



# JROTC Virtual Learning

LET 2 Personal Growth and Behaviors

May 21st, 2020



# JROTC Virtual Learning

## LET 2 Personal Growth and Behaviors

### Lesson 3 Delivering your speech

What You Will Learn to Do

**Learning Objectives:**

Compare the various types of speeches

Analyze the purpose and audience for a speech

Relate the elements of effective writing to speech writing

Develop coping strategies for stressful speaking situations

Identify ways to improve speaking skills

# Delivering Your Speech



## Key words

- articulate
- commemorative
- constructive criticism
- coping
- demographics
- eye contact
- impromptu
- modulation
- persuasive

## What You Will Learn to Do

Deliver a speech that you wrote

## Linked Core Abilities

- Apply critical thinking techniques
- Build your capacity for life-long learning
- Communicate using verbal, non-verbal, visual, and written techniques
- Take responsibility for your actions and choices

## Learning Objectives

- **Compare** the various types of speeches
- **Analyze** the purpose and audience for a speech
- **Relate** the elements of effective writing to speech writing
- **Develop** coping strategies for stressful speaking situations
- **Identify** ways to improve speaking skills

# Essential Question

What are the essential elements for delivering a great speech?



## Learning Objectives (cont'd)

- **Define** key words: articulate, commemorative, constructive criticism, coping, demographics, eye contact, impromptu, modulation, persuasive

### Introduction

Most individuals spend seven out of every ten waking hours communicating; three-fourths of this communication is through speech. The average person speaks some 34,020 words a day. That is equal to several books a week, more than 12 million words a year. The likelihood of an individual being asked to give a speech is pretty high.

When you were younger, being the center of attention was probably fun. Now that you are older, you are probably much more concerned with your appearance and what people think of you. You may be much more nervous about public speaking. With the right knowledge and practice, you can minimize this nervousness.

Speeches are not made alone in a room. When you give a speech, there is always an audience. You and the audience have a two-way relationship. You give the speech to the audience. In turn, the audience gives you their attention and reaction, called feedback. The advantage of oral communication is that it is a face-to-face process of mutual give and take.

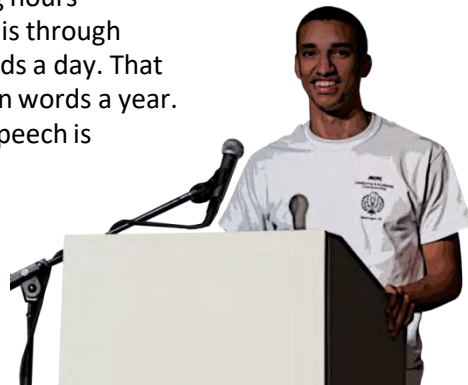


Figure 2.3.1

### Types of Speeches

There are several major categories of speeches. These categories include:

- Informative
- **Persuasive**
- Actuating
- Argumentative
- Entertaining
- **Impromptu**

## Key words

### **persuasive:**

Have the power to persuade

### **impromptu:**

Without planning or rehearsal



Figure 2.3.2

The purpose of each speech varies, depending on what you are attempting to accomplish as a speaker.

### **THE INFORMATIVE SPEECH**

The speech to inform does exactly what it says—it informs or tells the audience about something. It delivers information so that the audience can grasp and remember important data about the subject. The goal is for the audience to accomplish understanding of the subject. An example is a presentation on how to gain rank in JROTC.



Figure 2.3.3

### **THE PERSUASIVE SPEECH**

The speech to persuade attempts to change the audience's minds and/or behavior toward something; an example is persuading other students to become Cadets.



Figure 2.3.4

### **THE ACTUATING SPEECH**

The speech to actuate is a motivating speech similar to the persuasive speech, but the difference is that the speech to actuate calls for immediate action. For example, suppose your school principal announces that the school team needs to be encouraged about a big upcoming game. The resulting action may be in the form of a school pep rally.

### **THE ARGUMENTATIVE SPEECH**

The argumentative speech must be structured as most other speeches. It must rely on logical appeals. This type of speech is also known as a kind of reasoned persuasion. Many debates in social and political fields are based on this kind of speech. Another common example is the closing argument an attorney makes during a courtroom trial.



Figure 2.3.5

## THE ENTERTAINING SPEECH

The speech to entertain is used to relay a message in an entertaining manner. Humor plays an important part in this speech. For this reason, the entertaining speech can be difficult to present because humor is of a personal nature. If an entertaining speech is presented well, it can be very effective. When someone is being honored, very often another person will make a humorous speech about the honoree, perhaps telling a funny story about the person.



