIVE: Demonstrating Expertise
▸ Develop Your Vision
▸ Reflect on Your Path

ELECTIVES (choose 1)
▸ Lessons Learned
▸ Moderate a Panel Discussion
▸ Ethical Leadership
▸ High Performance Leadership
▸ Leading in Your Volunteer Organization
▸ Prepare to Speak Professionally

PROJECT DESCRIPTION
Active Listening

This project covers the difference between hearing and listening, and steps for exploring the ways listening helps build strong, lasting connections.

Purpose: The purpose of this project is to demonstrate your ability to listen to what others say.

Overview: At a club meeting, fulfill the role of Topicsmaster. As Topicsmaster, comment on each speaker's Table Topics® speech to demonstrate your active listening skills. For example, you might say, "Thank you. That was a compelling opinion on the benefits of gardening. I understand you feel strongly that everyone needs to spend some time doing something they love."

This project includes:

- Serving as Topicsmaster at a club meeting

EVALUATION FORM
Active Listening

Member Name _____   Date _____

Evaluator _____   **Speech Length:** 5 – 7 minutes

Speech Title	

Purpose Statement

The purpose of this project is for the member to demonstrate his or her ability to listen to what others say.

Notes for the Evaluator

The member completing this project is practicing active listening. At your club meeting today, he or she is leading Table Topics®.

Listen for: A well-run Table Topics® session. As Topicsmaster, the member should make short, affirming statements after each speaker completes an impromptu speech, indicating he or she heard and understood each speaker. For example, the member may say, "Thank you, Toastmaster Smith, for your comments on visiting the beach. It sounds like you really appreciate how much your dog loves to play in the water."

The goal is for the member to clearly show that he or she listened and can use some of the active listening skills discussed in the project. The member completing the project is the ONLY person who needs to show active listening. The member should not try to teach or have others demonstrate active listening skills. The member should follow all established protocols for a Table Topics® session.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

| 5 | 4 | 3 | 2 | 1 | Comment: |

Vocal Variety: Uses tone, speed, and volume as tools

| 5 | 4 | 3 | 2 | 1 | Comment: |

Eye Contact: Effectively uses eye contact to engage audience

| 5 | 4 | 3 | 2 | 1 | Comment: |

Comfort Level: Appears comfortable in the role of Topicsmaster

| 5 | 4 | 3 | 2 | 1 | Comment: |

Active Listening: Responds to specific content after each Table Topics® speech

| 5 | 4 | 3 | 2 | 1 | Comment: |

Engagement: Shows interest when others are speaking

| 5 | 4 | 3 | 2 | 1 | Comment: |

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

Comfort Level

5 – Appears completely self-assured in the role of Topicsmaster

4 – Appears fully at ease in the role of Topicsmaster

3 – Appears comfortable in the role of Topicsmaster

2 – Appears uncomfortable in the role of Topicsmaster

1 – Appears highly uncomfortable in the role of Topicsmaster

Active Listening

5 – Responds with interest and fully supportive comments after each Table Topics® speech

4 – Responds with clear interest after each Table Topics® speech

3 – Responds to specific content after each Table Topics® speech

2 – Responds to specific content after some Table Topics® speeches

1 – Responds to content after few or no Table Topics® speeches

Engagement

5 – Highly interested and engaged with every speaker

4 – Shows interest and is fully engaged when all others are speaking

3 – Shows interest when others are speaking

2 – Shows some interest in speakers

1 – Shows little or no interest in speakers

PROJECT DESCRIPTION
Building a Social Media Presence

This project addresses how best to use different types of online communication. You will create and maintain an online profile to promote yourself or an organization.

Purpose: The purpose of this project is to apply your understanding of social media to enhance an established or new social media presence.

Overview: Use this project and your own research to build a new social media presence or enhance an existing presence. You may focus on a personal goal (such as connecting with old friends or promoting a blog) or on a professional goal (such as promoting a business or organization). Use the tools you identify as best for you and your purpose. After you achieve your goal, deliver a 5- to 7-minute speech to your club about your results, experience, and the benefits of social media. Submit the Project Completion Form to your vice president education to receive credit for completing the project.

Note: With the vice president public relation's approval, you may choose to create a social media presence for your Toastmasters club.

This project includes:

- Establishing or enhancing a social media presence
- The Project Completion Form
- A 5- to 7-minute speech

EVALUATION FORM
Building a Social Media Presence

Member Name _____   **Date** _____

Evaluator _____   **Speech Length:** 5 – 7 minutes

Speech Title	

Purpose Statements
- The purpose of this project is for the member to apply his or her understanding of social media to enhance an established or new social media presence.
- The purpose of this speech is for the member to share some aspect of his or her experience establishing or enhancing a social media presence.

Notes for the Evaluator
During the completion of this project, the member:
- Spent time building a new or enhancing an existing social media presence
- Generated posts to a social media platform of his or her choosing. It may have been for a personal or professional purpose.

About this speech:
- The member will deliver a well-organized speech about his or her experience.
- The member may choose to speak about the experience as a whole or focus on one or two aspects.
- The speech should not be a report on the content of the "Building a Social Media Presence" project.

General Comments
You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	**4**	**3**	**2**	**1**
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

   5   **4**   **3**   **2**   **1**

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

   5   **4**   **3**   **2**   **1**

Comment:

Eye Contact: Effectively uses eye contact to engage audience

   5   **4**   **3**   **2**   **1**

Comment:

Gestures: Uses physical gestures effectively

   5   **4**   **3**   **2**   **1**

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

   5   **4**   **3**   **2**   **1**

Comment:

Comfort Level: Appears comfortable with the audience

   5   **4**   **3**   **2**   **1**

Comment:

Interest: Engages audience with interesting, well-constructed content

   5   **4**   **3**   **2**   **1**

Comment:

Topic: Shares the impact of initiating or increasing a social media presence

   5   **4**   **3**   **2**   **1**

Comment:

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

Topic

5 – Delivers an exemplary speech about the impact of initiating or increasing a social media presence

4 – Delivers a compelling speech about the impact of initiating or increasing a social media presence

3 – Shares the impact of initiating or increasing a social media presence

2 – Mentions the impact of initiating or increasing a social media presence, but does not fully address

1 – Speaks on a topic other than the impact of initiating or increasing a social media presence

PROJECT DESCRIPTION
Communicate Change

This project focuses on creating a communication plan by gathering evidence to support the need for change and communicating change with your audience.

Purpose: The purpose of this project is to practice the skills needed to effectively communicate change to a group or organization.

Overview: Develop a plan for communicating a change to an audience affected by the change. At a club meeting, communicate the change in a 5- to 7-minute speech. You may speak about a real or hypothetical change that affects your club or another group in your life. This speech is not a report on the content of this project, but a speech about how you would or will communicate a real or hypothetical change.

This project includes:

- Developing a plan for communicating change
- A 5- to 7-minute speech

EVALUATION FORM
Communicate Change

Member Name _____   Date _____

Evaluator _____   **Speech Length:** 5 – 7 minutes

Speech Title	

Purpose Statements

- The purpose of this project is for the member to practice the skills needed to effectively communicate change to a group or organization.
- The purpose of this speech is for the member to practice speaking about change.

Notes for the Evaluator

The member completing this project spent time preparing a plan for communicating change to groups affected by the change. Check with the member to understand the change and the audience your club represents.

Listen for: A well-organized speech about a real or hypothetical change. The speech may be humorous or informational, but must reflect an understanding of the audience. For example, if the member is announcing the departure of a company's CEO, it would likely be inappropriate to give a humorous speech. Focus part of your evaluation on how effectively the member communicates the change, both in tone and with ample information about the impact of the change.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5 EXEMPLARY	**4** EXCELS	**3** ACCOMPLISHED	**2** EMERGING	**1** DEVELOPING

Clarity: Spoken language is clear and is easily understood

5   **4**   **3**   **2**   **1**

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5   **4**   **3**   **2**   **1**

Comment:

Eye Contact: Effectively uses eye contact to engage audience

5   **4**   **3**   **2**   **1**

Comment:

Gestures: Uses physical gestures effectively

5   **4**   **3**   **2**   **1**

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5   **4**   **3**   **2**   **1**

Comment:

Comfort Level: Appears comfortable with the audience

5   **4**   **3**   **2**   **1**

Comment:

Interest: Engages audience with interesting, well-constructed content

5   **4**   **3**   **2**   **1**

Comment:

Communication: Effectively communicates the need for change

5   **4**   **3**   **2**   **1**

Comment:

Tone: The tone and content of the speech are appropriate for the change described

5   **4**   **3**   **2**   **1**

Comment:

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

Communication

5 – Explanation of the need for change is exemplary
4 – Gives a clear and highly effective explanation of the need for change
3 – Effectively communicates the need for change
2 – Provides a vague or unsatisfactory need for change
1 – Does not effectively communicate the need for change

Tone

5 – Uses tone and content to enhance an exemplary speech about a change
4 – Makes excellent use of tone and content to effectively deliver the speech about change
3 – The tone and content of the speech are appropriate for the change described
2 – The tone and content of the speech seem somewhat disconnected from the change described
1 – The tone and content of the speech are inappropriate for the change described

PROJECT DESCRIPTION
Connect with Storytelling

This project addresses storytelling techniques and descriptive skills to help make every speech relatable and interesting.

Purpose: The purpose of this project is to practice using a story within a speech or giving a speech that is a story.

Overview: Choose an established story, a story about your life, or a fictional tale of your own creation. Deliver the 5- to 7-minute speech at a club meeting.

This project includes:

- A 5- to 7-minute speech

EVALUATION FORM

Connect with Storytelling

Member Name _____   Date _____

Evaluator _____   **Speech Length:** 5 – 7 minutes

Speech Title

Purpose Statement

The purpose of this project is for the member to practice using a story within a speech or giving a speech that is a story.

Notes for the Evaluator

The member completing this project is focusing on using stories in a speech or creating a speech that is a story. The member may use any type of story: personal, well-known fiction, or one of his or her own creation.

Listen for a well-organized speech that is a story or includes a story.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5 EXEMPLARY	**4** EXCELS	**3** ACCOMPLISHED	**2** EMERGING	**1** DEVELOPING

Clarity: Spoken language is clear and is easily understood

    5   **4**   **3**   **2**   **1**

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

    5   **4**   **3**   **2**   **1**

Comment:

Eye Contact: Effectively uses eye contact to engage audience

    5   **4**   **3**   **2**   **1**

Comment:

Gestures: Uses physical gestures effectively

    5   **4**   **3**   **2**   **1**

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

    5   **4**   **3**   **2**   **1**

Comment:

Comfort Level: Appears comfortable with the audience

    5   **4**   **3**   **2**   **1**

Comment:

Interest: Engages audience with interesting, well-constructed content

    5   **4**   **3**   **2**   **1**

Comment:

Impact: Story has the intended impact on the audience

    5   **4**   **3**   **2**   **1**

Comment:

Pace: Pacing enhances the delivery of both the story and the rest of the speech. (Evaluate this competency only if the member includes a story as part of a larger speech.)

    5   **4**   **3**   **2**   **1**

Comment:

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

Impact

5 – Story enthralls the audience and is a perfect complement to the speech content

4 – Story enhances the speech and heightens audience engagement

3 – Story has the intended impact on the audience

2 – Story makes some impact on the audience

1 – Story makes little or no impact on the audience

Pace (Evaluate this competency only if the member includes a story as part of a larger speech.)

5 – Story flows perfectly with overall content to contribute to an exemplary speech

4 – Pacing contributes substantially to the effectiveness of the story and the overall speech

3 – Pacing enhances the delivery of both the story and the rest of the speech

2 – Pacing of the story disrupts the flow of the rest of the speech

1 – Pacing of story detracts from the delivery of the speech

PROJECT DESCRIPTION
Connect with Your Audience

This project focuses on different audience types and how to address them effectively.

Purpose: The purpose of this project is to practice the skills needed to connect with an unfamiliar audience.

Overview: Develop a 5- to 7-minute speech on a topic that is unfamiliar to the majority of your audience. Because you deliver this speech in your Toastmasters club, you are familiar with the audience members' preferences and personalities. Selecting a topic that is new or unfamiliar to your club members will allow you to practice adapting as you present. As you speak, monitor the audience's reaction to your topic and adapt as necessary to maintain engagement.

This project includes:

- A 5- to 7-minute speech

Member Name _____   **Date** _____

Evaluator _____   **Speech Length:** 5 – 7 minutes

Speech Title	

Purpose Statement

The purpose of this project is for the member to practice the skills needed to connect with an unfamiliar audience.

Notes for the Evaluator

The member completing this project is practicing the skills needed to connect with an unfamiliar audience. To do this, the member presents a topic that is new or unfamiliar to your club members.

Listen for: A topic that is unusual or unexpected in your club. Take note of the member's ability to present the unusual topic in a way that keeps the audience engaged. This speech is not a report on the content of the "Connect with Your Audience" project.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

5   4   3   2   1

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5   4   3   2   1

Comment:

Eye Contact: Effectively uses eye contact to engage audience

5   4   3   2   1

Comment:

Gestures: Uses physical gestures effectively

5   4   3   2   1

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5   4   3   2   1

Comment:

Comfort Level: Appears comfortable with the audience

5   4   3   2   1

Comment:

Interest: Engages audience with interesting, well-constructed content

5   4   3   2   1

Comment:

Topic: Topic is new or unusual for audience members and challenges speaker to adapt while presenting

5   4   3   2   1

Comment:

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

Topic

5 – Exemplary use of topic that challenges speaker to adapt to audience needs and level of understanding

4 – Makes excellent use of topic to practice delivering a challenging speech that requires regular adaptations to accommodate audience

3 – Topic is new or unusual for audience members and challenges speaker to adapt while presenting

2 – Topic is somewhat unfamiliar to audience members, but does not challenge speaker to adapt while presenting

1 – Topic is highly familiar to audience members and does not challenge speaker to adapt while presenting

PROJECT DESCRIPTION
Create a Podcast

This project addresses the skills you need to develop a podcast, create interesting content and organize a cohesive program. You will learn how to record and upload it to the internet.

Purpose: The purpose of this project is to introduce you to the skills needed to organize and present a podcast.

Overview: Use this project and your own research to create a podcast. Record a minimum of 60 minutes of content. You are free to divide the episodes as you choose. Each separate episode must be at least 10 minutes, but may be longer if it fits your topic and style. After you record all content, play a 5- to 10-minute segment in your club. Introduce the segment in a 2- to 3-minute speech.

This project includes:

- Recording 60 minutes of podcast content
- A 2- to 3-minute introduction speech

EVALUATION FORM
Create a Podcast

Member Name _____   Date _____

Evaluator _____   **Speech Length:** 2- to 3-minute intro
5- to 10-minute podcast segment

Speech Title

Purpose Statements

- The purpose of this project is for the member to be introduced to the skills needed to organize and present a podcast.
- The purpose of this speech is for the member to introduce his or her podcast and to present a segment of the podcast.

Notes for the Evaluator

During the completion of this project, the member learned about and created a podcast.

About this speech:

- You will evaluate the member as a presenter on the podcast.
- The member will present well-organized podcast content. The podcast may be an interview, a group discussion, or the member speaking about a topic.
- The member should demonstrate excellent speaking skills.
- Regardless of the topic or style, the podcast should be engaging to the audience.
- This speech should not be a report on the content of the "Create a Podcast" project.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

5	4	3	2	1

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5	4	3	2	1

Comment:

Eye Contact: Effectively uses eye contact to engage audience*

5	4	3	2	1

Comment:

Gestures: Uses physical gestures effectively*

5	4	3	2	1

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs*

5	4	3	2	1

Comment:

Comfort Level: Appears comfortable with the live audience

5	4	3	2	1

Comment:

Interest: Engages audience with interesting, well-constructed content

5	4	3	2	1

Comment:

Podcast: Content and delivery of podcast are engaging

5	4	3	2	1

Comment:

Use these criteria to evaluate the 2- to 3-minute podcast introduction speech presented in person to the club.

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 live audience

4 – Appears fully at ease with the live audience

3 – Appears comfortable with the live audience

2 – Appears uncomfortable with the live audience

1 – Appears highly uncomfortable with the live 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

Podcast

5 – Podcast content and delivery are exemplary

4 – Podcast content and delivery are highly engaging

3 – Content and delivery of podcast are engaging

2 – Podcast has some moments of quality content and/or delivery but could be stronger

1 – Podcast is less than engaging and/or delivery needs improvement

Use these criteria to evaluate the 2- to 3-minute podcast introduction speech presented in person to the club.

WHERE LEADERS ARE MADE

PROJECT DESCRIPTION
Creating Effective Visual Aids

This project addresses effective methods for choosing the best visual aid for your presentation along with the creation and use of each type.

Purpose: The purpose of this project is to practice selecting and using a variety of visual aids during a speech.

Overview: Choose a speech topic that lends itself well to using visual aids. Create at least one but no more than three visual aids to enhance your presentation. Deliver your 5- to 7-minute presentation at a club meeting.

This project includes:

- Creating one to three visual aids
- A 5- to 7-minute speech

Member Name _____   Date _____

Evaluator _____   **Speech Length:** 5 – 7 minutes

Speech Title

Purpose Statement

The purpose of this project is for the member to practice selecting and using a variety of visual aids during a speech.

Notes for the Evaluator

The member completing this project is practicing the skills needed to use visual aids effectively during a speech. The member may choose any type of visual aid(s). He or she may use a minimum of one but no more than three visual aids.

Listen for: A well-organized speech that lends well to the visual aid(s) the member selected.

Watch for: The effective use of any and all visual aids. The use of the aid should be seamless and enhance the content of the speech. This speech should not be a report on the content of the "Creating Effective Visual Aids" project.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

5	4	3	2	1	Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5	4	3	2	1	Comment:

Eye Contact: Effectively uses eye contact to engage audience

5	4	3	2	1	Comment:

Gestures: Uses physical gestures effectively

5	4	3	2	1	Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5	4	3	2	1	Comment:

Comfort Level: Appears comfortable with the audience

5	4	3	2	1	Comment:

Interest: Engages audience with interesting, well-constructed content

5	4	3	2	1	Comment:

Visual Aid: Visual aid effectively supports the topic and speech

5	4	3	2	1	Comment:

Topic: Topic is well-selected for making the most of visual aids

5	4	3	2	1	Comment:

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

Visual Aid

5 – Use of visual aid is exemplary, raising the level of topic and speech

4 – Visual aid enhances the topic and the speech

3 – Visual aid effectively supports the topic and speech

2 – Visual aid contributes somewhat to topic or speech, but could be improved

1 – Visual aid does little to support the topic of the speech

Topic

5 – Topic and visual aids connect perfectly to create an exemplary presentation

4 – Topic is highly conducive to the use of visual aids

3 – Topic is well-selected for making the most of visual aids

2 – Topic is somewhat conducive to using visual aids

1 – Topic does not lend itself well to using visual aids

PROJECT DESCRIPTION
Cross-Cultural Understanding

This project focuses on understanding the cultures with which you identify and the impact of stereotypes associated with your cultures and others.

Purpose: The purpose of this project is to identify your own cultural identities and the stereotypes that impact others' perceptions of you.

