



Introduction to Curriculum for

EFFECTIVE PUBLIC SPEAKING



www.nys4-h.org

Cornell University Department of Communication cals.cornell.edu/communication



The NYS 4-H Communication Institute's Public Speaking Curriculum Design Project

The NYS 4-H Communication Institute as an event has been on hiatus due to the COVID-19 pandemic. In the spirit of unification, we have taken this downtime to focus on curriculum development, so we have a centralized curriculum across CCE county associations. Our goal is for this curriculum to be used by NYS 4-H educators & mentors teaching public speaking skills to 4-H members from ages 5 to 19. This book is an instructional package, setting out the basic principles of all effective oral communication and resources for teaching them.

We divided into 4 groups, each including at least one Cornell University Student, 4-H members, and 4-H educators/mentors. Each group worked on its own section of this book.

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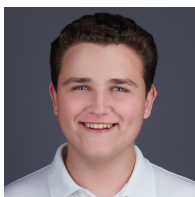
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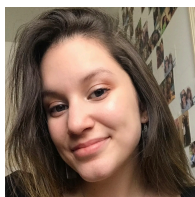
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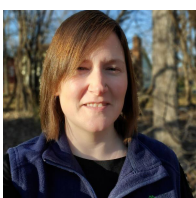
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INTRODUCTION TO CURRICULUM FOR EFFECTIVE PUBLIC SPEAKING

TABLE OF CONTENTS



CLOVERBUDS

Curriculum Overview for Cloverbuds	2
Objectives and Activities	4



PRETEENS

Curriculum Overview for Preteens	8
Objectives and Activities	17
Resources	28
*Speech Evaluation Form (Intermediate)	29



TEENS

Curriculum Overview	31
Objectives and Activities	37
Resources	42
*Speech Evaluation Forms (Advanced)	55

INTRODUCTION TO THE CURRICULUM FOR EFFECTIVE PUBLIC SPEAKING

Everything there is to know about the art of public speaking falls into one of four principles:

1. Develop good ideas.
2. Understand and adapt ideas to the communication context/situation.
3. Organize ideas.
4. Present ideas using effective language and delivery.

These principles of effective oral communication are **equally important** and provide us a structure for teaching, learning, and evaluating public presentations. They originated in Classical Greece and Rome as a method for effective and ethical public speaking, but apply to most human communication. Encourage students to transfer the 4 principles of public speaking to influencing a friend, interviewing for a professional position, informally speaking in class, or at a meeting.

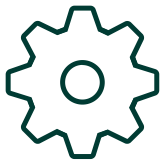
TEACHING AND LEARNING THE 4 PRINCIPLES

The public speaking curriculum is organized according to stages of learning that correspond to 4H age-groups: **Cloverbuds**, **Preteens**, and **Teens**. Each section addresses the 4 principles as developmentally appropriate, providing the instructor with the content that falls under each principle and corresponding learning activities. The age-groups are a suggested framework. The curriculum is cumulative and it is best to consider students' experience in public speaking and adapt the content and activities accordingly. A student can demonstrate advanced skills in language and delivery but beginning skills in organizing ideas.

EVALUATING PUBLIC SPEAKING

Public speaking skills improve through practice and immediate **qualitative** feedback. Written and oral evaluation of student presentations should address the strengths and the weaknesses of a presentation, **according to the four principles**. Speech evaluation forms are included in the Resources sections. The preteen/intermediate form is appropriate to all speeches at this level. The teen/advanced evaluation forms distinguish between speeches to inform and speeches to persuade.

The forms do not ask for numerical grading, but four general ratings (one for each principle), along a continuum from excellent to poor. The criteria to be considered when rating is listed below each continuum, and there is space for comments. The evaluation forms can be individualized by adding or subtracting criteria. Comments should justify the rating, identifying places for improvement in addition to praising the strengths of the speech. While criticism is necessary to learning, there are a few guidelines for being helpful: Be specific. Provide solutions to problems or ignore them. Phrase criticism as "you should," and not "you should not." For instance, "You should look around the room at your audience as if in conversation," not "You aren't making eye contact."



CLOVERBUD CURRICULUM



(Suggested ages 4-7)

The principles of effective communication can be introduced to students at a young age. At any age, the emphasis is applying the principles and not naming them. This is especially true for Cloverbuds.



CURRICULUM CONTENT FOR TEACHING CLOVERBUDS



Discover and Develop Good Ideas

Discovery

Introduce students to the world of ideas by reading, talking to others, and first-hand exploration and discovery.

Topics, Themes, and Ideas

Topics, themes, and ideas are terms that capture what the student will talk about. They are either a word (Cooking), a phrase (Things I am interested in parties), or a question (What is a good breakfast?).



Adapt Ideas to the Situation

Analyze Audience

The communication situation includes many factors that will be brought into the curriculum at later stages. At the beginning stage the student should be able to identify some similarities and differences in people's ages, interests, experiences and knowledge. In other words, push them to consider/ understand the person or people they are talking to, using terms such as "interests" "opinions" "emotions" "knowledge" "experiences."



Adapt to Audience

The student should adapt their choice of topic to an audience's interests and/or, knowledge/experiences.



Organize Ideas

Organizing Ideas

An organized speaker will only discuss those ideas that are connected or related to the topic or theme. This is difficult for people at any age.

Grouping Ideas

A speech should have 2 to 4 topics/ideas that relate to the main topic or theme. At this point, youth can simply practice grouping ideas/pictures based on a similar theme or feature. This activity should help them stay with a topic and organized their thoughts.



Present Ideas to Others using Effective Language and Delivery

Enunciation and Pronunciation

Speaking to be understood means articulating the sounds of a word clearly so the listener hears, for instance, the differences between words such as "bed" and "bent." Additionally, speakers should use the accepted pronunciation for words. One can enunciate clearly and yet mispronounce a word.

Eye Contact

In American culture, eye contact is expected in most communication situation. When speaking to others we look directly at them so our eyes meet theirs. However, we do not stare at people for very long but occasionally look/glance away. When speaking to a larger group speakers should scan the audience throughout the speech, making brief eye contact with as many people as they can.

Facial Expressions

Facial expressions convey our feelings and set the tone or mood for communication, as well as reinforce the meaning of our words. Speakers should use their natural expressions to convey their emotions and attitudes. Speakers should also become aware of their audience's expressions. Cloverbuds should focus on basic emotions (range from painful/negative to pleasurable/positive) such as, happy, sad, surprised, excited.

Presenting with Confidence

Most speakers' nervousness is a physiological reaction to the situation and cannot be observed by the audience. It is not wise to point out "you look nervous," as the speaker surely knows this to be the case and it makes it more of a problem. Confidence and delivery improve with practice. Nevertheless, there are several tips that can help the beginner speaker.

- Focus on preparing your presentation so that you are confident in what you have to say.
- Dress nicely, but be comfortable.
 - Jeans, button down or blouse, slacks, dress, or skirt work well. Avoid sweats, etc.
- 3 • Make eye contact with your audience immediately to feel and convey confidence.





CLOVERBUD OBJECTIVES AND ACTIVITIES



Discover and Develop Good Ideas

OBJECTIVE: Experience several ways of discovering new things/ideas.

Activities

The Explorers

Assign students to explore and discover something they did not know by having them search for ideas (on an assigned or chosen topic) in any of the following ways: look through picture-books (on animals, dinosaurs, geography), actually do an experiment (mixing playdough or food coloring to create different colors), or interview another person about their work or hobbies.

- Open the activity with a story about an explorer and/or inventor as a way of framing the exercise.
- After each person shares their discovery, ask/discuss the ways they learn and the topics they enjoy learning about. Include learning through 4-H, movies, museums, and of course, books.



Adapt to the Situation

OBJECTIVES: Identify some ways that people differ in their interests and experiences.
Brainstorm topics appropriate for different audiences.

Activities

Different Strokes for Different Folks

Ask students pick 2 or 3 people (mother, father, sibling, friend, teacher, grandparent) and informally have students discuss the things that each person is interested in, has experienced, or believes to be important.

- You can discuss their similarities and differences
- Have students suggest a story that would be best for each person
 - o They can create the different stories
 - o They can draw from cultural stories they know--Wizard of Oz, Cinderella
 - o You can provide a list of stories or simply topics and have them pick those best suited to their audience, such as trucks, a funny story.
- Discuss the reasons for their choices, reinforcing the importance of the "other" when talking.





Organize Ideas

Objectives: Group ideas by a similar theme. Identify a topic or theme (word or phrase) and speak about ideas clearly related to the theme.

Activities

Icebreaker

- Ask, "What does a perfect day look like for you?" Ask that they include 2-3 things their day would include.

Storytelling Sort

- Invite youth to work with a partner. Using the example of topics for 10 or more story cards below, or cards you create, spread on a table for everyone to see.
 - Mother, Father, Baby, Boy, Girl, Dog named Bo, Dinosaur, Playground, Wooded Forest, The Beach, Kitchen, House, Swing, Slide, Garden, School, Busy Street, Store, Candy, Desk, Book, Chopping, Eating, Bicycling, Running, Reading, Sleeping, Crying, Laughing, In the middle of the night, Winter time, In the early morning when everyone was still asleep.
- Ask groups to choose 4 - 5 cards to use in a story they will create and share their story with others
- Reflect on the activity together. Ask youth questions like:
 - How did it feel to tell your story?
 - Can you make a different story with the same cards?
 - What card(s) would you change to make the story better?

These Things Go Together

- Similar to the previous activity, create a page of 10-20 ideas in pictures/words arranged randomly on the page or on cards. In this exercise students, group the ideas according to common themes or features (as they might divide M&M's into color groups)
 - For instance, carrots, cake, basketball, walking, lettuce, swimming, a lake, a mountain, the sun, a baseball, cookies, tomatoes, iced-cream, candy, broccoli, puppies, beans.
- Have students explain how /they have grouped ideas
 - Ask if there are different ways to group the ideas.
 - Ask, if there are ideas that don't fit into any group?
- You can ask students go beyond grouping and select one group of ideas to speak about for 1 minute.
 - The listening students/audience can snap their fingers when the speaker strays outside their group of ideas.





Present Ideas to Others Using Effective Language and Delivery



Objectives: Clearly enunciate and correctly pronounce words. Use descriptive words. Identify emotions in nonverbal behavior. Speak to a small group of people with good posture, eye contact, and increasing comfort and confidence.

Activities

Tongue Twisters

- Fuzzy Wuzzy Teddy Bears
- Cookies Cookies crumble cookie cutter
- Luke Luck Duck likes lakes
- Chester cheetah eats cheddar cheese
- Say cheese, simon says cheese, please cheese
- I scream, you scream, we all scream for ice cream.
- If cows could fly, I'd have a cow pie in my eye.
- I saw a kitten eating chicken in the kitchen.
- She sells seashells by the seashore.
- How can a clam cram in a clean cream can?
- Nick kicked a slick brick at Rick, but the slick brick hit Nick.
- A synonym for cinnamon is a cinnamon synonym.

