# Speaking Skills

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

**1** Identify techniques for effective speaking.

**2** Identify the different categories of speeches.

**3** Describe how to organize, prepare, and deliver an informative speech.

**4** Deliver a brief prepared speech.

■ **List of Resources.** The following resources may be useful in teaching this lesson:

The World Wide Web is an invaluable tool to help teachers and students collect information on prepared speaking and speech compositions. Here are two resources that have been used to prepare this lesson:

http://712educators.about.com/cs/speeches/a/speechwriting.htm

http://www.speechtips.com

Hunter, S. (1995). *Effective Oral Communication.* Danville, IL: Interstate Publishers, Inc.

## ■ List of Equipment, Tools, Supplies, and Facilities

✓ Overhead or PowerPoint projector
✓ Visual(s) from accompanying master(s)
✓ Copies of sample test, lab sheet(s), and/or other items designed for duplication
✓ Materials listed on duplicated items
✓ Computers with Internet access
✓ Classroom resource and reference materials
✓ Videos or DVDs of different speakers
✓ Guest speaker(s), if available
✓ Note cards

## ■ Terms. The following terms are presented in this lesson (shown in bold italics):

► body
► conclusion
► entertaining speech
► enunciating
► informative speech
► intensity
► introduction
► persuasive speech
► pitch

## ■ Interest Approach. 
Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situation. A possible approach is included here.

*There may be times in your life when you will have to speak to an audience. Without practice, your anxiety will make this task difficult. The purpose of this lesson is to show you how to prepare speeches for different occasions and how to deliver those speeches to an intended audience. (Ask students about speeches they may have given, including oral reports. What was their impression of their speech attempt or the attempts of their peers? This discussion will establish a prior knowledge base of your students.)*

# SUMMARY OF CONTENT AND TEACHING STRATEGIES

**Objective 1:** Identify techniques for effective speaking.

**Anticipated Problem:** What are some techniques for effective speaking?

I. A speaker should follow a set of guidelines and techniques for effective speaking.

    A. Guidelines to consider for effective speaking include the following:
1. Being prepared
2. Being organized
3. Staying within the time limit
4. Using an attention-getting introduction
5. Being enthusiastic
6. Using notes
7. Maintaining eye contact
8. Using facial expressions
9. Varying one's voice
10. Knowing the subject

*Many techniques can be used to help students master this objective. As an example, students could use LS–A to evaluate the speeches of others. There are many available videos/DVDs of famous speeches that the teacher can obtain and then ask students to look for the above-mentioned guidelines, documenting where in the speech they observed that technique. This same activity may also be used with guest speakers in the classroom when students get more practice with listening for effective speaking. Evaluation of a guest speaker would occur after the guest speaker had left and the class was free to share their observations.*

## Objective 2: Identify the different categories of speeches.

**Anticipated Problem:** What are some categories of speeches?

II. Public speaking is used to motivate, persuade, perform, 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 listeners' 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 in which 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 in which the speaker's general purpose is to provide entertainment.

        1. This type of speech is designed for telling stories or clever comments. Sometimes it is used as an "attention-getter" prior to introducing some other task.

        2. An example would be an after-dinner speech or a humorous speech at a banquet.

*Many techniques can be used to help students master this objective. Have the students cite examples of the various types of speeches they have heard, or again, the teacher may play video of the various types of speeches for illustration.*

## Objective 3: Describe how to organize, prepare, and deliver an informative speech.

**Anticipated Problem:** How should an informative speech be properly organized, prepared, and delivered?

III. 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; select one aspect and expand on it.

        3. Pinpoint your topic using facts and information.

B.  Once the topic is determined, collect information.
   1.  Use correct materials as resources for information.
   2.  Use the library, bookstore, or Internet to get current information.
   3.  Use pamphlets or research reports from universities or research stations.
   4.  Use note cards or a computer to record information.
C.  Develop an outline as the framework of the speech.
   1.  Most outlines are organized into three major parts: the introduction, the body, and the conclusion.
   2.  The ***introduction*** is the first part of the speech. It should be used to get the audience's attention and explain the purpose of the speech.
      a.  The introduction sets the stage for the rest of the presentation.
      b.  Techniques that may 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 the speaker is wanting 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, topical order, or general-to-specific order as the format for the order of presentation of the main points.
      d.  The most common errors within the body of the speech include too many major points, not enough supporting material, rambling, and failure to use proper transitions to help the speech flow better.
   4.  The ***conclusion*** summarizes and reviews the content of the speech.
      a.  One important function of the conclusion is to remind the audience of the specific purpose of the speech.
      b.  The conclusion should leave the audience in the proper frame of mind and provide closure to the speech.
   5.  Delivery of the speech is perhaps the most important part of effective speaking. Without a good delivery, the message may be lost to the audience. There are several techniques used by effective speakers:
      a.  Breathing or taking a big breath before the start of the speech and then breathing often throughout the speech.
      b.  Varying ***pitch***, or voice inflection, makes presentations more interesting.
      c.  Selecting the appropriate ***intensity*** by being loud enough for everyone to hear, or speaking slightly louder than normal conversation.
      d.  Maintaining a constant rate of speech since speaking too fast or too slow will irritate and lose the audience.
      e.  Pronouncing words correctly.
      f.  ***Enunciating,*** or speaking clearly and precisely.

