

Speech Communication

Teacher's Manual

Speech Communication

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Note to Instructors

The course in Speech Communication is designed to be a course where the student's primary mode of learning is through practicing what is being taught. The first third of the course focuses on instruction, the rest of the course focuses on the giving of speeches. This course is designed for each student to give a total of five speeches. Each of these speeches is to be evaluated by the teacher with the evaluation form at the end of the notes. To maximize the value of the speeches, it is essential that the instructor meet briefly with the students to discuss each speech. If at all possible, the last two speeches should be video recorded so that the student can see him or herself and do an evaluation of themselves.

Lesson 1

The Importance of Public Speaking

I. Introduction to public speaking

A. Quotes

The man who can think and does not know how to express what he thinks is at the level of him who cannot think. –Pericles

Speech finely framed delighteth the ears. –The Apocrypha

In modern terms we could say, “When your speech delights the hearers it becomes a message received.”

B. Definitions

1. Speech

Speech is the communication or expression of thoughts in spoken words. It is the power of expressing thoughts by verbal communication.

2. Communicate

To communicate is to make another or others partake of or share in anything in one’s power or possession. To communicate is to impart or transmit something from one person to another. Communication implies the conveyance of information or the exchange of ideas from one party to another. Communication is how we share our lives with others.

It is possible to utter speech, but at the same time not communicate.

C. Requirements for true communication

For true communication to take place both of the following two things must happen.

1. The message must be sent.
2. The message must be received.

Many factors affect whether or not a message is received (ask class for some of the things that they think might interfere with communication.)

Whether or not a given message that has been sent is actually received can be dependent on several things including:

- a. The character and reputation of the person sending the message.

- b. The relationship that the listener has to the sender. The closer and the purer the relationship with the listeners the more likely the message is to be received. If the speaker is at odds with the audience, the audience will shut the speaker off regardless of what is said.
- c. The organization of the message and the clarity with which it is spoken.
- d. The non-verbal mannerism, gestures and expressions that either add to or take away from the message.
- e. The other mechanics of delivery that can add or detract. This includes things like diction, posture, volume and eye contact.
- f. The actual environment in which the message is given can have a positive or a negative effect on the communication. Is the room too cold or too hot? Is the public address system working properly? Is the environment filled with distractions?

II. Recognizing the need for training

No matter what someone's level of proficiency is in the area of public speaking, there is always room for improvement. It is important to focus on our speaking ability for three main reasons.

A. Speech is a vital part of our life.

1. We use speech in our everyday life activities.
 - In the home
 - On the phone
 - In recreation (quarterback calls signals)
 - In the marketplace
 - On the job
 - In school
 - At church
2. We use speech in our lives as Christians.
 - a. We give witness to Christ by sharing our faith with others.
 - b. We minister to others in the Body of Christ with words, fulfilling our charge by:
 - Exhorting one another (Heb. 10:25).
 - Admonishing one another (Col. 3:16).
 - Comforting one another (II Cor. 1:4).
 - Provoking one another to love and good works (Heb. 10:24).
 - Edifying and building one another up in the faith (I Th. 5:11).

- Praying for one another (Jam. 5:16).
- c. We fellowship with other members of our spiritual family.
3. We use speech in many ministry opportunities.
 - a. Sharing testimonies.
 - b. Exercising the gifts of the Spirit (prophecy, word of wisdom, word of knowledge, etc.).
 - c. Sharing an exhortation to the church.
 - d. Doing a devotional.
 - e. Leading a Bible Study or Cell Group.
 - f. Leading in corporate prayer.
 - g. Adminstrating communion.
 - h. Teaching a children's class.
 - i. Teaching or preaching publicly.
 - j. Emceeing a function of the church.
 - k. Leading worship.
- B. Good speech is a genuine service to others.
1. It saves the time of the hearers.
 2. It enables them to receive information and understanding that is of vital importance to them.
 3. It can inspire them to action or motivate them to change.
- C. Good speech does not usually come naturally.
1. Good speech must be understood (the class session and lectures).

However, just understanding it and knowing what one should do is not enough.
 2. Good speech must be practiced (the in class speeches).

Everyone will be doing a total of five speeches. We will be discussing the types of speeches in the next session. We will be filming some of your speeches so that you can watch and critique yourself.

 - a. This classroom experience is not meant to embarrass anyone.
 - b. This classroom is meant to be a safe house where you are with friends who are learning together and rooting for you.

- c. This classroom is meant to be a lab where experimentation and polishing can take place behind the scenes.

III. Reaping the rewards of training

Speech training will help you in many ways. Just like the realm of athletics that can help you in other areas of life, speech training can do many things for you.

- A. It can help you grow in self-confidence.
- B. It can help you overcome fear in other areas.
- C. It can help you to become more organized or logical in the presentation of your ideas.
- D. It can help you to be more successful in most fields of endeavor.
- E. It can help you to remove distractions that hinder others from receiving your messages in day-to-day life.

Lesson 2

Speech Guidelines

I. Types of Speaking

There are four principle methods of presentation.

A. Impromptu

An impromptu speech is a speech that is composed on the spur of the moment with no advance preparation.

B. Extemporaneous

An extemporaneous speech is a speech that is not memorized but has been thoroughly prepared and practiced in such a way as to be able to be delivered without the use of notes.

C. Memorized

A memorized speech is a speech that has been written out in full and is memorized word for word. The delivery is a word for word recitation of the text without the use of notes.

D. Manuscript/Outline

Manuscript speaking is when the speaker uses a prepared text or outline to assist him or her in the delivery of the speech. The speech is either read or the main points are read and then expounded.

II. Types of Speeches

All students will have the opportunity to give five speeches.

A. Testimony (8-10 minutes)

Your personal testimony is the most powerful tool in witnessing to your faith in Christ.

1. You should write out your testimony in a succinct form.
2. You should practice sharing your testimony in 10 minutes or less.
3. You should be exciting, dramatic and humorous.
4. You should include the following elements:
 - Your life apart from Christ (do not glorify the life of sin).

- What brought you to a point of decision for Christ?
- The changes in your life since receiving Christ.
- Your experience of water baptism and the baptism of the Spirit.
- The challenge of separating from the old life.
- The importance of your identification with the local church and other believers.

5. This speech will be presented without notes.

B. Humorous (4-5 minutes)

1. This speech should tell a humorous story, relate a humorous incident or deal with a topic in a humorous or satirical way.
2. This speech can be totally original or it can be a story drawn from secondary sources.
3. You need to be familiar enough with this speech so that you do not laugh along with the audience.
4. This speech will be presented without notes.

C. How-To-Do-It (4-5 minutes)

1. Choose a subject that is familiar to you.
2. Limit your topic to an area that can be dealt with in the allotted time.
3. Do not assume any previous knowledge of the subject on the part of the audience.
4. Focus on moving logically from step to step.
5. Ask yourself, “Will they be able to do it when I am finished speaking?”

D. Bible Message (7-10 minutes)

1. Choose a text that reflects a personal passion.
2. Focus on one primary text and a couple of supporting verses.
3. Explain the text clarifying the meaning.
4. Make personal application of the text to our lives.
5. Include a personal illustration from your life.
6. Close with a prayer for the class relative to the main challenge of the text.

E. Persuasion (8-10 minutes)

1. Choose a topic that is controversial in nature and that has more than one side to it.
2. State your proposition in a clear-cut, unambiguous, declarative sentence.
3. Make sure that you thoroughly understand all of the main issues so that you can support what you advocate with facts, expert opinion and other forms of support.
4. Know clearly where you are going and make sure you deliver your message with conviction.
5. Refer to class session on “Persuasion Speaking.”

III. Speech Guidelines

- A. All speeches must be accompanied by a complete sentence outline including:
 1. The student’s name.
 2. The title of the speech.
 3. A clear statement of the central thought or purpose.
 4. The outline itself.
- B. All speeches must be given within the time limits established for that speech.
- C. All speeches must be given on the day for which they are scheduled.

**SAMPLE OUTLINE:
Complete Sentence Outline**

How to Brush Your Teeth

Central Thought: The purpose of this speech is to teach people how to brush their teeth in the proper manner.

I. Introduction: It is very important to brush your teeth.

- A. What happens when you do not brush your teeth?
- B. What happens when you do brush your teeth?

II. There are preliminary things that must take place before brushing your teeth.

A. There is certain equipment that you should have available.

- 1. You will need toothpaste.
- 2. You will need a toothbrush.
- 3. You will need water (preferably running).
- 4. You will need a mirror, although this is really optional.

B. There are some things to do before you are ready to brush.

- 1. You must apply the toothpaste to the toothbrush.
- 2. You need to hold the brush properly.
- 3. You must use the proper stance for full effectiveness.

