Speech Boot Camp
Introduction to Public Speaking

Trainee Materials

By: Andrew Pudewa
with Jill Pike & Maria Gerber

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

Trainee Materials

by
Andrew Pudewa

with Jill Pike & Maria Gerber

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Speech Boot Camp

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.

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

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

### Notes on Delivery

<table>
<thead>
<tr>
<th>Volume</th>
<th>Speed</th>
<th>Poise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy</td>
<td>Posture</td>
<td>Location (Elocution)</td>
</tr>
<tr>
<td>Eye contact</td>
<td>Enunciation</td>
<td>Eye Contact</td>
</tr>
<tr>
<td>Demeanor</td>
<td>Structure</td>
<td>Persuasiveness</td>
</tr>
<tr>
<td>Smile</td>
<td>Vocabulary</td>
<td></td>
</tr>
<tr>
<td>Energy</td>
<td>Attire</td>
<td></td>
</tr>
<tr>
<td>Interaction</td>
<td>Persuasiveness</td>
<td></td>
</tr>
</tbody>
</table>
### 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**

<table>
<thead>
<tr>
<th>Speaker Name</th>
<th>Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stevie</strong></td>
<td><strong>Self-Introduction</strong></td>
</tr>
</tbody>
</table>

**Poise**

---

**Locution**

---

**Eye Contact**

---

**Content (Persuasiveness)**

---

**Other**

---

---

**SPEAKER EVALUATION FORM**

<table>
<thead>
<tr>
<th>Speaker Name</th>
<th>Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alexa</strong></td>
<td><strong>Self-Introduction</strong></td>
</tr>
</tbody>
</table>

**Poise**

---

**Locution**

---

**Eye Contact**

---

**Content (Persuasiveness)**

---

**Other**

---

---

**SPEAKER EVALUATION FORM**

<table>
<thead>
<tr>
<th>Speaker Name</th>
<th>Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elaina</strong></td>
<td><strong>Self-Introduction</strong></td>
</tr>
</tbody>
</table>

**Poise**

---

**Locution**

---

**Eye Contact**

---

**Content (Persuasiveness)**

---

**Other**

---
**Session 1: Homework**

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!
**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.
**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: ___________________________________

______________________________________________________________
Session 3

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

<table>
<thead>
<tr>
<th><strong>Dramatic Opener (short)</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>This is optional—think about this after 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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Characters/Setting (1 min)</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Where does the story happen?</td>
<td></td>
</tr>
<tr>
<td>What is it like?</td>
<td></td>
</tr>
<tr>
<td>When does it happen?</td>
<td></td>
</tr>
<tr>
<td>Who is in the beginning?</td>
<td></td>
</tr>
<tr>
<td>What are they like?</td>
<td></td>
</tr>
<tr>
<td>(These questions can be answered in any order.)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Problem/Conflict (1–2 min)</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Often begins with “Now one day....”</td>
<td></td>
</tr>
<tr>
<td>What do they need/want?</td>
<td></td>
</tr>
<tr>
<td>What do they say?</td>
<td></td>
</tr>
<tr>
<td>What do they do?</td>
<td></td>
</tr>
<tr>
<td><strong>Climax/Resolution (1 min)</strong></td>
<td></td>
</tr>
<tr>
<td>------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>How is it solved?</td>
<td></td>
</tr>
<tr>
<td>What happened next?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Conclusion/Strong Ending (short)</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Moral or message. If you used a dramatic opener, it can be good to reflect that.</td>
<td></td>
</tr>
</tbody>
</table>
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.

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

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, WHIPPING, 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

<table>
<thead>
<tr>
<th>Speaker Name</th>
<th>Joey (first student)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech</td>
<td>The Jump Rope Incident</td>
</tr>
<tr>
<td>Poise</td>
<td>____________________</td>
</tr>
<tr>
<td>Locution</td>
<td>____________________</td>
</tr>
<tr>
<td>Eye Contact</td>
<td>____________________</td>
</tr>
<tr>
<td>Content (Persuasiveness)</td>
<td>____________________</td>
</tr>
<tr>
<td>Other</td>
<td>____________________</td>
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</table>

<table>
<thead>
<tr>
<th>Speaker Name</th>
<th>Elias (second student)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech</td>
<td>The Cat and the Fiddler</td>
</tr>
<tr>
<td>Date</td>
<td>____________________</td>
</tr>
<tr>
<td>Poise</td>
<td>____________________</td>
</tr>
<tr>
<td>Locution</td>
<td>____________________</td>
</tr>
<tr>
<td>Eye Contact</td>
<td>____________________</td>
</tr>
<tr>
<td>Content (Persuasiveness)</td>
<td>____________________</td>
</tr>
<tr>
<td>Other</td>
<td>____________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Speaker Name</th>
<th>Emily (third student)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech</td>
<td>The Kidnappers</td>
</tr>
<tr>
<td>Poise</td>
<td>____________________</td>
</tr>
<tr>
<td>Locution</td>
<td>____________________</td>
</tr>
<tr>
<td>Eye Contact</td>
<td>____________________</td>
</tr>
<tr>
<td>Content (Persuasiveness)</td>
<td>____________________</td>
</tr>
<tr>
<td>Other</td>
<td>____________________</td>
</tr>
</tbody>
</table>
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: _________________________________________________________________

________________________________________________________________________________________
Session 6  

Descriptive Speech Preparation

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

**Sample Subjects and Topics for Descriptive Speeches**

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

**Brain Questions**

Who  
What  
Where  
Why  
When  
How

Best?  
Worst?  
Value?  
Problems?  
Nature?

