



# Sri Lakshmi Narayana Institute of Medical Sciences

OSUDU, AGARAM VILLAGE, VILLIANUR COMMUNE, KUDAPAKKAM POST,

PUDUCHERRY – 605 502

Date 08.06.2017

From  
Dr.Rajini ,  
Professor and Head,  
Department of Community Medicine,  
Sri Lakshmi Narayana Institute of Medical Sciences,  
Bharath Institute of Higher Education and Research,  
Puducherry.

To  
The Dean,  
Sri Lakshmi Narayana Institute Of Medical Sciences,  
Bharath Institute of Higher Education and Research,  
Puducherry.

## **Sub: Permission to conduct value-added course: Public Speaking**

Dear Sir,

With reference to the subject mentioned above, the department proposes to conduct a value-added course titled: **Public Speaking** from **Jul 2017- Sep 2017**. We solicit your kind permission for the same.

Kind Regards

*Rajini*  
PROFESSOR & HOD  
DEPARTMENT OF COMMUNITY MEDICINE  
Sri Lakshmi Narayana Institute of Medical Sciences  
PONDICHERRY - 605 502

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HOD



# Sri Lakshmi Narayana Institute of Medical Sciences

OSUDU, AGARAM VILLAGE, VILLIANUR COMMUNE, KUDAPAKKAM POST,

PUDUCHERRY – 605 502

FOR THE USE OF DEANS OFFICE

Names of Committee members for evaluating the course:

The Dean: Dr. Jayalakshmi

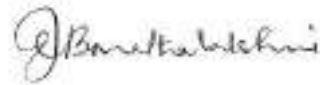
The HOD: Dr, Rajini

The Expert: Dr. J. Barathalakshmi, Associate Professor


The committee has discussed about the course and is approved.

  
PROFESSOR & HOD  
DEPARTMENT OF COMMUNITY MEDICINE  
Sri Lakshmi Narayana Institute of Medical Sciences  
PONDICHERRY - 605 502

HOD



Resource person

  
Dr. G. JAYALAKSHMI, BSC., MBS., DCO., M.D.  
DEAN  
Sri Lakshmi Narayana Institute of Medical Sciences  
Osudu, Agaram, Kudapakkam Post,  
Villianur Commune, Puducherry - 605502.

Dean



# **Sri Lakshmi Narayana Institute of Medical Sciences**

**OSUDU, AGARAM VILLAGE, VILLIANUR COMMUNE, KUDAPAKKAM POST,**

**PUDUCHERRY – 605 502**


## **Circular**

12.06.2017

### **Sub: Organising Value-added Course: Public Speaking**

With reference to the above mentioned subject, it is to bring to your notice that Sri Lakshmi Narayana Institute of Medical Sciences, **Bharath Institute of Higher Education and Research**, is organising **“Public Speaking”**

The application must reach the institution along with all the necessary documents as mentioned. The hard copy of the application should be sent to the institution by registered/ speed post only so as to reach on or before **30<sup>TH</sup> JUNE 2017**. Applications received after the mentioned date shall not be entertained under any circumstances.



**Dr. G. JAYALAKSHMI, BSC., MBS., GRD., M.D.**  
**DEAN**  
Sri Lakshmi Narayana Institute of Medical Sciences  
Osudu, Agaram, Kudapakkam Post,  
Villianur Commune, Puducherry - 605502.

**Dean**

## VALUE ADDED COURSE

### 1. Name of the programme & Code

Public Speaking PSM02

### 2. Duration & Period

30 hrs – Jul 2017- Sep 2017

### 3. Information Brochure and Course Content of Value Added Courses

*Enclosed as Annexure- I*

### 4. List of students enrolled

*Enclosed as Annexure- II*

### 5. Assessment procedures:

Multiple choice questions- *Enclosed as Annexure- III*

### 6. Certificate model

*Enclosed as Annexure- IV*

### 7. No. of times offered during the same year: 1

### 8. Year of discontinuation: - 2018

### 9. Summary report of each program year-wise

Value Added Course- 2017 July– September 2017					
Sl. No	Course Code	Course Name	Resource Persons	Target Students	Strength & Year
1	PSM01	Public Speaking	Dr. J.Barathalakshmi Dr.Kameshvell.C	III <sup>rd</sup> MBBS	12 (July 2017– September2017)

### 10. Course Feed Back *Annexure V*



RESOURCE PERSON



COORDINATOR

## Annexure I

### Course Proposal

**Course Title: “Public Speaking”**

**Course Objective:** To provide participants with the practical skills and knowledge necessary to express themselves clearly, with confidence and power, in a variety of speaking situations.

**Course Outcome: Improvement in Public Speaking skill.**

**Course Audience: Pre- Final year students**

**Course Coordinator: Dr.Rajini**

**Course Faculties with Qualification and Designation:**

**1.Dr.Rajini,Professor & HOD**

**2. Dr. J.Barathalakshmi, Associate Professor**

**3.Dr. C.Kameshvell, Associate Professor**

**Course Curriculum/Topics with schedule (Min of 30 hours)**

Sl no	Date	Topic	Faculty	Time	Hours
1	10.07.2017	Why Learn About Vocal Expression?	Dr.J.Barathalakshmi	4-6pm	2
2	13.07.2017	A Comfortable Setting	Dr.C.Kameshvell	4-6pm	2
3	19.07.2017	Life Skills	Dr.J.Barathalakshmi	4-6pm	2
4	24.07.2017	Self-Assessment & Evaluation	Dr.C.Kameshvell	4-6pm	2
5	31.07.2017	Public Speaking in Other Projects	Dr.J.Barathalakshmi	4-6pm	2
6	02.08.2017	You May Want to Know.	Dr.C.Kameshvell	4-6pm	2
7	09.08.2017	Who’s Talking Around Town?	Dr.J.Barathalakshmi	4-6pm	2
8	16.08.2017	Beyond the Toolkit: More Ideas & Resources	Dr.C.Kameshvell	4-6pm	2
9	23.08.2017	Delivering a Vocal Presentation	Dr.J.Barathalakshmi	4-6pm	2
10	30.08.2017	Using Visual Aids	Dr.C.Kameshvell	4-6pm	2
11	01.09.2017	Overcoming Stage Nerves	Dr.J.Barathalakshmi	4-6pm	2

12	08.09.2017	Writing for Public Speaking	Dr.C.Kameshvell	4-6pm	2
13	15.09.2017	Tips for Effective Demonstrations	Dr.J.Barathalakshmi	4-6pm	2
14	22.09.2017	Speech Warm-Ups	Dr.C.Kameshvell	4-6pm	2
15	29.09.2017	Show & Tell: A Demonstration Workshop	Dr.J.Barathalakshmi	4-6pm	2
				Total Hours	30

**REFERENCE BOOKS: (Minimum 2)**

- 1. Menzel KE, Carrell LJ. The relationship between preparation and performance in public speaking. Communication Education. 1994 Jan 1;43(1):17-26.**
- 2. Nikitina A. Successful public speaking. Bookboon; 2011.**

## **PUBLIC SPEAKING**

### **BROUCHERE**

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A Comfortable Setting

Life Skills

Self-Assessment and Evaluation

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Beyond the Toolkit: More Ideas & Resources

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Overcoming Stage Nerves

Writing for Public Speaking

Tips for Effective Demonstrations

## Icebreakers

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This Is My Friend

Imagine It!

