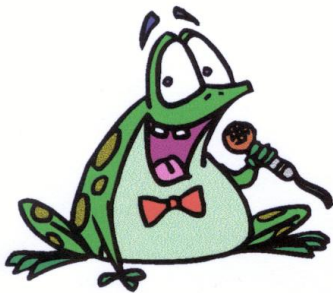
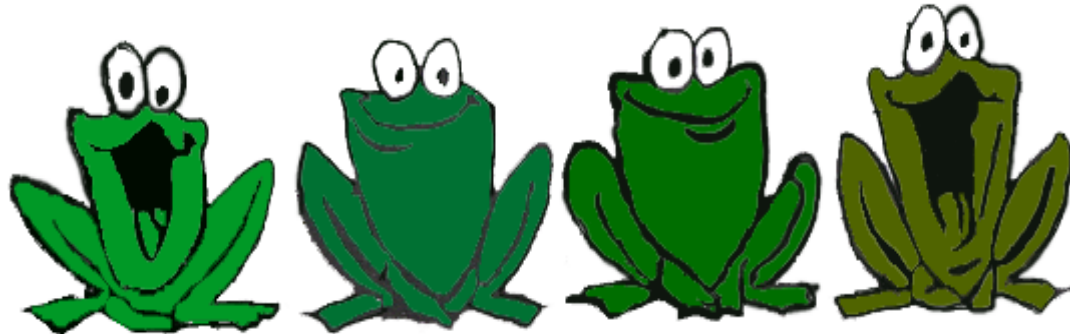




# Fun with Speaking





The activities in this booklet can be used to build speaking skills, to bond a group together or to add fun to your meeting. Most activities take only 10 to 15 minutes for a group of 10 and need a minimum amount of preparation. I have successfully used these activities with all age groups.

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Osterlund C. and various authors. (1992, revised 2011). Fun with Speaking. Oregon State University Extension Service Gilliam County.

## Fun with Speaking

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**Activity** Roll Call Responses

**Objective** Self confidence

**Time** 5 minutes

**Materials** None

**Directions** As each name is called on the roll, have the members respond to the same pre-selected question or topic.

Examples

Name a breed of sheep.

My favorite TV show is \_\_\_\_\_.

If I had all the money in the world, I would...

If I could be any animal for one day, I would be a \_\_\_\_\_ because \_\_\_\_\_.

Tell about a holiday tradition at your house.

If I could change one thing in the world, it would be \_\_\_\_\_.

**Activity** Silent Speakers

**Objective** Self confidence

**Time** 5 minutes

**Materials** None

**Directions** Each member comes to the lectern, or to the front of the room, makes eye contact with the entire group, smiles and walks back to his chair.

**Source** *Public Speaking...4-H Style* Texas Agricultural Extension Service

<b>Activity</b>	Introductions
<b>Objective</b>	Get acquainted, self confidence
<b>Time</b>	10 minutes
<b>Materials</b>	None
<b>Directions</b>	Have each person introduce self by telling his/her name, grade, favorite thing to do in free time, a game they remember playing when they were little, experience in 4-H, etc. For younger children, it works best to list the topics on an overhead or large sheet of paper. Three or four responses are enough for one session.
<b>Variations</b>	Introductions can be structured to elicit any information you want.

<b>Activity</b>	Spider Web
<b>Objective</b>	Get acquainted, self confidence
<b>Time</b>	15 minutes
<b>Materials</b>	Ball of yarn
<b>Directions</b>	The group stands in a circle. The leader starts and says one thing that he has learned in 4-H and throws the yarn to someone across the circle while holding on to the end. The person with the ball of yarn says something she has learned and hangs on to her string while tossing the ball of yarn to someone else. Don't throw the ball to someone twice. The game continues until all have had a turn and a web of string connects all participants. The game can be played in reverse to rewind the ball of yarn and a new topic is selected for each participant to comment on in a sentence or two.
<b>Variations</b>	This can be a get-acquainted game by having each participant say his name in addition to a response to the topic.  The game could be used for subject matter review. The leader would have a list of questions and the person receiving the toss would have to answer the question.

<b>Activity</b>	String Talk
<b>Objective</b>	Expressing self
<b>Time</b>	10 minutes
<b>Materials</b>	String or yarn and scissors
<b>Directions</b>	Each member cuts a piece of string as long as he is tall (younger members could use arm length for measurement). Each member comes to the front of the room, established eye contact, smiles and wraps the piece of string around his index finger as he tells his name and talks about his favorite 4-H project. When the string is completely around the finger, the speaker stops.
<b>Interpreting</b>	Speed is up to the individual, some who like to talk will wrap the string very slowly, and others will wind the string up very fast.
<b>Source</b>	<i>Public Speaking...4-H Style</i> , Texas Agricultural Extension Service

**Activity** Name Games

**Objective** Get acquainted, self confidence

**Time** 15 minutes

**Materials** None

**Directions** Group sits in a circle. If group is larger than 12-14, divide into two or more groups.

First person says his name and something he values that starts with the same letter as his name.

Second person in the circle repeats the first person's name and what he values, then adds his own name and personal value.