Figure 2.3.6

## THE IMPROMPTU SPEECH

The impromptu speech is something a little different because most impromptu speeches are presented without an elaborate preparation. The word “impromptu” means “to do something without preparation or advance thought-off-hand.”



Figure 2.3.7

The best way to be prepared for the “unprepared” is to stay up-to-date in your field of interest. Clipping and saving articles and reading newspapers or news magazines are ideal ways to do this. Communicating with people who share your area of interest also helps you broaden your understanding.

One way to organize your thoughts for an impromptu speech is to use a “Past, Present, Future” format. Speak first about the past of the subject, such as the history of the Army JROTC and what has been done to increase the number of Cadets; then, speak about the organization and the role it plays today by considering what is happening now and what kind of learning takes place. Finally, contemplate the future. Consider what things may change, what improvements may be made, and where Army JROTC may be ten years from now.

### **Tips for Impromptu Speaking**

Remember the following techniques to improve impromptu speaking:

- Stay knowledgeable on a variety of topics.
- Try a format such as “Past, Present, Future.”
- Support your ideas with examples or statistics.
- Add personal experiences.
- Do not rush; collect your thoughts.
- Concentrate on what you are saying.
- Stay on subject.
- Practice giving impromptu speeches.

## Analyze Purpose and Audience

### Key words

#### **commemorative:**

Honoring the memory of;  
speaking in honor of

One of the best ways to be a successful speaker is to be completely prepared. Although this may not be possible with an impromptu speech, preparing for other types of speeches, such as a **commemorative** speech, will require an organized and designed speech.

### PURPOSE

It is important to identify the purpose of your speech because it will keep you focused as you analyze your audience and begin to organize your speech.

The purpose of a speech depends upon the type of speech you are giving (or required to give), your topic, and the audience level. In some cases, there may be a general purpose and/or a specific purpose. You may make decisions along the way based on the purpose of your speech. The general purpose for an informative speech might simply be to inform the audience about your topic. A specific purpose, however, states the main idea (or ideas) of the speech. The specific purpose should be written in one sentence to ensure that its intent is clear and concise. For example, if you are giving a speech to an eighth grade graduating class on the advantages of taking Army JROTC, the following statements could represent your topic, general purpose, and specific purpose:

- *Topic:* Army JROTC
- *General Purpose:* To inform eighth graders about JROTC.
- *Specific Purpose:* To inform the graduating class at Center Middle School about the advantages of taking Army JROTC in their ninth grade year at Lakeview High School.

### AUDIENCE

The goal of every speech and speechmaker is to win a response from the listeners. To accomplish this, you need to have some basic knowledge about your audience. This might include:

- What knowledge does the audience already have about the topic?
- What additional information will the listeners most want to know about the topic?
- What particular aspects of the topic will be most relevant to the audience?
- What is the audience's attitude about the topic?
- How can you best gain and hold their interest and attention?
- What do you need to think about as far as language level of the audience?
- What interests do you share with your listeners?
- What is the occasion of the speech?
- How much time should you allow for your speech?



Figure 2.3.8

Additionally, you should try to learn some **demographics** about the audience. Demographics are statistical information about groups of people. This data tells you about group characteristics, not individuals.

You can learn about the audience's:

- Age
- Occupation
- Religion
- Ethnic or cultural background
- Gender
- Physical characteristics
- Economic status
- Educational background
- Political affiliations

You can learn about your audience by personal observation, information from others, interviews, and questionnaires.

The more you know about your audience, the more you can gear your talk toward their needs and interests, and the less likely you will be to offend anyone.

The best speakers focus on the audience. Good speakers know that the best collection of information will not substitute for a good audience analysis.



Figure 2.3.9

## Key words

### demographics:

Dealing with the vital and social conditions of people

## Developing the Speech

The general purpose and the specific purpose of the speech are developed early in the speech preparation process, usually before you conduct any research. You do, however, need to have a certain amount of information to write a thesis statement, such as:

- *Topic:* Army JROTC
- *General Purpose:* To inform eighth graders about service learning.
- *Specific Purpose:* To inform the graduating class at Center Middle School about the advantages of participating in service learning and how they can get started.
- *Thesis Statement:* Participating in service learning will allow you to learn outside the traditional classroom environment and help fill a need in the community.

The thesis statement is a one-sentence summary of the speech. It acts like the topic sentence in a written composition. It is a complete sentence that tells exactly what your speech is about. After you have your general and specific purposes and your thesis statement, you are ready to conduct your research.



## **SELECTING A TOPIC**

Sometimes a topic is assigned to you; other times you are given the opportunity to select your own topic. There are several methods that can be used to make a selection, including:

- Analyze your own interests.
- List broad categories of topics or subtopics under one broad category.
- Engage in personal brainstorming to list as many topics as you can think of in a short amount of time.
- Identify current topics of interest in the news.
- Cluster topics to think of a concept or an idea which you know something about, write and circle it in the middle of the page, and then spend about ten minutes letting your mind freely associate other topics related to the concept. This is different from just listing various topics because with clustering, all the topics are related in some way. After you have finished, you can pick the pieces that can be developed into a speech. Ask yourself the following questions:

- Are you interested in the topic?
- Will you enjoy talking about the topic?
- Do you want to entertain, inform, or persuade?
- What can you do to make the topic more interesting?
- Will the topic offend some members of your audience?
- Does the occasion of the speech have a special purpose?
- Do you know anything about the topic?
- Do you have any interest in learning about the topic?

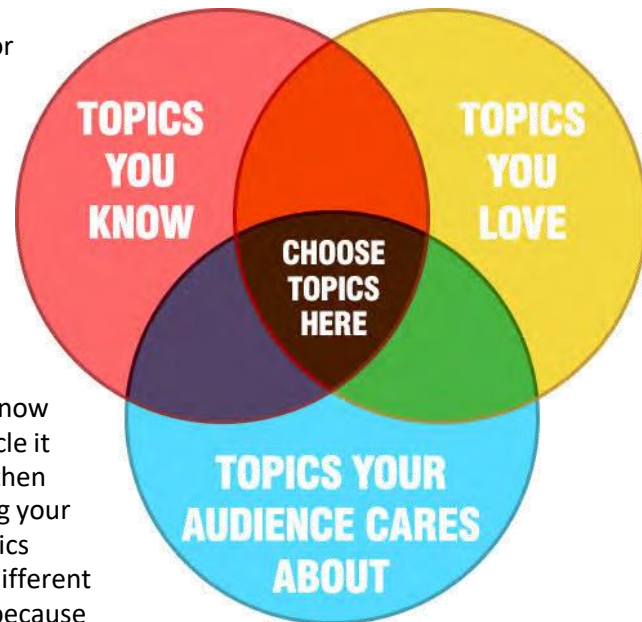


Figure 2.3.10

After you have selected your topic, confirm whether it is appropriate for your audience and for yourself. Is it appropriate ethically, and is it appropriate for the occasion? Narrow the topic appropriately for your time constraints, and you are ready to conduct your research.

## **CONDUCTING YOUR RESEARCH**

Research is used to increase speech effectiveness as well as to enhance your credibility. You will want to know the most recent information. Knowing about any new controversies and the latest information will help you understand the audience's attitudes and will assist you in developing strategies for the best approach.

Remember to write down where you are finding all your information. You may need to go back and find more data, and you also need to give credit to your sources during your speech.

There are many ways to conduct research on your topic. These ways include:

- Personal experience
- Newspapers
- On-line newspapers
- Public libraries
- Library catalog
- Reference works
- Periodicals
- Non-print materials
- On-line libraries
- School libraries
- State/local agencies on-line
- Personal interviews

### **Personal Interviews**

Personal interviews can be helpful if they are easily obtainable. The information-gathering interview is an especially valuable form of research. The interview allows you to view your topic from an expert's perspective, to take advantage of that expert's years of experience, research, and thought. You can use an interview to collect facts and to stimulate your own thinking. Often the interview will save you hours of library research and allow you to present ideas that you could not have uncovered any other way. And because the interview is a face-to-face interaction with an expert, many ideas that otherwise would be unclear can become more understandable.



Figure 2.3.11

### **Support Your Points**

Knowing the details that support the ideas within your speech will allow the audience to look at you as an expert. They will be more likely to give you their undivided attention. There is an art to giving a credible and well-supported speech. Support for your points can come in several forms.

#### ***Facts and Figures***

Facts and figures are statements and verifiable units of information. You can impress an audience if you include a lot of facts and figures. You must make sure they are accurate.