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Tell Me a Story (Illustrated Talks)

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## **What Leaders**

### **Need to Know**

If you asked kids to identify the as-  
public speaking seem fun, not im-

- Develop useful, marketable skills

signment they dread the most,  
possible. This requires you to create

(for example, speech writing and

chances are that most of them

an environment where all levels of  
delivery techniques).

would say “public speaking.” Speak-  
participation are applauded, regard-

- Manage stress and feelings.

ing in front of their peers is prob-  
less of the speaker’s age or skill level.

ably even more nerve-wracking to

- Evaluate their work and set goals

them than speaking to a group of

### **A Comfortable**

for improvement

total strangers. Therefore, the goal

of these public presentation materi-

## **Setting**

### **Self-Assessment**

als is to help young people overcome

Many of the activities mention do-  
their fear of public speaking and in-

### **& Evaluation**

ing them “in a comfortable setting.”

crease their public speaking skills in

Creating a comfortable setting will

After each activity or project you

a nonthreatening environment.

take some thought and planning.

lead with young people, please help

### **Why Learn About**

Keep in mind that young people, like

them think about what they learned.

adults, have a variety of personality

Make copies of the “What I Learned”

**Vocal Expression?** types. That means that some kids self-evaluation form on page 8 and will naturally be more outgoing than

distribute them to your group. Ask

Public speaking can seem daunting,

others. Try not to push them too

them to think quietly about the

but if a young person develops hard or too fast. Encourage them to questions and make notes about these skills early on, the skills will share ideas using a variety of methods what they learned, how they feel be an asset throughout his or her odds. As they become more comfortable about their skills in that area and life. People develop poise and self-able with sharing their ideas and with what they'd like to learn more about. confidence as they grow accustomed the reactions their actions receive, Then lead a discussion with the to standing before a crowd and they'll be more adventurous in the whole group and ask if anyone wants sharing their thoughts and ideas. projects they undertake. to share what they came up with. Young people may want to keep As communication skills become

## **Life Skills**

their “What I Learned” forms to re-  
more critical to the career world, so  
fer to later and as a way to docu-  
does the need for kids to learn these  
Participating in the public speaking  
ment their learning process.

skills. It’s also important for them  
warm-ups and activities in this sec-  
to experience early success with ex-  
tion will help young people develop

### **Public Speaking**

pressing themselves. This means  
their ability to:

that even though you may be afraid

- Organize their thoughts and ideas.

### **in Other Projects**

of public speaking because of bad  
experiences in the past or lack of

- Communicate information to

The skills young people learn while  
experience, it’s time to put your fears  
someone else in a confident and  
practicing public presentations  
aside and really encourage your

convincing manner.

translate well to other project areas

members to stand up and speak up!

- Problem-solve and be flexible (for and should be integrated into

Many kids don't take the chance to

example, overcoming stage nerves or

project activities whenever possible.

practice public speaking because the

adapting information to different

Part of the experiential learning

people around them make it sound

audiences and situations).

model is giving kids a chance to

scarier than it is.

share with others what they've

- Use resources wisely (specifically, learned about a particular subject.

The activities in this section of the

to honor the time allotted for a

By demonstrating a skill or illustrat-

*Communications Toolkit* should make

presentation or speech)!

ing an idea before a group, kids are

## COMMUNICATIONS TOOLKIT • Vocal Expression & Public Speaking – 29

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practicing their public speaking Wide Web at [<http://www.agcom.purdue.edu/AgCom/Pubs/NCR/>

- Professional speakers

skills and gaining confidence. Soon

[http://www.agcom.purdue.edu/AgCom/Pubs/NCR/](http://www.agcom.purdue.edu/AgCom/Pubs/NCR/NCR-292.html)

- Radio broadcasters

it will seem natural to them to ex-

[NCR-292.html](http://www.agcom.purdue.edu/AgCom/Pubs/NCR/NCR-292.html)]).

- Teachers

press their ideas without a

- Telephone operators

thought about how scary public

### Who's Talking

- Television personalities

speaking "should be."

- Tour guides

### Around Town?

### You May Want to

Many organizations, such as Toast-

To connect the idea of vocal expres-

masters and Optimists Clubs, focus

### Know

sion to careers and make public

on communication skills and may speaking come alive for your group, be good sources of guest speakers. You may want to know the following you may want to arrange a group ing points before getting started visit with someone who uses public

## **Beyond the**

with helping young people learn speaking as a major part of his or more about public speaking.

her job, such as:

## **Toolkit: More**

- Actors
- 1. The basic processes for writing and
- Lawyers

## **Ideas & Resources**

delivering a speech or demonstration

- Lobbyists

(see the “Writing for Public Speak-

To encourage your group to learn

- Managers

ing,” “Delivering a Vocal Presenta- more about public speaking and vo-

- Ministers

tion” and “Overcoming Stage

cal expression, refer to the “Video,

- Politicians

Nerves” skill sheets located on pp.

Media and Technology” and “Visual

- Presidents of professional

35, 31 and 34, respectively).

Communication and Graphic Design”

associations and civic

sections of the *Communications*

**2.** How to help kids evaluate and

organizations

*Toolkit.*

feel good about their experiences

in communication (see the “What I

The World Wide Web and other sec-

Learned” sheet on pg. 8).

tions of the Internet offer informa-

tion on developing vocal expression

**3.** Where to go for field trips, where skills. Use the general categories

to find speakers to visit or how to

listed here as search terms with any

find out who’s talking around town.



of the Internet search engines: “pub-

4. The developmental needs of the

lic speaking,” “vocal expression,”

kids in your group (see the *Ages and*

“speeches,” “speech writing,”

*Stages of Child and Youth Develop-*

“speakers.” You could also have the

*ment* publication which is available

participants come up with their own

from Purdue University on the World

set of search terms. (See pg. 134 for

information on Internet safety.)

### **30 – COMMUNICATIONS TOOLKIT • Vocal Expression & Public Speaking**

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#### **SKILL SHEET:**

#### **Delivering a Vocal**

#### **Presentation**

In any speech, demon-

stration, play or choral

#### **Delivering a Speech**

reading you must be

#### **Voice**

aware of *how* you’re

As many famous people have discovered, your

voice can be a powerful tool. But like any tool delivering your message you must practice with it to use it well. When as well as the content of giving a speech, you want the entire audience to hear you. The following points may help: the message. This skill

sheet describes the basics

- Project your voice and speak up. Voice projection is not shouting, and you can do it without straining. Speaking from the back of the throat makes your voice sound weak and ing

tires it faster; use your diaphragm muscles to make your voice carry. The diaphragm muscles are between your chest For information on

and stomach. Using them will help you relax and make your writing a piece to be voice sound stronger.

delivered before an

- Try to sound like yourself. Use a conversational tone with familiar words.

audience, refer to the

- Speak at a comfortable pace so everyone can hear and under-

“Writing for Public

stand your entire speech.

Speaking” skill sheet on

- Enunciate (pronounce clearly) all vowels and consonants.

page 35.

