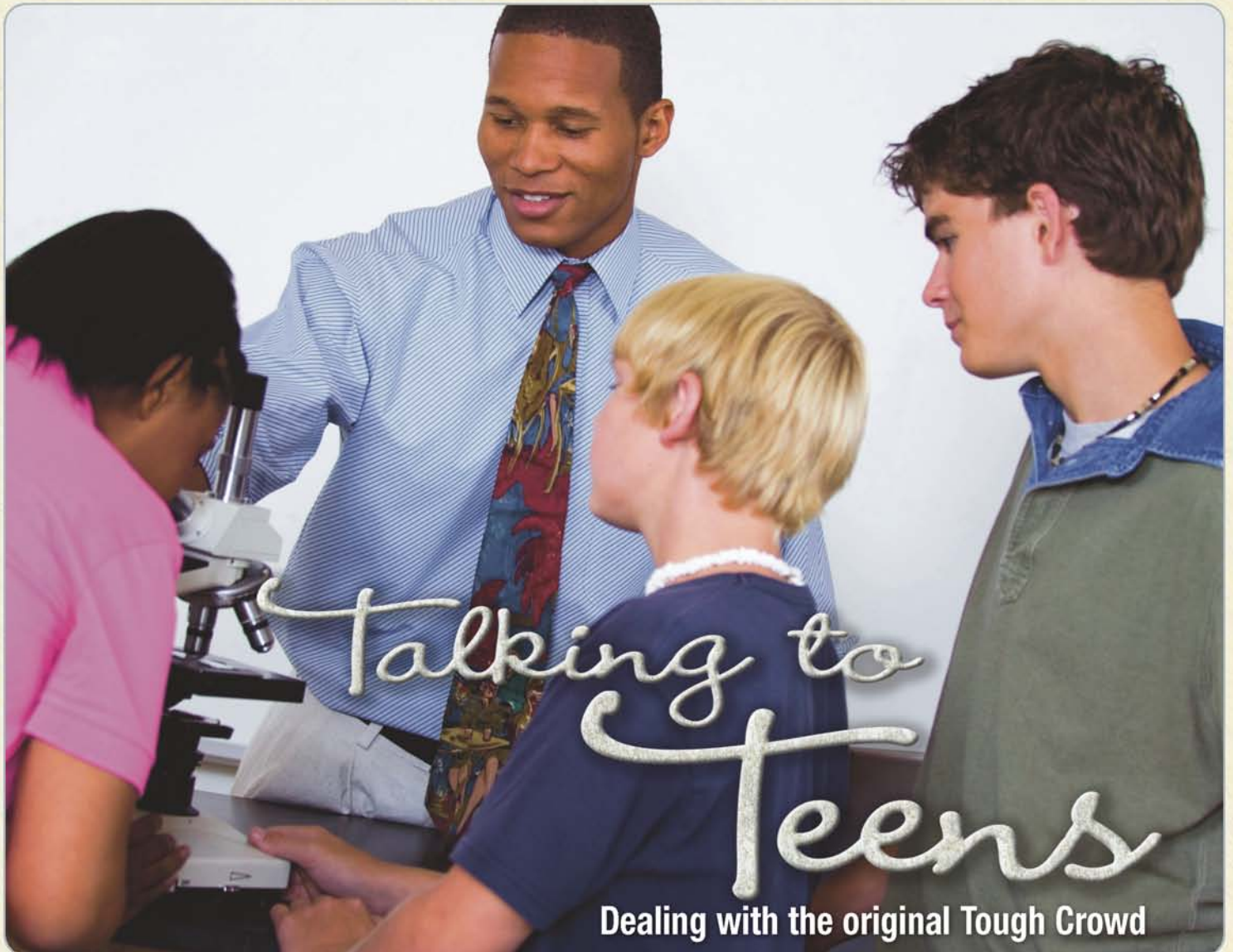


TOASTMASTER®

May 2007



Youth Leadership:
Teaching Presentation Skills to Kids

**Speechcraft Participants
Thrive in County Jail**

**Managing Your
Toastmasters Materials**

Speaking of Science
From Toastmaster to WhizKid Founder

When I'm 64

✦ I was once asked, "How can we attract younger members into our clubs?" I replied, "You should visit my home club. The average age of members is 25. And if I weren't there, it would go down to 23!"

Seriously, the answer lies in what our clubs can offer anyone, young or old, who walks in the door. Remember what we tell new members: "We are a group of people brought together to do things we could not do alone." And therein lies the Simply Amazing power of the Toastmasters club! Members learning together and helping each other, members offering support to other members, and members having fun in each other's company. This is the selling point for bringing in younger members to our clubs.

Recently, Past District 75 Governor Joseph Baduel celebrated his 64th birthday. He joined Toastmasters as a young man more than 30 years ago. He found support from his fellow club members as he developed his skills. As years passed, his club offered him a place to relax and ease the tensions from a high-pressure occupation. He says that at 64, he couldn't be happier, and he credits his fellow Toastmasters with helping him keep a youthful spirit.

How do we attract younger members into our clubs? By offering them the opportunity to be with their peers – people their own age who share their views of the world. People whose company they will enjoy so much, they will still be together when they're 64.

Years ago, I delivered 30-minute advanced speeches in my home club. I wonder how those same speeches would be received in my club today. Would anyone even be awake after 10 minutes? The younger they are, the faster they want things to happen. My daughter-in-law said it best for her generation, "If it's more than three minutes, might as well sing it." So let's paraphrase the old Beatles song. Joining Toastmasters, We ask fellow members:

*"When I get older, losing my hair, many years from now,
Will you still be listening to my speeches, evaluations, even my jokes?
If I'd been absent from our meeting, would you ask me why?
Will you still need me, will you still aid me,
When I'm sixty-four?"*

To which the club's members must surely answer:

*"We'll be older, too. And if you say the word, we will stay with you.
We could still help you, checking your speech, like we always do
You can laugh with old friends on the side, Table Topics, or tell your joke
Deliver your speech, share your tales, this time you'll have more
We will still need you, we will still aid you, when you're sixty four."*

Of course, for those of you approaching or over the age of 64, you can always change the words to "When I'm ninety four."

Johnny Uy, DTM
International President



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What to do with all those certificates, speech notes and manuals.

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The Toastmasters Vision:

Toastmasters International empowers people to achieve their full potential and realize their dreams. Through our member clubs, people throughout the world can improve their communication and leadership skills, and find the courage to change.

The Toastmasters Mission:

Toastmasters International is the leading movement devoted to making effective oral communication a worldwide reality.

Through its member clubs, Toastmasters International helps men and women learn the arts of speaking, listening and thinking – vital skills that promote self-actualization, enhance leadership potential, foster human understanding, and contribute to the betterment of mankind.

It is basic to this mission that Toastmasters International continually expand its worldwide network of clubs thereby offering ever-greater numbers of people the opportunity to benefit from its programs.

Grammar Slammer

Though I look forward to my issue of *Toastmaster* each month, the March issue was one for the books. I was immensely entertained by “Life in a Grammar Slammer” by Jason Love. The article was so chock full of lessons, I had to read it twice!

The magazine is helpful to this Toastmaster on so many levels; you all are to be commended. I am proud to be part of this first-class organization.

Alan Pippenger, ATMB • Capital City Toastmasters Club
Tallahassee, Florida

My First Toastmaster Magazine

I was rummaging through a tall pile of mail and came across my first *Toastmaster* magazine (March). It was 10 a.m. and I had just arrived home from what could only be described as a harrowing office experience (A four-hour phone system upgrade that turned into a 17-hour ordeal). I had been awake for 27 hours straight when I read the article, “Life in a Grammar Slammer.”

Suddenly everything was right in the universe. I laughed so hard I cried. You eradicated my foul mood and transformed my day into a joyous one. You have fulfilled what I view as the ultimate Toastmasters goal: Improve yourself while improving the lives of others, and improve the world. Thank you for raining sunshine on what would otherwise have been a bleak, dreary day!

Bill Lowe • Red Bank Toastmasters Club • Red Bank, New Jersey

Capable Cab Driver

That is such a great and inspiring story about Arthur McCleneghan (“The Ability to Advocate,” March). It is always nice to know the positive impact of Toastmasters on people’s lives. Simply Amazing! Thank you for sharing that with us.

Betsy Katiti, ATMB • Monument Toastmasters Club
Silver Spring, Maryland

Love Those Meeting Evaluations

One thing I absolutely love about Toastmasters meetings is evaluations. The February issue of *Toastmaster* highlighted a subject close to my heart, and I found myself feeling surprised that some people dread being evaluated in the “Learning To (Almost) Like Criticism” article.

I joined Palmerston North Toastmasters nearly two years ago and I have been highly impressed by the method of evaluation that Toastmasters recommends, which we shorten to the “CRC” method: highlighting points of commendation, finding one or two ways to recommend improvement and then finishing with another commendation. The culture of our club is such that every member is treated with care and respect, even when they fumble.

I place huge value on the feedback I receive from other members. Evaluation? Bring it on!

Astarie, ACB • Palmerston North Toastmasters
Palmerston North, New Zealand

You Can’t Go Wrong If You Name That Song

What a wonderful and informative article in the March edition, written by Malcolm Kushner (“You Can’t Go Wrong If You Name That Song”). However I would like to point out that Elvis wasn’t born in Memphis, but rather Tupelo, Mississippi.

