

Lesson B2–3

Identifying Effective Speaking Techniques

Unit B. Employability in Agricultural/Horticultural Industry

Problem Area 2. Developing Communication Skills

Lesson 3. Identifying Effective Speaking Techniques

New Mexico Content Standard:

Pathway Strand: Communications

Standard: II: Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information within AFNR.

Benchmark: II-D: Develop speaking skills to present information orally in formal and informal situations.

Performance Standard: 1. Access a broad range of technical concepts, knowledge and vocabulary to develop and deliver formal presentations and to use in informal discussions. 2. Apply human relations' skills to contribute effectively to group discussions and meetings.

Student Learning Objectives. Instruction in this lesson should result in students achieving the following objectives:

1. Define oral communication.
 2. Identify techniques for effective speaking.
 3. Identify the three categories of speeches.
 4. Describe how to organize and prepare a speech.
 5. Describe how to properly present a speech.
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List of Resources. The following resources may be useful in teaching this lesson:

Recommended Resources. One of the following resources should be selected to accompany this lesson:

Cheek, Jimmy G., et al. *Effective Oral Communication*, Second Edition. Danville, Illinois: Interstate Publishers, Inc., 2000. (Textbook, Chapters 1, 3, and 5)

Hunter, Sharon, et al. *Developing Leadership and Personal Skills*. Danville, Illinois: Interstate Publishers, Inc., 1997. (Textbook, Chapter 24)

Other Resources. The following resources will be useful to students and teachers:

Applied Communication. 1988. Agency for Instructional Technology, P.O. Box A, Bloomington, IN 47402.

Ricketts, Cliff. *Leadership: Personal Development and Career Success*. Albany, New York: Delmar Publishers, 1997.

Understanding the Importance of Effective Communications Through the Spoken Word (#8369); *Understanding the Importance of Effective Communication Through the Written Word* (#8370); *Improving Communications Skills Through Organized Activities* (#8371); *Utilizing the Media for Effective Communication—Public Relations* (#8372). Instructional Material Service, Texas A&M University, F.E. Box 2588, College Station, TX 77843.

List of Equipment, Tools, Supplies, and Facilities

Writing surface
Overhead projector
Transparencies from attached masters
Copies of Student Lab Sheet

Terms. The following terms are presented in the lesson (shown in bold italics):

Body
Chronological order
Conclusion
Entertaining speech
Eye contact
Gesture
Informative speech
Introduction
Monotone
One-way communication
Oral communication

Oral technical report
Outline
Persuasive speech
Priority
Public speaking
Realia
Transition
Two-way communication

Interest Approach. Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situations. Two possible approaches are included here.

Approach One: Show a video tape of speeches at the National FFA Convention or news clips of famous leaders giving speeches. Have the students list techniques the speakers used that were effective. Discuss why those various techniques were effective.

Approach Two: Have the students make a list of individuals who they think are effective speakers. Once the list is compiled, have them discuss why these individuals were part of their list.

Summary of Content and Teaching Strategies

Objective I: Define oral communication.

Anticipated Problem: What is oral communication?

- I. **Oral communication** is the process of people sending and receiving information verbally.
 - A. Oral communication is not only the process of sending and receiving oral messages but also the process of creating a meaning through speech. There are two basic types of oral communication.
 1. **One-way communication**—the simplest and most basic approach to the communication process.
 - a. It includes three components: sender, message, and receiver.
 - b. This model does not ascribe receiver participation at all.
 2. **Two-way communication**—communication that involves the receiver's reaction or feedback to the sender's message.
 - B. **Public speaking** is a method of communication that uses oral methods of exchanging information.
 1. Spoken words are enhanced with nonverbal symbols, such as gestures and visuals.
 2. A good speech is focused on the audience—the listeners.

Many techniques can be used to help students understand this objective. Students need text materials to help understand the definition of oral communication. Chapter 1 in Effective Oral Communication and Chapter 24 in Developing Leadership and Personal Skills are recommended. Use TM: B2–3A to demonstrate one-way communication. Use TM: B2–3B to explain two-way communication. Use FFA activities such as the public speaking and parliamentary procedure contest as areas to reinforce examples of one-way and two-way communications.

Objective 2: Identify techniques for effective speaking.

Anticipated Problem: What are the proper techniques for effective speaking?

