



## 3 GETTING THE GOODS

### Acquisition Stage

#### Rationale

The purpose of section three is to provide some essential knowledge about how to communicate effectively. This has been done through the development of 10 lessons.

In section two, "Priming the Pump", the focus was on getting the attention of the members through short, involving, interesting activities. This helped develop a need for how to speak more effectively.

It is important to establish this need first as it is a premise upon which to build knowledge. However, this need will only last so long unless it is followed up with some information.

The focus of this section is on imparting information in an interesting manner so that members will be receptive and retain as much as possible.

In total there are 10 lessons. Each lesson consists of concise, planned, whole group learning activities. Each lesson follows the same format and can be adapted to meet the needs of the members in your club.

By completing these lessons, you will provide members with an adequate body of knowledge so that they can pursue section four, "Working It Out", with a good degree of confidence.

#### Four Parts to lessons

Each lesson has a theme or topic and is divided into four parts. These parts are:

##### Introduction (attention getting activity)

An opening story, quote, quiz, skit or activity which is intended to capture the attention of the members and to create a need in their minds to want to know more.

##### Know-How (acquisition phase of lesson)

Topical information, which is relevant to what members need to know to become effective communicators, is shared.

##### Practice session (application phase)

Members have the opportunity to use what has just been taught. They may be asking - will this information work for me? Can I have a chance to see how I can adapt the information to meet my particular needs and interests?

##### Challenge (action phase)



The lesson concludes with a challenge to encourage members to use what they have learned. What can the members do at home, at school and in future 4-H club meetings to use what they have learned to enhance their speaking skills?

## Some Tips

Lessons are intended to:

- Be approximately 30 minutes in duration.
- Focus on one topic or theme.
- Be independent and self-contained (i.e. a lesson doesn't depend on other lessons being taught before or after it).
- Be taught in any order you wish.
- Be suitable for both the junior and senior members.



# PREPARATION

## Planning

- Read the whole lesson to get an overview of the content and the materials required to teach the lesson (i.e. flip chart, blackboard).
- You'll notice that each lesson has some suggestions on how to teach the topic and the group sizes to use, but the specific details are left to your experience with the club and the conditions of your location.
- Get comfortable with the knowledge component of the lesson. Reading the lesson over more than once can help you teach with confidence.
- Remember the five P's - proper preparation prevents poor performance!

## Delivery

- Each lesson is designed in four parts. You can adapt this format to meet your needs and requirements. You may want to shorten the lesson or spend more time on a particular topic.
- Remember it is a short lesson. The intention is for this lesson to be one part of your 4-H club meeting, not take up the whole meeting.
- Practice being a good presenter while you give the lesson. This is an opportunity for you to develop your own speaking skills.

## Follow-up

- Some lessons will suggest a follow-up activity for the members to complete. You may want to note this so that you follow-up in another meeting.
- You may also want to provide a question and answer period during some of your meeting to clarify and reinforce material from the lessons.

## Lesson Topics

The ten lesson topics are:

1. Impromptu Speaking
2. Facing your Fears
3. Speaking On Purpose
4. Speaking To Achieve
5. Building A Speech
6. Believability
7. Humor
8. Way With Words
9. Audience Audit
10. Style



# IMPROMPTU SPEAKING LESSON #1

## Objective

Through the use of the formula SAFW, develop the ability of members to think on their feet.

## Introduction

Ask a volunteer, out of the blue, to stand up and speak on a topic you have chosen. If you don't get any volunteers you may want to ask a senior member. When they have spoken for a minute, thank them for their willingness to speak.

Debrief this speech. Indicate that what the volunteer has just done was give an impromptu speech. What makes it difficult to speak impromptu? Are there any ways in which impromptu speaking is easy? You may want to note on a flip chart what the members are saying.

What will probably come out of this debrief is that impromptu is a difficult thing to do for reasons such as...

- there is little time to plan what you want to say;
- what can you say in a minute that amounts to anything; and
- there's a lot of pressure on the speaker.

## Know-how

One of the most difficult challenges you'll face in speaking is when you're asked to say a few words. You literally have seconds to plan. Time and the pressure of wanting to say something meaningful limit what you want to say. This happens more than you think. It occurs not only when you're asked but also when you have the urge to say something. It happens at school, at home, and at club meetings.