Even though it is a minor point that doesn’t affect the outcome or

essence of the article, to an Elvis fan like myself, the error sticks out like a sore thumb.

Mike Foster • Windsor Toastmasters Club • Windsor, Ontario, Canada

Editor’s Note: *We’re all shook up that we missed that! Our apologies to Elvis fans everywhere.*

Getting Comfy with Comedy

Thank you for reminding us all about the need to use caution in matching our use of humor to the audience and venue (“Getting Comfy with Comedy,” March 2007). After moving to a new community, I visited several Toastmasters clubs to find just the right fit. At one, I was warmly welcomed. But later in the meeting, a speaker who was trying out a speech for a humor contest used some jokes that were embarrassing and made me, as a visitor, feel especially uncomfortable.

Even if a club is one big happy family, every speaker should be aware of the potential impact of his or her presentations on any visitor in the audience. Needless to say, I did not visit this particular club a second time.

Helen Laack • Mayo Day Breakers Club • Rochester, Minnesota



Angola Prison inmate finds path to change through Toastmasters.

Live and Learn

‡ “Do I want to come to a Toastmasters meeting? Are you a nut or something?” I could not believe this neatly dressed guy standing in front of me.

Quietly he replied, “No. It’s just something I think would benefit you.”

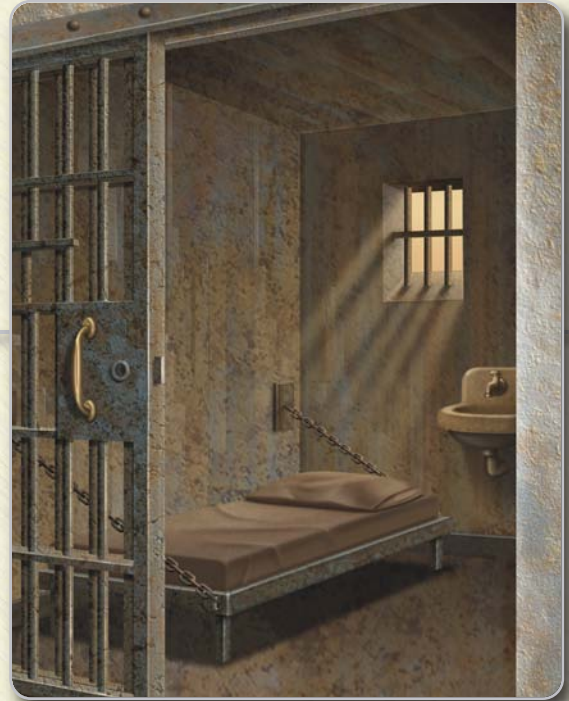
I am in Angola, the Louisiana State Prison. A convicted killer. Rejected by my father and mother, rejected by my brothers and sisters, divorced by my wife, hated by my children and no one to blame but myself. It was the path I chose, to become a contract killer. It was a road my feet followed all by themselves.

I could place blame nowhere else. I did not have the textbook horrible childhood. No one abused the boy I was long ago, neither physically nor mentally. Like Popeye, I yam what I yam.

One day, I found myself at a Forgotten Voices Toastmasters meeting, sitting as far in the back as I could, hoping no one noticed me. I sat there and listened as guys stood up and delivered speeches to a room filled with men. No, hold that. These weren’t speeches. Speeches are what oily politicians give on TV. These were talks, really. Some of them straight from the heart. You could tell. It touched me, how they let their defenses down and opened up. That night, lying in my bunk, I realized I enjoyed myself. But me getting up there like that? Not a chance.

The very next meeting, the Table Topicsmaster asked me to come up to the lectern. I shook my

“I am in Angola, the Louisiana State Prison. A convicted killer. Rejected by my father and mother, rejected by my brothers and sisters, divorced by my wife, hated by my children and no one to blame but myself.”



head no. He smiled and said, “Hey, it’s all right. There’s a first time for everyone and this is yours.”

I walked slowly to the front of the room, trying to look cool while fighting an urge to flee. Hand trembling, clammy sweat sprouting under my arms, I hemmed and hawed, stammered and stuttered for almost the two full minutes and then ran back to my seat.

Nothing scared me, or so I thought. But I was scared to death! Twenty men sitting in chairs looking at me, waiting to hear what I had to say, made my blood turn to swamp water. Never again, or so I thought.

The Angola Forgotten Voices Toastmasters club asked me to join. I did. It was the beginning of a journey that started 10 years ago. I went on to earn a CTM and am now working on my ACB. Walking

down this path, I learned how to talk in front of a group and how to think on my feet – how to use my mouth instead of a weapon. I learned compassion and caring for others. I learned about teamwork. I learned how to have and keep a friend. I now have a room full of friends. Did Toastmasters rehabilitate me? No. But Toastmasters started me on the path to change.

The other day, I was walking the yard and saw a guy sitting on a bench by himself. I went over and sat down. After a minute, I turned to him with a smile on my face and said, “Do you want to come to a Toastmasters meeting?” 📌

Ben Daugherty, CTM, is a member of Forgotten Voices Toastmasters Club in Louisiana State Prison, Angola, Louisiana.

Teaching Presentation Skills To Kids

Thirteen-year-old Shelby Kilpatrick and her 10-year-old twin sisters, Lauren and Kaitlyn, were only a “little nervous” the day they spoke for an audience of 14,000 at the 2006 Environmental Science Research Institute’s international conference in San Diego, California.

“Once we started talking, everything was fine,” says Shelby. Their speech discussed the trio’s 4-H project in which they used a GPS system to create a trail map for the Texas Department of Parks and Wildlife. Ask the girls how they remained calm and capably spoke in front of all those people, and they gladly credit Toastmasters.

Thanks to an eight-week Youth Leadership program sponsored by the Denton Toastmasters club in Denton, Texas, the Kilpatrick sisters received extensive training on presentation skills and leadership.

“The classes were really fun,” says Shelby, who speaks often during her 4-H work. [4-H is a youth organization sponsored by the U.S. Department of Agriculture.] “My sisters and I learned to be calm and to present our information so that people understand it. Now I really like giving speeches. It makes me feel important to get up there and talk about things that people enjoy hearing. I also learn a lot when I put together my speeches.”

Shelby’s mom, Susan Kilpatrick, saw a great deal of change in Shelby and her sisters after the Toastmasters training.

“They’re pretty much fearless today,” says Susan. “Learning to speak in public built their communication

skills and confidence and enabled them to develop charisma and capture attention. They volunteer all the time for tasks that require leadership roles and easily work with groups, organizing other children and communicating what needs to be done.”

Creating outgoing, well-organized, motivated children is the goal of Distinguished Toastmaster Ron Clark. The 30-year member is president of the TV Toastmasters club in Dallas, Texas, and began the Youth Leadership training in 2004.

“We’ve seen the training program really take off,” says Clark, who is also secretary for the Texas

Jump\$tart Coalition, which seeks to improve the financial literacy of young adults. “My first Youth Leadership class in 2004 consisted of nine students,” he says. “Now I get calls all of the time. I’m currently scheduled to do several workshops for home schoolers, high schoolers, middle schoolers and elementary students.”

Designed to develop speaking and leadership skills for adolescents and teens, Toastmasters’ eight-week Youth Leadership program is similar to a regular Toastmasters meeting. Classes last about two hours, and the students run the meeting while the coordinator provides training and guidance. The informal course focuses on teaching students communication and leadership skills. They learn to overcome nervousness when speaking in front of groups, to organize and present ideas logically and convincingly, to



The Kilpatrick sisters speak before an audience of 14,000 at the 2006 Environmental Science Research Institute’s International Conference in San Diego, California.

listen carefully to the ideas of other students, and offer helpful advice.

"Kids absolutely love the training," says Clark, who feels that speech training also teaches children skills critical to a successful life that they often don't learn in school.

"Children learn hard skills like math and science in school, but speech training teaches them important soft skills such as leadership, creativity, persuasiveness and organization," says Clark, pointing out that mastering these talents in Toastmasters made him successful in his career as an engineer.

Parents and Toastmasters teaching the Youth Leadership program say kids benefit by learning speaking skills at a young age. "The sooner you teach children about public speaking, the better," says Susan Kilpatrick. "If you catch kids before they have that fear of speaking in front of people, they'll probably miss

"Before the [Youth] Leadership classes, we never did any kind of speaking, and now we speak all of the time," Kaitlyn says. "It's easy once you know how."

that hurdle altogether and go on to be great communicators and leaders."

Abe Birnbaum, DTM, a member of the Denton Toastmasters club, has assisted Clark with Youth Leadership training and agrees with the importance of teaching children presentation skills as early as possible. "Kids take to speaking readily because they haven't learned to be embarrassed yet," says Birnbaum. "This sort of training is one of the best benefits you can give them and it will stay with them for the rest of their lives."

Thanks to the leadership and speech training classes, 10-year-old Lauren Kilpatrick feels she can speak in front of anyone now. "The classes helped me do things that

I thought I couldn't do. Now I'm not afraid to speak, and I can talk about anything at any time. I was a princess in a personality contest recently and they interviewed me, and I just got up there and said something, and it was okay."

Lauren's twin sister, Kaitlyn, agrees. "Before the leadership classes, we never did any kind of speaking, and now we speak all the time," she says. "It's easy once you know how."

