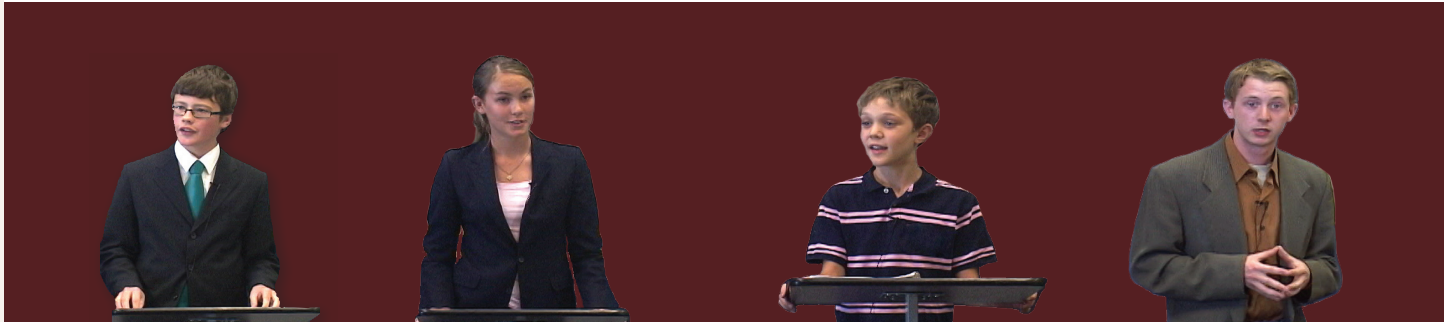


Speech Boot Camp

Introduction to Public Speaking



Teacher's Notes



By: Andrew Pudewa
with Maria Gerber & Jill Pike



INSTITUTE FOR
Excellence in Writing
An effective method for teaching writing skills

Speech Boot Camp

Teacher's Notes

by

Andrew Pudewa

with Jill Pike & Maria Gerber

First Edition, 2010
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Speech Boot Camp

Teacher's Notes

First Edition, 2010

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Objectives

This video seminar provides training in basic speech preparation and delivery. Students (trainees) will prepare and deliver four speeches: Self-Introduction, Narrative, Descriptive, and Persuasive. Trainees will also receive instruction in effective speech delivery.

Overview

The Speech Boot Camp was originally offered as a two-week intensive seminar. Students met on four consecutive Tuesdays and Thursdays for three hours each. When they were not in class, they were furiously working on and practicing their speeches. Since most families would find this kind of boot camp difficult to implement, we have taken that intensive seminar and stretched it out to eleven sessions, which can be presented at whatever pace suits your schedule. Each session requires one hour to complete. One session per week is the most common method of implementation. You may desire to add a twelfth session to have a party and give selected trainees the opportunity to give their speech again to the entire group.

Since this seminar prepares trainees for *public* speaking, it is necessary that they have an audience to practice on. Although single families could use the seminar and practice giving the speeches at home, it is best taught in a group setting. By inviting another family or several families to participate with you, the Speech Boot Camp will be much more effective and fun for all involved.

Preparation

Because all the instruction is presented on the DVD with complete notes and handouts prepared, there is very little preparation time needed. You do not need to preview the DVDs for content—just pop in and play. The teacher's notes will tell you how long to watch each DVD and contain complete notes of the DVD contents. The sessions require an hour of time but can be squeezed into forty-five minutes if you must. Plan on watching the DVD with your trainees to encourage them to take this seriously.

Prepare a notebook for each trainee. A three-ring binder with four tabs will suffice. The tabs can be labeled: Notes, Speech in Progress, Completed Speeches, and Evaluation Forms. Place all the handouts behind the Notes tab, and the rest of the tabs are self-explanatory. The trainees will be receiving speech evaluations from their peers on quarter sheets of paper, so a pocket or Ziploc bag with holes punched would be useful to contain them.

On the speech days, you will need a room suitable for speeches with some kind of lectern. A music stand can work, but the heavier the lectern the more secure a speaker will feel. You will also need a timing device—a kitchen timer is perfect. If you have more than eight trainees, you will not be able to hear all the speeches in an hour. Either plan on splitting up into two groups (requiring two rooms, two lecterns, two timers and two instructors), or plan on more speech days.

You will also need to have printed out extra Speech Evaluation forms for speech days. Specific instructions for printing are in the teacher's notes, and all the evaluation forms are located in the back matter of this document.

Scope and Sequence

You will need 60 minutes to complete each session.

Session	Disc	Instruction	Speech Given	Homework
1	1	Delivery Critiquing a Speech Self-Introduction Speech Examples		Prepare an introductory speech outline and practice the speech.
2			Self-Introduction	Process evaluations.
3	1	Elements of a Narrative Speech Narrative Speech Examples Selecting a Narrative Topic		Prepare a narrative speech outline.
4	2	Poise, "Uh," Eye Contact Making Things Interesting Helpful Evaluations Student Speech Examples		Practice and polish a narrative speech.
5			Narrative	Process evaluations.
6	2	Elements of a Descriptive Speech Descriptive Speech Example		Prepare a descriptive speech outline.
7	3	Gestures, Locution, Eye Contact and Smiling Helpful Peer Evaluation Suggestions for Practicing, Memorizing, and Improving Student Speech Examples		Practice and polish a descriptive speech.
8			Descriptive	Process evaluations.
9	3	What is Persuasive Speaking? The Persuasive Model Persuasive Strategies Persuasive Speech Example		Prepare a persuasive speech outline.
10	4	Vocal Coaching (Mrs. Norholm) The Science of Persuasiveness Student Speech Examples		Practice and polish a persuasive speech.
11			Persuasive	Process evaluations.
12		Optional Speech Party with Speeches		

You may plan to do one or two sessions a week (most classes choose the weekly option).