Can we make this any easier? Yes!

Let's use the first letters of say a few words to build a formula that can help us to quickly put our thoughts together and say something worthwhile. Here's the formula.

S Statement

A Amplify

F Few examples

W Wind-up

You may want to put this on a flip chart.



## Know-how

### Statement

Make an opening statement. For example, you have been asked to speak on cross-country skiing. You might open with this statement "I really like to cross country ski".

An opening statement can also be a quote, a humorous quip, a question. For example, "Who here likes to cross country ski?"

A statement announces the topic and lets people know you have something to say.

### Amplify

Expand on your opening statement to make sure your listeners are clear about what you're saying.

For example, in the topic of cross country skiing, you could say; "In fact, of all the sports I participate in - hockey, soccer, flag football and swimming - it is cross country skiing that I like best."

### Few Examples

Provide one or more examples that will help to illustrate your opening statement. How much you say here is of course limited by the time that you have been allotted.

With the topic of cross-country skiing, you might come up with two or three examples of why you like cross-country skiing.

For example, "On our farm we have rolling hills. It's so handy to slip on your skis and head out to the hills. You can do it most winter days.

But its more than just handy. Cross-country skiing is easy to learn. If you know how to walk, then you already know how to ski...."

### Wind-up

Your minute is coming to a close and so should you. You need to wrap up. This can be done in as little as one sentence.

For example, "In closing, cross country skiing is my favourite sport because its handy to do on the farm, its easy to learn, and it's a lot of fun!"

## Practice Session

Provide each member with the opportunity to use the SAFW formula in an impromptu speech.

You might want to begin by having each member write down two familiar topics on two



pieces of paper. Put these topics into a hat. Each member draws one topic.

Working in pairs, the members are then given several minutes to think about what they might say about their topic using the SAFW formula. Have members write down on paper the 'S' with a brief note of what their opening statement will be. Then write down the 'A' and a brief note of how they will amplify or expand their opening statement. Then an 'F' with a few examples to support the opening statement. Finally, a 'W' with how they will wind-up their speech. Now, have each member share what he or she has written.

Have members draw a second topic. Give them time to work the SAFW formula. Invite them to stand-up and deliver a one-minute impromptu speech on their topic.

Note that the SAFW formula incorporates the three essential parts of a speech.

**Opening** Statement and Amplification

**Body** Few examples

**Conclusion** Wind-up

## Challenge

Encourage members during the next week to think of some impromptu topics. In your head, work through the topic using the SAFW formula.

It is important to stress doing it in your head and not on paper. For the most part, impromptu speaking, standing up and saying a few words, will happen in the head. You won't have time to make notes.

In the follow-up at the next club meeting, you may want to ask members to share some of their impromptu speeches either as speeches or as commentaries on how they used SAFW.



## FACING YOUR FEARS LESSON #2

### Introduction

In the 'Book of Lists', published by the London Times, it identifies the greatest fears of people.

### Greatest Fears

- |                     |     |
|---------------------|-----|
| 1. Public speaking  | 41% |
| 2. Heights          | 32% |
| 3. Insects and bugs | 22% |
| 4. Financial        | 22% |
| 5. Deep water       | 22% |
| 6. Sickness         | 19% |
| 7. Death            | 19% |

You may want to put this on a flip chart.

### Discussion

Why should the fear of public speaking loom larger than any other fear? Why should we spend more time fearing public speaking than we do fearing death?

Note the reasons your members give you. You may be able to categorize them under such headings as:

Stumble.....Making a fool of myself

Mumble.....Won't speak clearly

Crumble .....Ridicule, falling apart

It is important for club members to talk about their public speaking fears. It helps them to identify with each other - they are not alone in their fears of standing up in front of a group. It helps them to look for and get support from a group that feels like themselves. It can be constructive things to process fears by getting them out in the open and looking at what is common for the group. This does create a need. How do we resolve our fears?

The key here is to recognize and discuss but not to exaggerate the discussion on speaking fears. Move on to what can be done about fear - the know-how section on the next page.