- II. A speaker should follow a set of guidelines and techniques for effective speaking.
 - A. There are 11 guidelines of effective speaking.
 1. Be prepared well ahead of time.
 2. Be organized, with all details well planned and thought through.
 3. Stay within the allotted time limit.
 4. Use an attention-getting introduction.
 5. Present yourself in an enthusiastic manner.
 6. Use facial expressions to influence your speech.
 7. Use notes in outline form.
 8. Maintain **eye contact** by looking into the eyes of your audience. This conveys the message, “I am talking with you, not at you.”
 9. Do not be **monotone**, or use the same tone of voice. Vary your pitch to emphasize points.
 10. Learn good techniques by watching and listening to other speakers.
 11. Spend time reading and becoming knowledgeable on your subject.
 - B. Techniques of effective speaking can be divided into three areas—selecting the message, organizing the message, and presenting the message.
 1. Select the message.
 - a. Decide what you want to say.
 - b. Match the message to the receiver.
 2. Organize the message.
 - a. Put the information in a pattern that the receiver will recognize.
 - (1) **Chronological order** is presenting information starting with the beginning and moving through to the end of a situation.
 - (2) **Priority** is discussing issues beginning with the most important and ending with the least important.
 - (3) Comparison and contrast
 - (4) Cause and effect
 - b. Use appropriate phrases to make the pattern clear to the listener.
 - c. Use visuals to clarify and illustrate your message.

- d. Prepare by thinking through what you want to say.
3. Present the message.
 - a. Use natural facial expressions, gestures, and appropriate posture.
 - b. Deliver the message with enthusiasm and sincerity.
 - c. Maintain eye contact with the receiver.
 - d. Speak loudly and clearly and slow enough to be understood.
 - e. Avoid slang and fillers such as “um,” “ya know,” and “like.”

Text materials will be helpful in mastering this objective. Chapter 24 in Developing Leadership and Personal Skills and Chapter 1 in Effective Oral Communication are suggested. Use TM: B2–3C to explain the guidelines of an effective speaker. Show a video of speeches at the National FFA Convention and have students find examples of speeches demonstrating these techniques. Use LS: B2–3A to assist students in developing good speaking skills.

Objective 3: Identify the three categories of speeches.

Anticipated Problem: What are the three categories of speeches?

- III. Public speaking is used to motivate or persuade, inform, or entertain.
 - A. A **persuasive speech** is one in which the speaker’s general purpose is to convince or persuade.
 1. It is used to arouse or excite the audience.
 2. Persuasive speakers tailor their messages to change listener’s attitudes and behaviors.
 3. In persuasive presentations the speaker implies that the listener should accept a particular viewpoint and then act accordingly.
 - B. An **informative speech** is one where the speaker assists the audience in learning or understanding something new. It is sometimes called an **oral technical report**.
 1. It is intended primarily to provide knowledge or to illuminate a subject.
 2. The information the speaker uses is basic to various topics.
 3. The listener is the learner with knowledge being the result of teaching.
 - C. An **entertaining speech** is one where the speaker’s general purpose is to provide entertainment.
 1. This type of speech is designed for telling jokes, stories, or clever comments.
 2. Sometimes it is used as an “attention getter” prior to accomplishing some other task.
 3. An example would be an “after dinner speech” at a meeting or a “humorous tribute” at a banquet.

Several techniques can be used to help students understand the various categories of speeches. Chapter 1 in Effective Oral Communication is suggested as text material. Have the students cite examples of speaking engagements which illustrate the three categories of speeches.

Objective 4: Describe how to organize and prepare a speech.

Anticipated Problem: How should a speech be properly prepared?

IV. Effective speakers organize their material so that it develops a specific purpose and stimulates interest in the speech.

- A. Selecting a topic is the first step in preparing a speech.
 1. It is important to select a topic appropriate to the audience.
 2. Don't try to cover the entire topic area, but take one phrase and expand upon it.
 3. Pinpoint your topic using accurate facts and information.
- B. Once the topic is decided upon, collect information.
 1. Use current materials as resources for information.
 2. Go to your local library or bookstore to get current books and magazines.
 3. Search databases on the Internet for information.
 4. Obtain pamphlets and research reports from universities or research stations.
 5. Use note cards or a computer to record information.
- C. Develop an *outline* as the framework of your speech.
 1. Most outlines are organized into three major parts—introduction, body, and conclusion.
 2. The **introduction** is the first part of your speech. It should be used to get the audience's attention and explain the purpose of your speech.
 - a. The introduction sets the stage for the rest of your presentation.
 - b. Seven techniques that can be used to create interest include references to a common place or occasion, compliments, dramatic statements, questions, stories, personal experiences, or quotations.
 3. The **body** of a speech provides the main information that you want to convey.
 - a. The body is usually limited to two to four main points.
 - b. The points are major topics in the outline. Supporting information is included under each topic area.
 - c. Most speeches use chronological order, motivational order, general-to-specific order, special order, or topical order as the format for the order of presentation of main points.
 - d. The most common errors with the body of the speech include too many major parts, not enough supporting material, rambling, and failure to use proper transitions.
 - (1) **Transitions** are words or phrases that connect various parts of the body of a speech.
 - (2) Transitions are used to help your speech flow better.
 4. The **conclusion** summarizes and reviews the content of your speech.

- a. One important function of the conclusion is to remind your audience of the specific purpose of your speech.
 - b. The conclusion should leave the audience in the proper frame of mind and provide closure to your speech.
- D. Use supporting materials to make speeches more effective.
- 1. **Realia** are real things or likenesses of real things.
 - 2. Commonly used supporting materials are models, specimens, audiovisuals, and hands-on activities.

Several techniques can be used to reinforce this objective. Providing text material will help students understand better. Chapter 3 in Effective Oral Communication is recommended. Use TM: B2–3D to illustrate an example of a note card that could be used for collecting information for a speech. Use TM: B2–3E to show an example of how students should set up an outline for their speech. Have students select a topic and begin to prepare a speech to be given at a later date.

Objective 5: Describe how to properly present a speech.

Anticipated Problem: What are the proper techniques in presenting a speech?

- V. There are many ways to develop and add meaning to your speech.
 - A. Avoid nervousness or repetitive mannerisms.
 - 1. If you are organized and prepared, you will appear confident.
 - 2. Some nervous energy is normal but it should be controlled energy.
 - B. Maintain good posture when presenting your speech.
 - 1. Do not lean on podiums or sit on furniture.
 - 2. Stand erect and tall. Give the image of confidence.
 - C. Speak distinctly and clearly and with a strong voice.
 - 1. If you arrive ahead of time, become familiar with the environment.
 - 2. Practice pronouncing unfamiliar words with distinctions and accuracy.
 - D. As you speak, do not forget to use eye contact. If you cannot look in the audience's eyes, focus just above their heads.
 - E. If you move around, do it smoothly and with significance to parts of your speech.
 - F. When presenting your speech, use pauses.
 - 1. Pauses will help to emphasize your message.
 - 2. Pauses also allow time for your audience to think about what you are saying.
 - G. Memorize your speech so you do not have to rely totally on your manuscript.
 - H. Gestures should be used naturally. A **gesture** is a body movement that can emphasize certain points.
 - I. Dress and groom appropriately for your speaking occasion. It is better to be overdressed than underdressed.

- J. Be sure to smile and act as you are enjoying the opportunity to speak. You should project an image of confidence and happiness.
- K. If appropriate, allow time for questions. Have answers ready for anticipated questions.

Use Chapter 24 in *Developing Leadership and Personal Skills* and Chapter 5 in *Effective Oral Communication* to help convey the proper techniques in delivering a speech. Have students review video tapes of speeches from the National FFA Convention and discuss the techniques that were demonstrated by the speeches.

Review/Summary. Focus the review and summary of the lesson around the student learning objectives. Call on students to explain the content associated with each objective. Use their responses as the basis for determining any areas that need to be covered again. Questions at the end of each chapter in the recommended textbooks may also be used in the review process. Use the lab activity in reviewing and reinforcing student learning.

Application. Application can involve the following student activity using the attached lab sheet:

Speaking Activity—LS: B2–3A

Evaluation. Evaluation should focus on student achievement of the objectives for the lesson. Various techniques can be used, such as student performance on the application activity. A sample written test is attached.

Answers to Sample Test:

Part One: Matching

1=f, 2=d, 3=a, 4=b, 5=g, 6=c, 7=e

Part Two: Completion

1=Oral communication

2=Two

3=persuasive

4=informative

5=introduction, body, and conclusion

Part Three: Short Answer

Answers will vary but should include five of the following guidelines:

1. Be prepared.
2. Be organized.

3. Stay within the allotted time limit.
4. Use an attention-getting introduction.
5. Present yourself in an enthusiastic manner.
6. Use facial expressions to influence your speech.
7. Use notes in outline form.
8. Maintain eye contact.
9. Do not be monotone.
10. Learn good techniques by watching and listening to other speakers.
11. Know your subject.

Test

Lesson B2–3: Identifying Effective Speaking Techniques

Part One: Matching

Instructions. Match the term with the correct response. Write the letter of the term by the definition.

- | | | |
|----------------|--------------------|-------------|
| a. transitions | d. gesture | g. monotone |
| b. conclusion | e. public speaking | |
| c. realia | f. outline | |

- _____ 1. General framework of a speech.
_____ 2. A body movement that can emphasize certain points in a speech.
_____ 3. Words or phrases that connect various parts of the body of a speech.
_____ 4. Ending of a speech.
_____ 5. Speaking in one pitch throughout a speech.
_____ 6. Examples or likenesses of real things.
_____ 7. Method of communication that uses oral methods of exchanging information.

Part Two: Completion

Instructions. Provide the word or words to complete the following statements.

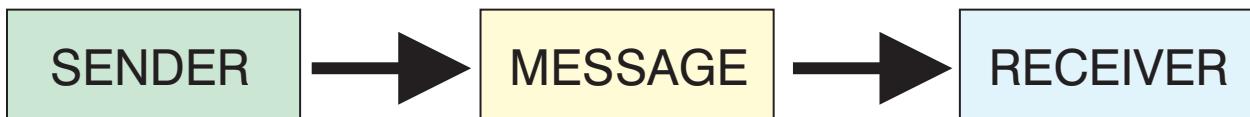
1. _____ is the process of people sending and receiving information verbally.
2. _____ -way communication involves the receiver's reaction or feedback.
3. A _____ speech is one where the speaker's general purpose is to convince the audience to believe or to do something.
4. An oral technical report is an example of an _____ speech.
5. The basic parts of an outline are the _____, _____, and _____.

Part Three: Short Answer

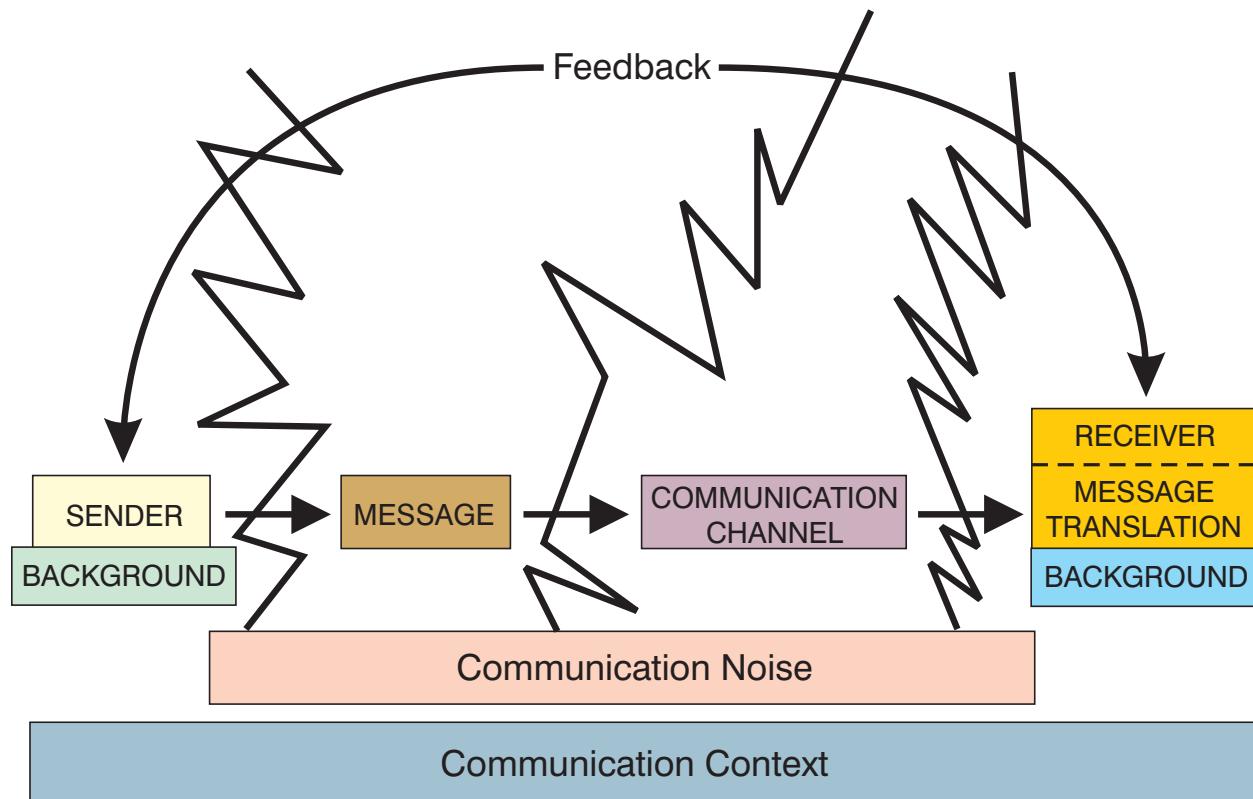
List five guidelines to follow in public speaking.