If you desire to give this seminar in its original, two-week Boot Camp pace, simply assign the Self-Introduction Speech by giving the student the instructions and sample outlines in the mail so they can prepare the speech before the first class. Then plan on meeting four times for three hours each (Tues/Thurs or Wed/Fri, etc.) and watch one disc per meeting. Instead of watching the student speech examples, have the trainees give their speeches.

Speech Boot Camp

Disc Times

Note: The discs contain more breaks than are listed in the menu. Each box indicates what is provided in the disc menu; however the chapter skips will take you to the other submenu items listed as bullet points below.

Disc 1: Into the Fire

Self-Introduction & Planning a Narrative Speech

Title	Time
Introduction	0:00
Delivery	3:20
Speaker Evaluation Form	20:01
Self-Introduction Speech Examples	
• Stevie's Introduction	28:54
• Alexa's Introduction	33:02
• Elaina's Introduction	38:23
Elements of Narrative Speeches	43:00
• Story Structure: Characters and Setting	45:08
• Story Structure: Conflict/Problem	49:08
• Story Structure: Climax/Resolution	51:50
Preparing to Deliver a Narrative Speech	59:35
Narrative Speech Examples	
• The Golden Rat	1:04:34
• A Mountain Hike	1:08:17
Narrative Speech Evaluation	1:13:29
Tips for Selecting a Narr. Speech Topic	1:17:02
• Topic Ideas from Students	1:20:03
Feedback from Peers	1:24:01
End of Disc	1:24:04

Disc 2: The 10-Mile Run

Narrative Speeches & Organizing a Descriptive Speech

Title	Time
Poise	0:00
The Wizard of Uhs	3:46
• Reading Speed	5:15
Eye Contact	6:59
What Makes Things Interesting?	10:53
Helpful Evaluations	17:51
• Time Limit Reminders	25:56
Student Speech Examples	27:57
• Joey's Story	28:04
• Elias's Story	31:20
• Emily's Story	35:50
Elements of a Descriptive Speech	40:13
• Introduction: Attention Getters	45:26
• Example Attention Getter and Topics	50:34
Finding a Subject and Supporting Topics	53:14
Coming up with Details by Asking Questions	50:34
What Are Your Ideas?	53:14
• Getting the Details	1:02:07
• More Ideas	1:06:24
Tip: Consider the Five Senses	1:10:31
Example Descriptive Speech	1:13:58
Conclusion (1:19:21)	
End of Disc	1:19:45

Disc 3: Obstacle Courses

Descriptive Speeches & Planning a Persuasive Speech

Title	Time
Gestures	0:00
Locution: Volume	3:50
Eye Contact and Smiling	12:42
Helpful Peer Evaluation	15:36
Suggestions for Practicing	19:07
Suggestions for Memorizing	23:20
Suggestions for Improving	29:44
Student Samples	
• Golf Tournament	31:08
• Autism	36:17
• Guitar History	40:19
What is Persuasive Speaking?	45:49
The Persuasive Model	49:52
The Strategy for a Persuasive Presentation	55:15
• The Argument	1:00:11
• Flipping the Essay	1:02:45
• Dogs vs. Cats	1:04:00
• Television	1:07:36
Example Persuasive Speech	1:18:16
Conclusion (1:27:55)	
End of Disc	1:29:06

Disc 4: The Finish Line

Persuasive Speeches & Application

Title	Time
Opening Remarks from Andrew Pudewa	0:00
Mrs. Norholm, Vocal Coach	0:58
Warm-Ups	6:54
The Science of Persuasiveness	10:45
• Reciprocity	12:43
• Consistency	14:47
• Social Validation	15:55
• Likability	17:04
• Authority	18:38
• Scarcity	21:01
Have Fun	22:24
Rebuttal to Patrick's Speech: Seeds of Deception	23:59
Student Speech Examples	
• Should the Penny Be Eliminated?	26:30
• Is Fast Food Worth Buying?	33:03
• PC or Mac?	38:37
Closing Comments: Other Speaking Opportunities	42:44
End of Disc	43:40

Session 1 Delivery and Self-Introduction Speech Preparation

Class Overview

This is the only session where the DVD viewing will be uninterrupted. Since this is the first class, the teacher will need to stop the disc now and then to reinforce the instruction provided on the DVD.

- Trainees will need a set of student notes and a notebook.
- Watch Disc 1 starting at the beginning. Note: The students on the DVD were given an assignment to write a self-introduction speech before coming to class. Your trainees will receive that assignment at the end of this session.
- Stop the DVD at the Self-Introduction Speech examples and instruct trainees to evaluate those speeches using the speech evaluation forms provided in the student notes. Caution trainees to evaluate the DVD example speeches as if those students were in the room (be positive, encouraging). Restart the DVD and evaluate the three student sample speeches.
- Stop the DVD after the third self-introduction speech example, and then review the homework sheet.
- The total viewing time is almost 39 minutes. You will need a few minutes to prepare trainees to evaluate the DVD speeches, and 5–10 minutes to explain the homework. If time is short, skip some of the evaluation of the speeches on the DVD.