g.  Using appropriate body language to appear self-confident and relaxed. Eye contact is important, and distracting gestures like scratching or excessive walking will detract from the message.
h.  Ensuring visual aids are simple and readable to the audience. Visual aids can be used to keep an audience interested, such as models, graphs, maps, charts, photos, or drawings.

*Many techniques can be used to help students master this objective. Use VM–A, VM–B, LS–B, and LS–C to further illustrate how to organize, prepare, and deliver a speech. After students have completed the outline form of their speech, class time should be given to allow students to write a rough draft and final draft of their speech. Use VM–C as a rubric to assess student work.*

■ **Review/Summary.**  Use the student learning objectives to summarize the lesson. Have students explain the content associated with each objective. Student responses can be used in determining which objectives need to be reviewed or taught from a different angle.

■ **Application.**  Use the included visual masters and lab sheets to apply the information presented in the lesson.

■ **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 activities. A sample written test is provided.

■ **Answers to Sample Test:**

### Part One: Matching

1.  d
2.  b
3.  e
4.  c
5.  a

### Part Two: Completion

1.  Introduction; body; conclusion
2.  Enunciation
3.  Excessive walking; scratching

### Part Three: Short Answer

Any three of the following:

1.  Being prepared

2. Being organized
3. Staying within the time limit
4. Using an attention-getting introduction
5. Being enthusiastic
6. Using notes
7. Maintaining eye contact
8. Using facial expressions
9. Varying one's voice
10. Knowing the subject

Name _____

# Speaking Skills

▶ ## Part One: Matching

*Instructions:* **Match the term with the correct definition.**

a.  informative speech
b.  pitch
c.  entertaining speech

d.  intensity
e.  conclusion

_____1.  Being loud enough in voice to be heard

_____2.  Voice inflections

_____3.  The ending of a speech

_____4.  A speech meant to be light and entertaining, usually at a banquet

_____5.  A speech meant to relay facts and information

▶ ## Part Two: Completion

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

1.  The three basic parts of a speech outline are the _____, _____, and _____.

2.  Pronouncing your words clearly is _____.

3.  Two gestures that may distract your audience are _____ and _____.

▶ ## Part Three: Short Answer

*Instructions:* **Complete the following.**

List three guidelines of an effective speaker.

# Let Me Tell You a Story

## Overview

Each student will research and develop a topic for a three to five minute speech and will deliver the speech using proper public speaking technique accordingly:

♦ *Delivering the Speech:* Focus on fundamentals of speech delivery (i.e., introduction, clarity of purpose, language, bodily action/posture, eye contact/gestures, use of voice, enthusiasm/vigor, confidence/self-control, organization of material, conclusion).

## Procedures

1. In order to speak effectively using language appropriate to the situation and audience, students should experience sufficient learning opportunities to develop the following skills:

   ♦ Communicate effectively the intended message.
   ♦ Use effective nonverbal feedback (response) strategies.
   ♦ Use a variety of verbal and nonverbal cues.
   ♦ Speak clearly and confidently (e.g., use good volume, eye contact, body language).
   ♦ Use appropriate grammar, word choice, and pacing.

2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.

3. Provide opportunities for students to observe models of good public speaking.

4. Each student will select a topic for the speech. (NOTE: Teacher and students may brainstorm topics, or the teacher may develop a list of topics and assign them.)

5. Each student will research and develop an outline of the speech (i.e., Introduction, Main Points, First and Second Level Support, Conclusion).

6. Each student will practice the delivery of the speech before the assessment.

7. Each student will deliver a three to five minute speech on the topic agreed upon with the teacher.

8. Evaluate each student's performance using the rubric. Add each student's score per category to determine the performance level.

## Time Requirements

One to three class periods, depending on class size

## Resources

♦ Research resources
♦ Student Task Sheet
♦ Let Me Tell You a Story Rubric

# Let Me Tell You a Story

The assessment of a speech covers 10 major categories of good public speaking. Each of the categories will be evaluated on a six-point scale, with one to three points being weak and four to six points being strong qualities. Your task is to listen carefully to the speech and evaluate it on each of the 10 categories. While you are listening, you should also jot down on the bottom of the evaluation page the outline of the major points the speaker covers in the organization of the speech. Here is the explanation of the six-point scale and the 10 categories you are to assess.

