Several years ago, a junior congressman was invited to be the guest speaker at a banquet. Prior to the opening of the meeting, he met a lady attending the function as he was coming out of the restroom. She told him that she was anxious to hear him speak and asked if he was nervous. He replied with a confident "No," to which she replied, "Then why did you use the ladies' restroom?" Even the most qualified speakers experience "stage fright"; and it is compounded in a speaker who is less proficient and less confident.

The Speak-Up program is a tool that can be used by your chapter to provide its members the opportunity to increase their abilities and confidence through practical experience. It teaches participants to learn and practice basic speaking skills, so that they can minimize the "stage fright" experience.

The purpose of the Speak-Up program is to provide the opportunity for the development of individual self-confidence and improved communication skills. The concept of the program is that all Jaycees should have an opportunity to develop and continually improve their communication skills.

This Speak-Up program has been designed to carry participants through a step-by-step process which will allow them to develop their abilities at their own pace and to progress as far as they wish in the area of public speaking. It is designed to assist all Jaycees regardless of how inhibited or how effective they may be in communicating verbally. Each participant should receive a Member's Guide to Speak-Up (catalog no. 663-1). This handy pocket manual contains many hints on how to improve as a public speaker and is an invaluable aid to all who participate.

Keeping the purpose and the concept in mind, two questions must be answered to your satisfaction. First, should the Speak-Up program provide the opportunity for Jaycees to develop their abilities to speak in a group or to speak to a group? And second, from what point do we start helping Jaycees develop their speaking abilities?

The aim of the Speak-Up program is to provide the opportunity for Jaycees to improve their abilities to speak in a group. Once this is accomplished, then we can provide further opportunities to develop their abilities to speak to a group. The answer to the question concerning concept then becomes clear — we must begin with the very basic steps in developing speaking abilities.
As chairman of your chapter's Speak-Up program, you will be managing a program that could change the lives of many of those who participate. The Speak-Up program teaches Jaycees how to effectively communicate their ideas and knowledge. They can take those skills and apply them to their jobs (increasing sales because they will be able to more effectively tell customers about their product; increasing job status because most supervisors are impressed by people who are knowledgeable and can effectively communicate that knowledge). They can be applied to their role in the community (becoming more in demand with charitable organizations and organizations that appeal to the public's generosity because they are able to effectively relate to the community and importance of giving money or time to a particular cause). They can also apply them to family (improving relationships with spouse and children because they can communicate needs and desires and help the family improve their skills in communications.)

You have the power to create a great program. But in doing so, you can convince Jaycees that they should become involved. Cavett Robert, one of the most popular professional speakers today, clearly states a most important reason for becoming involved in the Speak-Up program when he says, "One of the greatest tools for success, in any line of endeavor, is the ability to stand on your feet confidently, speak articulately, and express your thoughts in a logical order of sequence."

When Jaycees can relate their success to their ability to speak effectively, they will most likely enthusiastically participate. Furthermore, you have probably heard it said that a person who doesn't read is no better off than a person who can't read. Similarly, people who can't communicate their ideas and knowledge are no better off than those who do not possess ideas and knowledge. In order to influence people, you must be able to clearly explain why a course of action should be taken. By becoming involved in the Speak-Up program, Jaycees acquire the skills necessary to influence others with their ideas and knowledge.

The influence your program has will come from your belief in and excitement about these benefits. Use that belief and excitement to create in every member of your chapter a burning desire to participate. As the old saying goes, "If you can't fire up the troops and get them excited, then set yourself on fire and they will get excited watching you burn." In its basic simplicity, that is very good advice. As chairman, it is your responsibility to make the Speak-Up program available to every Jaycee in your chapter. They should be made aware of the program and its benefits. They should be given a Speak-Up Wallet Card (catalog no. 615-1) and the opportunity to participate whenever the program is offered. You should keep a record of each participant's progress by using the Speak-Up Wall Chart (catalog no. 868-8) and the Participants' Progress Form (see Page 16 of this guide). Participants should be contacted on a monthly basis and encouraged to continue participating. Be enthusiastic, excited, positive and creative and you will have a tremendous Speak-Up program.
DISSOLVE THE MISCONCEPTIONS

Two misconceptions concerning public speaking have caused some Jaycees to not participate in the Speak-Up programs. As chairman, it should be your responsibility to dissolve these misconceptions so that your program is fully utilized.

