

Speech Boot Camp

Teacher's Notes

Sample

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Speech Boot Camp

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Objectives

This video seminar provides training in basic speech preparation and delivery. Students (trainees) will prepare and deliver four speeches: Self-Introduction, Narrative, Descriptive, and Persuasive. Trainees will also receive instruction in effective speech delivery.

Overview

The Speech Boot Camp was originally offered as a two-week intensive seminar. Students met on four consecutive Tuesdays and Thursdays for three hours each. When they were not in class, they were furiously working on and practicing their speeches. Since most families would find this kind of boot camp difficult to implement, we have taken that intensive seminar and stretched it out to eleven sessions, which can be presented at whatever pace suits your schedule. Each session requires one hour to complete. One session per week is the most common method of implementation. You may desire to add a twelfth session to have a party and give selected trainees the opportunity to give their speech again to the entire group.

Since this seminar prepares trainees for *public* speaking, it is necessary that they have an audience to practice on. Although single families could use the seminar and practice giving the speeches at home, it is best taught in a group setting. By inviting another family or several families to participate with you, the Speech Boot Camp will be much more effective and fun for all involved.

Preparation

Because all the instruction is presented on the DVD with complete notes and handouts prepared, there is very little preparation time needed. You do not need to preview the DVDs for content—just pop in and play. The teacher's notes will tell you how long to watch each DVD and contain complete notes of the DVD contents. The sessions require an hour of time but can be squeezed into forty-five minutes if you must. Plan on watching the DVD with your trainees to encourage them to take this seriously.

Prepare a notebook for each trainee. A three-ring binder with four tabs will suffice. The tabs can be labeled: Notes, Speech in Progress, Completed Speeches, and Evaluation Forms. Place all the handouts behind the Notes tab, and the rest of the tabs are self-explanatory. The trainees will be receiving speech evaluations from their peers on quarter sheets of paper, so a pocket or Ziploc bag with holes punched would be useful to contain them.

On the speech days, you will need a room suitable for speeches with some kind of lectern. A music stand can work, but the heavier the lectern the more secure a speaker will feel. You will also need a timing device—a kitchen timer is perfect. If you have more than eight trainees, you will not be able to hear all the speeches in an hour. Either plan on splitting up into two groups (requiring two rooms, two lecterns, two timers and two instructors), or plan on more speech days.

You will also need to have printed out extra Speech Evaluation forms for speech days. Specific instructions for printing are in the teacher's notes, and all the evaluation forms are located in the back matter of this document.

Scope and Sequence

You will need 60 minutes to complete each session.

Session	Disc	Instruction	Speech Given	Homework
1	1	Delivery Critiquing a Speech Self-Introduction Speech Examples		Prepare an introductory speech outline and practice the speech.
2			Self-Introduction	Process evaluations.
3	1	Elements of a Narrative Speech Narrative Speech Examples Selecting a Narrative Topic		Prepare a narrative speech outline.
4	2	Poise, "Uh," Eye Contact Making Things Interesting Helpful Evaluations Student Speech Examples		Practice and polish a narrative speech.
5			Narrative	Process evaluations.
6	2	Elements of a Descriptive Speech Descriptive Speech Example		Prepare a descriptive speech outline.
7	3	Gestures, Locution, Eye Contact and Smiling Helpful Peer Evaluation Suggestions for Practicing, Memorizing, and Improving Student Speech Examples		Practice and polish a descriptive speech.
8			Descriptive	Process evaluations.
9	3	What is Persuasive Speaking? The Persuasive Model Persuasive Strategies Persuasive Speech Example		Prepare a persuasive speech outline.
10	4	Vocal Coaching (Mrs. Norholm) The Science of Persuasiveness Student Speech Examples		Practice and polish a persuasive speech.
11			Persuasive	Process evaluations.
12		Optional Speech Party with Speeches		

You may plan to do one or two sessions a week (most classes choose the weekly option).

If you desire to give this seminar in its original, two-week Boot Camp pace, simply assign the Self-Introduction Speech by giving the student the instructions and sample outlines in the mail so they can prepare the speech before the first class. Then plan on meeting four times for three hours each (Tues/Thurs or Wed/Fri, etc.) and watch one disc per meeting. Instead of watching the student speech examples, have the trainees give their speeches.

Speech Boot Camp

Disc Times

Note: The discs contain more breaks than are listed in the menu. Each box indicates what is provided in the disc menu; however the chapter skips will take you to the other submenu items listed as bullet points below.

Disc 1: Into the Fire

Self-Introduction & Planning a Narrative Speech

Title	Time
Introduction	0:00
Delivery	3:20
Speaker Evaluation Form	20:01
Self-Introduction Speech Examples	
• Stevie's Introduction	28:54
• Alexa's Introduction	33:02
• Elaina's Introduction	38:23
Elements of Narrative Speeches	43:00
• Story Structure: Characters and Setting	45:08
• Story Structure: Conflict/Problem	49:08
• Story Structure: Climax/Resolution	51:50
Preparing to Deliver a Narrative Speech	59:35
Narrative Speech Examples	
• The Golden Rat	1:04:34
• A Mountain Hike	1:08:17
Narrative Speech Evaluation	1:13:29
Tips for Selecting a Narr. Speech Topic	1:17:02
• Topic Ideas from Students	1:20:03
Feedback from Peers	1:24:01
End of Disc	1:24:04

Disc 2: The 10-Mile Run

Narrative Speeches & Organizing a Descriptive Speech

Title	Time
Poise	0:00
The Wizard of Uhs	3:46
• Reading Speed	5:15
Eye Contact	6:59
What Makes Things Interesting?	10:53
Helpful Evaluations	17:51
• Time Limit Reminders	25:56
Student Speech Examples	27:57
• Joey's Story	28:04
• Elias's Story	31:20
• Emily's Story	35:50
Elements of a Descriptive Speech	40:13
• Introduction: Attention Getters	45:26
• Example Attention Getter and Topics	50:34
Finding a Subject and Supporting Topics	53:14
Coming up with Details by Asking Questions	50:34
What Are Your Ideas?	53:14
• Getting the Details	1:02:07
• More Ideas	1:06:24
Tip: Consider the Five Senses	1:10:31
Example Descriptive Speech	1:13:58
Conclusion (1:19:21)	
End of Disc	1:19:45

Disc 3: Obstacle Courses

Descriptive Speeches & Planning a Persuasive Speech

Title	Time
Gestures	0:00
Locution: Volume	3:50
Eye Contact and Smiling	12:42
Helpful Peer Evaluation	15:36
Suggestions for Practicing	19:07
Suggestions for Memorizing	23:20
Suggestions for Improving	29:44
Student Samples	
• Golf Tournament	31:08
• Autism	36:17
• Guitar History	40:19
What is Persuasive Speaking?	45:49
The Persuasive Model	49:52
The Strategy for a Persuasive Presentation	55:15
• The Argument	1:00:11
• Flipping the Essay	1:02:45
• Dogs vs. Cats	1:04:00
• Television	1:07:36
Example Persuasive Speech	1:18:16
Conclusion (1:27:55)	
End of Disc	1:29:06

Disc 4: The Finish Line

Persuasive Speeches & Application

Title	Time
Opening Remarks from Andrew Pudewa	0:00
Mrs. Norholm, Vocal Coach	0:58
Warm-Ups	6:54
The Science of Persuasiveness	10:45
• Reciprocity	12:43
• Consistency	14:47
• Social Validation	15:55
• Likability	17:04
• Authority	18:38
• Scarcity	21:01
Have Fun	22:24
Rebuttal to Patrick's Speech: Seeds of Deception	23:59
Student Speech Examples	
• Should the Penny Be Eliminated?	26:30
• Is Fast Food Worth Buying?	33:03
• PC or Mac?	38:37
Closing Comments: Other Speaking Opportunities	42:44
End of Disc	43:40

Session 1 Delivery and Self-Introduction Speech Preparation

Class Overview

This is the only session where the DVD viewing will be uninterrupted. Since this is the first class, the teacher will need to stop the disc now and then to reinforce the instruction provided on the DVD.