Third person must name the first two and their values before stating his own name and value.

Continue on until all have had a turn. Leader should go last. (It's OK to prompt when someone forgets.)

Example: First person says, " My name is Cindy and I value clean air." Second person says, "You are Cindy and you value clean air. My name is Randy and I value rhinoceroses." Third person says, "Cindy values clean air, Randy values rhinoceroses, my name is Gretchen, and I value giggles." Etc.

**Variations**

1. Members use a positive adjective that starts with the same as their first name to describe themselves. (Creative Cindy, Marvelous Mike, Joyous Judy)
2. First member says "I'm going to camp (or anyplace) and I'm taking\_\_\_\_\_."
3. First member says I'm going to a desert island and I'm taking \_\_\_\_\_ from the \_\_\_\_\_ food group.

If members know each other well, omit saying first names. Game can be adapted to fit a variety of 4-H or other topics. You can have participants only say items for three people instead of remembering the entire group.

<b>Activity</b>	Musical People
<b>Objective</b>	Get acquainted, expressing self
<b>Time</b>	15 minutes
<b>Materials</b>	Music source
<b>Directions</b>	<p>Form a double circle with partners touching left palm to left palm. The outside circle will walk in a counter clock-wise direction and the inner circle will move in a clock-wise direction. When the music is played everyone walks forward. When the music stops, the person closest to you is your partner. (People without a partner need to come to the center of the circle to find a new partner.)</p> <p>The leader calls out two body parts for the partner couples to touch (i.e. elbow and knee, the knee of one partner needs to touch the elbow of the other partner.) In this unusual position you ask couples to share information such as their middle names, most disliked subject in school, favorite singer, etc. Play music to get everyone moving again. Stop the music and say for example "back to back—what's your favorite sport?" Continue in this manner for five or six changes.</p> <p>It helps to make a list of the body parts to be matched and the speaking topics ahead of time. Sample body matches (avoid getting too personal):</p> <ul style="list-style-type: none"> <li>Head to head</li> <li>Elbow to ear or shoulder or knee</li> <li>Left hip to left hip</li> <li>Knee to knee</li> <li>Shoulder to head</li> <li>Right foot to left foot</li> <li>Back to back</li> </ul> <p>Sample "silly" questions:</p> <ul style="list-style-type: none"> <li>If you could travel any where in the world, where would you go?</li> <li>Share something about the last movie you saw?</li> <li>How many brothers and sisters do you have?</li> <li>What do you like best about your house?</li> <li>If you were principal for a day, what is the first rule you would make?</li> <li>The last time I did something this silly was _____.</li> </ul>
<b>Interpreting</b>	This is basically a just-for-fun activity and is a good warm up exercise for a more serious speaking activity.
<b>Variations</b>	Instead of playing music you could sing a chorus of <i>Row Row Your Boat</i> . The questions are limited only by your imagination.
<b>Outreach</b>	Junior leaders can use this as a get-acquainted activity at camps and large group meetings.



**Activity** Different—Alike

**Objective** Get acquainted, beginning speaking

**Time** 15 minutes

**Materials** Pencils, index cards (or scraps of paper)

**Directions** Arrange group into a seated circle. Participants should be seated next to a partner. Each participant needs a pencil and an index card. Direct one partner to write "Different" on the top of their card. The other partner writes "Alike" on his card. When the leader says "begin" partners talk to each other and find out how they are alike and different. One partner records the differences and the other partner records the likenesses. It is helpful to give some examples.

Examples: We have the same color of hair, the same number of brothers and like the same type of music. We are different heights, go to different classes, and one of us doesn't like pizza.

The leader calls "time" after two or three minutes. Ask a volunteer team to stand up. One team member begins by introducing himself and his partner and shares the ways they are *alike*. The second partner also introduces himself and his partner and shares the ways they are *different*. Proceed to the next team until all have had a chance to report.

**Interpreting** Did you learn something new about someone? Which was easier to discover: How you are different or how you are the same?

**Activity** Gift Game

**Objective** Get acquainted, self confidence

**Time** 15 minutes

**Materials** Soft ball or non-breakable object

**Directions** The group stands in a circle. The leader throws a soft ball to a person in the circle. Catching the ball, the person states his or her name and a gift received this year. The gift must not be an object. Examples: talent, skill, friendship, experience. Receiver throws the ball to another until all have had a turn. The last person catching the ball is the leader.

The leader throws the ball, stating receiver's name and gift received. The receiver states how the gift will be shared. Method of sharing must include giving of oneself. After all turns, the leader congratulates everyone for planning a year of sharing.

**Activity** Shoe 'n Tell

**Objective** Self expression,

**Time** 20 minutes

**Materials** Shoes on member's feet

**Directions** Sit in a circle or around a table. Have everyone take off his or her shoe. Each member will place his shoe on his hand and use as a puppet. Go around the circle and have the shoes tell *what it is like being a shoe that belongs to the person sharing*. Example: My owner never washes me. She likes to leave me all over the house and go barefoot when she is inside the house. She rarely puts me in the closet where it is dark.