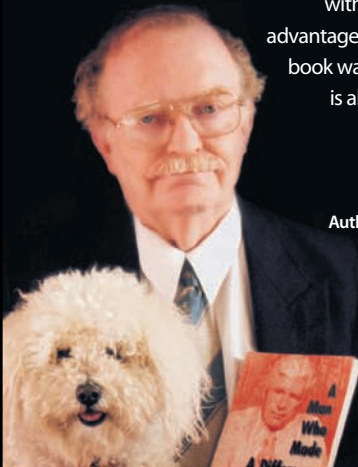
Their older sister Shelby found Table Topics to be especially helpful. "I'm able to think on my feet now, and I can put together a speech really quickly," she says. "I recently did a speech for the Denton

(Continued on page 12)

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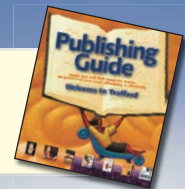
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Speaking of Science



How Toastmasters helped me sharpen my skills and start a foundation to help others.

By Erika Ebbel

“**O**ne one-thousand, two one-thousand, three one-thousand ... pause ... begin.”

Perhaps the most valuable lesson Toastmasters has taught me regarding scientific presentations is the importance of pacing myself. If I speak too quickly, I lose my audience in a flurry of words. If I speak too slowly, I lull my audience to sleep. And so, as a public speaker in training, I've learned to find a balance, a comfortable harmony somewhere in between.

When I was a child, I seemed to have no shortage of things to say (my parents and friends can attest to this). My problem was in delivery and control. Sometimes, ideas from my vocal chords would spring up in long, repetitive sentences. On other occasions, the words would flow so quickly that it was difficult for those listening to keep up. In both situations, anyone trying to understand me found it challenging to grasp my ideas. They were forced to pay more attention to my delivery than the content.

At the recommendation of a mentor, I joined Tuesday Toastmasters at the Massachusetts Institute of Technology (MIT) in Cambridge, Massachusetts. I hoped to learn how to control my words and how to deliver them more effectively, thereby providing listeners with a more intriguing and cohesive presentation. Through weekly practice, constructive criticism and a developed sense of self control, I became more confident, more extemporaneous – and most importantly – more aware of myself, my thoughts and my words.

As a graduate student in the field of science, I must often give technical presentations. Toastmasters has taught me to count to three before speaking and before answering questions. Those three seconds give the audi-

ence an opportunity to settle down and focus, and they give me an opportunity to formulate an intelligent response. After a brief pause, I answer each question with greater confidence and with complete attention from the audience.

It took several months to grow comfortable with the practice of pausing before speaking, taking a deep breath and pacing myself. I learned, however, that the silence was imperceptible. It was more important for me to feel that I was speaking at a slower pace than what felt normal. This took a great deal of control. I learned to detach my thoughts from my words so that I could plan and hear what I wanted to say before delivering the content aloud. Speaking slowly also helped, because it gave me more time to translate my thoughts into words. One way of thinking about this concept is to consider a fugue by Johann Sebastian Bach. In a fugue, we first hear a given musical theme. Eventually, another theme enters and answers the first. The two play off of each other in harmony. If the first theme metaphorically represents thoughts, and the second represents voice, one can see how the first theme introduces the second, and eventually the two proceed together.



PHOTO CAPTIONS PAGES 8 & 9

1. Erika Ebbel (left) waits for her turn to speak to an audience of biotech industry representatives, educators and politicians at the Massachusetts State House. U.S. Senator Ted Kennedy (second from right) was another featured speaker.
2. Erika Ebbel shares “a few words” with the Massachusetts Senate.
- 3 & 4. WhizKids participants use forensic science skills to solve “crimes” in the CSI Comes to Boston event held at Massachusetts Institute of Technology (MIT) last November.

To this day, the skills I learned from participating in Toastmasters have been invaluable. Toastmasters role-playing was excellent practice for presenting to larger audiences.

Over the last few years, I have been able to apply the skills learned at Toastmasters in a number of different ways. At age 21, while a student at the Massachusetts Institute of Technology, I decided to start my own non-profit foundation called WhizKids (www.whizkidsfoundation.org). The goal of WhizKids is to spark middle and high-school students' interest in math and the sciences. As I started promoting WhizKids and interacting with politicians, funders, corporations, teachers, students and the media, I realized the importance of brevity, clarity and expressiveness. The more I practiced, the more I realized how important my Toastmasters experience had been.

The Toastmasters skills I learned also helped me when I became Miss Massachusetts 2004 in the Miss America Scholarship Program. The scholarship prizes I won through participation in the Miss Massachusetts program helped me to pay for one year of school at MIT, and to

gain increased publicity for WhizKids. I was asked to speak at fundraisers, conferences, and as keynote speaker before a variety of audiences on dozens of occasions.

In 2006, I was fortunate to receive \$50,000 in funding from the Commonwealth of Massachusetts to expand WhizKids' programs. During my quest to obtain funding,

there was an instance when I was invited to the Massachusetts State House to be presented to the state Senate. One of my friends, a senator from Massachusetts, instructed me to walk up to the podium in the Senate chambers, be introduced, and then step away from the podium. When it was my turn, I walked up to the podium, shook hands with the Senate president, and stood listening to my introduction. At the conclusion of the introduction, the senator added the statement, "...and she has a few words to say." This was not part of the original plan. Immediately, my heart began to beat faster

and my brain was flooded with thoughts. I approached the microphone and reminded myself to follow the lessons I had learned in Toastmasters: "one one-thousand, two one-thousand, three-one-thousand... pause... begin." During those moments I was able to calm down, think about what message I wanted to convey to this audience and set a pace for my words.

For several minutes, I had the attention of the entire Senate chamber. At the conclusion of my presentation, I told the senator, "You didn't tell me I was going to speak." He responded, smiling, "I knew you could do it.

A Formula for Future Scientists: Kids Plus WhizKids

By Erika Ebbel

For those in technical professions, having good public speaking skills is a major asset. WhizKids teaches budding scientists and engineers how to improve their speaking skills and confidence. At WhizKids, we work to:

Boost their self-confidence. Often, how you say something is more important than what you say. Young speakers will often look at the floor when speaking, or speak very quietly because they are nervous. So at WhizKids, we begin by asking teenagers to present short, simple topics. Most are comfortable talking about their personal experiences or things they like. Therefore, to build self confidence, we first ask the students to introduce themselves, to tell us about their favorite books, classes, music, or food. Students are usually willing to share this information and it helps them build confidence while speaking in front of their classmates.

Use laughs to teach language skills. We teach students to speak slowly, enunciate their words and project their voices. We also discourage the use of words such as like, you know, and the often prolific ums and ahs. The trick is to not discourage the novice speaker, but to demonstrate how a speech can be ruined with too many filler words. To demonstrate this, the more experienced speaker can demonstrate a "mock" speech for the novice, interjecting ums and ahs at random into the talk. The novices usually laugh their way into learning how distracting that can be.

Provide new opportunities. Whether working with students or staff, it's important to show that you have faith in their abilities. On numerous occasions, I have asked students in the program to speak as panelists at conferences or in media interviews. I think providing teens with this type of opportunity helps build their self confidence.

Avoid assumptions. Scientists are accustomed to giving presentations for other scientists. However, when giving a presentation, it is often easy to forget that not everyone knows what you know. I encourage speakers to provide ample background information and a concise, detailed introduction so that the audience can follow the presentation from the beginning. If the audience is lost or does not understand the material from the start, they will be more likely to tune out in exasperation and boredom for the rest of the presentation. Instead, WhizKids learn that an audience should leave their presentation with a clear understanding of what was presented.

Allow students to practice. When teaching students how to speak in public, the most effective method is to begin working with them as early as possible. We work with young students in WhizKids programs. If young people are encouraged and taught how to communicate clearly from an early age, they grow into adults who can face public speaking without fear.

The WhizKids Foundation introduces children to science and at the same time helps them develop communication skills. Fifth grade student Janice DeStefano said, "I learned [a mixture of] vinegar and other substances will bubble while other things will turn into a solid. I want to be a scientist, so this was very interesting for me. I think this program will help to improve my grades." For more information, visit www.whizkidsfoundation.org

And it was fantastic practice for you.” He was right. The skills I had sharpened at Toastmasters prepared me to stand confidently, despite any nervousness, at the podium in the Senate chamber, addressing the senators.

Honing my speaking skills has matured my presentations, which in turn has helped me gain the notice of additional funding sources, expand WhizKids programs and recruit motivated and energized staff. Currently, WhizKids is building collaborations with such leading organizations as The Girl Scouts of America, the Boston Museum of Science, the McAuliffe Challenger Center, the New England Chinese Information and Networking Association, F.I.R.S.T. (For Inspiration & Recognition of Science & Technology), and BioTeach.

Today, I make sure that presentation skills are taught to kids at an earlier age. WhizKids reaches out to schools nationwide to help students compete in science

fairs, develop science clubs and discover just how “cool” science and technology can be in their daily lives. WhizKids works within a diverse set of communities, including schools that lack critical science resources and with organizations looking to encourage female participation in mathematics and the sciences.