Guess What I Have?

- Give each student an object to **describe** to others in a short speech (about 1 minute).
- You can also have the students **describe** the object to others without them seeing it, asking them to guess what it is.

Show and Tell

- Youth can show and talk about a favorite hobby, interest, or their current Cloverbud project, for example.

Demonstration

- For Cloverbud-age youth who have had a positive Show and Tell presentation and feel confident about trying a demonstration – showing and telling other people how to do something. Topics should be simple such as making a peanut butter and jelly sandwich.
- In a more advanced version, students can present the speech in 3 parts: introduction, body (making the sandwich), and conclusion/summary.





Your Face and Vocals Give You Away

- Demonstrate how facial expressions and vocals reveal a speaker's feelings by presenting a brief talk yourself and/or showing a video of a speaker or people conversing.
- Discuss different expressions and their meaning (the person is nice; the person is sad).
- Provide each student with a topic to talk about for 1-2 mins. The topic should be broad so the student has a range of things they could talk about.
 - o Bicycles, math, animals, desserts, pollution, parks, breakfast, hot weather, snow.
- After the presentations discuss how their facial expressions and voice differ depending on the topic, such as excitement, happiness, confusion.

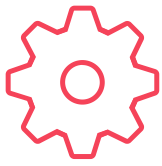
Strong Posture

- Practice good posture by trying to balance objects on your head.

Look Them in the Eyes

- Have the students present 30 second speeches on easy topics such as: favorite game, best memory, their house, sports etc.
- Focus attention on the speaker's eye contact—having every person in the audience raise their hand and keep it up when the speaker makes eye contact with them.





PRETEEN CURRICULUM

(Suggested Ages 8–12)



Once youth gain some experience and comfort talking to a small group, expand their skills in the principles of effective public speaking so they can present an effective speech to an audience, using speaker notes. Cloverbud activities can and should be revisited to reinforce and practice the skills they are building upon. Depending on the student(s), you can move into the teen curriculum in some areas.



CURRICULUM CONTENT FOR TEACHING PRETEENS



Discover & Develop Good Ideas

Informal Research

Explore ideas through personal experience, museums, cultural/arts festivals, conversations with others, social media-sites, surfing the web.

Formal Research

Use library and internet search sites for books and articles from credible sources. The best internet sites for information typically end in .gov (government sources) or .org (for nonprofit organizations). Journalistic sources can be found on a newspaper or magazines websites. Scholarly articles can be found by searching *Google Scholar*, though it is best introduced to teens.

Sources of Information

Primary sources are original documents written, transcribed, or recorded by someone who was a witness of the time the event occurred. The most common types of primary sources are diaries, memoirs, scientific studies, manuscripts, interviews, letters, speeches, journal articles, video recordings, original literary



or theatrical works, photographs, or research reports. **Secondary sources** recount the original event or to interpret a primary source. These sources are usually found in a published book, journal, newspaper, conference proceeding.

Primary and secondary sources are valuable. Primary sources are closest to the information but secondary sources are often easier to understand.

Evaluate Sources

Speakers and listeners alike should know the *source of the information* being presented and assess their credibility/believability. The following questions prompt one to evaluate a source. Most sources have strengths *and* weaknesses.

- Who is the author of the information? If you don't know who said it, find out or doubt.
- Is the author qualified? (An author's qualifications are often noted on the publication or can be found in an internet search of the author's name)
- How does the author know the information?
- Does the source have a personal reason or gain for revealing the information? If so, the source is not objective but has bias. It is near impossible to find totally objective sources but some biases cross the line from credible to not credible. For instance, being paid by a company for an advertisement or a sibling blaming another for breaking an object in order to take suspicion from themselves.
- Did the source gather and convey the information recently or might it be outdated? Some historical sources are never outdated, such as well-respected thinkers, leaders, inventors (Aristotle, Abraham Lincoln, Medgar Evers, Benjamin Franklin, Gandhi, Maya Angelou)

Document Sources

Presenters are required to identify the source of evidence and ideas that are not their own as they are speaking. They should provide the audience with the author and their qualifications or the author and the name of the publication. Include the date if it makes the information more convincing.

Documenting in speech should be conversational such as, "According to X who is a . . .", or "These statistics are from the US Department of Agriculture, published on their website last year." Written documentation requires more information and can be found on any university website. We suggest Purdue Owl. If someone uses information from another and does not document, it is called plagiarism, or a form of stealing ideas from another and pretending they are your own. This includes images (pictures) too! There are many ways to document sources:

- **Bring it with you** – written and distributed (handed out) to the evaluators/audience OR included on the final slide of a digital presentation using the APA style of referencing. There are several websites to learn how to use this written format.





- **Say it** – verbal (telling) citing of sources at the time you state the idea (author and publication or author and qualifications—not as detailed as written documentation)
- **Show it** – displaying them in a visual and directing evaluators/audiences' attention to it. Documentation is placed beneath the image on the slide.

Evidence

When engaging in research, we discover ideas at many different levels of abstraction. Evidence refers to very specific information that is used to illustrate, clarify, or prove a more general point. There are five types of evidence introduced in the teen curriculum. If the student is more advanced, you can introduce them to a few of the forms of evidence. Otherwise, you can speak of evidence more generally as information that can be used to illustrate, clarify, or prove an idea. That is, "evidence" supports an idea.



Adapt Ideas to the Communication Situation

Analyze the Communication Situation

Sensitivity to the situation and an ability to adapt communication to it distinguishes good speakers from great speakers. Communication situations are a complex interaction of parts that can be, simultaneously, advantageous and troublesome for a speaker. Preteens should learn to identify the parts of the situation defined below, according to their ability. The speaker's purpose is an important part of the situation, though not introduced until the teen curriculum. If appropriate, move ahead.

- Who is the **speaker**—their interests, their speaking strengths & weaknesses?
- What is the speaker talking about—and how does the audience feel about the topic?
- Who is the speaker's **audience** and what are their interests, attitudes, emotions, knowledge, & values, and expectations?
- What is speaker's purpose—to inform, entertain, or persuade *Discussed in teen curriculum.
- **Where** is the speaking taking place—will there be access to technology, space, is it formal or informal?
- **When** does the event take place—the weather, the social or political context, time of day?

Adapt to the Communication Situation

All of the principles can and should be adapted to the situation. Below are some suggestions.

- Tell them something they don't know.
- Explain to the audience why they should care about the topic and remind them of this in the conclusion of your speech.
- Do not overload the audience with information, especially numbers.



- Paraphrase lengthy and difficult testimony and definitions.
- Round off statistics unless and do not overload audience with too many specific dates, if not essential to your point.
- Explain statistics using comparisons, "This number is equal to the population of New York City."
- Use visual aids (pie charts and graphs) to illustrate/explain numbers.
- Use evidence the audience will find interesting and believable.
- Adapt *organization* by using a clear organizational pattern and reinforcing ideas with transitions and summaries.
- Adapt *language and delivery* to the listening audience by talking as you speak not as you write, using the appropriate mode of delivery, making eye contact, using visual and audio aids when necessary to clarify your point.

Speaker Credibility

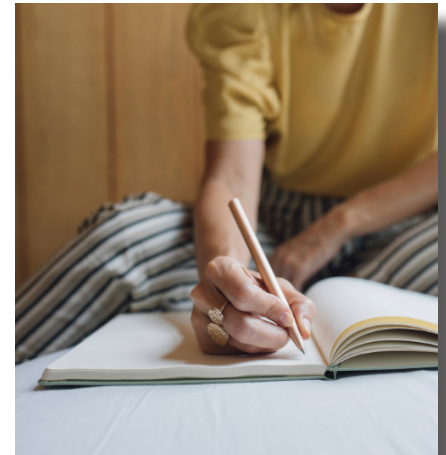
Credibility is determined by the audience not the speaker. However, a speaker can enhance their credibility in many ways. Audiences judge credibility on factors such as intelligence, moral character, honesty, similarity to oneself, and enthusiasm. Again, the speaker may in reality be very intelligent but if they aren't credible to their audience then they are not credible. Generally, if a speaker follows the 4 principles, they should be credible.



Organize Ideas

Organizational Patterns Since a listening audience cannot reread what is being spoken, organizing ideas is especially important. There are some patterns for organizing ideas that are universal. Using these patterns allows the audience to easily follow, connect, and remember the speaker's ideas. They are arranged in the suggested order for learning them. The Teen curriculum adds persuasive organizational patterns to the choices. See *examples in Resources*.

- **Categorical/Topical Pattern** - Organizes by 2-4 chunks of information to support main topic/thesis.
- **Chronological Pattern** - Organizes 2-4 ideas in time
- **Narrative Structure** - Follows the Chronological pattern but includes a setting, characters, and a series of events in 2-4 main ideas.
- **Compare-Contrast Pattern** - 2-4 main ideas defined by differences or similarities
- **Cause-Effect Pattern** - includes 2 main ideas, Cause and then Effects or Effects and then Causes.
- **Spatial Pattern** - 2-4 main ideas that relate to one another in physical space and interact, such as explaining the parts of a car engine or an organization





Introduction

Audiences tend to decide how intently they will listen to a speech within the first 15 seconds, so begin by gaining attention. Once the audience is attentive, provide an overview/preview or a map of the ideas you will be covering in the order that you will be covering them.

- Gain attention with an interesting example or story, surprising statistics or other evidence You can also mention a belief or value that you share with the audience and relates to the topic. Opening with a rhetorical question (expecting no answer) is overused and therefore not always effective. If used, the question should be thought provoking or humorous/surprising, and related to the body of the speech.
- A preview of the main topics in the speech helps the listeners follow along and essential in an informative speech.

Conclusion

Concluding a speech is the last chance a speaker has have to ensure the audience gets their most important ideas and so a speaker should summarize them. It is also the last chance to stimulate the audience's continued interest in the topic, so remind them of why your words should be remembered.

Outlining

Regardless of whether the mode of delivery is extemporaneous, reading a written manuscript, or speaking from memorization, it is not a good idea to write out a speech. An extemporaneous speech should never be written out in total and written speeches should be outlined and practiced before be preparing the manuscript.

- Place the **topic or theme** at the top of the page (once the student learns "thesis statement," it should replace the topic/theme)
- An **introduction** written out in full sentences and/or phrases
- **The body of the speech includes 2-4 groups of ideas**, prefaced with ascending roman numerals (I. II. III).
 - o The main groups fall into an organizational pattern
- **Beneath each main point, add 2-4 subordinate/supporting ideas** noted with capital letters (A B C). Express subordinate ideas in phrases
- The **conclusion**, written out in full sentences or phrases.