The first misconception is "I've watched other Jaycees and other people, such as my boss and my high school coach, my minister and others give speeches, and they seem so smooth and flawless. I could never be that good." The individual holding this misconception could probably think the same thing while watching a good amateur tennis player or golfer. However, acquiring skills in tennis or golf is no different from acquiring skills in public speaking. Each requires practice; the more you practice the more proficient your skills become.

The second misconception is "I get too nervous. My hands get sweaty and my stomach fills with butterflies. I couldn't help but give a lousy speech." Butterflies and sweaty palms are not unique to novice speakers. Even the most eloquent speakers get nervous just before giving a speech. In fact, a number of professional public speakers feel that nervousness can enhance a speech because it gets you keyed up and makes you more alert. You will never rid yourself of those pesky butterflies, but you can at least get them flying in formation.

If you can help a member in your chapter relate to one of these misconceptions as the reason for not participating in the Speak-Up program and help dissolve this misconception, you will be well on your way to having a successful Speak-Up program.
STEP I (Participant must complete at least 15 of the 22 listed items.)

The purpose of Step I is to provide a Jaycee a number of opportunities to speak in a low-pressure situation. By participating in this part of the program, he or she will get used to standing and talking within a group.

1. Lead the Jaycee Creed.
2. Lead the Pledge of Allegiance.
4. Introduce a guest.
5. Ask a question at a Jaycee meeting.
6. Make a brief statement at a Jaycee meeting.
7. Give a committee report.
8. Make a motion (could be as simple as moving to adjourn the meeting).
9. Give any other type of verbal report.
10. Give invocation or benediction.
11. Read any type of report to the chapter (i.e., read the minutes from the previous meeting).
12. Ask a question at a committee meeting.
13. Make a brief statement at a committee meeting.
14. Make an announcement at a Jaycee meeting.
15. Make a public announcement at a Jaycee project or event.
16. Make a second to a motion.
17. Give a report at a board of directors' meeting.*
18. Ask a question at a board of directors' meeting.*
19. Make brief statement at a board of directors' meeting.*
20. This item may be an activity decided by the chapter.
21. This item may be an activity decided by the chapter.
22. This item may be an activity decided by the chapter.

*(If the participant is not a board member, instructions on the proper procedure to use to address the board of directors should be given.)
STEP II (Participant must complete at least four of the seven listed items.)

The purpose of Step II is to provide a Jaycee the opportunity to develop skills as a public speaker by speaking to a group.

1. GIVE AN ICE-BREAKER SPEECH.

The "Ice-Breaker" speech is the most basic speech. It gives a Jaycee the opportunity to speak to a group on a familiar topic of personal choice in order to overcome the initial uneasiness when addressing a group. The participant should not be critiqued.

Each member is required to stand and speak for one minute. Possible topics are the family or a description of one's job. It is important to time each person and encourage the use of as much of the allotted time as possible. However, time is a minor consideration in this type of speech. Emphasis should be on speaking loudly and clearly. Applause should always be encouraged.

Suggestions for a basic outline for a typical Ice-Breaker speech are as follows:

a. Name.
b. City of your residence.
c. Your age.
d. Your marital status.
e. Your job or business.
f. Your hobbies.
g. Why did you join the Jaycees?
h. Why didn't you join sooner?
i. What one thing would you change in the Jaycees?
j. Other material pertinent to you.

2. GIVE A "TABLE TOPIC" SPEECH

The purpose of the "Table Topic" speech is to give the participants an opportunity to think on their feet. It will help them learn to think and express themselves quickly.

The time requirement for this type of speech varies with the discretion of the chairman. Three to five minutes is usually a good limit.

The chairman selects several short topics. Topics similar to those used in the Table Topic speech which will lend themselves to humor are the best. The chairmen then selects a participant and assigns a topic allowing only a limited time (30-40 seconds) to think about the subject matter. The chairman then assigns a time limit. The time limits may vary depending on the generality of the topic. This can be an enjoyable and valuable exercise. You should guard against this becoming a traumatic experience for a shy, inhibited member. The chairman might ask for volunteers who have previously given the Ice-Breaker and Table Topic speeches.

announced in advance and the participants are given ample time to arrange their thoughts. The subject generally allows a wider range of thought than ones common in the Ice-Breaker program. Popular topics include, "The most unforgettable person I've ever met," "Pet Peeves," "My First Date," or subjects that lend themselves to humor sometimes work out best. The chairman of a Table Topics program should use imagination in the selection of the subject of the night.

