

SPEECH OUTLINE WORKSHEET

Ice Breaker

Use this outline to help you organize the information you want to include in your speech.

Speech Title

About Yourself/Main Points

List two to four things about yourself that you would like fellow club members to know.

1. _____
2. _____
3. _____
4. _____

Reasons for Joining Toastmasters (Optional)

If it's relevant to your speech, you might want to tell the audience your reason(s) for joining Toastmasters.

Goals (Optional)

Do you have goals that you would like to achieve in Toastmasters? If so, list them here.

1. _____
2. _____
3. _____
4. _____



Opening

A. Greeting

You may thank the Toastmaster or person who introduced you and acknowledge fellow Toastmasters and guests.

B. Capture audience interest

Begin with something about yourself that will capture the interest and attention of the audience.

C. Introduce yourself

Following your opening, provide a brief introduction. You might want to include why you joined Toastmasters.

D. Transition

Write a brief statement to transition smoothly from your introduction to what you'll discuss next.



Body

A. Main point 1

Use some of the About Yourself/Main Points from page 1.

Transition

This is a sentence or two that connects main point 1 with main point 2.

B. Main point 2

Transition

C. Main point 3

Transition

Signal that the conclusion of the speech is approaching.

Conclusion

D. Restate the main points of your speech

E. Close with impact



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:

EVALUATION FORM – Ice Breaker

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					Comment:
5	4	3	2	1	
Vocal Variety: Uses tone, speed, and volume as tools					Comment:
5	4	3	2	1	
Eye Contact: Effectively uses eye contact to engage audience					Comment:
5	4	3	2	1	
Gestures: Uses physical gestures effectively					Comment:
5	4	3	2	1	
Audience Awareness: Demonstrates awareness of audience engagement and needs					Comment:
5	4	3	2	1	
Comfort Level: Appears comfortable with the audience					Comment:
5	4	3	2	1	
Interest: Engages audience with interesting, well-constructed content					Comment:
5	4	3	2	1	

EVALUATION CRITERIA

Ice Breaker

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



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 EXEMPLARY	4 EXCELS	3 ACCOMPLISHED	2 EMERGING	1 DEVELOPING	
Clarity: Spoken language is clear and is easily understood					Comment:
5	4	3	2	1	
Vocal Variety: Uses tone, speed, and volume as tools					Comment:
5	4	3	2	1	
Eye Contact: Effectively uses eye contact to engage audience					Comment:
5	4	3	2	1	
Gestures: Uses physical gestures effectively					Comment:
5	4	3	2	1	
Audience Awareness: Demonstrates awareness of audience engagement and needs					Comment:
5	4	3	2	1	
Comfort Level: Appears comfortable with the audience					Comment:
5	4	3	2	1	
Interest: Engages audience with interesting, well-constructed content					Comment:
5	4	3	2	1	

EVALUATION CRITERIA

Evaluation and Feedback—First Speech

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



EVALUATION FORM

Evaluation and Feedback—Second 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 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 EXEMPLARY	4 EXCELS	3 ACCOMPLISHED	2 EMERGING	1 DEVELOPING
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<p>Clarity: Spoken language is clear and is easily understood</p> <p>5 4 3 2 1</p>	Comment:
<p>Vocal Variety: Uses tone, speed, and volume as tools</p> <p>5 4 3 2 1</p>	Comment:
<p>Eye Contact: Effectively uses eye contact to engage audience</p> <p>5 4 3 2 1</p>	Comment:
<p>Gestures: Uses physical gestures effectively</p> <p>5 4 3 2 1</p>	Comment:
<p>Audience Awareness: Demonstrates awareness of audience engagement and needs</p> <p>5 4 3 2 1</p>	Comment:
<p>Comfort Level: Appears comfortable with the audience</p> <p>5 4 3 2 1</p>	Comment:
<p>Interest: Engages audience with interesting, well-constructed content</p> <p>5 4 3 2 1</p>	Comment:
<p>Applied Feedback: Feedback from first speech is applied to second speech</p> <p>5 4 3 2 1</p>	Comment:

EVALUATION CRITERIA

Evaluation and Feedback—Second Speech

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



EVALUATION FORM

Evaluation and Feedback—Evaluator 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 EXEMPLARY	4 EXCELS	3 ACCOMPLISHED	2 EMERGING	1 DEVELOPING
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<p>Clarity: Spoken language is clear and is easily understood</p> <p>5 4 3 2 1</p>	Comment:
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<p>Vocal Variety: Uses tone, speed, and volume as tools</p> <p>5 4 3 2 1</p>	Comment:
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<p>Eye Contact: Effectively uses eye contact to engage audience</p> <p>5 4 3 2 1</p>	Comment:
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<p>Gestures: Uses physical gestures effectively</p> <p>5 4 3 2 1</p>	Comment:
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<p>Audience Awareness: Demonstrates awareness of audience engagement and needs</p> <p>5 4 3 2 1</p>	Comment:
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<p>Comfort Level: Appears comfortable with the audience</p> <p>5 4 3 2 1</p>	Comment:
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<p>Interest: Engages audience with interesting, well-constructed content</p> <p>5 4 3 2 1</p>	Comment:
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<p>Delivery: Delivers tactful, constructive feedback</p> <p>5 4 3 2 1</p>	Comment:
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<p>Engaged: Engages while others are speaking during the Toastmasters meeting</p> <p>5 4 3 2 1</p>	Comment:
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EVALUATION CRITERIA

Evaluation and Feedback—Evaluator Speech

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



RESEARCH WORKSHEET

Use this outline to help you organize your ideas/sources into a speech.

Topic (broad)

What You Know

What do you already know, and what additional questions do you have? This helps determine areas to research.

Research (broad)

Begin researching your topic on the Internet, in the library, etc. Note some of your initial credible sources below.

1. _____
2. _____
3. _____
4. _____

Narrow Your Research

Narrow your initial research to the strongest examples and facts that support your topic.

1. _____
2. _____
3. _____
4. _____



SPEECH OUTLINE WORKSHEET

Opening

A. Greeting

You may thank the Toastmaster or person who introduced you and acknowledge fellow Toastmasters and guests.

B. Capture audience interest

Begin with information about your topic that will capture the attention of the audience, such as an interesting fact about your topic that you discovered in your research.

C. Introduce your topic

D. Transition

This is a statement or sentence designed to lead smoothly into your first main point.

Body

A. Main point 1

1. Sub-point

Details and specifics about your main point.

Support/evidence

Use examples, facts, or statistics from your research to illustrate your main point and sub-point.

2. Sub-point

Support/evidence

3. Sub-point

Support/evidence

4. Transition

B. Main point 2

1. Sub-point

Support/evidence

2. Sub-point

Support/evidence



3. Transition

C. Main point 3

1. Sub-point

Support/evidence

2. Sub-point

Support/evidence



3. Transition

Signal that the conclusion of the speech is approaching.

Conclusion

A. Brief summary of your topic

B. Review main points

Main point 1

Main point 2

Main point 3

C. Close with impact

Finish with a strong statement; consider mirroring your attention-grabbing opening.



EVALUATION FORM

Researching and Presenting

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
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<p>Clarity: Spoken language is clear and is easily understood</p> <p>5 4 3 2 1</p>	Comment:
<p>Vocal Variety: Uses tone, speed, and volume as tools</p> <p>5 4 3 2 1</p>	Comment:
<p>Eye Contact: Effectively uses eye contact to engage audience</p> <p>5 4 3 2 1</p>	Comment:
<p>Gestures: Uses physical gestures effectively</p> <p>5 4 3 2 1</p>	Comment:
<p>Audience Awareness: Demonstrates awareness of audience engagement and needs</p> <p>5 4 3 2 1</p>	Comment:
<p>Comfort Level: Appears comfortable with the audience</p> <p>5 4 3 2 1</p>	Comment:
<p>Interest: Engages audience with interesting, well-constructed content</p> <p>5 4 3 2 1</p>	Comment:
<p>Well Researched: Speech content is well-researched and sources are available if requested</p> <p>5 4 3 2 1</p>	Comment:

EVALUATION CRITERIA

Researching and Presenting

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