The primary reason for working from an outline is to ensure a speaking, not written, vocabulary. Another reason is the outline provides a visual overview of the parts of the speech and their relationship to other another. The parts of the outline should be balanced. The recommended practice for extemporaneous speaking is to practice a speech from an outline and keep reducing it to speaking notes/note cards.





Transitions

Transition statements are used between ideas and major sections of the speech that *review*, *preview*, and *connect ideas/sections* of the speech for the listening audience. Words such as "next" and "my next point" are weak transitions, too vague. Stronger transitions connect, *review* and *preview* their ideas. For example, "In contrast to X, Y is not. . ." "The second part of X . . ." "To demonstrate X, I offer the example. . ." "I have demonstrated how X causes Y, now let's consider a few solutions." "A second historical event that shaped the X movement is. . ." "The problems are indeed devastating, but I have a solution that will improve the situation in three ways X, Y and Z.



Present Ideas to others using Effective Language and Delivery

Clarity

Clear speakers choose words that are easily understood. Beyond word choice and sentence structure, clarity depends on grammar, enunciation, pronunciation, and vocal delivery. The best way to achieve clarity in a speaking situation is to develop the speech out loud.

Vividness

Vivid language comes in the form of descriptive adjectives and figures of speech. Vividness appeals to the audience's senses, and the information is more "life-like". Some examples of figures of speech are listed here, but a quick Google search will take you to many more.

- **Simile:** A comparison between two unlike objects using "like" or "as." My dog is **as** fast **as** lightning. Jim's face looks like a tomato when he is out in the sun too long.
- **Metaphor:** A comparison between two unlike things NOT using "like" or "as." "The goalie was a brick wall." "Hatred is a cancer killing our country."

Emphasis

A speaker needs to amplify the key ideas in the speech over ideas that are more supportive. Methods of Amplification are stylistic devices that emphasize ideas, but also provide a rhythmic flow for easy listening and remembering. They are especially effective as transitions and summaries. You can Google "stylistic devices" and find many more than the following examples.

- **Alliteration** – Repeat sound at beginning of 2 or more words in a sentence or word-string:
"Powerful politicians are polluting the environment."
- **Assonance** – Repeat vowel sound anywhere in a sentence or word string. "Race is the face of the problem."
- **Consonance** – Repeat consonant sound anywhere in a sentence or word string. "We must take care of the lake before it's too late."
- **Parallel Structure** – Repeat sentence structure 3 or more times in a word string or in your main





ideas: "We know our infrastructure is failing; we know our economy is failing; we know our health care system is failing. Certainly, our government is failing."

- **Antithesis** – Contrast using the form of not X but Y. "You should not ask for your rights but demand your rights."

Modes of Delivery

Of the four modes of delivering a speech, discussed below, the *extemporaneous approach* is recommended for speaking in public to groups of less than 500 people.

- **Extemporaneous Delivery** – Speaking from brief notes allows a speaker to be genuine, spontaneous, and yet thoughtful and organized. The speaker "converses" with an audience, referring to notecards when necessary but not so often to lose eye contact with the audience. The speaker should *only* memorize the first few sentences and overall structure (main topics) of the speech. Limiting speaker notes forces a speaker to actually think about (not recall or read) what they want to say and their language and delivery will more in tune with their message and the moment. It also allows the speaker the flexibility to rephrase, or otherwise spontaneously respond to something/ someone in the room.
- **Impromptu Delivery** – Speaking without notes when given little to no time to prepare in advance is immediate and spontaneous, but often disorganized. If a situation calls for an impromptu response, and many do, the speaker should think, adapt, and organize before delivering. In other words, the principles of effective communication apply to impromptu speaking.
- **Manuscript/Reading Delivery** – Word for word delivery from a manuscript prepared in advance is used when being televised or speaking to audiences of more than 500 people. The situation is typically formal, such as a graduation ceremony or political address. Writing out and reading a manuscript is also used when the speech will ultimately be printed and published for its historical value or to be scrutinized by experts. Reading a manuscript is appropriate only in these exceptional cases because the speaker will lack eye contact and natural vocals to connect to the audience in the moment.
- **Memorized Delivery** – Writing out and memorizing a speech is generally not advised because it has many more drawbacks than advantages. Though it allows for eye contact, the sound of the written words and vocal delivery can easily lack authenticity as the speaker "recites" and "performs." There is also the potential of forgetting the speech altogether.





Nonverbal Delivery

Words are aided by nonverbal physical and vocal delivery. Our voices and bodies reinforce our ideas and should not call attention to themselves. Cloverbuds have been introduced to eye contact, and facial expressions. Preteens should revisit and expand their awareness by attending to the following concepts. The key to effective nonverbal delivery is to think about what you are saying as you are saying it.

- **Gestures** – Hand and arm movements and actually moving around in the speaker's space can be reinforcing if natural (unplanned) or distracting if there is too much unnecessary movement.
- **Vocal Delivery** – We communicate meaning with our voices through rate (fast-slow), pitch (high-low) and force (loud and soft). The only rules here are to speak loud enough (force) for the audience to hear and have variety in rate pitch, and force. Someone who speaks in a monotone lacks variety in pitch and/or rate.

Visual Aids/Digital Presentations

Speaker aids can provide clarity, vividness, and emphasis to a speaker's ideas, but digital presentations (Powerpoint, Google Slides, etc.) are often overused in order to "entertain" and audience. A general rule, when the speaker's purpose is to inform or persuade, is to ask if the aid will help the audience to understand an idea; For instance, a graph to summarize nutritional problems among different cultures. Rather than have an audience look at a *series of slides* that they could see on their own time, take advantage of the interpersonal dynamics between speaker and audience. When using aids, the following rules apply.

• Do's and Dont's for Colors



- o Use contrasting colors (except for red and green together). This allows the audience to easily distinguish the two colors because the colors are opposites, so they stand out.
- o Use cool colors for backgrounds and warm colors for text fonts. Warm colors attract the attention of the audience, and cool colors settle in the background.
- o Use only one color or a blend of two colors for the background; keep it simple.
- o Use colors other than black and white. Black and white isn't bad, but studies show that people retained more information from a colored presentation than a black and white presentation. In other words, colors make the presentation interesting.
- o Experiment with different color schemes until the right one is found.
- o Don't use warm colors in the background. This makes the audience focus more on the background and not on the text. Also, it can make the audience uncomfortable when trying to read the text, even if it's clearly visible.
- o Don't color combinations that are hard for some to distinguish (green/brown, blue/purple, black/blue, red/green).
- o Don't use three or more colors in the background.



**• Do's and Dont's for Font**

- o Use fonts such as Arial, Times New Roman, Georgia, Tahoma, or Verdana. These are fonts designed specifically for online viewing.
- o Use different variations with one font (bold letters, italics, etc.). However, limit the variations to three or less different ones.
- o Don't use ornate fonts. This will make it hard for the audience to read and follow along with the presentation.

• Digital Presentation Techniques

- o Stand to the left of the screen. Since we read left to right, the presenter is not obstructing the audience's view of the text. Also, don't block the screen.
- o Don't read directly off the slides - look at and talk to the audience. You may point out something on the slide.
- o Have a blank slide or two at the beginning and end of the presentation to prevent exiting and having the audience see it when it is not in slide show mode (because it looks scattered, messy, and unprofessional).
- o Before presenting, plan how to switch slides. For, example, having another person use a remote control to change slides is an option.
- o If using a laser pointer, use it sparingly, and don't shine it at the audience.
- o Practice using the equipment used in the presentation beforehand, and have a back-up presentation plan in case of technical difficulties.
- o Bring a flash drive containing a copy of the original digital presentation just in case the original doesn't work.



PRETEEN OBJECTIVES & ACTIVITIES



Discover and Develop Good Ideas

Objectives: Select & narrow potential speech topics. Develop ideas by engaging in formal and informal research. Distinguish between strong and weak sources of information. Document sources of information when presenting ideas. Develop ideas by arranging them from general to specific/specific to general.

Activities

Top 4 Activity Worksheet on Finding a Topic

- Ask the youth the question written in the top row of the worksheet– (See Resources) and have them write their top four answers in the column underneath. Youth should only write the first four answers that come to mind. Answers do not have to be listed in numeric order, favorite first.
- After the entire table has been completed, have the youth color in the squares of the answers that are similar to each other. For example: hockey and gym are both sports. Riding my ATV and watching car races are both motorsports. Feeding my dog and showing my horse are both animal science.
- Ask the youth if they have more than 3 squares that are the same color? Have them write the answers the spaces provided.
- Have the youth look at these similar *Top 4* answers and generalize the common topic, subject or theme. This commonality is written down in in the space provided
 - o The theme is copied down onto this line. It is the recommended topic.

Ideas Come in All Sizes

- Below are a series of topics (not in order). Have the students arrange them, with the broadest topics on the left and the most specific topics on the right.
 - o Car parts, How cars work, cars, Driving, Engines, Flowers, Farming, Seeds, Plants, Garden Crops, Fertilizer, Earth, Composting, Planting

Going in Circles for a Topic

- Start by drawing a large circle with a general topic inside, like "horse." Ask students what specific aspects of a horse they'd like to cover.
 - o As their answers get more specific, draw the circle smaller and smaller. For example, you could do Horse > What horses eat > Horses refusing to eat > Horse diseases > Colic.





- Show students how each idea is related to the next, and through continuous questioning, ideas get more and more specific.
 - Have them go through an inquiry process; ask themselves: "What about this topic do I want to cover?" and repeat that question until they're satisfied with the topic.

Discover & Document

- Students select a friend or family member who has experience or knowledge on a topic they want to learn more about, such as cooking, being in the army, or being a twin.
- Student prepares a list of questions to ask, open-ended questions to encourage talk.
- When interviewing the person the student should take notes, even some direct quotes. They can audiotape but ask for permission first.
- Bring students together (with their notes) and give them time to prepare and then present a 2–3-minute informal talk on what they've learned.
 - They should support their ideas with examples/stories, quotes, facts from the interview, referencing/documenting their source/family/friend.

Believe it, Don't Believe it, or Somewhere Between?