#### ***Descriptive Statistics***

Descriptive statistics explain things in terms of size or distribution. These statistics are powerful because they give the impression that they are the result of a thorough scientific study. When evaluating statistics one should consider the source, seek multiple sources, cite the statistic completely, and try to use current and relevant statistics. For example, if you were naming someone as the greatest tennis player of all time, just making the statement is not as impressive as giving the statistics that support the statement.

#### ***Statements of Authority***

Statements of authority let you “borrow” the credibility of the expert. In the example of naming the world’s greatest tennis player of all time, if you can also quote a well-known tennis player as agreeing with your estimation, that would carry a lot more credibility.

## OUTLINE YOUR INFORMATION

After you have gathered information and found the supporting logic, facts, testimonies, or statistics, the next step is to create an outline of your information.

Outlining your points will help you see the main themes in your speech, let you add to your notes, and ensure your speech will flow naturally. You can write an outline in words and phrases or in complete sentences, but it is best to use as few complete sentences as possible. By avoiding complete sentences, you will limit the temptation to just read your speech from your notes.

When outlining your main points and supporting ideas, make sure that all of them support the goal and purpose of the speech.

There are several ways to organize the information. Before you start, think about the various alternatives available to you.

- Topical organization allows you to present several ideas related to one topic. These ideas follow a logical order. This is one of the most common ways to organize ideas.
- Chronological organization uses time sequence for the framework. Chronological organization is important for speeches that require background information.
- Spatial organization orders material according to physical space. You may use spatial order in speeches involving geographical locations.
- Classification puts topics into categories. This pattern fits many speeches.
- Problem/Solution puts the problem in the first part of the outline, and the solution into the second part.
- Cause/Effect organization describes the cause of a problem in the first part of the outline, and describes the effect in the second part.

Regardless of how you format your outline, it should contain the same elements of good writing:

- The title
- The specific purpose
- The thesis statement
- The introduction, which may be outlined or written in full
- The body of the speech in outline format
- The conclusion of the speech, which may be outlined or written in full
- A bibliography of sources or references consulted

## INTERESTING INTRODUCTIONS

After you have an outline of the information that is the body of your speech, you need to think about how you will introduce the information.

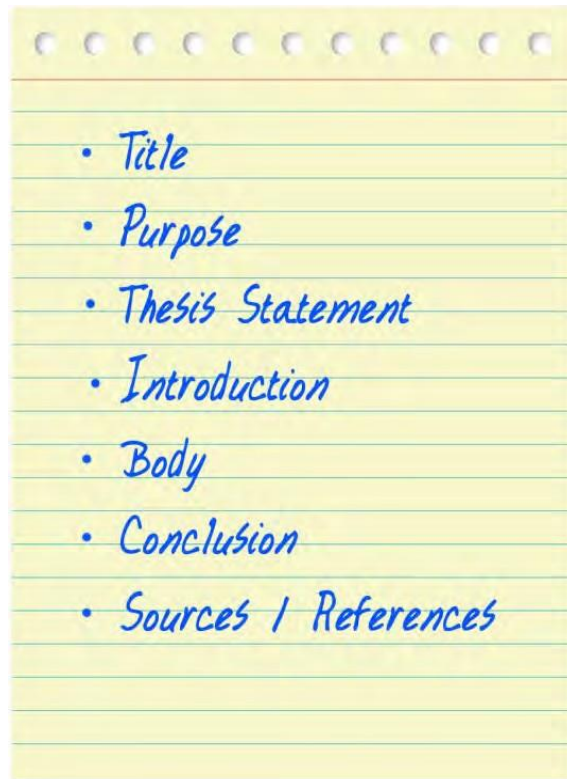


Figure 2.3.12

The introduction accomplishes the following:

- Grabs the audience’s attention
- Introduces the topic
- Shows the importance of the topic
- Presents the thesis of the topic
- Forecasts the major ideas

There are many ways to get the attention of your audience:

