CHOOSING AND INVITING A GUEST SPEAKER

Goals: • to select an interesting speaker who has had experiences that relate to your project.
• to invite that person to speak to your group.

Materials: • telephone
• scratch paper
• stationary for thank you notes

Directions: Decide with your group what knowledge you need to do your project. Name all the people or places where you might find this knowledge. See Who Ya Gonna Call for Help about identifying the person to call in an organization. When you have a list of knowledgeable people, try to find out who has heard any of them speak. Then ask for opinions of their speeches. In your group consider the information about the experiences, knowledge, and speaking skills of each person on your list. Then shorten the list to your group’s first, second, and third choices.

Choose several acceptable dates for having a guest speaker. Be sure there is plenty of time to prepare before any of the dates you name. Get your teacher’s approval for speakers and dates.

Decide who will contact your first choice speaker to offer the invitation and how to contact the person. If by telephone, see Making a Business Telephone Call. If by letter, see Writing a Business Letter to Get Help. You could make the contact in person. If your first choice is not available, try your second, then third choice if necessary.

When a speaker has accepted your invitation, find out how you and this speaker can most easily contact each other between now and the visit. Decide which one of you will keep in touch with the speaker.
PREPARE your SPEAKER

- Discuss with the guest speaker what types of information or experiences would be most helpful for your group. Ask what he or she could share with you. Discuss ideas for activities in which all the members of your group could participate. Ask the speaker to bring objects or pictures or give a demonstration, if possible. Find out what kind of space and equipment your group will need to provide.
- Agree on a place, a date, a beginning time, and ending time.
- Tell the speaker about your group. How many of you will attend? How old are you? What progress have you made on your project? What are the next plans for it? What special needs such as hearing impairment do any of you have?
- Give clear directions for the speaker to find the place for the presentation and the place to park.
- A few days before the scheduled visit, call the guest speaker to confirm all the plans. Review the date, time, place, equipment, and activities.

Prepare Your Group

- Remind your group who their guest speaker is and explain all the plans.
- Discuss the rules for polite behavior towards guests.
- Prepare name tags to wear so the guest may call you by name.
- Assign students to teams if the speaker is planning team activities.

On the Day of the Visit

- Select two or three members of your group to greet the guest and offer help when she or he arrives.
- Check to see that the room and equipment are ready.
- Introduce your guest speaker to your group. Set a good example by paying close attention. Offer to help if any opportunity arises. Keep your mind open for ideas for follow-up activities or discussion topics. Thank the speaker for visiting.

After the Visit

- Write and send thank you notes to the guest. The notes might mention what you learned, what you liked most about the presentation, and how you will use what you learned. Drawings or photos are always welcome, too.
- Decide with your group what follow-up activities you will do. There may be an activity from the day of the visit that you now need to complete.
- Share what you learned with other people. If you’d like to put an article about it in the newspaper, see Writing a Press Release for advice.
- Now that you’ve learned how to choose and invite a guest speaker, you may want to repeat these steps. Invite other guest speakers who can offer your group an exciting variety of information and experiences.
First, develop a clear and specific purpose. What exactly do you want from your audience after your speech? If you want them to know and use some information, you must know it and how and why to use it. If you want to convince them to do something, you must know exactly what that is. Having a clear purpose in mind helps you to leave out unnecessary ideas which could distract from your main point. They could make your speech too long. Speeches should be shorter than twenty minutes.

Prepare to write your speech by learning as much as you can about the subject. You can add to what you already know by using the library, calling, writing, or interviewing experts. Give yourself more information than you need. That extra knowledge will give you the confidence you need as you speak, and may help you glide easily through answering questions afterwards.

Find out about your audience. What are their interests? How old are they? How much do they already know? Keep them in mind more than yourself. You don’t want to waste their time showing off what you know.

Organize what you want to say into an outline. The three main speech parts are introduction, body, and summary. Compare these parts to sandwich parts. Introduction and summary are like two pieces of bread, the body like peanut butter and
jelly. Write down on note cards the important points you want to make in each of
these three parts. You’ll probably need more note cards for body of the speech than
for the other two parts.

In the introduction tell the purpose of your speech. Help people in the audience
feel comfortable with you. One way is to share a little something about yourself
with them. Doesn’t that get your attention and put you more at ease when you’re
listening?