Teacher Preparation

Each student will need a copy of the [Speech Boot Camp: Trainee Materials](#). (You should have received it when you downloaded these teacher’s notes.)

Introduction and Delivery

(00:00–20:01)

Mr. Pudewa introduces the course to the trainees and begins a brainstorm session on how to deliver a good speech. He explains that there are two aspects to speeches: locution (structure and content) and elocution (delivery). After considering the different aspects of delivery, the elements are categorized according to **Poise**, **Locution** (elocution), **Eye Contact**, and **Persuasiveness**.

Volume	Loud enough for all to hear.	L
Speed	Speaking too fast, too slowly, or with no variation are all problems.	L
Accuracy	Clear speech, appropriate words.	L
Posture	Stiff vs. loose, moving around enough but not too much.	Po
Eye contact	Look at your audience. Don’t focus on just one person and don’t stare at the wall. Try to make eye contact with many people right off the bat.	E
Enunciation	Speak more clearly than you would normally.	L
Demeanor	Not too silly or too serious.	E, Po
Structure	Avoid rambling.	Pe
Smile	If you smile, they will smile back.	Po, Pe
Vocabulary	Appropriate for genre and audience. Avoid <i>like, stuff, uh</i> and <i>um, cool, awesome</i> .	L
Energy	Show your true feelings, have passion, use gestures, facial expressions.	Po, Pe
Attire	Dress properly. Mark Twain: “Clothes make the man. Naked people have had little impact on society.” Wearing formal clothing will make your speech more professional.	Po
Interaction	Ask questions or ask for raise of hands.	Pe
Persuasiveness	Getting your audience to agree with your point of view.	

Speaker Evaluation Form

(20:01–28:54)

Mr. Pudewa shows trainees the evaluation form and discusses how to use it. His recommendations are written on the evaluation form in the trainee notes to be used to evaluate the student sample speeches.

Sample Speeches

(28:54–43:00)

Before watching this section, remind trainees that they should evaluate these students as if they were present in the class: practice makes permanent! During each speech, trainees will fill out the evaluation form to practice for when they evaluate each other in the classes to come.

After each sample speech, stop the disc and go over the trainee evaluations. What did the sample speaker do well? What could be better? Did your trainees offer constructive criticism?

Note: Each sample student speech is about five minutes long. If you are short on time, you might choose not to watch them all.

Homework

(no DVD)

Go over the Session 1 homework sheet. Your trainees will prepare a self-introduction speech to be given in the next class section. The trainee manual contains a sample outline from one of the student samples as well as an outline template that your trainees can use to prepare their speech.

Remind trainees that they should not write out a speech, but rather create an outline and then practice using that outline to give their speech in preparation for the next session. This is the only speech that trainees will have to create without previous DVD instructions. All the rest of the speeches will be modeled on the DVD prior to the trainee having to write it.

Be sure trainees understand that their speech should be at least four minutes and not longer than five minutes long. They should practice and time their speech. If it is too short they will either need to add more information, or practice speaking more slowly. If it is too long, they will likely need to reduce the content.

Class Overview

This session is devoted to trainee speeches. There is no DVD instruction for this session.

Teacher Preparation

The forms needed for this class are located in the back matter of this document. Prepare enough of the *Instructor Evaluation: Self-Introduction Speech* for each teacher or facilitator to evaluate the trainees in their group. Prepare enough *Speaker Evaluation Forms* for each trainee to evaluate each of their peers (number of trainees speaking times number of trainees watching). You will also need a kitchen timer or stopwatch for each group and some sort of podium or music stand for the speaker to use.

Speeches

Plan on about seven minutes per trainee: five minutes for the speech, and about two minutes for written and oral feedback. It is important to keep things moving or not everyone will be able to give their speech.

Self-Introduction speeches should take about five minutes each. At seven minutes per trainee, you can only hear eight speeches in an hour. If your class is very large, you will need to divide into smaller groups so that all the speeches can be given within your class time. You will need a facilitator for each of these groups, and you can adjust the number of *Speaker Evaluation Forms* accordingly.

Facilitators of each group will need a timing device (stopwatch or kitchen timer). Assign a trainee, parent, or younger sibling to be the timer. This person can set the kitchen timer for five minutes. The timer can silently alert the speaker how his time is passing. The timer can signal with three fingers at three minutes left, then two then one as the clock ticks down. Mr. Pudewa will discuss timing in more detail in Session 4. Watching the clock now will ensure that trainees do not speak too long so that there will be enough time for each trainee to give his speech.

After each trainee gives his speech, the class should have a minute to write down their comments and then have a minute to share oral feedback—one or two things that went well and one or two things that could be done to improve the speech or its delivery. This is not much time and you will feel rushed, but that is the way of speech events. Learn to write while a speech is being given so that you do not need much time to write after the speech.

After feedback is complete, facilitators should collect the feedback forms to return to the trainees at the end of the class time. If trainees receive their feedback immediately, they will want to read it instead of listening to the next speech.

Since trainees will be receiving numerous forms, you may want them to have a quart-size Ziploc bag to keep their feedback forms in. By punching holes in the bag, it can be kept in the trainee's Speech Boot Camp notebook.

If there is still time after all the speeches are given, use the remaining time to discuss what worked well overall and what trainees could do to improve their speeches for the next time.