It is my goal for students in the program to walk away appreciating the importance of hard work, patience and perseverance. **T**

Erika Ebbel is a 2004 graduate of the Massachusetts Institute of Technology with a major in chemistry and a minor in music. She is currently attending Boston University Medical School as a Ph.D. candidate. She is the founder, CEO, and Executive Director of the WhizKids Foundation and was Miss Massachusetts 2004 in the Miss America Program.



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Teaching Presentation Skills to Kids

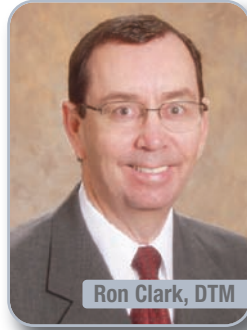
(Continued from page 7)

County Livestock Association Youth Fair on honeybees. I wrote the speech and gave it the same day. I talked about some general information about honeybees, including how they live and the different products that they create like honey and royal jelly. The speech was judged, and I got third place.”

Perhaps one of the best aspects of teaching children about speaking is “knowing that we’re equipping the future leaders of our country,” says Clark. “These children are our next generation, and this type of training is important for them and our future,” he says. And although Clark isn’t running the leadership training programs specifically to increase Toastmasters membership, he notes that many of the students are likely to become members once they are 18.

Tips for Teaching Youth Leadership

Of all his accomplishments as a Toastmaster, Ron Clark says he gets much satisfaction teaching speaking skills to youngsters.



Ron Clark, DTM

“Perhaps the best part of showing children how to speak is the look of exhilaration on their faces when they succeed,” he says. “They’re so excited when they realize that they did it all by themselves.”

Here he offers tips for successfully educating young people about presentation skills:

- **Do your homework.**

“Carefully read the coordinator’s manual and take advantage of the resources offered by Toastmasters,” says Clark. “There are districts all over the world that have so much valuable material to share; learn from their experiences.”

- **Be expressive.** Kids like to see animation and a lively performance. “When I do a speech on gestures, I make a big display,” says Clark. “I’ll fool with the keys in my pocket and adjust my glasses and make a lot of noise with change. I also emphasize being purposeful with your gestures; kids love that.”
- **Encourage children to give as many speeches as they want.** “Initially, many kids are a little shy, but once they start speaking, they often don’t want to stop,” says Clark. “Have as many children as

possible speak at each session.”

- **Limit participants.** Clark likes to keep his class size to no more than 25 students so that he can cover all the important topics and give everyone a chance to speak.
- **Minimize handouts and topics covered.** Kids can only soak up so much information in each session. Don’t pile a bunch of paperwork on them, which can be overwhelming. Instead focus on one topic, such as gestures, speech openings or giving evaluations.
- **Enjoy yourself.** Have fun with the kids and they’ll have fun, too, says Clark. “Relax, get a little silly, and use plenty of humor.”

Julie Bawden Davis is a freelance writer based in Southern California. Reach her at Julie@JulieBawdenDavis.com.

Editor’s Note: To conduct a Youth Leadership program, order the Youth Leadership Educational Packet (Item 811; \$15 for material for five students). This program is in the process of being revised but is still a valuable and fully functioning program. The new Youth Leadership program will not be ready for some time. Meanwhile, the existing program is available and very popular.

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Talking to Teens

Teenagers are the original Tough Crowd – this is not an audience for the faint of heart or the unprepared.

By Patrick Mott

You've just been asked to speak at a Rotary luncheon. You accept with pleasure. You get a request to address a group of Army veterans. No problem. You're scheduled to participate in an informal Q-and-A session with the local chamber of commerce. Piece of cake.

The neighborhood middle school principal wants you to talk to an auditorium full of 12- to 14-year-olds. You immediately book the next flight to anywhere.

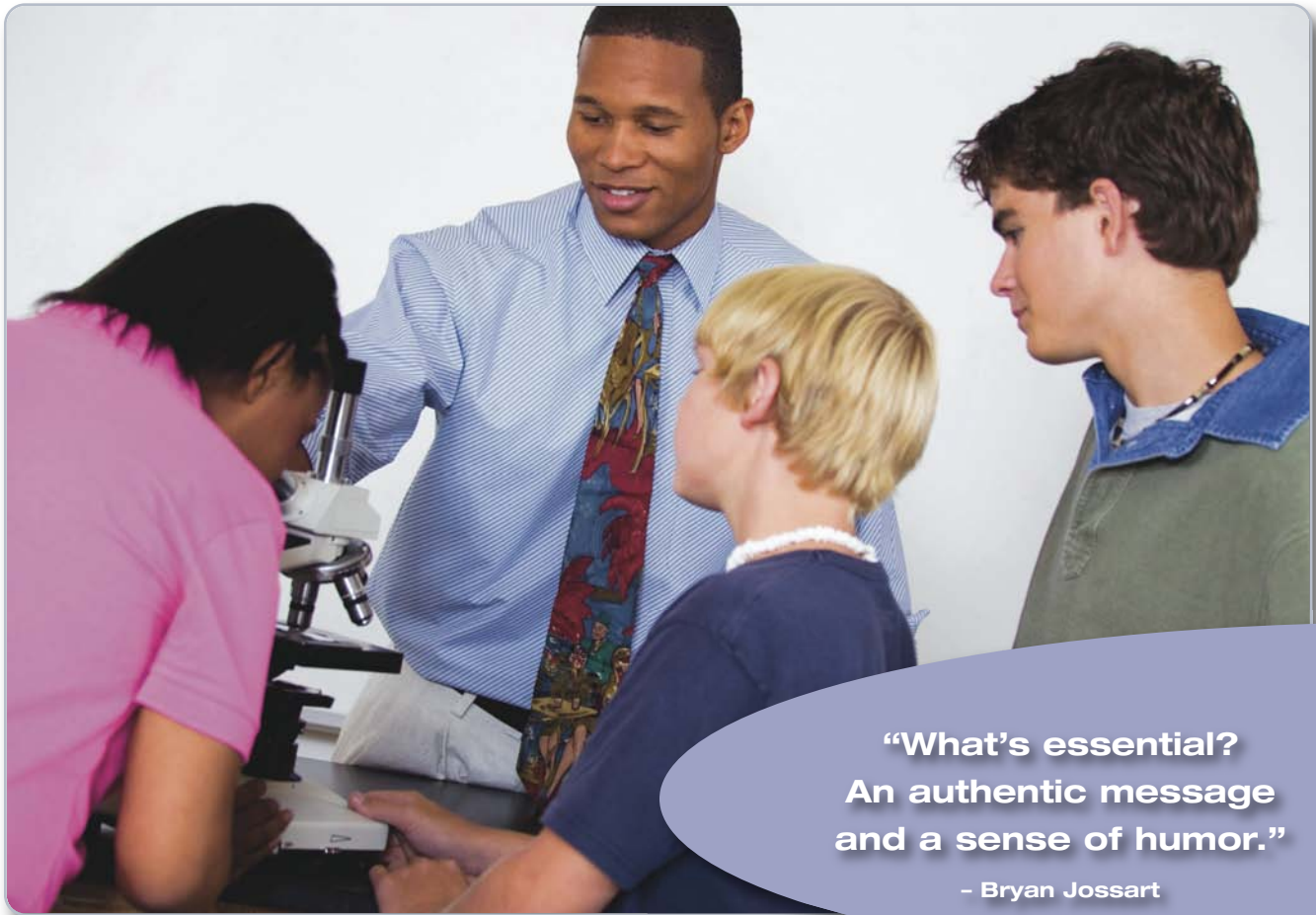
Teenagers are the original Tough Crowd. Demanding, disinclined to tolerate anything they perceive as artificial, easily distracted, conditioned to absorb – or ignore – blizzards of information from the mass media, excruciatingly self-absorbed and self-conscious, chafing against authority, possibly distrustful or suspicious of the motives of adults, possessing an alarmingly low boredom threshold – this is not an audience for the faint of heart or the unprepared.

Now the good news: Teenagers are not a bizarre and combative subspecies. Think of them as trainee adults who have the same needs and desires as their older counterparts: respect, understanding, trust and a little entertainment. Fill those needs and you've got yourself a receptive and even enthusiastic audience.

Bryan Jossart successfully faces such an audience every day – five times a day – as a math teacher at Serrano Intermediate School in Orange County, California. A high school and junior high school teacher for nearly 17 years, the former engineer has been so successful at communicating with his charges



"I find that I can communicate effectively with my students if I am not condescending to them." says Bryan Jossart, Orange County's [California] Teacher of the Year in 2006.



**“What’s essential?
An authentic message
and a sense of humor.”**

– Bryan Jossart

that he was named the Orange County Teacher of the Year for 2006.

What’s essential? An authentic message, says Jossart, and a sense of humor.

“I live on [a sense of humor],” he says. “And I think it’s appreciated because I never take myself seriously. I take my subject seriously, but there’s a certain entertainment value there, and it’s important when you try to communicate with a group to keep it light and not be heavy-handed. It’s so important to have a sense of humor about yourself. I won’t poke fun at their idiosyncrasies, but I’ll poke fun at idiosyncrasies of mine.

“A lot of times my students say, ‘You should have done stand-up.’ I tell them I *am* doing stand-up. I do five shows a day.”

Like it or not, a speaker facing an audience of teenagers is competing with a formidable adversary that isn’t even in the room: mass media entertainment. According to the American Academy of Pediatrics, by age 18 the average teenager will have watched approximately 25,000 hours of television. That’s a lot of sound bites, quick takes and marketing hustle.