The body of your speech can instruct, persuade, or inspire. If you’d like to persuade
the audience, try appealing to wishes you believe they already have. For example,
they may wish to help homeless animals, to enjoy pretty scenery, to gain acceptance,
and respect from their community. In the body you might use visual aids or sound
effects to help explain some of your points.

In the summary briefly state each of your main points again without supporting facts,
illustrations, or explanation. Did you intend your speech to tell how to provide plants
that would feed and shelter migrating birds? Then you should repeat the steps for
them to follow. You might say, “Select appropriate plants, location, and planting season,
prepare the soil; then plant bushes and trees; water and fertilize responsibly.”

Give your audience a sign that you are beginning the summary part. You might say,
“In summary I’d like to remind you to...” If you intended your speech to persuade or
inspire, you might say, “I’d like to leave you with this one final thought.” You want
your final statement to be memorable, maybe inspirational. You want to tell once
again the main purpose of your speech.

Practice your speech in front of a mirror or in front of friends or family. It’s okay if
you don’t say the exact same words each time, as long as you remember to include all
your main points. Speak clearly and a little more slowly than in conversations. Check
on the meaning and pronunciation of words you use. Check the timing to see if you
need to leave out minor points.

Now the presentation itself should go well, especially if you follow a few other hints:
  • Be enthusiastic and show it!
  • Wear clothes that are comfortable, neat, and make you feel you look your best.
  • Look at three or four people who have happy, friendly expressions on their
    faces.
  • It’s okay to look at your notes sometimes, but do not read your whole speech.

Remember these points. Know your purpose; gather information; write main points
on note cards; organize them under introduction, body, and summary; practice your
speech. Then present it with confidence. You’ll make a fine speech!
GETTING INTO PRINT

Goal: • To produce a publication that communicates a message clearly

Directions:
An English teacher can advise you about the rules for clear, well-organized writing. Always use an outline when you write for publication. Always have your writing checked by someone else for proper spelling, grammar, and punctuation. Your message should be complete, short, and clear. The less your audience has to read, the more likely they will read and remember all. And, the shorter your message the more trees you save.

Materials: • Smooth white paper
• typewriter or word processor
• black ink marker or pen for illustrations

How you prepare your message for publication depends on what resources you have. The two ways people usually copy pages are photocopying and printing. Most schools and offices have photocopy machines. They are great for making a few copies. Often an adult can arrange for you to make a few copies free. However, if you need many copies of your publication; take your material to a professional printer. It is usually easier, faster, and cheaper.

Decide exactly what you want to print. Determine how many pages there will be. Then talk to the printer. The printer does not need to know about the subject of your publication. You will need to give the following information:
• number of pages
• if there will be photographs
• whether you want a cover
• whether to fold or to staple the publication
• if you want it printed on front and back
• if you want recycled paper
• color of paper
- color of ink
- number of copies
- when you need them

Ask the printer to write down the cost. If the cost is too high, ask the printer to suggest a less expensive way to do the job. The printer will probably be glad to answer your questions. He or she may even explain how the printing press works, if you ask.

No matter how you plan to copy your material, you will need to prepare good quality originals. The printer can tell you how to prepare your pages for printing. Usually the printer suggests using plain white paper and black ink. The printer can print your publication on colored paper and use colored ink if you prefer. You may type your originals, or prepare them on a word processor or computer, or neatly write them by hand. Black and white drawings can help to explain your message, and make your publication look good. If your art is too large for the space on the page, a photocopy machine can make it smaller, or the printer can make it smaller. Photographs generally do not photocopy well, and they can be expensive to reproduce on a printing press.
"WHO YA GONNA CALL" FOR HELP?

Goal: • to locate the best person to call on the telephone to ask for the information or help you need

Materials: • telephone book
- business, school, college, university or government directory
- telephone

Directions:
List all you need to do for your project; then go through each item and note which will require help.

Working together, name people, companies, organizations, or agencies that might help you. Consult the government sections of the telephone book for some ideas. There are separate listings for city, county, state, and U.S. government offices. If no one knows anyone who could help, maybe a teacher, friend, or relative could suggest someone. Write all the suggestions down.

Now decide which ones to contact by telephone. You may choose to contact some people by letter, and others in person.