**5 Senses**

touch/feel?  
taste?  
hearing/sound?  
smell?  
sight/look?

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

<table>
<thead>
<tr>
<th>Dramatic Opener</th>
<th>Does anyone want to see a miracle?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Shroud of Turin</td>
</tr>
<tr>
<td></td>
<td>Burial cloth, Jesus</td>
</tr>
<tr>
<td></td>
<td>Most studied</td>
</tr>
<tr>
<td></td>
<td>Research, facts, huge subject!</td>
</tr>
<tr>
<td></td>
<td>Sense, scientific discoveries, history</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Topic 1: Sense of What It Is</strong></th>
<th>ancient sheet, Turin</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Shroud of J.C.</td>
</tr>
<tr>
<td></td>
<td>Roman Catholic Church</td>
</tr>
<tr>
<td></td>
<td>14’ x 3’</td>
</tr>
<tr>
<td></td>
<td>image man, sandwiched, death</td>
</tr>
<tr>
<td></td>
<td>bloody body, beaten, crucified</td>
</tr>
<tr>
<td></td>
<td>blood stains, holes, puncture</td>
</tr>
<tr>
<td></td>
<td>eyes closed, swollen, beard</td>
</tr>
<tr>
<td></td>
<td>back, 100–200 scourge marks</td>
</tr>
<tr>
<td></td>
<td>30–45, 5’ 11”, 170#</td>
</tr>
<tr>
<td></td>
<td>modern noble Arabs/Jews, ponytail</td>
</tr>
<tr>
<td></td>
<td>3 million 1978</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Topic 2: Scientific Discoveries</strong></th>
<th>Shroud of Turin Research Project</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 days, “How were the images made?”</td>
</tr>
<tr>
<td></td>
<td>1000 tests, 32,000 pictures, 40 scientists</td>
</tr>
<tr>
<td></td>
<td>no answer</td>
</tr>
<tr>
<td></td>
<td>can’t duplicate</td>
</tr>
<tr>
<td></td>
<td>1988 carbon dated AD 1260–1390</td>
</tr>
<tr>
<td></td>
<td>carbon dating not reliable (26,000 years off)</td>
</tr>
<tr>
<td></td>
<td>highly contaminated material</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Topic 3: History</strong></th>
<th>Where come from?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>empty tomb Jesus</td>
</tr>
<tr>
<td></td>
<td>Edessa, Turkey, Thaddaeus</td>
</tr>
<tr>
<td></td>
<td>King Abgar V—letter Jesus heal disease</td>
</tr>
<tr>
<td></td>
<td>Send disciple instead</td>
</tr>
<tr>
<td></td>
<td>Converted</td>
</tr>
<tr>
<td></td>
<td>Gave cloth to king</td>
</tr>
<tr>
<td></td>
<td>Handled by many, lost/found 2x</td>
</tr>
<tr>
<td></td>
<td>Ended up in Turin</td>
</tr>
<tr>
<td></td>
<td>1948 → Vatican</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Conclusion</strong></th>
<th>What it is, scientific discoveries, tradition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Is this the cloth that once wrapped Jesus?</td>
</tr>
<tr>
<td></td>
<td>Not 100% clear, unexplainable, miracle</td>
</tr>
<tr>
<td></td>
<td>Important, deserves attention</td>
</tr>
</tbody>
</table>
**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 ____________________________________________________________________
Session 7

Descriptive Speech Polish

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?

<table>
<thead>
<tr>
<th>SPEAKER EVALUATION FORM</th>
<th>SPEAKER EVALUATION FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaker Name</strong></td>
<td><strong>First Student</strong></td>
</tr>
<tr>
<td><strong>Speech</strong></td>
<td><strong>Golf Tournament</strong></td>
</tr>
<tr>
<td>Poise</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Locution</td>
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<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Eye Contact</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Content (Persuasiveness)</td>
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<tr>
<td>Other</td>
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</table>

<table>
<thead>
<tr>
<th>SPEAKER EVALUATION FORM</th>
<th>SPEAKER EVALUATION FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaker Name</strong></td>
<td><strong>Second Student</strong></td>
</tr>
<tr>
<td><strong>Speech</strong></td>
<td><strong>Autism</strong></td>
</tr>
<tr>
<td>Poise</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Locution</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Eye Contact</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Content (Persuasiveness)</td>
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<tr>
<td>Other</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SPEAKER EVALUATION FORM</th>
<th>SPEAKER EVALUATION FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaker Name</strong></td>
<td><strong>Third Student</strong></td>
</tr>
<tr>
<td><strong>Speech</strong></td>
<td><strong>Guitars</strong></td>
</tr>
<tr>
<td>Poise</td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Locution</td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td>Eye Contact</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Content (Persuasiveness)</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
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: ________________________________ ________________________________ ________________________________
Session 9  Persuasive Speech Preparation

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

II. Topic A
   1.
   2.
   3.
   4. (CON) Donuts give comfort.

II. Topic B
   1.
   2.
   3.
   4. (CON) Cheap source of calories
      (PRO) Void of nutrition

IV. Topic C
   1.
   2.
   3.
   4. (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.

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

**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: ______________________________________________________________________________
______________________________________________________________________________________________
Session 10  Persuasive Speech Polish

**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
Session 10

Speech Opportunities

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.
Session 11 Persuasive Speech Feedback Homework

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!