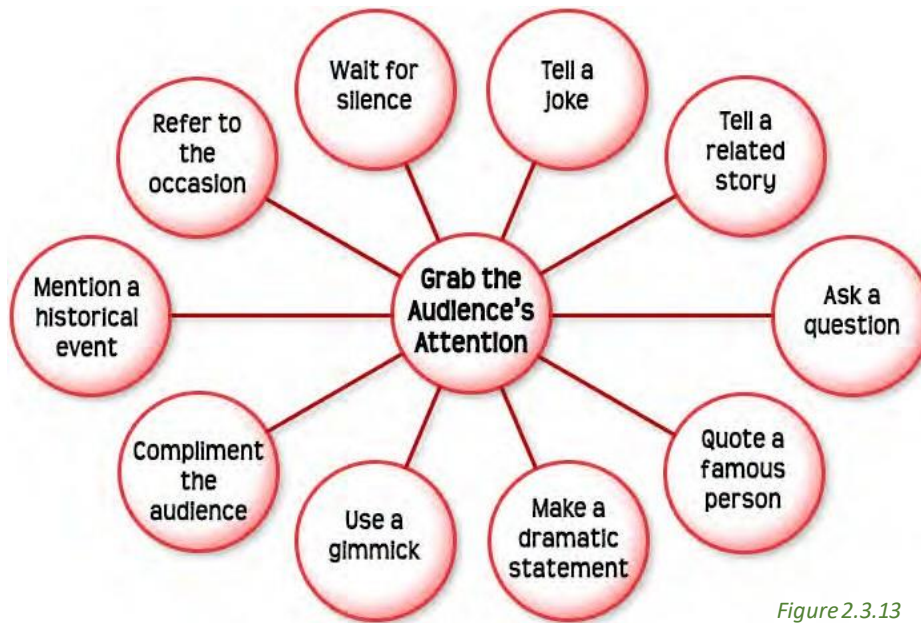


Figure 2.3.13

Different types of speeches require different types of introductions. You need to decide what will work for your topic and your audience.

Within the introduction, give a “preview” of your presentation. The preview is usually only a sentence or two long. Be brief and be clear. After the introduction, your audience should know exactly what you are talking about and, in some cases, why.

## **HUMOR**

If you are trying to build credibility, humor can be effective because people like to hear a good joke, and they are likely to remember it and associate it with serious ideas. Political candidates use humor in their speeches.

Remember, only use humor at appropriate times during the speech. There are clearly some speeches where the use of humor would not be appropriate at all. When explaining to a group of youngsters why their behavior was inappropriate, humor may be out of place.

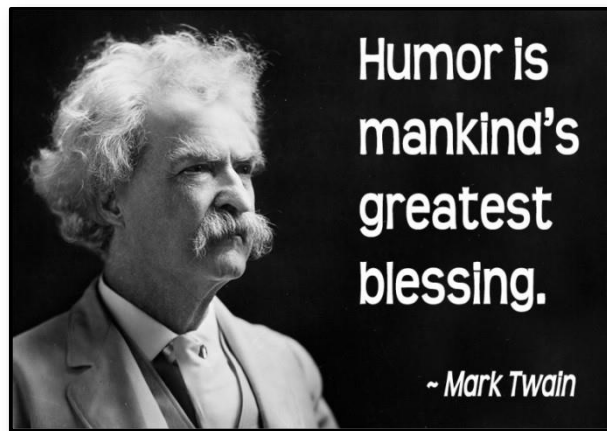


Figure 2.3.14

## **THE BODY OF YOUR SPEECH**

The body of your speech should take about 75 percent of the allotted time. In this main section of the speech, you want to reinforce your general and specific purposes. Support your main idea with examples. These ideas should be carried throughout the speech in a logical order, being supported by data.

The main body of the speech is typically divided into main points, usually two to five. These main points should be similarly worded and approximately equal in importance.

Make sure you use words that your audience will understand. Eliminate complex sentences and try to speak as naturally as possible. Make the body of the speech similar to the body of a report: organized, concise, and to the point.

## **TRANSITIONS**

Transitions are statements that connect different parts of your speech. Transitions look back at what you have stated and connect it with the next item you are discussing. It is especially important to have a transition between your introduction and the body of your speech, and the body of your speech and your conclusion. Adding transitions make your speech sound polished and prepared.

## **WRITE A CONCLUSION**

The conclusion of a speech is also similar to the conclusion of a report. The conclusion should be short and review the main ideas. Wrap up your ideas and remember to leave time for your audience to ask questions. Do not rush through the conclusion. This is your final opportunity to tell the audience that you are an informed and confident speaker.

The conclusion can be very effective when it ends with a surprising statement. Such a statement can make your presentation unforgettable.

## **Speaking to Your Audience**

When you were younger, being the center of attention was probably fun. Now that you are older, you are probably much more concerned with your appearance and what people think of you. You may be nervous about public speaking.

Fortunately, you are not alone! Many people find delivering a speech intimidating. However, it is much easier to speak about something you've researched and written. Better yet, it's easier to deliver a speech about a topic you care about. So, if you've written your speech, you're almost ready to deliver it.

