



## JROTC Virtual Learning

# Becoming a Better Speaker LET 3 [U3C6L3]

May 12, 2020



# Lesson: 12 May 2020

## Objective/Learning Target

### **Why this lesson is important:**

Have you ever been asked to speak in front of your class, at a family gathering, at a club group, or some other public function? If you have already experienced these situations, you know that being nervous can be the hardest hurdle to overcome. Although fear of speaking is common, one of the most admired qualities in others is their ability to speak in front of a group. In this learning plan, you will use strategies to reduce your nervousness and improve your speaking skills.

### **What you will learn in this lesson:**

- Identify ways to improve speaking skills
- Develop a plan a plan to improve speaking ability by avoiding common mistakes
  - Develop coping strategies for stressful speaking situations
  - Define key words: constructive criticism, coping strategy

# Student Learning Plan

## Unit 3: Foundations for Success

### Becoming a Better Speaker [U3C6L3]



#### What you will accomplish in this lesson:

Present a speech for a specific purpose



#### Why this lesson is important:

Have you ever been asked to speak in front of your class, at a family gathering, at a club group, or some other public function? If you have already experienced these situations, you know that being nervous can be the hardest hurdle to overcome. Although fear of speaking is common, one of the most admired qualities in others is their ability to speak in front of a group. In this learning plan, you will use strategies to reduce your nervousness and improve your speaking skills.



#### What you will learn in this lesson:

- Identify ways to improve speaking skills
- Develop a plan a plan to improve speaking ability by avoiding common mistakes
- Develop coping strategies for stressful speaking situations
- Define key words: constructive criticism, coping strategy



#### You will have successfully met this lesson's purpose:

- by presenting a speech for a specific purpose and a reflection paragraph about the speech
- when your vocal qualities are clear and pleasant
- when you connect with your audience
- when you appear confident
- when you use visual aids appropriately to support the speech without distraction
- when your reflection paragraph includes what you did well in your speech and what you would like to improve



#### 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.

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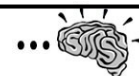
#### INQUIRE PHASE: What do you already know?



1. THINK ABOUT what you know about different types of speaking situations. 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 Tree Map or T-Chart that lists at least five speaking situations that make you nervous and at least five speaking situations where you comfortable. WRITE one statement for each situation to describe why you are or are not nervous and one coping strategy for each situation.
3. SHARE your list with the class to CREATE a class Tree Map.
4. REFLECT on any patterns you see with respect to speaking situations that tend to cause nervousness. ANSWER the reflection questions presented by your instructor.

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

- \_\_\_\_\_1. CREATE a Circle Map to list mistakes a speaker can make while making a presentation. PRESENT findings to the class.
- \_\_\_\_\_2. CREATE a Multi-Flow Map to PREDICT what might happen when speaking mistakes occur.
- \_\_\_\_\_3. LISTEN TO a briefing about public speaking. READ the Becoming a Better Speaker section of your student text.
- \_\_\_\_\_4. REFLECT on coping methods that could be used to counter mistakes speakers can make. ANSWER the reflection questions presented by your instructor.

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

- \_\_\_\_\_1. DRAMATIZE Exercise #1: The Worst Speech Ever to the class.
- \_\_\_\_\_2. LIST examples of mistakes made during the speech. DISCUSS ways to improve the speech and presentation.
- \_\_\_\_\_3. IMPROVE the effectiveness of a speech by editing the speech script using Exercise #1: The Worst Speech Ever. PLAN improvements for the delivery and PRESENT the improved speech to the class.
- \_\_\_\_\_4. REFLECT on what improvements were most effective. ANSWER the reflection question presented by your instructor.