- Don’t slur your words – practice pronouncing the d’s, t’s and ing’s on the end of words.

• When you’re rehearsing a speech, have someone stand near the back of the room to give you feedback on your projection and delivery, as well as content.

**Remember:** A strong confident voice will make your message more believable.

## **Eye Contact**

Eye contact, or lack of it, can make a difference in how receptive the audience is to your message.

These points may help:

- Maintain eye contact with your audience. Try to memorize your opening and closing statements so that you can maintain steady eye contact when you need to hold the audience's attention.

## **COMMUNICATIONS TOOLKIT • Vocal Expression & Public Speaking - 31**

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*Delivering a Vocal Presentation skill sheet continued* Your audience will be more receptive and attentive if you look at them.

- Try not to stare at a fixed object. Let your eyes travel casually and naturally from person to person throughout your speech.
- Look for friendly faces with whom to make eye contact, but don't neglect the rest of the audience. Once you get into the body of your presentation, watch the faces of the audience members to see whether they understand and follow you.

## **Gestures and Expressions**

Gestures can be a powerful addition to any speech. They can also be a terrible distraction.

The following points may help you turn gestures into a public speaking asset:

- Use gestures only if they are natural to

you. Effective hand gestures come from being relaxed and spontaneous, not from fidgeting.

- Smile! If you look like you enjoy what you're doing, so will your audience. Be dramatic, but match your facial expressions to your words. Look serious and sincere if your message is serious, smile if your message is positive.

## **Posture**

Posture is very important to maintaining an interested and confident appearance. The following points may help.

- If a podium is available, place your notes on it, but don't lean on it. Leaning gives the impression that you're tired, sick or bored.
- If you choose to walk while you talk, maintain your upright posture and hold your notes above your waist. Avoid pacing because it is distracting and may make you look nervous.

### **Other Tips**

- Warm up your vocal chords and facial muscles before beginning your presentation.
- Be yourself, don't try to imitate others.
- Practice speaking techniques, not just individual speeches.

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### **SKILL SHEET:**

#### **Using Visual Aids**

Some speeches just stand alone.

#### **Audiovisual Tips**

Abraham Lincoln's "Gettysburg Address," President John F. Kennedy's

A few tips to remember when using equipment to inaugurate a speech and the Rev. Dr. Martin Luther King Jr.'s "I Have a Dream" speech are examples of

present visual aids follow.

- Choose your audio and visual aids thoughtfully, keep in mind the size and shape of your room, the expected size of your audience and available equipment.

However, audiences may need the help of visuals For example: If you're expecting an audience of 50 you to fully comprehend some messages.

wouldn't want to show a video if you only have a single Visual aids come in many forms, such as slides, over-or small monitor. The same is true for writing on a chalk-head transparencies, posters, flipcharts, videos, pup-board or flip chart for a large room where your audience pets or other actors, and objects.

might be spread out over a distance.

For information on creating presentation graphics see

- Practice with all equipment before you deliver your the "Designing Presentation Graphics That Work" skill speech so you're comfortable with how it works. Allow sheet on page 67.

time to make adjustments if necessary. You could practice with the equipment at the same time you check the **When To Use Visual Aids**

microphone (if you're using one).

In many situations, using a visual aid would enhance

- You may need to speak louder than you normally do your presentation, such as:

in order to be heard over some equipment. Test this before your presentation.

- **When you're presenting complicated information.**

If the information you're presenting is detailed and has

- Structure your presentation so that you aren't con-many parts to it, you might want to use posters or stantly turning on and off the lights. Audience adjust-overheads to organize your thoughts. You can point to ment to light and dark may be slow, creating lag time in individual items or place a check mark by items as you your presentation.

talk to keep the audience moving with you.

- Rehearse your speech, including all of your visuals.

- **When pictures speak volumes.** Some pictures really You should be able to use them smoothly to enhance do speak a thousand words and can be very appealing your presentation and not distract the audience from to an audience. Showing slides, videos or posters may your primary message.

be more effective than trying to describe a scene. Imag-

- Always have a backup plan in case you aren't able to ine how much more persuasive a photograph of a de-use your audio or visual aids (for whatever reason). A stroyed rain forest is than describing the way it looks.

presentation that relies completely on a video or slides

- **When your audience may fall asleep.** In some may be a disaster if the equipment doesn't work or isn't speeches it may be necessary to give many statistics or available.

to talk about percentages. Overheads showing pie graphs or charts may break up the monotony of numbers. Better yet would be to show a short video clip illustrating the content of your message between bouts of delivering statistical data.

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### **SKILL SHEET:**

#### **Overcoming Stage Nerves**

The largest bar-

rier to learning

to speak effec-

#### **Tips for Reducing Stage Nerves**

tively in front of

To reduce your stage nerves and work toward becoming a confident a group is the

speaker, follow these tips:

fear that some-

thing terrible will happen. Some

- Be prepared. A well-planned and well-rehearsed talk will people who dread public speaking are

sound clear and organized and seem natural to deliver.

afraid because they've had poor first

- Only speak about things you know well or that interest you, so experiences and were unprepared to

you feel confident you have something to offer the audience.

handle the situation. But for most

people it's the lack of practice or op-

- Complete the "Let's Talk About Nerves" activity found on opportunities to speak that keeps them page 48 to help you identify your anxiety symptoms. Then from feeling like capable public learn to prepare for and eventually overcome them.

speakers.

- If you get nervous speaking in front of strangers, try to chat It is important to recognize the dif-with a few members of the audience before you have to give ference between a real phobia and your speech. This helps establish contact and make you feel just a bad case of stage nerves (also as though you're on friendly ground.

called "stage fright"). The symptoms

- Eat light before a presentation.

of stage nerves could be quite se-

vere, but should lessen as you be-

- Avoid carbonated beverages, which may cause stomach upset come a more experienced presenter.

or uncomfortable gas. Dairy products may coat the mouth You don't have to lose your fear be-and throat, and also may cause stomach upset for some fore you can do a good job. You can

people.

learn the mechanics of overcoming

- Practice giving your presentation several ways so you're fear, and through repetition you'll comfortable making last-minute adjustments.

gain confidence.

- Learn a quick stress-reducing routine for relaxing your neck, If you get nervous before crowds, shoulder and facial muscles just before giving your talk.

remember that a little nervous en-

ergy is absolutely necessary to give

- Visualize yourself succeeding and enjoy the applause!

you that excited spark that the audience can share. Even very experienced speakers and actors feel “butterflies” before going on stage because they all want to give their best performances. Only speakers who don’t care don’t feel anything.

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### **SKILL SHEET:**

#### **Writing for Public Speaking**

#### **Several points that will help you**

Developing an outline first will save

#### **Follow these tips to present your write good presentations follow.**

you work and frustration later on.

#### **written ideas in the most effective way.**

- **Choose a topic.** When preparing
- **Remember the high points.** Write any good speech, the first important down certain phrases or points that



- **“Tell ’em what you’re gonna**

step is to pick a topic you’re com-

you don’t want to forget.

**say.”** Remember, in the introduction

fortable with. If you’re familiar with

you tell the audience what you’re

- **Use the introduction to grab at-**

and excited about the topic, your

going to say, in the body you say

**tention.** The introduction should

speech will be more interesting for

it and in the conclusion you tell

grab your audience’s attention and

the audience to listen to and easier

the audience what you said.

set the stage for your presentation.

for you to present.