Homework

Trainees should review their feedback forms and fill out the outline to summarize their strengths and determine what to improve on their next speech.

Class Overview

- This class will be spent learning how to prepare a narrative speech. Trainees will hear two narrative speeches, evaluate how to effectively prepare narrative speeches, and consider possible speech topics.
- Start Disc 1 at “Elements of Narrative Speeches” and watch to the end of the disc without stopping. The total viewing time is approximately 41 minutes.
- The trainee’s homework is to choose a narrative topic and create an outline for a narrative speech which will be given in Session 5.

Elements of Narrative Speeches

(43:00–1:04:34)

Narrative speeches follow the Story Sequence model. There are three parts to a story as illustrated to the right. To determine what part of the story to put where, the writer will ask himself questions to determine how to create the outline.

A narrative speech can have a moral or message expressing what is learned or gained. It can also be a bit of history, such as the story of Joan of Arc.

The narrative speech should be three to four minutes in length. It can be paced as follows:

Setting the background	1 minute
Explaining the conflict	1–2 minutes
Climax/resolution	1 min or so
Total length:	3–4 minutes

Narrative Speech Story Structure

Dramatic Opener

- I. Character(s) & Setting (set up)
Who? –like? personality
When?
Where? —image
- II. Conflict/Problem
What want/need?
What think/say?
What do?
- III. Climax/Resolution
How solved?
Message/lesson

Narrative Speech Examples & Evaluation

(1:04:34–1:17:02)

After describing how the narrative speech story structure works, Mr. Pudewa demonstrates how a story follows the model by telling a story about a bronze rat. He then has another assistant tell a story about a mountain hike and the students on the DVD evaluate how that story followed the model. Mr. Pudewa also discusses how a dramatic opener may be used to improve a story.

Tips for Selecting a Narrative Speech Topic & Feedback from Peers

(1:17:02–1:24:04)

Mr. Pudewa explains how to give a better speech with fewer notes.

- Less notes + increased practice = increased eye contact and freedom
- Increased notes = less eye contact, less freedom
- Maximum efficiency: large type, more space, not sloppy

Some ideas for narrative speeches: bad experience when young, a historical battle, a music lesson, retell a movie or a scene from a movie, incident from a biography, fairy tale, Greek myth, Bible story, a historical event. The students on the disc only had two days to complete their speech. Your trainees will not need to give their speech until Session 5.

Mr. Pudewa also recommends having trainees try reading 100 words out loud to see what their oral reading speed is. A 100-word selection is provided in the trainee’s materials to use to time themselves reading at home. If you still have time at the end of the class, have your trainees share what they discovered reading their feedback and what things they are eager to implement in their next speech.

Homework

The outline used by Andrew for his Mountain Hike story and a narrative speech outline template are provided in the Trainee Manual. Read through the homework assignment and be sure trainees understand what is required for the next session.

Class Overview

- Trainees will learn specific ways they can polish their speeches and discover how they can offer better feedback to one another.
- Watch Disc 2 from the beginning and stop the DVD after the sample student speeches. Trainees will evaluate the sample speeches as they did in Session 1.
- Total viewing time: just over 40 minutes.
- The trainee homework is to polish and practice their narrative speech in preparation for giving it in Session 5.

Poise, Locution, Eye Contact, and Persuasiveness (00:00–17:51)

Mr. Pudewa goes through the student evaluation sheet to explain how trainees might improve their performance in these four areas. More detailed notes are provided in the Trainee Materials.

Joey's sample speech notes that Mr. Pudewa held up for the class are included in the trainee materials if you want to examine them more closely.

Helpful Evaluations & Time Limits (17:51–27:57)

Have trainees look at their sample speaker evaluations for the tips that Mr. Pudewa presents on the DVD. Mr. Pudewa also emphasizes how to time trainee speeches.

Student Speech Examples (27:57–40:13)

Trainees should again be advised to treat the video students as if they were in class with them. Be sure to assign one student to be the "Wizard of Uhs" to count the uhs in the sample speeches. The tally can be made right on the Speaker Evaluation.

If there is time, have trainees pull out their narrative outlines and team up with fellow trainees for feedback on how their outlines look.

Homework

Remind trainees to polish and practice their narrative speeches this week in order to present them in the next session.

Class Overview

This session is devoted to trainee speeches. There is no DVD instruction for this session.

Teacher Preparation

The forms needed for this class are located in the back matter of this document. Prepare enough of the *Instructor Evaluation: Narrative Speech* for each teacher or facilitator to evaluate the trainees in their group. Prepare enough *Speaker Evaluation Forms* for each trainee to evaluate each of their peers (number of trainees speaking times number of trainees watching). You will also need a kitchen timer or stopwatch and podium or music stand for each group.

Speeches

Plan on about six minutes per trainee: four minutes for the speech and about two minutes for written and oral feedback. Divide your class as needed.

Speeches will need to be timed. Be sure the timer understands how to signal the speaker. Timers should be set for four minutes, and finger signals given at three minutes, two minutes, one minute, and thirty seconds. The last ten seconds can be counted down on the fingers as described on the DVD last week. Again, watching the clock now will ensure that trainees do not speak too long so that there will be enough time for each trainee to give their speech. The timer should announce how long each speech was so the number can be placed on the Instructor Evaluation sheet.

Be sure to assign one trainee to be the “Wizard of Uhs.” This person will simply create a tally for each “uh” or “um” or other similar verbal pause. The tally can be made on a Speaker Evaluation Form. The teacher should ask for the “uh” tally for the Instructor Evaluation.

