

Student Learning Plan

Unit 3: Foundations for Success

Creating Better Speeches [U3C6L2]



Why this is important:

Have you ever presented a speech for an event other than a class assignment? How did you feel before, during, and after the speech? Throughout your life you will be asked to give speeches. These speeches may be formal presentations or just a few words at an informal occasion. Preparing and practicing your speech can lead to a positive speaking experience. In this learning plan, you will explore strategies to prepare speeches for specific purposes.



What you will learn to do:

(Competency)

Write a speech for a specific purpose

Linked Core Ability

C. Communicate using verbal, non-verbal, visual, and written techniques



How you will know when you are succeeding:

You will demonstrate your competence:

- by writing a speech for a specific purpose and placing your speech in your cadet portfolio after Lesson 3

Your performance will be successful when:

- Your speech is clearly directed to a specific audience
- Your speech introduction includes an attention-getting strategy appropriate for the audience and purpose
- Your speech exhibits all six tips for effective speech writing & communication



Knowledge and skills you will learn along the way:

(Learning Objectives)

- a. Identify ways to create interesting speech introductions
- b. Compare different types of speeches and different occasions for which speeches are used
- c. Describe how to organize effective speeches
- d. Define key words: articulate, commemorative, demographic, descriptive, dramatic statement, eye contact, impromptu, logical, modulation, operational, persuasive, tone, statement, vocal qualities, volume



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

2 *Creating Better Speeches [U3C6L2*

- ____ 1. VIEW Video 1: Speaking of Comedy to gather tips for effective speech writing. RECORD the six tips for effective communication in your Cadet Notebook. [Work independently]
- ____ 2. [SELF-PACED OPTION] BRAINSTORM to determine guidelines for effective communication, and ORGANIZE your ideas in their notebooks using a Thinking Map. PRESENT Thinking Map to instructor. CARRY OUT Activity 1. RECORD responses to review questions and reflection questions in your Cadet Notebook.
- ____ 3. LISTEN to a briefing about writing speeches for special occasions. LEARN MORE about writing speeches by reading Section 2: Creating Better Speeches in Chapter 6 in your student text and REVIEW Information Sheet 1: Speaking for Special Occasions. [Work independently]
- ____ 4. LISTEN to two speeches. After hearing each speech, RESPOND to questions for Exercise 1: Famous Speeches. DECIDE which speech you prefer and EXPLAIN why. [Work with a team]
- ____ 5. [SELF-PACED OPTION] CARRY OUT Activities 3 and 4 independently. RECORD responses to review questions and reflection questions in your Cadet Notebook.
- ____ 6. WRITE an introduction to a speech on a topic of your choice for a specific audience. INCORPORATE all six tips for effective speech writing. INCLUDE an attention getter and a thesis statement in the introduction. REFLECT on how you used the six tips. Which tip was the easiest to incorporate and how can you apply these tips to everyday speaking interactions? RECORD your ideas in your Cadet Notebook. [Work independently]
- ____ 7. [SELF-PACED OPTION] CARRY OUT Activity 6 independently. RECORD responses to review questions and reflection questions in your Cadet Notebook.
- ____ 8. DELIVER your speech introduction to your team. PEER EDIT each others' speeches using Assessment 1: Speech Writing Scoring Guide. [Work with a team] REVISE your speech introduction after considering feedback from your peers. [Work independently]
- ____ 9. [SELF-PACED OPTION] CARRY OUT Activity 8 independently. RECORD responses to review questions and reflection questions in your Cadet Notebook.



Assessment Activities:

These assessment activities will enable you to show that you have learned the target skills and knowledge for this lesson. Your instructor may assign additional or alternative assessment activities.

- ____ 1. COMPLETE the Speech Writing Assessment Task. SELF-ASSESS your work using the Written Speech Scoring Guide. SUBMIT your Written Speech to your instructor for feedback and a grade. PLACE your Written Speech in your Cadet Portfolio after Lesson 3.
- ____ 2. [SELF-PACED OPTION] Same as above.