“Teenagers have been conditioned to expect a certain amount of entertainment and will disengage if they don’t connect,” writes motivational speaker Josh Shipp in an Internet “manifesto” titled *“Entertain. Inspire.”*

Empower.

(How To Speak a Teen’s Language Even if You’re Not One).”

“Plugged into music, the Internet, television, movies and video games, the world of entertainment is the language they are accustomed to... [It] can be tough to earn their attention and trust. We have to break through the barrier and show teenagers that we care.”

How? By treating teenagers authentically, neither talking down to them nor elevating them to the status of adults.

“I find that I can communicate effectively with my students if I am not condescending to them,” says Jossart. “You can’t treat them like children. Every now and then you’ll run across someone with that kindergarten tone – ‘Now, boys and girls...’

“You can’t treat them as adults either, but I try to treat them as somewhat older than they are. It makes them feel a little more grown up. I use what I would think of as high school humor with my junior high students. I don’t downgrade my vocabulary, but if I say something that I know they won’t understand, I’ll define the word right away, without actually saying I’m defining it: ‘I was pondering something the other day, thinking about it...’”

“Teenagers are not a bizarre and combative subspecies. Think of them as trainee adults.”

As with any presentation to a group, doing a bit of advance research on your audience is always handy. According to the Pathways to College Network, a national alliance of organizations dedicated to helping underserved students attend college, today's teens:

- Believe their futures are bright. A total of 71 percent of them agree with the statement “I’ll always be successful.”
- Care about education. A total of 82 percent of teens expect to go to college.
- Tune out messages that aren’t clear and straightforward.
- Like being made to laugh.
- Don’t need you to be cool in order to listen to you.

That last one can be fatal to a speaker.

“If I tried to become one of my kids and talk like they do, they’d recognize that as totally phony,” Jossart says. “It would not work. It would be like a 50-year-old man deciding to dress like he was 20. It makes people roll their eyes and say, ‘He’s not pulling it off.’”

A good talk is more than words, and with an audience of teenagers facing you, it’s often much more. Communication, says Shipp, is two-way.

“Pay attention,” he says. “Sometimes responses are nonverbal. Are they on the same page with you? Are they getting it? Check in with their nonverbal and verbal cues. Half your audience is blind and half is deaf. You may have to use more than your words. Visual aids, body language and eye contact can all support what you are saying. If the volume was turned off, would they still get your point? Are you understanding one another? Listen to their responses with your eyes and ears. Be a teacher and a student at the same time.”

Jossart has seen those glazed looks before. His antidote? He makes fun of the situation.

“If I’m looking at a crowd and I’m not connecting, I’ll start making fun of myself and maybe talk in a terribly monotone voice about how terribly boring I am,” he says. “I might lie on the ground and say, ‘Oh, I am sooooo bored.’ It changes the pace, gives them something totally unexpected that’s not part of the program. They’ll say, ‘What did he do? What did he do?’ Now they want to pay attention because something might happen that they don’t want to miss.”

And he gets kinetic. “I mingle, I go into the audience,” he says. “I move around a lot and try to interact with them as personally as I can. I can make eye contact with a specific person. Then it doesn’t feel like I’m on stage and they’re an audience and I’m just talking to air and they’re not part of the process.”

Yes, it’s tough. But, it’s worth it, says Shipp, particularly when you’ve managed to earn the trust of an audience of teens. Then comes the fun part.

“You have teenagers’ attention and trust; now where are you going to lead them?” Shipp asks. “Remember, everything you do should have the intention of changing the world for the better. Why else should you open your mouth? If you are going to say something, let it be words of inspiration. If your intentions are for improving teenagers’ lives, inspire them. Tell them why they are needed and important. Express your concerns honestly and if you approach them with respect, they will respect you in turn.”

There’s no magic bullet in speaking to soon-to-be adults, says Jossart. The key is, simply, common sense. Keep it light, keep it real and keep it respectful. Most of all, keep it fun.

Which beats a flight to anywhere any day. **T**

Patrick Mott is a freelance writer from Fullerton, California.

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New to TI?



Members of the Speechcraft program at the New York Livingston County Jail pose with representatives of Wine Country Toastmasters Desi Vail, CTM, and Lash LaRue, CC (far right).

Speechcraft Participants Thrive in County Jail

By Desire Vail, CTM

On Thursday afternoons, two or three Toastmasters enter the main door of the Livingston County Jail at 4 Court Street in Geneseo, New York. They walk into a small lobby and face a one-way mirror, where a security guard identifies them and opens a heavy sliding door. The guard, determining they are “clean,” opens a second heavy

sliding door that also clangs shut behind them. The Toastmasters turn right, pass through two smaller secure doors and find themselves in the visitors’ room, where they prepare to present their weekly series of abbreviated Speechcraft programs to inmates.

The project is intended to help inmates develop their public speaking abilities before they reenter their

communities. Many of the men in the program have been convicted on drug or alcohol-related charges with an average incarceration of eight to nine months.

The moving force behind this project is Robert (Bob) Babcock, ATMB, president of the Wine Country Toastmasters in nearby Bath, New York. “I saw a need and went about fulfilling it,” says Babcock,

who is a part-time adult education instructor at the jail and a retired teacher from the New York school system. “My job in the jail showed

“Many of our folks housed in this building are good people that made bad choices.”

me that the men were not only in need of high-school educations, but lacked the communication and

(Continued on page 19)

Speaking and leadership skills prove popular with inmates at the California Institute for Women.

By Laurie Rathbun

Helping Inmates Communicate

Bob Freel of Menifee, California, does volunteer work that few others are willing to do. One evening a week, he goes to the California

The club meets on Thursday nights in two sessions and has more than 40 members. It costs the inmates about \$65 to become members; most are

training to volunteer and follows the same rules and regulations as the prison guards.

He commented that it's hard to get other Toastmasters to volunteer with the prisoners because they're afraid, which he understands. "It's a different environment," he said. "You get tested. You have to earn their respect."

Freel became involved with Toastmasters about 11 years ago when he took a Dale Carnegie management and leadership training course through his job. "As part of every meeting, you got up and gave a short talk for one to two minutes," he said. He did well and wanted to improve his speaking skills so

his instructor recommended that he join Toastmasters. He joined in 1995.

Freel is a member of five clubs, and attends 10 to 12 meetings each month in various Southern California cities. He's semi-retired and works one day a week for

the United States Postal Service as a rural route carrier.

Reprinted with permission from the Valley News, of Temecula, California, Feb. 9, 2007

"I think a lot of them have paid their debt and deserve a second chance."

- BOB FREEL, DTM

Institute for Women near Corona and teaches leadership and communication skills to inmates who belong to a Toastmasters club in the prison.

Freel, 60, is a Distinguished Toastmaster and started volunteering in 2003 when he became an area governor of six clubs in District 12. "It was a culture shock," he said, remembering his first visit to the prison. "I was one of those people who thought 'lock them up and throw away the key.'"

He views the inmates now as human beings who have made mistakes. "I think a lot of them have paid their debt and deserve a second chance," he said. In fact, he has written to California Governor Arnold Schwarzenegger to help parole some of the inmates.

Darrell Zeller, a former Toastmasters' District 12 Governor, founded the club in 2002. Freel helps Zeller and another Toastmaster, Randy Amelino, run it. Freel said he's known as "the Professor" because he teaches the inmates how to speak and build their confidence.

determined to stay in the program and complete the *Competent Communication* manual. Freel said that 80 to 90 percent of participants complete the manual and advance to another level.

Since July, five club members have earned Competent Leader or Competent Communicator awards. "We are all very proud of them," Freel said.

Most of the club's inmates are serving life sentences. "I have worked with some women who have been very prominent in the newspapers in the last 40 years," Freel said. He can't disclose their names due to confidentiality rules.

Freel has never felt that he was in physical danger from the inmates. He had to go through non-custodial



Bob Freel, DTM

(Continued from page 17)

leadership skills to apply for a job, to express an opinion or to develop a more purposeful vocabulary.” Bob asked his fellow club members if they would be interested in providing a Speechcraft program in the Livingston County Jail, and the members agreed.

Enhancing the inmates’ ability to communicate is a goal of Livingston County Sheriff John M. York and jail superintendent Major James Rose. They agreed this need was one that could be met by Toastmasters. “Many of our folks housed in this building are good people that made bad choices,” says Major Rose, whose support makes the program possible.

The room where the Toastmasters greet the inmates is stark. It is about 20 feet by 20 feet with a single boarded window. The brick walls are painted yellow and security

cameras keep watch at each corner of the ceiling. Along with the view from the cameras, the guard in the bubble can look directly into the

some clustered in the back, all facing forward. The Toastmasters greet and join them. A small desk where the corrections officer sits when he’s

“Even though we’re incarcerated, it’s getting us ready for our release. We can sharpen our speaking skills for employment and business opportunities.”

- JOHN DANNEE

room. Half a dozen long tables span the length of the space; along the length of the tables are a series of vertical plexiglass windows that separate the inmates from the visitors. Vertical boards beneath the tables prohibit the exchange of contraband.

When the Wine Country club members enter, the inmates, dressed in their orange or brown jump suits, are already seated at these tables,

watching visitors become the lectern for the Speechcraft participants.

