



JROTC Virtual Learning
Creating Better Speeches LET 3
[U3C6L2] Part 1

May 4, 2020



Lesson: 4 May 2020 Part 1

Objective/Learning Target

Why this lesson is important:

Have you ever presented a speech for an event other than a class assignment? How did you feel before, during, and after the speech? Throughout your life you will be asked to give speeches. These speeches may be formal presentations or just a few words at an informal occasion. Preparing and practicing your speech can lead to a positive speaking experience. In this learning plan, you will explore strategies to prepare speeches for specific purposes.

What you will learn in this lesson:

- Identify ways to create interesting speech introductions
- Compare different types of speeches and different occasions for which speeches are used
 - Describe how to organize effective speeches
- Define key words: articulate, commemorative, demographics, descriptive, dramatic statement, eye contact, impromptu, logical, modulation, operational, persuasive, statement, tone, vocal qualities, volume

Student Learning Plan

Unit 3: Foundations for Success

Creating Better Speeches [U3C6L2]



What you will accomplish in this lesson:

Write a speech for a specific purpose



Why this lesson is important:

Have you ever presented a speech for an event other than a class assignment? How did you feel before, during, and after the speech? Throughout your life you will be asked to give speeches. These speeches may be formal presentations or just a few words at an informal occasion. Preparing and practicing your speech can lead to a positive speaking experience. In this learning plan, you will explore strategies to prepare speeches for specific purposes.



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You will have successfully met this lesson's purpose:

- by writing a speech for a specific purpose
- when your speech is clearly directed to a specific audience
- when your speech uses a style that is either informative, persuasive, actuating, argumentative, entertaining, or impromptu
- when your speech introduction includes an attention-getting strategy appropriate for the audience and purpose
- when your speech includes evidence of research and supporting information
- when your speech includes support of your ideas
- when your speech is organized



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

INQUIRE PHASE: What do you already know?



-
1. THINK ABOUT situations when you have delivered or listened to speeches. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important*, and *When you will have successfully met this lesson's purpose*.
 2. CREATE a multi-column Tree Map to list and classify situations that involve speaking to groups of people.
 3. PARTICIPATE in a discussion and SHARE the situations listed on the maps.

- _____ 4. REFLECT on what made speeches memorable. ANSWER the reflection questions presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?



- _____ 1. LISTEN to a briefing about writing speeches for special occasions.
- _____ 2. READ your student text.
- _____ 3. LISTEN to two speeches. After hearing each speech, RESPOND to questions for Exercise #1: Famous Speeches. DECIDE which speech you prefer and EXPLAIN why.
- _____ 4. REFLECT on the speeches you heard. ANSWER the reflection questions presented by your instructor.

PROCESS PHASE: Now what can you do with this new information you've learned?



- _____ 1. WRITE an introduction to a speech on a topic of your choice for a specific audience. INCORPORATE all six tips for effective speech writing. INCLUDE an attention-getter and a thesis statement in the introduction.
- _____ 2. REFLECT on how you used the six tips. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?



- _____ 1. DELIVER your speech introduction to your team. Peer EDIT each others' speeches using the Creating Better Speeches Performance Assessment Task scoring guide. REVISE your speech introduction after considering feedback from your peers.
- _____ 2. COMPLETE the Creating Better Speeches Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____ 3. REVIEW the key words of this lesson.
- _____ 4. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

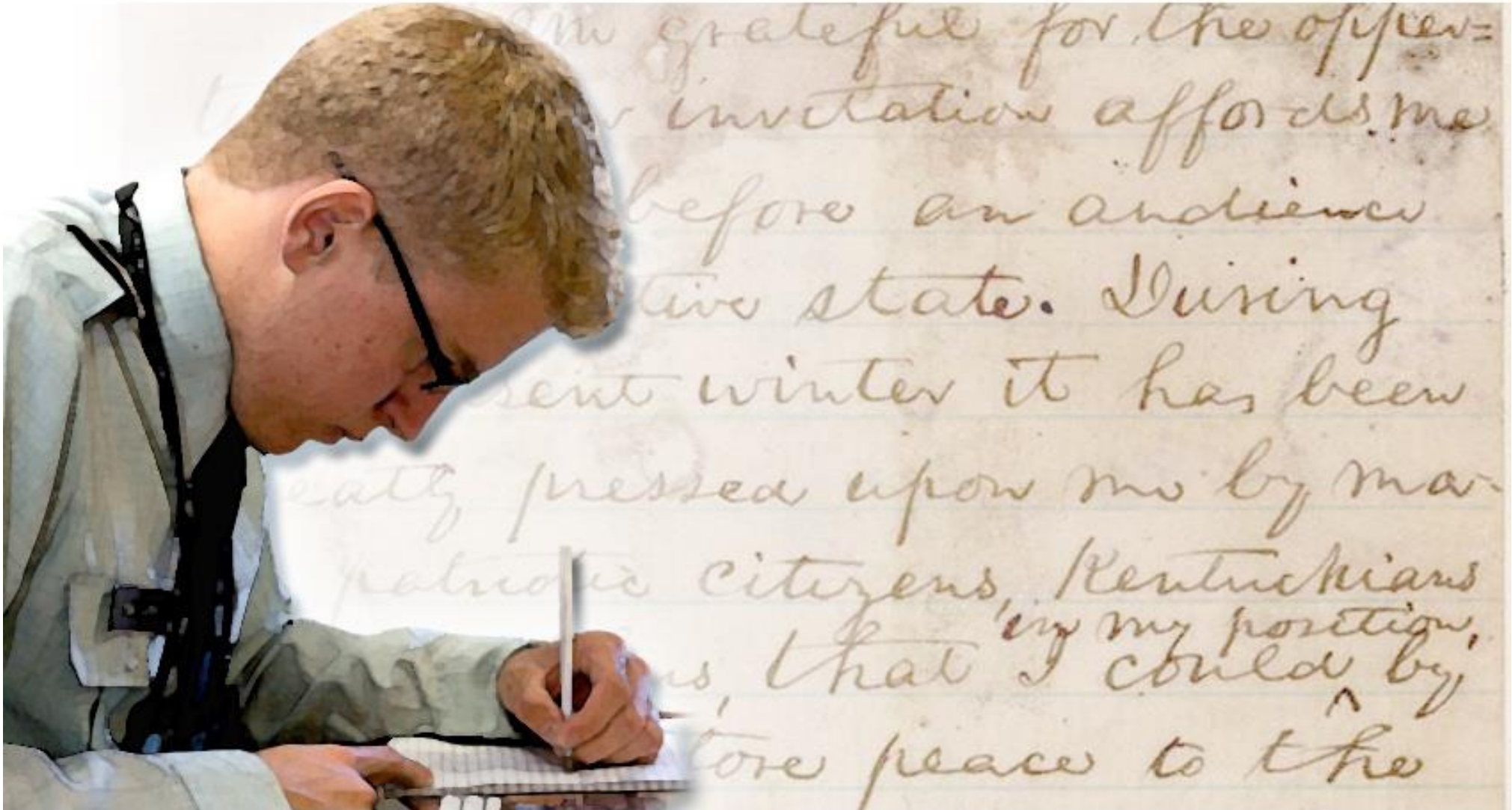
Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 2 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.

Unit 3

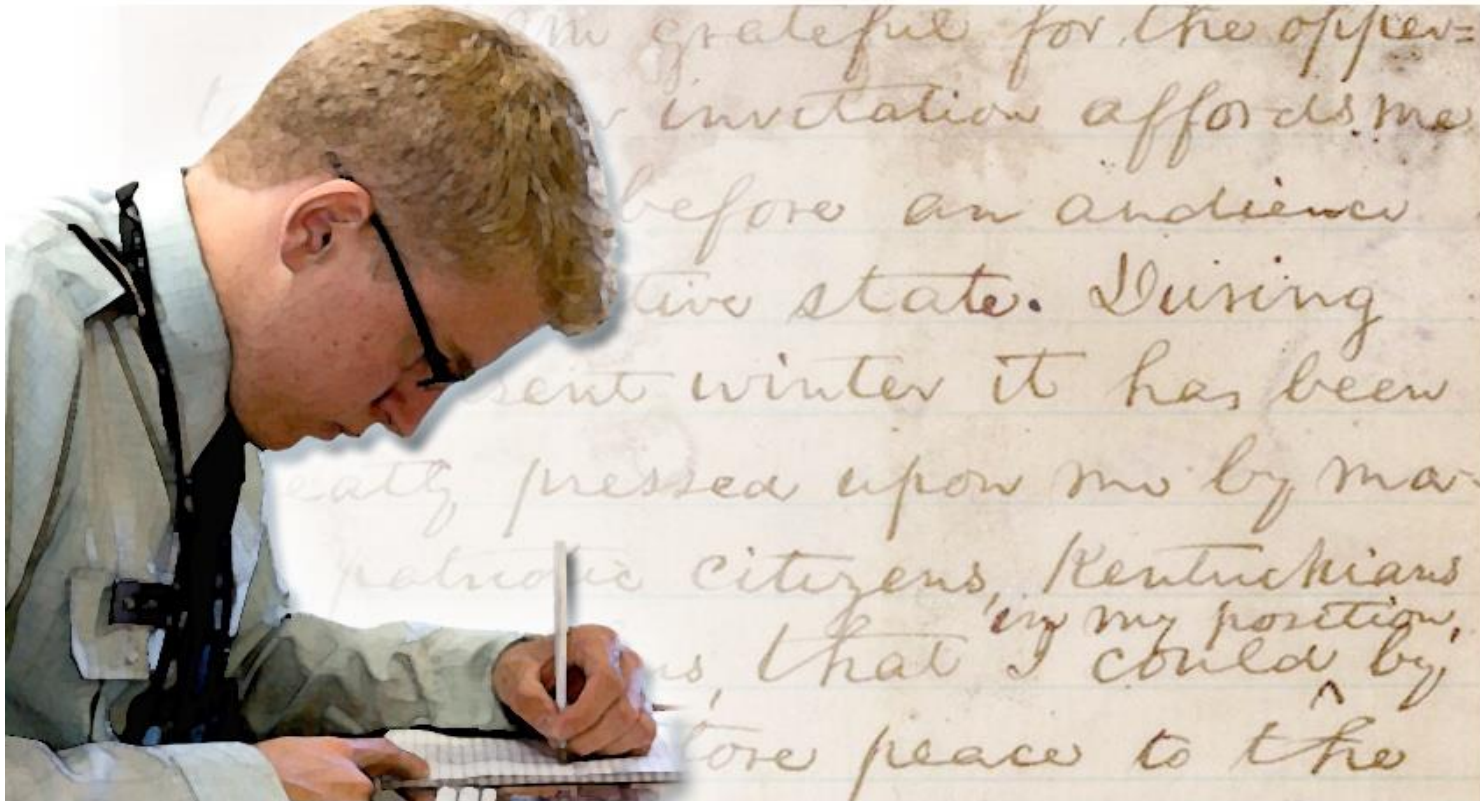
Foundations for Success

LESSON 2: CREATING BETTER SPEECHES



Think about situations when you have delivered or listened to speeches.

Inquire - What do you already know?





(U3C6L2:G6)

When you speak clearly and effectively, you are said to be _____.

- A) articulate
- B) eloquent
- C) effective
- D) effusive

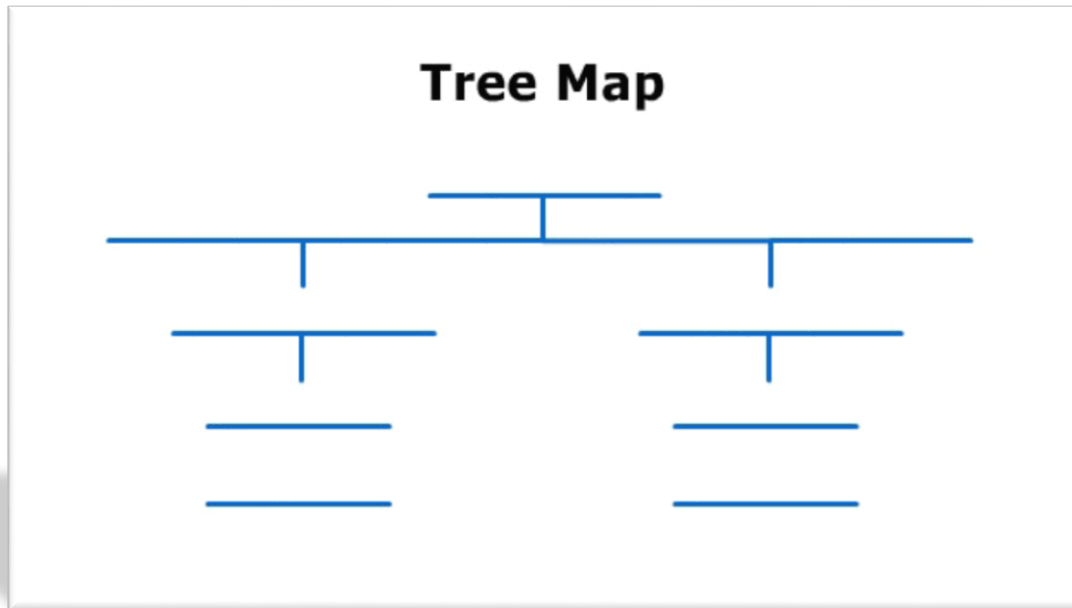
[Click to see the correct answer](#)

Learning Objectives

- Identify ways to create interesting speech introductions
- Compare different types of speeches and different occasions for which speeches are used
- Describe how to organize effective speeches
- Define key words: articulate, commemorative, demographics, descriptive, dramatic statement, eye contact, impromptu, logical, modulation, operational, persuasive, statement, tone, vocal qualities, volume



Create a multi-column Tree Map to list and classify situations that involve speaking to groups of people.



Divide
into
teams of
three to
four

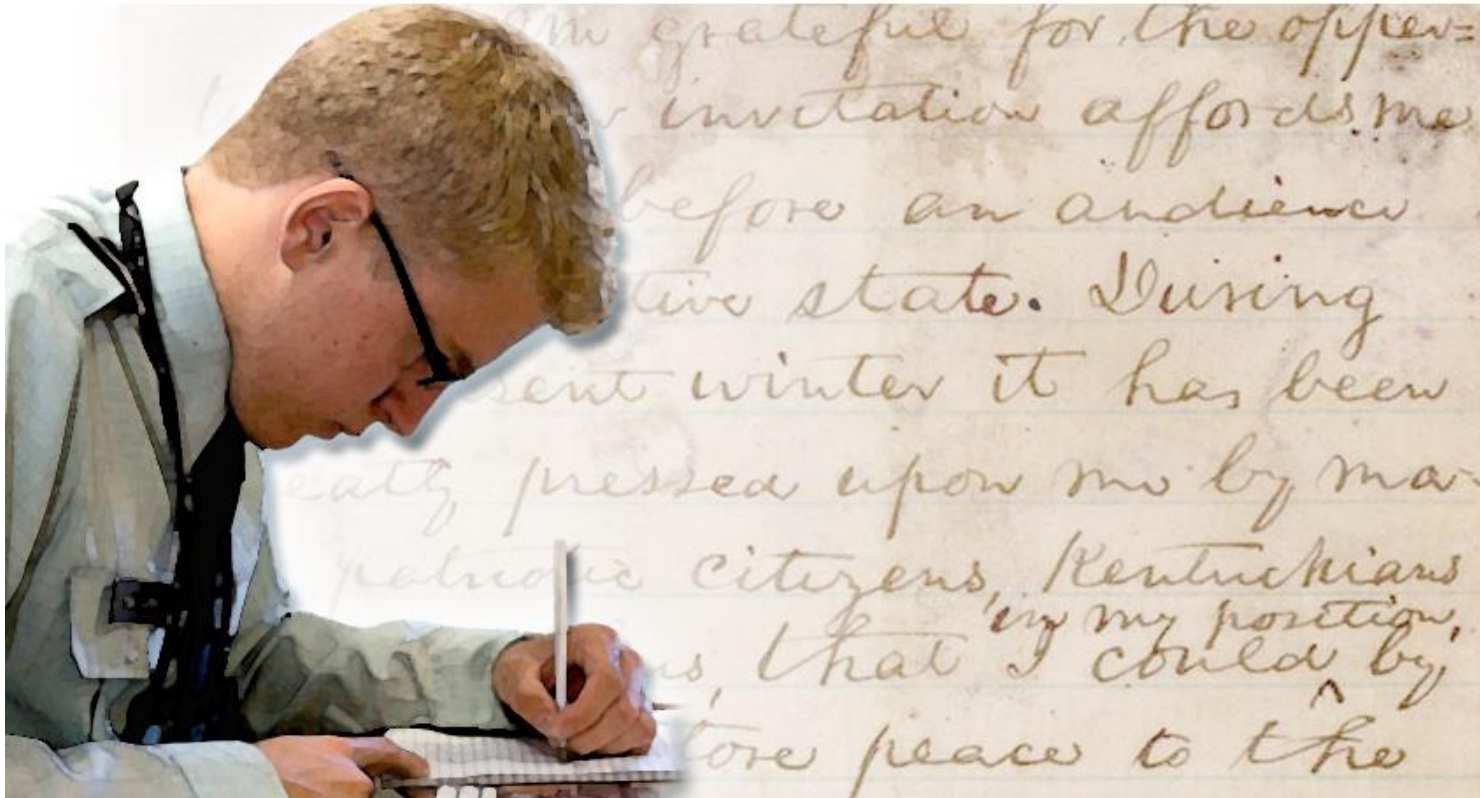
Click Next to fill out the Tree Map

Reflection:

- How do you feel when you are asked to speak in public?
- What made speeches that you have heard memorable?

Think about the two speeches you are about to hear and how the six tips are employed.

Gather - So, what else do you need to know or learn?



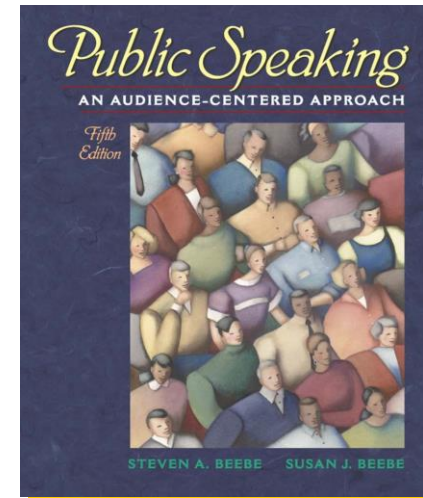


Public Speaking: An Audience-Centered Approach 5/e

Chapter 18 – Special-Occasion Speaking

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Steven A. Beebe
&
Susan J. Beebe



Chapter 18 – Special-Occasion Speaking

Historians agree that the greatest banquet speech in history was the one by the ancient Greek philosopher Socrates moments after he drank hemlock; “Gack,” he said, falling face-first into his chicken. The other Greeks applauded like crazy.

-Dave Barry





Public Speaking in the Workplace

- Reports
 - Oral Presentation of Information or Policy
- Public-Relations Speeches
 - Inform the Public and Improve Relations

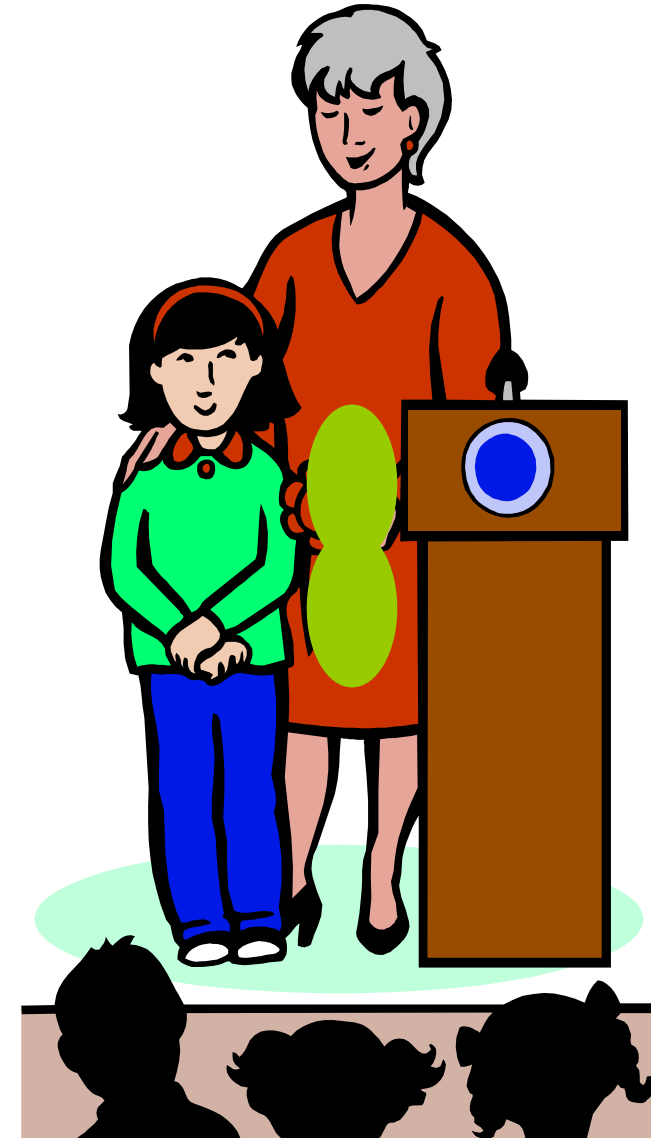




Ceremonial Speaking

Introductions

- Be brief
- Be accurate
- Keep needs of audience in mind

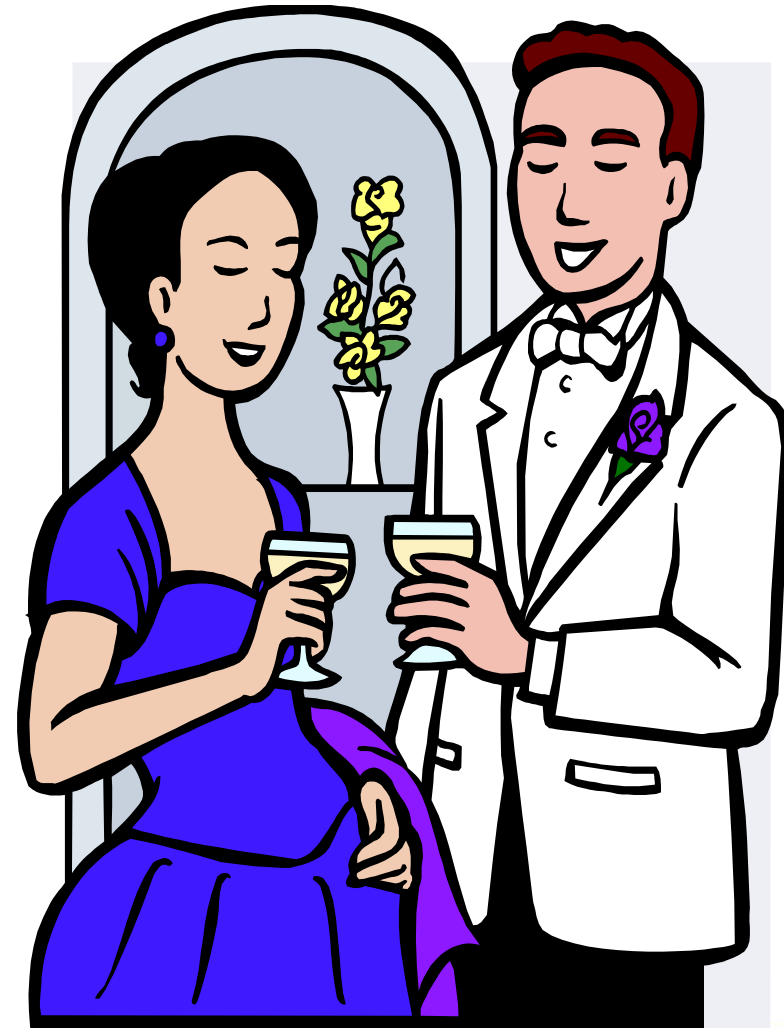




Ceremonial Speaking

Toasts

- Brief salute to occasion
- Usually short
- Sincere





Ceremonial Speaking

Award Presentations

- Refer to the occasion
- Explain history and significance of award
- Name person receiving award





Ceremonial Speaking

Nominations

- Explain why person should receive position
- Nomination comes at end

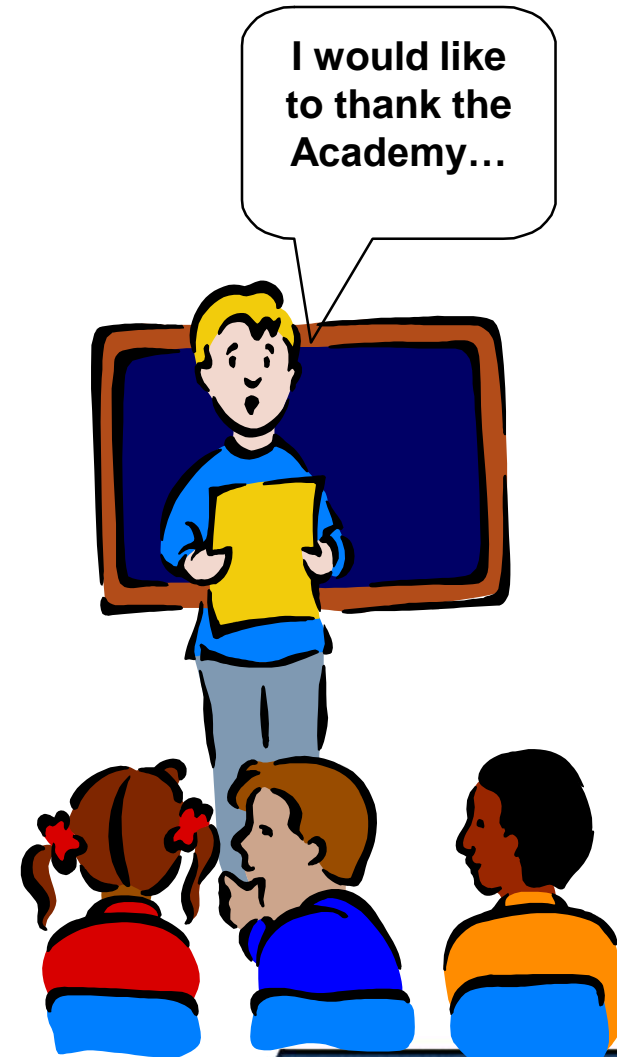




Ceremonial Speaking

Acceptances

- Thank persons or organizations
- Comment on significance
- Reflect on larger significance
- Find meaning for audience





Ceremonial Speaking

Keynote Address

- Sets theme or tone of meeting or conference
- Need to arouse interest and inspire audience





Ceremonial Speaking

Commencement Addresses

- Speaker should praise graduates
- Turn graduates to the future
- Be upbeat





Ceremonial Speaking

Commemorative Addresses and Tributes

- Delivered during special ceremonies
- Honor past events or people
- Like an informative speech





Ceremonial Speaking

Eulogies

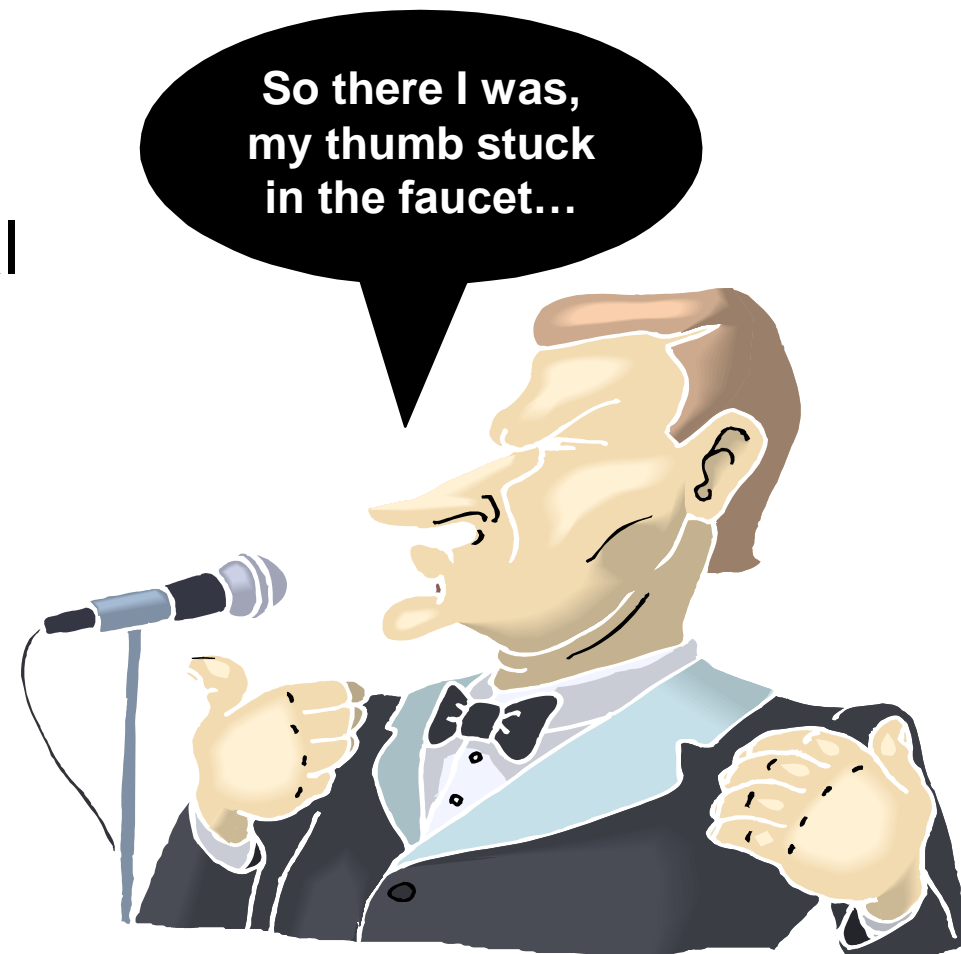
- Tribute to someone who has died
- Mention unique achievements
- Can include humorous recollections
- Encourage living to transcend sorrow





After-Dinner Speaking

- Entertaining speech at meal
- May be before or during meal
- Drawn on own experiences

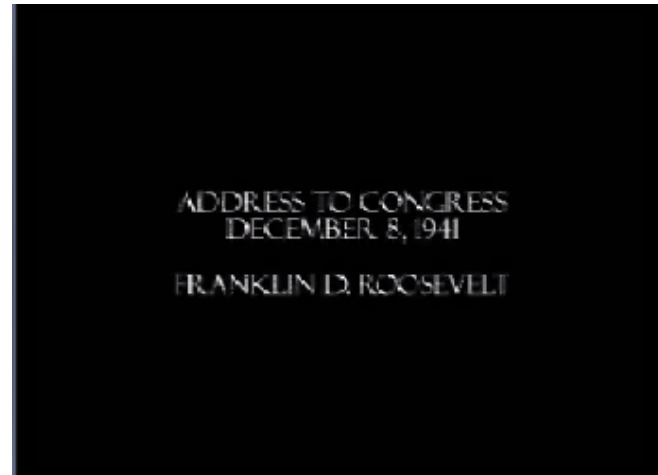




- View each video.
- Discuss the videos with your team members.
- Collaborate with your team to complete [Exercise #1: Famous Speeches](#).



Video #1: Sample Speech 1



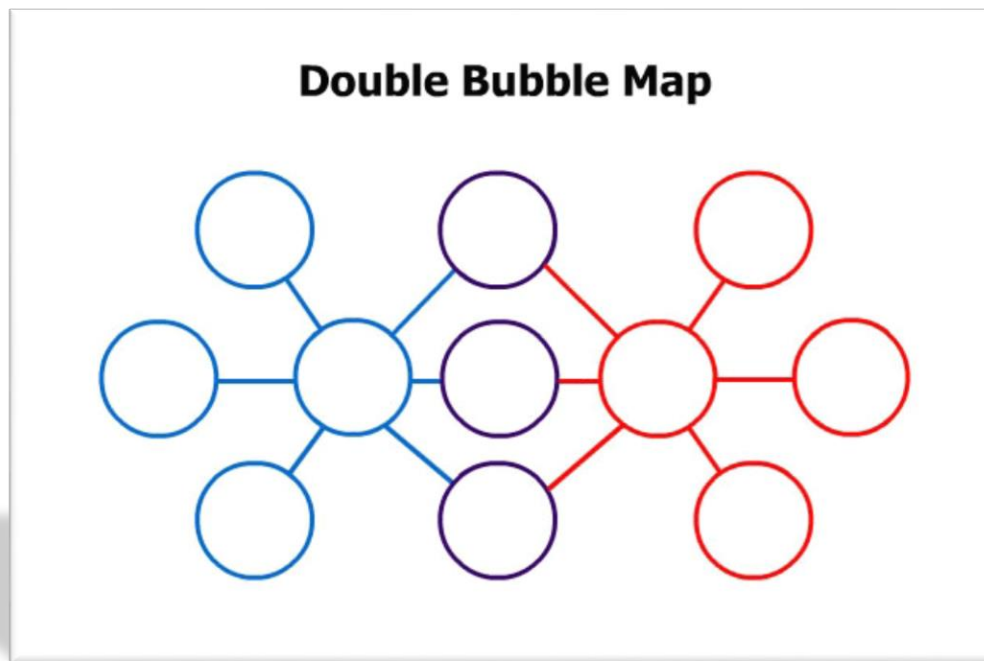
Video #2: Sample Speech 2

Divide
into
teams of
two to
five

Click next to view the videos



Teams decide which speech they liked better and why. Use a Double Bubble Map to compare and contrast the two speeches.



Keep
your
same
teams

Click Next to fill out the Double Bubble Map



Reflection:

- Which speech is the team's favorite?

Exercise 1: Famous Speeches

Directions: Read, listen to, and/or watch the video of two famous speeches, then answer the questions below.

Speech 1

Speaker: _____

Topic: _____

What makes this speech memorable/historical/famous? _____

What type of speech is it? _____

Who was the intended audience for this speech? _____

Which of the tips did the speaker use effectively? _____

What did the speaker do well? _____

What suggestions would you offer to improve the speech? _____

Speech 2

Speaker: _____

Topic: _____

What makes this speech memorable/historical/famous? _____

What type of speech is it? _____

Who was the intended audience for this speech? _____

Which of the tips did the speaker use effectively? _____

What did the speaker do well? _____

What suggestions would you offer to improve the speech? _____