- Draw a horizontal line on a large piece of paper or place a 2-to-3-foot string on the floor/table, noting "Strong/Great Source of Information" at one end, and "Weak/Poor Source of Information" at the other. This is a conceptual scale for considering the quality of a source of information.
- Present students with several different types of evidence and document the source, as you would in a speech. **If you prefer, you can work with general topics instead of evidence.*
 - For example, the President talks about the price of corn; Your family says you are smart. (This is a good one to show the strengths and the weaknesses of testimony from a 'biased' relative); Your teacher says you are smart; Insert Name of student in class says "pigs are smarter than cows"; Professor Jerry Adams, from Cornell's Department of Plant Sciences says "invasive plant species are poisoning Cayuga Lake." The FBI (Federal Bureau of Investigation) reports 46,000 people died last year from guns. 50% or half of the deaths, due to suicide. Jack Smart, FBI agent says "Cornflakes are tasty and good for you."
- Students place the quality of the source along the continuum from great to poor, providing reasons, drawn from criteria for evaluating sources.



Adapt to the Situation

Objectives Students will analyze their audience's, values, beliefs, interests, attitudes, needs, knowledge, and experiences. Students will revise the topic(s) of their speech to meet the audience's profile. Students use language appropriate to the audience's level of knowledge. Students connect/adapt their topics to the audience throughout the speech.

Activities

It Is Not About You But Who You're Talking To

- Analyze 2 different audiences for their topic. One audience is a group of their friends and the other is a group of their parent's friends.
- Have everyone brainstorm the characteristics of the two audiences, probing for experiences, interests, knowledge, and values.
- Ask the following questions
 - Ask, how would you change your topic or theme to be more interesting to each of the audiences?
 - Ask, how would you change the evidence in your speech to be more interesting to each of the audiences?

Adapting Ideas Up and Down

- Assign students a brief (1-2 minutes) speech explaining a concept or process to two different audiences—the know-nothings, and the know-it-wells.
 - Select something easy that the student will know about, such as making dinner, how to swim, why bicycling is a good hobby, how to milk a cow.
- Have the audience role-play the two different audiences for each speaker, followed by a discussion of how they adapted their ideas up and down.
 - Ask, what did you have to include for the know-nothings that you did not need to say to the know-it-wells?
 - Ask, how can you get the know-it-wells to be engaged if they already know what you are talking about? *The organizational patterns can provide some new angles.

Goldilocks and the Three Speakers

- Using the examples below have multiple students read versions of a sentence that all convey the same information.
 - A club member loves birding and has chosen to present on ornithology (the study of birds). When talking about the diet of a specific bird, should they say:
 - *This bird eats worms.*
 - *The eastern bluebird diet consists of insects and berries.*



- *The Sialia Sialis consistently feeds on invertebrates and the fruiting bodies of plants such as Celtis occidentalis.*
- o A club member is presenting how to grow popular houseplants. When talking about growing conditions for specific plants, should they say:
 - *This plant can regrow in a cup of water.*
 - *New roots will develop if you cut the stem in a specific place and place it into a cup of water.*
 - *By taking an herbaceous stem cutting and placing it in water you can witness the totipotency of the plant.*
- Once they have all been read out loud have students stand by the speaker/sentence they found easiest to understand.
 - o Ask, what made you choose that particular sentence?
 - o Ask, is the easiest sentence to understand the best way to present the information?
 - o Ask, what kind of audience (age, interests, knowledge) would be appropriate for the unchosen sentences?

Watch and Discuss Audience Adaptation

- Watch Sheldon's High School Graduation speech from [Big Bang Theory](#) on YouTube.
- "Young Sheldon" Sheldon Cooper is valedictorian of his high school graduation (of course, he's the youngest and smartest person in the school). He's nervous and trying to find his way as he addresses the audience.
- Discuss how well he adapts the speech to the situation
 - o Who does Sheldon address his speech to & why?
 - o How does Sheldon adapt to the audience, the time of day, and the venue for the speech?
 - o What makes Sheldon's graduation speech work? What was important? Where's the humor?

Do it and Do it Again

- Provide topics for an impromptu speech of 60–90 seconds.
- Give students 3 or 4 minutes to think about what to say and then have them present to others.
- Use the criteria from the general assessment form (In Resources) focusing on adaptation.
 - o Discuss the ways each speaker did adapt to the audience
 - o Ask for additional things a speaker could say to clarify their ideas and generate interest.
- After the first round when all have given an impromptu speech and received feedback on how well they adapted, give students another 3 or 4 minutes to revise and redeliver the speech.





Right Message, Wrong Audience

- Watch the video clip:

[JConnelly Award-Winning Right Message Wrong Audience: Commercial Real Estate](#) – YouTube

- o Ask What happened?
- o Ask, what were the telltale signs from the customer that things were going wrong?
- o Ask, what should the realtor have thought about before the showing to better adapt to the customer?

Convey Sincerity and Competence (credibility)

- Students should analyze how the audience may perceive their credibility/believability when they speak on a particular topic and devise ways to enhance their credibility. Such methods include
 - o Adapting to audience's interests, values, emotions, experiences—relating and connecting audience to oneself and one's topic.
 - o Using credible sources and evidence
 - o Documenting sources
 - o Making eye contact
 - o Being organized
 - o Spontaneity
 - o Enthusiasm

It's a Difficult Situation

- Have 2 groups of students create an outline of a Communication Situation, addressing speaker, audience, when, where, purpose.
 - o The situations should be difficult, or even outrageous.
- The groups exchange the situations, challenging the other group to come up with a 2-minute talk that is well adapted to the situation.

A Speech is Not an Essay on its Hind Legs

Students should not be told the purpose of this activity until it is complete.

- Provide students time to write out a paragraph entitled "A successful life" or "My life so far"
- Tell students "Now that you have written the paragraph, you've gathered your thoughts, tell me about 'Your life so far' or 'A successful life.'" Have each student "tell" others what is in their essay without looking at it or reading it (as in a conversation), followed by a reading of the essay.
- Point out the differences between written word and spoken.
 - o Spoken uses personal pronouns
 - o Spoken uses more verbs and active terms





- o Spoken tends to use present tense
- o Spoken makes personal reference to audience
- o Spoken is more repetitive

Consult a Speech Writing Team

- Each student is assigned a speech writing team (small groups of students), specializing in adapting speeches to situations.
- The student, after preparing an outline for a speech, shares it with their team and the team offers suggestions for improving the ways the speech adapts to the situation.
 - o All 4 principles should be adapted.



Organize Ideas

Objectives: Effectively organize ideas for the speech into an introduction, body, and conclusion. The body of the speech includes 2-4 main parts/ideas that connect to one another through an organizational pattern and are supported with evidence.

Activities

Grouping and Connecting

- Students group their ideas on a topic *best just after the students have generated and developed topic ideas, such as the *Going in Circles for a Topic* activity, above.
 - o Examples of grouping ideas on the topic of "Breakfast" might include "nutritional and non-nutritional breakfasts," "The impact of breakfast on learning," "Who eats what" "Changes in eating patterns" "Factors that cause people to eat an unhealthy breakfast"
- The student should be able to identify those groups of ideas that are clearly connected to one another in one or more of the following organizational patterns.
 - o **Cause-Effect Pattern** Causes and Effects or Effects and Causes of unhealthy breakfast patterns.
 - o **Chronological Pattern** Changes in the breakfast habits of Americans over the last 50 years and the reasons for them. **The dominate pattern here would be chronology, connecting the changes and reasons in time.*
 - o **Compare-Contrast Pattern** Learning for under/malnourished students vs learning for students with healthy breakfast
 - o **Spatial Pattern Identify** regional breakfast differences in the United States and their impact on learning
 - o **Categorical Pattern** The reasons for malnutrition are cultural and political



- The student should select pattern of ideas that best fits their own goals and will be easy for the audience to follow. They may have to return to researching to generate more ideas in order to adopt a particular pattern.

Introducing Concluding and Transitioning

- After the topic is narrowed and main groups of ideas are decided, write out an introduction and conclusion for a topic (their topic).
- Give students time to memorize their first few lines so they can have direct eye contact to start.
- Have students deliver their introductions and conclusions to one another and get feedback, according to the criteria on Preteen Assessment Form.
- Add 2 transitions and repeat (Transition from introduction to first main topic/idea, and from the last main topic/idea to the conclusion).

Outlining a Speech

**In most situations, the speech should not be written out word for word in paragraphs, because we do not speak as we write. Therefore, develop the language aloud as the outline is being formed.*

- The outline includes the topic/theme at the top of the page.
- 2nd, an introduction written out in full sentences or phrases.
 - It makes sense to create the body of the speech first, then add the introduction to it.
- 3rd, the outline of the body of the speech includes 2–5 groups of ideas, each with a subordinate idea(s) or evidence.
- 4th, following the body, is the conclusion, written out in full sentences or phrases.
- Students can document their sources parenthetically on the outline or include a reference list of sources after the conclusion.



Present Ideas to Others Using Effective Style and Delivery

Objectives Speak in clear and vivid language. Speak conversationally, varying tone, rate, and force of voice. Facial expressions, gestures, and movements are consistent with the content, and natural rather than performative. Make eye contact throughout the speech. Appropriately use visual aids, if needed. Differentiate between the four basic types of speech delivery as well as the presentation categories for 4–H Public Presentations.





Activities

Advanced Tongue Twisters

- In this version of the game, students have a double challenge: they must master the twister but also convey the meaning of the sentences through their intonation and pauses.
 - o If you must cross a course cross cow across a crowded cow crossing, cross the cross coarse cow across the crowded cow crossing carefully.
 - o Imagine an imaginary menagerie manager managing an imaginary menagerie.
 - o I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.
 - o Betty bought a bit of butter. But the butter Betty bought was bitter. So, Betty bought better butter, and it was better than the butter Betty bought before.
 - o Silly Sally swiftly shooed seven silly sheep. The seven silly sheep Silly Sally shooed shillyshallier south. These sheep shouldn't sleep in a shack; sheep should sleep in a shed.

Playing out the Pitfalls (adapted from Utah State University Extension)

- Students draw a role play card(s) from a stack of cards on "What not to do when delivering a speech" and then present a speech a speech doing what the card says not to do.
 - o The speeches can be self-introductions, a special interest, or have them use a speech they are presently working on.
 - o Suggested role plays include: Speak too softly. Speak in a monotone voice. Speak in a dramatic/ performance voice (unnatural). Look at the floor not your audience. Tap your foot. Pace back and forth, use filler words such as, "um" "like" "so" throughout.
- Have the student audience guess the rule that was broken and discuss how and why the speakers are urged to follow the rule.

Speaking with a Moment's Notice—Impromptu

- Put topics on cards (my bedroom, 4-H programs, favorite games), have students draw a card, take 30 seconds to prepare (no notes) and then speak on the topic for 90 seconds.
- After students present, do not provide feedback to individuals but remind them an effective impromptu speech should employ the 4 principles of effective communication.
 - o Emphasize the value of the organizational patterns as a tool for arranging, remembering and communicating ideas in an impromptu situation. See *Grouping & Connecting* activity.
- Have students go through the exercise a 2nd time with the principles in mind.