Use directories to find telephone numbers for the people in companies, schools, or organizations. Look for directories in your school or public libraries or guidance office or business offices. To find something in a directory, check the table of contents. Some list last names alphabetically (like the white pages of the telephone book), some list by type of service, work, or agency. If you don’t find what you need right away, think about different ways the directory might list it.

If you know names of organizations or companies but cannot find directories for them, use the telephone book to call the organization. Their receptionist or telephone switchboard operator may be able to tell you the name and telephone number of the best person to talk to for the help you need. If not, ask to be connected to the Public Relations Office, and explain what you need to them.

If you call someone and they cannot help you, ask them to suggest someone who can. Thank them, then write down the name, title, and telephone number they suggested.
Sample Line Graph

Tons of James City County Residential Trash Dumped in Landfill

Weight of Trash in Tons

Year (1982-1992)

1982 83 84 85 86 87 88 89 90 91 92

8,000 9,000 10,000 11,000 12,000 13,000 14,000

Sample Bar Graph

Trees Planted on Arbor Day, 1995
By Main Street Intermediate Students

Number of Trees Planted

4th Grade 5th Grade 6th Grade 7th Grade

90 TREES 78 TREES 100 TREES 130 TREES
CHOOSING AND USING GRAPHS

Goals: • to select a type of graph that strongly supports your project • to make a graph

Materials:
• math books
• for bar or line graph:
  graph paper, pencil & pen, eraser, ruler
• additional materials for
  pictograph: construction paper, photographs, drawings, magazine pictures, glue, scissors
• for pie chart: compass, protractor, paper, pencil & pen

Directions:
A graph sends a powerful message. There are many kinds of graphs. Think about pictographs, bar graphs, line graphs, and pie charts. Then talk with your group about which to use. Discuss your purpose for using a graph. Your message may be one you could show with several kinds of graphs. Discuss what you each like about pictographs, or bar graphs, or line graphs, or pie charts. Choose one.

You may have a message you can send more clearly with one kind of graph than with others. If you want to show change over time, you might choose to use a line graph. The sample line graph shows a change (an increase) in the amount of trash dumped into the James City County landfill from 1982 through 1992, according to the county's Department of Solid Waste Management.

A bar graph could also show this increase. Taller bars would represent the higher number of tons of trash people brought to the landfill during certain years. Each bar's label would show the year it represented. A line graph may show this change or increase over time in a way people can understand better.

You can show two different changes over the same time on a line graph. You might have information about increases in population in James City County from 1982 through 1992, in addition to information about tons of trash. Another line on the
same graph as the sample line graph could show that, too. You must say which line shows the population change, and which shows tons of trash. Maybe you’d use a dotted line for population and a black solid line for the changing weight of trash as in the sample.

Graphs often make us think about information in new ways. Imagine a line graph showing two different changes during the same period and in the same place; We wonder if one change might have caused the other.

Always include a title to tell clearly what your graph shows. It’s important to label what the vertical axis or edge of a graph represents. Also label what the horizontal axis represents. What real measurement does each vertical and each horizontal unit represent? You must state that on the graph.

Bar graphs, pictographs, or line graphs can be effective when you want to show how one measured value (or number fact) compares to another. For example, you may want to show the number of trees fourth grade students in your school planted on Arbor Day. You also want to show how that value compares with the number of trees students from each other grade planted. If you make a bar graph; the tallest bar would present the most trees. In the sample bar graph, you can tell which grade planted the most trees. The label under the tallest bar shows it.

Your group might prefer to give the same message with a pictograph. Instead of drawing different size bars, you might draw different size trees. You could even cut pieces of green construction paper, or magazine pictures, or photos: Then glue them to form a collage illustration of different size trees. The tallest tree picture, of course, would represent the most trees planted. Your label under the tallest tree would tell which grade planted the most trees.

A pie chart type graph illustrates parts of a whole. You could use one to describe a cleanup project. It could show what part (fraction or percent) of all the trash you collected was recyclable aluminum, what part was recyclable glass, and what part was non-recyclable material.

When planning the budget for a project you might make a pie chart. You could show what part of your money you plan to use for each expense. Make a pie chart to show your plan for budgeting your time, too.

Look in math books and ask math teachers for guidance if you have questions about how to make your graph. You can use your math and your art skills when you make a graph.