3. GIVE AN "IMPROVISED" SPEECH

The purpose of the "Impromptu" speech is to give the participants an opportunity to think on their feet. It will help them learn to think and express themselves quickly.

The time requirement for this type of speech varies with the discretion of the chairman. Three to five minutes is usually a good limit.

The chairman selects several short topics. Topics similar to those used in the Table Topic speech which will lend themselves to humor are the best. The chairmen then selects a participant and assigns a topic allowing only a limited time (30-40 seconds) to think about the subject matter. The chairman then assigns a time limit. The time limits may vary depending on the generality of the topic. This can be an enjoyable and valuable exercise. You should guard against this becoming a traumatic experience for a shy, inhibited member. The chairman might ask for volunteers who have previously given the Ice-Breaker and Table Topic speeches.
4. INTRODUCE A GUEST SPEAKER

The time limits will vary with the discretion of the participants. However, they should be encouraged to keep it brief.

Several types of exercises can be conducted as a part of this program. Members might rotate the responsibility of introducing guest speakers during the meeting. The best and most valuable method for getting the information is to assign each guest to a participant in the Speak-Up program. Allow them approximately three to five minutes altogether. Then have the member give an introduction of the guest. This allows the chapter to learn more in-depth information about the guests while giving the Speak-Up participants practice.

Some hints on introducing guest speakers are:

a. Put your audience in a receptive mood by telling them:
   (1) The subject.
   (2) Why it is of interest to them.
   (3) Why it is of interest now.
   (4) The speaker’s qualifications.

b. Announce the speaker’s name last.

c. Remember to:
   (1) Be brief. Don’t hog the spotlight.
   (2) Be enthusiastic.
   (3) Speak sincerely.
   (4) Touch tactfully on the speaker’s qualifications. Don’t pour it on too thick.

d. Don’t apologize:
   (1) For the size of the crowd.
   (2) For the weather.
   (3) For the accommodations.

e. Keep it light:
   (1) You might touch on a humorous incident about the speaker or the subject.
   (2) You may kid your speaker, if you know him or her well, provided you do it in good taste.

f. Thank your speaker when he or she is finished.

5. GIVE A FIVE-MINUTE "INFORMATIVE" SPEECH.

Each speaker should prepare a speech with the purpose of informing the audience about something in particular. This type of speech is usually easy to prepare because the speech is factual in nature. The speaker deals with facts and not emotions or philosophies. The purpose of this speech is to impart knowledge, as in a project report.

The chairman should introduce the speaker and the topic. There should be a timekeeper to signal time limits. Of course, this type speech can be expanded to fit any time limit. Five minutes is usually a good length.

Additional hints:

a. The speaker should research the subject.

b. As far as the audience is concerned, the speaker is the authority. The speaker must continually convey that feeling by remembering that he or she knows more about the subject than the audience.

c. When using statistics, relate them to something with which the audience is familiar. Nothing is more meaningless than statistics that do not relate to the audience.

d. Keep in mind that although the speech is informative, the facts should be presented in an interesting and lively manner.
6. GIVE A FIVE-MINUTE "MOTIVATIONAL" SPEECH.

The "motivational" speech is one of the most difficult and most important. In this speech, the speaker must sell the audience on a product or a message. If the message deals with an important topic, it is necessary that the audience receives it, or the speaker may have lost an important cause or sale. This is what makes it difficult.

As with the informative speech, the chairman should introduce the speaker and the topic. There should be a timekeeper, and the speech can be expanded to fit any time limit. Again, five minutes is a good time length.

Motivation must be built into the speech when writing it. Unless the subject matter is there to win people's support, the manner of presentation will largely fail. The speaker is attempting to reach not only the ears, but the mind of the audience as well.

This speech should go beyond merely describing the course of action advocated. It should arouse desire to follow that course. This can be achieved by expressing the purpose positively, creatively and enthusiastically.

Here are some suggestions for the speaker:

a. Show that a problem exists or that a situation needs correction.
b. Explain the essential elements of the problems or the various aspects of the situation.
c. Tell about the failure of previous attempts.
d. Show why your solution is the best one.
e. Picture your solution in operation, including the benefits it will give to others and the satisfaction it will give to those who join in reaching it.
f. Don't forget to include a specific suggestion in your conclusion. Tell in definite terms the nature, place, time and method of the response you desire from the audience.