III. There is a technique to be used when brushing your teeth.

A. You will use different strokes to accomplish different things.

- 1. There are vertical strokes.
- 2. There are horizontal strokes.
- 3. There are circular strokes.

B. You will brush different kinds of teeth in different ways.

- 1. The wisdom teeth require extra care.
- 2. The molars must be thoroughly brushed.
- 3. The front teeth should be brushed vertically.

IV. Before you are done, clean up is a must.

- A. Clean up includes rinsing the brush.
- B. Clean up means returning the brush to the rack.
- C. Clean up means a thorough rinsing of the mouth.

- 1. A thorough rinse starts with a drinking of water.
- 2. A thorough rinse involves gargling.
- 3. A thorough rinse includes spitting out gargled water.
- 4. A thorough rinse involves repeating the process again.

D. Clean up includes wiping your mouth off with a towel.

V. Conclusion

If you want to keep your teeth for your lifetime, be faithful to brush regularly.

**SAMPLE OUTLINE:
Word or Phrase Outline**

How to Brush Your Teeth

Central Thought: The purpose of this speech is to teach people how to brush their teeth in the proper manner.

I. Introduction: The Importance of Brushing

- A. What Happens When You Do Not
- B. What Happens When You Do

II. Preliminaries to Brushing Your Teeth

- A. Necessary Equipment
 - 1. Toothpaste
 - 2. Toothbrush
 - 3. Water (preferably running)
 - 4. Mirror (optional)
- B. Preparation
 - 1. The Application of the Paste
 - 2. The Proper Grip
 - 3. The Proper Stance

III. Brushing the Teeth

- A. Various Strokes and Advantages of Each
 - 1. Horizontal
 - 2. Vertical
 - 3. Circular
- B. Various Teeth
 - 1. Wisdom Teeth
 - 2. Molars
 - 3. Front Teeth

IV. Cleaning Up

- A. Rinsing Brush
- B. Returning Brush to Rack
- C. Rinsing Mouth
 - 1. Drink
 - 2. Gargle
 - 3. Spit
 - 4. Repeat All of the Above
 - 5. Wipe off Mouth with Towel

V. Conclusions

Lesson 3

Choosing a Topic

One of the most difficult things to do in the area of public speaking is determining the topic that you want to use.

I. There are some important things to understand as a basis for choosing a topic.

A. Understand yourself.

Make sure you are personally interested in the topic and that you have the needed knowledge, experience and respect to handle the topic. You cannot inspire or interest others in areas about which you have no interest yourself. You cannot speak to others in areas about which you have no credibility. Here are some questions that can assist you in understanding yourself:

- What do you find yourself talking about often without a speaking assignment?
- What are some of the unique experiences of your life?
- What are some important lessons that you have learned from life experiences?
- What are your interests, hobbies, involvements or special skills?
- What do you enjoy that you think others might enjoy as well?
- What are your personal concerns and convictions?
- What are some unresolved problems or questions that trouble you?
- What do you feel strongly about that you wish others cared about as well?
- What courses of study have you pursued?
- What kinds of things entertain you?
- What kinds of people and things inspire you?

B. Understand real life.

Make sure the topic is worthy of the time and effort to produce and the time and effort that your listeners will spend listening. The listeners should not come away with a sense that it was a waste of their time. The speaker should not be thinking, “What can I say to fill up the time?” The speaker should be thinking, “What can I say to this audience that is worthwhile?”

C. Understand your audience.

Make sure that the topic is relevant and appropriate to the audience (We will discuss this more fully later when we talk about analyzing the audience and the occasion). Your speech should in some way serve this group of people. It should address a common concern, reinforce a common belief, attempt to analyze or solve a common problem, clear up controversy over a debatable issue or it should simply amuse and entertain.

D. Understand the occasion.

Make sure that the topic and the type of speech given is appropriate to the occasion of the speech. Is the occasion formal or informal? It is lighthearted or serious?

E. Understand your limitations.

Make sure that it is possible to do justice to this topic in the time that has been allowed for the speech. It is better to say a lot about a little than to say a little about a lot.

F. Understand your purpose.

Make sure that you know exactly why you are speaking and what you intend to accomplish. There should be a reason why you are speaking. There are several purposes for which your speech might be given:

- To inform or instruct
- To analyze and present a problem
- To change or strengthen beliefs or attitudes
- To inspire to action
- To entertain
- To solve a problem

II. There are other tips that will assist you in choosing a topic.

A. Be on the constant lookout for potential topics and illustrations.

1. Become an active listener.
 - a. Listen to the concerns of others when they speak.
 - b. Listen to other speakers for ideas (positive or negative).
 - c. Listen to relevant discussions and debates on radio and TV.
2. Become an alert reader.
 - a. Be alert to subjects as you read the newspaper.
 - b. Be alert to as you read other popular literature.
3. Become a careful observer.
 - a. Observe current events.
 - b. Observe current areas of controversy.
 - c. Observe trends and tendencies in society.

B. Know how to narrow your topic for the specific occasion.

1. There are several factors that will influence how you narrow your topic.
 - a. The amount of time available for the speech.

The nature of the topic that you will be able to cover in five minutes is completely different to that which you can cover in an hour.

- b. Whether or not this speech is a single event or a series of speeches.

There is a big difference in the topic you choose if your speech will be a one time event that must be introduced and concluded in the specific time allotted.

- c. The current knowledge and understanding of the audience relative to the topic.

Is this a brand new idea for them or are they thoroughly versed in the topic category? Are these medical student or career brain surgeons?

- d. The age and experience of your audience.

Is it a first grade class or a group of university students?

- e. Your own knowledge and experience relative to the topic.

When speaking on any topic you do not want to get in over your head in terms of your own knowledge and experience. More knowledgeable people will pick up on the fact that you really do not understand your own subject and you will lose credibility. In addition, you will not be able to defend your position when questioned by others.

- 2. There are several additional tips on narrowing your topic.

If your topic is too broad you will end up speaking without really saying anything. That is, listeners will not learn anything new, they will not be challenged to come to a new opinion and they will not walk away with anything solid or concrete to accept or to reject.

The general rule is that the topic should be broad enough to be significant and narrow enough to be relevant.

- a. When narrowing your topic, move from the general to the more specific.

Examples:

The human body—the circulatory system—the arteries—the aorta

The automobile—the internal combustion engine—the 350 Chevy V-8—the current applications for this motor.

- b. When narrowing your topic identify your specific goal or purpose. What do you want to accomplish? What do you want the audience to leave with?

- c. When narrowing your topic focus on the aspect of the subject that is most consistent with your purpose. Do not spend most of your time on general introductory material; get to the central thought quickly.

Lesson 4-5

The Speaking Situation

As we discussed in the last lesson, the topic that you choose will have a great deal to do with the occasion for which you are speaking and the audience to whom you will be speaking. Not only will the situation of the speech have a bearing on the topic, it will also affect the method of presentation. In this session we want to focus on factors that are important for a speaker to consider regarding the situation for the speech and the make up of the audience. Consideration of these factors will contribute to the overall effectiveness of the speaking experience.

I. There are some important considerations related to the specific occasion.

These considerations are sometimes referred to as the external variables or factors. Some of the following questions will help you to analyze these factors.

A. What is the actual occasion? Why is this group meeting?

Knowing the purpose of the occasion can affect the topic and the manner of speaking a great deal. There are many possible reasons why this event could be taking place.

1. It may be a social occasion.

This could include such things as a banquet speaker, graduation speaker, wedding reception speaker, school function, funeral eulogy, etc.

2. It may be a gathering for educational purposes.

This could include training seminars, lectures, conferences, public debates, etc.

3. It may be a church or religious function.

This could include preaching, teaching, testimonies, exhortations, evangelistic crusades, etc.

B. Why have they asked you to speak?

1. How did they get your name?

Were you recommended to the group by someone? Did they find out about you through some form of media? Is it because of some accomplishment that you have achieved that made you a candidate for this opportunity?

2. What is your connection with this group?

Are you a member of the same or similar organization? Are you involved in the same career? Do your children go to the same school? If you have some kind of connection it will facilitate a quick acceptance of you by the audience.

3. Have you ever addressed this group before?

The type of speaking you can do to a group that is very familiar with you is completely different from the type of speaking that you can do on your very first opportunity. If you are not known by this group you may need to think in terms of “breaking the ice” as you prepare your speech.

4. Are you considered an authority by this group?

If you are already considered an authority by this group, you do not have to work to establish your authority. However, if you are not already perceived as an authority, part of your speech will be to establish why they should be listening to you.

C. Where is this speech being given (venue)?

Here we are talking about the specific, natural setting for this speech. There are many things related to venue that have a bearing on your speaking.