After each trainee gives his speech, the class should have a minute to write down their comments and then have a minute to share oral feedback—one or two things that went well and one or two things that could be done to improve the speech or its delivery. Facilitators should collect the feedback to return to the trainees at the end of the class time. If speakers receive their feedback immediately, they will want to read it instead of listening to the next speech.

If there is still time after all the speeches are given, use the remaining time to discuss what worked well overall and what trainees could do to improve their speeches for the next time.

Homework

Trainees should review their feedback forms and fill out the outline to summarize their strengths and determine what to improve on their next speech.

Class Overview

- This class will be spent learning how to prepare a descriptive speech (also known as an expository speech). After learning the elements of a descriptive speech and discussing possible subjects and topics, trainees will watch and discuss a sample descriptive speech.
- Start Disc 2 at “Elements of a Descriptive Speech” and watch to the end of the disc without stopping. The total viewing time is approximately 40 minutes.
- The student homework is to choose a descriptive speech subject, choose three topics, and create an outline for a descriptive speech which will be given in Session 8.

Elements of a Descriptive Speech

(40:13–1:19:45)

Descriptive Speech — 5 minutes

- I. Introduction (½ - 1 minute)
 1. Attention (vivid picture, humor, question, sound, dialog, shock, action)
 2. background information (time, place, context)
 3. State/mention 3 topics
- II. Topic 1 (1 minute)
 - 1.
 2. (details)
 - 3.
 - 4.
- III. Topic 2 (1 minute)
 - 1.
 2. (details)
 - 3.
 - 4.
- IV. Topic 3 (1 minute)
 - 1.
 2. (details)
 - 3.
 - 4.
- V. Conclusion (½ - 1 minute)
 1. Restate topics/Echo intro
 2. Most Important
 3. Why
 4. Strong finish

<u>Brain Questions</u>
Who
What
Where
Why
When
How

Best?
Worst?
Value?
Problems?
Nature?

<u>5 Senses</u>
touch/feel?
taste?
hearing/sound?
smell?
sight/look?

<u>Possible Subjects/Topics</u>
<u>Swimming</u>
Benefits
Learning to swim
Effects
Fun
Value
Dangers/problems
<u>Music</u>
Instruments
Genres/styles
Learning to play
Performing
Listening
Theory
Effects
<u>Football Games</u>
TV timeouts
Dangers
Ignorance
Energy
Plays/strategies/skill
Food

If there is time after watching the DVD, brainstorm with your group ideas for their descriptive speech and possible topics. It would help them all if they leave with a subject and possible topics in hand.

Homework

Trainees will need to prepare an outline to give a descriptive speech and bring that outline to the next session. An outline of Christine’s sample speech plus a descriptive outline template is provided in the trainee notes.

- Steps:**
1. Pick a subject. If too broad, choose a smaller part of that larger subject.
 2. Think possible topics.
 3. Choose three topics that are related in some way. You might want to sort them into giving a positive or a negative spin on the subject, or some combination of the two.
 4. Find details—ask questions (see Brain Question box).
 5. Bring your completed outline to the next session.

Class Overview

- Trainees will learn more specific ways they can polish their speeches with gestures, correct breathing, eye contact and smiling. Peer evaluation will also be further improved. Suggestions for practicing, memorizing and improving speeches will be given.
- Watch Disc 3 from the beginning and stop the DVD after the sample student speeches. Trainees will evaluate the sample speeches as they did in Sessions 1 and 2.
- Total viewing time: 46 minutes.
- The trainee homework is to polish and practice their descriptive speech in preparation for giving it in Session 8.

Gestures, Locution, Eye Contact and Smiling (00:00–15:36)

Be sure to have your trainees stand up and do the breathing exercises! The details provided on the DVD are printed in the Trainee Materials.

Peer Evaluations (15:36–19:07)

You might want to stop the disc after this section and discuss what kind of feedback was helpful for your trainees.

Suggestions for Practicing, Memorizing, and Improving (19:07–31:08)

Mr. Pudewa refers to the book *SuperLearning* by Sheila Ostrander and Lynn Schroeder with Nancy Ostrander using Baroque largos, which are pieces of music at one beat per second (human heartbeat speed), for vocabulary acquisition skills.

Student Samples (31:08–45:49)

Have your trainees evaluate the student descriptive speech samples using the evaluation forms in their notes. Be sure trainees are treating the students on the DVD with the same respect that they would if those students were in the room with them.

Homework

Remind trainees to polish and practice their descriptive speeches using the techniques learned in class this session. Speeches will be given in the next session.

Class Overview

This session is devoted to trainee speeches. There is no DVD instruction for this session.

Teacher Preparation

The forms needed for this class are located in the back matter of this document. Prepare enough of the *Instructor Evaluation: Descriptive Speech* for the teachers and facilitators to evaluate the trainees in their group. Prepare enough *Speaker Evaluation Forms* for each trainee to evaluate each of their peers (number of trainees speaking times number of trainees watching). You will also need a kitchen timer or stopwatch and some kind of podium for each group.

Speeches

Plan on about seven minutes per trainee: five minutes for the speech, and about two minutes for written and oral feedback. Divide your class as needed.