Choose a quote, a joke, a challeng-

- **Follow your notes or an outline.**

- **Consider your audience.** The next

ing question or something surpris-

Don’t be afraid to use your notes or

step is to consider your audience,

ing to get the audience interested.

outline during your talk. However,  
how you'll present your material and

The introduction should also out-

be sure the print is large enough to

how much depth or detail will be

line important parts of your speech

refer to at a glance. This will help

necessary. Targeting your message to

and tell your listeners what you'll

you stay on track and make your

your audience increases the likeli-

be talking about. You may want to

presentation flow. Losing your place

hood that your speech will be a suc-

include some information about

in your notes distracts you and the

cess. If you know something about

yourself, too.

audience.

your audience, you'll be better able

• **Be logical and thorough.** Present

• **Avoid memorizing.** When you're

to plan a talk that speaks directly

your material in a logical order and

truly familiar with your topic,  
to them. For example, consider how  
be sure to cover the areas you out-  
memorizing your speech is unnec-  
a presentation for a group of 8-year-  
lined in your introduction. Again,  
essary. Thoroughly prepared speak-  
olds would differ from the same  
tailor your talk to fit the age and  
ers learn their outlines, then relate  
topic presented to a group of adult  
interests of your audience.

the major points and supporting in-  
volunteers.

formation when delivering the

- **Get personal.** Use personal ex-
- **Develop an outline.** Keep in mind  
speech. Working from a written out-  
amples, illustrations and stories in  
the three basic outline parts: intro-  
line without memorizing the entire  
your talk.

duction, discussion and conclusion.

speech will give you more flexibility

• **Summarize your speech.** The conclusion summarizes the speech. It should stress the most important parts of the speech and tie everything together.

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### **SKILL SHEET:**

#### **Tips for Effective**

#### **Demonstrations**

#### **Demonstrations are**

- Consider how much background
- Consider how much time you have, your audience will need on your the skill level of your audience and

#### **talks that show, one**

topic before you begin demonstrating your own expertise.

#### **step at a time, how to**

ing. For example, if you are showing how to saddle a horse, you may need

#### **perform an activity.**

#### **Organizing**

to first explain how to approach the  
Once your initial planning is done,  
horse and make it hold still.

### **Planning Tips**

make a detailed outline or script for

### **What is my audience**

what you plan to cover in your talk

Your demonstration may take only  
and what visuals or props you will need  
10 minutes, but the time you spend

### **going to be like?**

for each step. A well-organized speech  
planning those 10 minutes will de-

- Plan your demonstration around

contains the following basic parts:

termine your success or failure. Here

the size of the group. Will you have

are some questions to ask yourself

a small group that can cluster

### **1. Introduction** – Where you cap-

and points to consider:

around you, or will you need large

ture the audience's attention with

visual aids and a microphone to be

a relevant story, quote, challenge or

### **Will my topic work as a**

seen and heard?

other interesting remarks and then

### **demonstration?**

explain what the demonstration will

- Try to anticipate how much your audience may already know about the activity that can be demonstrated in a short time period. Pick a skill level that

- Pick a well-defined skill or activity that can be demonstrated in a short time period. For example, showing how to toss a salad is easier to hold your audience's attention but not so high that they can't keep up with you.

### **2. Body** – Where you present a

short time period. For example,

you think will be high enough to

step-by-step procedure, explaining

showing how to toss a salad is easier

hold your audience's attention but

key points as you go along. You

can outline the steps by doing the

activity and writing the steps

up with you.

activity and writing the steps

up with you.

- Select a topic that can be easily broken down as you go.

broken down into illustrated steps

### **What do I want my**

that the audience can be successful

### **3. Conclusion** – Where you restate

at doing themselves. For example,

### **demonstration to**

the purpose of your demonstration

you may be able to wiggle your ears,

### **accomplish?**

and give a brief summary of the

but others may not find it as easy

steps.

- Decide if the purpose of your demonstration will be to do!

onstration will be to **educate** the

### **Tips for Choosing**

audience on how to do something,

**inform** them on how something

### **& Using Visual**

works or **persuade** them that one

method works better than another.

### **Aids**

You can do all of these in one dem-

Use visuals such as posters, slides

onstration if you plan well.

and overheads to help the audience

- Think about what response you

understand your topic. Visuals can

want from your audience. For ex-

help keep the audience's attention,

ample, do you want them to try a

but don't overdo it – too many visu-

new skill, or change an old way of

als can be distracting. It's very im-

doing something?

portant to practice your demonstra-

## **36 – COMMUNICATIONS TOOLKIT • Vocal Expression & Public Speaking**

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*Tips for Effective Demonstrations skill sheet continued* tion using your visuals. Keep them

If you're planning to use electronic

- Stay within your allotted time.

within reach and in the order you

equipment, make sure you'll have

To show all the steps of a process,

will present them. When you're done

outlets available nearby and antici-



you may need to have materials using each one, set it aside so it pate any replacement bulbs or batteries ready to show in various stages doesn't distract from your next teries you might need. Have a back- (baking bread, for example). point. Make sure your visuals: up plan in case your equipment fails.

- End your demonstration by show-
- Are attractive.

### **Tips for Good**

ing the audience your finished product and letting them ask questions.

- Are readable from the farthest

If you don't know an answer, say distance they will be viewed.

### **Delivery**

so – don't guess.

- Highlight important points.
- Be enthusiastic!

### **Practice Makes**

- Are simple and neat.
- Dress for the part.

- Are easy to use.
- Briefly introduce yourself, explain-

## **Perfect**

ing your interest or special skills in

Props may be helpful when realism

Assemble everything you need for

your topic.

is needed. Make sure that your props

your presentation (and friendly vol-

are practical for the setting you will

- Start with your opening, then

unteers to be your test audience) and

be in. For instance, including your

get right into the action. Keep

**practice.** Videotaping your practice

dog as part of a demonstration on

things moving but don't rush.

demonstration is another good way

pet grooming might make it more

to help you fine-tune it. Afterwards

- Know your subject and explain

realistic, but you'll also need to think

ask yourself (or your test audience):

what you're doing as you do it.

about any problems that might arise

- Are my actions in logical order?

from bringing an animal into a un-

- Practice in advance, but if some-familiar situation.

thing doesn't go the way you

- Did I explain what I was doing

planned it in the final demonstra-

while I was doing it?

tion, explain briefly what happened

- Did I give complete information?

and continue.

- Are my visual aids effective?

- Be sure your audience can see what

you're doing at all times. Store items

- Did I keep to my time limit?

away from the center of interest

- Do I know enough about my topic

when you're not using them.

to answer questions from the

- Speak clearly. If you must use

audience?

noisy equipment like a blender, ex-

plain what you're doing before and

after you use it. Don't try to shout

over the noise.

## **COMMUNICATIONS TOOLKIT • Vocal Expression & Public Speaking – 37**

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### **ICEBREAKER:**

#### **Speech Warm-Ups**

#### **PURPOSE:**

#### **PROCEDURE:**

- To help kids feel relaxed with

1. Divide the group into four- or five-person teams.

each other

2. Have each person choose a tongue twister to work on. Give them a

- To help kids learn that it's

minute or two to practice saying their tongue twisters.

okay to make mistakes when

3. Have the participants take turns reading their tongue twisters speaking or reading aloud

aloud and teaching the tongue twisters to the rest of their small **MATERIALS:**

group.

"Tongue Twisters" handout on pg.

4. After they've "sampled" each tongue twister, tell the teams to (3; one per person)

choose one tongue twister to read for the whole group.

#### **SETTING:**

**Leader's Note:** If everyone picks one of the simpler tongue twisters (4, Comfortable room where kids can

5 and 6) to work on the first time, repeat steps 1 through 4 and drop meet in small groups

those tongue twisters from the list. Work with the kids to help them pronounce the more difficult words clearly. Explain that this will help **TIME:**

them learn to speak clearly.

5–10 minutes

*Peter Piper*

*picked a peck of*

*pickled peppers*

### **38 – COMMUNICATIONS TOOLKIT • Vocal Expression & Public Speaking**

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#### **SPEECH WARM-UPS HANDOUT:**

##### **Tongue Twisters**

**Say these slowly at first; then say them as fast as you can without making any mistakes! If you make a mistake, start over, a little more slowly. Speak all final consonant sounds (such as t, d and p) distinctly. Also, take care to make the vowel sounds (a, e, i, o and u) distinctly.**

1. Peter Piper picked a peck of pickled peppers;

A peck of pickled peppers Peter Piper

picked.

4. Through thin cloths, the thief thrust If Peter Piper picked a peck of pickled

thorns.

peppers,

Where's the peck of pickled peppers Peter

Piper picked?

2. When a twister twisting would twist him a twist,

For twisting a twist, three twists he would

twist.

5. Cease sighing, since sighs seldom secure But if one of the twists untwists from the success.

twist,

Then the twist, untwisting, untwists the

twists.

3. If Theofilus Thistle, the thistle-sifter, sifted a sieve of unsifted thistles,

6. Rubber baby buggy bumpers.

where is the sieve of unsifted thistles that Theofilus Thistle the thistle sifter sifted?

## **COMMUNICATIONS TOOLKIT • Vocal Expression & Public Speaking – 39**

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### **ICEBREAKER:**

#### **This Is My Friend**

#### **FOCUS:**

#### **PROCEDURE:**

Beginning to speak in front of a

#### **Before the meeting:**

group

This activity puts young people in situations where other kids in the **PURPOSE:**

group will respond to their presentation skills or give feedback. It should be done only when group members respect each other and are willing

- To give participants opportu-

to abide by the following guidelines for respectful behavior. If you choose nities to speak in front of a

to use this activity, review these points with your group in advance.

group

- Listen carefully to other people's presentations.
- To help participants understand the purpose of a good
- Provide feedback in a positive way.

stand the purpose of a good

- Don't be rude, critical or hurtful.

introduction

- Be aware that everyone has differing abilities.
- Be considerate of other people's feelings.

### **MATERIALS:**

- Follow the Golden Rule: Treat other people the way you would like

Paper

to be treated.

Pens or pencils

### **During the meeting:**

#### **SETTING:**

1. Have the participants pair off with someone they don't know well.

Room with chairs, an open area in

Tell them they'll have 2 or 3 minutes to interview and jot a few notes about each other. Suggest that they ask at least the following questions:

#### **TIME:**

- What's your name?

10 minutes

- How old are you?

- What school do you attend?
- What grade are you in?
- What's your favorite project or projects?
- How many people are in your family?
- What's your favorite dessert?

2. Explain that they'll be building imaginary frames around their partners, and that the more information they have for their frames, the nicer those frames will be.

3. Give them another 2 or 3 minutes to write a brief introduction of their partners. Suggest that they follow the format, "Hi, my name is, , and this is my friend, ."

Tell them to read their introductions to their partners to make sure their information is correct.

4. Have the teams take turns introducing their partners to the whole group. After they've finished the introductions, ask the group what they liked or didn't like about talking in front of the large group.

**Leader's Note:** This icebreaker could be used with other speaking activities in this section or to warm up the group before working on any project area.

## 40 – COMMUNICATIONS TOOLKIT • Vocal Expression & Public Speaking

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### ICEBREAKER:

#### Imagine It!

#### FOCUS:

#### PROCEDURE:

To develop creativity and increase

1. Set the stage by being enthusiastic yourself!

participants' comfort with acting in

2. Have group members sit or stand in a circle.

front of a group

3. Start by passing around an imaginary object such as a baseball, a **PURPOSE:**



flower or a basketball. Items that require action to use are the

- To help participants relax

best.

before working on their public

presentation skills

**4.** As the “object” is tossed, rolled or handed around, each person should change the object to something else.

- To create an atmosphere of

creativity and fun

**5.** Encourage the participants to act out the motions completely, even exaggerating motions; the more dramatic they are the better.

### **MATERIALS:**

This can help participants loosen up and relax their muscles before None

they try to do something more difficult like give a demonstration or speech.

### **SETTING:**

**6.** If the kids are enjoying the game, try acting out imaginary scenes Open area (inside or outside) with like picking and eating an apple or learning to ride a bike.

little or no furniture or obstacles

**7.** When you’re ready to quit, have the group talk about how they **TIME:**

felt being “actors.” Connect this to public speaking by explaining 5–10 minutes

the importance of using natural hand gestures and expressions during a presentation. For more advanced groups, try acting out emotions, expressions or action words – things that are not tangible.

### **COMMUNICATIONS TOOLKIT • Vocal Expression & Public Speaking – 41**

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### **ACTIVITY:**

## **Tell Me a Story**

### **(Illustrated Talks)**

#### **FOCUS:**

#### **PROCEDURE:**

Using a visual aid in a presentation

1. Give the group 5 to 8 minutes to select pictures from magazines.

Suggest that they pick pictures that interest them or that seem to **PURPOSE:** fit together.

- To encourage creativity

2. Have the kids glue their pictures to a poster board. Suggest that

- To give participants a chance

they arrange the pictures in the order of a story or just arrange to talk in front of a group them so they look nice.

- To illustrate a connection

3. Depending on their ages or skill levels, you could have older between speaking and using participants make up stories about their pictures and younger visual aids

ones tell why they liked each picture they cut out. Participants could use one of the story starters that follow (you may need to **MATERIALS:**

help younger participants decide on an opening).

Scissors

- I chose these pictures because...

Magazines

- This is a story about...

Poster board

- Once upon a time...

Glue sticks

4. Have the group members tell their stories to the rest of the group.

"What I Learned" self-evaluation

Encourage participants to point to the appropriate pictures at form (on pg. 8; one per person)

each point in their stories. Remind them to re-establish good eye **SETTING:**

contact with the audience after they have pointed out each picture.

Room with space for the group to

spread out

**TIME:**

15–30 minutes

## **42 – COMMUNICATIONS TOOLKIT • Vocal Expression & Public Speaking**

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**ACTIVITY:**

**Show & Tell:**

**A Demonstration Workshop**

**PURPOSE:**

**PROCEDURE:**

To understand the basics of a dem-

**Before the meeting:**

onstration and increase opportuni-

1. This activity puts young people in situations where other kids in ties for public speaking

the group will respond to their presentation skills or give feed-MATERIALS:

back. It should be done only when group members respect each

other and are willing to abide by the following guidelines for

“Tips for Effective Demonstra-

respectful behavior. If you choose to use this activity, review these tions” skill sheet (on pg. 36;

points with your group in advance.

one per person – optional)

- Listen carefully to other people’s presentations.

“Delivering a Vocal Presenta-

- Provide feedback in a positive way.

tion” skill sheet (on pg. 31;

- Don’t be rude, critical or hurtful.

one per person – optional)

- Be aware that everyone has differing abilities.

“Practice Demonstrations”

- Be considerate of other people’s feelings.

handout (on pg. 45; one per

- Follow the Golden Rule: Treat other people the way you would person)

like to be treated.

Demonstration materials

Poster board

2. Read the “Tips for Effective Demonstrations” skill sheet so you can

Markers

describe the basic parts of a demonstration to the kids. You also may

“Tip Sheet for Evaluating

want to copy the skill sheet for each person. See the “Delivering a Demonstrations” handout (on

Vocal Presentation” skill sheet for more helpful hints.

pg. 46; one per person)

3. If you have an older group member who has presented a

“What I Learned” self-evaluation

demonstration before, ask him or her to prepare and give a short form (on pg. 8; one per person)

demonstration.

## **SETTING:**

### **During the meeting:**

Enough space for kids to break up

1. Have the older member give his or her demonstration.

into small groups to work on their

demonstrations; area should include

2. Divide the group into teams or have the participants work alone, a table for spreading out materials

depending on their age and experience.

during demonstrations

3. Hand each team a practice demonstration topic and the materials **TIME:**

necessary for presenting that demonstration.

30 minutes

4. Give teams 5 to 8 minutes to create and practice their demonstrations. Encourage the teams to use posters to list ingredients or materials needed for their presentations.

5. After each team gives their demonstration, pass out the “Tip Sheet for Evaluating Demonstrations” handout. Help the team members identify the points they did well at and the ones they need to work on. Keep in mind that this may be hard for some kids and that just standing up in front of a group will be a challenge –

always look for the positive first.

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### **TALKING IT OVER:**

After all the teams have presented their demonstrations, encourage the whole group to talk about their experiences. Ask the following questions.

- How did it feel to be speaking in front of a group?
- What did you find fun about doing demonstrations?
- Was it as hard as you thought it would be?
- When do you think you might do other demonstrations?

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### **SHOW & TELL HANDOUT:**

#### **Practice Demonstrations**

**Leader’s Note:** These demonstrations can be done alone or as a team. For first-time demonstrators, it might be helpful to do team presentations.

#### **Making a Paper Airplane:**

##### **Pencil Judging:**

Demonstrate how to properly fold a pa-

Explain how you would use judging techniques per airplane for best flight. (Talk about to rank a group of four pencils.

the structures on the plane that have  
to do with aerodynamics.)

### **Folding Tissue Flowers:**

#### **Napkin Folding:**

Demonstrate how to fold a paper rosette

Demonstrate three different ways to

and demonstrate some of its uses.

fold napkins for a dinner table.

### **Sanding Techniques:**

#### **Peanut Butter Sandwich**

Demonstrate proper sanding techniques to

#### **Making:**

achieve a smooth finish (include different

Demonstrate different methods for mak-

weights of sandpaper and what each would

ing a peanut butter and jelly sandwich

be used for).

to suit your taste.

## **COMMUNICATIONS TOOLKIT • Vocal Expression & Public Speaking – 45**

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### **SHOW & TELL HANDOUT:**

#### **Tip Sheet for Evaluating**

#### **Demonstrations**

**The main purpose of any demonstration is to share information, ideas and skills with others. This could be accomplished in many ways. The important thing is for you to have the chance to practice speaking skills.**

**Don't intimidate yourself by trying to achieve a certain set of standards. However, there are some basic areas in which you can evaluate your own progress and set goals for improvement. Think about and answer the following questions.**

### **Topic**

Was the topic appropriate for the audience age and interests? Why or why not?

### **Content**

Did the demonstration give enough information to spark the audience's interest? Why or why not?

Was the information presented in such a way that the audience could replicate the techniques or ideas demonstrated?

### **Poise**

Did you feel comfortable in front of the group? Why or why not?

Do you feel that you presented yourself well? Why or why not?

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### *Tip Sheet for Evaluating Demonstrations* **handout continued Delivery**

Was your demonstration clear and organized?

Was the audience interested enough to ask for more information?

Did people respond as if they could hear everything?

### **Introduction and Conclusion**

Did you tell the audience what you were planning to say and then sum up what you said at the end?

### **Other**

What else did you learn about giving speeches?



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**ACTIVITY:**

**Let's Talk About Nerves**

**FOCUS:**

**PROCEDURE:**

Increase public speaking skills

**1.** Introduce the topic by telling a personal story about a public speaking experience. The story should contain something you **PURPOSE:**

learned about yourself as a result.

- To help kids identify what

**2.** Ask the kids if they also have some fear of speaking in front of makes them scared of public

groups. Explain that some fears and symptoms of nervousness will speaking

go away with practice. However, they need to learn what they

- To help kids learn to plan for

might be afraid of and how they can work around it and still be and around stage nerves

able to share their ideas.

- To help kids feel less afraid of

**3.** Hand out pencils or pens and the "What Are *You* Afraid Of?" hand-the nervous symptoms they

out to each person. Give them 5 to 7 minutes to write down some feel

of the fears they may have and to check off some of the symptoms this stress causes.

**MATERIALS:**

**4.** Bring the group back together to discuss their answers.

"What Are *You* Afraid Of?"

handout (on pg. 50; one per

## **TALKING IT OVER:**

person)

1. Allow at least 10 minutes for discussion, depending on the size of Pens or pencils

the group. Share the following information with the group. (For

“What I Learned” self-evaluation

tips on reducing stage nerves or stage fright, refer to the “Over-form (on pg. 8; one per person)

coming Stage Nerves” skill sheet on page 34.) **SETTING:**

Here are some fears that people have noted about public speaking: Comfortable area where the group

- Boring the audience to sleep

can sit in a circle

- Burping uncontrollably
- False teeth coming loose

## **TIME:**

- Tripping on the way up to the stage 20–30 minutes

2. Ask the group the following questions:

- What other fears can you think of? (Encourage the group to brainstorm as many as they can.)
- Are you surprised at all the things people fear about public speaking? (Explain that when they can identify a fear very specifically they can work on overcoming it.)
- What might you do to prevent some of these fears from coming true? (For example, to help keep from boring an audience to sleep, you could read your speech to a friend to see how it sounds.)

3. Ask the group to come up with at least one solution or problem-solving technique for each fear they listed. Encourage them to be creative and not to worry about whether the solution will work for every public speaking situation.

4. Ask for volunteers to talk about the nervous symptoms they've had before or while speaking in public. (You could open with **48 – COMMUNICATIONS TOOLKIT • Vocal Expression & Public Speaking**)

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something like, "I always seem to get... sweaty hands... cold feet... an upset stomach... when I know I have to get up and talk in front of others.) After they've compiled a list of symptoms, encourage them to come up with some ways they can reduce the symptoms (for example, to remedy or minimize an upset stomach, eat only a light meal before speaking).

5. Give the group a final opportunity to talk about experiences they've had with speaking or reading aloud and how they felt.

6. Remind your group that being scared or nervous is not a good reason to avoid public speaking. Being able to express their ideas and share information is *very important*. Even though public speaking may be hard now, the more they do it the easier it will become.

### **TRY THIS, TOO:**

Ask a local radio, television or sports celebrity to speak to your group about his or her experiences with performance nerves.

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### **LET'S TALK ABOUT NERVES HANDOUT: What Are *You* Afraid Of?**

**Write a sentence or two about the things that scare you about public speaking.**

**This is how I feel if I have to talk in front of others: (Check each symptom that you feel.)**

My hands shake.

I get a headache.

My shoulders ache.

I get dizzy.

My mouth goes dry.

My neck hurts.

My heart beats faster than normal.

I get sweaty palms.

My stomach is upset and I'm nauseated.

My legs are shaky.

I can't stop my feet from tapping.

Other:

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### **ACTIVITY:**

#### **What's Wrong With**

#### **This Picture?**

#### **FOCUS:**

#### **PROCEDURE:**

To enhance understanding of basic

#### **Before the meeting:**

public speaking skills

1. This activity puts young people in situations where other kids in **PURPOSE:**

the group will respond to their presentation skills or give feedback. It should be done only when group members respect each

- To show kids how much they

other and are willing to abide by the following guidelines for already know about good

respectful behavior. If you choose to use this activity, review these speaking skills

points with your group in advance.

- To show how public speaking
- Listen carefully to other people's presentations.

can be fun

- Provide feedback in a positive way.
- Don't be rude, critical or hurtful.
- To give kids a chance to speak
- Be aware that everyone has differing abilities.

in front of a group

- Be considerate of other people's feelings.

### **MATERIALS:**

- Follow the Golden Rule: Treat other people the way you would like to be treated.

"Topics" and "Speaking Rules"

cards (from handout on pg. 53)

**2.** Cut out the "Topics" and "Speaking Rules" cards. If you have a

"Delivering a Vocal Presenta-

large group, you might need more than one copy of each card. You tion" skill sheet (on pg. 31;

may want to add a few topics that are specific to your group's one per person – optional)

interests.

Pencils or pens

"What I Learned" self-evaluation **During the meeting:** form (on pg. 8; one per person)

**1.** You might want to hand out copies of the "Delivering a Vocal Presentation" skill sheet so the kids can refer to it during the rest **SETTING:**

of the activity.

Room with an open area like a

**2.** Tell the group that they'll be demonstrating the basic "how-to's"

stage or speaker's area on one side

of public speaking, but in an upside-down way. Tell them that this **TIME:**

will give them a chance to show what they know about good public speaking skills.

10–15 minutes

3. Have each person pick one card from the Topics pile and one card from the Speaking Rules pile.
4. Tell the participants to prepare a 30-second presentation on the topic from their card. Their presentations should break the rules they know about the speaking skill they picked. For example, someone who chose the Speaking Rules card “Eye Contact” and the Topic card “Talk about your favorite dessert” might talk enthusiastically about chocolate brownies while looking at the floor or ceiling the entire time. This activity works best when the participants *really* exaggerate the rule they’re breaking.
5. Tell them not to reveal what speaking rule they’re trying to break so that the audience can guess which one it is.

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6. When the audience guesses what the speaker is trying to do, ask them to identify how good speakers would handle the speaking rule.
7. Continue in this manner until everyone has had a chance to talk.

### **TALKING IT OVER:**

Ask the group the following questions:

- Did this activity help you learn anything new about public speaking skills?
- Have you tried or heard about other good tips for speaking to a group?
- Did this activity make it seem easier to try making a longer speech in the future?
- How could you share this information about public speaking with other kids or adults?

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### **WHAT’S WRONG WITH THIS PICTURE? HANDOUT: Topics & Speaking**

#### **Rules Cards**

**Topic Card:**

**Speaking Rules Card:**

**Describe your dream vacation.**

**Audience Consideration**

**Topic Card:**

**Speaking Rules Card:**

**Talk about your favorite dessert.**

**Facial Expressions**

**Topic Card:**

**Speaking Rules Card:**

**Talk about your favorite music.**

**Hand Gestures**

**Topic Card:**

**Speaking Rules Card:**

**Create a new commercial for  
one of your favorite products.**

**Voice**

**Topic Card:**

**Speaking Rules Card:**

**Talk about someone who has  
influenced your life.**

**Eye Contact**

**Topic Card:**

**Speaking Rules Card:**

**Talk about a book you've read.**

**Proper Attire**

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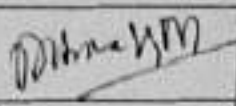
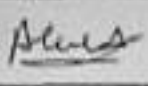
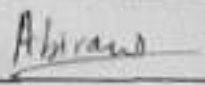
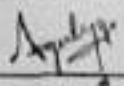
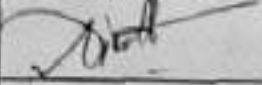
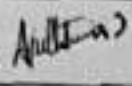
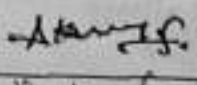
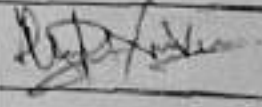
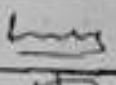
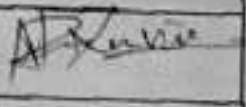
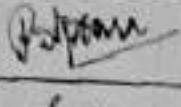
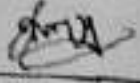
**54 – COMMUNICATIONS TOOLKIT • Vocal Expression & Public Speaking**

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ANNEXURE II

SRI LAKSHMI NARAYANA INSTITUTE OF MEDICAL SCIENCE  
DEPARTMENT OF COMMUNITY MEDICINE  
TOPIC: PUBLIC SPEAKING

Sl. No	Reg. No	Name of the Students	SIGNATURE
1	U14MB204	ABINAYA M	
2	U14MB205	ABISHEK R	
3	U14MB206	ABIRAMI S	
4	U14MB207	AGALYA S	
5	U14MB209	AJEETH R	
6	U14MB210	AJITH KUMAR M.K	
7	U14MB211	AKSHAI S	
8	U14MB212	ALLEN DANIEL XAVIER J	
9	U14MB213	ALTHAF AHMED	
10	U14MB217	ANDREW MARIE XAVIER	
11	U14MB218	APSARA P	
12	U14MB219	ARPUDHA A	

## ANNEXURE III

### Public speaking -Assessment

1. Public speaking has been taught and studied for thousands of years. True or False
2. Because people have different frames of reference, a public speaker must take care to adapt her or his message to the particular audience being addressed. T or F
3. \_\_\_\_\_ is anxiety over the prospect of giving a speech in front of an audience. \_\_\_ Adrenaline, \_\_\_ Visualization, \_\_\_ Stage Fright
4. It is normal—even desirable—to be nervous at the start of a speech. T or F
5. \_\_\_\_\_ is controlled nervousness that helps energize a speaker for his or her presentation. \_\_\_ Restrained Anxiety, \_\_\_ Positive Nervousness, \_\_\_ Focused Nervousness
6. Listeners usually realize how tense a speaker is. T or F
7. Public speaking and ordinary conversation are similar in that both involve adapting to listener feedback. T or F
8. Critical thinking includes \_\_\_\_\_. \_\_\_ Seeing the relationships among ideas, \_\_\_ Judging the credibility of statements, \_\_\_ Assessing the soundness of evidence, \_\_\_ All answers are correct.
9. The messages, usually nonverbal, sent from a listener to a speaker are called \_\_\_\_\_. \_\_\_ Cues, \_\_\_ Feedback, \_\_\_ Prompts.
10. The knowledge, experience, goals, values, and attitudes through which each listener filters a message make up the listener's \_\_\_\_\_. \_\_\_ Frame of Reference, \_\_\_ Cognitive Screen, \_\_\_ Psychological Filter, \_\_\_ Attitudinal Field about what works.



## SRI LAKSHMI NARAYANA INSTITUTE OF HIGHER EDUCATION AND RESEARCH

### Public speaking

1. Public speaking has been taught and studied for thousands of years. True or ~~False~~ ✓
2. Because people have different frames of reference, a public speaker must take care to adapt her or his message to the particular audience being addressed. ✓ or F
3. \_\_\_\_\_ is anxiety over the prospect of giving a speech in front of an audience. \_\_\_ Adrenaline, \_\_\_ Visualization, \_\_\_ Stage Fright ✓
4. It is normal—even desirable—to be nervous at the start of a speech. ✓ or F
5. \_\_\_\_\_ is controlled nervousness that helps energize a speaker for his or her presentation. \_\_\_ Restrained Anxiety, \_\_\_ Positive Nervousness, \_\_\_ Focused Nervousness ✓
6. Listeners usually realize how tense a speaker is. ✓ or F
7. Public speaking and ordinary conversation are similar in that both involve adapting to listener feedback. T or F ✓
8. Critical thinking includes \_\_\_\_\_. \_\_\_ Seeing the relationships among ideas, \_\_\_ Judging the credibility of statements, \_\_\_ Assessing the soundness of evidence, \_\_\_ All answers are correct. ✓
9. The messages, usually nonverbal, sent from a listener to a speaker are called \_\_\_\_\_. ✓ Cues, \_\_\_ Feedback, \_\_\_ Prompts. ✓
10. The knowledge, experience, goals, values, and attitudes through which each listener filters a message make up the listener's \_\_\_\_\_. \_\_\_ Frame of Reference, \_\_\_ Cognitive Screen, \_\_\_ Psychological Filter, \_\_\_ Attitudinal Field about what works. ✓

## ANNEXURE IV



**Sri Lakshmi Narayana Institute of Medical Sciences**

Affiliated to Bharath Institute of Higher Education & Research  
(Deemed to be University under section 3 of the UGC Act 1956)



### CERTIFICATE OF MERIT

This is to certify that **ABISHEK.R** has actively participated in the Value Added Course on **PUBLIC SPEAKING** held during Jul 2017 – Sep 2017 Organized by Sri Lakshmi Narayana Institute of Medical Sciences, Pondicherry- 605 502, India.

Dr. J. Barathalakshmi, MD

**Resource Person**

Dr. Rajini S.M.D.

**Professor & HOD**

**Department of Community  
Medicine**

Dr. G. Javalakshmi, MD

**Dean, SLIMS**



## Sri Lakshmi Narayana Institute of Medical Sciences

Affiliated to Bharath Institute of Higher Education & Research  
(Deemed to be University under section 3 of the UGC Act 1956)



### CERTIFICATE OF MERIT

This is to certify that **ABINAYA.M** has actively participated in the Value Added Course on **PUBLIC SPEAKING** held during Jul 2017 – Sep 2017 Organized by Sri Lakshmi Narayana Institute of Medical Sciences, Pondicherry- 605 502, India.

Dr. J. Bharathalakshmi, MD  
Resource Person

Dr. Rajini S. MD  
Professor & HOD  
Department of Community  
Medicine

Dr. G. Jayalakshmi, MD  
Dean, SLIMS

# ANNEXURE V

## Student Feedback Form

Course Name: PUBLIC SPEAKING

Subject Code: PSM02

Name of Student: ABINAYA.M Roll No.: 1

We are constantly looking to improve our classes and deliver the best training to you. Your evaluations, comments and suggestions will help us to improve our performance

Sl. NO	Particulars	1	2	3	4	5
1	Objective of the course is clear				✓	
2	Course contents met with your expectations			✓		
3	Lecturer sequence was well planned				✓	
4	Lectures were clear and easy to understand				✓	
5	Teaching aids were effective				✓	
6	Instructors encourage interaction and were helpful				✓	
7	The level of the course				✓	
8	Overall rating of the course	1	2	3	4	5

\* Rating: 5 - Outstanding; 4 - Excellent; 3 - Good; 2 - Satisfactory; 1 - Not Satisfactory

Suggestions if any:

Good.

Date: 29/09/2017

Abinaya.M.  
Signature

### Student Feedback Form

Course Name: PUBLIC SPEAKING

Subject Code: PSM02

Name of Student: ABISHEK R Roll No.: 2

We are constantly looking to improve our classes and deliver the best training to you. Your evaluations, comments and suggestions will help us to improve our performance

Sl. NO	Particulars	1	2	3	4	5
1	Objective of the course is clear			✓		
2	Course contents met with your expectations				✓	
3	Lecturer sequence was well planned				✓	
4	Lectures were clear and easy to understand			✓		
5	Teaching aids were effective				✓	
6	Instructors encourage interaction and were helpful				✓	
7	The level of the course				✓	
8	Overall rating of the course	1	2	3	4	5

\* Rating: 5 - Outstanding; 4 - Excellent; 3 - Good; 2 - Satisfactory; 1 - Not-Satisfactory

Suggestions if any:

Good

Date: 29/09/2017

  
Signature



# Sri Lakshmi Narayana Institute of Medical Sciences

OSUDU, AGARAM VILLAGE, VILLIANUR COMMUNE, KUDAPAKKAM POST,

PUDUCHERRY – 605 502

Date:03.07.2017

From  
Dr.S.Rajini  
Professor and Head,  
Department of Community Medicine,  
Sri Lakshmi Narayana Institute of Medical Sciences  
Bharath Institute of Higher Education and Research,Puducherry

Through Proper Channel

To  
The Dean,  
Sri Lakshmi Narayana Institute of Medical Sciences  
Bharath Institute of Higher Education and Research,  
Puducherry

## Sub: Completion of value-added course: “Public Speaking”

Dear Sir,

With reference to the subject mentioned above, the department has conducted the value-added course titled: **Public Speaking” on Jul 2017- Sep 2017**. We solicit your kind action to send certificates for the participants, that is attached with this letter. Also, I am attaching the photographs captured during the conduct of the course.

Kind regards

Enclosure :Photograph

*Rajini*  
PROFESSOR & HOD  
DEPARTMENT OF COMMUNITY MEDICINE  
Sri Lakshmi Narayana Institute of Medical Sciences  
PONDICHERRY - 605 502



