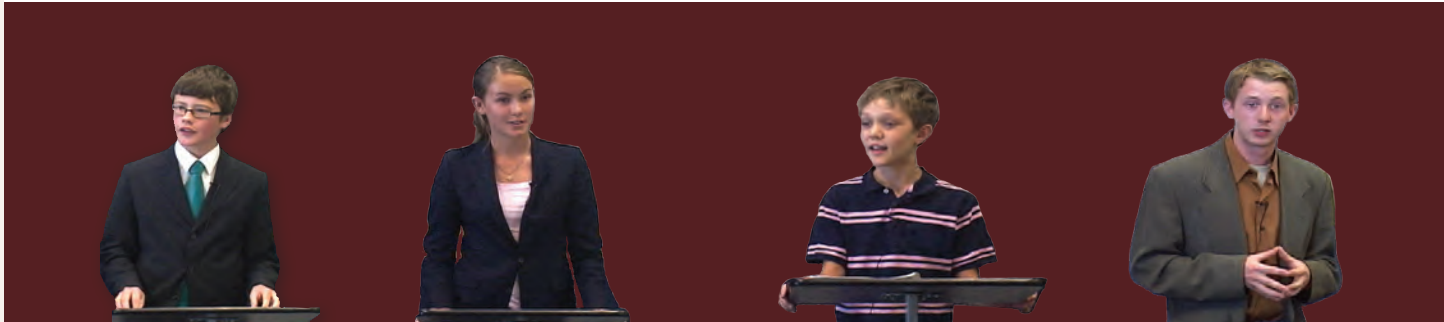


Speech Boot Camp

Introduction to Public Speaking



Trainee Materials



By: Andrew Pudewa
with Jill Pike & Maria Gerber

Speech Boot Camp

Trainee Materials

by
Andrew Pudewa

with Jill Pike & Maria Gerber

First Edition, 2010
Institute for Excellence in Writing, L.L.C.

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Speech Boot Camp

Trainee Materials

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Speech Boot Camp

Schedule

Welcome to Speech Boot Camp where you will run through some heavy paces to strengthen your speech skills. Led by Andrew Pudewa, director of the Institute for Excellence in Writing, this boot camp will take you through four basic speech types to prepare you for speech assignments in the future.

In a boot camp, you have the opportunity to spend a short period of time working hard with a single focus—in this case, speech. The classes you will be watching on the DVD were a true boot camp. Those students met for three hours twice a week and only had a day or two to prepare and practice their speeches. However, since most families would find it hard to devote two solid weeks to speech, this set of lessons will spread the experience over eleven sessions. Your facilitator might add a twelfth week where you can have a party and give your best speech of the class again. You will still work hard and have a pretty solid focus on speech during this time, but you will likely have a little free time at your disposal.

When you are done, we hope that you will pursue further speech opportunities by pursuing more training, participating in speech and debate, or entering a few speech contests. Whatever you do, this course will help you develop a critical skill for life: the ability to prepare for and speak to a group of people. So put on your mental field boots and let's get going to Speech Boot Camp.

Session	Boot Camp Class	Homework
1	Learn the basics of how to give speeches and evaluate them.	Prepare a self-introduction speech.
2	Give a self-introduction speech.	Review feedback on your speech.
3	Discover how to prepare a narrative speech.	Prepare an outline for a narrative speech.
4	Learn how to improve a narrative speech.	Polish and practice your narrative speech.
5	Give your Narrative Speech.	Review feedback on your speech.
6	Learn how to write a descriptive speech.	Prepare an outline for a descriptive speech.
7	Learn how to polish your descriptive speech.	Polish and practice your descriptive speech.
8	Give your descriptive speech.	Review feedback on your speech.
9	Learn how to write a persuasive speech.	Prepare an outline for a persuasive speech.
10	Meet a vocal coach, do some exercises, and discover some of the science of persuasion.	Polish and practice your persuasive speech.
11	Give your persuasive speech.	Review feedback on your speech.
12	Optional Speech Event	You are done!

Welcome to Speech Boot Camp! Use this page to take notes as you watch the DVD.

Notes on Delivery

Volume

Speed

Accuracy

Posture

Eye contact

Enunciation

Demeanor

Structure

Smile

Vocabulary

Energy

Attire

Interaction

Persuasiveness

Poise

**Locution
(Elocution)**

Eye Contact

Persuasiveness

SESSION 1: SPEAKER EVALUATION

It takes practice to evaluate speeches as you listen to them. Use these forms to evaluate the students giving speeches on the DVD.

Be sure to practice giving respect to speakers even when they are on a video. Thus, listen attentively to the speeches and evaluate those students just as if they were in the room with you. Practice makes permanent!

Poise: How confident or relaxed does the speaker seem? Does the speaker move and use gestures appropriately? How is his posture?

Locution: Did the speaker pronounce things clearly? Are there points of emphasis? Is the tone and volume adequate?

Eye contact: Did the speaker look up from his notes? Did he/she look at you? Did he seem to look at the whole room or just one place?

Content: Was the speaker prepared? Was there a good opening and closing? Did the topics seem appropriate to the speech?

SPEAKER EVALUATION FORM

Speaker Name **Stevie (first student)**
Speech **Self-Introduction**

Poise _____

Locution _____

Eye Contact _____

Content (Persuasiveness) _____

Other _____

SPEAKER EVALUATION FORM

Speaker Name **Alexa (second student)**
Speech **Self-Introduction**

Poise _____

Locution _____

Eye Contact _____

Content (Persuasiveness) _____

Other _____

SPEAKER EVALUATION FORM

Speaker Name **Elaina (third student)**
Speech **Self-Introduction**

Poise _____

Locution _____

Eye Contact _____

Content (Persuasiveness) _____

Other _____

Session 1: Homework

Prepare a Self-Introduction Speech

You will now write your own self-introduction speech. Do not write out the speech. Instead, create an outline. This speech should be 4–5 minutes long. Since most people speak about 100 words per minute, you will need about 500 words for this speech. That translates to a five-paragraph essay.

An outline of Stevie’s speech is on the next page to show you how he might have outlined his speech. His is not the perfect speech, so do not feel like you need to follow his model exactly.

A Self-Introduction Speech Outline template, which you can use to outline your speech, is on the two pages after Stevie’s outline.

To prepare your speech, simply complete the following steps.

Step 1: Think up topics

Brainstorm topics about yourself (family, hobbies, travels, interests, jobs, classes you like, books you have read, career goals, etc.). Choose 3–4 topics.

Step 2: Create an outline

Ask your brain questions about the topics (who, what, where, when, why, how, to what extent) and prepare 7–9 details to go with each topic. You can use the template on the page after Stevie’s outline to organize your speech.

Step 3: Create a conclusion

Restate your topics. Decide which of them is most important to you, and explain why. Decide how to end your speech with a bang.

Step 4: Create an introduction

A dramatic opener is helpful to get your audience’s attention. It can be a quote, question, or interesting fact. A joke works as well. Then outline some background information (name, age, general interest items) and list the three or four topics you have chosen.

Step 5: Write or type the outline

Write or type your outline in large enough type so you can read it easily. Have lots of bullet points. If you have long lines of text, you will lose your place! You can use more than one sheet of paper if you need to. Do not write out your speech as you would give it—only make an outline.

Step 5: Practice!

Practice giving your speech. Use a kitchen timer to time your speech. It should be 4–5 minutes long. If your speech is too long, you will need to leave some things out. If your speech is too short (more common), you will likely need to speak more slowly and flesh out some of your topics a bit more.

Step 6: Polish your speech

Look at your notes on delivery and think about how you can use that information to better your speech. Check your pacing (where to slow it down or speed it up), gestures, and practice smiling as you give your speech.

Step 7: Give your speech

Bring your notes to class next time and be prepared to give your speech!

Write Down Possible Topics

(You will need three or four topics for your speech, but try to come up with more so you have some to choose from!)

Session 1

Stevie's Self-Introduction Speech Outline

Dramatic Opener:

Adolf Hitler "If you make the lie big enough, they'll believe it."
Lie joke

I. Introduction

1. Steve S..., first (dad), second (great uncle), last (family name)
2. Birth date
3. Siblings/ages
4. Nieces/ages
5. Topics: Education, activities, friends and family, faith

II. Topic A: Education

1. Homeschooled since 4, Mom phonograms
2. Reading—Favorite books:
 - a. *R/F of 3rd Reich* by William L. Shirer
 - b. Agatha Christie's Hercule Poirot mysteries
 - c. *Out of the Silent Planet* by CS Lewis
 - d. *Rise of the Roman Republic*
3. Father retired, teacher
4. Math, navigation (sailboat), geography
5. Science, Shakespeare, Latin, music
6. Youth symphony
7. College: mechanics, law, medicine

III. Topic B: Activities

1. Swimming w/ Joey
2. Biking beach
3. Yearly skiing in N. Calif
4. Sightseeing across US
5. Glacier NP, Mt. Rushmore, Yellowstone
6. Oct—Wash DC/Patrick Henry College
7. Capital

IV. Topic C: Friends & Family

1. Legos, boogie boarding, making movies, playing Wii
2. Trip MN, cousin Jim—stories
3. Yacht club, Snuffy's—delicious!!

V. Topic D: Faith

1. Grow
2. Control temper
3. Witness
4. Theology books: Grudem *Systematic Theology*, CS Lewis

VI. Conclusion

1. Not lies! Truth
2. Grow in faith all life
3. Cont. education—college
4. Enjoy family, thanks!
5. Most Important: Faith—Matthew 6:19–21 Do not store up for yourselves treasures on earth, where moth and rust destroy, and where thieves break in and steal. But store up for yourselves treasures in heaven, where moth and rust do not destroy, and where thieves do not break in and steal. For where your treasure is, there your heart will be also.

Stevie used a quote for the dramatic opener, and he made a joke about it as well. Other dramatic openers can be a question, or some unusual fact about yourself or family.

Stevie's speech had many details that he sped through. You might want to have fewer details but spend more time explaining them.

For example, he could have explained why he likes Agatha Christie, or he could have said more about what he saw at Yellowstone or how he learned to ski.

You don't need to outline the explanation. Just put "explain" next to the point to remind you to say a few more things there.

This outline is in too small a font! It should be much larger and cover two pages to be useful.

Stevie remembered to restate his topics. He briefly revisited his opener (although he could have left that for the end of his speech). He decided to use a Bible verse for his strong concluding statement. He could have given a personal thought or life's goal instead as his strong conclusion.

My Self-Introduction Speech Outline

Introduction

Dramatic Opener: _____

Background Information (name, age, family, where live....):

State 3-4 topics: _____

Topic A _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Topic B _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Topic C _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Topic D (Optional) _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Conclusion

Restate topics: _____

Most important/why: _____

Strong Ending (reference opener?) _____

Session 2

Self-Introduction Speech Feedback Homework

Now that you have given your first speech (the hardest one!) and received feedback, it is time to review how it went. Read through your feedback forms and take notes using the outline below regarding what you did well and what needed improvement. Include your own ideas from your memory of how your speech went.

Decide on one thing that you did best of all, and also decide on one thing that you would like to work on for your next speech.

I. What I did well:

1. _____
2. _____
3. _____
4. _____
5. _____

The best thing I did: _____

II. What I could improve on:

1. _____
2. _____
3. _____
4. _____
5. _____

The one thing I want to work on: _____

Use this page to take notes as you watch the DVD.

Narrative Speech Story Structure

(Dramatic Opener)

I. Characters and Setting

Who? —like? personality

When?

Where? —image

II. Conflict/Problem

What want/need?

What think/say?

What do?

III. Climax/Resolution

How solved?

Message/lesson

See the next page for a sample of Andrew’s mountain hike story outline.

Ideas for Narrative Speeches

Historical events (battle, incident from someone’s life), Bible stories, fables, myths, fairy tales

Pacing of Narrative Speech:

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

Homework

Begin working on a narrative speech. You should choose a topic and prepare an outline of your story before the next session. You will be giving this speech in Session 5. You can use the “My Narrative Speech Outline” template to begin to prepare your speech. It is located on the page after Andrew’s outline.

Before the next session, time how long it takes you to read out loud the selection of about 100 words in the text box at right. It should take you about a minute. If you read it in 30 seconds or so, you need to learn to slow down when reading aloud!

Paul Bunyan and Babe the Blue Ox
An American Tall Tale

One winter in the North Woods of Minnesota, it was so cold that all the geese flew backwards. The fish moved south. Even the snow turned blue. During this Winter of the Blue Snow, Paul Bunyan—who was taller than the trees and stronger than any man alive—went walking in the woods. He found a baby ox which was almost blue from the cold. So Paul took him near the fire. Although the little fellow dried out and fluffed up, he stayed blue. Paul Bunyan named him Babe. Quickly they became best friends, and Babe the Blue Ox grew up to be as tall as Paul.

Session 3

Andrew's Narrative Speech Outline

It is likely that Andrew created his outline, wrote out his entire story and memorized it. However, his speech notes would only be the outline to remind him what part of the story should come next. Clearly, he practiced his speech many times before presenting it today.

Mountain Hike Story

Dramatic Opener	Andrew, wake up! Mountains break men Cold! Breathe.
Characters/Setting Morning of hike in the Sierra Nevadas	Sierra Nevadas, 6 am, 11,320 ft Pack, breakfast Map, Mt Whitney Mountain spring, fill camelbacks, groan! Steep, top, cliff, down
Problem/Conflict Climbing a mountain	Last pass — stomach funny High elevation climbing Squeeze slope, 1 hour 1000 ft Person missing Lunch, Deviled ham, sick Discovery Point Left, cracks, lookdown, 11,000 ft drop off Yikes! Jump 10', main trail 2 steps, slip, funny pile vomit, pile blood 13000 ft, rain, others coming down, crazy! 14000 ft, snow rain gear (\$120!) summit, cold, windy, summit fever
Climax/Resolution Summit and hike down	14,496.811 ft not broken! Trip back—Gloves/beanie sweater soaked, signed book rain, granite sandpaper → ice Discovery Point, 10' wall, up? Packs, string, boulder fell Joke, ø fall hurts, but impact! Hours hiking rain Rain jacket works, but filled boots Tube tents → fog
Conclusion/Strong Ending Reflected his opener (mountains break men) in his conclusion.	All things thru Christ, Be Prepared 13 hours, ½ in rain. 4 days, 53 miles mountains do break men harsh conditions, altitude sickness, storms determination, training, trust in God highest point, back in once piece

My Narrative Speech Outline

<p>Dramatic Opener (short)</p> <p>This is optional—think about this <i>after</i> you have completed the rest of the story. This could be a hint of the climax. It could be a question related to the message or problem in the story.</p>	
<p>Characters/Setting (1 min)</p> <p>Where does the story happen?</p> <p>What is it like?</p> <p>When does it happen?</p> <p>Who is in the beginning?</p> <p>What are they like?</p> <p>(These questions can be answered in any order.)</p>	
<p>Problem/Conflict (1-2 min)</p> <p>Often begins with “Now one day....”</p> <p>What do they need/want?</p> <p>What do they say?</p> <p>What do they do?</p>	

<p>Climax/Resolution (1 min)</p> <p>How is it solved?</p> <p>What happened next?</p>	
<p>Conclusion/Strong Ending (short)</p> <p>Moral or message. If you used a dramatic opener, it can be good to reflect that.</p>	

Session 4

Narrative Speech Polish

Note: The students on the DVD had the speech assigned just two days prior and now have to give it! You won't be giving your speech until the next session, so you still have more time to polish your speech. Use this page to take notes as you watch the DVD.

Poise

Rocking?

Hands? Program gestures into your story.

Consider moving away from the lectern.

Elocution

Did you struggle with “uh” or “um”? When you practice this week, have a family member be your Wizard of Uhs.

If you read the 100-word story in well under a minute, you may need to slow your speaking speed down.

Consider adding a dramatic pause.

The right word may be effective, but no word was ever as effective as a rightly timed pause.

—Mark Twain

Eye Contact

Look at notes briefly, look up and speak.

Easy to read notes critical! Do your notes look like Joey's notes?

Note: Joey's notes that Mr. Pudewa held up are reprinted on the next two pages.

Practice!

Try to connect with everyone in the room. Collect the smiles and pass them on.

Persuasiveness

What makes a speech interesting?

- Humor
- Energy
- Topic
 - Action-filled
 - Audience
- Truth
 - Belief
 - Passion
- Value
- Dialog (interaction / between characters)
- Tone of voice

For the discussion of how to evaluate your fellow trainees better, check out the next page of these notes.

Practice your evaluation techniques as you watch these students give their narrative speeches on the DVD.

Homework

- Polish your narrative speech using the techniques discussed in this session.
- Make sure your notes are neat and large.
- Consider choreographing some gestures. Be sure to time your speech and keep it in the 3–4 minute range.

Session 4

Joey's Speech Notes

(Note: You would do better not to use all caps—they are harder to read. But use this nice big font!)

AS MOM, PHONE, HALF-CONSCIOUSLY, DAD,
CHILDREN, INSANELY

INSANELY . . .

MANAGED, GOODBYE, MOTHER

SLAMMED, RACED.

BEFORE, I LEFT, — GARAGE

JULY 4, 4 DAYS BEFORE MY FOURTH BIRTHDAY

RALPH, 10, RUMMAGING

FOUND, SATISFACTION, LIFTED

APPEARED, ROPE . . .

ALTHOUGH, NO CONCEPT, JUMPROPE

HOPPING, RHYTHMIC, SWINGING

GREW FASCINATED — ASKED

NOT EAGER, SAID

CONTINUED, TEST

IMPATIENT

DEMANDED . . .

RALPH, RELUCTANTLY...

I SEIZED, WOODEN...

BROUGHT BEHIND

SWUNG, WHIPPNG, FIND, CAUGHT

CRASHED, DOWN... SPLIT SEC...FACE

TREE, SOUND?

BOY FELL, SOUND — ASK MOM!

RESPONDING, SCREAMS + BROTHER, PARENTS

TEETH FLOWN, FACE, SWELLING

PARENTS — HOUSE, SIGNIFICANT — ...

SEVERAL... MANY... 3 PIECES...

NO INTEREST... RALPH, AEROBICS

QUOTE!

SESSION 4: SPEAKER EVALUATION

Choose one student to be the “Wizard of Uhs” to count the uhs and ums and ers in each speech.

Practice giving specific feedback. Remember, students like to receive evaluations which:

- Are consistent
- Suggest vocabulary
- Contain specifics
- Indicate appropriateness/interest (loved such and such part!)
- Offer suggestions (Try a gesture here. You favored this side. Move the other way!)
- Use the “other” section to add in any ideas that don’t fit into the other four sections.
- Let me know if you enjoyed it or not!
- Tells me if the speech impacted you.
- Give more detail about exactly what you liked.
- Provide detailed suggestions for improvement.

SPEAKER EVALUATION FORM

Speaker Name **Joey (first student)**
Speech **The Jump Rope Incident**

Poise _____

Locution _____

Eye Contact _____

Content (Persuasiveness) _____

Other _____

SPEAKER EVALUATION FORM

Speaker Name **Elias (second student)**
Speech **The Cat and the Fiddler**

Date _____

Poise _____

Locution _____

Eye Contact _____

Content (Persuasiveness) _____

Other _____

SPEAKER EVALUATION FORM

Speaker Name **Emily (third student)**
Speech **The Kidnappers**

Poise _____

Locution _____

Eye Contact _____

Content (Persuasiveness) _____

Other _____

Session 5

Narrative Speech Feedback Homework

Now that you have given your second speech and received feedback, it is time to review how it went. Read through your feedback forms and take notes using the outline below regarding what you did well and what needed improvement. Include your own ideas from your memory of how your speech went.

Decide on one thing that you did best of all, and also decide on one thing that you would like to work on for your next speech.

I. What I did well:

1. _____

2. _____

3. _____

4. _____

5. _____

The best thing I did: _____

II. What I could improve on:

1. The "Wizard of Uhs" counted _____ uhs or ums in my speech. This is (good / bad / so-so)

2. _____

3. _____

4. _____

5. _____

The one thing I want to work on: _____

Use this page to take notes as you watch the DVD.

Descriptive Speech — 5 minutes long

- 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.
 - 3.
 - 4.
- III. Topic 2** (1 minute)
 - 1.
 - 2.
 - 3.
 - 4.
- IV. Topic 3** (1 minute)
 - 1.
 - 2.
 - 3.
 - 4.
- V. Conclusion** (½ – 1 minute)
 - 1. Restate topics/Echo intro
 - 2. Most Important
 - 3. Why
 - 4. Strong finish

Brain Questions

Who

What

Where

Why

When

How

Best?

Worst?

Value?

Problems?

Nature?

5 Senses

touch/feel?

taste?

hearing/sound?

smell?

sight/look?

Sample Subjects and Topics for Descriptive Speeches

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

See the next page for what Christine’s Shroud of Turin outline might have looked like.

Homework

Create an outline to give a descriptive speech (also known as an expository speech). You can use the descriptive speech outline template located after Christine’s speech outline.

- 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.

Session 6

Christine's Descriptive Speech Outline

This is a sample outline of Christine's speech about the Shroud of Turin. Note that the font size of this outline is too small to use for an actual speech. If she were to use it for her speech, she would make it much bigger and spread it over two pages.

The Shroud of Turin

Dramatic Opener	Does anyone want to see a miracle?
Introduction	Shroud of Turin Burial cloth, Jesus Most studied Research, facts, huge subject! Sense, scientific discoveries, history
Topic 1: Sense of What It Is	ancient sheet, Turin Shroud of J.C. Roman Catholic Church 14' x 3' image man, sandwiched, death bloody body, beaten, crucified blood stains, holes, puncture eyes closed, swollen, beard back, 100–200 scourge marks 30–45, 5' 11", 170# modern noble Arabs/Jews, ponytail 3 million 1978
Topic 2: Scientific Discoveries	Shroud of Turin Research Project 5 days, "How were the images made?" 1000 tests, 32,000 pictures, 40 scientists no answer can't duplicate 1988 carbon dated AD 1260–1390 carbon dating not reliable (26,000 years off) highly contaminated material
Topic 3: History	Where come from ? empty tomb Jesus Edessa, Turkey, Thaddaeus King Abgar V—letter Jesus heal disease Send disciple instead Converted Gave cloth to king Handled by many, lost/found 2x Ended up in Turin 1948 → Vatican
Conclusion	What it is, scientific discoveries, tradition Is this the cloth that once wrapped Jesus? Not 100% clear, unexplainable, miracle Important, deserves attention

My Descriptive Speech Outline

- 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 (Brain Questions).
 5. Bring your completed outline to the next session.

Subject: _____

Introduction (1/2–1 min)

Dramatic Opener: _____

Background Information _____

State 3 topics: _____

Topic A (1 min) _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

Topic B (1 min) _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Topic C (1 min) _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Conclusion (1/2–1 min)

Restate topics: _____

Most important/why: _____

Strong finish _____

Note: Remember that these students did their speech boot camp in only four days over two weeks! Use this page to take notes as you watch the DVD.

More Ways to Improve Your Speeches

Gestures

Do you have a repetitive gesture?

Avoid cliché gestures.

Get your hands off the lectern, but use them carefully!

Locution — Speed, volume, pauses, enthusiasm

To improve volume, breath deeply—make your belly move.

Stand up, put your hand on your belly, and breathe in. Does your stomach go out?

Do the “he, he, he, he” exercise.

Speak to the people in the back of the room.

Eye contact

Be sure to look at the people on the side.

Smile! (practice)

What is the best way to practice?

Look in the mirror if it helps.

Practice in the car, on the trampoline.

Practice with a family member.

Record your speech and watch it.

What is the best way to memorize a long speech or poem?

One sentence at a time, or paragraph by paragraph.

Over and over again, using a key-word outline.

Have someone read it to you (or record it and listen).

Use music in the background.

What should I concentrate on?

Work on one thing at a time, but over time, work on them all.

Evaluate Student Speeches

Use the forms on the next page to evaluate the students on the DVD as they give their descriptive speeches.

Homework

- Polish your descriptive speech using the techniques discussed in this session.
- Practice breathing with the “he, he, he, he” exercise.
- Make sure your notes are neat and large. Practice your speech enough that it is easy to give.
- Consider choreographing some gestures. Be sure to time your speech and keep it in the five minute range.

SESSION 7: SPEAKER EVALUATION

Choose one student to be the “Wizard of Uhs” to count the uhs and ums and ers in each speech.

Remember to give the kind of feedback the students would like to get:

- Be sure to tell them something you liked about their speech to give encouragement. Be specific!
- Do include things that they can do to improve. Again, be specific!
- Did they have good gestures or distracting ones?
- Did they have good eye contact? Look to the sides of the room as well as the center?

SPEAKER EVALUATION FORM

Speaker Name **First Student**
Speech **Golf Tournament**

Poise _____

Locution _____

Eye Contact _____

Content (Persuasiveness) _____

Other _____

SPEAKER EVALUATION FORM

Speaker Name **Second Student**
Speech **Autism**

Poise _____

Locution _____

Eye Contact _____

Content (Persuasiveness) _____

Other _____

SPEAKER EVALUATION FORM

Speaker Name **Third Student**
Speech **Guitars**

Poise _____

Locution _____

Eye Contact _____

Content (Persuasiveness) _____

Other _____

Session 8

Descriptive Speech Feedback Homework

You have given your third speech and received feedback. Read through your feedback forms and take notes using the outline below regarding what you did well and what needed improvement. Include your own ideas from your memory of how your speech went.

Decide on one thing that you did best of all, and also decide on one thing that you would like to work on for your next speech.

I. What I did well:

1. _____
2. _____
3. _____
4. _____
5. _____

The best thing I did: _____

II. What I could improve on:

1. The "Wizard of Uhs" counted _____ uhs or ums in my speech. This is (good / bad / so-so)
2. _____
3. _____
4. _____
5. _____

The one thing I want to work on: _____

Use this page to take notes as you watch the DVD.

What Is Persuasive Speaking?

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

I. Introduction

- 1. Attention
- 2. Background, Issue & Make Question Clear
- 3. State 3 Topics

Example: Donuts

Are donuts valuable?

II. Topic A

- 1.
- 2.
- 3.
- 4.

CON / ?

(CON) Donuts give comfort.

(?) Does the peace that comes from eating a donut have benefits that outweigh the harms?

III. Topic B

- 1.
- 2.
- 3.
- 4.

CON / PRO

*(CON) Cheap source of calories
(PRO) Void of nutrition*

IV. Topic C

- 1.
- 2.
- 3.
- 4.

PRO

*(PRO) Donuts toxic curse
leeches nutrients
die miserable death, etc.*

V. Conclusion

- 1. Restate by Arguing
- 2. Discredit the CON
- 3. Reaffirm the PRO
- 4. State the Truth

*Can get comfort from healthier foods
Not cheap, costs in long run!
Sugar will kill you eventually
Give up donuts!!*

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

Examples

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!

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

Session 9

Patrick's Persuasive Speech Outline

This is a sample outline of Patrick's persuasive speech about whether or not we should use Genetically Modified Organisms. Note that the font size of this outline is too small to use for an actual speech. All the details of his speech are not included here, but you can see how he began with the CON and moved to the PRO.

Dramatic Opener	Quote from <i>Frankenstein</i> —science dangerous
Introduction Make question clear	Genetically Modified Organisms (GMO) Franken-foods Should man be meddling with nature?
Topic A: Inherently Dangerous (CON)	GMOs may have negative effects on the people GMOs have genes from other organisms in them Potentially dangerous; cause complications Nut proteins in corn Gene transfer, wheat more resistant to antibiotics transfer to bacteria Because health risks so high, Switzerland has banned GMOs
Topic B: Harm Ecosystems (CON/PRO)	Kudzu—ornamental vine that has taken over the South GMOs made to survive, might take over environment GMOs might crossbreed However, catastrophic damage hasn't occurred in the 40 years we have used them.
Topic C: GMOs can save lives (PRO)	No crops in Malawi due to poor soil conditions GMOs will grow there GMOs have more nutrients GMOs can feed a nation dying
<u>Conclusion</u> Restate by arguing Discredit CON Affirm PRO State the Truth	Accusations that GMOs harm life are absurd because there is no evidence either way (that they harm or that they don't) No study has proven GMOs to harm life or ecosystem. GMOs have been proven to save lives so must be used Quote from <i>Frankenstein</i> promoting the benefits of science

Homework

- The target for this speech is 6–7 minutes. Choose a subject for a persuasive speech. Choose a subject about which your class might be divided (Coke vs. Pepsi, Mac vs. PC, football teams, etc.). Make the question clear.
- Consider topics that might be PRO vs. CON. You will need at least one CON, one that is both CON and PRO, and one PRO. Be sure to follow the persuasive model as you choose and order your topics.
- Create a conclusion that discredits the CON in your first topic paragraph and argues for your PRO. Be sure to end with a strong, truth-telling conclusion.
- Finally, work on the introduction including a dramatic opener and be sure to make the question clear.
- Bring your outline to the next session.

My Persuasive Speech Outline

Question: _____

Introduction (1/2—1 min)

Dramatic Opener: _____

Background Information _____

Make question clear: _____

Topic A (CON—1—1.5 min) _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. (little question that is PRO) _____

Topic B (CON/PRO—1–1.5 min) _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Topic C (PRO—1–1.5 min) _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Conclusion (1–1.5 min)

Restate topics by arguing: _____

Discredit the CON: _____

Affirm the PRO: _____

State the Truth: _____

Be sure to stand up and do the exercises as they are described!

Mrs. Norholm, Vocal Coach

Posture

Feet:	Spread your feet shoulder width apart, one straight in front of you and one to the side. Knees bent a little bit.
	Lean forward just a little bit on the balls of your feet to give you energy.
Chest and Head	Chest raised, shoulders back and level. Head up, jaw relaxed (talk in the mirror and jiggle your jaw back and forth).
Lungs	People generally breathe with their chest only. You want to expand your entire rib cage and stomach when you breathe. Breathe out. Breathe in and feel your tummy and your ribcage expand as you breathe in. Your shoulders should not go up.
Tongue	Right behind bottom teeth lying flat with jaw relaxed.

Warm-ups

Lips:	Blow air across lips.
Fish lips:	Suck in your cheeks and do fish lips.
Tongue:	Make a car sound with your tongue and the roof of your mouth.
Face Stretch:	Make big, chewing motions—mouth open wide, eyes frowning.
Breathing:	Lie on your back on the floor and watch your stomach go up and down. Stand up do it again. Huh, huh, huh, huh—feel your stomach muscles, don't let your shoulders move.
Tongue Twisters:	Say any tongue twisters you know to exercise your lips and mouth.

The Science of Persuasion

“The Science of Persuasion” by Robert Cialdini was published in January 2004 issue of Scientific American Mind (page 70ff). These principles might not only make you more persuasive, but can also alert you to when others are simply trying to persuade 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. Smile!
Authority	We accept advice from those who have some sense of authority. Wear a suit and look like an authority!
Scarcity	If something appears to be scarce or for a limited time, then others may be persuaded to get it now.

Seeds of Deception Rebuttal

Seedsofdeception.com

Books by Jeffery Smith: *Seeds of Deception* and *Genetic Roulette*

The World According to Monsanto (movie). This 1 hour 49 minute film is available to view online.

Homework

Polish your persuasive speech using the principles learned in class. Be ready to give your speech in the next session.

SESSION 10: SPEAKER EVALUATION

Choose one student to be the “Wizard of Uhs” to count the uhs and ums and ers in each speech.

As you watch these speeches today, take note of how the student used the persuasive model.

Be sure to take notice of the student’s locution as well, and consider how you would give good feedback.

- Be sure to tell them something you liked about their speech to give encouragement. Be specific!
- Do include things that they can do to improve. Again, be specific!
- Did they have good gestures or distracting ones?
- Did they have good eye contact? Look to the sides of the room as well as the center?

SPEAKER EVALUATION FORM

Speaker Name **Joey (first student)**

Speech **Should the penny be kept or discarded?**

Poise _____

Locution _____

Eye Contact _____

Content (Persuasiveness) _____

Other _____

SPEAKER EVALUATION FORM

Speaker Name **Elias (second student)**

Speech **Is fast food really worth buying?**

Poise _____

Locution _____

Eye Contact _____

Content (Persuasiveness) _____

Other _____

SPEAKER EVALUATION FORM

Speaker Name **Kevin (third student)**

Speech **PC vs. Mac**

Poise _____

Locution _____

Eye Contact _____

Content (Persuasiveness) _____

Other _____

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.

You have given your fourth and final speech and received feedback. Read through your feedback forms and take notes using the outline below regarding what you did well and what needed improvement. Include your own ideas from your memory of how your speech went.

Decide on one thing that you did best of all, and also decide on one thing that you would like to work on for your next speech.

I. What I did well:

1. _____
2. _____
3. _____
4. _____
5. _____

The best thing I did: _____

II. What I could improve on:

1. The "Wizard of Uhs" counted _____ uhs or ums in my speech. This is (good / bad / so-so)
2. _____
3. _____
4. _____
5. _____

The one thing I want to work on: _____

If your facilitator has planned a 12th session with a party and speeches, hone your final speech!