Speeches will need to be timed. Be sure the timer understands how to signal the speaker. Timers should be set for five minutes, and finger signals given at three minutes, two minutes, one minute, and thirty seconds. The last ten seconds can be counted down on the fingers. The timer should tell the teacher or facilitator how long the speech was. Again, watching the clock now will ensure that trainees do not speak too long so that there will be enough time for each trainee to give their speech.

Again, assign one trainee to be the “Wizard of Uhs.” This person will simply create a tally for each “uh” or “um” or other similar verbal pause. The tally can be made on a Speaker Evaluation Form. The teacher should ask for the “uh” tally for the Instructor Evaluation.

After each trainee gives his speech, the class should have a minute to write down their comments and then have a minute to share oral feedback—one or two things that went well and one or two things that could be done to improve the speech or its delivery. Facilitators should collect the feedback to return to the trainees at the end of the class time. If speakers receive their feedback immediately, they will want to read it instead of listening to the next speech.

If there is still time after all the speeches are given, use the remaining time to discuss what worked well overall and what trainees could do to improve their speeches for the next time.

Homework

Trainees should review their feedback forms and fill out the outline to summarize their strengths and determine what to improve on their next speech.

Class Overview

- This class will be spent learning what makes a speech persuasive and how to develop a persuasive speech. After explaining the difference between motivation, argumentative and persuasive speeches, Mr. Pudewa presents the persuasive model and the shows trainees how to develop the persuasive model using a variety of subjects. Trainees are then treated to a sample persuasive speech.
- Start Disc 3 at “What is Persuasive Speaking?” and watch to the end of the disc without stopping. The total viewing time is approximately 43 minutes.
- The student homework is to choose a persuasive speech subject, choose three topics starting with the CON and moving to the PRO, and create an outline for a persuasive speech which will be given in Session 8.

What Is Persuasive Speaking?

(45:49–49:52)

Motivational Speeches usually get people who already believe to believe all the more. You are speaking to people who already agree with your position.

Argumentative Speeches argue for or against a certain position. They defend the position and are often formal.

Persuasive Speeches are more strategic in order to persuade someone to change his position.

The Persuasive Model & Strategy & Sample

(49:52–1:29:06)

<p>I. Introduction</p> <ol style="list-style-type: none"> 1. Attention 2. Background, Issue & Make Question Clear 3. State 3 Topics 	<p><i>Example: Donuts</i></p> <p><i>Are donuts valuable?</i></p>
<p>II. Topic A</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 	<div style="border: 1px solid gray; padding: 5px; width: fit-content; margin: 5px auto;">CON / ?</div> <p><i>(CON) Donuts give comfort</i></p> <p><i>(?) Does the peace that comes from eating a donut have benefits that outweigh the harms?</i></p>
<p>III. Topic B</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 	<div style="border: 1px solid gray; padding: 5px; width: fit-content; margin: 5px auto;">CON / PRO</div> <p><i>(CON) Cheap source of calories</i></p> <p><i>(PRO) Void of nutrition</i></p>
<p>IV. Topic C</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 	<div style="border: 1px solid gray; padding: 5px; width: fit-content; margin: 5px auto;">PRO</div> <p><i>(PRO) Donuts toxic curses</i></p> <p><i>leeches nutrients</i></p> <p><i>die miserable death, etc.</i></p>
<p>V. Conclusion</p> <ol style="list-style-type: none"> 1. Restate by Arguing 2. Discredit the CON 3. Reaffirm the PRO 4. State the Truth 	<p><i>Can get comfort from healthier foods</i></p> <p><i>Not cheap, costs in long run!</i></p> <p><i>Sugar will kill you eventually</i></p> <p><i>Give up donuts!!</i></p>

To argue the other side, you can simply flip your essay!

Dog vs. Cats

Persuade Pro Dog

CON: Cats calm and clean (can train dogs)

CON/PRO: cats/dogs: hair

PRO: Dogs love you, better companions

Persuade Pro Cat

CON: Cats aloof, dogs friendly

CON/PRO: cats/dogs: hair

PRO: calm and clean, useful!

Television

Persuade: Pro TV

CON: bad for your brain

CON/PRO: Info good or bad

PRO: Way to relax

Persuade Pro Against TV

CON: Way to relax

CON/PRO: Info good or bad

PRO: Destroy your brain

Other topics: MSG, cell phone while driving, eating yucky foods, own room, UN rights of the child, usefulness of pennies, forced to study math

Homework

- Show students that their notes contain the sample persuasive speech outline and a persuasive speech template. If there is time, help trainees begin to choose a subject for a persuasive speech. It can be more fun if trainees choose a subject for which the class might be divided (Coke vs. Pepsi, which is the best football team, paper or plastic, etc.). Emphasize the importance of making the question clear.
- Read the homework assignment with your trainees. They will need to bring their persuasive outline to the next session.

Class Overview

- Trainees will learn to warm up their voice from vocal coach Mrs. Norholm. They will then discover six elements of the Science of Persuasion.
- Watch Disc 4 from the beginning to the end of the DVD. Trainees will evaluate the sample speeches as they did in Sessions 1 and 2.
- Total viewing time: 44 minutes.
- The trainee homework is to polish and practice their persuasive speech in preparation for giving it in Session 8.

Vocal Coaching and Warm-Ups

(00:00–10:45)

Be sure to have your trainees stand up and do the breathing exercises!

The Science of Persuasion

(10:45–23:59)

Mr. Pudewa references an article from the January 2004 issue of Scientific American Mind called “The Science of Persuasion” by Robert Cialdini. This article is not available for free online, but you may be able to have your library locate it for you.