**Variations** Have members share how these shoes help them do the things they like to do.

**Source** *TRIBES, A New Way of Learning and Being Together*  
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<b>Activity</b>	Magic Bag
<b>Objective</b>	Beginning extemporaneous speaking, self confidence
<b>Time</b>	10 minutes
<b>Materials</b>	Collection of common everyday items in a bag or pillowcase. Items might include a flashlight, band-aid, scissors, bubble gum, scotch tape, a toy, and apple, paper clip, candy, tooth brush, etc. You will need more items than members of your group.
<b>Directions</b>	Arrange group in a circle. Ask for a volunteer to start. The first volunteer reaches in the "bag" and selects an object (no peeking allowed!) He then stands up and tells everything that he can about the chosen object, using up to one minute only. A second volunteer selects an object and gives his mini-speech and so on. To prevent repeat speeches, each participant holds his chosen item until the activity is complete.
<b>Interpreting</b>	Were some items more difficult to speak about? Why? Could you have talked longer than one minute about some of the items? Would you have been able to speak longer about the item if you had two minutes to write some notes.
<b>Variations</b>	All items in the "Magic Bag" could be project related. For example, kitchen utensils, tools to groom an animal, project related topics or vocabulary words written on cards.
<b>Source</b>	" <i>Demon Destroyer Ideas</i> ", University of Idaho Extension Service

<b>Activity</b>	Noodle Game
<b>Objective</b>	Using a loud voice and expression
<b>Time</b>	10 minutes
<b>Materials</b>	Half of a foam swim noodle, or any non breakable object in the room
<b>Directions</b>	Group stands in a circle. Tell everyone they need to use a loud voice and be convincing. Leader shows everyone the swim noodle (or other object) and says in a loud emphatic voice, <i>This is not a noodle, it is a puppy dog!</i> Leader passes the noodle to the next person who denies it is a puppy. <i>This is not a puppy dog, it is a _____</i> . Continue on around the circle with each person trying to convince the leader the object is something else. Hint: Tell group the object cannot be a person.
<b>Source</b>	Cindy Osterlund, Oregon State University Extension Service

<b>Activity</b>	Action Story
<b>Objective</b>	Listening, expression of fantasy
<b>Time</b>	15 minutes
<b>Materials</b>	none
<b>Directions</b>	Group stands in a circle. First person starts a story and acts out story in place. Everyone copies the <i>movements</i> of the speaker. For example: I woke up this morning (stretch arms), put on my jeans (step into imaginary clothes) and went for a run (run in place), then I ..... Speaker passes the story to the next person who makes up a continuation.

<b>Activity</b>	Oreo Cookie Eating Demonstration
<b>Objective</b>	Presenting steps in sequence
<b>Time</b>	20 minutes
<b>Materials</b>	Oreo cookies
<b>Directions</b>	Divide the group into teams of two. Give each team several Oreo cookies. Ask each team to create a sequence of steps to demonstrate a good way to eat an Oreo cookie. The method must have at least 3 steps. Allow time to practice before asking teams to demonstrate their method to the group.

Optional: Have teams include an introduction to the presentation.

Example: Ladies and Gentlemen! There is only one true way to eat an Oreo cookie. Today my partner Joe Brown and I, Jack Smith will demonstrate the way to get full satisfaction from eating an Oreo cookie. First you twist the Oreo cookie apart. Second you lick off the filling on one side of the Oreo and place it on your head. Third you eat the second half of the Oregon cookie all in one bite. Finally you take the cookie off of your head and eat it using teeny tiny bites. That's how you eat an Oreo cookie.

**Activity** Chores

**Objective** Expressing Yourself

**Time** 15 minutes

**Materials** None

**Directions** A pantomime or charade activity with sounds is a fun way to stimulate a meeting. Have each group member think about a chore they do at home. Ask that they show the chore to the group but add sound effects such as the washing machine running, sweeping the floor or the vacuum running.

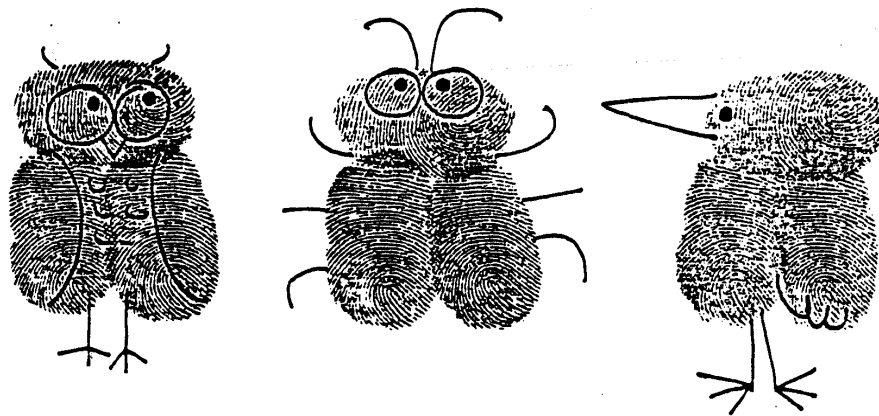
**Activity** Thumb Printing

**Objective** Expressing Yourself

**Time** 15 minutes

**Materials** Paper, pencils, pens, and stamp pads (1 for every 3 to 4 members)

**Directions** Discuss how each one of us is different and special right to our thumbs! In fact no two thumbprints have been found alike. Direct each member of the group to make a cartoon using their thumbprint. Press thumb on stamp pad, then press thumb on paper and let the ink dry. Next add details with a pencil or pen. Have members share their results with the group.