From Outline to Speaking Notes--Extemporaneously

- Students work on delivery in groups by practicing "rounds" from an outline, not a manuscript. See Outlining for Speaking activity.
 - o **Round 1**, everyone states their main topics without looking at their notes. (If there is difficulty remembering then rephrase or rearrange with the groups help). Go around the group again and again until everyone gets it right.
 - o **Round 2**, everyone states the first few sentences of their introduction without looking at their notes. Go around the group until everyone gets it right.
 - o **Round 3**, everyone states the last few sentences of their conclusion. Go around the group until everyone gets it right.
 - o **Round 4**, everyone states the first few sentences of their introduction, main topics, and the last few sentences of their conclusion
- Between rounds students can look at their notes and revise their language (provide 1 minute).
- After this exercise, the student is ready to create speaking notes (cards are best)
 - o Have them practice the entire speech and create notes as they speak, limiting to those needed to aid memory.
 - The exact words, movements are not all planned, so the speech may come out a bit different each time it is presented/practiced.
 - Some "special" language should be memorized or noted on the card.

Try Explaining with No Gestures or Physical Movement

- Students are each given a picture to describe to an audience without any gestures or movement.
- The audience should attempt to draw the picture as it is being explained.
- After the audience draws the picture, the speaker presents again using gestures and movement.
- The audience should draw the picture again.
- In discussion, compare the experiences from the audience and the speaker's perspective.

Who is the Real You?

**This is more of a demonstration exercise on extemporaneous delivery.*

- Students are put in small groups to video tape their speeches (or simply an introduction for a speech) for playback and evaluation of delivery. Use *General Speech Assessment Form*, focusing on delivery. Appendix.
 - o It is important that the students keep the camera running throughout the exercise to capture some of the students' more informal communication before and after their presentation.





- After the groups of students have watched and critiqued their delivery, have them play the video starting before each of the speeches begins and for several seconds after each concludes to compare how they talk before/after and during the speech.
 - o Speakers often go into a “performative” or “theatrical” mode when they present and the contrast here lacks sincerity.
 - Point out, or ask when a performative delivery is appropriate. (Oral interpretation)

Who Can Say It Best?

- Create a competition among students or small groups to see can use the methods of amplification and figures of speech to best capture an idea.
 - o Provide one idea at a time and allow time for all to complete (90 seconds) or provide them with a list of topics, such as:
 - Mouthwash tastes bad.
 - The law is unfair.
 - Students who eat a healthy breakfast learn more than those who do not.
 - Video games can waste time but you can learn from them too.
 - We need farmers.

Playing with Words

- Each student writes a couple of key sentences (to be presented in a speech) on a piece of paper with about 10 blank spaces between the ideas.
- Put students into groups with a list identifying the figures of speech and methods of amplification.
- All pass the paper to the right and each student edits the received expressions below the original, using the figures of speech, if possible.
 - o The rewrite should attempt to be more clear and vivid than the original but it does not have to be so—encourage having fun with it.
- Continuing passing and editing until everyone’s ideas have been edited by all.
- After, ask groups to share their favorite rewrites.

It is in the Music

- Youth will find an appropriate song or poem to illustrate the ways vivid language engages the audience’s senses and emotions.

Presenting with Digital Slides or other Visual Aids

- It is best to have students return to a previous presentation and develop a digital slide or two to clarify ideas within the speech, rather than create a speech on, or around the slides.



TOP 4 ACTIVITY WORKSHEETS

What do you do when you are not in school?	What are your hobbies or interests?	What 4-H projects are your favorite?	What are you learning about in school?
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4

Part 2: Color in the squares that are similar. For example: hockey and gym are both sports. Riding my ATV and watching car races are both motorsports. Feeding my dog and showing my horse are both animal science.

Part 3: Which color has the most squares? _____ Copy the answers in these colored squares into space

Part 4: What is the common the common topic or them that connects your top _____ below answers together?

Part 5: My 4-H Public Presentation Topic will be _____



RESOURCES FOR PRE-TEENS

TEXT & VIDEOS

**Appropriate for T (Teacher) and/or S (Student)*

On adapting to a general audience

<https://ethos3.com/adapting-your-presentation-for-a-general-audience/> (T & S)

"Descriptive Adjectives: List of Useful Descriptive Adjectives in English • 7esl." 7ESL, 1 Mar. 2021,

<https://7esl.com/descriptive-adjectives/>. (T & S)

Using PowerPoint in 4-H presentations. Lincoln, Nebraska; 4-H Youth Development Program. (T)

<http://sullivance.org/resources/using-powerpoint-in-4-h-presentations>





ACTIVITIES & RESOURCES

SPEECH OUTLINE (INTERMEDIATE)

Topic - Common Addictions

Introduction

Body

I. Eating Addictions

- A. Sweets food like ice cream and chocolate
- B. addictive qualities in corn, wheat, and eggs (Hebebrand et al., 2014)

II. Internet Addictions

- A. Cell phones
- B. Social media sites
- C. Games

III. Exercise Addictions

- A. Running (Nogueira et al., 2018)
- B. "Adrenaline junkies" and extreme sports

Conclusion

**Explanatory ideas/Evidence comes in at level 3, subordinate to subpoints. See advanced outlines.*



**SPEECH EVALUATION FORM (INTERMEDIATE)**

NAME _____

PRESENTS GOOD IDEAS**Excellent****Satisfactory****Poor**

- Provides new information/original perspective
 - Uses evidence to clarify or prove an idea
 - Uses & documents reliable sources

IDEAS ARE ADAPTED TO THE SITUATION**Excellent****Satisfactory****Poor**

- States ideas clearly and makes them relevant to the audience
 - Establishes credibility with audience
 - Uses content, organizational, and presentational strategies to engage the audience

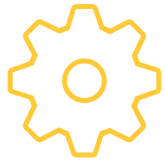
IDEAS ARE ORGANIZED**Excellent****Satisfactory****Poor**

- Organizes ideas in an identifiable organizational pattern
 - Uses transitions to connect the ideas to one another
 - Uses internal summaries
 - Introduces topic by gaining attention, establishing relevance, stating thesis & previewing main ideas
 - Concludes by reviewing the material in a new way

EFFECTIVE LANGUAGE & DELIVERY**Excellent****Satisfactory****Poor**

- Uses a few notes and speaks conversationally (extemporaneous delivery)
 - Maintains strong eye contact with audience
 - Expresses oneself with vocal and physical variety (gestures/expressions)
 - Uses language that is clear and appropriate to the context
 - Varies word choice and sentence structure
 - Uses vivid words and phrases
 - Uses visual aids appropriately
 - Adjusts to immediate situation & any unforeseen moments when presenting





TEEN CURRICULUM

(Suggested ages 13–17)



The teen curriculum builds on the preteen curriculum, which should be reinforced and revisited along with developing the following concepts and skills. Encourage students to continue to “grow” in their approach to a topic, not simply recycle a past speech without significant changes.



CURRICULUM CONTENT FOR TEACHING TEENS



Discover and Develop Good Ideas

Quality Sources of Information

Use a variety of strong sources including *journalistic, government, and scholarly sources*.

The student should eventually be introduced to *scholarly research*, defined as that written by someone with advanced education/experience studying a phenomenon for the purpose of enhancing human knowledge (rather than monetary or personal/political gain). Scholarly research is published in research “journals,” which are periodicals dedicated to a field of study. The articles in the journals will almost always be peer-reviewed, meaning other scholars in the same field have reviewed the ideas, research methods and have found them sound.

Scholarly research can be difficult for nonexperts to understand but the “abstract” at the top of the article may provide some insight. *While you need not require students use scholarly research, they should learn how to access primary and more objective research during their teens.*



Types of Evidence and Evaluating Evidence

Information, considered evidence in our society, comes in 5 varieties. Sometimes it is not easy to “name” the type of evidence (if it is a statement of fact or an example?) and so correctly identifying the type is not as important as recognizing evidence and using a variety of it to support ideas. Evidence, similar to a source of information, has strengths and weaknesses that speakers and audiences should recognize and evaluate. Often, we do have enough information to evaluate the source or the evidence and that means we cannot be certain the information is believable.

- **Definitions:** Definitions explain a word or concept such as a law or public policy. *Frog: A frog is any member of a diverse and largely carnivorous group of short-bodied, tailless amphibians composing the order Anura.*
 - Ask if the source of the definition is strong.
 - Ask if the definition is accurate since there can be several definitions of the same word
 - Ask if the definition is clearly stated and easily understood.
- **Examples:** Examples are illustrations of instances of an event or phenomenon. They come in the form of studies, stories, or visuals. They may be real or hypothetical. Real examples help engage audience but if they are not available, hypothetical examples can be used to clarify ideas. *Spring peeper frogs feed at night. They vocalize at night to attract a mate and the sound they made is very loud. Here is a recording I made of the peepers from inside my bedroom. Listen.... Now you understand when I could not fall asleep. They are so loud.*
 - Ask if the source of the example is strong.
 - Ask if the example is a typical or a special/rare case. Exceptional cases tend not to be as convincing.
- **Statements of Fact:** These are descriptive statements about what is the case. *John Wilkes Booth killed Abraham Lincoln, The temperature is 76 degrees today, Martha was at Joes house yesterday.*
 - Ask if the source of the fact is strong.
 - Ask if other experts agree that the statement is true-this is called “corroboration” and strengthens the likelihood the fact is truthful. **It is very important to corroborate sources found on websites.*
- **Statistics:** Statistics are numbers that have been processed and are often generalized to include people or events that were not actually studied. A “simple” number such as 12 people were present, is a statement of fact. A statistic is *on average, the number of locations where amphibians could be found shrank by almost 4% per year, meaning that if that continued, they would be in half as many places in about 20 years.*
 - Ask if the source of the statistic is strong.
 - Ask how the statistic was collected and how many people/events were studied.
 - Ask if the people/events studied are similar to, or typical of, the people being generalized





to. For instance, statistics on the driving habits of Americas should include Americans of all ages and not just experienced drivers, unless the statistics only apply to experienced drivers. Or, a survey of my friend's opinions does not reflect all Americans or people and would not be a generalizable statistic.

• **Testimony:** Testimony is the direct reiteration (or paraphrasing) of what an individual said or wrote. Testimonies often provide an opinion or interpretation of a fact. In a speech you need not say "Quote-Unquote" when presenting the quote but say "I am quoting" or "According to X" pause and read quote. If the speaker is talking conversationally, the language and tone of statement will alert the audience that the speaker is quoting another. *Hanken has stated in his book, Our Climate Future, "Amphibians are, in some respects, very sensitive to environmental perturbations, the canary in the coal mine,"*

- o Ask if the source quote is strong.