Edwin (Lash) LaRue, CC, member of the Wine Country Toastmasters, says, “I didn’t know what to expect, because I’d never been to jail, never knew what it was like, never knew what the inmates were like. I was pleasantly surprised, because I found the guys to be likable sort of guys. Like the Major said, they’d just



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made bad decisions, and they're in there to pay for the bad decisions they'd made."

Terry Bilancio, DTM, another Wine Country Toastmaster, was impressed by the high quality of the men who were participating in the project. "I didn't expect people as well-read, well-educated and sophis-

were able to do it, and start to experience the positive benefits of getting up in front of people and speaking, and the self-esteem that comes by being successful when communicating in a group."

"They learned to express themselves a little bit more clearly," says LaRue, "a little bit more easily, to

body," says Vinnie Brock, an inmate participant, "and I'm glad that the Wine Country Toastmasters club came into the jail and gave us the opportunity to do that. It's made me more aware of my abilities to speak in front of a group of people, and being a contractor, it's helped a lot. Normally I have to speak in front of two or three people at the same time when they want their roof done, so it's helped quite a bit to practice speaking with everybody. I really appreciate the opportunity to do that."

"As we were working in the kitchen," says John Dannee, "all we talked about was food and what's for dinner, but now we talk about things of a lot more value, such as current events, politics, sports, people's backgrounds – where they came from, how they got here and what they're going to do when they get out."

"This Speechcraft program brings people into a group where they can open up a little bit, and it's a step into a higher quality of inmates. A lot of them have college degrees but have gotten themselves into a tough situation. Now they're working on some of the positives, and sharing that – we all are sharing things with the other inmates. You don't do it much, when you're in jail or prison, because you take more of a defensive posture. You don't let people in too much."

"I think it's a wonderful program, and I think that if any jail or prison has the opportunity to have this, [they] should, by all means, go ahead with it."

John plans to join the Wine Country Toastmasters club when his jail sentence is completed. **T**

Desire Vail, CTM, is vice president education in Wine Country Toastmasters Club in Bath, New York, and a participant in the Livingston County Jail Speechcraft project. Contact her at vail@empacc.net.

"The Speechcraft program has given me a real positive attitude here in this jail environment."

- JOHN DANNEE

ticated as they were. I didn't expect the openness that we found in what they were willing to share about themselves in their presentations."

The first Speechcraft program ran for four weeks and was considered a success by all participants. Eight inmates were involved, and seven completed the sessions. The Toastmasters presented the fundamentals of public speaking, and the speechcraft participants practiced what they learned.

"They gained confidence in all aspects of communication," says Babcock, "including written and impromptu speaking, spontaneous but thoughtful responses to current events, body language, listening and evaluation skills. Most importantly, they learned respect for themselves."

The project culminated in a ceremony in the jail where the seven inmate participants were awarded certificates. In the second session, which included seven participants, the jail awarded six certificates. The third program has now started and involves eleven inmates.

"The inmates learned some of the formalities of public speaking," says Bilancio. "Some of them who had obviously not had the experience of speaking in front of groups

lose that trepidation about getting up and talking in front of people. Another thing they got out of the program was a lot of camaraderie that they don't get in a regular jail situation. It was like you would get from an ordinary meeting someplace, making friends, and in some ways I feel that I have made some friends."

Plans for the future, Babcock says, are "to continue the program for as long as they need it, as long as they want it. So far, everything's been very positive. Actually, they've been some of the best Toastmasters meetings I've ever been to in my life. The men are spirited and honest, and they do the Speechcraft jobs they're asked to do. They're good."

"The Speechcraft program has given me a real positive attitude here in this jail environment," says John Dannee, who has been in the program since the beginning in May 2006, and is now president of the group. "Without question it has helped me to sharpen my speaking skills, and also my leadership skills. Even though we're incarcerated, it's getting us ready for our release. We can sharpen our speaking skills for employment and business opportunities."

"I really enjoyed the chance to stand up and talk in front of every-

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Simple Steps to Writing a Fantastic Speech

There I was, standing in front of my club with a stomach full of butterflies. I gave the traditional Toastmasters greeting, "Thank you, Madam Toastmaster, fellow Toastmasters and honored guests." Then I went on to stutter through a thoroughly forgettable speech. At different points in the speech I grabbed for my next line and wandered from one insignificant point to another. I wrapped up my speech with a clumsy conclusion until the green light mercifully freed me from my agony. I left that day wondering if I would ever return.

Today I am an ATMB, and the president of my club. I see people who join Toastmasters with the same excitement and enthusiasm I had when I joined three years ago. They give an Icebreaker, stumble through a couple of speeches and stop coming. I know why. They stop because they've experienced the same struggle as I did. The reason people suffer and subsequently become discouraged is that they don't know how to write and prepare for a speech. That is a real tragedy because when these people quit, they leave with great speeches dormant inside of them that will never see the light of day.

It is clear to me that most people don't fear standing up to speak; they

fear standing up and failing miserably. I was fortunate to have veteran Toastmasters give me tips on how to prepare a speech, but many novices don't get that same mentoring. Through experience and coaching, I learned some basic techniques that will help any Toastmaster write a great speech. Follow these techniques and you'll find confidence and authority at the lectern and have an enjoyable speaking experience.

Finding Material

When confronted with the task of writing a speech, most of us suffer from writers block. We get bogged down in our daily routine and find it hard to come up with fun, interesting material. I have a few suggestions:

Pull out your soap box. We all have soap-box issues. Whether your soap-box issue is fitness, family, politics or religion, pull it out and dust it off. It is a subject you are already passionate about, so use that as material. You could probably give a speech on the subject without even writing it. How many times have you preached on your soap box issue to friends and family? Now, you have a captive audience at Toastmasters.

Watch television actively. Flip through the stations and weigh

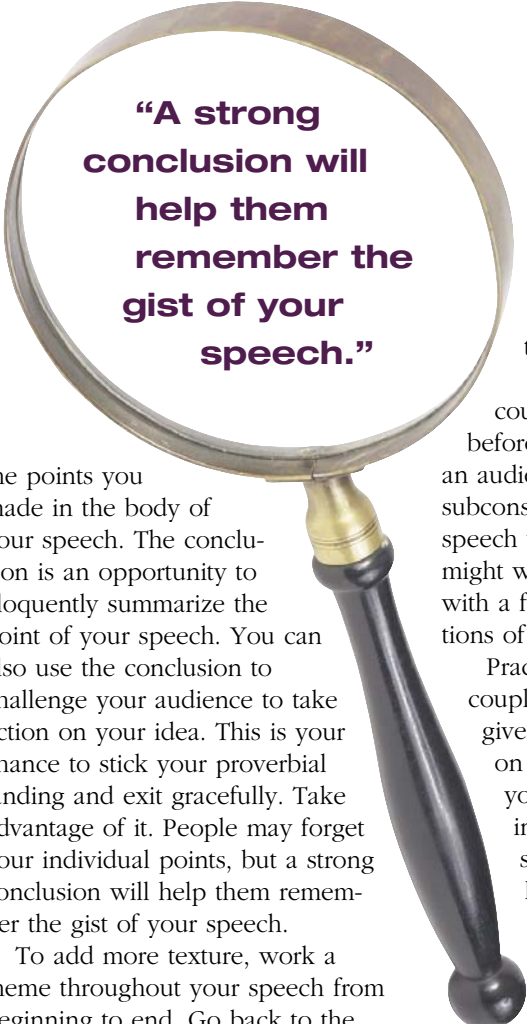
what people are saying on news programs and talk shows. Surely some topic will trigger an emotion in you worth discussing.

Friends and family are great sources of material, too. Pick up the phone and talk to the people in your life. They will remind you about stories and events that helped shape you and make bountiful speech topics.

Organizing Your Speech

After you have searched for material, write down all speech ideas, stories and topics that grabbed you. Write this material down as short phrases. Then circle those phrases and write single words or short notes around the topics you have selected. Pick the first words that come to mind. These words are the reasons you select topics in the first place.

After you go through this exercise, one of the topics will beg to be your speech. Write that topic at the top of a clean sheet of paper. Then write every phrase that comes to mind that might support your topic or your point of view. Do not censor yourself. Just write until the page is full. Review the phrases you wrote and pick three or four points that best support your topic. List them in order of importance. You now have the skeleton for your speech.



“A strong conclusion will help them remember the gist of your speech.”

To flesh out your speech, write examples or ideas that relate to each point. Edit them down to your best two or three subpoints in your speech. These subpoints should help articulate the point and naturally segue into the next point.

Crafting Your Speech

Though you now have the skeleton of your speech, skeletons are not speeches in themselves – they are the bones on which you hang words, themes and emotions. You will need to flesh out the skeleton, and that is where crafting plays a role.

First, write an intriguing introduction. The purpose of your introduction is to grab the audience’s attention and lay the foundation for the rest of your speech. The opening can be a thought-provoking quote, a short story or a joke. Whatever device you choose to use, it should grab the audience’s attention and make them want to hear the rest of your message. Then you need to lay out the points you will cover in your speech.

Next, fill in the blanks using your subpoints as guides to articulate your points. In the process of writing these points and subpoints, you have unwittingly written your speech. At this point, you just need to add color and life by adding stories, examples, facts or explanations. Don’t get bogged down in writing these thoughts word for word. You know how to express these ideas. You just need to know where in the speech you will make the point and have an idea about how you will express it.