**Activity** Shopping Bag

**Objective** Expressing Yourself

**Time** 15 minutes

**Materials** one

**Directions** A warm-up of imaginations and bodies is a good way to start a meeting. Pantomime activities can provide these warm-ups. Begin this activity by asking your group what types of food do they really love or hate? Are these foods easy to prepare or are they hard to prepare? What if you went shopping and brought home a whole shopping bag of food. Imagine you taking one item out of the bag and eating it. How do you eat it? Quickly? Or do you savor every morsel?

Now, picture in your mind just one food that you either love or hate. Each of you is going to show the rest of the group what this food is without talking! You will take your "food" out of your shopping bag. Of course we should know its size by the way you hold it. Show how you get to your food. Do you need a can opener? And of course we will see by your expression how it might smell or if it is chewy.

Give the members a few minutes to decide on their food and then let each act out their food. If the audience does not guess the food after a few tries, have the member tell what the food is.

<b>Activity</b>	Creative Storytelling
<b>Objective</b>	Listening, expression of fantasy
<b>Time</b>	20 minutes
<b>Materials</b>	None
<b>Directions</b>	<p>Sit in a circle or around a table. Leader tells the group, "We are going to make up a group story. I will start by saying a few sentences, then the person to my right will continue the story for a few sentences and pass the story on to the next person in the circle."</p> <p>Choose a setting that involves the members themselves yet leaves lots of room for fantasizing. Example: "Once there was a group of kids named [name], [name], [name] and [name] who wanted to find a place to go swimming together. They came upon a big water hole that looked very inviting. But as soon as one person jumped in, a funny animal reared its head out of the water and..."</p> <p>Encourage members to listen to each other, and have them continue the story however they want to. You may give members the option to "pass without speaking" if they are uncomfortable with this activity or limit it by letting each member "pass" one time.</p>
<b>Interpreting</b>	<p>Why is creating a group story fun? How is it different if just one person creates a story for everyone to hear? How can you improve the way you worked together on your story? How did you feel as the storyteller or listener?</p>
<b>Source</b>	<p>From TRIBES, <i>A New Way of Learning and Being Together</i>  ©1995 Jeanne Gibbs. CenterSource Systems, Sausalito, CA 94965</p>

<b>Activity</b>	Linkage ("Circle Stories")
<b>Objective</b>	Impromptu speaking, listening, teamwork
<b>Time</b>	20 minutes
<b>Materials</b>	Bell or noise maker (optional)
<b>Directions</b>	Arrange group in a circle. Explain that today we're going to do a type of impromptu speaking called the linkage technique. One of you will start the story and talk until the bell rings. For instance, "The other day I was piloting my helicopter when I noticed a swarm of flying saucers approaching. It started to descend. But a little man in a saucer..." the next person will immediately continue the story, etc. It is important to listen carefully, let your imagination flow with the story, and be ready to continue it at any point.
<b>Interpreting</b>	Did the story make sense? Did the story take unexpected turns with each author? How can we improve the story using the same technique? (Listen more carefully to each other. Remember realistic plot changes in the story line.)
<b>Variations</b>	A story can be told with each person saying only one word. When it is time to end the sentence, a person must say the punctuation word (period, question mark, or exclamation point). Each sentence must be grammatically correct. The first time you try this version, it may not work very well (the story may not make sense). As club members become better acquainted and learn to listen to each other, the single word story exercise will improve dramatically. This can be a fun way to end a meeting.
<b>Outreach</b>	Use this game to help build a team out of committee members, a group of camp counselors, campers in a tent or cabin.
<b>Source</b>	Kathy Baldwin, County Extension Agent Sandy Anderson, County Extension Agent Jerry Whiteside, Extension Personnel & Staff Development Specialist



<b>Activity</b>	Make A Commercial
<b>Objective</b>	Self confidence
<b>Time</b>	30 minutes
<b>Materials</b>	Paper bag filled with household items that can be used to make commercials. (i.e. toothbrush, flashlight, stuffed toy, any food items, broom, cleaning products, etc.) Various types of candy are good props for a group's first experience with this activity.
<b>Directions</b>	<p>Begin with a group discussion on TV commercials. Tell the group to think of a TV commercial. What's the first commercial that comes to mind? What makes you remember a commercial? (Jingle, music, tells a story, pizzazz, actors, color?) Today you are going to have a chance to create your own commercial.</p> <p>Divide the group into teams of two. (You can pair a more experienced speaker with a beginner if you have the option.) Each team draws an item out of the bag. Allow 5-10 minutes to develop a "TV or radio commercial" for this item. Designate a studio stage area (front of group is fine). Have each team present their "commercial" to the rest of the group. Encourage the large group to give positive feedback to the presenters.</p>
<b>Variations</b>	<p>Use project related items for the commercials.</p> <p>Pass items to individuals instead of teams.</p> <p>Individuals could give a short demonstration on how to use the selected item. (egg beater, syringe, seam gauge, shoestring, hammer &amp; nail, etc.</p>
<b>Source</b>	<i>Leadership Skills You Never Outgrow</i>

<b>Activity</b>	Me Collages
<b>Objective</b>	Expressing self
<b>Time</b>	30 minutes
<b>Materials</b>	One half sheet of poster board or large sheet of construction paper for each participant, scissors, glue, and a supply of magazines, newspapers and catalogs.
<b>Directions</b>	<p>Allow a set time period, such as fifteen minutes, for the participants to create a collage based on their individual personalities and preferences. When the collages are completed, the participants will use them as visuals and stand before the group to share "All About Me."</p> <p>The collage could be prepared at home and might include photos, buttons, record covers, etc. An example could be displayed when the assignment was given.</p>
<b>Interpreting</b>	<p>This activity allows for a lot of creativity and self expression particularly when the collage is prepared at home. It would be an esteem builder to be able to display the collages in your meeting room.</p> <p>Ask the members what they learned about their friends that they didn't know before. Share with the group.</p>
<b>Variations</b>	<p>Use paper grocery bags and decorate the bag. Include inside three personal items that reflect the participant's personality.</p> <p>Make the collage into a mobile and suspend from a coat hanger</p>
<b>Outreach</b>	Use collages as part of a 4-H display.
<b>Source</b>	<i>Public Speaking...4-H Style</i> , Texas Ag Extension Service

**Activity** My Name

**Objective** Self expression, building confidence

**Time** 20 minutes

**Materials** Large sheets of paper, marking pens

**Directions** Have members write their name in large letters going down the left side of the paper. Then have each member describe themselves by writing positive adjectives that begin with the letters of his or her first name.

Example:

C	creative
I	independent
N	nice
D	determined
Y	young at heart

Members can take turns sharing their name poster with the group and then it can be taped to the wall.

**Activity** Mapping

**Objective** Expressing self

**Time** 15 minutes

**Materials** Paper and marking pens for each member of group

**Directions** Give each member a large sheet of paper and ask each to draw a map from house to school. Have each member take turns explaining their map to the group.

<b>Activity</b>	The Blank Screen
<b>Objective</b>	Self expression, self confidence
<b>Time</b>	20 minutes
<b>Materials</b>	A movie screen (optional), a clicker or other device that makes a clicking noise
<b>Directions</b>	The easiest way to explain this activity is to demonstrate it. As the leader, plan to describe a personal experience or mind picture of your own to illustrate the technique. Suggested topics are: a vacation or trip, an embarrassing experience, a cherished memory, an experience as a brand new leader. It is important that you describe something that is REAL to you. DONT FAKE IT.

Step up to the screen (a blank wall will do) and start with whatever is natural to you. EXAMPLE: I want to tell you about the farm that I grew up on. - click - This large, red barn was the center of my world. As you can see, it is in the center of a large, green pasture with a pond off to the left and our white, frame house in the distance. - click - This is a closer view of the front of the barn. That is me standing in the door of the hayloft with no shirt and my jeans rolled up. I was eleven years old and so skinny you can count my ribs in this picture. - click - Here I am pushing hay out of the loft to feed the cows - click - and here I am in mid-air halfway between the loft and the hay pile. That was great fun until I missed the pile one day. - click- Here you see me on crutches with a cast on my ankle. I still had to feed the cows though. (Stop after several slides.)

"Who wants to show us your slide set? Each of you have mind pictures that you could share. Some possibilities are: your home, your room, a pet, a vacation or trip, an embarrassing experience, your best friend, a scene from nature."

**Interpreting** The blank screen exercise is designed to give practice in verbally describing the pictures and experiences that are in the mind. Most people will get lost in the description and forget to be nervous.

**Source** Kathy Baldwin, County Extension Agent  
Sandy Anderson, County Extension Agent  
Jerry Whiteside, Extension Personnel & Staff Development Specialist

<b>Activity</b>	Joke Night
<b>Objective</b>	Easy way to share humor, self confidence
<b>Time</b>	15 minutes
<b>Materials</b>	jokes from family style magazines such as <i>Reader's Digest</i> .
<b>Directions</b>	Cut jokes out of magazines and glue to small index cards. Have participants select a story or joke to read, prepare, and share with the group.
<b>Interpreting</b>	This is a fun way to share the difficulty in presenting humor appropriately. Many jokes are offensive because they "put down" one sector of the population. You may want to discuss what type of humor is inappropriate.
<b>Source</b>	<i>Public Speaking...4-H Style</i> , Texas Ag Extension Service

<b>Activity</b>	Walking Your Walk
<b>Objective</b>	Expressing self
<b>Time</b>	15 minutes
<b>Materials</b>	Slips of paper with one of the below listed suggested actions on each
<b>Directions</b>	Have each member randomly draw an action. Instruct the members that through whole body movement, each member is to show the group without talking their "walk".