## Six-Point Scale

1. Poor: Inferior in quality. The item is not present or is barely detectable.

2. Weak: The item is deficient of required criteria. Some attempt is made to use this in the speech, but that attempt does not impact the audience.

3. Fair: The item meets most criteria but is lacking at least one. The effect on the audience is detectable but minimal.

4. Adequate: The item meets minimum acceptable standards for the speaking assignment. All criteria are present but may not be well developed.

5. Good: The criteria for the assignment are fulfilled with greater detail and a level of development in places above the required minimum. Development of criteria may not be consistent throughout the speech.

6. Excellent: Consistent development of the criteria for an item throughout the speech. The attention to development of the item is clearly planned and carefully executed.

## Evaluation Criteria for the 10 Categories

1. Introduction: The speaker should identify clearly the subject of the speech and his or her purpose for speaking (e.g., persuade, inform, demonstrate, etc.). The introduction should be developed using one of the accepted patterns discussed in class (e.g., tell a story, unusual fact, anecdote, personal experience). The speaker should establish his or her

credibility (give proof that the speaker knows the topic well enough to speak about it as an authority of sorts).

2. Clarity of Purpose: The identified purpose for speaking should be evident throughout the body of the speech. The speaker should not deviate from the intended purpose for speaking. Transition devices and word choice should be selected with the purpose in mind and should link the elements of the speech together to achieve the purpose. Any comments that detract from the purpose should be absent; such comments will result in a lower score on this category of the evaluation.

3. Language: The choice of words and structure of sentences should be appropriate to the audience and occasion. An occasional slang term is OK, but the recurring use of inappropriate slang will lower the score on this category. Excessive use of slang without the proper motivation (necessary to achieve the particular purpose for speaking and appropriate to the audience) will result in an unsatisfactory rating (1–3).

4. Bodily Action/Posture: The speaker stands erect and comfortable with both feet a comfortable distance apart for good support. Speaker should appear alert but at ease with confidence. Distracting movements should not be present. At no time should the speaker slouch, lean on furniture, move unnecessarily, or fidget.

5. Eye Contact/Gestures: Eye contact should be nearly constant with the audience and should move frequently across all parts of the audience. No "locking on" to note cards or one particular part of the audience. Gestures should be smooth and integrated with the points being made in the speech. Gestures should not detract attention from the message or communicate excessive nervousness to the audience. Note cards should be read only momentarily to gain information and keep track of the speaker's next point. More frequent references to note cards will detract from the link to the audience and lower the score on this category.

6. Use of Voice: Voice should accent the points being made. Inflection, volume, speaking rate, accents, etc., should be chosen carefully to reinforce the message and blend smoothly with the speaker's appearance and gestures. Any elements of voice that detract from the effective communication of ideas (monotone, unvarying speaking rate, weak, volume, etc.) will lower the evaluation on this category.

7. Enthusiasm/Vigor: The speaker should demonstrate interest in the topic through the use of gestures, posture, voice, and word choice. A high degree of perceived interest and enthusiasm for the topic will result in a "6" evaluation. Very brief speeches lacking in detail and delivered in a monotone will indicate a lack of enthusiasm and will be rated 1 or 2 accordingly.

8. Confidence/Self-Control: The speech continues smoothly and without noticeable breaks from beginning to end. The speaker's use of eye contact, gestures, and posture indicate clear command of the situation. Nervousness that appears uncontrolled, stuttering pauses, and other signs of lack of preparation will result in a lowered score in this category.

9. Organization: The speaker should utilize clearly developed introduction, body, and conclusion sections of the speech. If the evaluator cannot construct a clear outline of the speech just by listening to the transitions and pauses, watching movements, and picking up the verbal cues to shifts in emphasis that signal new sections of the outline, the score will be lowered according to the degree of difficulty experienced in the attempt to outline the speech's content.

10. Conclusion: The speech should be summarized clearly. All main points covered in the organization of the speech should be touched upon one final time to remind the audience of the main ideas. The speech should make a smooth exit with no sense that we have been "dropped" by the speaker at the last moment. Clear evidence of a planned conclusion should be observed here.