TM: B2–3A

One-way (Aristotelian) Communication Model



Two-way Communication Model



Eleven Guidelines of an Effective Speaker

- I. Be prepared.**
- 2. Be organized.**
- 3. Stay within the time limit.**
- 4. Use an attention-getting introduction.**
- 5. Be enthusiastic.**
- 6. Use facial expressions.**
- 7. Use notes.**
- 8. Maintain eye contact.**
- 9. Vary your voice.**
- 10. Learn from other speakers.**
- 11. Know your subject.**

Example of a Note Card Used for Collecting Information for a Speech

Resource Title: _____

Author: _____

Copyright: _____

Source/Publisher: _____

Information Summary: _____

Example of a Beginning Outline for a Speech on Recycling

Title: Recycling

Purpose: To convey the importance of recycling and encourage people to recycle

- I. Introduction (importance of recycling)
- II. Body
 - A. First Main Point (everyone can recycle)
 - 1. Subpoint number one (at home)
 - 2. Subpoint number two (at business)
 - B. Second Main Point (items to recycle)
 - 1. Subpoint number one (when)
 - 2. Subpoint number two (where)
 - 3. Subpoint number three (how)
- III. Conclusion (recycling needs to be done...)
 - A. Summary of main points
 - B. Action to take

Lab Sheet

Speaking Activity

Purpose:

1. To improve speaking skills.
2. To improve the pronunciation of various words.

Materials:

Lab sheet
Paper
Writing utensil

Procedure:

Read and follow the directions in each of the following sections.

Section I

Take turns listening to one another as the following lists are read aloud. Note on a sheet of paper any words the reader does not pronounce correctly.

Be careful not to put any unnecessary sounds in these words.

- | | | | |
|------------|--------------|----------------|------------------|
| 1. credit | 6. resume | 11. accumulate | 16. Washington |
| 2. assets | 7. sad | 12. card | 17. debt |
| 3. across | 8. contra | 13. facsimile | 18. alphanumeric |
| 4. wash | 9. elm | 14. discount | 19. customer |
| 5. receipt | 10. deferred | 15. country | 20. daughter |

Be careful not to omit any necessary vowel or consonant sounds in these words.

- | | | | |
|---------------|-----------------|-----------------|--------------|
| 1. equation | 7. numeric | 13. cycle | 19. friendly |
| 2. accounting | 8. accrued | 14. products | 20. width |
| 3. didn't | 9. debit | 15. promptly | 21. revenue |
| 4. length | 10. liabilities | 16. calculating | 22. running |
| 5. creditors | 11. recognize | 17. capital | 23. fifths |
| 6. library | 12. quantity | 18. claims | 24. integral |

Section II

Read each of the following sentences aloud twice—first in a monotone and then changing the pitch to emphasize the words you think deserve emphasis.

1. Would you believe the boss asked me for advice?
2. Only five more minutes until quitting time.
3. Mr. Johnson has insisted that we greet the public with a smile both on and off the telephone.
4. With today's sales we are over our month's goal with three days yet to go.
5. I just can't believe you could forget to run the payroll on payday.

Section III

Check your pronunciation of the simple, everyday words listed below. Practice your problem words daily until you have mastered the correct pronunciation.

Word	Right Rhyme	Wrong Rhyme
again	men	tin
any	penny	tinny
attract	act	tack
because	clause	buzz
beg	keg	vague
bury	berry	hurry
can	ban	bin
catch	latch	ketch
chair	wear	cheer
corps	core	corpse
figure	your	err
for	core	fur
get	set	sit
guess	less	miss
if	tiff	clef
instead	head	hid
just	must	mist
leg	keg	vague
library	prairie	berry
maybe	baby	webby