Suggested Actions:

- Walking barefoot across hot pavement
- Running through a huge pile of fall leaves
- Jumping in a haystack
- A baby taking first steps
- Roller skating down a hill
- Riding a shopping cart down an incline
- Walking underwater in scuba gear
- Trying to get out of shallow quick sand
- Muscular and strong in a Mr. America contest
- In a wheelchair going across a street

<b>Activity</b>	Emotion Skits
<b>Objective</b>	Using vocal expression, teamwork
<b>Time</b>	30 minutes
<b>Materials</b>	A short reading selection, copies of emotion word list, one emotion word list cut into individual words and placed in a paper sack.
<b>Directions</b>	<p>Select a short passage from a novel or a short poem. Ask the group to listen to you read and determine which reading is more interesting. Read the selection the first time in a monotone voice. Reread the selection with as much expression as possible. Discuss with the group why they liked one reading more than the other. (Putting emotion into your voice is using emotion to act out the words. This makes the reading more interesting and more understandable)</p> <p>Cut apart feeling words and faces and place in an envelope. Ask for volunteers to select an emotion and give an example sentence using that emotion in their voice. Leader should plan several examples to demonstrate.</p> <p>Divide the group into teams of two. Let teams select an emotion word blindly from the paper sack. (You may let teams redraw if they don't like the first selection.) You may want to write all the emotions on a flip chart or pass out a copy of the entire list. Allow five minutes for teams to create a short (3 or 4 sentence) skit to present in front of the group. The whole group tries to guess the emotion being portrayed.</p> <p>Be aware that some children may not be able to read the word they select.</p>
<b>Variation</b>	<p>Have each participant tell the story of “Mary had a Little Lamb” or other common nursery rhyme portraying the selected emotion. Participants don’t have to use exact words of the rhyme. Example: The emotion is <i>anger</i>. Why did Mary have to bring that lamb to school? It is disgusting to have an animal in school. What if it poops here?! Mary! Take that lamb back to the barn now!</p>
<b>Source</b>	Cindy Osterlund Oregon State University Extension Service



Confident



Joyful



Shocked



Enraged



Shy



Hot



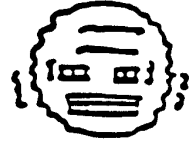
Lovestruck



Exasperated



Hurt



Cold



Disappointed



Exhausted



Surprised



Disapproving



Frightened



Suspicious



Bored



Frustrated



Relieved



Disgusted



Sad



Thoughtful



Guilty



Jealous

<b>Activity</b>	Poem Interpretation
<b>Objective</b>	Using vocal expression, expressing self Variation #1 emphasizes voice projection
<b>Time</b>	30-45 minutes
<b>Materials</b>	Copies of short poems. I use poems by Shel Silverstein from <i>The Light In The Attic</i> and <i>Where the Sidewalk Ends</i> because the pictures are simple and funny.
<b>Directions</b>	Distribute a poem to each participant. You may want to discuss monotone versus expressive reading and share an example. Give participants a few minutes to practice their poem with a partner.  Participant comes to front of the room and introduces the poem by saying <u>(Title of Poem)</u> by (author) interpreted by <u>(participant's name)</u> . Participant reads his selection with as much expression as possible. Show illustration if applicable.
<b>Interpreting</b>	Which interpretations did you really enjoy? Are there some poems you would have given a different interpretation? If time, let several members give additional interpretations.  Members may want to switch poems and offer a different interpretation in front of the group.  Let members select a poem or short reading passage from a favorite book to interpret at a future meeting.
<b>Outreach</b>	Members could volunteer to read poems or other selections at library story hours, pre-schools, and lower primary grades.
<b>Source</b>	Cindy Osterlund Oregon State University Extension Service



<b>Activity</b>	Character Interviews
<b>Objective</b>	Practice speaking in front of groups using interview format Teamwork, creativity
<b>Time</b>	30 minutes
<b>Materials</b>	Copies of interview questions, supply of hats, wigs, and scarves (optional)
<b>Directions</b>	<p>Divide the group into teams of two. Each team will need two copies of interview questions (next page). One team partner will create a "character", the other partner will be the news reporter conducting the interview. A collection of old hats, wigs, etc. adds a lot to the fun of creating a character.</p> <p>Allow 10-15 minutes for teams to plan their interviews. Starting with a volunteer couple, teams will take turns presenting their interviews in front of the group. Use something as a pretend microphone. If time allows, (or at a future meeting) have teams switch roles and create a new character to be interviewed.</p>
<b>Variations</b>	<p>Fun characters could be assigned (Pinocchio, Queen of England, the Cowardly Lion, a witch, a three year old, etc.)</p> <p>This is a good activity to videotape, though this may be intimidating to some. Watching the tape will emphasize who needs more voice projection, who needs to face the audience more directly, and it will bring out distracting movements when speaking.</p> <p>If you have access to a sound system, this is a great exercise to practice speaking on a microphone. See "Using a Microphone" at the end of this booklet.</p>
<b>Source</b>	Cindy Osterlund Oregon State University Extension Service

## TV Interview

Good Morning! This is \_\_\_\_\_ from \_\_\_\_\_.

Today we are "on the spot" with \_\_\_\_\_ from \_\_\_\_\_.