- o Ask why the source of the testimony believes as they do. In other words, do they have evidence for their statement?

Good Arguments

Any argument includes a statement (a claim) that is controversial, supported with one or more pieces of evidence. For example, controversial statements requiring evidence would be *Handguns should be banned* or *A good person with a gun can stop a bad person from using a gun*. Noncontroversial statements are also supported with evidence but in such cases the evidence clarifies or illustrates the statement rather than prove. For instance, a noncontroversial statement would be *Guns are important to Americans*.

*See distinguishing the informative from persuasive purpose in the following section, *Adapt to Communication Situation*.

When presenting arguments to an audience that knows about your topic and/or does not agree with you, you can present counter arguments to your position and refute them, known as a rebuttal or a refutation.

There are several ways to refute an argument

- Point out weaknesses in the source of information
- Point out weaknesses in the evidence
- Offer counter evidence to their evidence.



Adapt to the Communication Situation

The Speaker's Purpose

All of the parts of the communication situation are introduced in the preteen curriculum, except for the speaker's purpose, which is generally of 3 types: Informative, Persuasive, and Ceremonial. A speaker should form their purpose as what they expect from their audience. **To inform** is to have the audience understand and remember new information, **to persuade** is to change the audience's beliefs or call them to action.

The ceremonial purpose will celebrate, introduce, praise, or remember a person or event.

Differentiating information from persuasion is a slippery process. Very little of what we know or learn is absolutely free of persuasion because all people selectively choose, interpret, and present information. Therefore, it is easiest to think of ideas on a continuum of more or less persuasive. *A good general rule is to consider statements that most all experts agree upon to be informative and controversial statements among experts to be persuasive.* So, check with experts on the topic.





Informative and persuasive speeches differ in the ideas presented, the way ideas are organized, as well as the language and delivery of the speech. *See summary chart of the differences in Resources.

A speaker *does not necessarily need to state their purpose in the speech*, but they should use it to guide their speech development and presentation. If the audience understands the speaker's thesis, they will know the audience's purpose. Of course, there are situations when a speaker's intentions will be misunderstood and clarification will be necessary.

Analyze the Audience

You may want to introduce your student to a vocabulary to refine their analytical skills. A systematic way to approach the audience is by considering its demographics/ social identities and from there its psychographics or cognitive profile. We can learn about our audience by asking the event planner, doing a survey, consulting surveys, and by paying attention to other people in our everyday lives.

Demographics include age, gender, race, nationalities, educational level, profession, religious affiliation, urban or rural, economic status, political party affiliation

Psychographics include attitudes (like/dislike), values (important/unimportant) beliefs (true or false) needs, morals (good/bad) expectations in the situation, knowledge on a topic, experiences, emotions (pain/pleasure).

Demographics "suggest" psychographics. There is a fine line between generalizing about a group and stereotyping a group. Ask if there is a logical reason for generalizing about your audience. For instance, people who grow up in the suburbs have typically hung out in shopping malls, more so than those living in urban and rural areas. Most middle-income people do not send their children to Switzerland for ski-lessons. People in any income group are likely to know how to ride a bicycle.

Adapt Informative Strategies

Strategies for effective informative speaker are found in all 4 principles. Here are a few suggestions.

Organize around a thesis. A clear and direct thesis statement is necessary. People don't remember lists of facts but rather, the point of all of the facts. In other words, the main ideas of the speech add up to a thesis. If your main ideas focus on the history of a social movement, a thesis could be "There are three key events that mark the success of Women's Rights in the U.S." People often wrongly assume that making a point is taking a position. *See *informative purpose*.

Additionally, *preview* the main ideas and review them at least once *within* the speech to guide and remind





audience of the thesis and main points, not necessarily the dates and details. *Review* the information again in the conclusion.

Use *analogies* to compare an unknown idea, such as the working parts of a car, to a known idea; the working parts of the human body.

Be careful not to present too much information to overload a listening audience.

Clarify ideas with examples the audience would find interesting.

Adapt Persuasive Strategies

Persuasive strategies should be built around areas of agreement, that is the speaker identifies themselves as similar to the audience in some beliefs & values. Find those areas of agreement that can be linked to your topic and use them throughout the speech. For instance, we may disagree on gun policies but everyone wants to be safe.

Speakers can create emotional appeals by pointing out the contradiction between the audience's beliefs/values and the position they hold on a particular policy. For instance, a parent wants their child to become more independent but does not allow them to walk to school with friends. Or, the audience is concerned with water quality but has done nothing to protect the water supply.

Use persuasive language—words with emotional associations. Figurative language is rhythmic and emotional and can change minds.

Organize Ideas

Thesis Statement

By their mid-teenage years, youth should be able to distinguish between *topics/themes*, *purpose*, and *thesis statements*. An effective speaker has a point, which is a full direct sentence. Topics are broader than thesis statements and both topic and a thesis statement are different from a speaker's purpose (which is the speaker's intention to inform, persuade, praise/honor).

Main Points/Ideas

If the thesis is a good one, then it should breakdown into 2-4 parts, that are called main points. Main points are not topics, themes, or phrases, or questions, but full direct statements that together form an organizational pattern and add up to the thesis.

Persuasive Organizational Patterns

The structure of persuasive speech can facilitate emotional engagement through the following patterns. Additionally, a speaker need not state their thesis in the introduction, but at any point in the speech so that they can work on their credibility and the audience's emotions before letting them know their position. Similar to informative patterns, it is wise to limit any speech to 2-4 ideas.

* See sample outlines in Resources





- **Problem to Solution** (can reserve thesis)
- **Problem, Causes, Solution** (can reserve thesis)
- **Reflective** (can reserve thesis)
- **Proposition to Proof** (thesis is stated in the introduction)
- **Motivate to Action**

Outlining - Advanced

The advanced outline builds preteen skills by requiring the outline have a thesis, main points, subordinate ideas, and a 3rd layer or tertiary ideas. The outline should also include a reference list and/or parenthetical references to sources. (American Psychological Association (APA) format. See sample outlines in Resources and follow the guidelines below.

- The outline includes the **thesis** at the topic of the page
- An **introduction** written out in full sentences and/or phrases
- **The body of the speech includes 2-5 groups of ideas, each stated as a full, direct sentences** prefaced with ascending roman numerals (I. II. III).
 - o The main ideas fall into an organizational pattern
- **Beneath each main point, add 2-4 subordinate/supporting ideas** noted with capital letters (A B C). Express subordinate ideas in phrases
 - o The subordinate ideas should form their own organizational pattern
- **Beneath each subpoint, add 2-4 tertiary ideas noted with small letters (1.2.3)**
- The **conclusion**, written out in full sentences or phrases.
- **Document** sources parenthetically on the outline and/or include a reference list of sources after the conclusion.



Present Ideas to Others Using Effective Language & Delivery

Language and delivery improve with practice. Continue to develop skills covered in the intermediate curriculum.





Teen Objectives and Activities



Discover and Develop Good Ideas



Objectives Advance research skills by integrating journalistic, government, and scholarly sources of information into presentations. Identify and use 5 different types of evidence. Develop strong arguments.

Activities

Adjust Preteen Activities for Teens

- All topic discovery activities for preteens are equally helpful to teens.
 - Encourage the student to “grow” in their approach to the topic and not simply recycle a past speech without significant changes.
- The *Discover & Document*, and *Believe it or Don’t Believe It* activities (in Preteen section) can be followed, substituting formal research for the interviews and more sophisticated sources and evidence.
- Have students see how many different types of evidence they can find on their own topics.
 - Make things fun by having them present two pieces of evidence to the class—one real and credible and one that is made up. See if the class can select the real from the fake.

The Match Game

- Introduce the students to the 5 types of evidence and have them play the match game (in Resources), matching up the type of evidence with an illustration of it.
 - You can have students research and create their own match games to challenge the class.

Evidence, Therefore What?

- Provide students with evidence and have them draw a conclusion from the evidence, emphasizing that evidence is a subordinate idea, clarifying or proving another idea.
 - “Americans own a total of 265 million guns (Guardian News), that averages out to 1 for every American.”
 - This statistic could be used to clarify the idea that Americans like guns, or an attempt to prove the more controversial, Americans need guns, or Americans are violent. The meaning will depend on the audience, unless the speaker makes the point clear.
- Another version is to present students with evidence and have them draw a controversial conclusion an agreed upon conclusion from the same evidence.
 - This exercise emphasizes the difference between using evidence to clarify or make an idea vivid and using evidence to make an argument.





Argue & Refute Arguments

- Have a group of students generate a list of controversial statements, select one, and divide themselves into those who agree and those who do not. Examples include
 - Giving antibiotics to cattle is harmful to humans who ingest their meat or milk.
 - A popular vote is more democratic than the electoral college.
 - Pigs make great pets.
 - Wearing uniforms to school results in better learning.
- Provide students with time to generate as much evidence they can in support of their position.
- Have each group present one argument at a time to the other group, who will evaluate/refute the argument according to the criteria presented in the curriculum.
- After the exercise ask if anyone has changed their mind and why or why not.

Looking at Opposing Arguments Before Taking a Position

- This activity is similar to the previous activity, only in this case the student discovers and evaluates at least 2 opposing arguments for all of the controversial claims made on a particular persuasive topic they are interested in speaking about. Regardless of the position they take they should learn about all or many of the arguments being made. Often students change their position after this activity.
 - Students can organize and present both sides of a controversy in an informative speech to the class and have the audience provide feedback on which arguments were most convincing and why.

How Much Evidence do I Need?

- Provide students with a several controversial statements, or have them draw several from a persuasive speech they are developing.
- Each student will present a statement to the class/group and the class/group should discuss how many pieces of evidence and what types of evidence and sources would convince them that the statement is true. Some examples include:
 - Consuming milk is not good for your health.
 - The New York Gun Safety Act violates our rights.
 - Regularly supplementing livestock feed with antibiotics is dangerous to the livestock and to people.
 - Community college should be free to all NY.
- Discuss the factors in the Communication Situation that influence the choice of source & evidence, such as
 - The audience opinions, attitudes, beliefs, interests
 - The audience's experience with, or closeness to the topic
 - The time constraints on the speech!





Adapt to the Situation

Objectives identify the parts of a communication situation, including purpose, and adapt or shape the speech content, organization, language & delivery accordingly.

Activities

Distinguishing Information from Persuasion

- Draw a "continuum" in the form of a line at least 2 ft. long that moves from Information at one end _____ and Persuasion at the other. You can also use string, or simply line up objects to represent the continuum. The continuum is based on the idea that information and persuasion are often about degrees.
- Make a series of informative and persuasive statements in no particular order, and after each have students place the statement on the continuum as being more or less informative/persuasive. For example
 - o There is climate change
 - o Climate change is primarily caused by human beings
 - o Child abuse is wrong
 - This is actually an informative statement since all agree, even abusers. The more persuasive statement is "hitting a child is child abuse"
 - o Hitting a child is child abuse
 - o Football can be dangerous
 - o Football is dangerous
- Discuss the reasons for their choices, pointing out how language can change the assumed purpose of a statement as in the two football examples.