1. What is the size of the room? The challenges for the speaker are different in a small room as opposed to a very large auditorium.
2. What is the anticipated number of attendees? Will there be a lot of people in a small space or a few people in a large space?
3. What is the arrangement of the chairs? Do you have anything to say in terms of how the chairs are arranged? In a smaller setting a semicircle can be more intimate. Also, it is preferable in larger settings not to have a center aisle. With a center aisle, the speaker has no one directly in front of him.
4. What kind of chairs are they? If the chairs are hard, you may need to give people the opportunity to shift their position at some point in the speech. Remember, the mind can only absorb what the seat can endure.
5. What is the P.A. system like? Are you going to have problems at this level? It is good to check all of these things out in advance (sound checks, etc.).
6. Is the room well ventilated? If there is poor ventilation, people will want to fall asleep or they will feel stuffy. This will be a big distraction to their ability to concentrate on your speech.
7. Will it be hot or cold? Either of these situations could keep the audience out of your message.
8. Will there be recording or video taping? Audio or video recording will have a bearing on how you deliver your speech. It will affect issues of eye contact, dress, choice of podium, reading from notes, etc. It is good to know ahead of time if these things will be involved.

9. Will you be speaking from a platform, in a pulpit, at a table or seated in a chair? All of these postures will influence the delivery of your speech.
10. How elevated is the platform in relation to the audience? Will you be looking down on the people or up to them?
11. Will you have a podium? This may determine your ability to have notes or how you handle your notes.
12. How will the layout affect eye contact with the speaker? Will everyone be able to see? Will you be able to see everyone?
13. How close will you be standing to the audience? If you are far removed from the audience it will take more effort to connect with them. Is the situation something that can be corrected before you speak?
14. How is the room decorated? Will there be unusual things displayed in the room or on the walls? Should you consider screening certain displays that might be a significant distraction?
15. How is the lighting? Will you be able to see to read? Will you be under hot lights as you speak? Will the people be able to see? Will there be enough light for video taping?
16. Will the equipment needed for visual communication (power point) be available to you?
17. Is there anything about the room itself that is a sure set up for distractions while you are speaking? Entry in the front. Bathroom nearby.

D. Is the occasion formal or informal?

The nature of the event will have a lot to do with how you as a speaker may or may not interact with the audience. Certain settings are very rigid. They are almost ceremonial or ritualistic in the sense that any audience interaction is inappropriate. Other settings may be extremely informal where the audience is verbally interacting with the speaker. Knowing what to expect in this area will prepare you for each unique situation.

E. What does the rest of the program look like?

Your speech will be in a context. It will be in the context of the year, the month and the specific day. It will be in the context of current events and the evening news. In addition, it will be in the context of the program that has been put together (often by others).

1. What comes before you?

When you speak, you must be sensitive to what has gone before you. In order to make a smooth transition, it is often appropriate to comment on some aspect

of what has happened up to that time. If you are number one on the program, your transition comments may be more in context with the day, the venue or the actual purpose event itself.

If you are number ten on the program you may need to plan on audience fatigue. How do you plan to reignite the audience?

2. What comes after you?

In a sense you are going to be the introduction to whatever follows you in the program. As you speak it is valuable to have a clear understanding of what is coming so that you can assist others in making smooth transition. The way you end your speech will either make it easy or difficult for those who will follow you.

3. How much specific time has been allotted to you? Do you know for sure that you will actually get that much time? Plan for the unplanned.

When you speak in any group, it is important to cooperate with those who have organized the event. It is important not to take liberties with the time allowed. It is rude to put those in charge of a meeting on the spot by asking for more time while you are speaking. On the other hand, you must be prepared to be cut short on time when the other aspects of the program have run overtime. Be in communication with the person in charge of the event and be flexible when you must be flexible. By being gracious in this area, it opens the door to future opportunities. When was the last time you heard anyone complain that the speech was “too short”?

4. Will someone be introducing you before you speak?

This is common courtesy if you are a keynote speaker. You can expect that your host or the emcee will introduce you to the audience. The emcee is expected to warm up the audience, clarify the purpose of the occasion and help you establish your credibility.

5. Are there any rituals associated with this group with which you need to be familiar?

If you are speaking in a situation where the audience share certain customary ways of doing things, it is critical that you do not intentionally violate their sensitivities. The moment you do, you will lose the audience for the rest of the speech and they may never be open to what you have to say again.

II. There are some important considerations related to the specific audience.

These considerations are sometimes referred to as internal variables or factors. These factors relate specifically to those who are in attendance at the event and who are your “listening audience.” Some of the following questions will help you to analyze these factors.

A. What is the principle make-up of this audience?

1. Gender

Is the audience primarily women or men? Men and women are affected differently by different subjects. In addition, the types of humor, illustrations and body language might be more appropriate to one group or the other. Men and women have different needs, perspectives and interests.

2. Age

The same principles apply to age groups. Is the audience composed of a predominant age group? This will have a bearing on not only subject matter but also on the manner in which the speech is given. Young people tend to be more open to and are less critical of new ideas, but they need more energy and creativity in the delivery of the speech. In addition, certain topics are more relevant to people in the various seasons of their life.

3. Social Status, Occupational and Educational Background

All of these issues can affect your topic and your manner of presentation. People from differing situations often have different interests, different needs and different motivations. They also are more open to certain topics than others. People with more education and training will often require more proof. People with less formal training will often need more creativity in the actual delivery of the speech. People with more formal education have developed good listening skills while people with less classroom experience will require more visual helps to their listening experience.

4. Cultural and Ethnic Background

The cultural background of the audience may play a big role in how people listen and learn. If the audience comes from a people group where culture is transmitted by story telling, story telling will need to be a part of your method of communication. Other cultural issues may have similar importance to the communication process.

B. What do the members of this audience have in common?

By understanding the listeners, the speaker will be able to relate to them on a much deeper level. By understanding the listeners, the speaker will be able to ensure a higher level of success in reaching his or her desired purpose for making the speech.

1. Belief System

Do the members of the audience all have the same beliefs in an area? Knowing what those beliefs are will assist the speaker in avoiding certain sensitive issues, building on a common knowledge base, reinforcing those beliefs or, possibly, even challenging those beliefs. By understanding the

belief system of the audience beforehand you should know whether or not the audience will be disposed to be supportive, apathetic, hostile or knowledgeable.

2. Fraternity

Are the members of the audience all members of a fraternity of some kind? If they are they will be sensitive to the issues related to the purpose for which that fraternity exists. Knowing this will give the speaker insight into the kinds of things that are important to this group of people.

3. Geography (Neighborhood, City, Nation)

Members of the audience may be very local in their sphere of involvement and concern (neighborhood association) or they may be very cosmopolitan in the outlook and concerns.

4. Occupation

If the entire audience consists of police officers or those in the law enforcement field, it will have a bearing on how you address this group and the subject matter of your speech. Your audience may even consist of individuals who are all part of a specific company. This fact will flavor everything that you do.

5. Other common denominators may include their local church, denomination, hobbies and interests.

C. What do you have in common with this specific audience?

If you personally share in many of the above things or beliefs with your audience, highlighting some of those things will be a great way to set the audience at ease and build a sense of rapport with them.

D. What do you perceive will be this audience's attitude toward you as a speaker?

1. If they already have a favorable view of you, you will be able to be more relaxed, honest, direct and even playful.
2. If they have a doubtful or indifferent view of you, you will have to do some things to win them, wake them up and set them at ease.
3. If they have a hostile view of you, you will have to be very tactful, courteous, logical, brief and strategic in how you approach them.

How to handle a hostile crowd (The following is taken from *Speech Fundamentals* by Mardell Clemens, 1971).

- a. Express appreciation at being invited when your views were known to be different.

- b. Commend the audience on something good which you both know to be true.
- c. Appeal to basic desires that will support your purpose.
- d. Leave dormant those desires that would create barriers to your purpose.
- e. Review points of speech on which you are in general agreement.
- f. State clearly “point of law” or exact nature of the difference of opinion.
- g. State why you support your view, use logical proofs, and quit while you are ahead.

E. What are the perceived needs of this unique group?

Remember this is the only time that this particular group will be together. If you address a common need, the audience will go away with the feeling that they have benefited by what you have said. This feeling on their part opens the door for future input. So the focus is not on your need to speak, it should be on the need of the audience. The question is, “How can I serve this group?”

F. How is this particular group going to be best motivated?

Different types of people are motivated in different ways.

- 1. Some people are motivated by issues of health and well-being.
- 2. Some people are motivated by loyalty to family, friends and other relationships in their life.
- 3. Some people are motivated by issues of prosperity and success.
- 4. Some people are motivated by humanitarian efforts and the relief of human suffering.
- 5. Some people are motivated by a personal desire for fulfillment and significance.

Lesson 6

Gathering Materials for the Speech

If you are going to be speaking on a subject, it is imperative that you know as much about the topic as you can with the amount of preparation time available to you. This will involve a certain amount of introspection and quite a deal of research. Your research itself will assist you in discovering the various facets of your topic and will most likely help you to narrow it to fit the time, the audience and the occasion.