How long have you lived in \_\_\_\_\_?

Tell us about what you do?

What else would you like the viewers to know about you?

(You may add additional questions and comments to this interview.)

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Tell us about what you do?

What else would you like the viewers to know about you?

(You may add additional questions and comments to this interview.)

**Activity** On The Spot Presentation Introductions

**Objective** To create a presentation introduction

**Time** 25 minutes

**Materials** Index cards

**Directions** Tell the group "In a minute we are going to be doing some simple presentations. When you pick your topic card I want you to think of an interesting way to introduce your presentations. For example listen to these introductions and tell me which you like best."

(Say in slow monotone voice) "Hi my name is Joe and I'm going to show you how to put on a belt."

*(Deliver this introduction with lots of expression and drama.) Oh no! You're late for school! You jump out of bed, put on your jeans and rush toward the breakfast table when SLAM you trip over your pants! To prevent this from happening, let me demonstrate a handy little item called a belt.*

Pass around the topic cards. Allow 5-10 minutes for presenters to create an introduction for their imaginary presentation.

Sample topics

How to tie your shoe

How to drink a glass of water

How to say the 4-H pledge

How to sing *Row Row Row Your Boat*

How to make a ponytail

Five facial expressions to show displeasure

How to do a fashion model turn

How to put on your socks

How to do a push up

Five ways to smile

Demonstrate good posture

How to sit in a chair

How to do a somersault

<b>Activity</b>	Back to Back
<b>Objective</b>	Extemporaneous speaking, thinking skills, beginning debate
<b>Time</b>	20 minutes
<b>Materials</b>	list of topics
<b>Directions</b>	<p>A team of two will stand or sit back to back. One team participant will be the positive side of the conversation and the other will be the negative. The leader can assign a topic, or let the team choose a topic from a list, or draw the topic out of a hat. The topic to be discussed can be anything. Some examples:</p> <ul style="list-style-type: none"> <li>Speaking in front of a group</li> <li>Going to college</li> <li>Raising an animal</li> <li>Sewing your own clothes</li> <li>Trying out for a school play</li> <li>Playing an instrument</li> <li>Joining an athletic team</li> <li>Getting a job</li> <li>Starting a new hobby</li> <li>Applying for an award</li> </ul> <p>Be sure to start with the positive and end with the positive. This helps keep the workshop progressing in the proper direction.</p>
<b>Source</b>	<p>Kathy Baldwin, County Extension Agent  Sandy Anderson, County Extension Agent  Jerry Whiteside, Extension Personnel &amp; Staff Development Specialist</p>

**Activity** Speak Your Mind

**Objective** Impromptu Speaking, Self expression

**Materials** None

**Directions** Have volunteers come to the front and speak on a topic of his/her choosing. You can set minimum and maximum time limits if you choose. With younger members you are looking only for three or four sentences, older members should be able to stretch the speech to one or two minutes.

**Variations** Have volunteers come to the front and have them respond to a question of your choosing.

Here are some suggested questions:  
 What makes you happy?  
 What makes you want to learn?  
 What are your hobbies?  
 What makes you sad?  
 Why should someone listen?  
 What are you most proud of?  
 What would you change about your life?

Additional topics for novice speakers:

Favorite deserts	Football
Dogs	Reading
Pets	Friends
Blue (other colors can be added)	Summer

**Source** Kathy Baldwin, County Extension Agent  
 Sandy Anderson, County Extension Agent  
 Jerry Whiteside, Extension Personnel & Staff Development Specialist

**Activity** Solve the Problem

**Objective** Extemporaneous speaking, decision making

**Time** 15 minutes

**Materials** Balloons, paper, pencil

**Directions** Write a problem situation for each participant on a slip of paper. Place each problem in a balloon. Blow up the balloon and tie the end. Each participant comes to the front of the room, selects a balloon and pops it. Then he reads the paper aloud and tells how he would solve the problem or handle the situation.

Examples:

1. At an out-of-town ball game, you rip the back seam out of your pants.
2. Your date does not have enough money to pay the bill at an expensive restaurant.
3. While introducing the keynote speaker, you forget his name.
4. You are at a friend's house and you don't like what is being served for dinner.

**Interpreting** Did you feel that this activity was difficult? Why or why not? How often do you think a person needs to make a spur of the moment decision? Would anyone like to share a time when they had to make a quick decision?

**Source** *Public Speaking...4-H Style*, Texas Ag Extension Service

**Activity** Pop It

**Objective** Impromptu speaking

**Time** 15 minutes

**Materials** Balloons, scraps of paper

**Directions** Write a topic on a small piece of paper and slip it into a balloon. Blow up and tie the balloons. Participants select a balloon and pop it when it is their turn. Participant then speaks about the topic enclosed.

Topics can be simple and familiar (apples, cars, TV, sports, cartoons, etc.) or project specific (breeds of sheep, cooking definitions, sewing equipment, tell how to clean and trim a pig's ear, etc.) or fantasy (What animal would you like to be for a day? What would you do with \$1000? Describe a dream vacation.)

