

ADVOCACY GUIDE: RESOURCE 18

Project Sketcher

This tool is to help you map out a plan for your public speaking project, beginning with the big picture idea, the anticipated struggles and needs, the milestones and activities, and finally the specific timeline and actions.

I. Overall Description

Summary of Change Idea: What do you want to change through your voice project or activity?

What work is public?

What are your speaking/listening goals
(or required standards)?

II. Skills and Struggles

What communication skills, techniques, or capabilities are the focus of this work?
 (while they are all relevant to strong public speaking, choose a few areas for more targeted focus)

| Content-Related | Delivery-Related | Process-Related |
|--|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Brainstorming <input type="checkbox"/> Selecting content relevant to audience <input type="checkbox"/> Outlining <input type="checkbox"/> Organizing and sequencing content <input type="checkbox"/> Explaining complex ideas clearly <input type="checkbox"/> Speech writing <input type="checkbox"/> Use of compelling language and memorable phrases <input type="checkbox"/> Ability to be succinct and to-the-point when needed <input type="checkbox"/> Persuasive speech construction <input type="checkbox"/> Story construction <input type="checkbox"/> Slide design <input type="checkbox"/> Spontaneous speaking <input type="checkbox"/> Argumentation skills <input type="checkbox"/> Identifying and using credible sources <input type="checkbox"/> Research skills <input type="checkbox"/> Strong beginnings that capture audience attention <input type="checkbox"/> Strong transitions between ideas <input type="checkbox"/> Strong endings that definitively conclude and leave audience wanting more <input type="checkbox"/> Summarizing or recapping ideas | <ul style="list-style-type: none"> <input type="checkbox"/> Breath support and control <input type="checkbox"/> Strong posture and stance <input type="checkbox"/> Ability to balance being relaxed with being energized <input type="checkbox"/> Using gestures to highlight content <input type="checkbox"/> Volume: Appropriate use and variation <input type="checkbox"/> Using voice to strengthen content (including sounding confident and using the right tone) <input type="checkbox"/> Appropriate use of eye contact <input type="checkbox"/> Speed: Appropriate use and variation <input type="checkbox"/> Using facial expressions to highlight emotions <input type="checkbox"/> Movement and use of stage <input type="checkbox"/> Correct use of a microphone and/or other sound equipment <input type="checkbox"/> Ability to avoid distracting movements and fiddling <input type="checkbox"/> Ability to avoid distracting filler phrases or words | <ul style="list-style-type: none"> <input type="checkbox"/> Anxiety-coping <input type="checkbox"/> Listening <input type="checkbox"/> Asking clarifying questions <input type="checkbox"/> Asking probing questions <input type="checkbox"/> Note-taking <input type="checkbox"/> Time management <input type="checkbox"/> Collaboration with others <input type="checkbox"/> Facilitation of discussions and/or teamwork <input type="checkbox"/> Ability to be authentic (true to self, style, and beliefs) <input type="checkbox"/> Ability to be connected with the emotions behind the content <input type="checkbox"/> Ability to get “in the zone” and be fully focused on the material <input type="checkbox"/> Adapting to different audiences <input type="checkbox"/> Relating to others <input type="checkbox"/> Coaching others <input type="checkbox"/> Providing constructive feedback |



Out of the skills, techniques, and capabilities, what high-priority needs do you anticipate taking longer to address?

III. High-Level Plan

Public Speaking Milestones

Activities to Include

Materials Needed

People Involved and Help Needed

IV. Calendar

The calendar on the following page is intended to be used as a hard copy to be used with small post-its to color code and/or move around different milestones and activities. After mapping out the plan for each month, use any system you usually use for planning out specific daily activities and their timing.

Color Key: (suggested categories: 1) learning new content; 2) preparation day; 3) practice day; 4) performance day; 5) reflection day.

MONTH _____

| | | | | | |
|--|--|--|--|--|------------------|
| | | | | | MONDAY |
| | | | | | TUESDAY |
| | | | | | WEDNESDAY |
| | | | | | THURSDAY |
| | | | | | FRIDAY |