Give yourself some time to practice delivering your written speech and the nervousness will subside.

## **COPING WITH NERVOUSNESS**

Recent studies show that speaking in front of a group is by far the greatest fear of most people. It ranks ahead of the fear of dying, riding in an airplane, or failure in other areas of one's personal life.

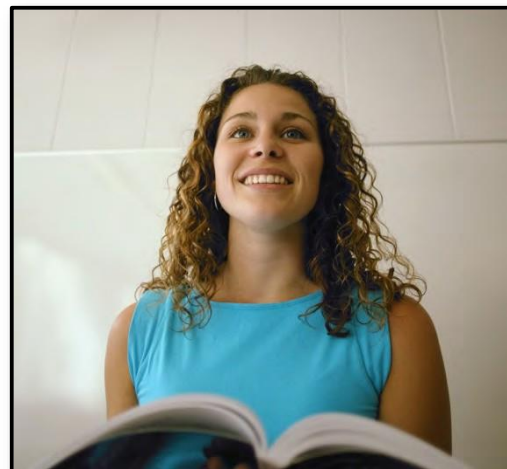


Figure 2.3.15

You have probably already had to talk in front of a group of people. You may have felt one or more of the common symptoms of nervousness. These include:

- Shaking knees
- Dry mouth
- Quivering voice
- Stomach pains
- Loss of memory

### Coping Strategies

One of the most important concepts on which you should focus when you are nervous about speaking in public is that you are not alone. Whatever group you are facing, look around and realize that you have something in common with everyone there. Every person you see has been, or will be, in your situation at some time. In many cases, such as classroom speaking, you are all members of the same group.



## Content Enhancement:

MARK TWAIN

**“There are two types of speakers:  
those that are nervous and  
those that are liars.”**

**– Mark Twain**



Figure 2.3.16

Another **cop**ing strategy to deal with nervousness is to realize that you look more confident than you actually feel. Think about all the newscasters you have seen on television. Many of them have said that they feel “stage fright,” yet it is rarely noticeable. Look at how many instructors must stand before a classroom and keep the attention of their students. For many individuals, being “in the spotlight” is their profession or career. For other individuals, presenting a speech is an occasional event, such as in speech classes. For everyone, feeling the symptoms of nervousness is ordinary, but it rarely shows.

Keep in mind that your listeners are there to hear what you have to say. Assume they are a friendly crowd. They are not “out to get you.” They are waiting to learn some interesting information.

Another important point to remember is to concentrate on your speech content. Do not concentrate on how you are saying it. If you are discussing a subject in which you are interested, the audience will perceive this. If you are more focused on your gestures and your emphasis on certain words, both you and the audience will be distracted.

## Key words

### **cop**ing:

Ability to deal with a difficult situation

Be aware of your nervousness before you begin and deal with it. Take some deep breaths and perhaps even do some stretches. Give yourself some time to collect your thoughts.

The best way of all to overcome nervousness is to know that you are prepared. Proper preparation and rehearsal can help to reduce fear by 75 percent. Practice your speech in front of a mirror. Try to practice enough so that your use of notes will be minimal. If you know your subject very well, and are solidly prepared, you will balance your nervousness with a strong feeling of confidence. The audience will see your level of confidence. Whether speaking to a small group or several hundred people, most people feel nervous.



## Content Highlight:

### STRATEGIES

To review, the following are some strategies for coping with and overcoming nervousness:

- Look at the audience and know that they all feel nervous when giving a speech.
- Remember that the audience is there to hear what you have to say.
- Concentrate on the subject.
- Keep in mind that your nervousness does not show.
- Prepare, prepare, prepare.
- Practice, practice, practice.
- Breathe deeply.

### SPEECH DELIVERY TIPS

After you have gathered the necessary information for your speech, you are ready to present it. When you stand before your audience, remember the strategies for dealing with nervousness. Take a few seconds, breathe deeply, and begin your presentation. Proper breathing techniques can reduce fear by 15 percent.

Remember to be yourself. Think positively while you are in front of the audience. Know that the audience is there to learn and listen.

Establish **eye contact** with members of the audience. Some members of the audience may not return the eye contact. The solution is to establish eye contact with the individuals who are returning your interested look. Remember, this is the way to begin talking with your audience and not just to them. You are communicating with both your words and your eyes.

When you are giving a speech, you should not read from your notes. Only glance at your notes occasionally, to be sure that you are following the outline and format of your speech.

## Key words

### eye contact:

Looking someone directly in the eye

Try to avoid a lot of body shifting. The movements and gestures you make can be very distracting to the audience. Shuffling your feet or scratching your ear will cause the audience to lose concentration.

Also avoid those interrupting pauses such as, “Uh,” “You know,” “I mean,” “Well,” and “So.” Adding these phrases is a very common habit for speakers. It can also be a hard habit to break, and one that will take some effort and concentration.

Everyone makes mistakes when they are speaking. If you accidentally say a wrong word or you suddenly lose track of where you are, do not panic, but attempt to smile. Smiling through your fumbles tells the audience that although you made a slight mistake, you are still in control of the situation. Correct it if it is an important point. If it is not, disregard your blunder and continue with your presentation. Go a little more slowly and take your time.

What is equally important in giving a speech is concluding it. When you are finished, do not rush back to your seat. Be professional and ask if anyone has any questions. Look around with composure and if there are no questions, politely say, “Thank you” and go sit down. If there are questions, answer them as well as you can. If the information has already been covered in the speech, do not give an extensive explanation. Be brief. Remember—you are the expert on the subject.

### **USE VISUAL AIDS**

Visual aids can be a stimulating part of your speech. They allow the speaker the freedom to use overheads, slides, charts, pictures, film, or anything else that helps your audience relate to the topic. Visual aids can be hand written or drawn, or they can be computer generated. Usually, visual aids are prepared ahead of time. Occasionally, they can be drawn, on chart paper or a board, during the presentation. This is usually when input from the audience is required.

Visual aids are successful when they help keep the audience interested in the topic. You can use them to support any part of your speech. For example, visual aids can capture the audience’s attention in the introduction, support your main idea(s) in the body, and leave the audience with a favorable impression during the conclusion.

If you decide to use visual aids, do not let them distract you. Prepare your visual aids ahead of time and practice with them. Do not display them until you are ready to use them. When you are finished with a visual aid, remove it or cover it so it does not distract your audience. Try to use only a few visual aids. Visual aids should add to your speech, not be the main substance of your speech.

When you give your speech, make sure you focus your attention on the audience. Do not talk to your visual aids, or turn your back to the audience. Make sure the point of the visual aid is clear to the audience. If you are giving out materials such as handouts, do not give them out during your speech. Distribute them before or after the speech.



*Figure 2.3.17*



## PRACTICE



Figure 2.3.18

You have probably heard the expression “Practice makes perfect.” This is definitely true in speech preparation. The more you practice, the more polished you will sound, and the less you will have to rely on your notes.

Practice in front of the mirror, your family, or one or more friends. If you can, make a “dry run” in the room in which you will deliver the actual speech. Use your visual aids to make sure they work. Perhaps you can even record yourself practicing and see how it sounds. You may hear some places where you are not communicating effectively. Each time you practice you will find ways to improve your speech.

**Note:** When you practice your speech, be sure to time how long it takes you. You might need to add more material, or cut some, depending on the length of time you have to present. And be sure to have your practice “audience” ask questions.

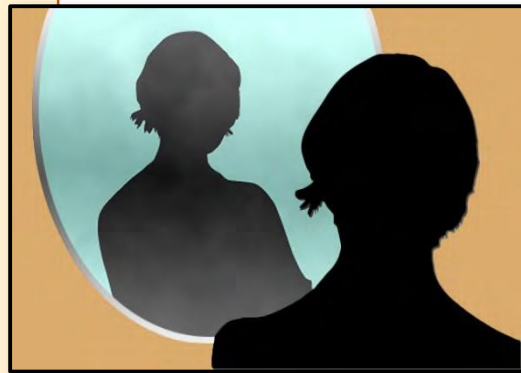


Figure 2.3.19

## DURING THE PRESENTATION

If you have analyzed your audience, done your research, organized the information, written your outline or notes, and practiced your delivery, you are almost done. Of course, you still need to deliver the actual speech!

There are certain steps you must remember:

- Capture the audience’s attention.
- Establish eye contact.
- **Articulate** your words. Do not mumble.
- Stand up straight, do not shift your body and shuffle your feet.
- Do not put your hands in your pockets.
- Do not use phrases such as “okay,” “you know,” “um,” “I mean,” and “well.”
- Establish an acceptable volume. Do not screech or use a monotone voice.
- Do not talk to your visual aids. Face the audience at all times.

## Key words

**articulate:**  
To speak clearly and effectively

## Presentation Guidelines

Here are some guidelines for ethical speech and delivery in communication:

- Understand the power of the lectern. Being in front of people gives you a certain amount of credibility.
- Speak truthfully and be sure of your facts.
- Be willing to rock the boat. Stand for what you believe, but do not alarm your audience.
- Do not lie.
- Avoid excess and inappropriate emotional appeals.
- Use credible and current sources.
- Avoid ambiguity. Be concrete in your statements.

## Verbal Communication

In verbal communication, it is up to you to use your voice and vocal qualities to drive home your ideas and information. You have control over rate, volume, pitch, pause, articulation, and pronunciation. The following sections show how your voice can help you.

### **Rate**

The rate at which you speak is very important. It should not be too fast or too slow. Vary the rate at which you speak to add emphasis to your presentation.

### **Volume**

Volume is another verbal technique that can add emphasis to your speech.

### **Pitch**

Pitch is the use of notes (higher or lower) in a voice range. Speak in a range and tone that is comfortable for you and move up or down your scale for emphasis.

**Modulation** in your voice will keep the audience listening.

### **Pause**

Pause gives you time to take a breath and collect your thoughts. It also gives the audience time to absorb your points and ideas.

### **Articulation/Pronunciation**

Articulation is the art of speaking intelligibly and making proper sounds. Listen to yourself and make your words distinct and understandable. The more clearly you articulate, the more confident you will sound.

Even if you articulate clearly, you can still mispronounce a word. Mispronunciation distracts listeners from focusing on the content of the speech.



Figure 2.3.20

## Key words

### **modulation:**

To change or vary the pitch, intensity, or tone

## Key words

### **constructive criticism:**

Feedback that is helpful and productive

## **CONSTRUCTIVE FEEDBACK**

Sometimes you will be called upon to provide feedback on another person's speech. It is important to realize that feedback need not always be negative or destructive. It should be **constructive criticism**.



*Figure 2.3.21*

The purpose of giving feedback is to improve someone's performance in some way. In its most effective form, it provides constructive advice, direction, and guidance, in an effort to raise performance levels.

Effective feedback stresses both strengths and suggestions for improvement. In giving constructive feedback, you must be straightforward and honest; you must also respect the speaker's personal feelings. Feedback

is pointless unless the speaker profits from it; however, praise just for the sake of praise has no value unless the only goal is to motivate or improve self-concept.

Effective feedback reflects your consideration of the speaker's need for self-esteem, recognition, confidence, and the approval of others. Ridicule, anger, or fun at the expense of the speaker has no place in constructive feedback.

To give constructive feedback, listen carefully to the speaker. Focus on the following:

- The actual content of a speaker's effort
- What actually happened during the speech
- The observed factors that affected performance of the speech

## Conclusion

Speech is the most widely used medium of communication. The main purpose of any speech or presentation is to deliver clear and specific ideas to the listeners. Practicing the impromptu speech is an ideal way for many individuals to gain self-confidence and the ability to communicate “on their feet.”

Although fear of speaking is common, studies show that one of the most admired qualities in others is their ability to speak in front of a group.

Similar to writing, speaking is a skill. After you grasp the basics, the rest is practice, polish, and style. You may be embarrassed by initial mistakes, but you will survive. Few of us will become great speakers, but all of us can become more effective speakers if we take the time to practice the basics.

## Lesson Check-up



- How is speech writing similar to writing essays or papers for other assignments?
- What kind of speech types will be appropriate for JROTC topics?
- What strategies can be used to overcome nervousness?

# ***Performance Assessment Task***

## ***Personal Growth and Behaviors***

### ***Lesson 3 Delivering your speech***

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



#### **Directions**

---

For this performance assessment task you will participate in Delivering your speech. For this assessment you will:

1. Apply critical thinking techniques.
2. Build your capacity for life-long learning.
3. Communicate using verbal, non-verbal, visual, and written techniques.
4. Take responsibility for your actions and choices.
5. Treat self and others with respect.

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

# Delivering your speech Performance Assessment Task

## Scoring Guide

<b>Criteria</b>	<b>Ratings</b>
Compare the various types of speeches	met    not met
Analyze the purpose and audience for a speech	met    not met
Relate the elements of effective writing to speech writing	met    not met
Develop coping strategies for stressful speaking situations	met    not met
Identify ways to improve speaking skills	met    not met
Define key words: articulate, commemorative, constructive criticism, coping, demographics, eye contact, impromptu, modulation, persuasive	

**Comments:**

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

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