Reciprocity	To give and receive, the give and take. If you give something to someone, they will often feel that they need to give something back, and you may be able to persuade them.
Consistency	We tend to be consistent with our commitments.
Social Validation	Everyone is doing it. “89% of consumers....” If you feel like others are doing it, then you are more likely to go along.
Likability	If we like someone, we will more likely believe or listen to him. Be nice and likable.
Authority	We accept advice from those who have some sense of authority.
Scarcity	If something appears to be scarce or for a limited time, then others may be persuaded to get it now.

Student Samples

(31:08–45:49)

Have your trainees evaluate the student persuasive speech samples using the evaluation forms in their notes. By now trainees should have no problem treating the students on the DVD with the same respect that they would if those students were in the room with them.

Homework

Remind trainees to polish and practice their persuasive speeches using the techniques learned in class this session. Encourage them to consider how they can use some of the principles from the Science of Persuasion article. Speeches will be given in the next session.

These speeches are longer than the others have been, so you might need more time in the next session to hear all the speeches, or you might need to divide into smaller groups.

Class Overview

This session is devoted to trainee speeches. There is no DVD instruction this week.

Teacher Preparation

The forms needed for this class are located in the back matter of this document. Prepare enough of the *Instructor Evaluation: Persuasive Speech* for the teachers and facilitators to evaluate the trainees in their group. Prepare enough *Speaker Evaluation Forms* for each trainee to evaluate each of their peers (number of trainees speaking times number of trainees watching). You will also need a kitchen timer or stopwatch and some kind of podium for each group.

Speeches

These speeches are longer than the past ones. Plan on about nine minutes per trainee: six or seven minutes for the speech, and about two minutes for written and oral feedback. Divide your class as needed.

Speeches will need to be timed. Be sure the timer understands how to signal the speaker. Timers should be set for seven minutes, and finger signals given at three minutes, two minutes, one minute, and thirty seconds. The last ten seconds can be counted down on the fingers as described on the DVD last week. Timers should tell the teacher or facilitator the time of each speech.

Again, assign one trainee to be the “Wizard of Uhs.” This person will simply create a tally for each “uh” or “um” or other similar verbal pause. The tally can be made on a Speaker Evaluation Form. The teacher should ask for the “uh” tally for the Instructor Evaluation.

After each trainee gives his speech, the class should have a minute to write down their comments and then have a minute to share oral feedback—one or two things that went well and one or two things that could be done to improve the speech or its delivery. Facilitators should collect the feedback to return to the trainees at the end of the class time. If speakers receive their feedback immediately, they will want to read it instead of listening to the next speech.

If there is still time after all the speeches are given, use the remaining time to discuss what worked well overall and what trainees could do to improve their speeches for the next time.

Homework

Trainees should review their feedback forms and fill out the outline to summarize their strengths and determine what to improve on their next speech.

You Are Done!

Decide if you want to have a party and more speeches for a twelfth session, or decide to be done.

Encourage the students to keep working on their speeches using the suggested websites provided in the trainee materials.

Speech Resources

National Christian Forensics & Communications Association (ncfca.org)

The NCFCA provides speech and debate competitions nationwide for home educated students. Find a chapter near you! The site also has full descriptions of speech events for you to utilize in your community if desired.

Veterans of Foreign Wars Voice of Democracy (vfw.org)

This organization hosts an annual speech contest for scholarship money. Click on “Programs” and choose “VFW Scholarship Programs.”

4-H (4-h.org)

4-H has a plethora of clubs in which students have the opportunity to use their speech skills. Find a chapter near you and ask what is available.

Speech Contests

Google “speech contests” and you can find a plethora of opportunities for speaking. Some national societies, such as the Rotary Club, have local chapters that host their speech contest. They are often begging to find anyone willing to do a speech, so you usually do not have a lot of competition! Do be wise when looking for things online. If there is a hefty registration fee (more than a couple of dollars), then it is not something you will want to pursue.

Programs for Youth Training in Speech and Leadership

Toastmasters Youth Program (toastmasters.org)

Toastmasters has a Youth Leadership Program that may be operating in your area, or you can start a club yourself! To find a club, go to: <http://reports.toastmasters.org/findaclub/>.

Teen Pact (teenpact.com)

TeenPact is a comprehensive leadership experience that brings kids closer to Jesus Christ, makes them better leaders, and positions them to impact public policy in their state.

Student Statesmanship Institute (ssi-online.org)

SSI is an inspirational week of Biblical worldview and leadership training that transforms young minds to see themselves and their future in terms of truth, purpose, and destiny.

Generation Joshua (generationjoshua.org)

Generation Joshua is designed for Christian youth between the ages of 11 and 19 who want to become a force in the civic and political arenas. They provide students with hands-on opportunities to implement that vision. There are five major divisions to Generation Joshua.

Myer’s Institute (inspiredleadership.com)

Offers a free newsletter, “Ready to Lead,” containing student leadership information and speaking tips.

The Institute for Cultural Communicators (instituteforculturalcommunicators.org)

Provides a wide variety of training and speech competition opportunities to high school students.

Training Minds (trainingminds.org)

Offers training materials and events for students.

Monument Publishing (speechsupplies.com)

Supplies a host of speech and debate supplies.