## Know-how

What can members do about their public speaking fears? Here are some timely and practical tips on ways to control fear. Notice the word control is used, not eliminate. (You may want to use a flip chart/black board/overhead here to note the key words).

- #1. Recognize that we all have fears about public speaking, Even the professional speakers have fears that things may not go well. Fear is normal and to be expected.
- #2. Most of our fears are imagined rather than real. Most of our fears will never happen. Psychologists tell us that more than 90% of our fears will never happen.
- #3. Our goal should not be to rid ourselves of fear, rather to control it - to put the butterflies in formation. We still have butterflies, but at least they're flying in order. The question is, how do we control our fears?

## Timely Tips on Controlling Fear

### BEFORE A SPEECH

- Be organized                      Work on your speech so people can follow what you say.
- Rehearse                              Don't practice on an audience. Practice at home.
- See Yourself                        If you can imagine your fears you can also imagine your success. More on this in the 'practice session'.

### JUST BEFORE A SPEECH

- Think audience                    They are rooting for you. They want you to do well.
- Think positive                      "What ever happens, I'm going to learn from and enjoy this experience."

### DURING A SPEECH

- Move                                    By using gestures and other body movements we dissipate our nervous energy into something effective.
- Eye contact                        There are friendly faces out there cheering for you!
- Never tell                            You may feel nervous, but probably won't look it.

## Practice Session

One of the most effective ways we can practice is mentally. We're all used to being told to practice physically - that is, stand in front of your parents or stand in front of a mirror and practice giving your speech.

This physical practice is important, but equally important is the mental practice.

Actually young speakers already do a lot of mental practice. They imagine their fears as being real and see themselves up there flubbing the speech by forgetting what they want to say, dropping their notes and so on. Right? It seems what constructive physical practice we do is countered by the negative imaginations we foster in our minds.



Visualization works. It is due to what we have discovered about the brain. Simply put, the mind cannot tell the difference between an actual experience and one that is repeatedly and vividly imagined.

Practice mentally by conducting a brief visualization exercise.

Put the members in a quiet location where distractions are kept to a minimum. Tell them that they are invited to imagine giving a good speech - no a great speech. Here's how it happens.

Read the following monologue. Have members close their eyes. Insist on silence.

## Monologue

You've just finished giving a good speech. Was it ever good! Good, it was excellent. Awesome! You really connected with the audience. Let's run it through your mind to see just how great it was.

You walked to the front of the room. You stopped and looked at the members - some real friendly faces out there. You smiled at them for a brief second and then began with that well rehearsed and carefully worded question. And it worked! The 4-H members seem to connect right away with you. The question got their attention. Even some of their eyes opened wider as if to say, "Well, what is the answer to that question".

You moved throughout the rest of your introductory comments and then right into the body of your speech. Yes, and what a body. It was beautiful as far as speech bodies go! You had three options ready to give in response to the question you posed in your opening. Each option was supported with some examples and personal experiences that were very important to the audience.

The second option you talked about had a touch of humor in it. You know, when you come to think of it, humor can be a great thing to help relax you and the audience.

Well anyway, the body of the speech went well. Those notes made on your 3x5 cards sure saved you a few times. And by holding them in your left hand at your side, they were not that noticeable to the audience. They are called "confidence cards" since they give you confidence because you know you don't have to rely only on your memory.

The closing was good. You summarized quickly by reminding the audience of what you just told them. You reviewed the three options in three sentences. Then challenged the audience to think about the opening question. There were at least three alternatives available to them.

You finished with a quote your dad gave you. It was sure timely to put it at the end.

You know, this challenge of speaking isn't so bad. In fact, the more you think about it, it's not so much a challenge as it is an opportunity. Yes, an opportunity to share what you know, what is important and what you care about. You look forward to more club speaking!" (end of monologue).



Following the reading of this monologue, debrief with the club by posing questions like...

- Can anyone here recall your feelings when you gave a good speech? How did it feel? What were some of your thoughts?
- In this monologue you may have picked up some good tips, like the confidence cards idea. What other tips can you share to help become more effective speakers?

## Challenge

When you're planning your next speech, remember to practice. Practice physically by saying the speech over to yourself out loud. And practice mentally, by seeing yourself give a good speech. Both kinds of practice take time and both are well worth your efforts!