I. The first source of material for a speech is the speech maker.

A. Personal Knowledge

The first step is to review in your own mind what you know about the topic. This involves a certain amount of personal brainstorming. Start by recording your ideas focusing on those things that are central to what you really want to say to your audience.

B. Personal Experience

The second step is to review some of your life experiences that might have a bearing on the subject that you have chosen. Some of these life experiences will be integrated into the speech by way of illustrations. Sometimes it is these life experiences that also point out the importance or the need for such a topic.

II. The next source for material is the knowledge and experience of others that is discovered through careful research.

A. Your clear statement of purpose and central thought will help you to narrow your research field.

1. If the purpose of your speech is to inform, the statement of purpose or central thought will be a carefully constructed statement indicating the knowledge that you want to communicate.

In a speech whose goal is to inform, your goal is to present new information for the enlightenment of your audience. Informative speeches often include speeches that demonstrate how something works or how to do something; they may expose new information or findings on an old subject or they may simply present information on a little known subject about which the speaker is especially familiar.

2. If the purpose of your speech is to entertain, the statement of purpose or central thought will be a carefully constructed statement of the idea with which you want to amuse or divert the listener.

In a speech whose goal is to entertain, your purpose is to make a point through the creative, organized use of a speaker's humor. Your primary motive is to

provoke a pleasurable response from your audience. After-dinner speeches are generally speeches to entertain.

3. If the purpose of your speech is to persuade, the statement of purpose or central thought will be a carefully constructed statement of the belief that you want accepted by the audience.

In a speech whose goal is to persuade your purpose is to provide the audience with good reasons that support a change in attitudes, beliefs, values or behavior. Common types of persuasive speeches include political speaking which promotes potential solutions to societal problems, political campaigning which encourages a certain vote, arguments by attorneys before a jury which promote a certain verdict and preaching the Gospel which encourages people to conform their lives to the Word of God.

- B. You can further facilitate your research by analyzing your statement of purpose or central thought.

1. The main points should proceed logically from your central idea.
2. The main points should represent each aspect of your central idea.
3. The main points should be obvious segments of your central idea.
4. The main points in your outline should be kept to a minimum.

You want to stick to the most basic and the most importance aspect of your purpose. You do not want to do anything to divert from or cloud your central thought. Everything in the speech should support it. Remember, do not try to share everything that you have discovered in your research.

- C. Utilize various sources as you gather material.

1. Reference works (Encyclopedias, Dictionaries, etc.)
2. The Bible
3. Books published on the subject.
4. Magazine articles
5. Newspaper articles
6. The internet
7. Personal interviews
 - a. Experts in a related field
 - b. People who have been affected by the issue
 - c. People who have not been affected by the issue

- D. Compile your research in the categories relating to your main points.

1. Be sure to note the source of your material.

2. Be sure to be true to the context of any material extracted.
 3. Be sure to take notes in a way that they can be read or utilized.
- E. Integrate your new findings into the material that you already knew.

Lesson 7

Outlining Your Speech

I. Introduction to Outlining

A. There are several different styles of presentation in preaching.

1. Speaking from a manuscript.

This type of speaking can be restrictive and mechanical. It is easy to lose your place in a manuscript unless it is carefully marked and practiced often. You may write a manuscript as you prepare your speech, but it is better to move it into an outline for the purpose of delivery.

2. Speaking from an outline.

In such a case the outline can be very brief or very complete. It can be a word or phrase outline or a full sentence outline (See Lesson 2).

3. Speaking without notes.

This required a good memory and can be risky. This should most likely be reserved for shorter speeches on subjects that are extremely familiar to the speaker.

4. Speaking extemporaneously.

This is speaking that is totally unprepared in advance. A person may have some advance warning to scribble some thoughts on paper.

B. Regardless of the style of presentation, a good outline is important.

II. The Purpose of an Outline

A. It provides a skeleton upon which to hang the flesh of your speech.

B. It helps to establish order within your speech..

The main points of your speech must be organized in a natural progression that is consistent with the nature of the topic and the purpose of the speech. The points should be laid out in such a way to move to a climax near the end of the speech. Speeches that move in such a way are much easier to comprehend by the listener.

C. It helps the speech to flow freely from one part to another. The more work that you put into your outline, the more freely your speech will flow.

D. It helps to avoid rambling. If are not careful we can end up with a run-on speech like little Mary's essay on "Pigs."

“A pig is a funny animal, but it has some uses. Our dog don’t like pigs. Our dog’s name is Nero. Our teacher read a piece one day about a wicked man called Nero. My daddy is a good man. Men are very useful. Men are different than women and my mom ain’t like my daddy. My mom says that a ring around the sun means that a storm is coming. And that’s all I know about pigs!”

E. It helps you to reach your desired goal.

Structure is not an end in itself; it is a means to an end. It is to be a help to you not a burden. It can free you to speak as you feel directed but, at the same time, it will give you something to come back to.

F. It helps the listeners.

It not only helps them follow you, it helps them take notes and remember what you said long after the experience is over.

III. The Arrangement of the Outline

There are various ways in which to bring order to your outline (The following taken from *Speech Fundamentals* by Mardell Clemens):

A. There is the time pattern.

1. The main points of the outline are chronological divisions.
2. The order is given from a given point in time backward or forward.
3. Speeches that fit this pattern would include biography, testimony and historical narrative.

B. There is the space pattern.

1. The main points of the outline are determined by physical placement.
2. The order is from east to west, north to south, top to bottom, etc.
3. Speeches that fit this pattern would be related to directions to a place or descriptions of an object.

C. There is the categorical pattern.

1. The main points of the outline are determined by a systematic classification based upon the relationship of the parts to the whole.
2. The order may follow one of several patterns:
 - a. The most important or interesting first and last with the least important in the middle.
 - b. The simple to the complex.
 - c. The familiar to the unfamiliar.

D. There is the cause-effect or effect-cause pattern.

1. The main points of the outline are built around (1) the cause and (2) the effect.
2. The order depends on whether you are seeking to determine the causes from known effects or the effect from the known causes.

E. There is the problem-solution pattern.

1. The main points of the outline are built around (1) the problem and (2) the solution.
2. The order is obvious.

F. There is the “reasons for” or “reasons against” pattern.

1. The main points of the outline are reasons for supporting or opposing a proposition.
2. The specific order may be determined based on some of the other patterns above.

IV. The Reasons for Good Arrangement

The speaker should be very careful to arrange his materials effectively. There is great value in such an arrangement.

- A. It assists in the working out of the details of the speech.
- B. It assists in putting together a logical presentation.
- C. It assists the speaker in remembering where he or she is going.
- D. It assists the hearer in remembering the message.
- E. It assists in keeping audience attention.
- F. It makes the speech more persuasive.

V. The Number of Divisions in the Speech

The number of main points should be kept to a minimum. It is best to have only three to five main points. Much of this will depend upon the subject and the nature of the topic itself. The general rule of thumb is to cover a little well rather than covering a lot in a superficial way.

VI. The Qualities of a Good Outline

- A. An outline should consist of succinct statements. Good outlines state the point in a clear, crisp style.

Example: John Wesley's sermon

1. Earn all you can.
2. Save all you can.
3. Give all you can.

B. An outline should consist of parallel statements.

1. Use approximately the same number of words to express each of the main points.
2. Phrase the main points in a similar way.
3. Normally the points should be complete sentences.
4. Be careful not to overdo clever alliterations. Do not sacrifice the message for cuteness.

This man took alliteration a bit too far when he told the story of the Prodigal Son.

The Prodigal Son in the Key of "F"

Feeling Footloose and Frisky, a Feather-brained Fellow Forced his Fond Father to Fork over the Farthings and Flew Far From the Farm to Foreign Fields and Frittered his Fortune Feasting Fabulously with Faithless Friends. Fleeced by his Folly, and Facing Famine, he Found himself a Feed-Flinger in a Filthy Farmyard. Fairly Famished, he Feign would have Filled his Physical Frame with Foraged Food From Fodder Fragments. "Phooey! My Father's Flunkies Fare Far Finer," the Frazzled Fugitive Forlornly Fumed, Frankly Facing the Facts. Frustrated by Failure and Filled with Foreboding, he Fled Forthwith to his Family. Falling at his Father's Feet, he Forlornly Fumbled, "Father, I've Flunked and Fruitlessly Forfeited Family Favor. Forgive me."

C. An outline should consist of proportional statements.

1. Try to keep the amount of material that you will cover under each point approximately the same. If one point seems to be extremely long, see if it can be divided into two points or more.
2. At the same time you should be sure to spend appropriate time on the most important points.

D. An outline should consist of mutually exclusive statements.

1. Each major point within the outline ought to be a distinct idea, worthy of separate treatment.
2. This avoids overlapping and boredom due to unnecessary redundancy.

E. An outline should consist of contemporary statements.

The outline should speak directly to the people's lives to whom you are speaking. They shouldn't have to work to make it relevant. Your points in the outline might be phrased differently if you are speaking to a youth group or a group of older adults.

VII. Announcing Divisions in the Outline

How much of your outline do people need to know when you are actually delivering the speech?

A. It is not normally necessary to announce the points (especially sub-points) of your outline.

1. In short speeches it is usually better not to highlight your outline.
2. Try to use creative alternatives to revealing your outline (Refer to notes on making transitions from Lesson 10).

B. There may be occasions where it is appropriate.

1. When the train of thought is difficult to follow.
2. When there are many points in the speech.
3. When it will aid the memory of the hearers.
4. When it will recapture attention and stir the interest of the hearers.
5. When you are making a particular point about the actual number of points involved.

Whatever you do, be consistent! Do not announce some points and not announce others. It will confuse people and detract from the message.

C. It can be helpful to summarize your points at the beginning and/or at the end of your speech for the purpose of outline overview.

Lesson 8

The Parts of the Speech

Crafting a good speech is like baking a cake. It takes a variety of ingredients in just the right combination. If you leave out an important ingredient the cake will not be appreciated at the same level. A good speech has four principle parts that must be attended to in the right proportion.

I. What are the four main parts of a good speech?

A. The Central Idea

Someone has defined the task of public speaking as communicating “an idea to an audience.”

Whenever a speaker gets up before an audience it is important that the speaker knows why he or she is doing this and what they hope to accomplish.

1. There are several reasons why a “central idea” or “purpose statement” is important.
 - a. It will help the speaker to define the task.
 - b. It will help the speaker narrow the topic.
 - c. It will help the speaker stay focused in both writing and delivering the speech.
 - d. It will serve as a filter for adding things in or taking things away from the speech.
 - e. It will help the speaker to be clear.
 - f. It will help the listener to grasp the idea of the speech.
 - g. It will help the listener to follow the speech.
 - h. It will help the listener to remember the speech.
 - i. It will help the listener repeat the central idea to others.
2. There are several guidelines for constructing a statement reflecting the central idea.
 - a. The purpose statement should focus on one idea.
 - b. The purpose statement should be constructed of one simple sentence.
 - c. The purpose statement should be adjusted based on the needs of the audience.

- d. The purpose statement will evolve based on your research and the discovery process.
- e. The purpose statement should be worked and reworked to make it as precise as possible.

It will be the sentence that you work the hardest on in the entire construction process.

3. There are three things that you can do with your central idea in your speech.
 - a. You can explain it.
 - b. You can prove it.
 - c. You can demonstrate the implications of it.

B. The Body

The body of the speech consists of the development of the central idea. There are some things that can serve as guidelines in relation to the body of the speech.

1. Let your research help to define the outline.

While you were doing your research you may have discovered some issues or thoughts that you did not initially take into account. Be open and flexible at this stage in the development process.

2. Keep your points as brief, as clear and as parallel as possible.
3. Organize your points to build momentum through the speech. Be sure that your first and last points are very significant.

C. The Conclusion

It is essential to give special consideration to how the speech will be ended. It is also essential to leave enough time in the delivery of the speech so that you can do justice to the conclusion. The conclusion needs to do several things.

1. The conclusion should point people back to the central idea.

To do this you may do some or all of the following:

- a. Restate the central idea (perhaps in slightly different wording).
- b. Briefly rehearse the main points (do not re-preach the message).
- c. Use other quotations, illustrations or examples that reinforce the central idea.
- d. Above all, do not introduce new points to your argument.

2. The conclusion should define or clarify the desired or expected response of the listener.
 - a. What do you want them to do?
 - b. How do you expect them to act?
 - c. What are they to carry away with them?
3. The conclusion should make a final appeal consistent with the purpose of the speech.
 - a. This is where the emotion and personal passion of the speaker should be seen.
 - b. This is where the speaker makes sure that the audience knows how this topic affects them personally.
4. The conclusion should be memorable. Save your best illustration to the very last.
5. The conclusion should avoid the use of certain words including “finally” and “in conclusion.” If you do use these words, be sure that you are very near to actually concluding.

D. The Introduction

The introduction is actually constructed after the body of the speech and the conclusion have been determined. The introduction is the entry way into the topic and every listener must be invited to come in. Failure to bring the audience into the topic properly can sabotage what you are trying to do. For this reason, the introduction requires creativity and may be the most important part of the speech.

1. A good introduction captures the attention of the audience.
 - a. It serves as a transition from what has gone before.
 - b. It is a time to establish a rapport with the audience.

This may be done by chatting to the audience, referring to the occasion, mentioning common bonds or sharing a humorous story.

- c. It should motivate the audience to listen to what you have to say.

You motivate the listener by pointing out the importance of the topic. Knowing your audience is essential for you to be able to do this.

- d. It should in some way arrest their attention by way of some of the following:
 - A startling fact or quotation
 - A recent scientific discovery

- A prominent news item
- A personal story or experience
- A challenging, rhetorical, thought provoking question
- A common concern
- A human interest story or real life incident

It is important that any of these items be extremely relevant to the central idea. People should not have to wonder how your illustration fit into the speech.

2. A good introduction clarifies the central idea.
 - a. The central idea should be clearly stated. However, do not necessarily announce it as such. For example, “My central idea is...”
 - b. You may want to give the audience a preview of what you will be doing in the speech.
 - c. You may need to define or explain some words, technical terms or concepts in readying them for what you will be discussing.
3. A good introduction establishes for the listeners why their attention is important.
 - a. They will listen because the topic is relevant to them.
 - b. They will listen because the topic is important to them.
 - c. They will listen because of your connection with the audience.
 - d. They will listen because you are qualified to say it.

II. How much time should be given to each part of the speech?

A. The Introduction

The length of the introduction will vary based on many factors. It will especially depend on the familiarity of the audience with you as a person. The introduction may be as short as 5% of the entire speech or it could be as much as 15% of the entire speech. Avoid the possibility of having to say (after 30% to 50% of the time has expired), “That was my introduction...”

B. The Body

The body of the speech should use the bulk of the time. Try to treat your main points with a certain amount of equality especially if in your mind they are equally important. Make sure significant time is given to the most important areas.

C. The Conclusion

The conclusion should normally be relatively short or no more than 5% of the entire speech. However, the unique occasion and the purpose of the speech may dictate a longer conclusion.

III. What tools do I use to support the central thought or idea of the speech?

A good speaker will fill out the body of his or her speech with many different things. It must be remembered that the attention of the audience must be recaptured every couple of minutes. Here are some of the main ways to support the central idea of the speech. Note: The following is taken from *Speech Fundamentals* by Mardell Clemens.

- A. *Definition* establishes boundary lines; it places a term in a general class and shows how it differs from other members of the class.
 - 1. Unfamiliar words and words likely to be misunderstood because of frequent, “loose” use need to be defined.
 - 2. Comparison-contrast is a form of definition.
 - a. Comparison shows likeness.
 - b. Contrast shows differences.
 - 3. Examples should be given to pinpoint the meaning whenever possible.
- B. *Description* tells us how a thing looks, feels, smells, or acts; in words it recreates places, things, and people for the listener’s inspection.
 - 1. Determine the purpose of the description.
 - 2. Keep it brief.
 - 3. Follow a systematic order.
- C. *Facts* are truths known by actual experience or observation.
 - 1. Be sure to verify all statements of fact.
 - 2. Beware of factual omissions which make the facts which are used misleading.
 - 3. Get pertinent facts.
- D. *Figures* and *statistics* are types of factual support.
 - 1. Check the source and determine the reliability.
 - 2. Tell the listeners where you got them.
 - 3. Make sure they measure what they are supposed to measure.
- E. *Stories* are narratives from personal experience, literature or history.
 - 1. Stories may be factual or hypothetical.
 - 2. Stories must not oversimplify.

3. Stories must bear sharply on the point.
- F. *Specific instances* are narratives which are simply referred to.
1. They name the person, place, date, or event, but give no details.
 2. They can be used singly or in battery form.
- G. *Testimony* is limited to statements setting forth an individual's innermost convictions on a subject of deep importance to himself and to his listeners.
- H. *Quotations* give weight to your views in lucid language.
1. Be sure the quote is not too long.
 2. Be sure it is not laboriously dragged in.
 3. Be sure to say whom you are quoting and that you are quoting.
 4. Be sure to memorize them thoroughly and accurately.
- I. *Proverbs, maxims, and slogans* are special types of quotations which can be sparingly used.
1. A proverb is a short, pithy saying that expresses a widely accepted truth based on common sense and a practical experience.
 2. A maxim is a general statement of principle, advice and counsel on human conduct and affairs expressed in tight, epigrammatic form.
 3. A slogan is a short, catchy statement used as a rallying point by a person, group, or party.
- J. *Restatement* and *repetition* are ways of reviewing the idea and keeping it before the audience.
1. Restatement repeats the idea in different words.
 2. Repetition repeats the idea in the same words.
- K. *Rhetorical questions* challenge the listener to make his own decisions and to initiate his own actions.
1. The speaker is not expected to answer a rhetorical question directly or specifically.
 2. He uses it to prod the listener to think, to feel, or to act.

Lesson 9

Delivering Your Speech

I. What are some mechanics of speech delivery that will have a bearing on the effectiveness of the speech?

There are several things that will contribute to a positive speaking experience. The positive or negative of these things will have a significant influence on how your message is received by the audience. Obviously, we want to do those things that reinforce what we are trying to accomplish and minimize those things that distract from what we are trying to accomplish.

A. Eye Contact

Part of connecting with your audience is what you do with your eyes while you are speaking. Imagine someone in a personal conversation that never looks you in the eye. Perhaps they look over your head or they look at the floor or they look to one side or the other.

1. Maintain sincere eye contact with the audience.

Good eye contact demonstrates confidence, engages the audience and helps to establish rapport. It also gives people the impression that you are honest and open with them.

2. Avoid reading from notes for any length of time.

Be familiar enough with what you are saying that you can get the prompt that you need with only a glance.

3. Pick out key people in various places in the room to focus in on.

Focus for three seconds at a time and move on to someone else. Look for the faces that actually encourage you.

4. Occasionally glance at the whole audience from front to back and side to side.

Try to give equal time to each group. You want everyone to feel personally involved in what you are doing.

5. Use your eye contact to read how the audience is receiving what you are saying and whether or not you need to adjust anything.

B. Body Language/Posture

Body language is important. Standing, walking or moving about with appropriate hand gestures or facial expressions is preferred to sitting down or standing still with head down and reading from a prepared speech.

1. Posture

- a. Stand naturally with hands at your side except with gesturing.
- b. Do not lean on the podium.
- c. Do not stand on one leg or shift weight from side to side.
- d. Do not stand with feet too far apart or too close together.

2. Walking

There is a balance again between too much movement and too little movement.

- a. Avoid pacing back and forth.
- b. Avoid standing in one spot for the whole speech.
- c. Avoid hanging on to the podium. It will chain you to the spot.
- d. Use walking as a way to break up the monotony, reconnect with the audience and emphasize certain points.

3. Gestures

When gestures are used properly they can greatly enhance the message of the speech. Be especially aware of gestures when speaking in another culture. What is “safe” in one culture may be offensive in another culture. Note: The following thoughts are taken from *Speech Communication* by Mardell Clemens.

- a. Gestures are especially useful in accomplishing specific purposes
 - We enumerate through gesture.
 - We divide, compare and contrast through gesture.
 - We describe realistically and suggestively through gesture.
 - We locate through gesture.

- b. Gestures are useful only as they are effectively executed.

- i. They must be done with vitality.

Sharp, decisive, clear-cut gestures tell the audience that you are interested in communicating your ideas. Weak, vague, half-hearted gestures tell the audience that you lack confidence in yourself.

- ii. They must be flexible and varied.

- iii. They must be done naturally.

- Forced gestures are unnatural.
 - Planned gestures are mechanical.
 - Natural gestures spring from inner impulse.
- iv. They must be timed and fit the point.
- v. They must be integrated with the thoughts and feelings.
- Actions in harmony with words heighten meaning.
 - Actions in conflict with words cause confusion.
 - The stroke of the gesture must come on the word to be emphasized.
 - The climax of the gesture puts force into the thought.
- vi. They must be appropriate to the occasion and the setting.
- Use wider and more sweeping gestures for a large audience than for a small one.
 - Use more vigorous gestures for a large Sunday morning worship service.
 - Use more action for young people than for older people.

4. Facial Expressions

Your facial expressions while you are giving your speech will either invite people in or drive them out.

- a. Smile most of the time. Do not scowl.
- b. Gesture with you face when telling stories or describing things.

5. Dress

The way you dress will either add to or detract from you speaking experience. If you are dressed properly, people should not actually be too aware of what you are wearing. Clothing should fall into the following guidelines:

- Modest
- Appropriate to the occasion
- Appropriate to the audience
- Color-coordinated
- Relatively conservative for the group (not showy)
- Avoid excessive jewelry (especially things that make noise or produce a lot of movement when you walk)

C. Voice Control

We do not want people to have to work too hard to listen to us. Therefore, in our use of language and voice, we want to make it as easy for people as possible.

1. Speed or Pace (Number of words spoken per minute)

- a. Do not speak too fast.
- b. Do not speak too slowly.
- c. Use the occasional “pause” for drama, emphasis, audience absorption and transition from one point to another (Selah).

“Allow yourself and your audience a little time to reflect and think. Don't race through your presentation and leave your audience, as well as yourself, feeling out of breath.” --Unknown Author

2. Articulation or Pronunciation

- a. Do not mumble or run your words together.
- b. Be careful to pronounce words crisply and clearly. This is especially important where you are speaking to multiple cultures.

3. Tone and Pitch

Variety is the general guideline in all of these areas of voice control. It is especially important in the area of pitch and tone. Variety is the opposite of monotony. Monotony leads to boredom. Boredom leads to sleep.

- a. Speak in your normal tone of voice for the bulk of the speech.
- b. Avoid high pitched sounds for extended periods.
- c. Put drama and suspense into your speech by the use of intonation.

Notice the power of emphasis in the following dramatization of, “I didn’t tell John you were stupid.”

I didn’t tell John you were stupid. (Someone else told him)

I *didn’t* tell John you were stupid. (I’m keeping that a secret)

I didn’t *tell* John you were stupid. (I only hinted at it)

I didn’t tell *John* you were stupid. (I told everyone but him)

I didn’t tell John *you* were stupid. (I just said someone here was stupid, he must have figured out it was John)

I didn’t tell John you *were* stupid. (I told him that you still are stupid)

I didn’t tell John you were *stupid*. (I merely voiced my opinion that you were a couple of bricks short of a full load)

4. Volume

Again, the speaker can be too loud or too soft when speaking. Sometimes this issue is greatly affected by the availability or lack of sound equipment.

- a. Do not “yell” for a sustained period (once in a while for effect).
- b. Project your voice to the person who is the furthest from you.
- c. Vary the volume for emphasis and dramatic effect.

D. Other Potential Distractions

1. Gasping audibly. This is usually the result of speaking too fast or nervousness. Learn to breathe freely as you speak and pause when it is appropriate.
2. Using a lot of non-working words and fillers (i.e. er, uh, etc.).
3. Repeating certain connecting words (i.e. and, then, you know, like, amen, praise the Lord, hallelujah, etc.).
4. Distracting movements or nervous gestures.
 - Touching face
 - Hands in pockets
 - Pushing up or adjusting glasses
 - Pulling on collar or tie
 - Playing with a pen, rings, bracelets, watches, a button, etc.
 - Jingling keys or coins

5. Going overtime

“One of the worst mistakes you can make as a public speaker is talking too long. Not only will you send some folks to never-never land, you will make some of them downright mad. It doesn't matter if your entire speech was brilliant and the audience came away with information that will change their lives. If you talk too long, they will leave saying, ‘That speaker just wouldn't quit.’ Don't let this happen to you! Say what you have to say and sit down. Before you do, give them a well thought out closing.” –Author Unknown

II. What are some other things that will enhance the speaking experience?

A. Visual Aids

When using audio-visual aids to enhance your presentation, be sure all of the necessary equipment is set up and in good working order prior to the presentation. If possible, have an emergency backup system readily available. Check out the location ahead of time to ensure seating arrangements for audience, whiteboard, blackboard, lighting, location of projection screen, sound system, etc. are suitable for your presentation.

Depending on the setting and the available equipment, you will want to use some of the following. These things will help you to show the audience your main

points or give a visual demonstration what you are promoting. For some people, “Seeing is believing!”

1. Handouts

Have handouts ready and give them out at the appropriate time. Tell audience ahead of time that you will be giving out an outline of your presentation so that they will not waste time taking unnecessary notes during your presentation.

2. Power Point Presentations

Do not over-dazzle your audience with excessive use of animation, sound clips, or gaudy colors which are inappropriate for your topic. Do not torture your audience by putting a lengthy document in tiny print on an overhead and reading it out to them.

3. Other Electronic Media: Slides, Transparencies, Video Clips

4. Models and Props (Object Lessons) (Ill. Bro. Conner’s Potatoes)

6. Chalkboards, Whiteboards, Flip Charts

7. People (Skits, Demonstrations, Etc.)

B. Humor

Add humor whenever appropriate and possible. Keep audience interested throughout your entire presentation. Remember that an interesting speech makes time fly, but a boring speech is always too long to endure even if the presentation time is the same.