This speech can prepare a Jaycee to sell his or her ideas to others. It may be on behalf of the Cancer Society, the United Fund, personal experience or any other cause the speaker supports.

7. GIVE A SPEECH ON A LINE OF THE JAYCEE CREED.

The time requirement is five to seven minutes.

The speaker uses skills obtained in the other speech activities and prepares a speech on one line of the Jaycee Creed. The speech should be thoroughly prepared. This type speech might be used in the selection process of choosing the Speak-Up winners if your chapter holds competition.

The chairman introduces the speaker and may or may not introduce the topic of the speech.
Step III (Participant must complete at least one of the three listed items.)

The purpose of Step III is to provide the opportunity for a Jaycee to participate in more advanced activities of public speaking. This step is for the Jaycee who understands the basics of good public speaking and can apply these basics in a practical manner.

1. COMPETE IN SPEAK-UP COMPETITION AT A MAJOR JAYCEE CONVENTION OR MEETING (I.E., STATE CONVENTION, STATE BOARD MEETING, OTHER STATE MEETING, REGIONAL MEETING).

Competition can be a valuable tool in helping a Jaycee develop as a polished public speaker. Following a specific format is required. The speaker will receive practical experience in giving a prepared and impromptu speech, and receive constructive criticism which will increase his or her confidence. Competition can be termed “speaking under fire” and probably offers the most difficult circumstances under which to speak.

2. PARTICIPATE IN A DEBATE.

Debates provide a means of allowing a Jaycee the opportunity to practice techniques of persuasion or motivation. A participant may find it easier to approach the motivational speech within this format.

   a. Table Debate —

The time required is 15 minutes per debate. Two people are required per debate.

Participants are divided into groups of two Jaycees each. Each group is assigned a topic to debate, with one person taking the affirmative and the other the negative view. The amount of advance notice of the topic that must be given depends on what subject is chosen and whether the emphasis is to be on fact-gathering or rapid-fire thought. If only 15 or 20 minutes advance is given, the topic should certainly be one with which all members are familiar. If “The Advantages of the Common Market” is up for discussion, a week’s notice is not too much.

The chairman advises the audience of the subject and introduces the participants who will debate it. This should take about one minute. Each participant is given three minutes to state his or her argument, pro or con. After both positions have been stated, each person is allowed three minutes for rebuttal. Members of the audience then vote, indicating which position they feel was best presented. The Jaycee chairman and/or committee may then evaluate the participants. Remember, regardless of who gets the most votes, both participants win, because the value of this activity is in the participation, not in the score.

This type of program can be extremely valuable. It is a good way to get members, who might be apprehensive outside the format of a debate, to make persuasive speeches. It is also enjoyed by almost all Jaycee audiences.
h. Team Debate —

The time required is approximately 20 minutes. It requires four to six people. This is a team debate with two or three members to each team. Many chapters feel this is a more workable approach than the table debate, which pits individuals against each other. More people are involved per topic, and there is the big advantage that the team wins or loses and not the individual. Many Jaycees, who would avoid one-to-one showdowns, will take part in team debates. As in the table debate, there must be advance notification, with the length of time given depending on whether the emphasis is to be on well-researched content or quick organization of thought.

The chairman tells the audience what the topic is and introduces the team members. This will take about two minutes. The captain of each team then makes an opening statement. Individual team members take turns in three-minute rebuttals. The conclusion comes with summarizing statements of three minutes each from the two captains. Members of the chapter then vote for the team they feel did best. The chairman and/or committee may then critique the participants.

3. JOIN THE LOCAL TOASTMASTERS ORGANIZATION OR ONE IN A NEIGHBORING COMMUNITY.

To toastmasters organizations help an individual become a polished speaker. They can be invaluable to the Jaycee who is a serious student of the art of public speaking. For information about this organization, write Toastmasters International, 2200 North Grand Avenue, P.O. Box 10400, Santa Ana, CA 92711.

Keep in mind that the purpose of the Speak-Up program is to allow Jaycees to progress at their own pace to the level they desire. Remember, some individuals find it almost impossible to stand up and say their own name while others address large audiences well. You must be constantly aware of the participant’s capabilities and help each one set a goal which is realistic and attainable.