SPEAKER EVALUATION FORM

Speaker Name _____

Speech _____

Date _____

Poise _____

Locution _____

Eye Contact _____

Content (Persuasiveness) _____

Other _____

SPEAKER EVALUATION FORM

Speaker Name _____

Speech _____

Date _____

Poise _____

Locution _____

Eye Contact _____

Content (Persuasiveness) _____

Other _____

SPEAKER EVALUATION FORM

Speaker Name _____

Speech _____

Date _____

Poise _____

Locution _____

Eye Contact _____

Content (Persuasiveness) _____

Other _____

SPEAKER EVALUATION FORM

Speaker Name _____

Speech _____

Date _____

Poise _____

Locution _____

Eye Contact _____

Content (Persuasiveness) _____

Other _____

Instructor's Evaluation

Self-Introduction Speech

Trainee Name: _____

Date: _____

Subject of Speech: _____

Time of Speech: _____

Speech Element	Score	Comments
Apparent Preparedness		
Student has an outline	_____ 10	
Practice is apparent	_____ 10	
Content		
Effective opening	_____ 6	
Appropriate topics, Organization, Engaging	_____ 7	
Strong, clear concluding statement	_____ 7	
Delivery:		
1. Poise or body language		
Confidence / Relaxedness	_____ 6	
Movement / Gestures	_____ 7	
Posture	_____ 7	
2. Locution		
Pronunciation	_____ 6	
Emphasis / Phrasing	_____ 7	
Tone / Volume	_____ 7	
3. Eye Contact		
Confidence with content	_____ 6	
Eyes not on paper	_____ 7	
Try to connect with many in the audience*	_____ 7	
<i>Extremely nervous trainees may look over the heads of the audience, but should vary their gaze from one part of the room to another.</i>		

Total Points _____ 100

Additional Comments:

Instructor's Evaluation

Narrative Speech

Trainee Name: _____

Date: _____

Story Subject: _____

Time of Speech: _____

Speech Element	Score	Comments
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Apparent Preparedness

Speaking from notes, not sentences _____ 15

Content

Effective opening (characters & set-up) _____ 6

Body-follows model, problem/conflict, devel. _____ 7

Concluding paragraph-resolution, message _____ 7

Delivery:

1. Poise or body language

Confidence / Relaxedness _____ 5

Movement / Gestures _____ 5

Posture _____ 5

2. Locution

Pronunciation _____ 5

Emphasis / Phrasing _____ 5

Tone / Volume _____ 5

Um/Uh Score _____ (not scored at this time)

3. Eye Contact

Confidence with content _____ 5

Eyes not on paper _____ 5

Try to connect with many in the audience _____ 5

Extremely nervous trainees may look over the heads of the audience, but should vary their gaze from one part of the room to another.

Time: Goal: 3-4 minutes _____ 20

3:00 - 4:10 20 points

2:45 - 3:00 18 points

2:30 - 2:44 15 points

under 2:30 10 points

Total Points _____ 100

Additional Comments:

Instructor's Evaluation

Descriptive Speech

Trainee Name: _____

Date: _____

Speech Subject: _____

Time of Speech: _____

Speech Element	Score	Comments
----------------	-------	----------

Apparent Preparedness _____ 10

Content

Effective opening—Topics Clear _____ 5

Appropriate, Engaging _____ 5

Strong, clear concluding statement _____ 5

Delivery:

1. Poise or body language

Confidence / Relaxedness _____ 6

Movement / Gestures _____ 7

Posture _____ 7

2. Locution

Pronunciation _____ 6

Emphasis / Phrasing _____ 7

Tone / Volume _____ 7

Um/Uh Score _____ (-1 pt for each one up to 10)

3. Eye Contact

Confidence with content _____ 6

Eyes not on paper _____ 7

Try to connect with many in the audience _____ 7

Extremely nervous trainees may look over the heads of the audience, but should vary their gaze from one part of the room to another.

Time: Goal: 5 minutes _____ 15

4:30 – 5:10 15 points

4:00 – 4:29 10 points

3:30 – 3:59 5 points

Under 3:30 0 points

Total Points _____ 100

Additional Comments:

Instructor's Evaluation

Persuasive Speech

Trainee Name: _____

Date: _____

Speech Subject: _____

Time of Speech: _____

Speech Element	Score	Comments
Apparent Preparedness	_____ 10	
Content		
Effective opening—introduces topics, makes question clear	_____ 5	
Body—follows persuasive model, addresses 3 or more topics	_____ 10	
Concluding statement—strong, clear, answers question	_____ 5	
Delivery:		
1. Poise or body language		
Confidence / Relaxedness	_____ 5	
Movement / Gestures	_____ 5	
Posture	_____ 5	
2. Locution		
Pronunciation	_____ 5	
Emphasis / Phrasing	_____ 5	
Tone / Volume	_____ 5	
Um/Uh Score _____	_____ 10	
0-2 = 10 points		
3-5 = 8 points		
5-10 = 10 points minus number of um/uhs		
10+ = 0 points		
3. Eye Contact		
Confidence with content	_____ 5	
Eyes not on paper	_____ 5	
Try to connect with many in the audience	_____ 5	
<i>Extremely nervous trainees may look over the heads of the audience, but should vary their gaze from one part of the room to another.</i>		
Time: Goal: 6-7 minutes _____	_____ 15	
6:00 – 7:10	15 points	
5:30 – 5:59	12 points	
5:00 – 5:29	10 points	
under 5:00	8 points	

Total Points _____ 100

Additional Comments: