Lesson B2–4

Identifying Effective Speaking Techniques

Unit B. Employability in Agricultural/Horticultural Industry

Problem Area 2. Developing Communication Skills

Lesson 4. 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. Explain the importance of effective speaking techniques in the agriculture/horticulture business.

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.* Danville, Illinois: Interstate Publishers, Inc., 1995 (Textbook, Chapters 1, 3, and 5).

Stewart, Marshall, et al. *Developing Leadership and Communication Skills,* Second Edition. Upper Saddle River, New Jersey: Prentice Hall Interstate, 2004. (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.

Gibson, Jerry D., et al. *Agribusiness: Management, Marketing, Human Resources Development, Communication, and Technology.* Danville, Illinois: Interstate Publishers, Inc., 2001. (Textbook, Chapter 21)

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

Schroeder, Charles B., et al. *Introduction to Horticulture,* Fourth Edition. Upper Saddle River, New Jersey: Prentice Hall Interstate, 2004. (Textbook and Activity Manual, Chapter 2)

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):

Chronological order
Eye contact
Monotone
One-way communication
Oral communication
Priority

Public speaking
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. One possible approach is included here.

Show a video tape of speeches at the National FFA Convention, a video tape of a parliamentary procedure demonstration, 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.

Summary of Content and Teaching Strategies

Objective 1: 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 can work on summarizing agriculture articles or information then present their findings to the class. Following their presentation with a question and answer session would give them the opportunity to review both types of oral communication. Use TM: B2–4A to demonstrate one-way communication. Use TM: B2–4B to explain two-way communication.

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."

Participating in FFA activities such as the public speaking and parliamentary procedure CDE's would help students better understand one-way and two-way communications and how to identify techniques for effective speaking. Use TM: B2–4C to explain the guidelines of an effective speaker. Use LS: B2–4A to assist students in developing good speaking skills.

Objective 3: Explain the importance of effective speaking techniques in the agriculture/horticulture business.

Anticipated Problem: Why are effective speaking techniques important in the agriculture/horticulture business?

III. As in any business, it is important for people working in an agriculture business to possess effective speaking skills.

A. Effective speaking techniques are needed in production agriculture areas including landscape contracting, landscape designing, and landscape maintenance. Even though the employee may not come in direct contact or have continuous contact with the customer, they still have to communicate with other employees.

B. Effective speaking techniques are especially necessary in agriculture occupations where the employee comes in direct contact with the customer. Examples of these occupations include: salesperson, educational director, researcher, sales clerk, and buyer.

Demonstrate to students the importance of verbally communicating with others. Role play situations in which students act as both customer and employee. Review until students have mastered the objective.

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:

LS: B2–4A — Speaking Activity

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=slang, fillers
4=eye contact

Part Three: Short Answer

Select the message, organize the message, and present the message.

Sample Test Name_____

Test

Lesson B2–4: 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. priority	d. one-way communication	g. monotone
b. eye contact	e. public speaking	
c. chronological order	f. oral communication	

_____ 1. The process of people sending and receiving information verbally.

_____ 2. This method of communication does not ascribe receiver participation at all.

_____ 3. Discussing issues beginning with the most important and ending with the least important.

_____ 4. Looking into the eyes of the audience.

_____ 5. Speaking in one pitch throughout a speech.

_____ 6. Presenting information starting with the beginning and moving through to the end of a situation.

_____ 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. Avoid _____ and _____ such as "um," "ya know," and "like."
4. It is important to maintain _____ _____ with the audience, it conveys the message that you are speaking with the audience not at the audience.

Part Three: Short Answer

List the three divisions of effective speaking.

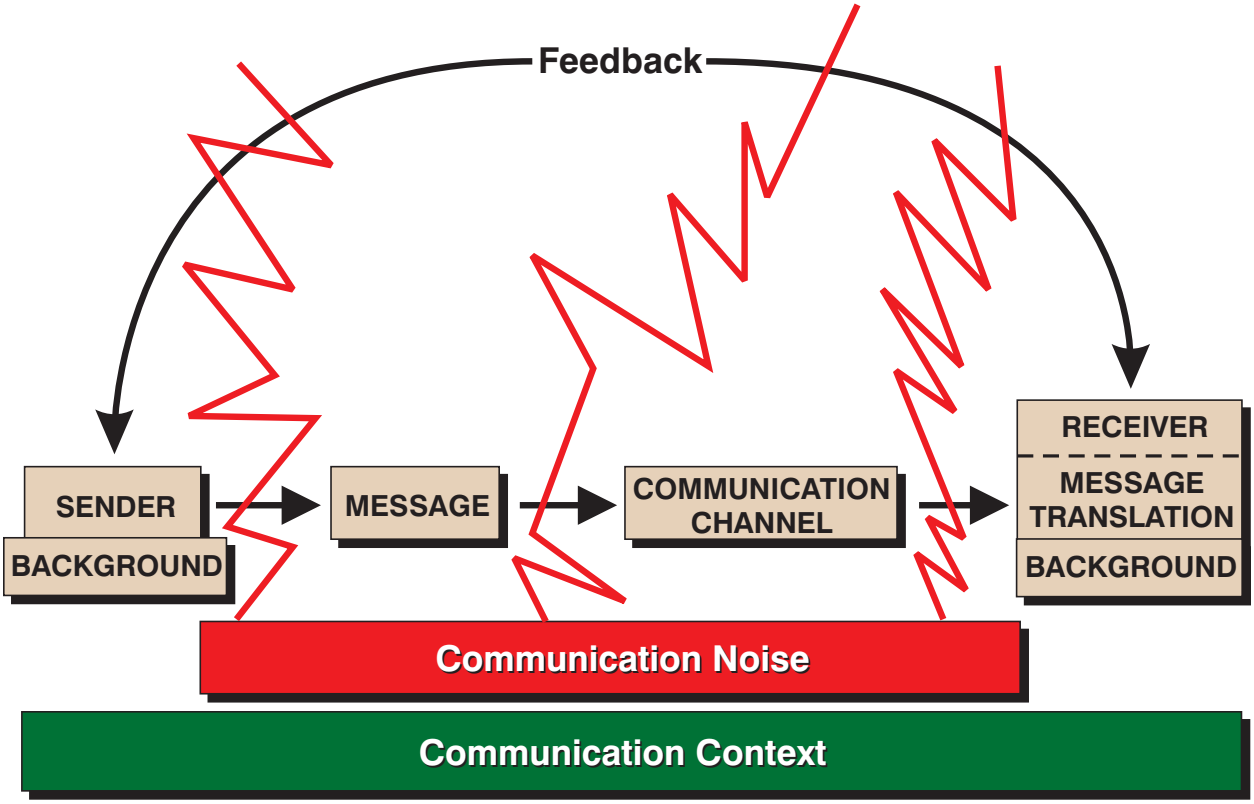
TM: B2–4A

ONE-WAY (ARISTOTELIAN) COMMUNICATION MODEL

(Courtesy, Interstate Publishers, Inc.)

TM: B2–4B

TWO-WAY COMMUNICATION MODEL



(Courtesy, Interstate Publishers, Inc.)

TM: B2–4C

ELEVEN GUIDELINES OF AN EFFECTIVE SPEAKER

1. 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.

 Name_____

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

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

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