Finally, craft a conclusion. The conclusion should neatly wrap up

the points you made in the body of your speech. The conclusion is an opportunity to eloquently summarize the point of your speech. You can also use the conclusion to challenge your audience to take action on your idea. This is your chance to stick your proverbial landing and exit gracefully. Take advantage of it. People may forget your individual points, but a strong conclusion will help them remember the gist of your speech.

To add more texture, work a theme throughout your speech from beginning to end. Go back to the first piece of scrap paper where you wrote down all your thoughts on the topic. One of those words or phrases described why this topic interested you enough to make it a speech topic in the first place. That word or phrase can serve as your theme. Work the theme into your introduction and your conclusion. The body of your speech will most likely have some elements of the theme in it already. If it doesn’t, you can edit the points in your speech to work smoothly with your chosen theme.

Preparing to Speak

I suggest writing an outline complete with topic, points and subpoints. Write out the first few lines of your introduction and conclusion and commit them to memory. Know your points and subpoints so that you can freely talk about those

points without being tethered to your notes.

Practice your speech a couple of times the night before you deliver it in front of an audience. You will find that your subconscious will rehearse the speech while you are sleeping. You might wake up the next morning with a few ideas to liven up portions of your speech.

Practice your speech again a couple of times on the day you give it. You can do it in your car on the way to work or while you get dressed in the morning. Moments before your speech, read over your outline and be sure to have your opening and closing down cold.

When the moment comes, deliver your speech with passion and confidence. Don’t dwell on specific words in the body of your speech. The audience doesn’t know what you wrote. They accept what you are saying as if it is exactly as you meant to say it, so deliver your speech with confidence.

When your speech is over and the audience is applauding, you will remember why you were excited about being a Toastmaster. You have expressed yourself in a way that only you could. Your speech was organized, and the audience received a gift that only you could give. Delivering great speeches is why we are Toastmasters. **T**

Charles W. Buffington III, ACB, CL, is co-author of the book *He Said It! I Did It!* and a member of Technology Park Toastmasters in Norcross, Georgia.

What to do with all those
certificates, speech notes and manuals.

Managing Your Toastmasters Materials

By Shelia Spencer, DTM

The longer we remain active in Toastmasters, the more expansive and diverse our experience becomes. Inevitably, the same thing happens to the volume of resources, supplies and souvenirs we accumulate on our journey. Have you created a system that works well for you?

Some people enjoy creating complex file systems with each unique paper item labeled and catalogued. If this is not you, you may become frustrated when trying to keep track of speech notes, club newsletters, educational supplements and other documents. Similarly, you may have accumulated an assortment of props, supplies and other bulky objects that relate to past and future club activities.

You'll not only want to store and protect all of these items, you'll want to be able to find and access them easily. Make it your priority to identify the intended purpose for each document or object. This purpose should relate primarily to your past, current or future Toastmasters activities. Here's a guide to help you cope with all these things. Start by dividing materials into these three groups: Those of sentimental value, those in current use, and those intended for the future.

Items of Sentimental Value

Celebrating achievement is a vital element in our Toastmasters experience. It makes sense to preserve physical objects that allow us to savor these memories and share them with others. However, these items deserve a space where they will be protected and honored, not stored in boxes or mingled with the resources you will use in current and future projects.

- **Ribbons, certificates, trophies and plaques:** The most meaningful moment generated by an award occurs when that trophy, ribbon or certificate is received. You are fortunate if someone took a photo at that event, so you can include it in your personal archives. The award itself can be displayed in your home or workspace, where it not only will remind you of your achievement but can open the door for others to notice and respond with interest.





“Only current reference materials should be at your side when handling official club business such as a contest or election.”

Trophies can be arranged on shelves; certificates can be framed and hung. Plaques can be secured on a wall or a desk easel. Ribbons can be scrapbooked or arranged in a cheerful wall display. If you find yourself with too many trophies or ribbons, ask your club's vice president education (VPE) whether they are suitable for re-use. (You can often remove the personalized engraved plates from trophies, and preserve these in a shadow box or scrapbook.)

■ **Speech notes, props and documents from past presentations or Toastmasters events:** Some members automatically dispose of these items immediately after using them; others feel the urge to retain mementos and documents. Again, a photo may be the best way to preserve memories of your prop-driven speeches, especially if these items are large and unlikely to be used again. If you choose to keep speech notes, put them into a file folder or large envelope with the name and date of your speech, so you can easily access them again for future projects.

Old meeting agendas, contest programs and event memorabilia that you want to keep should be separated from your current documents and stored safely in a box or scrapbook, along with photos, ribbons and other small objects that relate to the events themselves. Remember to make note of details such as people's names, so you can preserve information as well as sentiment!

■ **Personal storehouse of educational materials:** If you find yourself overwhelmed with too many accumulated Toastmasters supplies, it is a good time to consider sharing your bounty with other members. If you have already gained the benefit you sought from speech contest videos and other materials, you may want to pass them on to newer members you are mentoring. You could also donate some of these to your club, as a way of establishing a lending library for all members to enjoy.

■ **Club officer documents and related materials:** If you have been re-elected to the same office, you might assume the same reference materials can be used for your next year of service. However, official Toastmasters documents are updated regularly. It is fine to keep past manuals and documents as mementos, but don't plan on using them as reference for current or future activities. Only current reference materials should be at your side when handling official club business such as a contest or election.

Items in Current Use

There are many resources available from World Headquarters (WHQ) and your local district, as well as your club. Discretion may be necessary to avoid accumulating too much in your personal collection; try to keep your active files limited to materials that will be of practical use to you now and in the near future.

■ **Current manual and speech notes:** Use separate folders or envelopes to hold each project, and resist the urge to work on too many assignments at one time. If your notes for future Toastmasters presentations are kept in an easily accessible location, you can continue to add new data as you find it.

After your current speech has been presented, it will be easy to select and develop your next project. Be sure to alert your VPE that you are planning another speech, and reserve a date in advance. This commitment will serve as a motivator, and it will sustain your momentum as you progress within the educational program.

■ **Completed speech assignments and evaluation forms:** Project descriptions and evaluation notes from past speeches are not merely sentimental; they should be kept in a place where you can review them during the preparation of your next speech. This will help to focus your energy on specific areas where you hope to improve. (For instance, if you've received several evaluations that mention a need to sustain eye contact, you may decide to create a speech that requires you to interact with individual audience members.)

■ **The *Toastmaster* magazine back issues:** Every issue contains a wealth of information about diverse subjects. If you keep your copies accessible, they are a rich resource for practical application as well as speech material. If you do not want to keep the magazines for yourself, donate them to your club where they can be made available to guests and other members.

■ **Current club officer materials:** Most manuals and booklets from WHQ fit neatly into 3-ring binders. If it is manageable for you, a 3-inch binder will probably hold all of your essential educational and club officer reference

materials. If one large binder is too bulky, you may prefer to divide your officer and member materials into separate, slimmer binders. Whichever system you use, it should allow you to keep relevant documents accessible when addressing your personal and club commitments.

Items for Future Use

You may be accumulating many resources that you are not ready to use yet. If you own several unused advanced manuals and reference materials, take time to divide them into specific categories and store them in binders or labeled envelopes so you can find them again at the appropriate time. This will reduce distraction and help you focus your energy on immediate projects.

One of the most satisfying ways to streamline all the excess paper in your life is to extract speech material from it. Whether you tend to collect data about public speaking, professional development, hobbies or historical events, one of the best ways to absorb it is to review, organize and edit the most essential details into a well-crafted speech. By the time you have presented your material to an audience, it will have become a part of your personal storehouse of knowledge. You'll feel more comfortable about letting go of excess resource materials.

Remember that while all of these resources and mementos enrich our Toastmasters learning experience, Toastmasters learn by doing. Preserve meaningful mementos, organize relevant resources, but focus your energy on creating, practicing and presenting your manual assignments and fulfilling your current club responsibilities. This will allow you to maximize the benefits of participating in TI's communication and leadership program. **T**

Shelia Spencer, DTM, is a member of the Midtown Toastmasters club in New York and a freelance writer. She can be reached at bocki@attglobal.net.

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Announcing Toastmasters' 2007 Golden Gavel Recipient:

Barbara DeAngelis, Ph.D.

✦ In recognition of her influence as a teacher in the field of personal transformation, Toastmasters International is pleased to present the organization's most prestigious award, the Golden Gavel, to Dr. Barbara DeAngelis, an author of 14 best-selling books and a popular television personality. This award is given once a year to an individual who represents excellence in the fields of communication and leadership.

Dr. DeAngelis will accept the award at the Golden Gavel Luncheon in her honor on Thursday, August 16, 2007, during the International Convention in Phoenix, Arizona. Don't miss this chance to hear her speak!

For the past 25 years, Ms. DeAngelis has reached millions of people through her books, television and radio programs and as a motivational speaker. Her books have sold more than nine million copies and been published in 20 languages. The first one, *How to Make Love All the*

Time, launched her career. Her next two books, *Secrets About Men Every Woman Should Know* and *Are You The One For Me?* were #1 on the New York Times bestseller list for months. Her other books include titles such as *What Women Want Men to Know*, *Ask Barbara*, *The Real Rules*, *Secrets About Life Every Woman Should Know*, and *Chicken Soup For the Couples' Soul*. Her most recent book is *How Did I Get Here? Finding Your Way to Hope and Happiness When Life and Love Take Unexpected Turns*.