Student's Name _____

# Let Me Tell You a Story

♦ Exceeds standard (55–60 total points)

♦ Meets standard (40–54 total points)

♦ Approaches standard (26–39 total points)

♦ Begins standard (10–25 total points)

♦ Absent (0–10 total points)

| Point Values | 1 | 2 | 3 | 4 | 5 | 6 | Totals |
|---|---|---|---|---|---|---|---|
| Introduction | | | | | | | |
| Clarity of Purpose | | | | | | | |
| Language | | | | | | | |
| Bodily Action/Posture | | | | | | | |
| Eye Contact/Gestures | | | | | | | |
| Use of Voice | | | | | | | |
| Enthusiasm/Vigor | | | | | | | |
| Confidence/Self-Control | | | | | | | |
| Organization | | | | | | | |
| Conclusion | | | | | | | |
| Total Points: | | | | | | | |

Speech Outline: (List main points presented in speech.)

Adapted from Washington Community High School, District 308, Speaking and Listening In-House Assessment.

# EXAMPLE OF A NOTE CARD USED FOR COLLECTING INFORMATION FOR A SPEECH

Resource Title:

Author:

Copyright:

Source/Publisher:

Information Summary:

# EXAMPLES 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. Sub-point number one (at home)
       2. Sub-point number two (at work)

    B. Second Main Point (items to recycle)
       1. Sub-point number one (when)
       2. Sub-point number two (where)
       3. Sub-point number three (how)

III. Conclusion (recycling needs to be done)

    A. Summary of main points
    B. Action to take

# SCORING RUBRIC FOR SHORT INFORMATIVE SPEECH

| | 1 | 2 | 3 | 4 | Total |
|---|---|---|---|---|---|
| Organization | Audience cannot understand presentation because there is no sequence of information. | Audience has difficulty following presentation because student jumps around. | Student presents information in logical sequence which audience can follow. | Student presents information in logical, interesting sequence which audience can follow. | |
| Subject Knowledge | Student does not have grasp of information; student cannot answer questions about subject. | Student is uncomfortable with information and is able to answer only rudimentary questions. | Student is at ease with expected answers to all questions, but fails to elaborate. | Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration. | |
| Eye Contact | Student reads all of report with no eye contact. | Student occasionally uses eye contact, but still reads most of report. | Student maintains eye contact most of the time but frequently returns to notes. | Student maintains eye contact with audience, seldom returning to notes. | |
| Elocution | Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear. | Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. | Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation. | Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. | |
| | | | | Total Points: | |

♦ 12–16 points: Meets or exceeds standards

♦ 8–12 points: Meets some standards

♦ 0–8 points: Does not meet standards

*Developed by Information Technology Evaluation Services, NC Department of Public Instruction.*

# Observing Techniques of Effective Speakers

## Purpose

The purpose of this activity is to illustrate to students the guidelines of effective speaking.

## Objectives

1. Visualize the techniques used by effective speakers.

2. Recognize the techniques that make speeches effective or ineffective.

## Materials

♦ paper
♦ writing utensil
♦ videos of speeches
♦ guest speakers on topics of interest to students

## Procedure

1. Have students list the guidelines of effective speakers on their papers.

2. Show a video of a speaker delivering a speech. (Some possible examples might be the class valedictorian from last year's graduation, a political speech, a famous speech like Martin Luther King's "I Have a Dream" speech, etc.) Speeches in which both the speaker and audience can be seen will be better examples.

3. Have students write down examples in which they observe the guidelines of an effective speaker being used as they watch the speech.

4. Discuss the speech with the class by asking students to share their observations and by having students discuss any elements of a good speech they felt were missing.

# Organizing an Informative Speech: Note Cards to Store Information

## Purpose

The purpose of this activity is to illustrate to students how to collect and organize information that will be used in an informative speech.

## Objective

1. Explain how to organize information that will be used to build an informative speech.

## Materials

♦ writing utensil
♦ note cards
♦ access to library or Internet resources on selected topic
♦ copies of VM–A for all students

## Procedure

1. Assign each student a topic related to health care.

2. Show and provide each student a copy of VM–A, which illustrates how note cards may be used to gather information, and assign students the task of completing a note card for each of three resources they must research in order to compile information about their speech topic.

3. Provide access to a library or the Internet for research on their topic area.

4. Facilitate student research with librarian and teacher accessibility during the research process.

5. Monitor for current information.

6. Collect and grade note cards, using VM–A as a guide.

# Preparing the Informative Speech

## Purpose

The purpose of this activity is to allow students to begin preparing their speech introduction, body, and conclusion based on the research material they have previously gathered.

## Objectives

1. Develop an outline of the introduction of an informative speech.

2. Develop the outline of the body of an informative speech.

3. Develop the outline of the conclusion of an informative speech.

## Materials

♦ writing utensil
♦ note cards used in gathering information
♦ paper
♦ copies of VM–B for all students

## Procedure

1. Hand out copies of VM–B to all students.

2. Ask students to have all reference materials at hand.

3. Assign students to write a rough draft of their speech in outline form using their reference materials.

4. Collect and grade outline, using VM–B as a guide.