Adapting Up and Down Discussion

- Watch Sheldon's Nobel Prize Acceptance speech at <https://youtu.be/rZ6ZeeP6Sao>
- In the T.V. show "**Big Bang Theory**", Sheldon Cooper is notorious for not reading the room. He believes that the world revolves around him and that he is always the smartest person in the room. In the final episode Sheldon finally gets it right. He reads the room and changes his self-centered acceptance speech and speaks from the heart as he receives the Nobel Prize award.
- Discuss by asking
 - o Why does Sheldon change his speech? What cues did he get from the audience?
 - o What makes Sheldon's acceptance speech work? What was important? Where's the humor?
- How does the audience feel? Has Sheldon connected with his audience?



Persuasive Strategy—starting from a point of agreement

- Students should analyze their audience in detail, especially their values (what is important to them: family, money, safety, friends, nature), identifying those values and/or other psychographics that relate to (are consistent) with the speech topic.
- Using the points of agreement, provide a statement to draw your audience into your position. For example, "We all believe in education and I too believe it is essential for a good life, but not everyone needs a college education."

PALLO

- PALLO is a template for coming up with topic ideas and using the audience to refine thesis point and main ideas. P=Purpose & Point/Thesis. A=Audience L=List ideas, L=land well O=without offending. Have students walk through the steps and continue to revise them until satisfied. This exercise is useful before preparing an outline.
- Ask yourself what is the PURPOSE (inform/persuade/praise or honor) & POINT/THESIS of your speech?
- Analyze the AUDIENCE?
- Brainstorm a LIST of ideas, especially things you are interested in (as you will be more engaged in the process of delivering those ideas).
- Think about how to adapt the ideas to the audience so they LAND well (resonate) with your audience.
- Speak without OFFENDING anyone in the audience.



Organize Ideas



Objectives: Effectively organize informative and persuasive speeches around a thesis statement. The body of the speech should include 2-4 main ideas. Each main idea leads to 2-4 subordinate ideas. Each subordinate idea should lead to 2-4 tertiary ideas.

Activities

The Circle Game-Advanced

- This activity is in preteens. In the advanced version, have students play the game but the student finish with 3 or 4 circles in decreasing size.





Revisiting and Sharpening Ideas

- Students edit an earlier draft of an outline using the criteria for an advanced outline.
- It is especially useful to have students edit other students' outlines by exchange or by having small groups edit the outlines of those not in their group.

What Did They Just Say?

- Each student presents a speech to an audience of their peers.
- After each speech ask the students if they can state the speaker's thesis and main ideas.
 - o Compare audience response to the speaker's intention.
 - o Discuss why it was easy or difficult and note the subtle differences in what the audience members heard.
 - o Don't allow audience members write down the ideas—but simply grasp them through listening.

Is this Speech Organized—Not!

- Play the following video that is a good example of an interesting speech that is not well organized and ask the students "Do you think this is a good, excellent, fair or poor speech and why?" (Or find another on YouTube. Most speeches posted there by students are not well organized) <https://www.youtube.com/watch?v=20DkgguBxY4>
- Most students will identify the strong delivery and interesting topic, ignoring the fact that the speaker is not organized. The speech needs a thesis and main ideas. It presents too much information and does not connect ideas to one another. The speech is less than satisfactory.



Present Ideas to Others Using Effective Language and Delivery

Objectives: Students develop their organization and language while practicing from outlines.

Activities

Between outline and note cards (advanced)

- Students work on delivery in groups by practicing "rounds" from an outline, not a manuscript.
 - o Round 1, everyone states their thesis statement without looking at their notes. (If there is difficulty remembering then rephrase or rearrange with the group's help). Go around the group again and again until everyone gets it right.
 - o Round 2, everyone states their thesis and their first main idea (full sentence) without looking at





- their notes. Go around the group until everyone gets it right.
- o Round 3, everyone states their thesis and their first and second main idea without looking at their notes. Go around the group until everyone gets it right.
 - o Continue the rounds until everyone has practiced all of their main ideas.

Different Situations

- Students practice delivering ideas (good ideas, well adapted & well organized) for different communication situations.
 - o Have them prepare and practice answers to interview questions.
 - o Have them prepare and present a video news report (same principles apply—look into camera for eye contact—don't use notes on the computer screen but look down. Don't move around unnecessarily. Natural gestures are good, but keep yourself in frame).
 - o Have them present a public relations or other persuasive campaign, in a panel presentation with 3–5 speakers. One panelist should provide an introduction to the panel and each panelist will, after speaking, introduce the speaker to follow. One panelist can provide a brief conclusion.
 - o Have them practice impromptu speeches, allowing little time for organizing one's thoughts.

RESOURCES FOR ADVANCED STUDENTS

TEXTBOOKS AND VIDEOS

Appropriate for T (Teachers) and/or S (Students)

Parkland Shooting Speeches for Stylistic Devices and Emotion

<https://www.youtube.com/watch?v=Wf5am4wQsc0> (T&S)

Basic Textbook [Cengage Advantage Books: The Speaker's Compact Handbook Sprague, Jo; Stuart, Douglas](#) Published by Cengage Learning, 2011 or later edition. Available in libraries and for a few dollars on the internet. (T&S)



MATCH GAME

Identify the evidence that supports each idea, and then identify the type of evidence it is.

Ideas / Points

1. Guns are important to Americans.
2. The Ithaca community touts its safety.
3. Medical research has been unethical.
4. If someone is guilty of a petty crime, they won't go to prison.
5. Ithaca is beautiful.

Evidence

- The Tuskegee study of Syphilis (from 1932 -1972) intentionally used black men for the purposes of studying how one dies from the disease.
- Petty crimes are those deemed significantly minor compared to others and are punished by fine and/or term in a county jail.
- There are 7 waterfalls in and around the city of Ithaca.
- 45% of American households own 1 or more guns according to the US Dept. of Health.
- Ithaca Mayor Svante was quoted in the Ithaca Journal as saying, "Compared to cities of the same size, Ithaca has a low crime rate and is a very safe."

Types of Evidence

Definition

Statement of Fact

Statistic

Example

Testimony





TYPES OF INFORMATIVE ORGANIZATIONAL PATTERNS

INFORMATIVE ORGANIZATIONAL PATTERNS

Chronological

2-4 ideas organized in time, this includes a narrative/story structure

Categorical/Topical

2-4 main ideas by categories/topics that are linked in the thesis

Comparison/Contrast

2-4 ideas connected through similarities and/or differences

Cause/Effect

only 2 main ideas: cause then effect or vice-versa

Spatial

2-4 ideas organized in space & shows interaction of parts





CHRONOLOGICAL PATTERN

Thesis: Overtime, the Feminist Movement has become more inclusive of disadvantaged voices.

- I. The first wave of feminism, beginning in the 19th century was built on the concerns of western, white, middle class women.
- II. The 2nd wave of feminism, beginning in the 1960s, opened its agenda to issues of diversity and equality for all individuals.
- III. At the end of the 20th century, we are said to have entered the 3rd wave of feminism marked by an interest in global issues and power.

Can you fill in the subordinate and tertiary ideas?

CATEGORICAL / TOPICAL PATTERN

Thesis: The conflict in Syria is the culmination of a history cultural & political differences.

- I. There are four Syrian cultural groups historically at odds.
- II. The cultural differences are heightened by political factions within and between the cultural groups.

Can you fill in the subordinate and tertiary ideas?





COMPARISON / CONTRAST PATTERN

Thesis: The US Policy toward Israel is in sharp contrast to most European Countries.

- I. The US government supports Israel in a variety of ways.
- II. In contrast to the US, most European countries have more criticism for Israel.

Can you fill in the subordinate and tertiary ideas?

CAUSE / EFFECT PATTERN

Thesis: The inconsistency between state health insurance policies creates health care problems for all of us.

- I. There are inconsistencies in how states regulate the health insurance industry.
- II. The inconsistencies create problems for health care providers & patients.

Can you fill in the subordinate and tertiary ideas?





SPATIAL PATTERN

Thesis: Cornell's structure is hierarchical but its parts are highly interactive.

- I. At the top of the hierarchy is the Board of Trustees, and the President, who are responsible for academic and economic policies.
- II. Much work is carried out at the administrative levels, the link between the President, faculty, and students.
- III. At Cornell the Faculty and Students occupy the 3rd tier, obviously necessary to the success of an education.
- IV. Perhaps the least appreciated, but most important to the daily function of the university, is the staff.

Can you fill in the subordinate and tertiary ideas?





OUTLINE FOR A SPEECH OF SELF-INTRODUCTION (COMPARISON / CONTRAST)

Thesis: People who know me say I'm very laid back but I'm really just indecisive.

- I. Friends and family think I am easy going.
 - a. Friends joke about it
 - i. My nickname
 - ii. Teasing me
 - b. Aggravates my family
 - i. College decision fiasco
 - ii. Family vacation decision
- II. The truth is I'm just unable to make up my mind.
 - a. Indecisive on little matters
 - i. Dating is too many decisions
 - b. Bigger decisions, more indecision
 - i. Still not sure about Cornell.
 - ii. Political questions I often see all sides.

****THIS IS AN EXAMPLE OF AN ORGANIZED INTRODUCTORY SPEECH***





OUTLINE FOR AN INFORMATIVE SPEECH ON A PROFESSION THAT SUITS YOU (CATEGORICAL / TOPICAL)

Thesis: A career in nonprofit, public health suits my goals and strengths.