MANAGEMENT OF THE PROGRAM

As chairman of your chapter’s Speak-Up program, it is your responsibility to make this program available to everyone and to help each Jaycee progress through each step. Therefore, you should keep a record of participants’ progress and look for opportunities for them to continue progressing. For example, if you know that one of the participants needs to lead the Creed as a requirement to complete Step 1, then you should notify that individual and encourage completion of this step. Upon agreement you should notify the chapter president that at the next meeting this Jaycee would like to lead the Creed. The president can then note this on the agenda. The participant is now that much closer to completing Step 1. Participants should be called on a monthly basis, congratulated on their progress and encouraged to continue. New members should be encouraged to participate immediately after joining. Arrangements should be made to spend about 10 to 15 minutes at each membership meeting on the Speak-Up program.

Through your good management, the Speak-Up program in your chapter can be extremely effective in carrying out its concept — that all Jaycees should have an opportunity to develop and continually improve their communication skills.
Recognition can be very meaningful to Jaycees who participate in the Speak-Up program. It can provide the necessary motivation for continuous participation and improvement of speaking skills.

Recognition should be given to all Jaycees when they complete each step. As a suggestion, a Speak-Up patch (catalog no. 814-1) could be given for completion of Step I; a Speak-Up diploma (catalog no. 363-1) could be given for completion of Step II; and a Speak-Up plaque (catalog no. 4542-1) could be given for completion of Step III. You may wish to furnish everyone with a Speak-Up bronze key (catalog no. 604-1) for participating.

Regardless of what you decide to award, the main thing you should remember is that some recognition should be given.
THE ADVANCED SPEAK-UP PROGRAM

Many chapters feel that there is a need for a more formal type of speaking program, organized by lessons and designed for those with a particular interest in learning the finer points of the subject. Jaycees who are interested in further developing themselves as public speakers usually attend advanced programs. Every member should not be expected to participate. This advanced program should not replace all of the earlier suggested approaches for getting all the Jaycees on their feet and talking. However, when there is a need and a demand, the program should be offered.

Generally, a group should not have fewer than 10 or more than 15 participants. The time required is about two hours per lesson with seven lessons or more in the program. Sessions should be held weekly or every other week. The program should be conducted at special Speak-Up meetings and not at chapter meetings.

As stated, the Member’s Guide to Speak-Up can be an effective tool for teachers and students. If used, every participant should have a copy. Some chapters may want to follow it on a lesson-by-lesson basis. Others will use it only as a source of information. If the instructor has personal ideas on program organization and content, these should be used in addition to this booklet. Outside instructors may want to use entirely different materials. Regardless of the procedure followed, it is vitally important that the program be divided between lecture and actual participation. A workable approach is to have students demonstrate the techniques they learned at the previous session. New lecture material should then be introduced, paving the way for a fresh field of practice the following session. Naturally, each student would have as many opportunities as possible to participate, although every person may not be able to be heard each time you meet.

Additional information and assistance can be obtained from the Individual Development department of The U.S. Jaycees.

The Member’s Guide to Speak-Up (catalog no. 663-1) can be used as the guide for the program format. This booklet is organized into seven lessons, each stressing several important speech fundamentals. An excellent advanced program can be run by using this as both the instructor’s outline and the text for students. Some chapters may want to divide some of the lessons in half to extend the program. Others may wish to rearrange the order of contents. Each lesson should be augmented with additional information and materials. These can be provided in books on public speaking or by guest lecturers. One of the strong points of this booklet is its great flexibility. It can be used in any way that will enhance your program.

In getting started, the entire chapter should be notified that an advanced program is available to them, and interested Jaycees should then sign up. It will be necessary to establish a regular meeting time and site. Of key importance is the instructor. This individual must be a member who is particularly interested and knowledgeable on the subject. Some chapters seek outside instructors on a regular or guest basis. High school and college speech teachers and accomplished local speakers are good candidates. You may also wish to contact your local Toastmasters® club or a Dale Carnegie representative.
The following information has been included in this manual to assist you in evaluating a speaker’s performance and to provide further information to the participants.

A. POSTURE

Posture is one of the most important aspects of good public speaking. The audience will rate the speaker not only on the message but also on the presentation of the message.

The speaker should assume a comfortable posture. He or she is in command of the stage and podium, and should feel free to relax when standing still or moving about the stage. The days of the "strait-laced, rigid, formal" public speaker are gone. However, activity which may be distracting, such as draping oneself over the podium, pacing back and forth, placing a foot on a chair, should be avoided. The speaker should be relaxed, but not dependent on a prop for support. He or she may move away from the podium, but it should be done for a purpose (i.e., to get closer to the audience or to point out something on a visual aid).

Posture is a part of any speech. How that posture is assumed should be left up to the speaker, as long as it is relaxing and dignified.

B. EYE CONTACT

While speaking, one can impress several things on the audience simply through eye contact. The speaker should not be afraid to look at the audience. However, the habit of looking over the heads or down at the floor in front of them should be avoided since the audience will become distracted. The speaker should make an effort to look at everyone in the audience so that they have the feeling he/she is talking directly to them.

C. GESTURES

It is often a problem for the novice speaker to know what to do with his or her hands. A suggestion is not to do anything that is planned. If gestures are planned, they usually look stiff and artificial. The only gestures that should be used are those that occur naturally. Even then, they may still be distracting. So, you may want to ask several participants to give the speaker constructive suggestions on how to improve the use of gestures. One should keep in mind that gestures are designed to paint pictures, not to get rid of excess energy.

D. VISUAL AIDS

Visual aids can enhance a speech, if they are used effectively. The following suggestions may be helpful to the speaker:

1. Visual aids should directly relate to the topic of the speech. Using them merely to fill time or to hold attention without regard to their purpose is futile and wasteful. They should serve at least one of the following purposes:
   a. To clarify and increase understandability.
   b. To add emphasis to what is being said.
   c. To increase vividness.
   d. To summarize information and make it easier to remember.

2. The results obtained from the use of visual aids should justify their cost.

3. The speaker must communicate at the level of the audience's understanding. Therefore, the visual aids must be suited to the intelligence, interests, attitudes, knowledge, and general background of the listeners.

4. Visual aids must be clear to the audience. Therefore, they should be large enough to be seen without difficulty. Their lettering should be legible. Color combinations should enhance visibility.

5. Visual aids should be free of unnecessary and distracting details. For example, large numbers should be rounded off (i.e., the figure $5\frac{1}{2}$ million is more quickly comprehended than 5,479,693).
6. The use of visual aids should be well planned. The speaker should plan in advance how and where to put them. They should not be placed in the line of vision of any listener.

7. Additional suggestions:
   a. Visual aids should be covered or out of sight when not in use.
   b. They should be shown one at a time.
   c. They should be covered or removed after being used.

E. HINTS TO PARTICIPANT

There is no way to overstress the fact that a speech should be thoroughly prepared and practiced. Adequate preparation is tremendously important. If the speaker is ready for the speaking event, the situation can be pleasurable for both speaker and audience. If the speaker is not ready, it can be a disaster. After the speech is drafted, the next step is practice, practice, practice. Become thoroughly familiar with the speech. Concentrate on what you want to say in each part of the speech. In practice, you might not ever use the exact wording twice, but that is okay. The important thing is to convey the meaning. So try out several ways and practice the one that is most effective for you (e.g., in front of a mirror, to the family, to the dog, etc.) Before long, you can develop the type of practice and speaking style that is best for you. The Member's Guide to Speak-Up (catalog no. 663-1) contains some very good suggestions on how to effectively present your speech. You should obtain a copy and refer to it often as you progress through the Speak-Up program. If you participate in every phase of this program and take every opportunity afforded to you to speak, you will find that speaking is very enjoyable. Following are some suggestions to more effective presentations:

1. Be well-groomed, walk up to the podium gracefully, stand erect. Have confidence in the way you look and feel.

2. Begin with a smile.

3. Talk directly to various individuals. Don't look over their heads, out the window, at the microphone, or always at the same person.

4. Speak loudly enough to be heard.

5. Vary the pitch and volume of your voice and the rate of speed at which you are talking from time to time. Change expressions. Use the gestures that come naturally to you; forget the rest.

6. Don't try to memorize your talk. You might forget it, and then where would you be? Understand your outline thoroughly and be very familiar with it. If necessary, put a short version of your outline on an index card and refer to it, but never try to memorize the entire speech. If you leave out a key word or thought, no one will know it but you. Your outline will keep you from forgetting the main points.