- Trainees will need a set of student notes and a notebook.
- Watch Disc 1 starting at the beginning. Note: The students on the DVD were given an assignment to write a self-introduction speech before coming to class. Your trainees will receive that assignment at the end of this session.
- Stop the DVD at the Self-Introduction Speech examples and instruct trainees to evaluate those speeches using the speech evaluation forms provided in the student notes. Caution trainees to evaluate the DVD example speeches as if those students were in the room (be positive, encouraging). Restart the DVD and evaluate the three student sample speeches.
- Stop the DVD after the third self-introduction speech example, and then review the homework sheet.
- The total viewing time is almost 39 minutes. You will need a few minutes to prepare trainees to evaluate the DVD speeches, and 5–10 minutes to explain the homework. If time is short, skip some of the evaluation of the speeches on the DVD.

Teacher Preparation

Each student will need a copy of the Speech Boot Camp: Trainee Materials. (You should have received it when you downloaded these teacher's notes.)

Introduction and Delivery

(00:00–20:01)

Mr. Pudewa introduces the course to the trainees and begins a brainstorm session on how to deliver a good speech. He explains that there are two aspects to speeches: locution (structure and content) and elocution (delivery). After considering the different aspects of delivery, the elements are categorized according to **Poise**, **Locution** (elocution), **Eye Contact**, and **Persuasiveness**.

Volume	Loud enough for all to hear.	L
Speed	Speaking too fast, too slowly, or with no variation are all problems.	L
Accuracy	Clear speech, appropriate words.	L
Posture	Stiff vs. loose, moving around enough but not too much.	Po
Eye contact	Look at your audience. Don't focus on just one person and don't stare at the wall. Try to make eye contact with many people right off the bat.	E
Enunciation	Speak more clearly than you would normally.	L
Demeanor	Not too silly or too serious.	E, Po
Structure	Avoid rambling.	Pe
Smile	If you smile, they will smile back.	Po, Pe
Vocabulary	Appropriate for genre and audience. Avoid <i>like</i> , <i>stuff</i> , <i>uh</i> and <i>um</i> , <i>cool</i> , <i>awesome</i> .	L
Energy	Show your true feelings, have passion, use gestures, facial expressions.	Po, Pe
Attire	Dress properly. Mark Twain: "Clothes make the man. Naked people have had little impact on society." Wearing formal clothing will make your speech more professional.	Po
Interaction	Ask questions or ask for raise of hands.	Pe
Persuasiveness	Getting your audience to agree with your point of view.	

Speaker Evaluation Form

(20:01–28:54)

Mr. Pudewa shows trainees the evaluation form and discusses how to use it. His recommendations are written on the evaluation form in the trainee notes to be used to evaluate the student sample speeches.

Sample Speeches

(28:54–43:00)

Before watching this section, remind trainees that they should evaluate these students as if they were present in the class: practice makes permanent! During each speech, trainees will fill out the evaluation form to practice for when they evaluate each other in the classes to come.

After each sample speech, stop the disc and go over the trainee evaluations. What did the sample speaker do well? What could be better? Did your trainees offer constructive criticism?

Note: Each sample student speech is about five minutes long. If you are short on time, you might choose not to watch them all.

Homework

(no DVD)

Go over the Session 1 homework sheet. Your trainees will prepare a self-introduction speech to be given in the next class section. The trainee manual contains a sample outline from one of the student samples as well as an outline template that your trainees can use to prepare their speech.

Remind trainees that they should not write out a speech, but rather create an outline and then practice using that outline to give their speech in preparation for the next session. This is the only speech that trainees will have to create without previous DVD instructions. All the rest of the speeches will be modeled on the DVD prior to the trainee having to write it.

Be sure trainees understand that their speech should be at least four minutes and not longer than five minutes long. They should practice and time their speech. If it is too short they will either need to add more information, or practice speaking more slowly. If it is too long, they will likely need to reduce the content.

Class Overview

This session is devoted to trainee speeches. There is no DVD instruction for this session.