Overview: Develop a 5- to 7-minute speech about the cultures with which you most closely identify and the personal impact of the stereotypes commonly associated with those cultures. You may need to spend some time researching the stereotypes believed about your cultures, especially if you are a member of the most dominant cultures in your geographic area. Be aware that all cultural identities have some sort of affiliated stereotype, even if it is obscure or uncommon.

This project includes:

- The Defining Your Cultural Identity resource
- A 5- to 7-minute speech

EVALUATION FORM
Cross-Cultural Understanding

Member Name _____   **Date** _____

Evaluator _____   **Speech Length:** 5 – 7 minutes

Speech Title

Purpose Statement

The purpose of this project is for the member to identify his or her own cultural identities and the stereotypes that impact others' perceptions of him or her.

Notes for the Evaluator

The member completing this project has spent time identifying his or her own cultural identities and associated stereotypes. A culture is defined as a group with which a person associates. Some examples include country of origin, gender, being a member of a certain profession, religious affiliation, an animal lover, or a sports fan.

About this speech:

- The member will deliver a well-organized speech.
- The member will share some aspect of his or her cultural identity and the stereotypes that impact others' perceptions of him or her.
- The speech may be humorous, informative, or any style the member chooses.
- The speech should not be a report on the content of the "Cross-Cultural Understanding" project.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5 EXEMPLARY	**4** EXCELS	**3** ACCOMPLISHED	**2** EMERGING	**1** DEVELOPING

Clarity: Spoken language is clear and is easily understood

    5   4   3   2   1

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

    5   4   3   2   1

Comment:

Eye Contact: Effectively uses eye contact to engage audience

    5   4   3   2   1

Comment:

Gestures: Uses physical gestures effectively

    5   4   3   2   1

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

    5   4   3   2   1

Comment:

Comfort Level: Appears comfortable with the audience

    5   4   3   2   1

Comment:

Interest: Engages audience with interesting, well-constructed content

    5   4   3   2   1

Comment:

Topic: Addresses some aspect of one or more or his or her cultures and the associated stereotypes

    5   4   3   2   1

Comment:

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

Topic

5 – Gives an exemplary speech about one or more of his or her cultures and the associated stereotypes

4 – Presents a well-thought-out speech about one or more of his or her cultures and the associated stereotypes

3 – Addresses some aspect of one or more or his or her cultures and the associated stereotypes

2 – Mentions some aspect of one or more of his or her cultures and the associated stereotypes, but does not fully address

1 – Does not address any aspect of his or her cultures or the associated stereotypes

PROJECT DESCRIPTION
Deliver Social Speeches

This project addresses the skills needed to compose a speech for a social occasion including a toast, eulogy, an acceptance speech and a speech praising an individual or group.

Purpose: The purpose of this project is to practice delivering social speeches in front of your club members.

Overview: Develop two different social speeches—each 3 to 4 minutes—and present them at two separate club meetings. You may choose any two types of social speeches that appeal to you or that you would like to practice.

This project includes:

- The Social Speech Basics resource
- Two 3- to 4-minute speeches

EVALUATION FORM
Deliver Social Speeches—First Speech

Member Name _____   Date _____

Evaluator _____   **Speech Length:** 3 – 4 minutes

Speech Title	

Purpose Statement

The purpose of this project is for the member to practice delivering social speeches in front of club members.

Notes for the Evaluator

The member completing this project has spent time preparing a social speech.

Listen for: A well-organized, well-delivered speech with appropriate content for the type of social speech. You may be evaluating one of the following types of social speeches:

- A toast
- An acceptance speech
- A speech to honor an individual (the presentation of an award, other type of recognition, or a eulogy)
- A speech to honor an organization

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

5   4   3   2   1

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5   4   3   2   1

Comment:

Eye Contact: Effectively uses eye contact to engage audience

5   4   3   2   1

Comment:

Gestures: Uses physical gestures effectively

5   4   3   2   1

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5   4   3   2   1

Comment:

Comfort Level: Appears comfortable with the audience

5   4   3   2   1

Comment:

Interest: Engages audience with interesting, well-constructed content

5   4   3   2   1

Comment:

Topic: Content fits the topic and the type of social speech

5   4   3   2   1

Comment:

Member Name _____ Date _____

Evaluator _____ **Speech Length:** 3 – 4 minutes

Speech Title

Purpose Statement

The purpose of this project is for the member to practice delivering social speeches in front of club members.

Notes for the Evaluator

The member completing this project has spent time preparing a social speech.

Listen for: A well-organized, well-delivered speech with appropriate content for the type of social speech. You may be evaluating one of the following types of social speeches:

- A toast
- An acceptance speech
- A speech to honor an individual (the presentation of an award, other type of recognition, or a eulogy)
- A speech to honor an organization

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5 EXEMPLARY	**4** EXCELS	**3** ACCOMPLISHED	**2** EMERGING	**1** DEVELOPING

Clarity: Spoken language is clear and is easily understood

5   4   3   2   1

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5   4   3   2   1

Comment:

Eye Contact: Effectively uses eye contact to engage audience

5   4   3   2   1

Comment:

Gestures: Uses physical gestures effectively

5   4   3   2   1

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5   4   3   2   1

Comment:

Comfort Level: Appears comfortable with the audience

5   4   3   2   1

Comment:

Interest: Engages audience with interesting, well-constructed content

5   4   3   2   1

Comment:

Topic: Content fits the topic and the type of social speech

5   4   3   2   1

Comment:

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

Topic

5 – Content is exemplary for both the topic and the type of social speech

4 – Content fully supports the topic and the type of social speech

3 – Content fits the topic and the type of social speech

2 – Content could be improved for the topic and the type of social speech

1 – Content seems inappropriate for the topic and/or the type of social speech

PROJECT DESCRIPTION
Develop a Communication Plan

This project focuses on how to formulate a central message and develop a communication plan for a target audience.

Purpose: The purpose of this project is to practice developing a communication plan.

Overview: Develop a communication plan for any event or situation. The plan may be for a real or hypothetical need. At a club meeting, present a 5- to 7-minute speech about your experience. You may choose to speak about the planning process, the benefits of developing a plan, or the impact of your plan if you implemented it. Show your vice president education your completed plan to receive credit for this project.

This project includes:

- Developing a communication plan
- The Write a Communication Plan resource
- A 5- to 7-minute speech

EVALUATION FORM
Develop a Communication Plan

Member Name _____ Date _____

Evaluator _____ **Speech Length:** 5 – 7 minutes

Speech Title _____

Purpose Statement

The purpose of this project is for the member to practice developing a communication plan.

Notes for the Evaluator

The member completing this project has spent time developing a communication plan.

Listen for: A well-organized speech about the member's experience with some aspect of plan development. He or she may choose to share any part of the process, including the results of implementing the plan, if the plan was implemented. This speech should not be a report about the content of the "Develop a Communication Plan" project.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5 EXEMPLARY	**4** EXCELS	**3** ACCOMPLISHED	**2** EMERGING	**1** DEVELOPING

Clarity: Spoken language is clear and is easily understood

| 5 | 4 | 3 | 2 | 1 |

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

| 5 | 4 | 3 | 2 | 1 |

Comment:

Eye Contact: Effectively uses eye contact to engage audience

| 5 | 4 | 3 | 2 | 1 |

Comment:

Gestures: Uses physical gestures effectively

| 5 | 4 | 3 | 2 | 1 |

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

| 5 | 4 | 3 | 2 | 1 |

Comment:

Comfort Level: Appears comfortable with the audience

| 5 | 4 | 3 | 2 | 1 |

Comment:

Interest: Engages audience with interesting, well-constructed content

| 5 | 4 | 3 | 2 | 1 |

Comment:

Plan: Communicates all or part of a communication plan

| 5 | 4 | 3 | 2 | 1 |

Comment:

Engagement: Speaks about the plan in an engaging way

| 5 | 4 | 3 | 2 | 1 |

Comment:

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

Plan

5 – Gives an exemplary speech using the communication plan as a guide and resource
4 – Effectively shares information from a well-organized communication plan
3 – Communicates all or part of a communication plan
2 – Communication plan appears incomplete or limited
1 – Does not communicate any part of a communication plan

Engagement

5 – Gives an exemplary informative speech about the planning process, including information about some aspect of the plan
4 – Fully engages audience while addressing the plan
3 – Speaks about the plan in an engaging way
2 – Addresses plan in a somewhat engaging way
1 – Has limited success addressing the plan in an engaging way

PROJECT DESCRIPTION
Develop Your Vision

This project focuses on developing a vision for your work or personal life.

Purpose: The purpose of this project is to develop a detailed vision for your personal life, professional life, or an organization.

Overview: Develop a vision and present it at a club meeting in a 5- to 7-minute speech. Establish a timeline for implementing your plan using the resources included in this project. Deliver another 5- to 7-minute speech at a later meeting to present your plan to bring your vision to fruition. Submit your signed Project Completion Form to the vice president education to show you completed all resources included in the project.

This project includes:

- Developing a vision and establishing a plan to implement it
- The Idea Map Worksheet
- The Goal Setting Worksheet
- The Goal Task List
- The Vision Plan resource
- Two 5- to 7-minute speeches
- The Project Completion Form

EVALUATION FORM
Develop Your Vision—First Speech

Member Name _____   Date _____

Evaluator _____   **Speech Length:** 5 – 7 minutes

Speech Title _____

Purpose Statements

- The purpose of this project is for the member to develop a detailed vision for his or her personal life, professional life, or an organization.
- The purpose of this **first speech** is for the member to share some aspect of his or her vision.

Notes for the Evaluator

The member completing this project has spent time developing a vision for his or her personal life, professional life, or an organization.

About this speech:

- The member will deliver a well-organized, engaging speech to share his or her vision.
- The member may include information about the process of developing his or her vision or the benefits of bringing it to fruition.
- The speech may be humorous, informational, or any style the member chooses.
- The speech should not be a report on the content of the "Develop Your Vision" project.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

| 5 | 4 | 3 | 2 | 1 |

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

| 5 | 4 | 3 | 2 | 1 |

Comment:

Eye Contact: Effectively uses eye contact to engage audience

| 5 | 4 | 3 | 2 | 1 |

Comment:

Gestures: Uses physical gestures effectively

| 5 | 4 | 3 | 2 | 1 |

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

| 5 | 4 | 3 | 2 | 1 |

Comment:

Comfort Level: Appears comfortable with the audience

| 5 | 4 | 3 | 2 | 1 |

Comment:

Interest: Engages audience with interesting, well-constructed content

| 5 | 4 | 3 | 2 | 1 |

Comment:

Topic: Shares some aspect of his or her vision

| 5 | 4 | 3 | 2 | 1 |

Comment:

Member Name _____ Date _____

Evaluator _____ **Speech Length:** 5 – 7 minutes

Speech Title	

Purpose Statements
- The purpose of this project is for the member to develop a detailed vision for his or her personal life, professional life, or an organization.
- The purpose of this **second speech** is for the member to share some aspect of the plan to implement his or her vision.

Notes for the Evaluator
During the completion of this project, the member spent a significant amount of time developing a vision as well as creating a plan to bring that vision to fruition.

About this speech:
- The member will deliver a well-organized, engaging speech to share his or her plan to implement the vision.
- The speech may be humorous, informational, or any style the member chooses.
- The speech should not be a report on the content of the "Develop Your Vision" project.

General Comments
You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

5	4	3	2	1

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5	4	3	2	1

Comment:

Eye Contact: Effectively uses eye contact to engage audience

5	4	3	2	1

Comment:

Gestures: Uses physical gestures effectively

5	4	3	2	1

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5	4	3	2	1

Comment:

Comfort Level: Appears comfortable with the audience

5	4	3	2	1

Comment:

Interest: Engages audience with interesting, well-constructed content

5	4	3	2	1

Comment:

Topic: Shares some aspect of his or her vision plan

5	4	3	2	1

Comment:

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

Topic (first speech only)

5 – Delivers an exemplary speech about some aspect of his or her vision

4 – Delivers a compelling speech about some aspect of his or her vision

3 – Shares some aspect of his or her vision

2 – Mentions some aspect of his or her vision, but does not fully address

1 – Speaks on a topic other than his or her vision

Topic (second speech only)

5 – Delivers an exemplary speech about some aspect of his or her vision plan

4 – Delivers a compelling speech about some aspect of his or her vision plan

3 – Shares some aspect of his or her vision plan

2 – Mentions some aspect of his or her vision plan, but does not fully address

1 – Speaks on a topic other than his or her vision plan

PROJECT DESCRIPTION
Effective Body Language

This project focuses on how to recognize body language used when speaking publicly and how to use gestures to enhance speech content.

Purpose: The purpose of this project is to deliver a speech with awareness of your intentional and unintentional body language, as well as to learn, practice, and refine how you use nonverbal communication when delivering a speech.

Overview: Prepare a 5- to 7-minute speech on a topic that lends itself to expression through your movement and gestures. Video record your presentation and get feedback from your mentor or another reviewer before speaking to your club. If you do not have access to a recording device, perform your speech in front of a mirror and make adjustments before your scheduled speech.

This project includes:

- A 5- to 7-minute speech

EVALUATION FORM
Effective Body Language

Member Name _____   Date _____

Evaluator _____   **Speech Length:** 5 – 7 minutes

Speech Title

Purpose Statement

The purpose of this project is for the member to deliver a speech with awareness of intentional and unintentional body language, as well as to learn, practice, and refine how he or she uses nonverbal communication when delivering a speech.

Notes for the Evaluator

During the completion of this project, the member has spent time learning about and practicing his or her body language, including gestures and other nonverbal communication.

About this speech:

- The member will present a well-organized speech on any topic.
- Watch for the member's awareness of his or her intentional and unintentional movement and body language. Note distracting movements as well as movements that enhance the speech.
- The speech may be humorous, informational, or any style the member chooses.
- The speech is not a report on the content of the "Effective Body Language" project.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

5	4	3	2	1	Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5	4	3	2	1	Comment:

Eye Contact: Effectively uses eye contact to engage audience

5	4	3	2	1	Comment:

Gestures: Uses physical gestures effectively

5	4	3	2	1	Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5	4	3	2	1	Comment:

Comfort Level: Appears comfortable with the audience

5	4	3	2	1	Comment:

Interest: Engages audience with interesting, well-constructed content

5	4	3	2	1	Comment:

Unintentional Movement: Unintentional movement is limited and rarely noticeable

5	4	3	2	1	Comment:

Purposeful Movement: Speech is strengthened by purposeful choices of movement

5	4	3	2	1	Comment:

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

Unintentional Movement

5 – Every movement is purposeful and enhances the speech

4 – Most or all movements appear intentional

3 – Unintentional movement is limited and rarely noticeable

2 – Unintentional movement detracts from speech

1 – Unintentional movement is highly distracting

Purposeful Movement

5 – Speech is an exemplary example of the effective use of body language

4 – Speech is enhanced and improved by purposeful choices of movement

3 – Speech is strengthened by purposeful choices of movement

2 – Some movements appear purposeful

1 – Few movements appear purposeful

PROJECT DESCRIPTION
Ethical Leadership

This project addresses the importance of recognizing the effect of decisions that impact ethics, best practices for making ethical decisions and developing an ethical framework.

Purpose: The purpose of this project is to develop a clear understanding of your own ethical framework and create an opportunity for others to hear about and discuss ethics in your organization or community.

Overview: Define an ethical framework for yourself. To do this, you may need to complete personal research beyond the contents of this project. Then, organize and moderate a 20- to 40-minute panel discussion about ethics, followed by a question-and-answer session. If you have never facilitated a panel discussion, review the "Moderate a Panel Discussion" elective project.

This project includes:

- The Ethical Framework resource
- Organizing and moderating a panel discussion as well as a question-and-answer session

EVALUATION FORM
Ethical Leadership

Member Name _____ Date _____

Evaluator _____ **Panel Length:** 20 – 40 minutes

Speech Title	

Purpose Statement

The purpose of this project is for the member to develop a clear understanding of his or her ethical framework and create an opportunity for others to hear about and discuss ethics in the member's organization or community.

Notes for the Evaluator

During the completion of this project, the member:

- Spent time developing a personal ethical framework
- Organized this panel discussion, invited the speakers, and defined the topic

About this speech:

- The topic of the discussion should be ethics, either in an organization or within a community.
- There should be a minimum of three panel members and at least one of them should be from outside Toastmasters.

Listen for: A well-organized panel discussion and excellent moderating from the member completing the project. Consider how the member sets the tone, keeps panelists on topic, fields questions from attendees, and generally runs the panel discussion.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

5   4   3   2   1

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5   4   3   2   1

Comment:

Eye Contact: Effectively uses eye contact to engage audience

5   4   3   2   1

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5   4   3   2   1

Comment:

Comfort Level: Appears comfortable with the audience

5   4   3   2   1

Comment:

Moderating: Moderates the panel discussion well

5   4   3   2   1

Comment:

Topic: Panel discussion stays focused primarily on some aspect of ethics

5   4   3   2   1

Comment:

Question-and-answer Session: Question-and-answer session is well-managed

5   4   3   2   1

Comment:

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

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

Moderating

5 – Sets an exemplary example of leading a panel discussion

4 – Excels at moderating the panel discussion

3 – Moderates the panel discussion well

2 – Struggles to lead the panel discussion

1 – Skills related to leading a panel discussion need improvement

Topic

5 – Panel discussion is highly focused on ethics with exceptional contributions from all members

4 – Panel discussion is tightly run and focused on ethics

3 – Panel discussion stays focused primarily on some aspect of ethics

2 – Panel discussion is off the topic of ethics for a significant amount of time

1 – Panel discussion is often off the topic of ethics

Question-and-answer Session

5 – Moderator demonstrates exemplary management of question-and-answer session

4 – Question-and-answer session is highly effective and well-managed

3 – Question-and-answer session is well-managed

2 – Question-and-answer session is limited and disorganized

1 – There is no time for a question-and-answer session

PROJECT DESCRIPTION
Evaluation and Feedback

This project addresses the skills needed to give and receive feedback. You will learn about giving, receiving and applying feedback.

Purpose: The purpose of this project is to present a speech on any topic, receive feedback, and apply the feedback to a second speech.

Overview: Choose any topic for your first 5- to 7-minute speech. After your speech, carefully review your feedback. At a different club meeting, present a 5- to 7-minute speech in which you incorporate feedback from your first speech. You may choose to present the same speech again or a new speech. Your second speech should reflect some or all of the feedback from your first speech. Finally, after you have completed both speeches, serve as an evaluator at a club meeting and deliver constructive feedback about another member's presentation.

This project includes:

- A 5- to 7-minute speech
- Incorporating feedback from your first speech into a second 5- to 7-minute speech
- Serving as a speech evaluator

EVALUATION FORM
Evaluation and Feedback—First Speech

Member Name _____ Date _____

Evaluator _____ **Speech Length:** 5 – 7 minutes

Speech Title	

Purpose Statements
- The purpose of this project is for the member to present a speech on any topic, receive feedback, and apply the feedback to a second speech.
- The purpose of this speech is for the member to present a speech and receive feedback from the evaluator.

Notes for the Evaluator
The member has spent time writing a speech to present at a club meeting.

About this speech:
- The member will deliver a well-organized speech on any topic.
- Focus on the member's speaking style. Be sure to recommend improvements that the member can apply to the next speech.
- The speech may be humorous, informational, or any style the member chooses.
- The member will ask you to evaluate his or her second speech at a future meeting.

General Comments
You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

5   4   3   2   1

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5   4   3   2   1

Comment:

Eye Contact: Effectively uses eye contact to engage audience

5   4   3   2   1

Comment:

Gestures: Uses physical gestures effectively

5   4   3   2   1

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5   4   3   2   1

Comment:

Comfort Level: Appears comfortable with the audience

5   4   3   2   1

Comment:

Interest: Engages audience with interesting, well-constructed content

5   4   3   2   1

Comment:

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

Member Name _____   Date _____

Evaluator _____   **Speech Length:** 5 – 7 minutes

Speech Title

Purpose Statements

- The purpose of this project is for the member to present a speech on any topic, receive feedback, and apply the feedback to a second speech.
- The purpose of this speech is for the member to demonstrate that he or she has applied the feedback received from his or her first speech.

Notes for the Evaluator

During the completion of this project, the member:

- Received feedback about his or her speech
- Worked to apply the feedback to a second speech

About this speech:

- The member will deliver a well-organized speech on any topic and incorporate feedback from his or her previous speech evaluation.
- The member may choose to present the same speech or a new speech.
- The speech may be humorous, informational, or any style the member chooses.
- Be sure the member gives you notes or that you speak with the member before the meeting to discuss the feedback he or she plans to apply in this speech. Pay close attention to these parts of the member's presentation while also providing a comprehensive evaluation of the speech as a whole.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

5   4   3   2   1

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5   4   3   2   1

Comment:

Eye Contact: Effectively uses eye contact to engage audience

5   4   3   2   1

Comment:

Gestures: Uses physical gestures effectively

5   4   3   2   1

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5   4   3   2   1

Comment:

Comfort Level: Appears comfortable with the audience

5   4   3   2   1

Comment:

Interest: Engages audience with interesting, well-constructed content

5   4   3   2   1

Comment:

Applied Feedback: Feedback from first speech is applied to second speech

5   4   3   2   1

Comment:

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

Applied Feedback

5 – Delivers an exemplary second speech with feedback from first speech appropriately applied

4 – Delivers an excellent second speech with feedback from first speech appropriately applied

3 – Feedback from first speech is applied to second speech

2 – Some feedback from first speech is applied to second speech, but needs improvement

1 – Little or no feedback from first speech is applied to second speech

Member Name _____   Date _____

Evaluator _____   **Speech Length:** 2 – 3 minutes

Speech Title

Purpose Statements

- The purpose of this project is for the member to develop skills for delivering and receiving feedback.
- The purpose of this speech is for the member to deliver constructive feedback on another member's presentation.

Notes for the Evaluator

It is recommended that the member evaluating this portion of the project be a proven, exemplary evaluator.

During the completion of this project, the member:

- Presented a speech on a topic, received feedback from an evaluator, and incorporated that feedback into a second speech

About this speech:

- The last portion of this assignment is for the member to serve as an evaluator at a club meeting.
- The member will deliver an engaging and constructive evaluation of another member's speech. He or she will also demonstrate proper meeting etiquette by being fully engaged during all speeches.
- The member may choose to take notes during the speech he or she is evaluating.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

5	4	3	2	1	Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5	4	3	2	1	Comment:

Eye Contact: Effectively uses eye contact to engage audience

5	4	3	2	1	Comment:

Gestures: Uses physical gestures effectively

5	4	3	2	1	Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5	4	3	2	1	Comment:

Comfort Level: Appears comfortable with the audience

5	4	3	2	1	Comment:

Interest: Engages audience with interesting, well-constructed content

5	4	3	2	1	Comment:

Delivery: Delivers tactful, constructive feedback

5	4	3	2	1	Comment:

Engaged: Engages while others are speaking during the Toastmasters meeting

5	4	3	2	1	Comment:

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

Delivery (speech must fall within 2-to 3-minute time requirement to score 3 or higher)

5 – Delivers exemplary feedback that is tactful and constructive
4 – Delivers excellent feedback that is tactful and constructive
3 – Delivers tactful, constructive feedback
2 – Delivers feedback that is tactful, but could be more constructive or helpful to the speaker
1 – Delivers feedback that lacks tact, is not constructive

Engaged

5 – Exemplifies the qualities of an outstanding audience member while all others are speaking
4 – Fully engages while others are speaking during for the entire Toastmasters meeting
3 – Engages while others are speaking during the Toastmasters meeting
2 – Engages for some speakers but not all
1 – Shows limited interest or engagement when others are speaking

WHERE LEADERS ARE MADE

PROJECT DESCRIPTION
Focus on the Positive

This project addresses strategies for improving your personal interactions by understanding the impact of your attitudes and thoughts on daily interactions.

Purpose: The purpose of this project is to practice being aware of your thoughts and feelings, as well as the impact of your responses on others.

Overview: Keep a daily record of your moods and attitudes for a minimum of two weeks, noting when you feel positive or negative, your successes and efforts, and three things for which you are grateful. Record and evaluate any changes in your behavior or the behavior of those around you. At a club meeting, share some aspect of your experience. You may choose to schedule a 2-to 3-minute report or a 5-to 7-minute speech. After completing your speech, submit your signed Project Completion Form to your vice president education to indicate you completed the journal.

This project includes:

- Recording your daily moods and attitudes for a minimum of two weeks
- A 2- to 3-minute report or a 5- to 7-minute speech
- The Project Completion Form

EVALUATION FORM

Focus on the Positive

Member Name _____   Date _____

Evaluator _____   **Speech Length:** 2 – 3 minutes or
                                                                    5 – 7 minutes

Speech Title

Purpose Statements
- The purpose of this project is for the member to practice being aware of his or her thoughts and feelings, as well as the impact of his or her responses on others.
- The purpose of this speech is for the member to share his or her experience completing the project.

Notes for the Evaluator
During the completion of this project, the member recorded negative responses in a personal journal and worked to reframe them in a positive way.

About this speech:

- Listen for ways the member grew or did not grow from the experience.
- The member is not required to share the intimacies of his or her journal.
- The speech should not be a report on the content of the "Focus on the Positive" project.

General Comments
You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

5   4   3   2   1

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5   4   3   2   1

Comment:

Eye Contact: Effectively uses eye contact to engage audience

5   4   3   2   1

Comment:

Gestures: Uses physical gestures effectively

5   4   3   2   1

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5   4   3   2   1

Comment:

Comfort Level: Appears comfortable with the audience

5   4   3   2   1

Comment:

Interest: Engages audience with interesting, well-constructed content

5   4   3   2   1

Comment:

Topic: Shares some aspect of experience completing the assignment

5   4   3   2   1

Comment:

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

Topic

5 – Delivers an exemplary speech about some aspect of experience completing the assignment

4 – Delivers a compelling speech some aspect of experience completing the assignment

3 – Shares some aspect of experience about some aspect of experience completing assignment

2 – Mentions some aspect of experience completing the assignment but does not fully address

1 – Speaks on a topic other than some aspect of experience completing the assignment

PROJECT DESCRIPTION
High Performance Leadership

The focus of this project is to design and complete a project with well-defined goals, lead a team and be accountable to a guidance committee.

Purpose: The purpose of this project is to apply your leadership and planning knowledge to develop a project plan, organize a guidance committee, and implement your plan with the help of a team.

Overview: Select a project to complete with a team of at least three other members. Form a guidance committee and meet at least five times through the duration of the project. Deliver a 5-to 7-minute speech at a club meeting to introduce your plan and vision. After you implement the plan, deliver a second 5- to 7-minute speech at a club meeting to share your experience developing and completing your plan.

This project includes:

- Selecting, leading, and completing a project with a team
- Forming and meeting with a guidance committee at least five times
- The Guidance Committee Introduction resource
- The Meeting Agenda resource
- The Project Plan Overview resource
- The Project Plan resource
- The Vision Plan resource
- The Event Planning Worksheet
- The 360° Evaluation resource
- Two 5- to 7-minute speeches

Member Name _____ Date _____

Evaluator _____ **Speech Length:** 5 – 7 minutes

Speech Title

Purpose Statements

- The purpose of this project is for the member to apply his or her leadership and planning knowledge to develop a project plan, organize a guidance committee, and implement the plan with the help of a team.

- The purpose of the **first speech** is for the member to introduce his or her plan and vision.

Notes for the Evaluator

The member completing this project has committed a great deal of time to developing a plan, forming a team, and meeting with a guidance committee. The member has not yet implemented his or her plan.

About this speech:

- The member will deliver a well-thought-out plan and an organized, engaging speech.

- The speech may be humorous, informational, or presented in any style the member chooses. The style should be appropriate for the content of the speech.

- The speech should not be a report on the content of the "High Performance Leadership" project, but a presentation about the member's plan and goals.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

5   4   3   2   1

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5   4   3   2   1

Comment:

Eye Contact: Effectively uses eye contact to engage audience

5   4   3   2   1

Comment:

Gestures: Uses physical gestures effectively

5   4   3   2   1

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5   4   3   2   1

Comment:

Comfort Level: Appears comfortable with the audience

5   4   3   2   1

Comment:

Interest: Engages audience with interesting, well-constructed content

5   4   3   2   1

Comment:

TOASTMASTERS INTERNATIONAL

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

Member Name _____   Date _____

Evaluator _____   **Speech Length:** 5 – 7 minutes

Speech Title

Purpose Statements

- The purpose of this project is for the member to apply his or her leadership and planning knowledge to develop a project plan, organize a guidance committee, and implement the plan with the help of a team.
- The purpose of the **second speech** is for the member to share some aspect of his or her experience completing the project.

Notes for the Evaluator

The member completing this project has committed a great deal of time to developing a plan, forming a team, meeting with a guidance committee, and completing his or her envisioned project.

About this speech:

- The member will deliver an engaging speech about the project he or she completed.
- The speech may be humorous, informational, or presented in any style the member chooses. The style should be appropriate for the content of the speech.
- The speech should not be a report on the content of the "High Performance Leadership" project, but a presentation about the member's plan, goals, and experience completing a project of his or her choosing.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5 EXEMPLARY	**4** EXCELS	**3** ACCOMPLISHED	**2** EMERGING	**1** DEVELOPING

Clarity: Spoken language is clear and is easily understood

5   4   3   2   1

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5   4   3   2   1

Comment:

Eye Contact: Effectively uses eye contact to engage audience

5   4   3   2   1

Comment:

Gestures: Uses physical gestures effectively

5   4   3   2   1

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5   4   3   2   1

Comment:

Comfort Level: Appears comfortable with the audience

5   4   3   2   1

Comment:

Interest: Engages audience with interesting, well-constructed content

5   4   3   2   1

Comment:

Topic: Shares some aspect of experience completing the components of the project

5   4   3   2   1

Comment:

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

Topic

5 – Delivers an exemplary speech about some aspect of experience completing the components of the project

4 – Delivers a compelling speech about some aspect of experience completing the components of the project

3 – Shares some aspect of experience completing the components of the project

2 – Mentions some aspect of experience completing the components of the project, but does not fully address

1 – Speaks on a topic other than some aspect of experience completing the components of the project

PROJECT DESCRIPTION
Ice Breaker

This foundational project is designed to introduce you to your club and the skills you need to begin your Toastmasters journey.

Purpose: The purpose of this project is to introduce yourself to the club and learn the basic structure of a public speech.

Overview: Write and deliver a speech about any topic to introduce yourself to the club. Your speech may be humorous, informational, or any other style that appeals to you.

This project includes:

- A 4- to 6-minute speech

EVALUATION FORM
Ice Breaker

Member Name _____   Date _____

Evaluator _____   **Speech Length:** 4 – 6 minutes

Speech Title

Purpose Statement

The purpose of this project is for the member to introduce himself or herself to the club and learn the basic structure of a public speech.

Notes for the Evaluator

This member is completing his or her first speech in Toastmasters. The goal of the evaluation is to give the member an effective evaluation of his or her speech and delivery style. Because the "Ice Breaker" is the first project a member completes, you may choose to use only the notes section and not the numerical score.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

   5   4   3   2   1

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

   5   4   3   2   1

Comment:

Eye Contact: Effectively uses eye contact to engage audience

   5   4   3   2   1

Comment:

Gestures: Uses physical gestures effectively

   5   4   3   2   1

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

   5   4   3   2   1

Comment:

Comfort Level: Appears comfortable with the audience

   5   4   3   2   1

Comment:

Interest: Engages audience with interesting, well-constructed content

   5   4   3   2   1

Comment:

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

PROJECT DESCRIPTION
Improvement Through Positive Coaching

This project focuses on how your actions can positively affect others and how to nurture relationships and assist an individual in reaching a goal.

Purpose: The purpose of this project is to develop and apply skills for coaching a fellow member or a person outside of Toastmasters who can benefit from your expertise.

Overview: Outside of club meetings, coach an individual through a project. Speak with your vice president education to develop a plan for coaching a club member versus an individual outside of Toastmasters. After your coaching commitment, present a 5- to 7-minute speech at a club meeting about your experience as a coach. Your speech may be humorous, informational, or any style that appeals to you and is appropriate for your content.

This project includes:

- Coaching an individual through a project
- A 5- to 7-minute speech

EVALUATION FORM
Improvement Through Positive Coaching

Member Name _____   Date _____

Evaluator _____   **Speech Length:** 5 – 7 minutes

Speech Title

Purpose Statements
- The purpose of this project is for the member to develop and apply skills for coaching a fellow member or a person outside of Toastmasters who can benefit from his or her expertise.
- The purpose of this speech is for the member to share some aspect of his or her experience coaching.

Notes for the Evaluator
The member completing this project has spent time coaching a Toastmaster or other person who benefitted from his or her expertise.

Listen for: A well-organized speech about the member's experience as a coach. The speech may be humorous, informational, or any style of the member's choosing. The style of the speech should support the content of the speech. This speech is NOT a report on the content of the "Improvement Through Positive Coaching" project, but a reflection on the impact of the experience.

General Comments
You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

5	4	3	2	1

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5	4	3	2	1

Comment:

Eye Contact: Effectively uses eye contact to engage audience

5	4	3	2	1

Comment:

Gestures: Uses physical gestures effectively

5	4	3	2	1

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5	4	3	2	1

Comment:

Comfort Level: Appears comfortable with the audience

5	4	3	2	1

Comment:

Interest: Engages audience with interesting, well-constructed content

5	4	3	2	1

Comment:

Topic: Shares some aspect of personal experience as a coach

5	4	3	2	1

Comment:

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

Topic

5 – Delivers an exemplary speech about experience coaching another member

4 – Delivers a compelling speech about experience as a coach

3 – Shares some aspect of personal experience as a coach

2 – Mentions coaching experience but does not fully address

1 – Does not speak about his or her personal experience coaching

PROJECT DESCRIPTION
Inspire Your Audience

This project addresses how to present a speech in an enthusiastic and inspiring fashion to establish a strong rapport with your audience.

Purpose: The purpose of this project is to practice writing and delivering a speech that inspires others.

Overview: Select a topic with the intent of inspiring your audience and prepare a 5- to 7-minute speech for your club.

This project includes:

- A 5- to 7-minute speech

Member Name _____   **Date** _____

Evaluator _____   **Speech Length:** 5 – 7 minutes

Speech Title

Purpose Statements
- The purpose of this project is for the member to practice writing and delivering a speech that inspires others.
- The purpose of the speech is for the member to inspire the audience.

Notes for the Evaluator
- The member needs to present a speech that inspires the audience.
- The speech content should be engaging and the speaker entertaining or moving.
- The speaker should be aware of audience response and adapt the speech as needed.
- If the member appears to be talking "at" the audience instead of interacting with them, he or she is not fulfilling the goal of the speech.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

| 5 | 4 | 3 | 2 | 1 |

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

| 5 | 4 | 3 | 2 | 1 |

Comment:

Eye Contact: Effectively uses eye contact to engage audience

| 5 | 4 | 3 | 2 | 1 |

Comment:

Gestures: Uses physical gestures effectively

| 5 | 4 | 3 | 2 | 1 |

Comment:

Comfort Level: Appears comfortable with the audience

| 5 | 4 | 3 | 2 | 1 |

Comment:

Interest: Engages audience with interesting, well-constructed content

| 5 | 4 | 3 | 2 | 1 |

Comment:

Engagement: Connects well with audience

| 5 | 4 | 3 | 2 | 1 |

Comment:

Topic: Uses topic well to inspire audience

| 5 | 4 | 3 | 2 | 1 |

Comment:

EVALUATION CRITERIA
Inspire Your Audience

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

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

Engagement

5 – Audience connection is immediate, sustained, and overwhelmingly positive

4 – Audience connection is sustained and positive

3 – Connects well with audience

2 – Audience connection needs improvement

1 – Does not connect well with audience

Topic

5 – Topic is highly inspiring to audience

4 – Topic is an excellent choice for inspiring audience

3 – Uses topic well to inspire audience

2 – Topic is only vaguely inspiring to audience

1 – Topic is poorly selected to inspire audience

PROJECT DESCRIPTION
Introduction to Toastmasters Mentoring

This project introduces the value of mentorship and the Toastmasters view of mentors and protégés.

Purpose: The purpose of this project is to clearly define how Toastmasters envisions mentoring.

Overview: Write and present a 5- to 7-minute speech about a time when you were a protégé. Share the impact and importance of having a mentor. This speech is not a report on the content of this project.

Note: Every member in Toastmasters Pathways must complete this project.

This project includes:

- A 5- to 7-minute speech

Member Name _____   Date _____

Evaluator _____   **Speech Length:** 5 – 7 minutes

Speech Title

Purpose Statements
- The purpose of this project is for the member to clearly define how Toastmasters envisions mentoring.
- The purpose of this speech is for the member to share some aspect of a previous experience as a protégé.

Notes for the Evaluator
The member completing this project is developing an understanding of Toastmasters mentoring.

About this speech:
- The speech is about a time when the member was a protégé. It may be from any time in his or her life.
- The member may discuss any aspect of the protégé experience.
- The speech should not be a report on the content of the "Introduction to Toastmasters Mentoring" project.

General Comments
You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5 EXEMPLARY	**4** EXCELS	**3** ACCOMPLISHED	**2** EMERGING	**1** DEVELOPING

Clarity: Spoken language is clear and is easily understood

    5   **4**   **3**   **2**   **1**

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

    5   **4**   **3**   **2**   **1**

Comment:

Eye Contact: Effectively uses eye contact to engage audience

    5   **4**   **3**   **2**   **1**

Comment:

Gestures: Uses physical gestures effectively

    5   **4**   **3**   **2**   **1**

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

    5   **4**   **3**   **2**   **1**

Comment:

Comfort Level: Appears comfortable with the audience

    5   **4**   **3**   **2**   **1**

Comment:

Interest: Engages audience with interesting, well-constructed content

    5   **4**   **3**   **2**   **1**

Comment:

Topic: Shares personal experience as a protégé

    5   **4**   **3**   **2**   **1**

Comment:

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

Topic

5 – Delivers an exemplary speech about experience as a protégé

4 – Delivers a compelling speech about experience as a protégé

3 – Shares personal experience as a protégé

2 – Mentions being a protégé but does not fully address

1 – Speaks on a topic other than experience as a protégé

PROJECT DESCRIPTION
Lead in Any Situation

This project focuses on leadership and recognizing the need to adapt your style based on the situation and the people you lead.

Purpose: The purpose of this project is to apply the skills needed to successfully lead in a volunteer or other organization.

Overview: For at least six months, take on a leadership role in Toastmasters (at any level), within another volunteer organization, or in your career. While serving in your role, ask your peers to complete a 360° evaluation. Present an 8- to 10-minute speech about your experience as a leader. Your speech may be humorous, informational, or any type that appeals to you. The speech is not a report on the content of this project, but a reflection of your experience and/or the impact of the 360° evaluation.

This project includes:

- Serving in a leadership for a minimum of six months
- A 360° evaluation
- An 8- to 10-minute speech

EVALUATION FORM
Lead in Any Situation

Member Name _____   **Date** _____

Evaluator _____   **Speech Length:** 8 – 10 minutes

Speech Title

Purpose Statements

- The purpose of this project is for the member to apply the skills needed to successfully lead in a volunteer or other organization.
- The purpose of this speech is for the member to share some aspect of his or her experience as a leader and/or the impact of the 360° evaluation.

Notes for the Evaluator

During the completion of this project, the member:

- Spent a significant amount of time (minimum of six months) in a leadership role in an organization
- Received feedback from peers in the form of a 360° evaluation

About this speech:

- The member will deliver a speech to reflect on his or her experience as a leader and/or the impact of the 360° evaluation.
- The speech you are evaluating may be humorous, informational, or any style the member chooses, but it must be appropriate for the content.
- The speech is not a report on the content of the "Lead in Any Situation" project.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5 EXEMPLARY	4 EXCELS	3 ACCOMPLISHED	2 EMERGING	1 DEVELOPING

Clarity: Spoken language is clear and is easily understood

5   4   3   2   1

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5   4   3   2   1

Comment:

Eye Contact: Effectively uses eye contact to engage audience

5   4   3   2   1

Comment:

Gestures: Uses physical gestures effectively

5   4   3   2   1

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5   4   3   2   1

Comment:

Comfort Level: Appears comfortable with the audience

5   4   3   2   1

Comment:

Interest: Engages audience with interesting, well-constructed content

5   4   3   2   1

Comment:

Topic: Reflects on some aspect of experience as a leader and/or the impact of receiving a 360° evaluation

5   4   3   2   1

Comment:

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

Topic

5 – Gives an exemplary speech addressing experience as a leader and the impact of receiving a 360° evaluation

4 – Speech is a thoughtful reflection focused on some aspect of experience as a leader and the impact of receiving a 360° evaluation

3 – Reflects on some aspect of experience as a leader and/or the impact of receiving a 360° evaluation

2 – Mentions some aspect of experience as a leader or the impact of receiving a 360° evaluation, but does not fully address

1 – Does not speak about some aspect of experience as a leader or the impact of receiving a 360° evaluation

PROJECT DESCRIPTION
Leading in Difficult Situations

This project focuses on the fundamentals of managing challenges, analyzing difficult situations and identifying best strategies for overcoming adversity.

Purpose: The purpose of this project is to practice strategies for adjusting to unexpected changes to a finalized plan.

Overview: Design and complete a project plan for any event or set of goals. Your plan may be real or hypothetical. Add as many details to your plan as possible for the best success of this project. In a 5- to 7-minute speech at a club meeting, share your plan. Distribute copies of the Plan Disruption Ideas resource to club members and allow them 2 to 3 minutes to discuss possible disruptions to your plan. Listen and present impromptu solutions to the disruptions introduced by club members. The total time to complete this assignment in a club meeting is 15 to 20 minutes.

This project includes:

- Designing a detailed project plan
- The Project Plan resource
- The Project Plan Overview resource
- The Plan Disruption Ideas resource
- A 5- to 7-minute speech to share your plan
- An impromptu speech to present solutions to disruptions

EVALUATION FORM
Leading in Difficult Situations

Member Name _____ Date _____

Evaluator _____ **Speech Length:** 5- to 7-minute prepared speech
AND 5 to 10 minutes for impromptu responses

Speech Title

Purpose Statement

The purpose of this project is for the member to practice strategies for adjusting to unexpected changes to a finalized plan.

Notes for the Evaluator

The member completing this project has spent time developing a project plan for an event or set of goals.

About this speech:

- The first part of the member's speech will be a presentation of his or her plan. Your club members will then be invited to suggest disruptions to the plan.

- The member will need to address methods for managing the challenges presented by club members.

- There should be a minimum of three disruptions suggested and a maximum of five. The member may respond to each disruption separately.

- Evaluate the member on the first, prepared speech about their plan as well as the second, impromptu portion of the speech.

- As you evaluate consider the member's poise and presentation, as well as the viability and/or creativity of responses to the challenges.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

5	4	3	2	1	Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5	4	3	2	1	Comment:

Eye Contact: Effectively uses eye contact to engage audience

5	4	3	2	1	Comment:

Gestures: Uses physical gestures effectively

5	4	3	2	1	Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5	4	3	2	1	Comment:

Comfort Level: Appears comfortable with the audience

5	4	3	2	1	Comment:

Topic: Shares an organized plan

5	4	3	2	1	Comment:

Impromptu Speaking: Formulates responses to challenges in a timely manner and is well-spoken

5	4	3	2	1	Comment:

Challenges: Presents a viable solution for each challenge

5	4	3	2	1	Comment:

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

Topic

5 – Shares a clearly defined, highly organized plan

4 – Shares a well-organized and thoughtful plan

3 – Shares an organized plan

2 – Presents a plan that is missing some key elements

1 – Presents a vague or poorly prepared plan

Impromptu Speaking

5 – Appears comfortable, seamlessly responding to challenges with well-formulated answers

4 – Appears comfortable responding to challenges with well-formulated answers

3 – Formulates responses to challenges in a timely manner and is well-spoken

2 – Takes time to formulate responses to challenges, but sometimes creates awkward pauses

1 – Creates multiple awkward pauses by hesitating before responding to challenges, or fails to answer at all

Challenges

5 – Sets an exemplary example of responding to all challenges with viable solutions

4 – Sets an excellent example of responding to each challenge with a viable solution

3 – Presents a viable solution for each challenge

2 – Presents some viable solutions for challenges but may have struggled to address all challenges

1 – Presents few or no viable solutions for challenges

PROJECT DESCRIPTION
Leading in Your Volunteer Organization

This project focuses on the skills required to lead in a volunteer organization and the importance of recognition and reward in motivating volunteers.

Purpose: The purpose of this project is to apply the skills needed to successfully lead in a volunteer organization.

Overview: Serve in a leadership role in Toastmasters or another volunteer organization for at least six months. You may complete this project based on your employment, but a volunteer organization is preferable. Ask members of the organization to complete a 360° evaluation of your leadership skills. Create a succession plan to aid in the transition after you leave your position of leadership. After your six-month term, deliver a 5- to 7-minute speech at a club meeting to reflect on your personal experience.

This project includes:

- Serving in a volunteer leadership role for a minimum of six months
- Conducting a 360° evaluation of your leadership skills
- Creating a succession plan
- The Succession Plan resource
- The 360° Evaluation resource
- A 5- to 7-minute speech

EVALUATION FORM
Leading in Your Volunteer Organization

Member Name _____   Date _____

Evaluator _____   **Speech Length:** 5 – 7 minutes

Speech Title

Purpose Statements
- The purpose of this project is for the member to apply the skills needed to successfully lead in a volunteer organization.
- The purpose of this speech is for the member to share some aspect of his or her experience serving as a leader in a volunteer organization.

Notes for the Evaluator
During the completion of this project, the member:
- Served in a leadership role in a volunteer organization for a minimum of six months
- Received feedback on his or her leadership skills from members of the organization in the form of a 360° evaluation
- Developed a succession plan to aid in the transition of his or her leadership role

About this speech:
- The member will present a well-organized speech about his or her experience serving as a volunteer leader.
- The speech may be humorous, informational, or any style the member chooses. The style should support the content.
- This speech is not a report on the content of the "Leading in Your Volunteer Organization" project.

General Comments
You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

5	4	3	2	1	Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5	4	3	2	1	Comment:

Eye Contact: Effectively uses eye contact to engage audience

5	4	3	2	1	Comment:

Gestures: Uses physical gestures effectively

5	4	3	2	1	Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5	4	3	2	1	Comment:

Comfort Level: Appears comfortable with the audience

5	4	3	2	1	Comment:

Interest: Engages audience with interesting, well-constructed content

5	4	3	2	1	Comment:

Topic: Shares some aspect of personal experience leading in a volunteer organization

5	4	3	2	1	Comment:

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

Topic

5 – Delivers an exemplary speech about some aspect of personal experience leading in a volunteer organization

4 – Delivers a compelling speech about some aspect of personal experience leading in a volunteer organization

3 – Shares some aspect of personal experience leading in a volunteer organization

2 – Mentions some aspect of personal experience leading in a volunteer organization, but does not fully address

1 – Speaks on a topic other than personal experience leading in a volunteer organization

PROJECT DESCRIPTION
Leading Your Team

This project is designed to help you accomplish a task while leading a small group and give you the opportunity to practice basic skills of leadership.

Purpose: The purpose of this project is to lead a small team to the completion of a project.

Overview: Build a team of two to four people and lead your team to the completion of a project of your design. After you accomplish the project, present a 5- to 7-minute speech about you or your experience leading your team. Your speech may be humorous, informational, or any other format that appeals to you.

Your project can be any of the following (coordinate with your vice presidents marketing and public relations):

- A club-specific project, such as hosting an open house, organizing a speech contest, or coordinating a membership-building campaign.

- A non-Toastmasters specific project that helps the greater good, such as organizing volunteers for a charity, collecting food for community members in need, etc. (Keep in mind that you're doing this as a private individual and not in the name of Toastmasters.)

- A work-related group or team project.

This project includes:

- Building and leading a team to the completion of a project
- A 5- to 7-minute speech

EVALUATION FORM
Leading Your Team

Member Name _____ Date _____

Evaluator _____ **Speech Length:** 5 – 7 minutes

Speech Title

Purpose Statements
- The purpose of this project is for the member to lead a small team to the completion of a project.
- The purpose of this speech is for the member to share some aspect of his or her experience leading a team.

Notes for the Evaluator
During the completion of this project, the member:
- Built a team
- Selected a project to complete and completed that project

About this speech:
- Your evaluation is based on the speech the member presents to the club.
- Listen for how the member applied what was learned in the project, the impact of the leadership experience, and the results of the completed project.
- The speech may be humorous, informational, or any other type of speech that the member selects.
- The speech should not be a report on the content of the "Leading Your Team" project, but should cover some aspect of the member's experience leading a team.

General Comments
You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

5   4   3   2   1

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5   4   3   2   1

Comment:

Eye Contact: Effectively uses eye contact to engage audience

5   4   3   2   1

Comment:

Gestures: Uses physical gestures effectively

5   4   3   2   1

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5   4   3   2   1

Comment:

Comfort Level: Appears comfortable with the audience

5   4   3   2   1

Comment:

Interest: Engages audience with interesting, well-constructed content

5   4   3   2   1

Comment:

Topic: Shares all or part of personal experience leading a team

5   4   3   2   1

Comment:

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

Topic

5 – Delivers an exemplary speech about personal experience leading a team

4 – Delivers a compelling speech about personal experience leading a team

3 – Shares all or part of personal experience leading a team

2 – Mentions some aspect of experience leading a team but does not fully address

1 – Does not speak about personal experience leading a team

PROJECT DESCRIPTION
Lessons Learned

This project addresses how to identify the discussion points of a large group meeting, encourage a culture of contribution and voicing opinions, and facilitate productive discussion that yields results.

Purpose: The purpose of this project is to learn about and apply the skills needed to run a lessons learned meeting during a project or after its completion.

Overview: Facilitate a lessons learned meeting for a team with which you are completing or have completed a project. This meeting is separate from your regular Toastmasters meeting. Organize and facilitate a discussion. Record the results into a document you and your team members can use to facilitate the current project or future projects. If you haven't already, give team members an opportunity to complete a 360° evaluation of you as a team leader. (Use the 360° Evaluation resource.) Finally, present a 5- to 7-minute speech in your club about the lessons learned meeting or your leadership experience.

This project includes:

- Facilitating a lessons learned meeting
- Documenting the results of the lessons learned meeting
- The 360° Evaluation resource
- The Lessons Learned Response Log
- The Metrics Log
- A 5- to 7-minute speech

EVALUATION FORM
Lessons Learned

Member Name _____   Date _____

Evaluator _____   **Speech Length:** 5 – 7 minutes

Speech Title	

Purpose Statements

- The purpose of this project is for the member to learn about and apply the skills needed to run a lessons learned meeting during a project or after its completion.
- The purpose of this speech is for the member to share some aspect of his or her leadership experience and the impact of a lessons learned meeting.

Notes for the Evaluator

During the completion of this project, the member:

- Worked with a team to complete a project

- Met with his or her team on many occasions, most recently to facilitate lessons learned meeting. This meeting may occur during the course of the project or at its culmination.

About this speech:

- The member will deliver a well-organized speech.

- The member may choose to speak about an aspect of the lessons learned meeting, his or her experience as a leader, the impact of leading a team, or any other topic that he or she feels is appropriate.

- The speech must relate in some way to the member's experience as a leader.

- The speech may be humorous, informational, or any other style the member chooses. The topic should support the style the member has selected.

- The speech should not be a report on the content of the "Lessons Learned" project.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5 EXEMPLARY	**4** EXCELS	**3** ACCOMPLISHED	**2** EMERGING	**1** DEVELOPING

Clarity: Spoken language is clear and is easily understood

    5   **4**   **3**   **2**   **1**

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

    5   **4**   **3**   **2**   **1**

Comment:

Eye Contact: Effectively uses eye contact to engage audience

    5   **4**   **3**   **2**   **1**

Comment:

Gestures: Uses physical gestures effectively

    5   **4**   **3**   **2**   **1**

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

    5   **4**   **3**   **2**   **1**

Comment:

Comfort Level: Appears comfortable with the audience

    5   **4**   **3**   **2**   **1**

Comment:

Interest: Engages audience with interesting, well-constructed content

    5   **4**   **3**   **2**   **1**

Comment:

Topic: Shares some aspect of experience as a leader and the impact of the lessons learned meeting

    5   **4**   **3**   **2**   **1**

Comment:

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

Topic

5 – Delivers an exemplary speech about some aspect of experience as a leader and the impact of the lessons learned meeting

4 – Delivers a compelling speech about some aspect of experience as a leader and the impact of the lessons learned meeting

3 – Shares some aspect of experience as a leader and the impact of the lessons learned meeting

2 – Mentions some aspect of experience as a leader and the impact of the lessons learned meeting but does not fully address

1 – Speaks on a topic other than some aspect of experience as a leader and the impact of the lessons learned meeting

PROJECT DESCRIPTION
Make Connections Through Networking

This project focuses on how to network effectively and understanding the importance of being a professional ally to people in your network.

Purpose: The purpose of this project is to develop and practice a personal strategy for building connections through networking.

Overview: Prepare for and attend a networking event. After the event, present a 5- to 7-minute speech to your club. Your speech can include a story or stories about your experience, a description of what you learned, or a discussion on the benefits of networking. Your speech may be personal to you or informational about networking. If you attend a non-Toastmasters event, you must sign the Project Completion Form and give it to your vice president education.

This project includes:

- The Prepare to Network resource
- Attending a networking event
- The Project Completion Form
- A 5- to 7-minute speech

EVALUATION FORM
Make Connections Through Networking

Member Name _____   **Date** _____

Evaluator _____   **Speech Length:** 5 – 7 minutes

Speech Title

Purpose Statements
- The purpose of this project is for the member to develop and practice a personal strategy for building connections through networking.
- The purpose of this speech is for the member to share some aspect of his or her experience networking.

Notes for the Evaluator
During the completion of this project, the member attended a networking event.

About this speech:
- The member will deliver a well-organized speech that includes a story or stories about the networking experience, the value of networking, or some other aspect of his or her experience networking.
- This speech should not be a report on the content of the "Make Connections Through Networking" project.

General Comments
You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

5	4	3	2	1	Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5	4	3	2	1	Comment:

Eye Contact: Effectively uses eye contact to engage audience

5	4	3	2	1	Comment:

Gestures: Uses physical gestures effectively

5	4	3	2	1	Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5	4	3	2	1	Comment:

Comfort Level: Appears comfortable with the audience

5	4	3	2	1	Comment:

Interest: Engages audience with interesting, well-constructed content

5	4	3	2	1	Comment:

Topic: Shares some aspect of personal experience networking

5	4	3	2	1	Comment:

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

Topic

5 – Delivers an exemplary speech about some aspect of experience networking

4 – Delivers a compelling speech about some aspect of experience networking

3 – Shares some aspect of personal experience networking

2 – Mentions some aspect of experience networking but does not fully address

1 – Speaks on a topic other than personal experience networking

PROJECT DESCRIPTION
Manage Change

This project focuses on how to plan for change, develop a communication plan, and identify obstacles to success.

Purpose: The purpose of this project is to practice developing a change management plan.

Overview: Create a change management plan for a real or hypothetical situation. You may create a plan that is based on a past change or a future change that is happening in your personal, Toastmasters, or professional life. Share your change management plan with your club in a 5- to 7-minute speech. Your speech may be humorous, informational, or any other style that appeals to you. It is not a report on what you learned from the project, but an overview of your plan and how it will benefit you and the group the change affects.

This project includes:

- Creating a change management plan
- The Prepare for Change Worksheet
- The Write a Communication Plan resource
- A 5- to 7-minute speech

EVALUATION FORM
Manage Change

Member Name _____   Date _____

Evaluator _____   **Speech Length:** 5 – 7 minutes

Speech Title

Purpose Statements
- The purpose of this project is for the member to practice developing a change management plan.
- The purpose of this speech is for the member to share some aspect of a change management plan.

Notes for the Evaluator
During the completion of this project, the member developed a change management plan about any real or hypothetical change in his or her past or a current change that affects a group that he or she is part of (including the Toastmasters club).

About this speech:
- The member will give specific information about the plan.
- The speech may be any type, including humorous. It should not be a report on the content of the "Manage Change" project.

General Comments
You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

5   4   3   2   1

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5   4   3   2   1

Comment:

Eye Contact: Effectively uses eye contact to engage audience

5   4   3   2   1

Comment:

Gestures: Uses physical gestures effectively

5   4   3   2   1

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5   4   3   2   1

Comment:

Comfort Level: Appears comfortable with the audience

5   4   3   2   1

Comment:

Interest: Engages audience with interesting, well-constructed content

5   4   3   2   1

Comment:

Topic: Shares some aspect of plan for change

5   4   3   2   1

Comment:

Focus: Identifies a change in personal or professional life that can benefit from planning

5   4   3   2   1

Comment:

TOASTMASTERS INTERNATIONAL

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

Topic

5 – Delivers an exemplary speech about some aspect of plan for change
4 – Delivers a compelling speech about some aspect of plan for change
3 – Shares some aspect of plan for change
2 – Mentions some aspect of plan for change but does not fully address
1 – Speaks on a topic other than plan for change

Focus

5 – Presents a well-defined change in personal or professional life and gives concise benefits of planning
4 – Presented a well-defined change in personal or professional life that can benefit from planning
3 – Identifies a change in personal or professional life that can benefit from planning
2 – Needs to better identify change in a personal or professional life that can benefit from planning
1 – Is unclear on a change in personal or professional life that can benefit from planning

PROJECT DESCRIPTION
Manage Online Meetings

This project addresses how to effectively conduct online meetings and webinars, prepare and organize necessary visual aids, and lead with confidence.

Purpose: The purpose of this project is to practice facilitating an online meeting or leading a webinar.

Overview: Conduct a 20- to 25-minute online meeting with fellow Toastmasters or a 20- to 25-minute webinar with visual aids for fellow Toastmasters. You determine the topic of your meeting or webinar. Research and use software that best fits your needs and geographic area. Invite your evaluator to participate in the online meeting or webinar. If you complete your assignment with non-Toastmasters, you must receive approval from the vice president education and invite your evaluator to attend.

This project includes:

- The Online Meeting Agenda resource
- The Online Meeting Basics resource
- Planning and conducting a 20- to 25-minute online meeting or webinar

EVALUATION FORM
Manage Online Meetings

Member Name _____   Date _____

Evaluator _____   **Speech Length:** 20 – 25 minutes

Speech Title	

Purpose Statement

The purpose of this project is for the member to practice facilitating an online meeting or leading a webinar.

Notes for the Evaluator

During the completion of this project, the member spent a great deal of time organizing and preparing to facilitate an online meeting or webinar.

About this online meeting or webinar:

- In order to complete this evaluation, you must attend the webinar or online meeting.
- The member will deliver a well-organized meeting or webinar. Depending on the type, the member may facilitate a discussion between others or disseminate information to attendees at the session.
- The member should use excellent facilitation and public speaking skills.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

5　　4　　3　　2　　1

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5　　4　　3　　2　　1

Comment:

Eye Contact: Effectively uses eye contact to engage audience

5　　4　　3　　2　　1

Comment:

Gestures: Uses physical gestures effectively

5　　4　　3　　2　　1

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5　　4　　3　　2　　1

Comment:

Comfort Level: Appears comfortable with the audience

5　　4　　3　　2　　1

Comment:

Interest: Engages audience with interesting, well-constructed content

5　　4　　3　　2　　1

Comment:

Technology Management: Conducts a well-run meeting or webinar with limited technical issues caused by the member

5　　4　　3　　2　　1

Comment:

Organization: Meeting or webinar is well-organized

5　　4　　3　　2　　1

Comment:

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

Technology Management

5 – Conducts an exemplary meeting or webinar with no technical issues caused by the member

4 – Conducts an excellent meeting or webinar with no technical issues caused by the member

3 – Conducts a well-run meeting or webinar with limited technical issues caused by the member

2 – Meeting or webinar is occasionally interrupted by technical issues caused by the member

1 – Meeting or webinar is interrupted by several technical issues caused by the member

Organization

5 – Meeting or webinar is an exemplary example of the use of media and delivery of content

4 – Meeting or webinar is an excellent example of organization

3 – Meeting or webinar is well-organized

2 – Member made an attempt to organize meeting or webinar, but the online event did not run well

1 – Meeting or webinar lacks organization

PROJECT DESCRIPTION
Manage Projects Successfully

This project focuses on skills needed to effectively manage a project, develop rapport with stakeholders and cultivate strong relationships with a team.

Purpose: The purpose of this project is to practice developing a plan, building a team, and fulfilling the plan with the help of your team.

Overview: Form a team of three to four people and choose a project. Create a plan for your project and present the plan to your club in a 2- to 3-minute speech. Work with your team to complete your project. Present a 5- to 7-minute speech about your experience. This speech may be humorous, informational, or any type of speech that appeals to you. It should not be a report about the content of this project, but a reflection of your experience applying what you learned.

Note: When considering projects to complete, refer to future projects on your path. You may be able to use the assignment in this project to help you prepare for the completion of an upcoming project.

This project includes:

- Building a team
- Creating a project plan
- The Project Plan resource
- A 2- to 3-minute speech about your plan
- Completing the plan with your team
- A 5- to 7-minute speech about your experience

EVALUATION FORM
Manage Projects Successfully—First Speech

Member Name _____   Date _____

Evaluator _____   **Speech Length:** 2 – 3 minutes

Speech Title

Purpose Statements
- The purpose of this project is for the member to practice developing a plan, building a team, and fulfilling the plan with the help of his or her team.
- The purpose of the **first speech** is for the member to give a short overview of the plan for his or her project.

Notes for the Evaluator
The member completing this project has committed a great deal of time to building a team and developing a project plan.

This is a 2- to 3-minute report on the member's plan. Listen for:
- An explanation of what the member intends to accomplish
- Information about the team the member has built to help him or her accomplish the plan
- A well-organized informational speech

General Comments
You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

5	4	3	2	1	Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5	4	3	2	1	Comment:

Eye Contact: Effectively uses eye contact to engage audience

5	4	3	2	1	Comment:

Gestures: Uses physical gestures effectively

5	4	3	2	1	Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5	4	3	2	1	Comment:

Comfort Level: Appears comfortable with the audience

5	4	3	2	1	Comment:

Interest: Engages audience with interesting, well-constructed content

5	4	3	2	1	Comment:

Topic: Shares some aspect of his or her plan, team, or project

5	4	3	2	1	Comment:

Member Name _____   Date _____

Evaluator _____   **Speech Length:** 5 – 7 minutes

Speech Title	

Purpose Statements

- The purpose of this project is for the member to practice developing a plan, building a team, and fulfilling the plan with the help of his or her team.

- The purpose of the **second speech** is for the member to share some aspect of his or her experience managing a project.

Notes for the Evaluator

The member completing this project has committed a great deal of time to developing a project plan, building a team, and fulfilling the plan.

This is a 5- to 7-minute speech about the member's experience managing a project. This speech can be humorous, informational, or any type the member feels is appropriate. Listen for:

- Information about what the member learned from planning, building a team, and leading that team through the completion of their project

- The speech should NOT be a report on the content of the "Manage Projects Successfully" project.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

| 5 | 4 | 3 | 2 | 1 |

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

| 5 | 4 | 3 | 2 | 1 |

Comment:

Eye Contact: Effectively uses eye contact to engage audience

| 5 | 4 | 3 | 2 | 1 |

Comment:

Gestures: Uses physical gestures effectively

| 5 | 4 | 3 | 2 | 1 |

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

| 5 | 4 | 3 | 2 | 1 |

Comment:

Comfort Level: Appears comfortable with the audience

| 5 | 4 | 3 | 2 | 1 |

Comment:

Interest: Engages audience with interesting, well-constructed content

| 5 | 4 | 3 | 2 | 1 |

Comment:

Learning: Speech includes information about some aspect of what the member learned or gained from completing the project

| 5 | 4 | 3 | 2 | 1 |

Comment:

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

Topic – First Speech
5 – Delivers an exemplary speech about some aspect of his or her plan, team, or project
4 – Delivers a compelling speech about some aspect of his or her plan, team, or project
3 – Shares some aspect of his or her plan, team, or project
2 – Mentions some aspect of his or her plan, team, or project but does not fully address
1 – Speaks on a topic other than his or her plan, team, or project

Learning – Second Speech
5 – Exemplary speech gives value to some aspect of what the member gained from completing the project
4 – Well-organized speech focuses entirely on some aspect of what the member gained from completing the project
3 – Speech includes information about some aspect of what the member gained from completing the project
2 – Speech includes limited information about some aspect of what the member gained from the project
1 – Speech includes little or no information about some aspect of what the member gained completing the project

PROJECT DESCRIPTION
Manage Successful Events

This project is designed to give you tools to coordinate an event. It includes steps for managing the unexpected, leading a team and creating positive outcomes.

Purpose: The purpose of this project is to practice planning, organizing, leading, and implementing an event.

Overview: Plan, coordinate, and complete an event of your choosing. Tools for planning all aspects of an event are included in this project. After you complete the event, present a 5- to 7-minute speech in your club. Share the impact of the planning process, your team, and the organization for which the event was held. Your speech may be humorous, informational, or any style that appeals to you. It is not a report on the content of this project.

This project includes:

- Planning, organizing, and implementing an event of your choosing
- The Event Planning Worksheet
- The Write a Communication Plan resource
- A 5- to 7-minute speech

EVALUATION FORM
Manage Projects Successfully—First Speech

Member Name _____ Date _____

Evaluator _____ **Speech Length:** 2 – 3 minutes

Speech Title

Purpose Statements
- The purpose of this project is for the member to practice developing a plan, building a team, and fulfilling the plan with the help of his or her team.
- The purpose of the **first speech** is for the member to give a short overview of the plan for his or her project.

Notes for the Evaluator
The member completing this project has committed a great deal of time to building a team and developing a project plan.

This is a 2- to 3-minute report on the member's plan. Listen for:
- An explanation of what the member intends to accomplish
- Information about the team the member has built to help him or her accomplish the plan
- A well-organized informational speech

General Comments
You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

5	4	3	2	1	Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5	4	3	2	1	Comment:

Eye Contact: Effectively uses eye contact to engage audience

5	4	3	2	1	Comment:

Gestures: Uses physical gestures effectively

5	4	3	2	1	Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5	4	3	2	1	Comment:

Comfort Level: Appears comfortable with the audience

5	4	3	2	1	Comment:

Interest: Engages audience with interesting, well-constructed content

5	4	3	2	1	Comment:

Topic: Shares some aspect of his or her plan, team, or project

5	4	3	2	1	Comment:

Member Name _____   **Date** _____

Evaluator _____   **Speech Length:** 5 – 7 minutes

Speech Title

Purpose Statements

- The purpose of this project is for the member to practice developing a plan, building a team, and fulfilling the plan with the help of his or her team.
- The purpose of the **second speech** is for the member to share some aspect of his or her experience managing a project.

Notes for the Evaluator

The member completing this project has committed a great deal of time to developing a project plan, building a team, and fulfilling the plan.

This is a 5- to 7-minute speech about the member's experience managing a project. This speech can be humorous, informational, or any type the member feels is appropriate. Listen for:

- Information about what the member learned from planning, building a team, and leading that team through the completion of their project
- The speech should NOT be a report on the content of the "Manage Projects Successfully" project.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5 EXEMPLARY	**4** EXCELS	**3** ACCOMPLISHED	**2** EMERGING	**1** DEVELOPING

Clarity: Spoken language is clear and is easily understood

5   4   3   2   1

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5   4   3   2   1

Comment:

Eye Contact: Effectively uses eye contact to engage audience

5   4   3   2   1

Comment:

Gestures: Uses physical gestures effectively

5   4   3   2   1

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5   4   3   2   1

Comment:

Comfort Level: Appears comfortable with the audience

5   4   3   2   1

Comment:

Interest: Engages audience with interesting, well-constructed content

5   4   3   2   1

Comment:

Learning: Speech includes information about some aspect of what the member learned or gained from completing the project

5   4   3   2   1

Comment:

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

Topic – First Speech
5 – Delivers an exemplary speech about some aspect of his or her plan, team, or project
4 – Delivers a compelling speech about some aspect of his or her plan, team, or project
3 – Shares some aspect of his or her plan, team, or project
2 – Mentions some aspect of his or her plan, team, or project but does not fully address
1 – Speaks on a topic other than his or her plan, team, or project

Learning – Second Speech
5 – Exemplary speech gives value to some aspect of what the member gained from completing the project
4 – Well-organized speech focuses entirely on some aspect of what the member gained from completing the project
3 – Speech includes information about some aspect of what the member gained from completing the project
2 – Speech includes limited information about some aspect of what the member gained from the project
1 – Speech includes little or no information about some aspect of what the member gained completing the project

PROJECT DESCRIPTION
Managing a Difficult Audience

This project covers common behaviors of difficult audience members and how to address each behavior in a calm, effective and professional way.

Purpose: The purpose of this project is to practice the skills needed to address audience challenges when you present outside of your Toastmasters club.

Overview: Prepare a 5- to 7-minute speech on a topic of your choosing. You may write a new speech or use a speech you presented previously. You will be evaluated on the way you manage audience disruptions, not the content of your speech. Before your club meeting, send the Role Play Assignments resource to the Toastmaster and vice president education. As you present your speech, respond to different types of difficult audience members that disrupt you. The process of speaking and responding to audience members will take 12 to 15 minutes.

This project includes:

- A role play assignment for club members
- A 5-to 7-minute speech

Member Name _____   Date _____

Evaluator _____   **Speech Length:** 10 – 15 minutes

Speech Title

Purpose Statement

The purpose of this project is for the member to practice the skills needed to address audience challenges when he or she presents outside of the Toastmasters club.

Notes for the Evaluator

During the completion of this project, the member spent time learning how to manage difficult audience members during a presentation.

About this speech:

- The member will deliver a 5- to 7-minute speech on any topic and practice responding to four audience member disruptions. The speech may be new or previously presented. You do not evaluate the speech or speech content.

- Your evaluation is based on the member's ability to address and defuse challenges presented by the audience. Audience members were assigned roles by the Toastmaster and/or vice president education prior to the meeting.

- Watch for professional behavior, respectful interactions with audience members, and the use of strategies to refocus the audience on the member's speech.

- The member has 10 to 15 minutes to deliver his or her 5- to 7-minute speech and respond to disrupters.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

| 5 | 4 | 3 | 2 | 1 |

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

| 5 | 4 | 3 | 2 | 1 |

Comment:

Eye Contact: Effectively uses eye contact to engage audience

| 5 | 4 | 3 | 2 | 1 |

Comment:

Gestures: Uses physical gestures effectively

| 5 | 4 | 3 | 2 | 1 |

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

| 5 | 4 | 3 | 2 | 1 |

Comment:

Comfort Level: Appears comfortable with the audience

| 5 | 4 | 3 | 2 | 1 |

Comment:

Interest: Engages audience with interesting, well-constructed content

| 5 | 4 | 3 | 2 | 1 |

Comment:

Effective Management: Demonstrates skill at engaging difficult audience members

| 5 | 4 | 3 | 2 | 1 |

Comment:

Professionalism: Remains professional regardless of difficult audience members

| 5 | 4 | 3 | 2 | 1 |

Comment:

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

Effective Management

5 – Manages difficult audience members with exemplary skill

4 – Sets an excellent example of how to manage difficult audience members

3 – Demonstrates skill at engaging difficult audience members

2 – Shows some skill at engaging difficult audience members, but has difficulty with one type of interruption

1 – Struggles to address difficult audience members or loses engagement of audience while managing a difficult audience member

Professionalism

5 – Sets an exemplary example of professional behavior regardless of difficult audience members

4 – Maintains a highly professional response regardless of difficult audience members

3 – Remains professional regardless of difficult audience members

2 – Remains professional when responding to most difficult audience members, but shows some obvious discomfort or reactive responses

1 – Is not able to maintain professionalism when responding to difficult audience members

PROJECT DESCRIPTION
Managing Time

This project is designed to help you manage your time, discover time management techniques, and employ them in your speeches and daily life.

Purpose: The purpose of this project is to observe your own time management patterns.

Overview: Develop a 5- to 7-minute speech on any topic. As you develop your speech, record the time required for each task in order to help you determine how you can improve your time management strategies. Present your speech at a club meeting. Finally, submit the Project Completion Form to your vice president education.

This project includes:

- The Time and Task Log
- The Project Completion Form
- A 5- to 7-minute speech

EVALUATION FORM
Managing Time

Member Name _____   Date _____

Evaluator _____   **Speech Length:** 5 – 7 minutes

Speech Title

Purpose Statement

The purpose of this project is for the member to observe his or her time management patterns.

Notes for the Evaluator

During the completion of this project, the member spent time evaluating his or her time management skills.

About this speech:

- The member will deliver a well-organized speech about any topic.
- The member may choose to speak about a time management exercise he or she completed during the project.
- The speech may be humorous, informational, or any type of the member's choosing.
- The speech should not be a report on the content of the "Managing Time" project.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

| 5 | 4 | 3 | 2 | 1 |

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

| 5 | 4 | 3 | 2 | 1 |

Comment:

Eye Contact: Effectively uses eye contact to engage audience

| 5 | 4 | 3 | 2 | 1 |

Comment:

Gestures: Uses physical gestures effectively

| 5 | 4 | 3 | 2 | 1 |

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

| 5 | 4 | 3 | 2 | 1 |

Comment:

Comfort Level: Appears comfortable with the audience

| 5 | 4 | 3 | 2 | 1 |

Comment:

Interest: Engages audience with interesting, well-constructed content

| 5 | 4 | 3 | 2 | 1 |

Comment:

TOASTMASTERS INTERNATIONAL

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

PROJECT DESCRIPTION
Moderate a Panel Discussion

This project addresses the skills needed to successfully moderate a panel discussion and how to be an effective participant on a panel.

Purpose: The purpose of this project is to apply your skills as a public speaker and leader to facilitate a panel discussion.

Overview: Plan and moderate a 20- to 40-minute panel discussion. The panel discussion can be on any topic and may take place at a club meeting or outside of Toastmasters with the approval of your vice president education. Toastmasters who participate as panelists do not receive credit in Toastmasters Pathways. When you have the opportunity, volunteer to act as a panelist for another member completing this project.

This project includes:

- Planning and moderating a 20- to 40-minute panel discussion
- The Panelist Basics resource
- The Project Completion Form

EVALUATION FORM
Moderate a Panel Discussion

Member Name _____ Date _____

Evaluator _____ **Speech Length:** 20 – 40 minutes

Speech Title _____

Purpose Statement

The purpose of this project is for the member to apply his or her skills as a public speaker and leader to facilitate a panel discussion.

Notes for the Evaluator

During the completion of this project, the member:

- Spent time planning a panel discussion on a topic
- Organized the panel discussion and invited at least three panelists

About this panel discussion:

- The panel discussion should be well-organized and well-moderated by the member completing the project.
- Consider how the member sets the tone, keeps panelists on topic, fields questions from attendees, and generally runs the panel discussion.
- This panel discussion should not be a report on the content of the "Moderate a Panel Discussion" project.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5 EXEMPLARY	**4** EXCELS	**3** ACCOMPLISHED	**2** EMERGING	**1** DEVELOPING

Clarity: Spoken language is clear and is easily understood

| 5 | 4 | 3 | 2 | 1 |

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

| 5 | 4 | 3 | 2 | 1 |

Comment:

Eye Contact: Effectively uses eye contact to engage audience

| 5 | 4 | 3 | 2 | 1 |

Comment:

Gestures: Uses physical gestures effectively

| 5 | 4 | 3 | 2 | 1 |

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

| 5 | 4 | 3 | 2 | 1 |

Comment:

Comfort Level: Appears comfortable with the audience

| 5 | 4 | 3 | 2 | 1 |

Comment:

Interest: Engages audience with interesting, well-constructed content

| 5 | 4 | 3 | 2 | 1 |

Comment:

Moderating: Moderates panel discussion well

| 5 | 4 | 3 | 2 | 1 |

Comment:

Panel Selection: Selected panel members well for their expertise on the topic

| 5 | 4 | 3 | 2 | 1 |

Comment:

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

Moderating

5 – Sets an exemplary example of successful panel moderation

4 – Sets an excellent example of a well-moderated panel discussion

3 – Moderates panel discussion well

2 – Moderation skills are present, but need improvement

1 – Shows little skill or preparation when moderating the panel discussion

Panel Selection

5 – Exemplary selection of panel members for their expertise on the topic

4 – Excellent selection of panel members for their expertise on the topic

3 – Selected panel members well for their expertise on the topic

2 – Selection of some panel members is not reflective of topic or expertise

1 – Panel members selected are inappropriate or ineffective for the topic of discussion

PROJECT DESCRIPTION
Motivate Others

This project focuses on how people are motivated. It is designed to help you build your leadership skills by effectively motivating team members.

Purpose: The purpose of this project is to practice the skills needed to motivate team members through the completion of a project.

Overview: Build a team of three to four people to help you create and complete a project to benefit your club. Use the information in the project to develop motivational strategies for each team member. After the project, you may choose to ask team members and at least one club officer to complete a 360° evaluation to give you feedback on your communication and leadership. Deliver a 5- to 7-minute speech at a club meeting about your experience. Your speech is not a report on the content of this project.

This project includes:

- Building and motivating a team to complete a project that benefits your club
- The Team-Building Activities resource
- The 360° Evaluation resource
- A 5- to 7-minute speech

EVALUATION FORM
Motivate Others

Member Name _____   Date _____

Evaluator _____   **Speech Length:** 5 – 7 minutes

Speech Title

Purpose Statements
- The purpose of this project is for the member to practice the skills needed to motivate team members through the completion of a project.
- The purpose of this speech is for the member to share some aspect of his or her experience motivating team members through the completion of a project.

Notes for the Evaluator
During the completion of this project, the member:
- Spent time developing a project, building a team, and working with that team to bring the project to fruition
- May have asked team members and at least one club officer to evaluate his or her leadership through the completion of 360° evaluation

About this speech:
- The member will deliver a high-quality and engaging speech that addresses his or her experience using motivational techniques while leading a team.
- The speech may be humorous, informational, or any type the member chooses.
- The speech should not be a report on the content of the "Motivate Others" project.

General Comments
You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

5   4   3   2   1

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5   4   3   2   1

Comment:

Eye Contact: Effectively uses eye contact to engage audience

5   4   3   2   1

Comment:

Gestures: Uses physical gestures effectively

5   4   3   2   1

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5   4   3   2   1

Comment:

Comfort Level: Appears comfortable with the audience

5   4   3   2   1

Comment:

Interest: Engages audience with interesting, well-constructed content

5   4   3   2   1

Comment:

Topic: Shares some aspect of leadership experience related to motivating others

5   4   3   2   1

Comment:

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

Topic

5 – Delivers an exemplary speech about some aspect of leadership experience related to motivating others

4 – Delivers an excellent speech about some aspect of leadership experience related to motivating others

3 – Shares some aspect of leadership experience related to motivating others

2 – Mentions some aspect of leadership experience related to motivating others, but does not fully address

1 – Delivers a speech on a topic other than some aspect of leadership experience related to motivating others

PROJECT DESCRIPTION
Negotiate the Best Outcome

This project focuses on identifying negotiation styles, engaging in mutually beneficial discussions, and finding and building common ground.

Purpose: The purpose of this project is to learn about different types of negotiation and the strategies that can be used when negotiating.

Overview: Develop a 5- to 7-minute speech about a past or upcoming negotiation in your life. The negotiation must be one that you have participated in or will participate in. You may choose to reflect on the strategies you used or those that you believe would be the most beneficial in the future. Your speech can be persuasive, humorous, informational, or crafted in any style that appeals to you and supports your speech content.

This project includes:

- Analyzing a past or future negotiation in your life
- The Negotiation Goal Setting resource
- A 5- to 7-minute speech

EVALUATION FORM
Negotiate the Best Outcome

Member Name _____   **Date** _____

Evaluator _____   **Speech Length:** 5 – 7 minutes

Speech Title

Purpose Statements
- The purpose of this project is for the member to learn about different types of negotiation and the strategies that can be used when negotiating.
- The purpose of this speech is for the member to share some aspect of a past or future negotiation in his or her life.

Notes for the Evaluator
During the completion of this project, the member:
- Spent time learning about different negotiation styles and strategies
- Reflected on a past or future negotiation in his or her life

About this speech:
- The member will deliver a well-organized speech about a negotiation in his or her life.
- The speech may be humorous, informational, or crafted in any style that appeals to the member and supports the speech content.
- The speech should not be a report on the content of the "Negotiate the Best Outcome" project.

General Comments
You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5 EXEMPLARY	**4** EXCELS	**3** ACCOMPLISHED	**2** EMERGING	**1** DEVELOPING

Clarity: Spoken language is clear and is easily understood

| 5 | 4 | 3 | 2 | 1 |

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

| 5 | 4 | 3 | 2 | 1 |

Comment:

Eye Contact: Effectively uses eye contact to engage audience

| 5 | 4 | 3 | 2 | 1 |

Comment:

Gestures: Uses physical gestures effectively

| 5 | 4 | 3 | 2 | 1 |

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

| 5 | 4 | 3 | 2 | 1 |

Comment:

Comfort Level: Appears comfortable with the audience

| 5 | 4 | 3 | 2 | 1 |

Comment:

Interest: Engages audience with interesting, well-constructed content

| 5 | 4 | 3 | 2 | 1 |

Comment:

Topic: Shares some aspect of experience in a past negotiation or plans for a future negotiation

| 5 | 4 | 3 | 2 | 1 |

Comment:

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

Topic

5 – Delivers an exemplary speech about some aspect of experience in a past negotiation or plans for a future negotiation

4 – Delivers an excellent speech about some aspect of experience in a past negotiation or plans for a future negotiation

3 – Shares some aspect of experience in a past negotiation or plans for a future negotiation

2 – Mentions some aspect of experience in a past negotiation or plans for a future negotiation, but does not fully address

1 – Delivers a speech on a topic other than experience in a past negotiation or plans for a future negotiation

PROJECT DESCRIPTION
Persuasive Speaking

This project focuses on helping you to develop and support a viewpoint, and identify the most appropriate type of persuasive speech for your topic.

Purpose: The purpose of this project is to understand the types of persuasive speeches and deliver a persuasive speech at a club meeting.

Overview: Choose any topic that lends itself to speaking persuasively and prepare a speech. Present your 5- to 7-minute speech at a club meeting. If your vice president education approves a non-club event or group, your evaluator must be present for your speech.

This project includes:

- The Persuasive Speech Outline Worksheet
- A 5- to 7-minute speech

Member Name _____   Date _____

Evaluator _____   **Speech Length:** 5 – 7 minutes

Speech Title

Purpose Statement

The purpose of this project is for the member to understand the types of persuasive speeches and deliver a persuasive speech at a club meeting.

Notes for the Evaluator

During the completion of this project, the member has spent time learning about persuasive speaking.

About this speech:

- The member will deliver a well-organized persuasive speech on any topic.
- The member may choose to appeal to emotions, ethics, or logic in his or her speech.
- The speech may be humorous, informational, or any style the member chooses.
- The speech should not be a report on the content of the "Persuasive Speaking" project.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	**4**	**3**	**2**	**1**
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

| 5 | 4 | 3 | 2 | 1 |

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

| 5 | 4 | 3 | 2 | 1 |

Comment:

Eye Contact: Effectively uses eye contact to engage audience

| 5 | 4 | 3 | 2 | 1 |

Comment:

Gestures: Uses physical gestures effectively

| 5 | 4 | 3 | 2 | 1 |

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

| 5 | 4 | 3 | 2 | 1 |

Comment:

Comfort Level: Appears comfortable with the audience

| 5 | 4 | 3 | 2 | 1 |

Comment:

Interest: Engages audience with interesting, well-constructed content

| 5 | 4 | 3 | 2 | 1 |

Comment:

Persuade: Delivers a speech that is clearly intended to persuade the audience

| 5 | 4 | 3 | 2 | 1 |

Comment:

TOASTMASTERS INTERNATIONAL

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

Persuade

5 – Delivers an exemplary persuasive speech

4 – Delivers an excellent persuasive speech

3 – Delivers a speech that is clearly intended to persuade the audience

2 – Delivers a speech that has some components of persuasion, but needs improvement

1 – Speech has few or no components of a persuasive speech

PROJECT DESCRIPTION
Planning and Implementing

This project is designed to help you develop realistic plans to meet your objectives and to successfully monitor a project to completion.

Purpose: The purpose of this project is to practice developing a plan and bringing that plan to fruition.

Overview: Select any small-scale project, such as a family party, a short trip, a themed Toastmasters meeting, or any other event or project that requires planning. Develop and implement the plan, with or without help from others. At a club meeting, deliver a 2- to 3-minute report or a 5- to 7-minute speech about your experience. Submit the Project Completion Form to your vice president education to confirm you completed all planning resources.

This project includes:

- Developing and implementing a plan for a small-scale project
- The Project Plan resource
- The Event Planning Worksheet
- The Project Completion Form
- A 2- to 3-minute report or 5- to 7-minute speech

Member Name _____ **Date** _____

Evaluator _____ **Speech Length:** 2 – 3 minutes or
5 – 7 minutes

Speech Title

Purpose Statements
- The purpose of this project is for the member to practice developing a plan and bringing that plan to fruition.
- The purpose of this speech is for the member to share some aspect of planning and implementing his or her small-scale project.

Notes for the Evaluator
The member completing this project has spent time developing and implementing a plan for a small-scale project.

About this speech:
- The member will deliver a well-organized speech about some aspect of his or her experience.
- The speech may be humorous, informational, or any style the member chooses.
- The speech should not be a report on the content of the "Planning and Implementing" project.

General Comments
You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

5	4	3	2	1

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5	4	3	2	1

Comment:

Eye Contact: Effectively uses eye contact to engage audience

5	4	3	2	1

Comment:

Gestures: Uses physical gestures effectively

5	4	3	2	1

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5	4	3	2	1

Comment:

Comfort Level: Appears comfortable with the audience

5	4	3	2	1

Comment:

Interest: Engages audience with interesting, well-constructed content

5	4	3	2	1

Comment:

Topic: Shares some aspect of the planning or implementing process of his or her small-scale project

5	4	3	2	1

Comment:

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

Topic

5 – Delivers exemplary speech about some aspect of the planning or implementing process of his or her small-scale project

4 – Delivers excellent speech about some aspect of the planning or implementing process of his or her small-scale project

3 – Shares some aspect of the planning or implementing process of his or her small-scale project

2 – Mentions some aspect of the planning or implementing process of his or her small-scale project, but does not fully address

1 – Delivers a speech on a topic other than some aspect of the planning or implementing process of his or her small-scale project

PROJECT DESCRIPTION
Prepare for an Interview

This project addresses the skills you need to identify and speak about personal strengths and present yourself well in an interview of any type.

Purpose: The purpose of this project is to practice the skills needed to present yourself well in an interview.

Overview: Determine which type of interview you would like to practice, such as a job or expert interview. Prepare by reviewing your skills and abilities. Complete the resources in the project and give them to your interviewer before your presentation. You determine which member of your club interviews you, but your interviewer must be someone other than your evaluator. In a 5- to 7-minute role-play presentation at a club meeting, practice answering interview questions to promote your skills, abilities, and experience.

This project includes:

- The Identifying Your Skills Worksheet
- The Interviewer Instructions resource
- A 5- to 7-minute role-play interview at a club meeting

Member Name _____   Date _____

Evaluator _____   **Speech Length:** 5 – 7 minutes

Speech Title [_____]

Purpose Statement

The purpose of this project is for the member to practice the skills needed to present himself or herself well in an interview.

Notes for the Evaluator

The member completing this project has spent time organizing his or her skills and identifying how those skills can be applied to complete this role-play interview.

About this speech:

- The member designed interview questions for the interviewer that are specific to their skills, abilities, and any other content he or she wants to practice.
- Though the member designed questions, he or she does not know exactly which questions will be asked.
- Look for poise, concise answers to questions, and the ability to recover from ineffective answers.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

5	4	3	2	1

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5	4	3	2	1

Comment:

Gestures: Uses physical gestures effectively

5	4	3	2	1

Comment:

Comfort Level: Appears comfortable with the interviewer

5	4	3	2	1

Comment:

Poise: Shows poise when responding to questions

5	4	3	2	1

Comment:

Impromptu Speaking: Formulates answers to questions in a timely manner and is well-spoken

5	4	3	2	1

Comment:

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

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

Comfort Level

5 – Appears completely self-assured with the interviewer

4 – Appears fully at ease with the interviewer

3 – Appears comfortable with the interviewer

2 – Appears uncomfortable with the interviewer

1 – Appears highly uncomfortable with the interviewer

Poise

5 – Shows exemplary poise when responding to questions

4 – Shows a high level of poise when responding to questions

3 – Shows poise when responding to questions

2 – Shows poise when responding to some questions, but is flustered or uncomfortable with others

1 – Is often flustered or uncomfortable when responding to questions

Impromptu Speaking

5 – Appears comfortable, seamlessly answering questions with well-formulated responses

4 – Appears comfortable answering questions with well-formulated responses

3 – Formulates answers to questions in a timely manner and is well-spoken

2 – Takes time to formulate answers to questions, but creates awkward pauses at times

1 – Creates multiple awkward pauses by hesitating before answering questions and may fail to answer at all

PROJECT DESCRIPTION
Prepare to Speak Professionally

This project is designed to help you define the attributes of professional speakers and apply that understanding to your own skills as a speaker.

Purpose: The purpose of this project is to practice developing and presenting a longer speech.

Overview: Write and present an 18- to 22-minute keynote-style speech. Exemplify the point of view or message you would convey as a professional-level speaker. You may choose to use visual aids if they fit your speech and your style. Your speech may be humorous, informational, or any style that appeals to you and supports your speech content. If you receive advance approval from the vice president education, you may present your speech to a non-Toastmasters group.

This project includes:

- The Speech Outline Worksheet
- An 18- to 22-minute keynote-style speech

Member Name _____   Date _____

Evaluator _____   **Speech Length:** 18 – 22 minutes

Speech Title

Purpose Statement

The purpose of this project is for the member to practice developing and presenting a longer speech.

Notes for the Evaluator

The member completing this project has been working to build the skills necessary to engage an audience for an extended period of time.

About this speech:

- The member will deliver an engaging, keynote-style speech.
- The speech may be humorous, informational, or any style the member chooses.
- The member should demonstrate excellent presentation skills and deliver compelling content.
- The speech is not a report on the content of the "Prepare to Speak Professionally" project.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

5	4	3	2	1

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5	4	3	2	1

Comment:

Eye Contact: Effectively uses eye contact to engage audience

5	4	3	2	1

Comment:

Gestures: Uses physical gestures effectively

5	4	3	2	1

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5	4	3	2	1

Comment:

Comfort Level: Appears comfortable with the audience

5	4	3	2	1

Comment:

Interest: Engages audience with interesting, well-constructed content

5	4	3	2	1

Comment:

Speech Content: Content is compelling enough to hold audience attention throughout the extended speech

5	4	3	2	1

Comment:

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

Speech Content

5 – Content is exemplary and fully engages the audience throughout the extended speech
4 – Content is excellent and engages the audience throughout the extended speech
3 – Content is compelling enough to hold audience attention throughout the extended speech
2 – Content, though compelling, holds the attention of some audience members but not all throughout the extended speech
1 – Content holds the attention of few or no audience members throughout the extended speech

PROJECT DESCRIPTION
Present a Proposal

This project introduces how to select key information to present in a proposal to build a case with supporting evidence and realistic solutions.

Purpose: The purpose of this project is to practice developing and presenting a proposal.

Overview: Develop a proposal to improve any area of your life. It may involve your personal or professional life, or your Toastmasters club. If your proposal involves your club, speak with the appropriate officer. For example, if you have a proposal to increase club membership, discuss it with the vice president membership. In a 5- to 7-minute speech at a club meeting, present your entire proposal or aspects of it.

This project includes:

- Developing a proposal
- The Write a Proposal Resource
- A 5- to 7-minute speech

Member Name _____   **Date** _____

Evaluator _____   **Speech Length:** 5 – 7 minutes

Speech Title

Purpose Statement

The purpose of this project is for the member to practice developing and presenting a proposal.

Notes for the Evaluator

The member completing this project has spent time developing a proposal for some area of his or her life.

About this speech:

- The member will deliver a well-organized speech about his or her proposal.
- The proposal may affect any area of the member's personal or professional life, or the Toastmasters club.
- The member may present the entire proposal or aspects of it.
- The speech may be humorous, informational, or any style the member chooses. The style of the speech should fit the content.
- The speech is not a report on the content of the "Present a Proposal" project.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5 EXEMPLARY	**4** EXCELS	**3** ACCOMPLISHED	**2** EMERGING	**1** DEVELOPING

Clarity: Spoken language is clear and is easily understood

5	4	3	2	1

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5	4	3	2	1

Comment:

Eye Contact: Effectively uses eye contact to engage audience

5	4	3	2	1

Comment:

Gestures: Uses physical gestures effectively

5	4	3	2	1

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5	4	3	2	1

Comment:

Comfort Level: Appears comfortable with the audience

5	4	3	2	1

Comment:

Interest: Engages audience with interesting, well-constructed content

5	4	3	2	1

Comment:

Topic: Presents his or her proposal well

5	4	3	2	1

Comment:

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

Topic

5 – Delivers an exemplary speech about his or her proposal

4 – Delivers a compelling speech about his or her proposal

3 – Presents his or her proposal well

2 – Mentions some information about his or her proposal, but does not fully address

1 – Speaks on a topic other than his or her proposal

PROJECT DESCRIPTION
Public Relations Strategies

This project focuses on how to promote awareness of an organization, formulate a public relations strategy and use various public relations tactics.

Purpose: The purpose of this project is to practice the skills needed to effectively use public relations strategies for any group or situation.

Overview: Create a public relations plan for a real or hypothetical group or situation. If it involves your club, it must be hypothetical unless you communicate with the vice president public relations and club president. Share your plan in a 5- to 7-minute speech at a club meeting. This speech is not a report on the content of this project, but an example of how you will or might apply what you learned.

This project includes:

- Creating a public relations strategy
- A 5- to 7-minute speech

This project focuses on how to promote awareness of an organization, formulate a public relations strategy and use various public relations tactics.

Purpose: The purpose of this project is to practice the skills needed to effectively use public relations strategies for any group or situation.

Overview: Create a public relations plan for a real or hypothetical group or situation. If it involves your club, it must be hypothetical unless you communicate with the vice president public relations and club president. Share your plan in a 5- to 7-minute speech at a club meeting. This speech is not a report on the content of this project, but an example of how you will or might apply what you learned.

This project includes:

- Creating a public relations strategy
- A 5- to 7-minute speech

PROJECT DESCRIPTION
Question-and-Answer Session

This project addresses how to prepare to answer questions and provide information clearly, concisely and with confidence.

Purpose: The purpose of this project is to learn about and practice facilitating a question-and-answer session.

Overview: Select a topic of which you are particularly knowledgeable. Prepare and deliver a speech on this topic, followed by a question-and-answer session. Together, the speech and question-and-answer session must be 15 to 20 minutes. Use your time effectively to ensure both segments are completed.

This project includes:

- A 5-to 7-minute speech
- A question-and-answer session after the speech

EVALUATION FORM
Question-and-Answer Session

Member Name _____   **Date** _____

Evaluator _____   **Speech Length:** 15 – 20 minutes

Speech Title	

Purpose Statements

- The purpose of this project is for the member to learn about and practice facilitating a question-and-answer session.
- The purpose of this speech is for the member to practice delivering an informative speech and running a well-organized question-and-answer session. The member is responsible for managing time so there is adequate opportunity for both.

Notes for the Evaluator

Evaluate the member's speech and his or her facilitation of a question-and-answer session.

Listen for: A well-organized informational speech about any topic, followed by a well-facilitated question-and-answer session.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

| 5 | 4 | 3 | 2 | 1 |

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

| 5 | 4 | 3 | 2 | 1 |

Comment:

Eye Contact: Effectively uses eye contact to engage audience

| 5 | 4 | 3 | 2 | 1 |

Comment:

Gestures: Uses physical gestures effectively

| 5 | 4 | 3 | 2 | 1 |

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

| 5 | 4 | 3 | 2 | 1 |

Comment:

Comfort Level: Appears comfortable with the audience

| 5 | 4 | 3 | 2 | 1 |

Comment:

Interest: Engages audience with interesting, well-constructed content

| 5 | 4 | 3 | 2 | 1 |

Comment:

Response: Responds effectively to all questions

| 5 | 4 | 3 | 2 | 1 |

Comment:

Facilitation: Question-and-answer session is managed well

| 5 | 4 | 3 | 2 | 1 |

Comment:

Time Management: Manages time effectively

| 5 | 4 | 3 | 2 | 1 |

Comment:

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

Response
5 – Responses are an exemplary example of managing all types of questions, regardless of challenge
4 – Responses to every question are thoughtful and comprehensive
3 – Responds effectively to all questions
2 – Responds effectively to some questions but not all
1 – Has difficulty responding to questions

Facilitation
5 – Question-and-answer session is exemplary
4 – Question-and-answer session is exceptionally well-run and managed
3 – Question-and-answer session is managed well
2 – Question-and-answer session shows some organization, but needs improvement
1 – Question-and-answer session is disorganized or ineffective

Time Management
5 – Manages time with few or no flaws in organization of question-and-answer session
4 – Demonstrates excellent time management strategy
3 – Manages time effectively
2 – Shows some time management skill, but needs improvement
1 – Manages time ineffectively or leaves no time for question-and-answer session

PROJECT DESCRIPTION
Reaching Consensus

This project focuses on reaching consensus and the importance of including all group members in the decision-making process.

Purpose: The purpose of this project is to work with a group to practice reaching consensus on any topic.

Overview: Apply the techniques described in the project to practice leading a group of people toward consensus at a club meeting in 20 minutes. Choose a topic that will offer you and your group a challenge, but avoid topics that you know are unlikely to reach consensus in the timeframe. (Note: It is ok if you cannot reach consensus in 20 minutes.) Then, give a 2- to 3-minute closing statement on the experience or the decision.

You may also choose to lead a non-Toastmasters group toward consensus. Apply the techniques described in the project. Choose a topic that will offer you and your group a challenge. At a club meeting, deliver a 5- to 7-minute speech about the experience. Your speech can be persuasive, humorous, informational, or crafted in any style that appeals to you and supports your speech content. Submit your signed Project Completion Form to the vice president education.

This project includes:

- Leading a non-Toastmasters group toward consensus
- A 5- to 7-minute speech
- The Project Completion Form

Member Name _____   Date _____

Evaluator _____   **Speech Length:** 20-minute exercise
2- to 3-minute closing statement

Speech Title

Note: If the member chose to lead a non-Toastmasters group toward consensus, then use the Evaluation Form for the second assignment option to complete your evaluation.

Purpose Statement

The purpose of this project is for the member to work with a group to practice reaching consensus on any topic.

Notes for the Evaluator

Focus your evaluation on the member's ability to facilitate and maintain a discussion to reach consensus. The time is limited to a maximum of 20 minutes and at the end of that time, consensus may or may not be reached. Your evaluation is based on the process of reaching consensus and the member's ability to work well with a group.

Listen for: A well-facilitated discussion about the topic being discussed. The member should show respect for all ideas and contributions, regardless of their relevance. The member should give each team member an opportunity to speak.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Facilitation: Facilitates group meeting well by keeping on task and honoring timeframe

| 5 | 4 | 3 | 2 | 1 |

Comment:

Inclusivity: Ensures all members of group who want to contribute are able to speak

| 5 | 4 | 3 | 2 | 1 |

Comment:

Consideration: Considers all ideas, regardless of relevance

| 5 | 4 | 3 | 2 | 1 |

Comment:

Manage Conflict: Manages any conflict that arises with fairness and respect (select 3 if there is no conflict in the group)

| 5 | 4 | 3 | 2 | 1 |

Comment:

Support: Supports all team members, regardless of point of view

| 5 | 4 | 3 | 2 | 1 |

Comment:

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

Facilitation

5 – Demonstrates exemplary skills as a facilitator by keeping on task, honoring timeframe, and making important progress toward consensus

4 – Demonstrates excellent skills as a facilitator by keeping on task, honoring timeframe, and making important progress toward consensus

3 – Facilitates group meeting well by keeping on task and honoring timeframe

2 – Shows some facilitation skill, but needs improvement

1 – Facilitation is disorganized and meeting is ineffective

Inclusivity

5 – Sets an exemplary example of inclusive, supportive leadership while guiding the group to consensus

4 – Is consistently inclusive with all members of the group and supportive of all contributions

3 – Ensures all members of group who want to contribute are able to speak

2 – Makes some effort to include all members of the group who want to contribute, but needs improvement

1 – Makes little or no effort to include all members of the group who want to contribute

Consideration

5 – Sets an exemplary example of valuing all ideas and contributors throughout the process of consensus building

4 – Sets an excellent example of valuing all ideas

3 – Considers all ideas, regardless of relevance

2 – Considers some ideas but ignores others, regardless of relevance

1 – Gives little credence to ideas, regardless of relevance

Manage Conflict

5 – Sets an exemplary example of managing conflict, showing a high level of value for every person in the group

4 – Sets an excellent example of managing conflict when it arises, showing value for every person in the group

3 – Manages any conflict that arises with fairness and respect (select 3 if there is no conflict in the group)

2 – Conflict management can be improved

1 – Poorly manages or ignores conflict within the consensus group

Support

5 – Sets an exemplary example of valuing all input from all members to build the best possible culture for reaching consensus

4 – Lends meaningful support to all ideas, including those that are not favored by the majority of the group

3 – Supports all team members, regardless of point of view

2 – Supports some team members, but not all

1 – Supports few team members or attempts to enforce a personal agenda

Member Name _____ Date _____

Evaluator _____ **Speech Length:** 5 – 7 minutes

Speech Title	

Note: If the member chose to lead club members toward consensus during a Toastmasters meeting, then use the Evaluation Form for the first assignment option to complete your evaluation.

Purpose Statements
- The purpose of this project is for the member to work with a group to practice reaching consensus on any topic.
- The purpose of this speech is for the member to discuss his or her experience leading a non-Toastmasters group toward consensus.

Notes for the Evaluator
During the completion of the project, the member led a group toward consensus.

Listen for: A well-organized speech about his or her experience leading a group toward consensus. The speech may be humorous, informational, or any type of the member's choosing. The speech should not be a report on the content of the "Reaching Consensus" project.

General Comments
You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

5　　4　　3　　2　　1

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5　　4　　3　　2　　1

Comment:

Eye Contact: Effectively uses eye contact to engage audience

5　　4　　3　　2　　1

Comment:

Gestures: Uses physical gestures effectively

5　　4　　3　　2　　1

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5　　4　　3　　2　　1

Comment:

Comfort Level: Appears comfortable with the audience

5　　4　　3　　2　　1

Comment:

Interest: Engages audience with interesting, well-constructed content

5　　4　　3　　2　　1

Comment:

Topic: Shares some aspect of his or her experience leading a non-Toastmasters group toward consensus

5　　4　　3　　2　　1

Comment:

TOASTMASTERS INTERNATIONAL

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

Topic

5 – Delivers an exemplary speech about some aspect of his or her experience leading a non-Toastmasters group toward consensus

4 – Delivers a compelling speech about some aspect of his or her experience leading a non-Toastmasters group toward consensus

3 – Shares some aspect of his or her experience leading a non-Toastmasters group toward consensus

2 – Mentions some aspect of his or her experience leading a non-Toastmasters group toward consensus, but does not fully address

1 – Speaks on a topic other than some aspect of his or her experience leading a non-Toastmasters group toward consensus

WHERE LEADERS ARE MADE

PROJECT DESCRIPTION
Reflect on Your Path

This project is designed to give you an opportunity to share your experience at the end of your path.

Purpose: The purpose of this project is to reflect on your growth during the completion of an entire path.

Overview: At a club meeting, present a 10- to 12-minute speech to share your experience completing your path. Use this as an opportunity to reflect on how far you have come, summarize the skills you have learned and developed, and to celebrate your achievements. Your speech can be humorous, informational, or any style that that appeals to you and supports your speech content.

This project includes:

- The Your Toastmasters Journey resource
- A 10- to 12-minute speech

EVALUATION FORM
Reflect on Your Path

Member Name _____   Date _____

Evaluator _____   **Speech Length:** 10 – 12 minutes

Speech Title	

Purpose Statements

- The purpose of this project is for the member to reflect on his or her growth during the completion of an entire path.
- The purpose of the speech is for the member to share some aspect of his or her growth during the completion of a path.

Notes for the Evaluator

This member is completing the last speech in his or her current path. The member may speak on any aspect of the journey completed. The speech may be persuasive, humorous, informational, or crafted in any style that appeals to the member and supports the speech content.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5 EXEMPLARY	**4** EXCELS	**3** ACCOMPLISHED	**2** EMERGING	**1** DEVELOPING

Clarity: Spoken language is clear and is easily understood

5   4   3   2   1

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5   4   3   2   1

Comment:

Eye Contact: Effectively uses eye contact to engage audience

5   4   3   2   1

Comment:

Gestures: Uses physical gestures effectively

5   4   3   2   1

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5   4   3   2   1

Comment:

Comfort Level: Appears comfortable with the audience

5   4   3   2   1

Comment:

Interest: Engages audience with interesting, well-constructed content

5   4   3   2   1

Comment:

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

PROJECT DESCRIPTION
Researching and Presenting

This project addresses topic selection strategies, suggestions for research and methods for producing a well-organized speech.

Purpose: The purpose of this project is to learn or review basic research methods and present a well-organized, well-researched speech on any topic.

Overview: Select a topic that you are not already familiar with or that you wish to learn more about. Be sure your topic is narrow enough to be an effective 5- to 7-minute speech. Research the topic and begin organizing the information, as described in this project. Practice your speech and continue to refine its organization. Present your speech at a club meeting.

This project includes:

- Researching a topic
- The Research Worksheet
- The Speech Outline Worksheet
- A 5- to 7-minute speech

Member Name _____   **Date** _____

Evaluator _____   **Speech Length:** 5 – 7 minutes

Speech Title

Purpose Statement

The purpose of this project is for the member to learn or review basic research methods and present a well-organized, well-researched speech on any topic.

Notes for the Evaluator

The member completing this project has spent time researching a topic. He or she may be speaking about a new topic or a known topic on a deeper level.

About this speech:

- The member will present a well-organized, well-delivered speech.
- The speech may be humorous, informational, or any style the member chooses. The speech content and style should work well together.
- This project is not a report on the content of the "Researching and Presenting" project.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5 EXEMPLARY	**4** EXCELS	**3** ACCOMPLISHED	**2** EMERGING	**1** DEVELOPING

Clarity: Spoken language is clear and is easily understood

5   4   3   2   1

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5   4   3   2   1

Comment:

Eye Contact: Effectively uses eye contact to engage audience

5   4   3   2   1

Comment:

Gestures: Uses physical gestures effectively

5   4   3   2   1

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5   4   3   2   1

Comment:

Comfort Level: Appears comfortable with the audience

5   4   3   2   1

Comment:

Interest: Engages audience with interesting, well-constructed content

5   4   3   2   1

Comment:

Well Researched: Speech content is well-researched and sources are available if requested

5   4   3   2   1

Comment:

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 Researched

5 – Delivers exemplary speech with content that is well-supported by research and makes sources readily available

4 – Speech content is excellent and supported by research, and sources are available if requested

3 – Speech content is well-researched and sources are available if requested

2 – Speech content appears to be researched though member struggles to recall sources

1 – Speech content may or may not be researched and sources are not available

PROJECT DESCRIPTION
Successful Collaboration

The focus of this project is the benefit of collaboration, building an environment of trust, and encouraging creative debate within a group.

Purpose: The purpose of this project is to introduce or review strategies for working in a collaborative group.

Overview: Work with a small team and collaborate to make decisions. Your goal is to apply the collaboration strategies you learned to a small-scale project, such as planning a club meeting. Deliver a 5- to 7-minute speech at a club meeting about your experience with the collaboration process. Your speech is not a report on the content of this project. This speech is about you, your learning, and your perceptions of the experience.

This project includes:

- Working with a small team to make a collaborative decision for a small-scale event
- The Team-Building Activities resource
- A 5- to 7-minute speech

EVALUATION FORM
Successful Collaboration

Member Name _____   Date _____

Evaluator _____   **Speech Length:** 5 – 7 minutes

Speech Title

Purpose Statements
- The purpose of this project is for the member to be introduced to or review strategies for working in a collaborative group.
- The purpose of this speech is for the member to share some aspect of his or her experience practicing collaboration with a small team.

Notes for the Evaluator
The member completing this assignment has spent time practicing collaboration within a team or other small group.

About this speech:
- The member will deliver a well-organized speech about his or her collaborative experience.
- The speech may be humorous, informational, or any type the member chooses.
- The speech should not be a report on the content of the "Successful Collaboration" project.

General Comments
You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5 EXEMPLARY	**4** EXCELS	**3** ACCOMPLISHED	**2** EMERGING	**1** DEVELOPING

Clarity: Spoken language is clear and is easily understood

   5   4   3   2   1

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

   5   4   3   2   1

Comment:

Eye Contact: Effectively uses eye contact to engage audience

   5   4   3   2   1

Comment:

Gestures: Uses physical gestures effectively

   5   4   3   2   1

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

   5   4   3   2   1

Comment:

Comfort Level: Appears comfortable with the audience

   5   4   3   2   1

Comment:

Interest: Engages audience with interesting, well-constructed content

   5   4   3   2   1

Comment:

Topic: Shares some aspect of experience collaborating with a group

   5   4   3   2   1

Comment:

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

Topic

5 – Delivers an exemplary speech about some aspect of experience collaborating with a group

4 – Delivers an excellent speech about some aspect of experience collaborating with a group

3 – Shares some aspect of experience collaborating with a group

2 – Mentions some aspect of experience collaborating with a group, but does not fully address

1 – Delivers a speech on a topic other than experience collaborating with a group

PROJECT DESCRIPTION
Team Building

This project addresses the benefits of team building. It is designed to help you build a sense of collaboration and trust within a team completing a project.

Purpose: The purpose of this project is to practice the skills needed to build a cohesive team and host an event.

Overview: Build and work with a small team to design and host a team-building event, either in your Toastmasters club or another environment. Any non-Toastmasters event must be approved by your club's vice president education and attended by a member of your club leadership team. Before the event, deliver a 2- to 3-minute report at a club meeting to share your plans. After the event, deliver a 5- to 7-minute speech to your club. The content of the speech is up to you, but needs to be about your event, the impact of leading on you and your team, or the impact of building a team on you as a leader.

This project includes:

- Working with a small team to design and host a team-building event
- The Team-Building Activities resource
- The Team-Building Event Evaluation resource
- A 2- to 3-minute report
- A 5- to 7-minute speech

Member Name _____   Date _____

Evaluator _____   **Speech Length:** 2 – 3 minutes

Speech Title	

Purpose Statements
- The purpose of this project is for the member to practice the skills needed to build a cohesive team and host an event.
- The purpose of this **first speech** is for the member to introduce the team-building event he or she plans to host.

Notes for the Evaluator
The member completing this project has spent a significant amount of time building a team and developing a team-building event.

About this speech:
- The member will deliver a well-organized speech.
- The speech should be about the member's plans for a team-building event.
- The speech can be humorous, informational or any style the member chooses.
- The speech should not be a report on the content of the "Team Building" project.

General Comments
You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5 EXEMPLARY	**4** EXCELS	**3** ACCOMPLISHED	**2** EMERGING	**1** DEVELOPING

Clarity: Spoken language is clear and is easily understood

    5   **4**   **3**   **2**   **1**

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

    5   **4**   **3**   **2**   **1**

Comment:

Eye Contact: Effectively uses eye contact to engage audience

    5   **4**   **3**   **2**   **1**

Comment:

Gestures: Uses physical gestures effectively

    5   **4**   **3**   **2**   **1**

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

    5   **4**   **3**   **2**   **1**

Comment:

Comfort Level: Appears comfortable with the audience

    5   **4**   **3**   **2**   **1**

Comment:

Interest: Engages audience with interesting, well-constructed content

    5   **4**   **3**   **2**   **1**

Comment:

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

Member Name _____   Date _____

Evaluator _____   **Speech Length:** 5 – 7 minutes

Speech Title

Purpose Statements
- The purpose of this project is for the member to practice the skills needed to build a cohesive team and host an event.
- The purpose of this **second speech** is for the member to share some aspect of his or her experience building a team and leading a team-building event.

Notes for the Evaluator
The member completing this project has spent a significant amount of time building a team, and developing and hosting a team-building event.

About this speech:
- The member will deliver a well-organized speech.
- The content of the speech should reflect some aspect of the member's experience building or leading a team or the event.
- The speech can be humorous, informational or any style the member chooses.
- The speech should not be a report on the content of the "Team Building" project.

General Comments
You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5 EXEMPLARY	**4** EXCELS	**3** ACCOMPLISHED	**2** EMERGING	**1** DEVELOPING

Clarity: Spoken language is clear and is easily understood

5   4   3   2   1

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5   4   3   2   1

Comment:

Eye Contact: Effectively uses eye contact to engage audience

5   4   3   2   1

Comment:

Gestures: Uses physical gestures effectively

5   4   3   2   1

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5   4   3   2   1

Comment:

Comfort Level: Appears comfortable with the audience

5   4   3   2   1

Comment:

Interest: Engages audience with interesting, well-constructed content

5   4   3   2   1

Comment:

Topic: Shares some aspect of experience building a team and/or hosting a team-building event

5   4   3   2   1

Comment:

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

Topic

5 – Delivers an exemplary speech about some aspect of experience building a team and/or hosting a team-building event

4 – Delivers an excellent speech about some aspect of experience building a team and/or hosting a team-building event

3 – Shares some aspect of experience building a team and/or hosting a team-building event

2 – Mentions some aspect of experience building a team and/or hosting a team-building event, but does not fully address

1 – Delivers a speech on a topic other than some experience building a team and/or hosting a team-building event

PROJECT DESCRIPTION
Understanding Conflict Resolution

This project is designed to introduce conflict resolution strategies and provide an opportunity to resolve a conflict scenario within an interactive activity.

Purpose: The purpose of this project is to develop or enhance your understanding of the steps and strategies to address conflict.

Overview: Complete the conflict resolution video activity in the project. Prepare a 5- to 7-minute speech to discuss how you manage conflict, how you can develop a stronger strategy, and your best attributes in a conflict situation. You may also share the impact of the video activity. Your speech may be humorous, informational, or any style that appeals to you. This project is not a report on or a critique of the content of this project.

This project includes:

- A conflict resolution video activity
- A 5- to 7-minute speech

EVALUATION FORM
Understanding Conflict Resolution

Member Name _____   Date _____

Evaluator _____   **Speech Length:** 5 – 7 minutes

Speech Title

Purpose Statement

- The purpose of this project is for the member to develop or enhance his or her understanding of the steps and strategies to address conflict.
- The purpose of this speech is for the member to share some aspect of his or her experience learning about and/or resolving conflict.

Notes for the Evaluator

During the completion of this project, the member:

- Reviewed or learned about resolving conflict

About this speech:

- The member will deliver a well-organized speech.
- The speech may be about the member's experience with a conflict resolution activity in the project or it may be on some other aspect of conflict resolution. The speech may be humorous, informational, or any other style of the member's choosing. It should not be a report on the content of the "Understanding Conflict Resolution" project.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5 EXEMPLARY	**4** EXCELS	**3** ACCOMPLISHED	**2** EMERGING	**1** DEVELOPING

Clarity: Spoken language is clear and is easily understood

    5   **4**   **3**   **2**   **1**

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

    5   **4**   **3**   **2**   **1**

Comment:

Eye Contact: Effectively uses eye contact to engage audience

    5   **4**   **3**   **2**   **1**

Comment:

Gestures: Uses physical gestures effectively

    5   **4**   **3**   **2**   **1**

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

    5   **4**   **3**   **2**   **1**

Comment:

Comfort Level: Appears comfortable with the audience

    5   **4**   **3**   **2**   **1**

Comment:

Interest: Engages audience with interesting, well-constructed content

    5   **4**   **3**   **2**   **1**

Comment:

Topic: Shares some aspect of his or her experience with conflict resolution*

    5   **4**   **3**   **2**   **1**

Comment:

TOASTMASTERS INTERNATIONAL

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

Topic

5 – Delivers an exemplary speech about some aspect of his or her experience with conflict resolution*

4 – Delivers a compelling speech about some aspect of his or her experience with conflict resolution*

3 – Shares some aspect of his or her experience with conflict resolution*

2 – Mentions some aspect of his or her experience with conflict resolution but does not fully address*

1 – Does not speak about some aspect of his or her experience with conflict resolution*

The speech may be based on a video activity in the project

PROJECT DESCRIPTION
Understanding Emotional Intelligence

This project addresses elements of emotional intelligence. It is designed to help you understand your own emotions and the emotions of others.

Purpose: The purpose of this project is to cultivate an understanding of how your emotions impact your relationships. It is also designed to help you identify how others' emotions impact your emotional state.

Overview: For a minimum of two weeks, keep a journal about your emotions and how they impact you and others. Discuss the impact of tracking your emotions in a 5- to 7-minute speech at a club meeting. *(Note: You are not required to share the intimacies of your experience.)* Finally, submit the signed Project Completion Form to your vice president education to indicate you completed your journal.

This project includes:

- A journal you maintain for a minimum of two weeks
- The Project Completion Form
- A 5- to 7-minute speech

Member Name _____ **Date** _____

Evaluator _____ **Speech Length:** 5 – 7 minutes

Speech Title

Purpose Statements

- The purpose of this project is for the member to cultivate an understanding of how his or her emotions impact relationships. It is also designed to help the member identify how others' emotions impact his or her emotional state.
- The purpose of this speech is for the member to share some aspect of his or her experience journaling emotions or being aware of emotions when interacting with others.

Notes for the Evaluator

During the completion of this project, the member spent a minimum of two weeks keeping a journal about his or her emotional responses to situations and people.

About this speech:

- The member will deliver a well-organized speech about his or her experience keeping a journal and/or will share the impact of having better awareness of his or her emotions and the emotions of others.
- The speech may be humorous, informational, or any style the member chooses. The style should be appropriate for content of the speech.
- The speech should not be a report on the content of the "Understanding Emotional Intelligence" project.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

5	4	3	2	1

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5	4	3	2	1

Comment:

Eye Contact: Effectively uses eye contact to engage audience

5	4	3	2	1

Comment:

Gestures: Uses physical gestures effectively

5	4	3	2	1

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5	4	3	2	1

Comment:

Comfort Level: Appears comfortable with the audience

5	4	3	2	1

Comment:

Interest: Engages audience with interesting, well-constructed content

5	4	3	2	1

Comment:

Topic: Shares some aspect of his or her experience journaling emotions or being aware of emotions when interacting with others

5	4	3	2	1

Comment:

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

Topic

5 – Delivers an exemplary speech about some aspect of his or her experience journaling emotions or being aware of emotions when interacting with others

4 – Delivers a compelling speech about some aspect of his or her experience journaling emotions or being aware of emotions when interacting with others

3 – Shares some aspect of his or her experience journaling emotions or being aware of emotions when interacting with others

2 – Mentions some aspect of his or her experience journaling emotions or being aware of emotions when interacting with others

1 – Speaks on a topic other than some aspect of his or her experience journaling emotions or being aware of emotions when interacting with others

PROJECT DESCRIPTION
Understanding Vocal Variety

This project addresses the importance of vocal variety when giving a speech and provides activities to develop and nurture its use.

Purpose: The purpose of this project is to practice using vocal variety to enhance a speech.

Overview: Learn or review the importance of vocal variety. Use the exercises in this project to improve your vocal variety skills. Then, present a 5- to 7-minute speech on any topic at a club meeting. The primary focus of the evaluation is your vocal variety.

This project includes:

- A 5- to 7-minute speech

PROJECT DESCRIPTION
Understanding Your Communication Style

This project focuses on recognizing your preferred communication style and understanding how your style impacts your interactions with others.

Purpose: The purpose of this project is to learn about different communication styles and identify your primary style.

Overview: Complete the Discover Your Communication Style questionnaire to help you identify your style. Deliver a 5- to 7-minute speech at a club meeting about your communication style and its impact on your professional and/or personal relationships. If you are uncomfortable discussing your communication style, you may speak about the communication styles you have encountered and how they impact you. Your speech should not be a report of the content of this project.

This project includes:

- The Discover Your Communication Style questionnaire
- A 5- to 7-minute speech

EVALUATION FORM
Understanding Your Communication Style

Member Name _____   Date _____

Evaluator _____   **Speech Length:** 5 – 7 minutes

Speech Title

Purpose Statements
- The purpose of this project is for the member to learn about different communication styles and identify his or her primary style.
- The purpose of this speech is for the member to share the impact of his or her style on others.

Notes for the Evaluator
During the completion of this project, the member responded to a questionnaire to help identify his or her communication style.

About this speech:
- The member will deliver a well-organized speech about some aspect of communication styles.
- The member may choose to speak about his or her own communication style or the impact of communication styles on him or her.
- The speech may be humorous, informational, or any style the member chooses.
- The speech should not be a report on the content of the "Understanding Your Communication Style" project.

General Comments
You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

5 4 3 2 1

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5 4 3 2 1

Comment:

Eye Contact: Effectively uses eye contact to engage audience

5 4 3 2 1

Comment:

Gestures: Uses physical gestures effectively

5 4 3 2 1

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5 4 3 2 1

Comment:

Comfort Level: Appears comfortable with the audience

5 4 3 2 1

Comment:

Interest: Engages audience with interesting, well-constructed content

5 4 3 2 1

Comment:

Topic: Shares some aspect of his or her communication style and the impact of that style on self or others

5 4 3 2 1

Comment:

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

Topic

5 – Delivers an exemplary speech about his or her communication style and the impact of that style on self or others

4 – Delivers an excellent speech about his or her communication style and the impact of that style on self or others

3 – Shares some aspect of his or her communication style and the impact of that style on self or others

2 – Mentions some aspect of his or her communication style and the impact of that style on self or others, but does not fully address

1 – Delivers a speech on a topic other than some aspect of communication styles

PROJECT DESCRIPTION
Understanding Your Leadership Style

This project is designed to introduce the different styles of leadership and help you identify your preferred style.

Purpose: The purpose of this project is to identify your primary leadership style or styles.

Overview: Complete the Discover Your Leadership Style questionnaire. Consider how your leadership style impacts the people around you and how you can adjust it to more effectively lead people with styles different from your own. Deliver a 5- to 7-minute speech at a club meeting to share some aspect of your leadership style or leadership styles in general. You may choose to discuss your style preferences when working with others, your style and how you can adapt it to situations, or leadership styles in general and how they impact a group.

This project includes:

- The Discover Your Leadership Style questionnaire
- A 5- to 7-minute speech

EVALUATION FORM
Understanding Your Leadership Style

Member Name _____   Date _____

Evaluator _____   **Speech Length:** 5 – 7 minutes

Speech Title

Purpose Statements
- The purpose of this project is for the member to identify his or her primary leadership style or styles.
- The purpose of this speech is for the member to share some aspect of his or her primary leadership style or discuss leadership styles in general.

Notes for the Evaluator
During the completion of this project, the member responded to a questionnaire to help identify his or her primary leadership style.

About this speech:
- The member will deliver a well-organized speech about some aspect of leadership styles.
- The member may choose to speak about his or her own leadership style or leaderships styles in general and their impacts.
- The speech may be humorous, informational, or any style the member chooses.
- The speech should not be a report on the content of the "Understanding Your Leadership Style" project.

General Comments
You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5 EXEMPLARY	**4** EXCELS	**3** ACCOMPLISHED	**2** EMERGING	**1** DEVELOPING

Clarity: Spoken language is clear and is easily understood

5 **4** **3** **2** **1**

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5 **4** **3** **2** **1**

Comment:

Eye Contact: Effectively uses eye contact to engage audience

5 **4** **3** **2** **1**

Comment:

Gestures: Uses physical gestures effectively

5 **4** **3** **2** **1**

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5 **4** **3** **2** **1**

Comment:

Comfort Level: Appears comfortable with the audience

5 **4** **3** **2** **1**

Comment:

Interest: Engages audience with interesting, well-constructed content

5 **4** **3** **2** **1**

Comment:

Topic: Shares some aspect of his or her leadership style and the impact of that style on self or others

5 **4** **3** **2** **1**

Comment:

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

Topic

5 – Delivers an exemplary speech about his or her leadership style and the impact of that style on self or others

4 – Delivers an excellent speech about his or her leadership style and the impact of that style on self or others

3 – Shares some aspect of his or her leadership style and the impact of that style on self or others

2 – Mentions some aspect of his or her leadership style and the impact of that style on self or others, but does not fully address

1 – Delivers a speech on a topic other than some aspect of leadership styles

PROJECT DESCRIPTION
Using Descriptive Language

This project addresses the difference between literal and figurative language along with how to determine when to use each to create vivid descriptions.

Purpose: The purpose of this project is to practice writing a speech with an emphasis on adding language to increase interest and impact.

Overview: You may speak on any topic. Develop a 5- to 7-minute speech describing the topic in detail and present it at your club meeting.

This project includes:

- A 5- to 7-minute speech

EVALUATION FORM
Using Descriptive Language

Member Name _____   **Date** _____

Evaluator _____   **Speech Length:** 5 – 7 minutes

Speech Title

Purpose Statement
The purpose of this project is for the member to practice writing a speech with an emphasis on adding language to increase interest and impact.

Notes for the Evaluator
Listen for descriptive words and literary elements, such as plot and setting. Think about the story the speaker is telling, even in an informational speech. Are you engaged? Interested?

General Comments
You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5 EXEMPLARY	**4** EXCELS	**3** ACCOMPLISHED	**2** EMERGING	**1** DEVELOPING

Clarity: Spoken language is clear and is easily understood

| 5 | 4 | 3 | 2 | 1 |

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

| 5 | 4 | 3 | 2 | 1 |

Comment:

Eye Contact: Effectively uses eye contact to engage audience

| 5 | 4 | 3 | 2 | 1 |

Comment:

Gestures: Uses physical gestures effectively

| 5 | 4 | 3 | 2 | 1 |

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

| 5 | 4 | 3 | 2 | 1 |

Comment:

Comfort Level: Appears comfortable with the audience

| 5 | 4 | 3 | 2 | 1 |

Comment:

Interest: Engages audience with interesting, well-constructed content

| 5 | 4 | 3 | 2 | 1 |

Comment:

Descriptive Language: Delivers a speech with a variety of descriptive language

| 5 | 4 | 3 | 2 | 1 |

Comment:

Literary Elements: Uses at least one literary element (plot, setting, simile, or metaphor) to enhance speech

| 5 | 4 | 3 | 2 | 1 |

Comment:

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

Descriptive Language

5 – Delivers exemplary speech with highly varied, evocative descriptions

4 – Delivers excellent speech with varied, evocative descriptions

3 – Delivers a speech with a variety of descriptive language

2 – Delivers a speech with some descriptive language, but needs improvement

1 – Delivers a speech with little or no descriptive language

Literary Elements

5 – Makes exemplary use of literary elements (plot, setting, simile, or metaphor) to enhance speech

4 – Makes excellent use of literary elements (plot, setting, simile, or metaphor) to enhance speech

3 – Uses at least one literary element (plot, setting, simile, or metaphor) to enhance speech

2 – Uses at least one literary element (plot, setting, simile, or metaphor) during speech, though the effect is limited

1 – Uses few or no literary elements (plot, setting, simile, or metaphor) during speech

PROJECT DESCRIPTION
Using Presentation Software

This project addresses the use of presentation software—from identifying topics that benefit from the use of technology to effective slide design and presentation.

Purpose: The purpose of this project is to introduce or review basic presentation software strategies for creating and using slides to support or enhance a speech.

Overview: Select a speech topic that lends well to a visual presentation using technology. Use the content of this project and your own research to help you develop your slides. Give a 5- to 7-minute speech using the slides you developed. Your speech can be humorous, demonstrative, or informational, and it may include stories or anecdotes.

This project includes:

- Developing presentation slides
- A 5- to 7-minute speech

EVALUATION FORM
Using Presentation Software

Member Name _____ Date _____

Evaluator _____ **Speech Length:** 5 – 7 minutes

Speech Title	

Purpose Statements

- The purpose of this project is for the member to introduce or review basic presentation software strategies for creating and using slides to support or enhance a speech.

- The purpose of this speech is for the member to demonstrate his or her understanding of how to use presentation software, including the creation of slides and incorporating the technology into a speech.

Notes for the Evaluator

During the completion of this project, the member reviewed or learned about presentation software and the most effective methods for developing clear, comprehensive, and enhancing slides.

About this speech:

- The member will deliver a well-organized speech on any topic. The topic should lend itself well to using presentation software.

- Watch for clear, legible, and effective slides that enhance the speech and the topic.

- The speech may be humorous, informational, or any style of the member's choosing.

- The speech should not be a report on the content of the "Using Presentation Software" project.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5 EXEMPLARY	**4** EXCELS	**3** ACCOMPLISHED	**2** EMERGING	**1** DEVELOPING

Clarity: Spoken language is clear and is easily understood

5   **4**   **3**   **2**   **1**

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5   **4**   **3**   **2**   **1**

Comment:

Eye Contact: Effectively uses eye contact to engage audience

5   **4**   **3**   **2**   **1**

Comment:

Gestures: Uses physical gestures effectively

5   **4**   **3**   **2**   **1**

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5   **4**   **3**   **2**   **1**

Comment:

Comfort Level: Appears comfortable with the audience

5   **4**   **3**   **2**   **1**

Comment:

Interest: Engages audience with interesting, well-constructed content

5   **4**   **3**   **2**   **1**

Comment:

Presentation Slide Design: Slides are engaging, easy to see, and/or readable

5   **4**   **3**   **2**   **1**

Comment:

Presentation Slide Effectiveness: Slides enhance member's speech

5   **4**   **3**   **2**   **1**

Comment:

Topic: Topic lends itself well to using presentation software

5   **4**   **3**   **2**   **1**

Comment:

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

Presentation Slide Design

5 – Slide design is exemplary for readability and visual appeal
4 – Slides are designed well for readability and visual appeal
3 – Slides are engaging, easy to see, and/or readable
2 – Slide design needs improvement
1 – Slides are poorly designed or difficult to see and read

Presentation Slide Effectiveness

5 – Slides enhance and elevate member's speech
4 – Slides make a significant contribution to member's speech
3 – Slides enhance member's speech
2 – Slides make only a small contribution to member's speech
1 – Slides do little or nothing to enhance member's speech

Topic

5 – Speech is an exemplary example of the use of presentation software
4 – Topic selected is excellent for the use of presentation software
3 – Topic lends itself well to using presentation software
2 – Topic selection could be improved for more effective use of presentation software
1 – Topic does not lend well to using presentation software

PROJECT DESCRIPTION
Write a Compelling Blog

This project addresses the basics of developing a compelling blog and successfully engaging a readership.

Purpose: The purpose of this project is to review or introduce the skills needed to write and maintain a blog.

Overview: Post a minimum of eight blog posts in one month. Your blog may be new or one you have already established. You must receive approval from the vice president education to blog on behalf of your club. Deliver a 2- to 3-minute speech at a club meeting about the impact of your blogging experience. You may choose to have your blog evaluated by members of the club. Submit your signed Project Completion Form to the vice president education to receive credit for this project.

This project includes:

- Maintaining a blog and posting at least eight times in one month
- The Blog Evaluation Form
- The Project Completion Form
- A 2- to 3-minute speech

EVALUATION FORM
Write a Compelling Blog

Member Name _____ **Date** _____

Evaluator _____ **Speech Length:** 2 – 3 minutes

Speech Title

Purpose Statements

- The purpose of this project is for the member to review or introduce the skills needed to write and maintain a blog.
- The purpose of this speech is for the member to share some aspect of his or her experience maintaining a blog.

Notes for the Evaluator

The member completing this project has spent time writing blog posts and posting them to a new or established blog. The blog may have been personal or for a specific organization.

About this speech:

- The member will deliver a well-organized speech about some aspect of his or her experience writing, building, or posting to a blog.
- The speech may be humorous, informational, or any style the member chooses.
- The speech should not be a report on the content of the "Write a Compelling Blog" project.
- The member may also ask you and other club members to evaluate his or her blog. If the member wants feedback on his or her blog, complete the Blog Evaluation Form.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5	**4**	**3**	**2**	**1**
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood

5	4	3	2	1

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5	4	3	2	1

Comment:

Eye Contact: Effectively uses eye contact to engage audience

5	4	3	2	1

Comment:

Gestures: Uses physical gestures effectively

5	4	3	2	1

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5	4	3	2	1

Comment:

Comfort Level: Appears comfortable with the audience

5	4	3	2	1

Comment:

Interest: Engages audience with interesting, well-constructed content

5	4	3	2	1

Comment:

Topic: Shares some aspect of experience creating, writing, or posting to his or her blog

5	4	3	2	1

Comment:

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

Topic

5 – Delivers an exemplary speech about some aspect of experience creating, writing, or posting to his or her blog

4 – Delivers an excellent speech about some aspect of experience creating, writing, or posting to his or her blog

3 – Shares some aspect of experience creating, writing, or posting to his or her blog

2 – Mentions some aspect of experience creating, writing, or posting to his or her blog, but does not fully address

1 – Delivers a speech on a topic other than some aspect of experience creating, writing, or posting to his or her blog