7. Try not to read the speech to an audience! You may have to read a passage or a quotation here and there but never the whole speech.

8. Think ideas, not words, as in a conversation.

9. Don't worry too much about a sudden attack of stage fright. It is normal. A touch of nervousness often enhances effectiveness. If you follow the advice given on planning and preparing your talk, you will have the confidence that comes from KNOW-ING you will have something to say that people want to hear. Remember, "stage fright" always feels much worse than it looks.

10. Look alert. Look happy (when you first get up to speak). Look confident. Speak with enthusiasm!
F. Grading Sheet
This grading sheet is simple, yet effective. It is recommended for use on the chapter and state levels and is
the form that is used to judge national Speak-Up competition.

SAMPLE GRADING SHEET

NAME OF SPEAKER:
TITLE OF SPEECH:

DELIVERY:

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Voice
Gestures
Eye Control

PREPARATION:

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Originality
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Sincerity
Audience Appeal

CONTINUITY:

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<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Opening
Closing
Main Theme

REMARKS:

The purpose of this sheet is to give judges some guidelines for evaluating a speaker. Remember: The
purpose of judging is to help the person become a better speaker.

Delivery:
Appearance — Base appearance on the situation. Is he or she appropriately dressed under the existing circumstances? Is hair combed?
Voice — How well is voice used in delivery? Is it loud (or soft) enough for all to hear?
Gestures — Do gestures complement or distract from topics?
Eye Control — Is the speaker looking at the audience or at notes?

Preparation:
Originality — Is this a combination of ideas or did the speaker take it straight from another source? Quotes are OK but not as entire speeches.
Facts — Are there facts to support what the speaker is saying?
Poise — Is the speaker well enough prepared to be poised and comfortable with the subject?

Salesmanship:
Sincerity — Is he or she sincere or just "giving a speech"?
Audience Appeal — Is the speech geared to this audience or is he or she talking over (or under) their heads? Was some effort made to interest the audience in the topic?

Continuity:
Opening — Did the opening relate to the main theme?
Closing — Did the closing bring together the points of the talk?
Main Theme — Did the body of the speech flow from one idea to the next or did it seem somehow disconnected?

Remarks:
In this space you may give the speaker some suggestions for improving speaking ability. Start with praise and make sure each suggestion is given positively. Example: "Your opening statement got our attention very well but it seemed somehow unrelated to your topic. You might look for a transitional statement to pull the two of them together."
### G. Participants' Progress Form

<table>
<thead>
<tr>
<th>Speak-Up</th>
<th>STEP I (Participants must complete 15 of the listed items.)</th>
<th>STEP II (Participants must complete four of the listed items.)</th>
<th>STEP III (Participants must complete one of the listed items.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22</td>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>
These products have been designed to make the Speak-Up program more attractive and meaningful to everyone who participates. Each chairman should consider using them to further enhance the program.

**Speak-Up Jaycee Plaque** — This handsome laser engraved plaque is a perfect way to honor an outstanding job. 6"x8" (4542-1).

**Speak-Up Patch** — This beautifully designed patch can be worn on vest or jacket. An award which can proudly be worn by Speak-Up participants. (814-1)

**Speak-Up Jaycee Key** — Bronze key for all participants. (604-1)

**Speak-Up Diploma** — A fitting award for participants completing the program, suitable for framing and displaying in the home or office. (363-1)

**Member's Guide to Speak-Up** — This pocket-size booklet is a must for all program participants. Outlining every facet of public speaking in seven chapters, it is a valuable aid to those wanting to get the most from the Speak-Up program. (663-1)

**Speak-Up Wall Chart** — Let the whole chapter watch the Speak-Up participants as they progress. Record their progress on this handsomely designed wall chart. A great record-keeping aid for your Speak-Up chairman. (868-1)

**Speak-Up Wallet Card (units of 100)** — This pocket-size wallet card will provide a convenient checklist for each participant. It will also serve as a promotional aid. (615-1)

Refer to current Products Catalog for pricing.

(If using VISA or MasterCard call toll free 1-800-331-3248).
CONCLUSION

The success of the Speak-Up program in your chapter will be largely determined by you. In order to ensure its full utilization, you must never forget that you are dealing with individuals who differ in abilities and needs. Therefore, to deal with them successfully, you must recognize their abilities and needs in the area of verbal communications. When you have done this, you will have truly provided the Jaycees in your chapter the opportunity to improve their speaking ability.