C. Personal Confidence

Your personal confidence will be a big factor in people’s ability to receive what you have to say. If they do not perceive that you are genuinely interested in the topic and that you feel that you have something important to say on the subject, you will not be convincing.

1. Be bold.

You either have something to say or you don’t. If you do, speak with boldness and authority.

2. Do not make apologies (lack of preparation, time, notice, etc.).

3. Do not put yourself down.

4. Do not shift blame.

5. If you make a mistake, correct it and move on quickly.

Lesson 10

Making Transitions

I. What do we mean when we talk about transitions?

An important consideration as you make your speech is the issue of transitions. That is, how are you going to move strategically from one point to another in a way that will complement the purpose of your speech?

A transition can be defined as the act or means of moving from one point or concept to another in such a way as to properly link the two ideas. Your transition should carefully guide your listeners to the next point.

II. How important are transitions?

Effective transitions are important for the following reasons:

A. They help to keep the flow of the speech moving.

There are different schools of thought on this. Some feel that the speech should not be too fluid or polished or it will put people to sleep. On the other spectrum you have those who feel that the speech should be very smooth throughout. The preferable is somewhere in the middle. As a rule transitions from point to point should not be forced or choppy.

B. They eliminate the need for mechanical or abrupt transitions (e.g. point one, point two, etc.).

Sometimes when you are lecturing, you will not need to spend as much time planning your transitions. The nature of the material, the expectation of the audience and the teaching setting is more conducive to the enumeration of points.

C. They make the speech more pleasant for the listener.

III. What are some of the ways to make effective transitions?

Transitions can be made in several different ways.

A. Non-verbal Transitions

You can make transitions by changing your position, pausing, using visual aids, giving out a handout, picking up a prop or sharply varying the sound you make come out of the public address system. Do anything that breaks the pattern of what you were doing in the previous segment and introduces what you plan to do.

B. Verbal Transitions

You can make transitions verbally in a variety of ways. For verbal transitions, one-liners, anecdotes, and questions work well. In addition, there are common expressions that can be used when moving from idea to idea within the speech.

Note the following examples of transitional expressions:

If you want to:	Use these transitional expressions:
Add or show sequence	Again, also, and, and so on, and then, as well, besides, beyond that, equally important, finally, first (second, etc), for one thing, further, furthermore, in addition, in the first place, last(ly), likewise, moreover, next, still, too, what is more, with
Compare	Also, as well , both, in like manner, in the same way, likewise, neither, nor, similarly
Contrast	After all, although, and yet, at the same time, be that as it may, but, but at the same time, despite, even so, even though, for all that, however, in contrast, in spite of, instead, nevertheless, notwithstanding, on the contrary, on the other hand, otherwise, regardless, still, this may be true, though, whereas, yet
Give examples of or intensify	Above all, after all, an illustration of, especially, even, for example, for instance, indeed, in fact, in particular, it is true, most important, of course, specially, surely, that is, to illustrate, truly
Indicate place	Above, adjacent to, along side, around, away from, below, beside, beyond, elsewhere, from, further on, here, in, inside, near, nearby, next to, on the far side, on the other side, on this side, opposite to, over, outside, there, toward, under
Indicate time	After a while, afterward, as long as, as soon as, at last at length, at present, at that time, before, briefly, currently, during, earlier, eventually, finally, first (second, etc), formerly, gradually, immediately, in the future, in the meantime, in the past, lately, later, meanwhile, now, presently, recently, shortly, simultaneously, since, so far, soon, subsequently, suddenly, then, thereafter, until, until now, when
Show cause or effect, conditions	Accordingly, and so, as a result, because of this, as a consequence, as a result, consequently, for this purpose (reason), for this reason, hence, if, incidentally, otherwise, since, so, then, therefore, thereupon, thus, to this end, with this object
Concede (a point)	Certainly, granted that, of course, no doubt, to be sure
Illustrate a point	As a case in point, as an illustration, for example, for instance, in particular, one such, yet another
Give a reason	As, because, for, for this purpose, in order that, since, therefore, to this end, with this object
Summarize, conclude, or repeat	All in all, altogether, as has been said, finally, in any event, in brief, in conclusion, in other words, in particular, in short, in simpler terms, in summary, lastly, on the whole, that is, therefore, to put it differently, to sum up

Lesson 11

Overcoming Stage Fright

I. What is stage fright?

There are those who suggest that the fear associated with getting up in front of a group of people and speaking is one of the most dreaded of all fears. Certainly this is not true for everyone. However most people contend with this thing called “stage fright.” Even seasoned speakers feel more or less nervousness depending on the personal comfort zone for any particular speech.

- A. Stage fright is not usually something that occurs on the actual “stage” while you are speaking.
- B. Stage fright is the nervousness that someone feels in anticipation of the actual speaking experience.
- C. Stage fright can actually begin from the moment that the speaking assignment or opportunity is recognized.
- D. Stage fright often subsides when you actually begin to speak.

II. What are the most common symptoms of stage fright?

Some of the most common symptoms of stage fright include the following:

- Dry mouth
- Tight throat
- Trembling lips
- Loss of breath
- Sweaty hands
- Cold hands
- Trembling hands
- Trembling knees
- Slight nausea or butterflies
- Fast pulse
- Blanking out

III. How can stage fright work for you?

Before you are ready to speak in public you must learn how to understand, embrace and manage your stage fright.

- A. Stage fright is normal.

People who are experienced speakers realize that a certain amount of stage fright is a natural response to the stress associated with any speaking opportunity. It is

natural to be apprehensive because we are all self-conscious in front of people, especially certain people. But there are other reasons for our nervousness as well. You may be nervous because:

1. You are taking your responsibility seriously. You care about doing a good job.
2. You have respect for your audience.
3. You realize the importance of what you have to say.
4. You know that how you perform will affect the message delivery.

In point of fact, you might have more reason for concern if you did not have a certain amount of nervousness. It might be symptomatic of having the opposite qualities of those listed above.

B. Stage fright is your friend.

It is important to remember that no one has ever died of stage fright even though some people would rather die than speak in public.

1. It sharpens your reflexes.
2. It heightens your energy.
3. It helps you focus on your delivery mechanics.
4. It helps you to prepare more fully.
5. It reminds you that you must depend upon the Lord.

C. Stage fright can be managed.

You can learn to control it and use it to your advantage.

IV. What can you do to overcome stage fright?

There are some things that you can do to minimize the effects of stage fright.

A. There are some things that you can do will in advance of the event.

1. Be well prepared.
2. Be well practiced. You cannot practice too much. Do your practice in front of a mirror if possible.
3. Have your introduction well memorized.
4. Have your notes well organized.
5. Do not eat a big meal beforehand.

6. Be on time (early) for the event
- B. There are things that you can do just prior to your speech.
1. Imagine that you are simply sharing your ideas with a group of close friends.
 2. Visualize yourself doing well and the audience responding well.
 3. Remind yourself that the audience is your friend.
 4. Remind yourself of your sincere desire to help the audience.
 5. Be alert to your surrounding and what is going on around you (it may help you with your introduction).
 6. Pray and ask God for His help.
- C. There are things that you can do while you are speaking.
1. Breath deeply from your diaphragm.
 2. Stand in with good balance.
 3. Lean on podium if necessary to avoid trembling.
 4. Concentrate on the message not your symptoms.
 5. Take lukewarm water as needed.
 6. Move around as you speak.

Remember your nervous symptoms are not nearly as obvious to the audience as they are to you.

Lesson 12

The Persuasion Speech

The following material was extracted from *Speech Fundamentals* by Mardell Clemens, 1971 (Out of Print).

Definition: Persuasion is the attempt to influence the thought, opinions or actions of others by motivational appeal as well as by logic, facts and opinions of authorities.

I. There are several theories and techniques to effective persuasion.

- A. The persuader must establish good will and credibility.
 - 1. Know your audience and plan and work your appeals to take into account the audience's known experience, interests and attitudes.
 - 2. Demonstrate your mastery of your subject.
 - 3. Give evidence that you are a worthy leader.
 - 4. Your character will influence your audience.
- B. The persuader must get the attention of his listeners and hold their interest.
 - 1. Show the significance of your proposal.
 - 2. Make use of conflict concerning your proposal.
 - 3. Shock the listener as to the urgency of your message.
 - 4. Arouse curiosity about your subject.
 - 5. Make your speech easy to follow.
 - 6. Use variety in all aspects of the speech.
- C. The persuader will have to stimulate favorable feelings on the part of his audience. He will have to win them emotionally.
 - 1. Appeal to the dominant motives of the group you are addressing.
 - 2. Meet all the objections you can think of before they are raised.
 - 3. Adapt to the different situations.
- D. The persuader must present a practical plan of action.

