

# T.U.S.C.

The Unique Speaking Club

## TUSC HANDBOOK

The TUSC program is a language arts program designed to improve your listening and speaking skills. In-order for the TUSC program to be successful experience for you, you must be prepared for whatever job is assigned. No matter what aspect of the program you take part in, remember to:

1. Always speak in complete sentences
2. Use your voice effectively
3. Respect each other's right to speak
4. Listen appreciatively
5. Be well prepared
6. Enjoy your task

The following pages outline the duties of every participant in the TUSC program. Be familiar with these duties and use them as a reference when your turn comes up. Have Fun!

## The “Do and Don’t” of Public Speaking

Directions: Read and study these suggestions for good public speaking.

To be effective, a speaker should:

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1. Have respect for others.
2. Listen to the other speakers so you know what is being said.
3. Be certain you have a point to make - not just speak words.
4. Know what you want to say.
5. Express only one point or idea at a time.
6. Practice your speech aloud, if this cannot be done, mentally speak the words to make certain you know what you are going to say.
7. Take a deep breath before you begin. This supplies oxygen to your body.

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8. Speak the words and ideas clearly.
9. Use proper English.
10. Realize that your voice must sound convinced. If you aren't convinced, how can you convince other? Fake calmness – if necessary.
11. Maintain composure while speaking.
12. Use proper emphasis of words and pauses when speaking.
13. Use as few words as possible.
14. Realize that every word is important - right to the end.

There are certain things an effective speaker should NOT do:

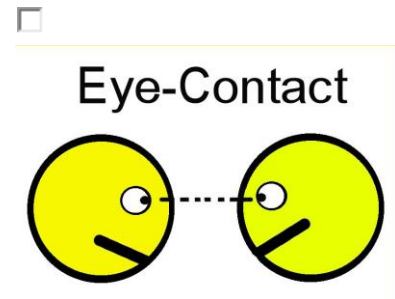
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1. Do not cut in on other speakers.
2. Do not use distracting body mannerisms - cleaning or adjusting glasses, swaying back and forth, rolling eyes, tugging at belt or collar, picking nose, twisting hair, shaking or shuffling feet, and so on. These mannerisms reveal your anxiety and make you less effective. An anxious speaker is easy to defeat. Anxious speakers appear more vulnerable. Fake calmness. You can “fall apart” in private.
3. Do not use distracting speech patterns - such as repeating phrases and sounds. Examples: “Oh-h-h-h”, “you know”, “like I say”.
4. Do not use vulgar or crude expressions. You “lose” a certain number of your listeners.
5. Do not shout or be overly dramatic except in very rare cases. All actions or movements must look as if the speaker is in control of self and the situation.
6. Do not slur, or be indistinct, on the last words. Keep clear speech to the very last word.
7. Do not mumble or repeat yourself. There is a tendency to do this at the end of a speech or statement.
8. Do not apologize for making your point. You have a right to your viewpoint and it may be expressed – once.
9. Do not monopolize (take over) the presentation.

# Making eye contact

## Why Eye Contact?

Writing a well-organized, interesting speech is the beginning of a successful presentation, but there are several techniques you can learn that will make your speech more lively and entertaining. One of these techniques is making eye contact. The best speakers make you feel that they're talking to you, not reading words from a paper.



## What is Eye Contact?

Eye contact means looking directly into the eyes of different people in the audience. Do not look at someone's hair, tie or blouse. Do not look at empty chairs or out the window. And do not look at the same person all the time. Eye contact is a speaker's best tool to keep the audience interested. It says to the listener. "I'm talking to you. I see you. I acknowledge you. You and I are having a discussion."

## Mark it

Making eye contact with your audience is difficult to learn. When you look up you might lose your place. But there is something you can do to help you know when to look at your audience and be able to find your place on the written copy of your speech again. Use a brightly colored highlighter and mark each spot where you plan to look up at the audience. In a short speech this may be only four or six times. In a longer speech it will be more. Usually it will be at the end of a sentence or the end of a paragraph.