Keeping in mind that "luck" is where preparation meets opportunity — good luck for a successful program.
Jaycee Creed

We believe:
That faith in God gives meaning and purpose to human life;
That the brotherhood of man transcends the sovereignty of nations;
That economic justice can best be won by free men through free enterprise;
That government should be of laws rather than of men;
That earth's great treasure lies in human personality;
And that service to humanity is the best work of life.
JAYCEE CREED

WE BELIEVE

That faith in God gives meaning and purpose to human life.

That the brotherhood of man transcends the sovereignty of nations.

That economic justice can best be won by free men through free enterprise.

That government should be of laws rather than of men.

That earth's great treasure lies in human personality.

And that service to humanity is the best work of life.

SPEAK-UP ACTIVITY GUIDE

One of the greatest tools for success in any line of endeavor is the ability to stand on your feet confidently, speak articulately, and express your thoughts in a logical order of sequence. — Cavett Robert

The purpose of the Speak-Up Program is to provide the opportunity for the development of individual self-confidence and improved communication skills. This format is designed to allow a Jaycee to progress at his own pace and to whatever level he wishes to go. Each step is autonomous. A participant may start with Step I and progress through all three steps or he may wish to complete only Step I. Some participants may feel confident enough to start with Step II or Step III, where he starts and how far he progresses should be left to the discretion of the individual Jaycee.

SPEAK-UP WALLET CARD

Step I (Participants must complete at least 15 of the 22 listed items.)

☐ 1 Lead the Jaycee Creed
☐ 2 Lead the Pledge of Allegiance
☐ 3 Give a self-introduction
☐ 4 Introduce a guest
☐ 5 Ask a question at a Jaycee meeting
☐ 6 Make a brief statement at a Jaycee meeting
☐ 7 Give committee report
☐ 8 Make a motion (could be as simple as moving to adjourn the meeting)
☐ 9 Give any other type of verbal report
☐ 10 Give invocation or benediction
☐ 11 Read any type of report to the chapter (e.g. read the minutes from the previous meeting)
☐ 12 Ask a question at a committee meeting
☐ 13 Make a brief statement at a committee meeting
☐ 14 Make an announcement at a Jaycee meeting
☐ 15 Make a public announcement at a Jaycee project or event
☐ 16 Make a second to a motion
☐ 17 Give a report at a board of directors meeting
☐ 18 Ask a question at a board of directors meeting
☐ 19 Make a brief statement at a board of directors meeting
☐ 20 This item may be an activity decided by the chapter
☐ 21 This item may be an activity decided by the chapter
☐ 22 This item may be an activity decided by the chapter

Step II (Participants must complete at least four of the seven listed items.)

☐ 1 Give an "ice-breaker" speech
☐ 2 Give a "table-topic" speech
☐ 3 Give an "improvised" speech
☐ 4 Introduce a guest speaker
☐ 5 Give a five-minute "informative" speech
☐ 6 Give a five-minute "motivational" speech
☐ 7 Give a speech on a line of the Jaycee Creed

Step III (Participants must complete at least one of the three listed items.)

☐ 1 Compete in Speak-Up competition at a major Jaycee convention or meeting (e.g. state convention: state board meeting, other state meeting, regional meeting)
☐ 2 Participate in a debate
☐ 3 Join the local Toastmasters organization or one in a neighboring community
# Speak-Up Jaycee

### Speech Evaluation Sheet

NOTE: PROPOSED SCORING SHEET — Feel free to alter this form to fit your needs.

THIS SCORING SHEET MAY BE USED AT ANY LEVEL OF COMPETITION

<table>
<thead>
<tr>
<th>NAME</th>
<th>DATE</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>TITLE OF SPEECH</th>
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<table>
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<th>POINTS</th>
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<td>3</td>
<td>4</td>
<td>5</td>
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<td>12</td>
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<td>20</td>
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TOTAL

REMARKS:
THE UNITED STATES JAYCEES

hereby commends

of the

JAYCEES

For outstanding achievement in the fundamentals of speaking.

This certificate is given that all men know that the above individual has been thus honored in a manner commensurate with the record of worthy accomplishment hereon indicated.

Dated this ________________ day of ________________________ 19__

_______________________________
Local President