II. How does the speaker prepare a persuasive speech?

- A. The persuader begins by formulating the specific purpose – the precise objective to be reached – which in a persuasive speech is called a *proposition*.
 - 1. The proposition is stated, clearly and concisely in an unambiguous declarative sentence.
 - 2. The proposition will be one of fact, value or policy.
 - a. A proposition of fact asserts that “this was true (or false) or this is not true (or false) or this will be true (or false).”

- b. A proposition of value asserts that “this is valuable or good” or the opposite characteristic, “this is worthless, destructive or bad.”
 - c. A proposition of policy asserts that “this should be done.”
- B. The persuader then discovers the issues – the inherent and vital points on which the truth of falsity of the proposition hinges.
 - 1. The number of major issues is seldom greater than two or three and rarely more than five.
 - 2. Issues are properly expressed as questions.
 - a. In a proposition of fact these are the possible issues:
 - 1. Do the facts exist?
 - 2. What is their nature?
 - b. In a proposition of value these are the possible issues:
 - 1. What standards of judgment should be used?
 - 2. How should the standards apply?
 - c. In a proposition of policy there are the possible issues:
 - 1. Does a problem exist?
 - 2. Will the proposal solve the problem?
 - 3. Will the proposal introduce other more serious problems?
 - 4. Is there not a better proposal?
- C. The persuader carefully analyzes the audience-situation.
- D. The persuader does thorough and organized research on the proposition.
- E. The persuader determines the best organizational pattern for his proposition with this audience.
- F. The persuader makes a thorough outline, choosing carefully his supporting materials for the greatest persuasive influence.
- G. The persuader practices and practices and practices.
- H. The persuader delivers his speech with great personal conviction and vitality.

Lesson 13

Being a Good Listener

I. The Importance of Listening

Becoming a good communicator or speaker is one aspect of the process of communication. The word “communication” itself implies a two-way activity. While we all want to become excellent communicators, we also want to become disciplined listeners.

A. Listening shows respect for others and their ideas.

People who are only interested when they are the ones speaking demonstrate a high level of personal pride and disrespect for others.

B. Listening demonstrates our own desire for learning.

Listening to others says, “I do not know everything; I have a hunger to learn more; I believe you have something to offer me.”

C. Listening is a major way to deepen our well of truth.

It does not matter who is speaking or even the topic about which they are speaking, a good listener can take something away from every listening experience.

II. Hindrances to Listening

Research indicates that people speak at a rate of about 100 to 175 words per minute. However, our ability to listen far exceeds that rate. The same research tells us that the average person can effectively absorb anywhere from 600 to 800 words per minute. That means that in most speaking situations our mind does not have to be fully engaged to be able to hear what is being said. This means that our mind may want to wander and do some other things besides listen.

This means that a determined listener will have to work to listen well. The good listener will have to make a conscious effort to listen attentively.

In addition, there are several things outside of the listener’s control that can make listening a challenge. Being aware of these as a speaker will help us to minimize these factors for the sake of our listeners.

A. Hindrances caused by the speaker.

1. The volume of the speech (either too low or too loud).

If people have to strain to hear or if the volume is giving them a headache, they will tune out.

2. The complexity of the subject matter being covered.

If the speech is covering material that is way over the head of the average listener, the listener will eventually give up.

3. The lack of organization of the speech.

If the speech lacks logical order and progression which causes the listener to get lost in the argument, he or she will not want to exert the energy necessary to get back into it.

4. The emphasis on too much detail or “rabbit trails” that are not germane to the central idea.

B. Hindrances caused by the listener.

1. Not having a good sight line to the speaker.

2. Not having a comfortable chair.

3. Concentrating on externals relating to the speaker (dress, hair style, etc.)

4. Being engaged with other listeners around you.

5. Getting hung up on issues with which you do not agree.

III. Developing Good Listening Skills

A good listener is active not passive. It takes work to be a good listener. It all begins with a desire to listen. Once that is established, there are some other things that you can do to increase your listening skills.

A. Determine to pay attention. That means that you quit doing anything else and concentrate on what is being said. The first step to being a good listener is to act like a good listener.

B. Learn to respond to the speaker.

1. Verbally

- The occasional “Amen!”
- Responding to humor
- Responding when prompted to do so

2. With body language

a. Positive

These things say, “I am interested in you and what you have to say.”

- Nodding

- Maintaining good eye contact
-

b. Negative

All of these say, “I am not really interested in anything that you have to say.”

- Nodding off
- Yawning
- Slouching
- Crossing Arms
- Looking a watch or clock repeatedly
- Whispering to a neighbor
- Staring off in space
- Doodling
- Playing with any object

3. Especially with our face

- Smile
- Express appropriate emotions

C. Maintain good posture. Sit slightly forward in your seat. When you find yourself drifting, adjust your position.

D. Take notes on what is being said.

1. Write down the main points.
2. Note areas for further investigation.
3. Make a list of questions.

E. Watch out for stumbling stones.

Focus on the main thrust of what is being said not on things that trip you up as a listener, such as:

- Religious or political hot buttons
- Mannerisms
- Misuse of words or improper pronunciations
- Mechanics of delivery

F. Choose a seat where there are minimal possibilities for distraction. Some distractions could include:

- A window
- Noise
- Talkative neighbor
- A beam or pole

Lesson 14

Leading a Discussion

DISCUSSION: A group discussion is a shared, purposive communication transaction in which a small group of persons exchange and evaluate ideas and information in order to understand a subject or solve a problem.

I. Preparation for Discussion

- A. Spend time in preparation to know the material well.
- B. Spend time in prayer prior to discussion.
- C. Work on an appropriate introduction to the discussion that will arouse interest.
 - 1. A humorous story
 - 2. A testimony of personal challenge
 - 3. A key scripture that will cultivate a corporate desire.
- D. Make sure that the room and room arrangement is conducive to a healthy discussion.

II. Discussion Guidelines

- A. Get people excited about the topic by the way you introduce it.
- B. Seek to involve everyone.
- C. Watch for those who would tend to dominate.
- D. Draw out those who would hold back.
- E. Be careful not to let the discussion wander; continually bring it back to center.
- G. Listen carefully to what is said.
- H. Be prepared to repeat and clarify points for the rest of the group.
- I. Be aware when several people want to talk at the same time and give appropriate order to comments of others.
- J. Show respect for the opinions of others.
- K. Close the discussion by pulling all of the strands together so that one central thought is communicated.

III. Additional Guidelines for the Leader

- A. Know the people who are involved in the discussion.
 - a. Are they domineering? Do I need to back them off?
 - b. Are they quiet and reserved? Do I need to draw them out?

- B. Be willing to remain in the background. The leaders should speak at the following times:
 - 1. To begin and guide the discussion.
 - 2. When asked a question.
 - 3. To clarify a muddled point.
 - 4. To correct an error...gracefully.
 - 5. To add additional information to or to summarize a point.
 - 6. To ask further questions.
 - 7. To inject humor into an otherwise dry discussion.

- C. Look people in the eye when they are speaking and be careful to control your own negative body language.

- D. Do not let any member of the group escape without some involvement.

- E. Be alive and alert. You are the leader. Everyone else in the group will catch your excitement, enthusiasm and intensity.

SPEECH EVALUATION FORM

Speaker _____ Date _____

Topic _____ Type of Speech _____

Rate the speaker on each point: E-excellent G-good A-average F-fair P-poor

INTRODUCTION

Gained Attention and Interest E G A F P
Introduced Topic Clearly E G A F P
Related Topic to Audience E G A F P
Established Credibility E G A F P
Central Thought Understood E G A F P

BODY

Main Points Clear E G A F P
Main Points Fully Supported E G A F P
Organization Well Planned E G A F P
Language Appropriate E G A F P
Transitions Effective E G A F P
Outline Hidden E G A F P
Reflected Quality Research E G A F P

CONCLUSION

Prepared Audience for Ending E G A F P
Reinforced Central Idea E G A F P
Vivid Ending E G A F P

DELIVERY

Spoke at an Appropriate Pace E G A F P
Maintained Strong Eye Contact E G A F P
Avoided Distracting Mannerisms E G A F P
Articulated Words Clearly E G A F P
Used Pauses Effectively E G A F P
Used Vocal Variety E G A F P
Presented Visual Aids Well E G A F P
Enthusiastic about Topic E G A F P
Moved Freely While Speaking E G A F P
Gestured Appropriately E G A F P
Maintained Good Posture E G A F P

OVERALL EVALUATION

Topic Challenging E G A F P
Specific Purpose Well Chosen E G A F P
Message Adapted to Audience E G A F P
Speech Completed on Time E G A F P
Held Interest of Audience E G A F P

What did the speaker do most effectively? _____

What should the speaker pay special attention to next time? _____

General Comments: _____

Evaluator: _____