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

- \_\_\_\_\_1. PREPARE to present your speech that was written in Lesson 2: Creating Better Speeches. REVIEW guidelines presented in this lesson and in the student text. SELF-ASSESS and ask another Cadet to PEER-ASSESS your speaking using the Becoming a Better Speaker Scoring Guide.
- \_\_\_\_\_2. COMPLETE the Becoming a Better Speaker 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 – 4 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 3: BECOMING A BETTER SPEAKER



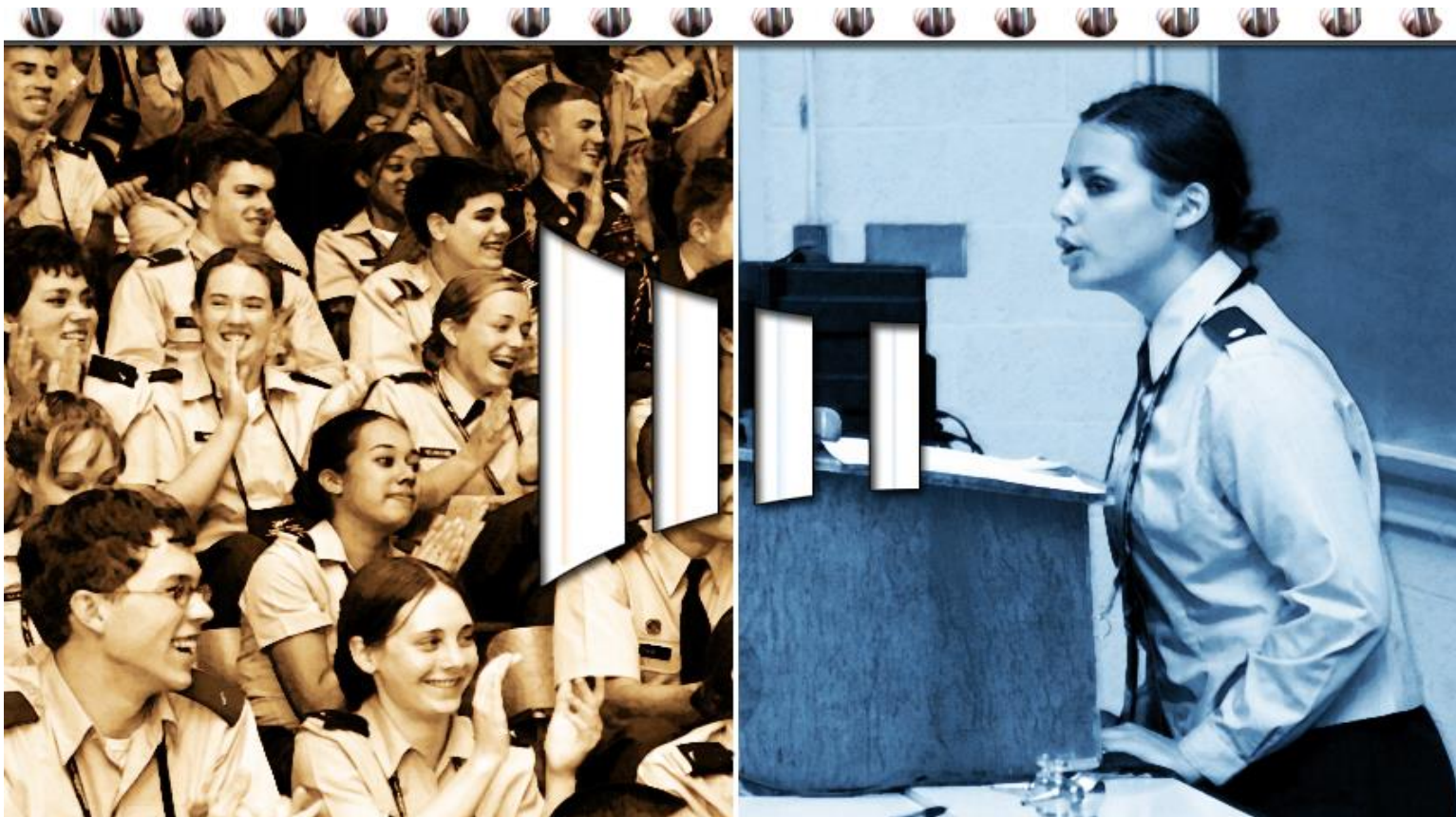
# Unit 3

## Foundations for Success

### LESSON 3: BECOMING A BETTER SPEAKER

Think about your feelings about giving speeches.

## Energizer





“I would rather \_\_\_\_\_ than  
give a speech.”





## Reflection:

- How do the environment, topic, and audience affect your feelings?



Think about different types of speaking situations and how you feel in those situations.

### Inquire - What do you already know?





*(U3C6L3:G1)*

T or F: Public speaking is the greatest fear among people, greater than the fear of dying, flying, or failure.