## TUSC AGENDA

The president must read this to start the meeting.

Good afternoon TUSC members, Mme \_\_\_\_\_.

Today is \_\_\_\_\_ This TUSC meeting is now in session. The time is: \_\_\_\_\_.

\_\_\_\_\_ will start with a biography.

\_\_\_\_\_ will present us with an analysis of a photo.

Now, a commercial by \_\_\_\_\_.

\_\_\_\_\_ will show us a technology used every day.

\_\_\_\_\_ will share their movie or Tv critic.

\_\_\_\_\_ will present a wacky animal fact.

A medical report will be presented by \_\_\_\_\_

Now, \_\_\_\_\_ will present someone with a citizenship certificate.

Here is \_\_\_\_\_ with their collection.

Next, \_\_\_\_\_ will entertain us with some magic.

Our archeologist, \_\_\_\_\_ will share an object with us.

\_\_\_\_\_ is doing players' choice this week.

\_\_\_\_\_, the scientist, will demonstrate an experiment without blowing up the school, we hope.

Here to teach us something about the environment is \_\_\_\_\_

\_\_\_\_\_ will be conducting an interview over the telephone.

Presenting \_\_\_\_\_, with their time travel.

\_\_\_\_\_ will be giving us a sports report.

\_\_\_\_\_ is presenting an incredible destination.

I will now ad our chef, \_\_\_\_\_ to tickle our taste buds with their recipe.

\_\_\_\_\_ is sharing their opinion with us today.

Next, \_\_\_\_\_ will give us the results of their survey.

\_\_\_\_\_ is going to amuse us with a few jokes.

\_\_\_\_\_ is presenting a song which they have analyzed.

Finally, \_\_\_\_\_ will share with us a favorite kid website. This week.

This concludes our TUSC meeting. Thank you to all that have participated this week.

# Biography

Name: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Family Background:

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What he / she accomplished:

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Why this person is famous:

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What this person is doing now (or date of death if they are no longer alive):

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Why you chose this person:

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## PHOTO ANALYST

I realize that I can learn a lot from a picture. I will find a picture in a magazine, on the internet, etc. and interpret it. I will answer the following questions when analyzing the picture.

Picture name: \_\_\_\_\_

Who is in the picture?

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What is happening?

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What was being said before and after the picture?

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Why do you think this picture was taken?

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Describe one thing of particular interest in this picture.

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## COMMERCIAL

I will prepare a commercial break for TUSC members. I will do my utmost to pitch a product to the class that they would like to buy. I will make sure I have the appropriate props and / or materials to make it work.

Name of product: \_\_\_\_\_

What is the point of the commercial?

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What kinds of props or materials will I need to make this a successful advertisement?

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# TECHNOLOGY

I have chosen an item that has had an impact on people's lives. I could have chosen anything from a hammer, to the wheel, to a new gadget or invention that just appeared on the market. My job is to show the audience how and why it is an important technology, and how it had a impact on people's lives.

Item: \_\_\_\_\_

Why is this item important?

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What does it do?

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How has this item make an impact on people's lives?

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Was it invented or found?

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Describe it or show it.

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## MOVIE REVIEW

Name of the movie: \_\_\_\_\_

I (liked/disliked) this movie because:

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In the movie

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My favorite part was:

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Why?

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I didn't like?

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Why?

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My favorite character was \_\_\_\_\_ -- because

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I would recommend the movie to \_\_\_\_\_

You can see this movie \_\_\_\_\_

The cost would be \_\_\_\_\_

## WEATHER REPORT

Today's weather report for the city of Winnipeg:

<b>Date</b>	
Temperature (C)	
Probability of Precipitation (%)	
Wind speed (km/h)	
Wind Direction (N, E, S, W)	
Cloud Cover	

Upcoming weather report for the days to come....

	Date:	Date:	Date:	Date:
Weather predictions				

**WACKY ANIMAL FACT:**

Animal name: \_\_\_\_\_

Unusual trait:

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Why did you choose this animal?

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Describe the unusual animal's trait or skill that you researched

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Where did you find this information?

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Where can TUSC members read or see more of this animal? (Big hint: "my head" is not an acceptable source of information in this case.)

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# MEDICAL REPORT

Name of the disease: \_\_\_\_\_

Describe what the disease is and does:

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The symptoms associated with this disease:

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The treatments of this disease are:

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## CITIZENSHIP

I will walk around the class and participate in discussions. I will keep my eyes open and watch the way the class interacts. Are there people helping each other? Did somebody say something nice to another classmate? I will watch and decide who deserves to be granted a citizenship award at the next TUSC meeting.

Award winner: \_\_\_\_\_

What are your reasons for picking this person?

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## COLLECTOR

I have chosen to present an item that I have collected now or in the past. Some questions I asked myself before starting were: What kind of books, stories, music, or movies do I prefer? Is there anything else I collect? I will decide on the item and report back to the class during a TUSC meeting. I will do my best to bring an example to show the class.

Item: \_\_\_\_\_

Why is this item important to you?

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Is it part of a bigger collection?

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Describe it.

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Why did you pick this sample?

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# MAGICIAN

My magic trick: \_\_\_\_\_

These are the materials that I will need:

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Do I need any volunteers?

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How will I choose them?

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Answer one of the following two questions;

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When and how did you learn this trick?

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OR

How does the trick work? (Teach the trick to the class.)

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## INTERESTING ARTIFACT

What is the artifact?

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Where did you get it?

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Why is it special to you?

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How long have you had it?

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Three interesting facts about it.

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**PLAYER'S CHOICE**

You will choose another category and present it for the next TUSC meeting. You will follow the instructions given for the category of your choice.

What I chose

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## SCIENCE EXPERIMENT

Question: \_\_\_\_\_

These are the materials that I will need

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This is my prediction of what will happen

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This is what happened

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This shows that:

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## **ENVIRONMENTAL TIP**

What is the hint to help the environment?

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Why should the students use the tip you are giving them?

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How will this tip help save the environment?

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## TELEPHONE INTERVIEW

I will conduct a telephone conversation with a famous person (alive or dead) I will consider the guidelines when developing the conversation. I will also prepare a script that I can rehearse with a friend or classmate. I may choose to do this alone or with the help of someone.

Famous person: \_\_\_\_\_

Friend to help: \_\_\_\_\_

Why did you choose this person?

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What kind of interesting questions might I ask this person?

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How can I make the interview more interesting?

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## TIME TRAVEL

State at which time in history you would like to visit.

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Why have you chosen this time in history?

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Write a brief report about your visit.

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## Sports Report

For this task, you are a local news reporter, with a twist. Reporters generally only give the facts of a news story. For this task, you will give not only a summary of the story, but also your opinion.

News story title \_\_\_\_\_

Title of source (newspaper name, TV station, website name) \_\_\_\_\_

Date of new story: \_\_\_\_\_

Summary of the story:

Who: \_\_\_\_\_

What: \_\_\_\_\_

Where: \_\_\_\_\_

When: \_\_\_\_\_

Why: \_\_\_\_\_

Your opinions:

How do you feel about this story?

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What did it make you think?

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What do you want to have happen?)

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Vacation Destination!

Location	
Interesting Facts	
Fun things to do	
Approximate travel cost	
Accommodations	



# Chef

Recipe: \_\_\_\_\_

Ingredients:

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Directions:

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Did you like making the recipe? And why?

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What was your favorite part?

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## Speakers' corner

I will choose an issue about which I have strong feelings. I will seek out two other opinions from people I trust. I will think about what they said and decide if it had any effect on my thinking. I will then re-develop my opinion (or keep it the same) and present my findings at the TUSC meeting.

Subject: \_\_\_\_\_

What is the issue?

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This is what \_\_\_\_\_ and \_\_\_\_\_ - think.

I did/did not change my mind after talking to other people.

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# Survey

I will collect information on A. Facts, B. Preferences or C. Other

Question: \_\_\_\_\_

I chose this question because:

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I predict that:

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Data collection

I asked \_\_\_\_\_ people.

They were \_\_\_\_\_ (age, grade, gender, etc.)

I chose this population because

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Collect data. Make a chart or graph

Interpretation

Explain the data using these questions:

- a) What can you tell us about the information?
- b) Which group has the most/least?
- c) How many in each group?

Compare your results to your prediction.

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## Class clown

It will be my job at the TUSC meeting to provide the comic relief. I understand that sometimes school can be too serious, and this is my opportunity to crack some jokes or riddles with Mme Carole.

List five riddles or jokes here:

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

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\_\_\_\_\_

3. \_\_\_\_\_

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\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Song critic

Song: \_\_\_\_\_ -

Performed by: \_\_\_\_\_

Written by: \_\_\_\_\_

How and where can you hear this song?

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Where did you first hear it?

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What is the song about?

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Did you like or dislike this song?

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Rate it out of 10: \_\_\_\_\_/10

What information about the writer or performer would be worthwhile sharing with us?

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## Favorite Kid website

This job is to find a website that is designed for kids your age and tell us why you chose this site. Mention two or three things that you really liked about it. Give the class the website URL. You may also choose to print a page from the website to pass around the group.

Name of website: \_\_\_\_\_

I chose this website because:

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Two or three things I like about it

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Website URL

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TUSC: \_\_\_\_\_

Name: \_\_\_\_\_ date of presentation: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Introduction</b>	The student establishes the focus. He/She has an effective lead that arouses the curiosity and interest of the audience.	The student has established the focus and has attempted a lead. He/she engages the audience somewhat.	The student establishes the focus of the presentation. There is no lead-in and it doesn't pique the audience's interest.	The student merely tells the audience what they are going to do. Ex: I'm doing the demonstration.
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed. He/she has all his/her props or materials ready.	Student seems pretty prepared but might have needed a couple more rehearsals. He/she has most of their materials.	The student is somewhat prepared, but it is clear that rehearsal was lacking. He/she is missing some key materials.	Student does not seem at all prepared to present.
<b>Posture and eye contact</b>	Stands up straight, looks relaxed and confident. Establishes eye contact, with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room most of the time.	Sometimes stands up straight and establishes eye contact. May only look at one or two people.	Slouches and/or does not look at people during the presentation.
<b>Speaks clearly</b>	Speaks clearly and distinctly. He/she correctly pronounces all words. He/she is loud enough to be heard.	Speaks fairly clearly and distinctly. He/she mispronounces one or two words. He/she could speak a little louder.	Speaks fairly clearly and distinctly. He/she mispronounces and stumbles on some words. He/she is difficult to hear.	Often mumbles or cannot be understood or mispronounces several words. He/she is difficult to hear.
<b>Enthusiasm</b>	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometime generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat forced.	Very little use of facial expressions or body language. The presentation seems lifeless.
<b>Content</b>	Completes the task thoroughly and effectively. Shows signs of creativity. Leaves no unanswered questions.	Completes the tasks fairly well. There are some signs of creativity. There are a few unanswered questions.	Completes the task. There are some missing components. Information may be lacking. Little creativity.	Hasn't completed the task effectively. There are many things missing.
<b>Conclusion</b>	Wraps up the presentation nicely. Leaves the audience with a clear message. It's obvious that the presentation is over.	Wraps up the presentation. Leaves the audience some kind of message	Has some kind of conclusion, although it may be weak. It may leave the audience with some questions.	The student merely sits down at the end of the presentation. There is no conclusion.