**Warning:** The topic papers fly about when the balloon is popped.

<b>Activity</b>	One Minute Talk
<b>Objective</b>	Impromptu speaking
<b>Time</b>	15 minutes
<b>Materials</b>	None
<b>Directions</b>	<p>(Say to the group:) I need a volunteer for the One Minute Talk. Are there any risk takers? Great! We're going to find a subject for you to discuss. Who has an idea? I'm going to write the suggestions on the board (example: peanut butter). Any other ideas? (Examples: sunburn, skateboarding, washing dishes, State Fair, and, one more, hamburgers.) Great. I'd like you to choose one of these topics. (Skateboarding.) Okay. Now you have exactly one minute (or 30 seconds for beginners) to talk about (skateboarding). You must talk without stopping, except to take a breath. If you run out of things to say, make something up. Use one idea to lead you to the next, but try not to stray from the subject of (skateboards and skateboarding). Go!</p> <p>When the group is familiar with the activity (second or third time you've used this activity with your club) add the following challenge. Have the members work hard to not say "um", "and uh", "like", "you know" and other unnecessary phrases as they speak.</p>
<b>Source</b>	<i>The Laughing Classroom</i> ©1993 by Diane Loomans and Karen Kolberg. Reprinted by permission of HJ Kramer, PO Box 1082, Tiburon, CA 94920. All rights reserved.

<b>Activity</b>	A to Z Speeches
<b>Objective</b>	Impromptu speaking
<b>Time</b>	20 minutes
<b>Materials</b>	Dictionary, slips of paper, minute timer
<b>Directions</b>	Participants draw a letter of the alphabet and must talk for one minute about anything that begins with that letter. Have a dictionary handy. Allow participants about 10 minutes to prepare their mini-talk.
<b>Variations</b>	Write the subject on the slip of paper
<b>Source</b>	<i>Public Speaking...4-H Style</i> , Texas Ag Extension Service

<b>Activity</b>	Historical Figures
<b>Objective</b>	Extemporaneous speaking, expressing self
<b>Time</b>	30 minutes
<b>Materials</b>	None
<b>Directions</b>	Participants will choose a historical person, event or object. (It may help to post a list of some suggestions, but encourage participants to think of their own idea.) Each participant will give a short talk as if he is the historical person, place, event or object. Your imagination is the only limit in this activity. You may want to use historical objects of significance from your own area of the state.
<b>Interpreting</b>	The idea is to aid people to think creatively and to express ideas verbally. The thoughts a 4-H'er can express in this type of activity can be profound and philosophical, which is important in developing a good speaker. If a speaker has trouble getting started, you might prompt them with a question such as: "Mr. U.S. flag, tell me how you felt flying over the U.S. Capital during the civil war."
<b>Source</b>	Kathy Baldwin, County Extension Agent Sandy Anderson, County Extension Agent Jerry Whiteside, Extension Personnel & Staff Development Specialist



<b>Activity</b>	Variety Speeches
<b>Objective</b>	Practice writing and delivering speeches
<b>Time</b>	Varies, speech could be prepared at home and delivered at the meeting
<b>Materials</b>	Paper and pencils
<b>Topics</b>	<p><i>Hobby</i> — Each participant prepares a two to three minute speech based upon his hobby or special interest. Visuals would be appropriate although this would not be a method demonstration.</p> <p><i>Priorities</i> — base an impromptu or planned speech around the ten items you would want to save in case of a fire.</p> <p><i>Hero</i> — base an impromptu or planned speech around the statement "I admire _____ because..."</p> <p><i>Pet Peeve</i> — base a speech around something that really "bugs" you. Remind participants not to call names or make personal judgments of people.</p> <p><i>Someday</i> — base a short speech around a topic such as "When I grow up," "If I were the principal," "When I run the fair," or "When I'm the county agent."</p>
<b>Source</b>	<i>Public Speaking...4-H Style</i> , Texas Ag Extension Service

## Using a Microphone

When speaking to a very large audience, you may need to use a microphone to reach more people and to speak in a conversational, person-to-person style. Some points to consider:

- Before the program, check the microphone by talking into it to see if the height and volume are correct. Do not check by thumping, tapping, or blowing into the microphone. Some microphones are designed to be used "kissing close". Speak into the top of the microphone, not the side. Some microphones are designed to be 6-10 inches away from your mouth. Test the microphone to be sure.
- Ask someone to stand in the back of the room to check and see if the volume is correct.
- If you are speaking after another person, readjust the microphone so you speak directly into the microphone. Do not lean into or away from it.
- If the microphone hums or you get feedback (loud squeal), move the microphone further away and *behind* the sound speaker.
- Use a lapel microphone if possible. This allows you to move around. Avoid turning your head away from the microphone.
- Don't rustle papers or tap on the rostrum for emphasis. The sounds will be magnified.
- Try to produce natural sounds by listening to your voice to see if the "s, a, sh, or th" sounds are whistling or hissing too much.

Sources:

Public Speaking...4-H Style, Texas Agricultural Extension Service

Mays, George C., Professor, Communication, *Advanced Public Speaking*, University of Tennessee Agricultural Extension Service

*Utah 4-H Public Speaking*, Cooperative Extension Service, Utah State University