- A) True
- B) False

**Click to see the correct answer**

- Prepare for this lesson by discussing the key questions of this [Student Learning Plan](#).
  - What will you accomplish in this lesson?
  - Why is the lesson important?
  - When will you have successfully met the lesson's purpose?
- Answer the Lesson Question:
  - How can I be a more effective speaker?



## Learning Objectives

- Identify ways to improve speaking skills
- Develop a plan to improve speaking ability by avoiding common mistakes
- Develop coping strategies for stressful speaking situations
- Define key words: constructive criticism, coping strategy



- Create a Tree Map or T-Chart that lists at least five speaking situations that make you nervous in one column and at least five situations that make you comfortable in a second column.
- Add statements next to the listed situations to describe why you are or are not nervous in each situation. Expand by describing one coping strategy for each situation.



**Click Next to fill out the Tree Map or T-Chart**

## Reflection:

- Do you see patterns about the type of speaking situations that make you more nervous? For example, are you more nervous speaking in front of strangers or people you know?
- How do you cope with the situations that make you nervous versus the situations in which you feel comfortable?

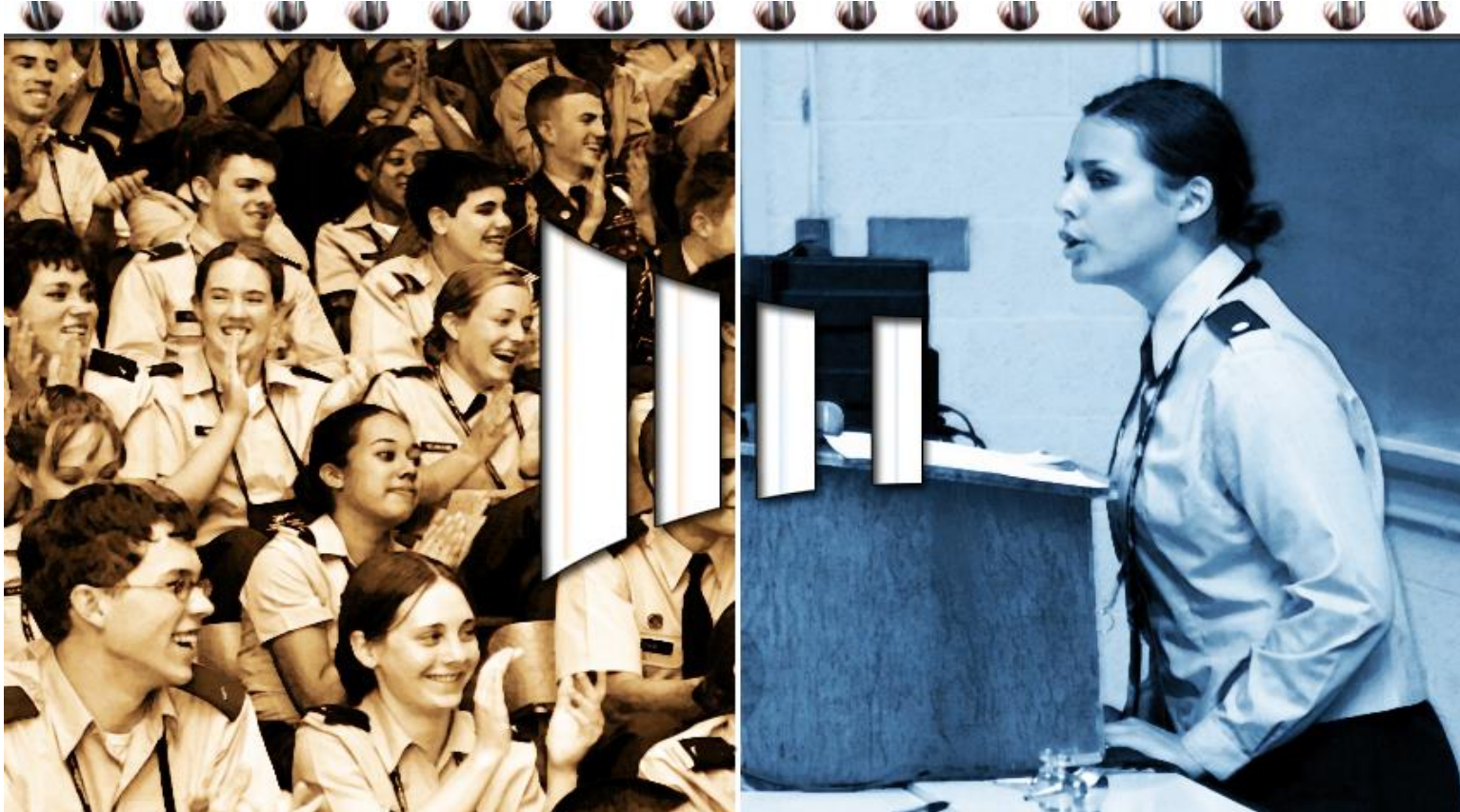
# Unit 3

## Foundations for Success

### LESSON 3: BECOMING A BETTER SPEAKER

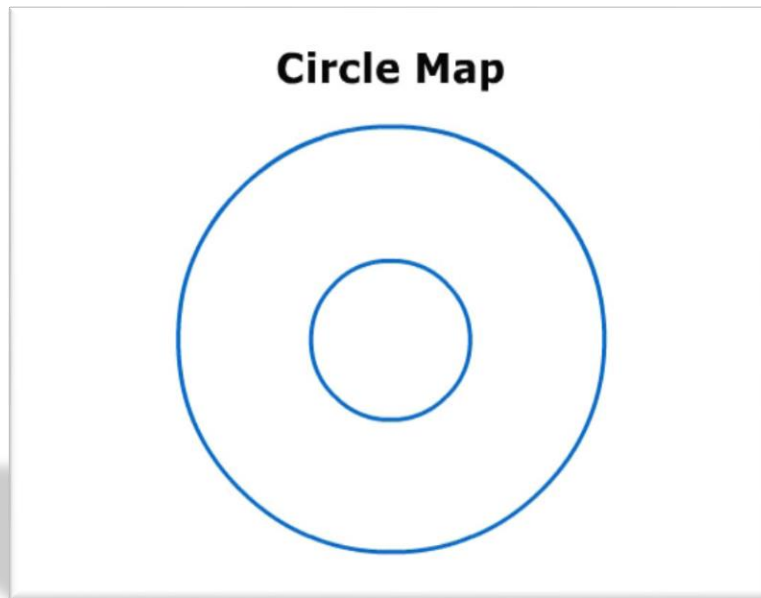
Think about the kinds of mistakes people can make when speaking publicly.

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





- Use a Circle Map to create a list of mistakes a speaker can make while making a presentation.
- Use a class Circle Map to present findings.



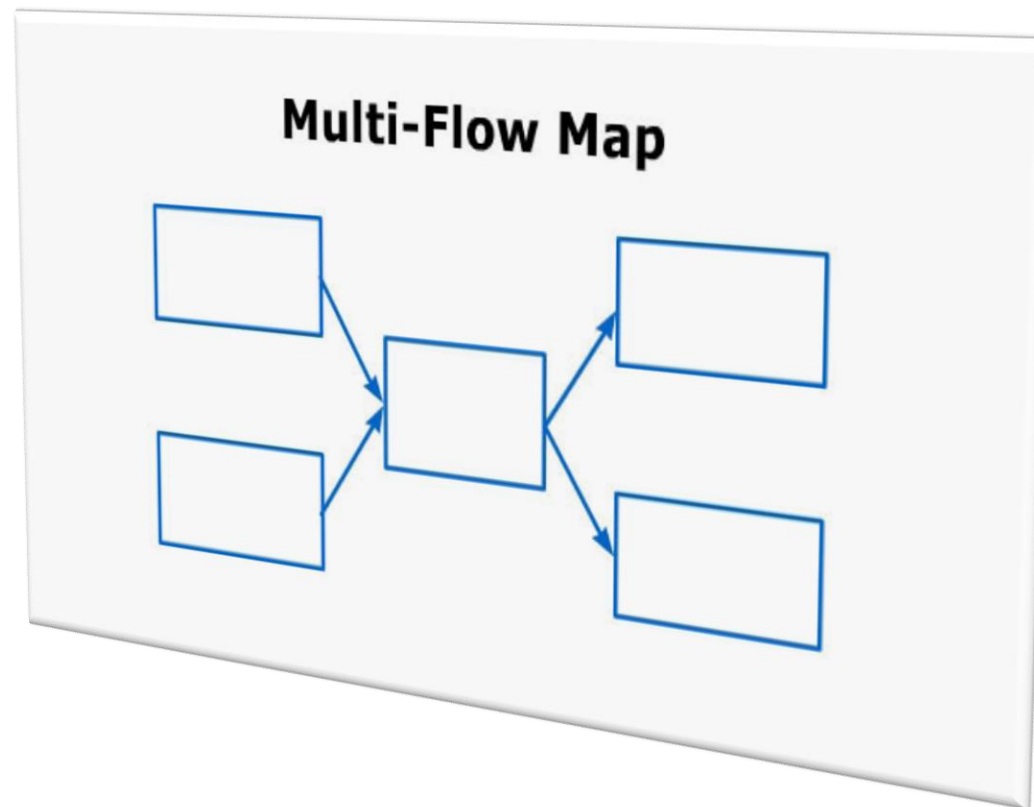
Divide  
into  
teams of  
two to  
five

**Click Next to fill out the Circle Map**





Use a Multi-Flow Map to predict what might happen when mistakes occur.



**Click Next to fill out the Multi-Flow Map**



(U3C6L3:G2)

Which of the following are coping strategies for lessening the fear of public speaking?

- A) Remember that your audience shares your fear of public speaking; Remember the audience is there to hear you
- B) Concentrate on the subject; Remember your nervousness does not show
- C) Prepare; Practice; Breathe deeply
- D) All of the above

[Click to see the correct answer](#)



(U3C6L3:Q4)

Study the list and select the option (A-D) that correctly places the steps for preparing a speech in order.

Preparing a Speech:

1. Analyze the purpose of the speech and the audience.
2. Conduct research and gather information.
3. Support your ideas.
4. Organize all the material.
5. Draft and edit the speech.
6. Practice and get feedback.



- A) It is in the correct order
- B) Switch Step 1 with Step 2
- C) Switch Step 3 with Step 4
- D) Switch Step 5 with Step 6

**Click to see the correct answer**



(U3C6L3:Q2)

Many educated people find themselves giving impromptu speeches without the benefit of research and planning.

If you are one of these people, what technique would you recommend to others when they give these types of speeches?

- A) Focus your speech on the demographics of the audience.
- B) Try a format like: “Past, Present, and Future.”
- C) Be sure to practice beforehand.
- D) Use natural pauses like: “Uh,” “You know,” and “Oh, wait,” when you are thinking what you want to say next.

[Click to see the correct answer](#)

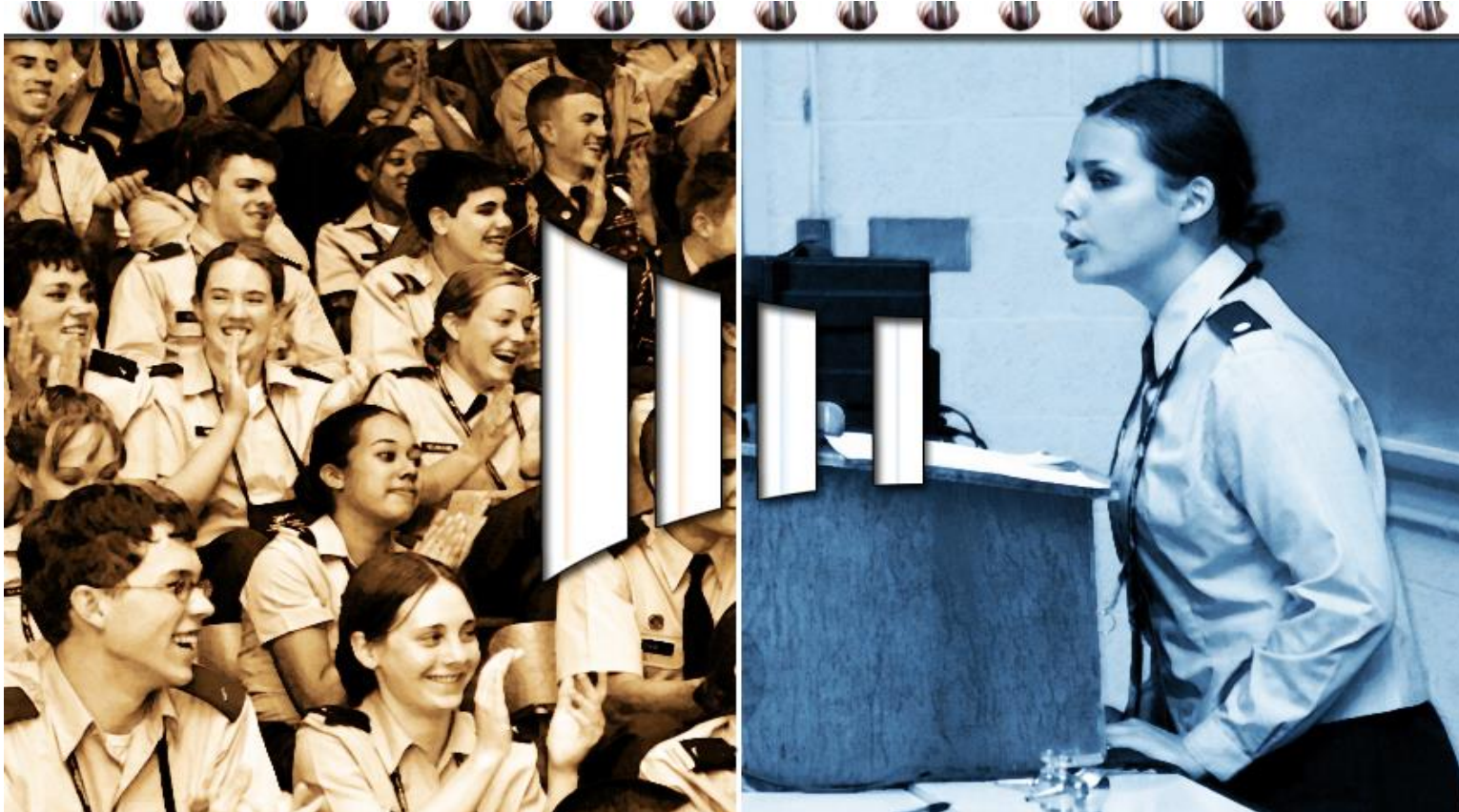


## Reflection:

- Which coping strategies do you use to counter these mistakes?

Think about how mistakes can be distracting when delivering speeches.

Process - Now what can you do with this new information you've learned?





In teams, dramatize [Exercise #1: The Worst Speech Ever](#) to the class.

# CLASS PRESENTATION



Divide  
into  
teams of  
two to  
five



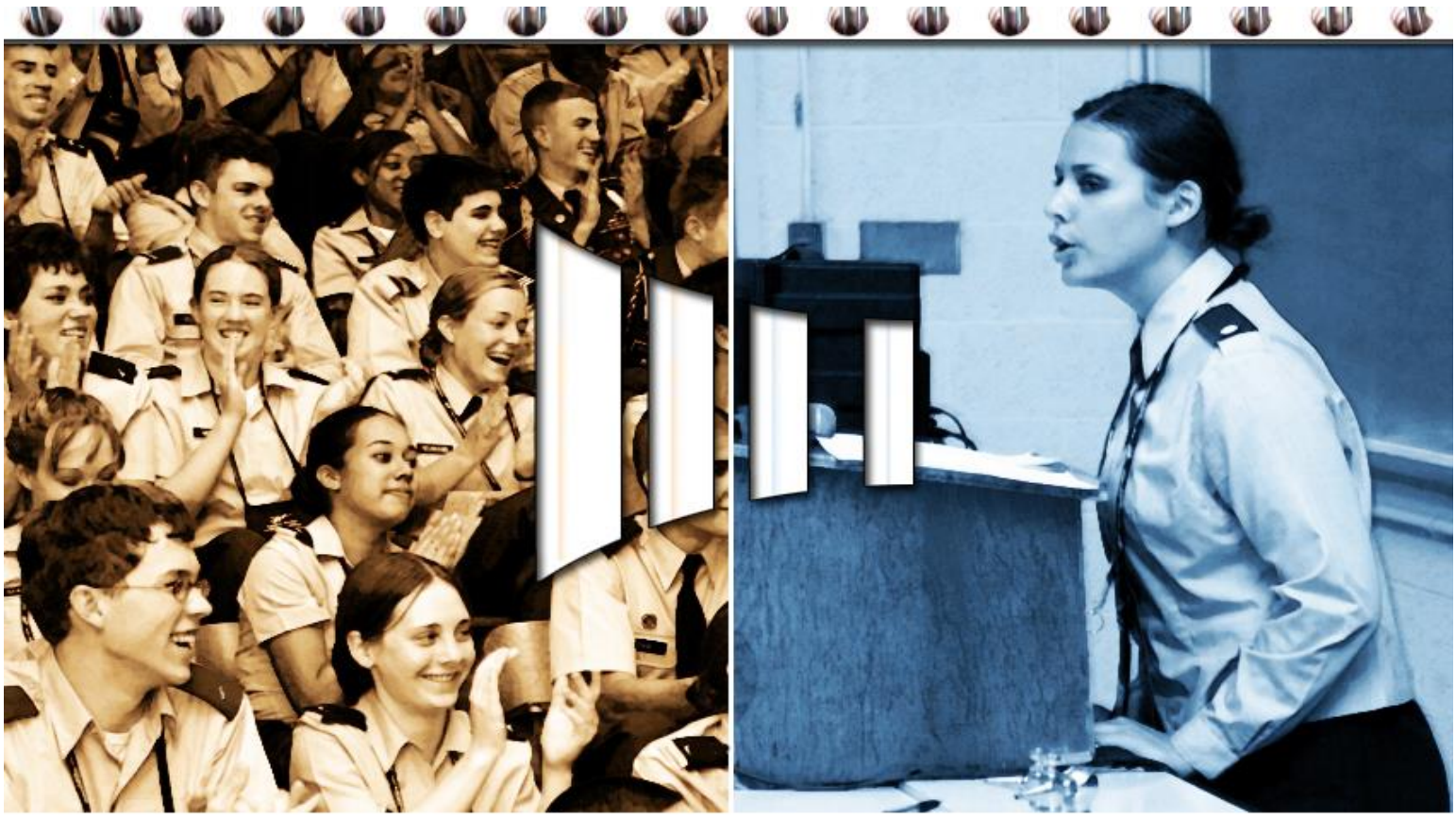
## Reflection:

- What improvements were the most effective and why?



Think about ways to improve your speech written in Lesson 2: Creating Better Speeches.

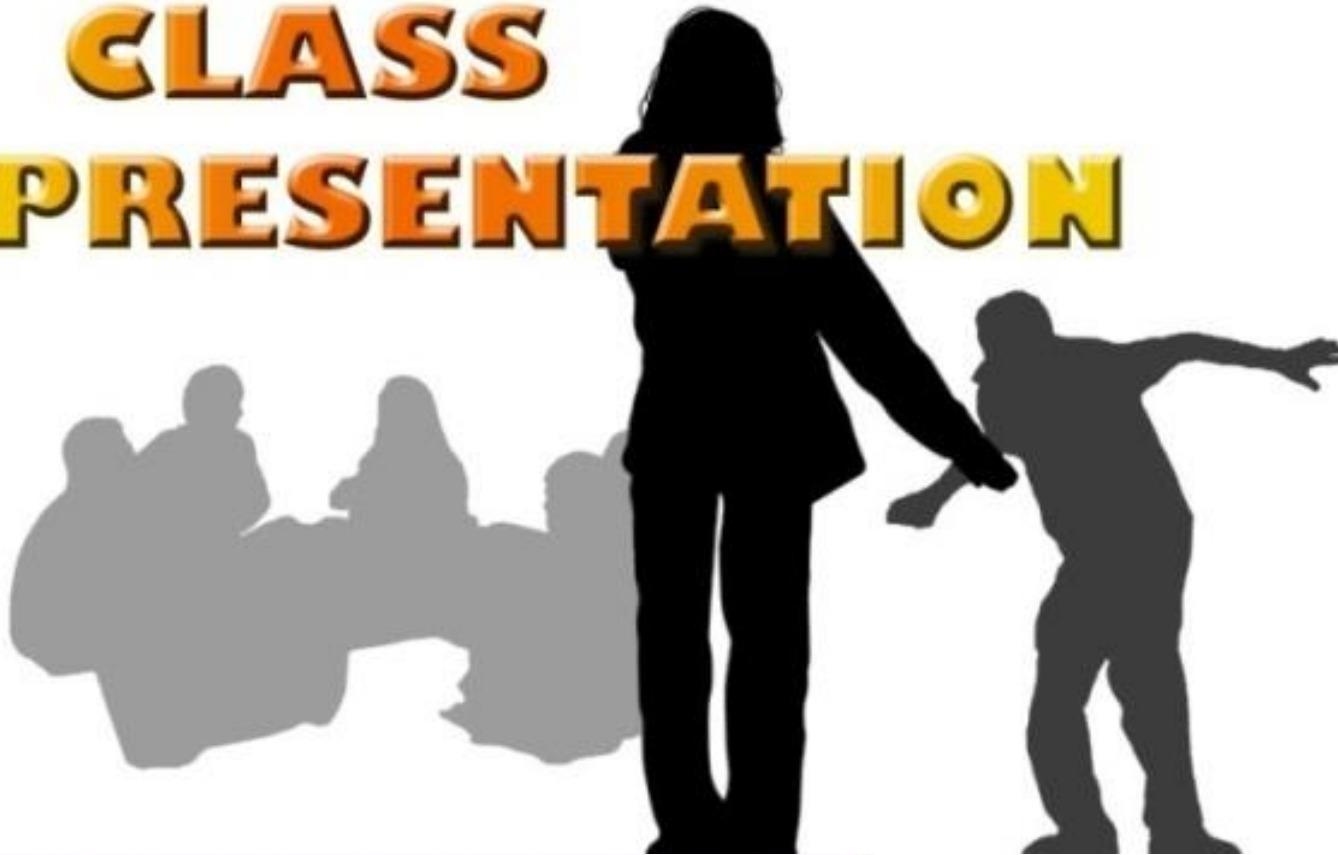
Apply - What else can you do with what you've learned today?





Using speech presentations from Lesson 2: Creating Better Speeches, complete self/peer assessments.

# CLASS PRESENTATION





## Performance Assessment Task

- Complete the [Becoming a Better Speaker Performance Assessment Task](#).
- Submit your completed performance assessment task to your instructor for feedback and a grade.





(U3C6L3:V1)

Choose the term that best completes the sentence below.

Another \_\_\_\_\_ to deal with nervousness is to realize that you look more confident than you actually feel.

- A) constructive strategy
- B) coping strategy
- C) speech structure
- D) constructive criticism

[Click to see the correct answer](#)



(U3C6L3:V2)

Choose the term that best completes the sentence below.

Sometimes you will be called upon to provide \_\_\_\_\_ on another person's speech to help him/her improve his/her performance in some way.

- A) constructive strategy
- B) coping strategy
- C) speech structure
- D) constructive criticism

[Click to see the correct answer](#)



## Reflection:

- What can you do to improve your speaking effectiveness?

# Performance Assessment Task

## Unit 3: Foundations for Success

### Becoming a Better Speaker [U3C6L3]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

#### Present a speech for a specific purpose

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#### Directions

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For this performance assessment task, you will deliver a speech for a specific purpose and write a reflection about it. For this assessment you will:

1. Practice delivering your speech. Self-assess or ask a peer to assess your speaking using the Speech Scoring Guide.
2. Make adjustments to your presentation. Present your speech for feedback from your instructor.
3. Write a reflection paragraph after your presentation to describe what you did well and what you need to improve.
4. Use the attached scoring guide criteria for what you need to do to complete this task.
5. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

**RECOMMENDATION:** It is recommended that you add this performance assessment task to your Cadet Portfolio.

## ***Becoming a Better Speaker Performance Assessment Task Scoring Guide***

<b><i>Criteria</i></b>	<b><i>Ratings</i></b>
1. Your speaking rate is appropriate	met    not met
2. You speak so everyone in the audience can hear you	met    not met
3. Your voice pitch varies for emphasis and is pleasant to listen to	met    not met
4. Your pauses were used appropriately	met    not met
5. You articulate clearly	met    not met
6. You pronounce words accurately	met    not met
7. You connect with your audience	met    not met
8. You appear confident	met    not met
9. You use visual aids appropriately to support the speech without distraction	met    not met
10. Your reflection paragraph includes what you did well in your speech and what you would like to improve	met    not met

***Comments:***

***Name:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

***Evaluator's Signature:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_