Dr. DeAngelis has enjoyed a prolific television career as well. In 1994, she wrote and produced the infomercial "Making Love Work," which won many awards. She appeared weekly for two years on CNN as its Relationship Expert, dispensing advice via satellite all over the world. In addition, she has hosted her own daily television show for CBS TV and a radio talk in Los Angeles.

**Renowned relationship
and personal develop-
ment expert receives
TI's highest honor.**

A charismatic speaker, Dr. DeAngelis is in high demand with her positive message about love, happiness and the search for meaning in life. She was the founder and executive director of the Los Angeles Personal Growth Center and is currently president of Shakti Communications, Inc. and the online Transformational Network. **T**

Don't miss this opportunity to hear Dr. DeAngelis speak on August 16 at Toastmasters International's International Convention in Phoenix, Arizona. For details and registration forms, please see pages 29-31 or visit **www.toastmasters.org**



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and new friends!

Understand how to be
a better speaker and leader!

Live it!

If you haven't yet attended a Toastmasters International Convention, you don't know what you are missing. It's an important part of the Toastmasters adventure! Let this be the year when you become a First-timer. Plan to come to Phoenix, Arizona, on August 15-18. You won't be disappointed!

Inside the luxurious J.W. Marriott Desert Ridge Resort and Spa awaits educational opportunities, entertainment, world class speech contests, great restaurants... and best of all, nearly 1,500 Toastmasters who've traveled from near and far to do what they do best: Talk! And they want to meet you!

If you've already attended one or more International Conventions, you know what to expect: a reunion with friends and fellow Toastmasters who share a common interest in self-improvement. This year, a great lineup of speakers will help you become a better speaker and leader. They will offer tips on how to attract new members to your club via publicity and marketing. They will teach you about humor, inter-personal relationships, conflict resolution, PowerPoint presentations and how to get paid for speaking. And that's just some of the topics the sessions offer!

One more thing: The World Championship of Public Speaking takes place on Saturday morning August 18. This event truly is the Olympics of oratory; you won't want to miss it! Come and cheer for your favorite contestant!

To save money, register now! After July 23, fees will increase. Complete the convention registration forms online at www.toastmasters.org and click on the link on the home page. Or mail the forms on the following pages to:

**Attn: Convention Registrations, Toastmasters International,
23182 Arroyo Vista, Rancho Santa Margarita, CA 92688.**





76th Annual Convention August 15-18, 2007

REGISTRATION FORM

For quick, easy and instant registration confirmation, register online at: www.toastmasters.org.

(Please Print) Member No. _____ Club No. _____ District _____

Name: _____ First Name or Nickname (as you wish it to appear on your badge): _____

Addl. Registrants' Name: _____ First Name or Nickname (as you wish it to appear on your badge): _____

Address _____ Check if this is a new address

City _____ State/Province _____ Country _____ Postal/Zip _____

Daytime Telephone () _____ E-mail Address _____

This is my first TI Convention I require special assistance

1 "PRE-CONVENTION" INTERDISTRICT SPEECH CONTESTS

Note: These contests run concurrently! Immediately following the contests is a reception open only to members of districts not assigned to regions (DNAR).

Interdistrict Speech Contest A (Tuesday)
(Districts 51, 59, 67, 69, 71 and 79) _____ Member(s)/Guest @ \$40.00 = \$ _____

Interdistrict Speech Contest B (Tuesday)
(Districts 70, 72, 73, 74, 75, 76 and 80) _____ Member(s)/Guest @ \$40.00 = \$ _____

For district locations please visit our Web site at www.toastmasters.org

SECTION 1 TOTAL = \$ _____

2 "FULL" CONVENTION PACKAGE... ONLY When received before July 23 – \$535.00 When received after July 23 – \$585.00

A Full Convention Registration Package includes one ticket for each of the following:

- Access to all educational sessions
- Golden Gavel Luncheon (Thursday)
- Folklorico Fun Night Dinner & Show (Friday)
- International Speech Contest (Saturday)
- President's Dinner Dance (Saturday)
- **PLEASE CHECK ONE OF THE FOLLOWING:**

Club Leadership Luncheon (Friday)

OR

Toastmasters & Guests Luncheon (Friday)

_____ Member(s)/Guest @ \$535.00 (received before July 23)
\$585.00 (received after July 23) = \$ _____

SECTION 2 TOTAL = \$ _____

3 "SPOUSE/GUEST" PACKAGE... ONLY \$425.00

Spouse/Guest must be non-member. This registration includes one ticket to each of the following:

- Tour: Heard Museum (Thursday)
- Golden Gavel Luncheon (Thursday)
- Tour: Culinary Workshop (lunch provided) (Friday)
- Folklorico Fun Night Dinner & Show (Friday)
- International Speech Contest (Saturday)
- President's Dinner Dance (Saturday)

No access to any educational sessions!

_____ Spouse/Guest(s) @ \$425.00 = \$ _____

SECTION 3 TOTAL = \$ _____

4 SATURDAY PACKAGE – ONE DAY ONLY

This **includes** only a ticket to the International Speech Contest and does not allow access to the educational sessions on Saturday, August 18. You may also purchase a ticket to the President's Dinner Dance.

____ Member(s)/Guest @ \$75.00 = \$ _____ ____ President's Dinner Dance @ \$85.00 = \$ _____
SECTION 4 TOTAL = \$ _____

5 "A LA CARTE" REGISTRATION

In order to purchase additional event tickets, you must have purchased package 2, 3, 4 or the "A La Carte" registration #5. A maximum of two additional tickets per event may be purchased – no exceptions! Access to all educational sessions included.

STEP 1	—		—	Member(s)/guest registration @ \$220.00 (received before July 23) \$245.00 (received after July 23)	=	\$	_____
				____ Golden Gavel Luncheon (Thursday) @ \$75.00	=	\$	_____
				____ Toastmasters & Guests Luncheon (Friday) @ \$55.00	=	\$	_____
STEP 2	—			____ Club Leadership Luncheon (Friday) @ \$55.00	=	\$	_____
				____ Folklorico Fun Night Dinner & Show (Friday) @ \$85.00	=	\$	_____
				____ International Speech Contest (Saturday) @ \$75.00	=	\$	_____
				____ President's Dinner Dance (Saturday) @ \$85.00	=	\$	_____
				TOTAL STEP 2	=	\$	_____
STEP 3	—			SECTION 5 TOTAL (Add Step 1 and Step 2 totals)	=	\$	_____

6 REGISTRATION TOTALS

SECTION 1 TOTAL = \$ _____
 SECTION 2 TOTAL = \$ _____
 SECTION 3 TOTAL = \$ _____
 SECTION 4 TOTAL = \$ _____
 SECTION 5 TOTAL = \$ _____
 TOTAL AMOUNT DUE = \$ _____

7 METHOD OF PAYMENT (U.S. DOLLARS)

DEADLINE: Advance registrations must reach World Headquarters by July 23. Cancellations and refund requests will not be accepted after July 23. Cancellations will not be accepted on-site – sorry, no exceptions!

SEATING PROCEDURES: World Headquarters will select your seats for the Golden Gavel Luncheon, Folklorico Fun Night, International Speech Contest and President's Dinner Dance. ***Toastmasters who wish to sit in a group must mail their registration forms together in the same envelope or register online together.***

Check enclosed for \$ _____ (U.S. dollars) payable to Toastmasters International.

MasterCard VISA American Express Discover Card Number _____

Expiration Date _____ Signature _____

For quick, easy and instant registration confirmation, register online at: www.toastmasters.org.

Mail or fax this form to: Toastmasters International, P.O. Box 9052, Mission Viejo, CA 92690 USA • Fax: (949) 858-1207 • Phone: (949) 858-8255

By attending this convention, attendees and speakers are hereby notified that their image or likeness in the form of live video, recorded video and still photography may be captured.

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Welcomes...

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2007 Convention
 August 15-18, 2007



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Hotel Registration Form

Arrival Date: _____ Departure Date: _____

Number of nights you will stay: _____

Number of people in room: _____

Approx. arrival time: _____

(CHECK-IN 4:00 P.M. - CHECK-OUT 12 NOON)

Method of transportation: Car Air Other

Late departures will be charged a full night's rate plus taxes.

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STANDARD GUEST ROOM	SUITE
\$139.00 Single/Double \$30 for third person per night	Phone hotel directly if suite is desired. Cost and availability vary.

Please Note: Special conference rates are based on reservations received by July 19, 2007, and room block availability.

After July 19, all subsequent reservations will be subject to availability at the current hotel rack rates.

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Name (Last) _____ (First) _____ (Initial) _____ Company _____

Address _____ City _____

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Make check or money order payable to the **J.W. Marriott Desert Ridge Resort & Spa.**

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SIGNATURE DATE

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To cancel your reservation call (800) 228-9290 or (480) 293-5000. If you fail to arrive by midnight the day of your scheduled arrival, your room will be released and may not be available. **You must cancel your reservation 7 days prior to arrival to avoid being charged one night's room and tax.** Fax: (480) 293-3891

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