- I. The goals of non profit public health organizations are consistent with mine.
 - a. Non profits improve public health
 - i. The WHO
 - ii. The Global Women's Health Initiative
 - b. I want to solve nutrition problems.
 - i. Improve access to healthier foods
 - 1. My work with NY Urban Gardeners
 - ii. Food resource shortages
- II. My strengths are well suited to the demands of a career in public health
 - a. Public health: science and people skills.
 - i. Applied science
 - ii. Comfortable working in different communities
 - b. My strengths
 - i. My research
 - ii. Example of work in Peru

****THIS IS AN EXAMPLE OF AN ORGANIZED RESPONSE TO AN INTERVIEW QUESTION***

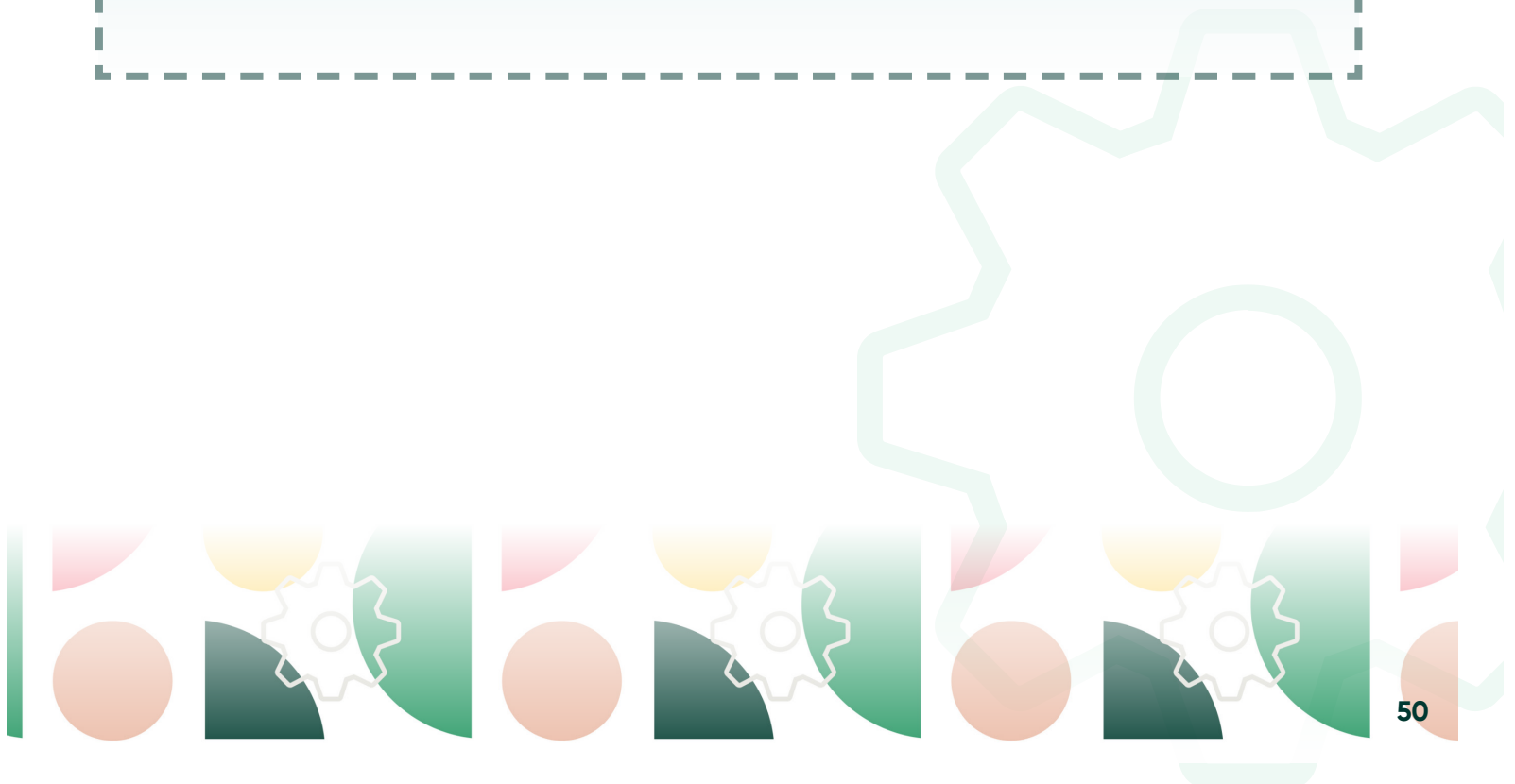




INFORMATIVE SPEECH OUTLINE (ADVANCED)

Thesis: Tardigrades are indestructible animals that are having a say in your future.

- I. Tardigrades have the super power to survive environmental threats.
 - a. Cryptobiosis
 - i. Different from hibernation
 - ii. DNA makeup
 - b. Survive environmental threats.
 - i. Lack of food
 - ii. Extreme temperatures
 - iii. Poisons
- II. Scientists are studying tardigrades so that we can extend our lives.
 - a. Research focuses on how they regenerate
 - i. state of near death
 - ii. rebirth
 - b. Research help is helping humans survive adapt to environmental threats
 - i. Same environmental threats as Tardigrades
 - ii. Also, useful to cures for cancer and organ regeneration





SIMILARITIES & DIFFERENCES BETWEEN INFORMATIVE & PERSUASIVE ORGANIZATION

Comparing informative and persuasive organization – The body

Organizing the body of an informative speech

Thesis is one full, direct sentence

Body of speech is divided into 2–5 main ideas developed in sub-ideas & tertiary ideas (& a 4th level if needed)

The ideas all connect to one another & the thesis, in an easily recognized pattern of thought: comparison, topical, chronological, spatial, cause-effect

Organizing the body of a persuasive speech

Same: one thesis, always in a speech.

Same: In persuasion, each main idea makes a claim & backs it with a line of reasoning – easily 3 levels of ideas. The ideas all connect to one another, & together, to “prove” the thesis.

Persuasive pattern of thought/organization differ: proposition to proof.
problem to solution
motivated sequence
refutative/reflective





SIMILARITIES & DIFFERENCES BETWEEN INFORMATIVE & PERSUASIVE ORGANIZATION

Comparing Informative & Persuasive Organization Introduction and conclusion

Informative introduction & conclusion

Introduction should gain attention, establish relevance & credibility, state thesis & preview main ideas.

Conclusion should summarize key ideas, reinforce relevance & bring closure.

Introduction & conclusion are distinct from the body to aid the Audience's comprehension.

Persuasive introduction & conclusion

Introduction should gain attention, establish relevance & credibility, but **may or may not state** thesis & preview main ideas.

Conclusion should summarize by highlighting the **emotional relevance/reasons** of your stance, and may call for action.

The parts of the speech may flow into one another, working psychologically/emotionally, carrying the audience from one idea to another.





PERSUASIVE ORGANIZATIONAL PATTERNS

(ADVANCED)

Proposition to Proof

Thesis followed by 2-5 main ideas – each makes a claim.

Problem to Solution

2 main ideas 1. develops the problem 2. addresses the solution. Thesis can be delayed.

Motivated Sequence

2-5 main ideas 1. attention 2. problem. 3. Solution 4. visualization 5. call to action

Refutative/Reflective

3-5 main ideas 1. problem 2. present & refute one or more solutions 3. present and support your own solution. Thesis can be delayed.





PERSUASIVE OUTLINE

(ADVANCED Proposition to Proof)

Thesis: We should protect every citizen's right to control their own genetic information.

- I. Protecting people's genetic information will prevent exploitation and discrimination.
 - A. Without protection-exploitation
 - i. Henrietta Lacks case (Skloot, 2010)
 - ii. 23andMe, Alzheimer data for \$60 million dollars (Zhang, 2015)
 - B. Without protection-discrimination.
 - i. Jennifer Marie's application for life insurance was rejected (Farr, 2016)
 - ii. Women, people of color, people with disabilities, and other minorities are (Thompson et Al., 2003)
- II. I disagree with those who say the potential contributions to research created by unregulated genetic mapping outweigh its potential costs.
 - A. Research will be hindered.
 - i. Henrietta Lacks saved more lives (Skloot, 2010)
 - ii. Modern day cancer diagnoses are improving in part because of genetic mapping (Farr, 2016)
 - B. However, I think it is just the opposite: by protecting and compensating genetic information, people will be more likely to participate in research.
 - i. It has been shown that doctor-patient trust correlates positively with patient contributions and outcomes. (Lewis, 2012)
 - ii. If people distrust the system and do not trust the system, they could injure themselves permanently or die. (Lewis, 2012)

Reference List

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INFORMATIVE SPEECH EVALUATION FORM

(ADVANCED)

NAME _____

PRESENTS GOOD IDEAS

Excellent

Satisfactory

Poor

Provides new information and/or an original perspective --Uses a variety of evidence (statistics, examples, testimony, definitions, factual data) to clarify ideas--Uses & documents reliable sources

IDEAS ARE ADAPTED TO THE SITUATION

Excellent

Satisfactory

Poor

States ideas clearly and makes them relevant to the audience--Establishes credibility with the audience--Uses ideas appropriate to the informative purpose of the presentation--Uses content, organizational, and presentational strategies to engage the audience

SPEECH IS ORGANIZED AROUND THESIS

Excellent

Satisfactory

Poor

Unpacks a thesis in 3 levels of ideas--Organizes ideas in an identifiable organizational pattern-- Uses transitions to connect the ideas to one another--Uses internal summaries--introduces topic by gaining attention, establishing relevance, stating thesis & previewing main ideas--Concludes by reviewing the material in a new way and reinforcing relevance

EFFECTIVE LANGUAGE & DELIVERY

Excellent

Satisfactory

Poor

Uses a few notes and speaks conversationally (extemporaneous delivery) --Maintains strong contact with audience--Expresses oneself with vocal and physical variety (gestures/expressions-- Uses language that is clear and appropriate to the context-- -Varies word choice and sentence structure-- Uses vivid words and phrases-- Uses audio/visual aids appropriately--Adjusts to immediate situation & any unforeseen moments when presenting





PERSUASIVE SPEECH EVALUATION FORM

(ADVANCED)

NAME _____

PRESENTS GOOD IDEAS

Excellent

Satisfactory

Poor

Provides new information/original perspective--Uses a variety of evidence to clarify & prove ideas.
--Uses & documents reliable sources--Develops strong arguments--Appeals to audience emotions

IDEAS ARE ADAPTED TO THE SITUATION

Excellent

Satisfactory

Poor

States ideas clearly and makes them relevant to the audience--Establishes credibility with the audience--Uses ideas appropriate to the informative purpose of the presentation--Uses content, organizational, and presentational strategies to engage the audience

IDEAS ARE ORGANIZED AROUND THESIS

Excellent

Satisfactory

Poor

Unpacks a thesis in 3 levels of ideas--Organizes ideas in an identifiable organizational pattern--uses transitions to connect the ideas to one another--Uses internal summaries--Introduces topic by gaining attention, establishing relevance, stating thesis & previewing main ideas--Concludes by reviewing the material in a new way and reinforcing relevance

EFFECTIVE LANGUAGE & DELIVERY

Excellent

Satisfactory

Poor

Uses a few notes and speaks conversationally (extemporaneous delivery)--Maintains strong eye contact with audience--Expresses oneself with vocal and physical variety (gestures/expressions)--Uses language that is clear and appropriate to the context--Varies word choice and sentence structure--Uses vivid words and phrases--Uses audio/visual aids if they're necessary to convey information & speaker looks at audience not the aid--Adjusts to immediate situation & any unforeseen moments when presenting





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