Teacher Preparation

The forms needed for this class are located in the back matter of this document. Prepare enough of the *Instructor Evaluation: Self-Introduction Speech* for each teacher or facilitator to evaluate the trainees in their group. Prepare enough *Speaker Evaluation Forms* for each trainee to evaluate each of their peers (number of trainees speaking times number of trainees watching). You will also need a kitchen timer or stopwatch for each group and some sort of podium or music stand for the speaker to use.

Speeches

Plan on about seven minutes per trainee: five minutes for the speech, and about two minutes for written and oral feedback. It is important to keep things moving or not everyone will be able to give their speech.

Self-Introduction speeches should take about five minutes each. At seven minutes per trainee, you can only hear eight speeches in an hour. If your class is very large, you will need to divide into smaller groups so that all the speeches can be given within your class time. You will need a facilitator for each of these groups, and you can adjust the number of *Speaker Evaluation Forms* accordingly.

Facilitators of each group will need a timing device (stopwatch or kitchen timer). Assign a trainee, parent, or younger sibling to be the timer. This person can set the kitchen timer for five minutes. The timer can silently alert the speaker how his time is passing. The timer can signal with three fingers at three minutes left, then two then one as the clock ticks down. Mr. Pudewa will discuss timing in more detail in Session 4. Watching the clock now will ensure that trainees do not speak too long so that there will be enough time for each trainee to give his speech.

After each trainee gives his speech, the class should have a minute to write down their comments and then have a minute to share oral feedback—one or two things that went well and one or two things that could be done to improve the speech or its delivery. This is not much time and you will feel rushed, but that is the way of speech events. Learn to write while a speech is being given so that you do not need much time to write after the speech.

After feedback is complete, facilitators should collect the feedback forms to return to the trainees at the end of the class time. If trainees receive their feedback immediately, they will want to read it instead of listening to the next speech.

Since trainees will be receiving numerous forms, you may want them to have a quart-size Ziploc bag to keep their feedback forms in. By punching holes in the bag, it can be kept in the trainee's Speech Boot Camp notebook.

If there is still time after all the speeches are given, use the remaining time to discuss what worked well overall and what trainees could do to improve their speeches for the next time.

Homework

Trainees should review their feedback forms and fill out the outline to summarize their strengths and determine what to improve on their next speech.

SPEAKER EVALUATION FORM

Speaker Name _____

Speech _____

Date _____

Poise _____

Locution _____

Eye Contact _____

Content (Persuasiveness) _____

Other _____

SPEAKER EVALUATION FORM

Speaker Name _____

Speech _____

Date _____

Poise _____

Locution _____

Eye Contact _____

Content (Persuasiveness) _____

Other _____

SPEAKER EVALUATION FORM

Speaker Name _____

Speech _____

Date _____

Poise _____

Locution _____

Eye Contact _____

Content (Persuasiveness) _____

Other _____

SPEAKER EVALUATION FORM

Speaker Name _____

Speech _____

Date _____

Poise _____

Locution _____

Eye Contact _____

Content (Persuasiveness) _____

Other _____

Instructor's Evaluation

Self-Introduction Speech

Trainee Name: _____

Date: _____

Subject of Speech: _____

Time of Speech: _____

Speech Element	Score	Comments
Apparent Preparedness		
Student has an outline	_____ 10	
Practice is apparent	_____ 10	
Content		
Effective opening	_____ 6	
Appropriate topics, Organization, Engaging	_____ 7	
Strong, clear concluding statement	_____ 7	
Delivery:		
1. Poise or body language		
Confidence / Relaxedness	_____ 6	
Movement / Gestures	_____ 7	
Posture	_____ 7	
2. Locution		
Pronunciation	_____ 6	
Emphasis / Phrasing	_____ 7	
Tone / Volume	_____ 7	
3. Eye Contact		
Confidence with content	_____ 6	
Eyes not on paper	_____ 7	
Try to connect with many in the audience*	_____ 7	
<i>Extremely nervous trainees may look over the heads of the audience, but should vary their gaze from one part of the room to another.</i>		
Total Points	_____ 100	

Additional Comments: