

Royal Canadian Air Cadets

Effective Speaking



British Columbia

Leader's Instruction Guide

Introduction

The stated aims of the Effective Speaking Program, as found in the National Handbook, are as follows:

- To provide an opportunity for Air Cadets to increase their self confidence; and increase their ability to reason, organize and express ideas;
- To promote the citizenship component of local squadron training;
- To provide a focus at the Local, Regional/Wing, Provincial/Territorial, and National levels, to promote and encourage Air Cadets to participate in an optional activity that will provide them with an opportunity to acquire effective speaking skills through instruction and practice in a structured and competitive environment;
- To increase public awareness regarding the citizenship and leadership aspects of the Air Cadet program at the national, provincial and local levels.

But what does this mean for the Cadet who has chosen to participate in this program?

In the Air Cadet program, we use words such as leadership, teamwork, self-discipline, self-confidence, good citizenship. Cadets who participate in the effective speaking program will learn all of these things. The skills they learn here will help them immeasurably in other areas of their life as well, whether they are making class presentations in secondary school or, later, interviewing for admission to professional faculties at universities, making presentations to colleagues at work, leading volunteer organizations, running for public office.

Your job as a leader/coach in this program is to encourage the Cadets to do their best, to support them as they practise the skills, bolster their confidence when they fail, provide them the tools that will allow them to succeed, and to give them room to grow.

This guide is simply that – a guide to help you as you travel this path with the Cadets in your care. Use as much or as little of it as you need to make your job easier. For more help, consult the Effective Speaking Manual on the Air Cadet League of Canada Website:

<http://aircadetleague.com/common/documents/images/effective%20speaking/2014%20effective%20speaking%20handbook.pdf>,

Getting Started

Before launching the program, you must have certain things in place:

- Recruit the Cadets who will be participating. An optimum number for a class is between 10 and 15; however, you can run the program with as few as one or two, or as many as 20 or more. Make sure that each Cadet in the program has his or her own workbook.
- Have a suitable location and equipment (see classroom set-up).
- Have the right supervision. Every Cadet activity needs an officer on duty (somewhere in the building) for insurance purposes. And since this is a League activity, a member of the SSC should be assigned to supervise the programme even if it is taught by a member of the CIC or another volunteer from within or outside the squadron.
- Make sure you have read the Cadet's Workbook so that you are familiar with the topics covered and the assignments given there. You can adapt these or create your own to suit your time-line, size of class, or other unique circumstances of your local program.

Classroom set up

- Make sure you have chairs & tables, or desks, for the Cadets to use. They will need to make notes on each other's speeches.
- Arrange the seats in a circle or U so that the Cadets can all see the front and each other.
- Make sure that the Cadets bring, or are given, pencils and paper. Cadets should bring their workbook to each session.
- It is helpful to have a chalkboard or whiteboard for the coach to make notes as the lesson progresses. (Important: if you are borrowing a classroom, make sure you do not erase the teacher's notes. Make sure you erase all the ES writing before you go. Also make sure you return the classroom to the original set-up.)
- Make sure you have easy access to the electrical outlets if you are using timing lights that need to be plugged in.

First Lesson

- This is the time to establish rules of conduct, rules of speech, rules of punctuality and attendance, etc. (include consequences for breaking the rules). These rules should include how the Cadets and adults speak to each other and behave towards each other (respect, always) and what is unacceptable in the prepared or impromptu speeches (profanity, bigotry, proselytising, etc.).
- It is also the opportunity to make the Cadets feel comfortable. (If Cadets join the program after the first lesson, take the time to make them feel welcome and comfortable then.)
- Make sure all Cadets know how to use the equipment (stopwatches, timing lights) that they will be using over the course.

The Cadets will already have their first assignment if they have the workbook ahead of time. This is a speech to introduce themselves to the group. Make sure each participant has a chance to present his or her speech.

As an alternative activity, you can have the students pair up, introduce themselves to each other, and then go around the room introducing their partners to the whole group.

Subsequent Lessons

However many subsequent lessons you have, all should follow the same format, to give the Cadets a sense of security about what is to happen, and to ensure that all are aware of the requirements, especially of being prepared for each class and to speak or take other roles during class.

Ideas for lessons

1. Use DVD of last year's competition
 - (a) let the Cadets critique randomly chosen speeches for both content and delivery.
 - (b) find good examples of style or content that the Cadets can use to improve their own speech or delivery.
2. Use the "guide for speech" in the Handbook to suggest topics of discussion or to provide information the Cadets need to write and deliver their speeches.
3. Give the Cadets the responsibility for the success of the program. At each practice session, have Cadets take on the following roles: timer, chair, critic, impromptu chair, etc. Also choose a senior NCO to keep in touch with the Cadets between sessions, remind them of their roles for next session (e.g. if they are to bring impromptu topics), notify them of any changes in schedule, etc.
4. Have a break with snacks halfway through each class.
5. Provide the topics for the prepared speeches as early as possible in the program, to give the Cadets as much time as possible to prepare for competition.
6. Teach the Cadets how to give constructive criticism (see section 3) and make sure the Cadets have the chance to provide commentary on each other's speeches. This teaches them how to listen carefully, how to give and take criticism, and how to improve their own speeches. Do not allow any kind of meanness or rudeness in their comments to each other. Make sure the group pays full attention to the Cadet who is speaking. No talking amongst themselves, etc. Remove all distractions (electronic or otherwise).
7. Lesson appended to this guidebook. You can adapt them in any way you like, to suit your style, your experience, your confidence, the Cadets, and any other particular circumstances of your program.

8. The assignments in the Cadet Workbook can be used in class, or left to each Cadet to use as preparation before class or reinforcement of lessons after class.
9. If a Cadet is having difficulty thinking of something to say, gently prompt by asking questions relevant to the speech topic, or which encourage lateral thinking.
10. It is good practice for the competition if your procedures mirror what would happen there. For example, introduce speakers in the same way, including handshakes, applaud after each speaker, etc.

11. Choosing the order in which Cadets speak:

In the practice sessions, be sure to mix up how the order of speaking is determined:

- a. Around the circle: clockwise, then counter-clockwise
- b. In order of rank: lowest to highest, then highest to lowest
- c. Alphabetically: A to Z, then Z to A
- d. Asking for volunteers
- e. Randomly: name or number out of a hat.

For the competition, the order should be entirely random.

12. Impromptu topics

If you are having trouble finding impromptu topics for your practice sessions, the internet is a good source. Just type "impromptu speech topics into your search engine.

Thinking ahead to your squadron competition, save five or six impromptu topics that you will not use in the lessons, so that you can have something the Cadets have not had any chance to practise speaking about. (If a Cadet impromptu chair happens to use one of these topics, you can discard it for the competition and still have others left over.)

How to Give Constructive Criticism

The purpose of constructive criticism is to help the speaker improve. It may be necessary to point out mistakes or weaknesses in a speech or in its delivery, but the goal is never to make the speaker feel bad or the critic feel good at the expense of others.

Thus, it is not enough to point out a fault; it is much more productive if a solution can also be offered. Also, make sure to point out the positive aspects of the speech or delivery, to reinforce good practices.

Examples:

1. Make sure the criticism applies to the speech, not the speaker. *"Sometimes the repetition of a particular word or phrase can add emphasis, but if it is done too often, it detracts from the message."* **NOT** *"Using the same phrase over and over is just a sign of laziness."*
2. Be specific. *"Adding a personal anecdote to illustrate point number three might make a connection to the audience."* **NOT** *"I found it boring."*

or "Using two or three examples for each point detracts from the central message. One example for each point is sufficient." **NOT** *"It's too long; make it shorter."*
3. Be personal. *"I was a little confused by your use of the backpack metaphor."* **NOT** *"The audience won't understand ...", or "People don't understand ...", or "One shouldn't use metaphors that are confusing."*
4. Focus on things that can be changed. Volume or rate of speaking can be altered, timbre of voice or a speech impediment cannot.
5. How you say it is as important as what you say, and you won't be heard if you put the person listening to your critique on the defensive. Be friendly and direct, and non-judgmental. You are not only trying to help the speaker improve his or her skill, but also building self-confidence.

Effective Coaching

As a coach, mentor, or leader, your job is help the Cadets to achieve their best. The way you do this is to encourage and guide, and give them enough room to grow. The rules of competition state that the speeches must be the Cadet's own. That not only means they do not plagiarize their speeches from books or the internet, it limits the amount of help you can give them. You can tell them what you enjoyed in the speech, and also where it doesn't work well, but you cannot tell them what to say.

The following guidelines will help establish an environment in which your Cadets will learn and flourish.

1. Be encouraging. Say "good job" often. Find other phrases which suit you or the situation, such as "I can see you've worked hard", "I can see a big improvement", "you did that so well."
2. Be sensitive. If a Cadet is particularly shy or nervous, don't force him or her to perform before he or she is ready.
3. Be honest. If the speech needs work, say so. If you didn't understand something, say so. But do it in an encouraging and sensitive way.
4. Be respectful. Don't say things that are embarrassing or belittling, and do not allow anyone else in the group to do so.
5. Be open-minded. The Cadets will bring ideas to the group that you will not have thought of. Allow yourself to learn from them.

The Impromptu Speech

Impromptu speeches will be more successful a framework is used to build the speech on.

A few easy frameworks include:

1. **PREP (Point, Reason, Example, Point)** – Start off by clearly stating your point. Share the primary reason (or reasons, if you have more time). Then, share an example (preferably in story form) where your main point or reason is supported. Finally, conclude by summarizing your central point again. The template works well in many situations, and is easily adapted. A variation of this framework is **1a. (PEP)**
- 1a. **PEP: (Point, Example, Point)**. It's easier than the first one and can be used to answer a wider variety of questions. Start by briefly making a point or stating a key idea or objective. Then you give an example or story that proves your point. Then you wrap up by restating the main idea, or your main point. When you are short on time, this is the way to go.
2. **Issue, Pros vs. Cons, Conclusions** – Start off by framing the issue. Talk about the benefits, and then talk about the drawbacks. Conclude with your recommendation.
3. **5W** – In this pattern, you cover your topic by addressing the Who, What, When, Where, and Why elements. For example, if you've been asked to speak briefly about a fundraising initiative, you could talk about [1] who started it, and who is involved now; [2] what the goals are; [3] when it started, and the schedule for the future; [4] where it takes place; and [5] why you are involved. This template works nicely, largely because the "why?" comes last, because this is often the most critical information.
4. **Divide & Conquer** – The final structure calls for you to quickly think of a way to divide up your response. There are a few classic two and three part divisions that you'll want to memorize such as: past, present, future; problem, solution; cost, benefit; us, them; ideal, real; low, medium, high. examples of this strategy are as follows:
 - 4a. **Past, Present, Future** – In the past the answer to the problem we face was... As of now, we have XXXXX answers to the problem... In the future we predict we will have XXXXX answers to the problem...
 - 4b. **Cause, Effect, Remedy** – The cause of the problem facing us today is XXXX. The effect of the problem is XXXX. The remedy for the problem is XXXX.

- 4c. **Before, The Event, The Result** – Before Napier was a typical small provincial town filled with ordinary people leading ordinary lives. Then in 1931 the earthquake (the Event) struck. The result was devastation. The town was destroyed and people killed, but out of the ruins there rose one of the world's finest Art Deco centres.

5. **Turn your impromptu session into a Q&A session.** In situations where you are asked to fill in when the scheduled speaker is absent, it may not be wise to launch into a 45 minute impromptu speech. Even the most accomplished speakers are prone to meander in that situation. Instead, reframe the session as a Q&A session, which breaks it up into a series of very small impromptu speeches that are probably easier for you to answer individually. Plus, the content comes directly from the audience, so you are guaranteed to deliver what they are seeking.

6. **Use personal stories.** Storytelling is an essential skill for prepared speaking, but it is equally useful for impromptu speaking as well. Stories are emotional, real, and interesting. If you stick to personal stories, you'll find that it is much easier to speak (even without preparation) because the events happened to you.

Games and Exercises to Aid Impromptu Speech Training

1. **Goldilocks Trial**

Each person draws a slip of paper that indicates the role (prosecutor, defender, judge, witness, etc.) and the order in which they will speak. [Rest of class can be Jury.]

2. **Tag team**

The topic is given to a pair of Cadets. One Cadet starts. The Chair rings a bell part way through. The other Cadet continues on the same topic. When the Chair rings the bell again, they switch again.

3. **Debate**

This can be done in two formats:

- (a) Cadets are paired, and they draw a topic. The first Cadet speaks in favour of the topic and the second Cadet opposes the topic. [little time to prepare]
- (b) Everyone speaks on the same topic. Every other person speaks in favour, and the rest are opposed. [learning to work as a team]

4. **Continuing Story**

The topic master creates a cast of characters and starts the story in motion. Each person takes the story from where it was left and continues it. The only exception is the last person who must provide a conclusion.

Each person tries to leave the story at a mini-climax. For example, "when Bob arrived in Portland, he went to the baggage carousel, but instead of finding his suitcase, he found [pass control to next speaker]".

It is also fun to make a sudden change in plot. This frustrates people who have pre-planned their segment. For example, "but instead of heading to the mountain to go skiing, Bob headed for the coast".

5. **The last noun.**

This required the speaker to exercise listening, thinking and speaking skills. Each speaker talks about the last noun in the speech of the speaker preceding him/her.

6. **Connect the Dots.**

Prepare a collection of word cards, each with a familiar noun on it. You'll need at least 100. For example: bird, wheelbarrow, hammer, cow, witch, moon, grass, hat, elephant, computer, book, vase, photo, candlestick, shoe, painting, mug, plane, eclipse, operation, halo, knife, eye, storm, girl, pillow, lid, thermometer, jungle, barn, wheel, thistle, steam, mud ... Put the word cards into box or non-see through bag. A player picks two cards and then must tell a story connecting the two words together convincingly. The story needn't be long, complicated or true. Once your class is comfortable with connecting two words, add to your word collection and increase the number of cards selected to three or even four.

7. **Just a minute.**

One person is "it" and has to talk for one minute (60 seconds) on a topic - lets say 'Chocolate' is the topic - without deviation, hesitation or repetition.

Deviation - e.g. "I like to get chocolate for my birthday ... this year I also got a train set and a watch." You MUST stick to the topic!

Hesitation - "er..." or a long pause.

Repetition - e.g. "When you make chocolate it has to be melted and you make it smooth..."
Repetition of the word 'make'

The other members of the group may challenge at any time if they think the speaker has infringed any of the rules. If the challenge is upheld the challenger then takes over the topic and has to speak for the remaining number of seconds left in the minute or until they are successfully challenged.

The winner is the one speaking when the buzzer goes even if they have only been speaking for three seconds

The only equipment needed is a stopwatch and at least three cadets in the room will have one on their phone.

The advantages of the game are:

- 1) It makes them think quickly whilst speaking - so they don't always have to deliver a well rehearsed and memorised speech.
- 2) It makes them listen very, very carefully when others are speaking.
- 3) They get in the habit of learning to say things in different ways and avoid using vocal crutches.
- 4) They realise that speaking can be fun!

Preparing for the Competition

The best preparation your Cadets can have comes from practising their prepared speeches until they are polished, and learning how to cope with impromptu questions through practice and learning a few "tricks of the trade".

However, there are procedures and rules to follow, and these are found in the National Effective Speaking Handbook and on the Air Cadet League of Canada website in the section on effective speaking.

Here are some things to keep in mind.

1. Make sure **whoever is teaching the lessons** knows the rules and requirements of the Air Cadet effective speaking program.
2. Make sure **the Cadets** know the rules and requirements of the Air Cadet effective speaking competitions.
3. The ACC54 application form is used for all levels of competition. Make sure paperwork is filled out correctly and on time. (e.g. Cadet application form ACC54 requires four (4) signatures: Cadet, Parent, CO and SSC Chair.) Make sure that every signatory knows what he or she is agreeing to.
4. Make sure **Judges** know the rules and requirements for marking.

Frequently Asked Questions

1. What are the dates or deadlines for the Squadron, Wing and Provincial Competitions?
 - (a) Why did you schedule the Effective Speaking Competition during the school spring break?
 - (b) Why do you need to have the Squadron competition one month earlier than the Wing Competition?
 - (c) How late can I give you the names of the Cadets competing at the Wing event? (or why can't I just send the Cadets with their forms to the Competition?)
- Timing of the local and regional competitions depends on the timing of the national competition, which is usually held during the Air Cadet League's AGM in June of each year. Wing Competitions outside the lower mainland are often held in conjunction with Scholarship Boards or other competitions. The Provincial Coordinator has to be at all Wing competitions, so they can't be run simultaneously.
- There must be enough time between the different levels to arrange for bilingual judges, if necessary.
- Spring break varies around the province depending on school district. Some breaks are one week and some are two weeks. There are not enough weekends available to do the eight competitions that must be held around the province if we avoid all spring breaks.
- All eight Wing competitions are to be completed by the end of March. Any later, we could run into other competitions and high school graduations. By the rules, the Provincial competition must be held before the last week of April. All paper work and travel plans for the National competition must be received by the National office in Ottawa by April 30.
- The dates are picked in consultation with the Wing Chairs.
- Dates of Wing and Provincial Competitions are on the BCPC website.
- The Provincial Coordinator makes Certificates to present to Cadets at the Wing Competition. The Certificates have to include proper spelling of the name and rank of the Cadet. It is also helpful to have the scoring sheet filled out ahead of time. Please send names of Cadets competing at least one week ahead of the scheduled Wing Event.

2. How can this be made relevant to Cadets and so encourage participation?

- Invite a Cadet or former Cadet who has gone through the program to speak to your Cadets about how Effective Speaking has benefited him or her.
- Let the Cadets know how Effective Speaking will help them succeed at Scholarship Review Boards or Promotion Boards, and outside the Squadron at school presentations or job interviews.
- Make sure the Cadets know this is a life-long skill that they will use in the job or social life well into the future.
- Make sure the program is fun for both the Cadets and the leaders.

3. Do we have to compete?

- No, you do not **have** to compete. That being said, why would you not? The competition is a chance for the Cadets to show what they have learned and accomplished. Although there is first, second and third placement at competitions, often there is very little difference in terms of marks between the first and last place finishers.
- If a Cadet feels nervous about competing for the first time, please encourage him or her to compete anyway. Getting the experience is important, and waiting until the next year to compete still makes that a first-time challenge.
- You must have a local competition to determine who will represent the Squadron at the Wing Competition.

4. I have certain cadets who would like to do their speech in front of the squadron, but they do not want to go on to Regional. They want to do their speech to prove to themselves that they have come far. The question I have for you is, do these cadets have to do the impromptu speech if they do not want to go forward?

- The competition comprises two parts, the prepared and the impromptu, even at the squadron level. That being said, the Cadets who do not wish to participate in the impromptu section just get a mark of zero for that portion. (at the competition, we never give out marks, and never announce placements, except for first, second and third place.)
- Alternatively, you could have a performance of the speeches by those Cadets who do not wish to "compete" as a separate section within the competition event.

- Third, you could have a separate performance of the prepared speeches by all the Cadets (not a competition), but then have a competition for those who wish to earn a place at the next level.
- The first option seems most efficient - it is less work to run just one event, and the Cadets who do not wish to proceed are not singled out too much. (I might even have them do the impromptu just for practice, but you would have to be the judge of whether they would be more embarrassed by participating in this section than by not doing so).
- On a similar note - if a Cadet is okay with a script, but does not want to compete, you could have him or her act as the MC for the competition, so that he or she can still participate, without being judged.
- As long as the Cadets who represent your squadron at the Wing competition have earned that right through a fair competition process, you should feel free to do what you feel best for your group.

5. How many Cadets can go from each Squadron to the Wing competition?

- One cadet from each squadron is allowed to speak at the Wing competition. We always suggest the runner-up come in case the first Cadet cancels at the last minute.
- Occasionally, when three or fewer squadrons send Cadets, we may open the competition up to everyone's second Cadet. This doesn't happen much in the "Big 4" Wings, but frequently happens in the Northern, Kootenay and Okanagan Wings. Those squadrons may have up to an eight-hour drive to get to the competition and not everyone is up to that. We need at least five to six cadets to have a good competition. According to the official rules, squadrons must let the Wing Chair know one month prior to the competition whether they are sending a cadet. That leaves enough time for the organizers to find three bilingual judges if needed. Once all the Wing's squadrons have been heard from, the Wing Chair and the provincial coordinator make the decision about the number of cadets who may compete. Squadrons are notified at least one week prior to the competition if they can send a second cadet. All squadrons are given the same opportunity.
- I suggest as many Cadets as possible come and watch the Wing competition. The younger, inexperienced cadets will learn a great deal from being in the audience.
- The winner of the Wing Competition moves on to the Provincial Competition.

6. Can the two Cadets who went from our squadron to the Wing Competition last year compete again this year?

- Yes, they can compete again, as many years as they want. The only restrictions in the rules for who can compete are: 1. A Cadet must NOT have aged out before the date of the National Championship (usually held in June of every year), and 2. The National Winner cannot compete again.
- In a previous year, we had the case of a Cadet who was aging out after the Wing Competition, but before the Provincial Competition, and this disqualified him from competing, but not from participating in the program in all other ways.

7. How can I get parent volunteers?

- Just ask. Make sure you ask people individually. They are much more likely to respond positively, and if they say no, at least you know where you stand, and can move on to ask someone else. Putting out a general call for volunteers does not usually work out well.

8. Who finds judges for the competition?

- At the squadron level, the effective speaking coordinator or the SSC Chair must find judges. You will need three judges, two timers, and two scorekeepers (known as tellers in the Handbook). You must make sure the judges know the rules and requirements of the program, and what their role is. If a Cadet wants to speak in French, you will need three bilingual judges (the same judges all mark all the Cadets).
- At the Wing level, the host squadron finds judges and other officials, but the Provincial Coordinator offers some support in this task.
- At the Provincial level, the Provincial Coordinator finds the judges.

8. Do you have a file or an attachment of the rules/regulations for the judges? I would like to send the judges that ahead of time.

<http://aircadetleague.com/for-cadets-squadrons/contestcompetitions/effective-speaking-competition/effective-speaking-rules-regulations/>

<http://aircadetleague.com/for-cadets-squadrons/contestcompetitions/effective-speaking-competition/information-judges/>

9. Can a Toastmaster who has visited the squadron as a guest be a judge at the squadron competition?

- The short answer is yes, but the rules state that a judge should not be acquainted with any of the contestants, so if the Toastmaster has run the program for your squadron, or been a frequent guest speaker, they should be disqualified from judging. Judges should also not evaluate the same contestants twice in the same training year, which means that judges can only judge a one level of competition in each training year.

10. If am I am asking a police officer, what can I request as dress code? Or maybe the question is, how do I request him to come dressed in his uniform?

You might suggest that since the Cadets will be in uniform, it would be good for them to see him (her?) in uniform too.

11. Do you have another list of impromptu topics for us to choose from? I have the same one in a binder from years gone by.

When I need new impromptu topics, I just look on the internet (type "impromptu speech topics" into your search engine, and voila! hundred pop up).

12. Questions about the ACC54

- (a) Where do I get this form?
- (b) Should this form be used for the local competition?
- (c) When are the application forms due?

- The ACC54 is found on the national Air Cadet League website.

<http://aircadetleague.com/en/documents/acc54e.pdf>

- This form is used for all levels of competition. The form must be signed by the CO, the Chair of the SSC, the Cadet and a parent or guardian. Please make sure that each signatory knows what it is they are agreeing to when they sign. Cadets moving on to the next level of competition bring their forms with them. Other Cadets can have their form added to their permanent file (maintained by the AdminO). The Provincial Coordinator usually asks for a scan of the form before the Wing competition – to check for errors and also to get the correct spelling of the Cadet's name for the certificates.

13. If Cadets teach effective speaking in the Squadron, are they still allowed to compete?

- yes

14. Are times slotted for each Cadet, or are they all supposed to show up at the same time and stay for the entire duration of the competition?

- The Cadets all arrive at least 30 minutes before the start of competition, so that they can be briefed on the rules and procedures, forms can be checked, speaking order can be determined, etc. All Cadets are in the audience during the Prepared Speech section of the competition. If there are extenuating circumstances, a Cadet who arrives late will still be allowed to compete, as long as he or she arrives and is seated before the last speaker has finished their Prepared speech. During the Impromptu Speech section, competitors are sequestered until their turn to speak, and then they take their seats in the audience to hear the remaining speakers. Winners are announced and certificates, pins, and medals are awarded at the end of the competition, and Cadets are expected to stay until the end of these proceedings, unless there are extenuating circumstances.

15. Do the marks from the Wing Competition carry over to the Provincial competition?

- Each level of competition is judged and marked afresh. There is no carry-over of marks from one level to the next.

16. How many minutes do the Cadets get to prepare their impromptu speech?

- The Cadets get three minutes from the time they first see the impromptu question, until they have to give their speech.

17. When does the timing start? When does the timing end?

- Rule 48 in the National Effective Speaking handbook states: "Speeches are to be timed from the first word spoken from the contestant, which includes the greeting or salutation." Timing ends when the Cadet has indicated in some way that the speech is over. Rule 48 goes on to state: "Should the contestant be unable to complete their prepared or impromptu speech, it will be marked up to the point where the Cadet stops their speech." This usually means that the Cadet has left the stage. If the contestant is just taking an extra long time to remember the speech, and does not leave the stage, timing continues.

18. It does give some instruction in the handbook but I wanted to clarify the salutation that the cadets are to open with when they present their speeches (prepared and impromptu). I just want to make sure they have the correct process for success.

- As it says in the national Handbook, there is no correct form of address, although we do encourage competitors to address the audience. I've seen all the possibilities mentioned in the Handbook (and others).
- I think the Cadets need to be comfortable and confident. If they think there is only one form of address, and they stress about forgetting it or getting it wrong, it sets them off on the wrong foot for the entire speech. In addition, if they have memorised a particular formula, it may not apply to the situation. For instance, I've seen Cadets say "good evening" when the competition is in the morning or afternoon, or "Madam Chair" when the MC was male.
- Judges probably won't mark them down for not using a salutation (they are told in their briefing that a salutation is not mandatory), but they will be more likely to mark down one with mistakes in it such as mentioned above.

19. How should the Cadets introduce themselves in their speeches?

- To make the competition as fair as possible, the judges and the competitors should not know each other, and not be introduced to each other before all have spoken. Thus, the MC will introduce each competitor by the order of speaking and the speech topic. For example, the MC will say "speaker number one, 'How to do CPR', 'How to do CPR', speaker number one", and so on. In order to maintain this anonymity, the Cadet should NOT introduce him- or herself in the course of the speech. In addition, since the MC has told the audience the topic, it is unnecessary for the Cadet to say "I will be speaking to you on the topic of how to do CPR".

19. Is there a grouping in the competition for junior and senior Cadets, or do they all compete against one another across the board?

There is no division into junior and senior levels. All the Cadets compete against each other regardless of rank or age. We have found in the past that the age or rank of a Cadet has little bearing on his or her placement at competition. Previous experience in public speaking can be of help, but it mostly comes down to how hard the Cadet is willing to work.

Sample Lesson Plans

These lesson plans are just suggestions – please refine and adapt them to your own situation and comfort level. They consist of A - the basic lessons; B - how to use guest speakers at your practice sessions; C - how to use the DVD's of previous Wing Competitions in a practice session.

A – This set combines more formal lessons on most aspects of effective speaking, with the practice time necessary for the Cadets to perfect their speeches.

(Note: these plans cover 13 two-hour sessions. If your timing is different, adapt the lessons to suit. Many can be combined, e.g., all the types of speeches can be covered in one session, Parts 1 and 2 of Body or of Mechanics.)

Session I: Introduction to course and participants

(at an appropriate time in the conversation, roughly half-way through your allotted time, break for snacks)

1. Welcome everyone. Introduce yourself, and then invite the Cadets to introduce themselves, using your introduction as a model. Ask guests who might be present to introduce themselves.
2. Explain the lesson format. Make it clear that while some Cadets have more experience at effective speaking than others, we are all in this together, to learn from and to help each other. Also make it clear that the Cadets will be measuring their progress or accomplishments against themselves and not each other.
3. Enumerate and explain the roles the Cadets will play in each session. (Chair, Evaluators, Impromptu Chair, Timers, Speakers.)

Roles the Cadets can take

(a) Chair: After the Coach opens each session the Chair takes over to introduce and thank the speakers, direct the timer and evaluator, and preside over the discussion at the end of each speech.

(b) Timer(s): One or two cadets will time (with stopwatch, clock or other device) the speech and indicate (by lights, time cards or other means) when the speech is at minimum, middle and maximum of allotted time.

(c) Evaluator: will provide written comments for each speech for the Cadets to take home to help them work on their speech and delivery. In addition, it is a good idea for a brief round-the-table oral evaluation by each of the Cadets.

(d) Impromptu Chair: Will bring impromptu topics each week and chair just that segment of the program.

(e) Speakers: Must come prepared to give their long speech. If they have nothing prepared, they can be given a topic to speak on. (f) Other roles can be assigned, for example, using the Toastmasters' models of "ah" counter, grammarian, inspiration, etc.

4. Lead a discussion on the difference between "public" speaking and "effective" speaking. Allow time for reflection, brainstorming, consensus. Make sure everyone has a chance to contribute.
5. Ask Cadets (and any guests) to tell what they hope the course will accomplish, why they are taking it, etc. Respond to all the suggestions or aspirations in a positive way. Make sure everyone has a chance to contribute.
6. Go into detail about roles, procedures (salutations, handshakes, thanks, applause, etc.), house-keeping (attendance, punctuality). Go over the timetable – dates of sessions, dates of competitions (if known) – and explain any gaps in the schedule (stand-down for Christmas, etc.)
7. Discuss rules for the sessions and for the speeches. These will include:
 - (a) Respect for each other, as well as for the physical space (especially important if the lesson takes place in a borrowed classroom or community centre room).
 - (b) Acceptable language, both in the classroom and the speeches.
 - (c) Acceptable techniques for critiquing each other.
8. Discuss rules for competition (found on website – a handout is helpful). These include
 - (a) The competition is based on two speeches by each contestant: a prepared speech and an impromptu speech. The contestants will be ranked based on the total scores of both speeches.
 - (b) Each contestant shall prepare his/her own oration. The contestant may receive advice in its preparation; however, they may make changes or improvements in the oration at any time during the competition.
 - (c) No visual aids, props, gimmicks or the assistance of persons may be used by contestants. (A gimmick is any device/stunt or person used to attract attention, e.g. clothing/costume props, singing a song, using taped music in the background, leading a cheer or chant, etc. Quotations are acceptable to use.)
8. Answer any questions from Cadets or guests.
9. Briefly describe mind-mapping and other ways of generating content. Give Cadets the task of preparing a three-minute speech for next time (on the topic of their choice).
10. Before end of session, assign roles for next session. (NCOIC can keep track of these, and contact Cadets with a reminder prior to next session.)

Session II – Deciding on a topic and generating ideas

1. Introduce this year's topics for the prepared speech portion of the competition.
2. Brainstorm on how one goes about choosing a topic. Take each topic in turn, discuss the kinds of speeches each is suited for (this is a foretaste of the discussion on types of speeches to come in a later session), the interesting slants that could be put on each one, what would go into researching each one, etc.
3. Prepared speeches as assigned last session. Each Cadet will present a speech. The Cadet assigned to be Chair will introduce each speaker, the timers and evaluators will perform their functions.

(This is usually an appropriate time for snack break – do this for all the following sessions)

4. Discuss the difference between prepared and impromptu speeches. Discuss the different techniques the Cadets can use for ensuring success in this section.
5. Impromptu speeches.

The impromptu chair should bring topics each week, but a little prompting by the coach may be necessary at first. Sample topics are: A day in my life. A sense of humour is essential. Children should not watch television. Cities are for people not cars. Colour affects the way people feel. Convince your principal to give students their birthdays off of school. Convince us that homework is harmful to your health. Dogs are better than cats. Growing up, what were your favourite toys to play with as a child? How to spend a rainy day. If you could be any super hero and have super powers, which one would you like to have and why? My favourite day of the year. My three favourite animals. My favourite book. My biggest concern for the future is...

5. Just before closing, assign roles for next week.

Session III – Components of an effective speech

Components of an effective speech -- in-depth discussions: The Cadets should be using the information learned during these sessions to improve their speeches from week to week. Many of these topics will be discussed somewhat as the Cadets and coach critique each speaker each week. However, the in-depth discussions in later sessions are intended to provide a frame-work for the Cadets to take forward to all of their future public speaking experiences.

1. Brainstorm ideas of what makes an effective speech. (Make sure answers include, in some form, content, organization, mechanics and style.)
2. Briefly discuss what we mean by each of content, organization, mechanics and style. Mention that these will be discussed in more detail in future sessions.
3. Prepared speeches.

The Cadets will either all present their prepared speeches each week, or a small number will present from week to week, with the coach making sure that each Cadet has the same number of chances to present. From here on, the prepared speeches should be on the competition topics; Cadets may already have chosen a topic, or they can try out a few if unsure of which one they want to take to competition.

4. Impromptu speeches.
5. Assignment of roles for next session and closing.

Session IV – Speech to Inform

This type and those discussed in future sessions can all be found on the website or in the manual under "guide for speech".

1. The purpose of this kind of speech is to impart a body of knowledge. Discuss when it is appropriate to use this kind of speech.

Careful preparation is essential - keep your purpose clearly in mind before you commence preparation. Have the needs and background of the audience in mind when you prepare and keep the explanation simple when you deliver the speech. Watch your audience carefully for a reaction. If people are not understanding -- and you can usually tell -- be prepared to slow down, rearrange, simplify, omit or repeat in order to achieve your objective of audience understanding. Do not attempt to give too much information and avoid lengthy use of statistics or other data which is more suitably presented in written rather than oral form.

2. Prepared speeches
3. Impromptu speeches
4. Assignments for next session and closing.

Session V – Speech to Persuade

- 1 The purpose of this speech is to sway the audience to your point of view, to convince the audience of the rightness of your argument. The most common use of this type of speech is in debates. Discuss where else this type of speech may be appropriate.

Research your material completely and find evidence, other than your own opinion, to support the points you are making. Rely on reason, logic, and evidence rather than emotion alone to persuade your audience. Find authorities - experts in the field you are discussing who support your point of view. Your concern on all occasions should be "the truth". If you believe in a cause and want to persuade others to agree with you, avoid distortions, misquotations, evidence and quotations taken out of context or anything else which detracts from the honesty and sincerity with which the speech is to be delivered.

If there is time, have a discussion on speech to inspire.

2. Prepared speeches
3. Impromptu speeches
4. Assignments for next session and closing

Session VI – Speech to Entertain

1. The purpose of this speech is to please or amuse the audience. Discuss when this type of speech may be appropriate. Discuss ways to incorporate elements of this type of speech into the other types of speeches.

Entertaining speeches require the same detail of preparation as others. One can be humorous and entertaining while still having a serious, worthwhile message. Humour used should be relevant and suited to the audience. You can entertain just as well with a witty choice of words and style of presentation as with a joke. Wit can be used effectively in almost any kind of speech. Be careful with sarcasm, there is a fine line between sarcasm which is humorous and sarcasm which is insulting and/or condescending.

2. Prepared speeches
3. Impromptu speeches
4. Assignments for next session and closing

Session VII – The Introduction

1. Brainstorm what makes a good introduction.
2. These insights may come up in the brainstorming. Make sure all are covered by the end of your discussion.

Your introduction can be used to gain attention, give attention, give a favourable impression of yourself, create the right state of mind in your listeners, lead into the subject, state the central idea or indicate the division to be developed. You may wish to:

- (a) Explain the terms being used and offer qualifications / limitations when needed;*
 - (b) Begin with a personal experience designed to identify with the listeners;*
 - (c) Ask a question or series of questions;*
 - (d) State a relevant quotation;*
 - (e) Challenge your audience with a startling statement;*
 - (f) Amuse your audience; and*
 - (g) Some or all of the above.*
3. Prepared speeches
 4. Impromptu speeches
 5. Assignments for next time and closing.

Session VIII - The Body (Part 1)

1. The most important part of the speech is the body. How you structure the body depends on your purpose. Are you trying to entertain, to persuade, or to inform? There are seven structures that you should consider:
 - (a) Logical or topical;
 - (b) Chronological;
 - (c) Spatial;
 - (d) Classification;
 - (e) Problem - Solution;
 - (f) Cause - Effect; and
 - (g) Any combination of the above.

2. Discuss the first three types of structure, giving examples if necessary, but encouraging the Cadets themselves to provide their understanding of what these are. For each type of structure, have the Cadets think of an example.

Logical or Topical Order

Logical or topical organization is one of the most common patterns. It is especially useful for informative and entertainment speeches. This pattern is used when you have several ideas to present and one idea seems naturally to precede the other. (example: a speech on the benefits of exercise)

Chronological Order

Another word for chronological is time. The pattern of chronological order organizes by using time sequence as a framework. This type of pattern is useful in informative speeches or in persuasive speeches which require background information on a problem or issue. (example: A speech on the history of baseball.)

Chronological order is also useful for a process or demonstration speech. Each of these speeches involves explanation of how to do something. In a process speech, you explain but actually do not show how to do what you are explaining. In a demonstration, you explain by showing. For the demonstration to make sense, you must follow the order in which things are done.

Spatial Order

Spatial order involves physical space. If you were to describe your classroom, you might describe what is found in the front of the room, the back, the sides, and the centre. Spatial order is often used in informative speeches and, depending upon the topic, it is appropriate for entertainment speeches. (example: On television, the national weather report is usually given according to regions of the country. A weather reporter does not randomly skip from one city to another.)

3. Prepared Speeches

4. Impromptu Speeches

5. Assignments and closing

Session IX – The Body (Part 2)

1. Discuss the second three types of structure, giving examples if necessary, but encouraging the Cadets themselves to provide their understanding of what these are. For each type of structure, have the Cadets think of an example.

Classification Order

Classification order requires you to put things into categories or classes. Students are distinguished by their year in school. This is a type of classification. The example of describing the rooms in the school according to their purpose was a type of classification. This pattern is useful for all three speech purposes. Solutions to problems can be categorized according to type. Information is easily given by classifying ideas. This lesson, for example, uses a classification system to explain organizational patterns

Problem-Solution Order

Most often speakers use problem-solution order for persuasive speeches. The first part of such a speech outlines a problem, and the second part gives a solution. Within a problem-solution pattern you will find other types of organization. The problem section of the speech might be organized using a logical sequence. The solution stage could involve classification. As a persuader, you would select one solution and present arguments for why it is the best option. A speech about the decline of educational quality would include a section outlining the problems in schools, and the next section would suggest ways to solve them.

Cause-Effect Order

The cause-effect pattern, like the problem-solution pattern, has two parts. The first describes the cause of a problem and the second its effects. You could organize a speech on toxic waste pollution by using a cause-effect pattern. The first part of the speech might explain how and why toxic wastes cause environmental damage. The second part would discuss the effects of toxic wastes on property and health. As with the problem-solution speech, other forms of organization are usually incorporated into the major sections.

2. Prepared Speeches
3. Impromptu Speeches
4. Assignments and Closing

Session X – The Conclusion

1. The conclusion should end the speech on a high note and should, as much as possible, relate back to the introduction. Brainstorm with Cadets what makes a good conclusion.

During the conclusion, you should:

- (a) *Make the audience aware that the speech is drawing to a close;*
 - (b) *Leave no doubt in your audience's mind about the concept or process you are trying to explain, the belief you have tried to establish, or the action you wish the audience to take;*
 - (c) *Leave the audience with something to remember.*
2. Prepared Speeches
3. Impromptu Speeches
4. Assignments and Closing

Session XI – Mechanics (Part 1)

1. The term "mechanics" refers to the physical mannerisms of the speaker and his or her voice. How your body moves, what you look at and how you modulate your voice can drastically alter the impact of your speech.
2. Brainstorm some of the components of mechanics. Ensure that the following are mentioned: stance, appearance, eye contact, volume, pace (including pauses), facial expression, gestures, nervousness, use of notes.
3. This session will concentrate on stance, appearance, eye contact and volume:

Stance

Stand firmly on two feet - do not lean, slouch or tilt. Avoid leaning on chairs, tables, etc.

Hands out of the pockets, moving them for useful and effective gesturing when necessary.

Use of a lectern - use only when you have to rely on notes. Avoid its use when possible by moving it away or stepping in front of it.

Appearance

Dress neatly. Appearance and dress can influence your audience no matter who is in attendance. All contestants will wear C-2 Standard Duty Dress with no accoutrements (i.e. lanyard, white belt, gaiters, etc.) to be worn.

Eye Contact

Do not look at only one or two people or only at one side of your audience. Yours eyes should constantly rove over the entire group. Watch the audience carefully for reactions - you should be able to easily detect boredom, lack of understanding, interest or annoyance. Do not keep you eyes glued to notes or read notes at length - this is a certain way to lose the attention of your audience.

Volume

Speak loudly enough for all to clearly hear. Do not be afraid to use extra volume to emphasize, but lowering your voice to barely a whisper can be effective as a technique for emphasis, providing you have the full attention of your audience to start with. In general, vary the volume according to what you want to stress.

2. Prepared Speeches
3. Impromptu Speeches
4. Assignments and closing.

Session XII – Mechanics (Part 2)

1. This session will concentrate on pace of speaking, including pauses,

Pace of Speaking

Strive for a good rhythm. Avoid speaking too fast or too slowly. Use pauses to emphasize something. The pause can be in the middle or at the end of a sentence. Practice the effective use of pauses and listen to the way good speakers use them.

Facial Expression

You can do a great deal with your eyes and smile; a smile early in your speech can do wonders. Set the mood of your talk or parts of it with the way you look at the audience.

Gestures

Emphasis and expression with the hands is another technique. A few, careful, non-offensive gestures may enhance a speech provided they are purposeful and pertinent to the point the speaker is attempting to make. Overuse will simply detract from the speech.

Instinctive conversational gestures may reduce the presentation from a speech to a chat. The posture of a good speaker is generally erect, with hands to the sides or in front, or even to the sides of the podium. Only rarely and for good effect should gestures be included. Any gestures used should be relevant, non-mechanical, non-repetitive and varied. They should never be distracting or annoying.

Nervousness may be reduced or controlled by:

- (a) Knowing what you are going to say. Thorough preparation reduces nervousness; (b) Memorizing your opening words;*
- (c) Taking a few deep breaths before standing to speak.*
- (d) Looking at your audience - avoiding their eyes causes nervousness buildup;*
- (e) Knowing your audience in advance. Talking to them informally and socially if possible before you begin; and*
- (f) Relaxing in the knowledge that every speaker is nervous.*

Notes

Do not use cumbersome, distracting sheets of paper, small cards are recommended. If you do not use a podium, do not hold cards low or rest them on a table. Do not worry about people knowing that you need to rely on notes - it is better for your head to be up so that your voice can carry.

2. Prepared Speeches
3. Impromptu Speeches
4. Assignments and Closing

Session XIII – Style

1. Brainstorm with the Cadets about what style might be, and what some of its elements might be.

Style is a difficult thing to describe. Style involves elements of content and speech mechanics, but there is more to it. Let's suppose two people are given an outline of a speech and both are good speakers, aware of good speech mechanics. Let's say that both give a good speech, likely the speech would be different. A large part of this difference would be style. Style includes such elements as:

Humour and Wit

Entertaining speeches require careful preparation. One can be humorous and entertaining and still have a serious and worthwhile message. Keep your humour relevant and suited to the audience. You can entertain just as well with a witty choice of words, and style of presentation as with a joke.

Spontaneity

Do not feel you have to keep to a carefully prepared script. If new and relevant thoughts occur, you can make use of them. The speaker should try to be sensitive to the mood of the audience and try to modify his or her presentation to get a positive reaction from the audience.

Suitability of Language

The language used should be appropriate for the age and experience of the audience and suitable for the topic.

Originality

The treatment of the subject and the technique of presentation should be original.

Poise

Be relaxed, comfortable, self-assured, and in control.

2. Discuss with the Cadets the various styles they display in their presentations. By this time, all of them would have had many chances to speak, and to critique each other. This will be a chance to fine-tune their speeches for the competition.
3. Prepared Speeches
4. Impromptu Speeches
5. If this is the final session, it is a good time to have a "party" (extended break or at the end of the session) to celebrate their hard work and accomplishments.

B – Using guest speakers.

Examples of people to invite include preachers, priests and ministers; school teachers and principals or college professors; lawyers and judges; mayor, city councillors, MLA or other politicians; lawyers and judges; tv or radio personalities. You can ask them to speak about a particular aspect of public speaking, give tips on how they prepare, overcome nervousness, etc.

You can invite one speaker for a single session, or you can have a series of guest speakers as the format for your whole program.

Make sure when you invited guests speakers that they are aware of how long you want them to speak, what you would like them to speak about, and that they are invited to give some comments to the Cadets on their speeches.

1. Introduce the guest speaker.
 2. Guest speaks on topic decided upon for the evening.
 3. Have a Cadet thank the guest.
 4. Take a break with snacks.
 5. Cadets take turns giving their prepared speeches, followed by an evaluation by the guest speaker.
There will probably only be time for one or two prepared speeches per session.
 6. Cadets take turns giving impromptu speeches, followed by evaluation by guest speaker.
 7. End of session. Be sure to thank guest speaker once again.
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C. – Using DVD of previous Provincial Competitions

A very useful tool is the DVD of a previous provincial (or national) competition, if your provincial committee tapes these competitions. In BC, contact the provincial effective speaking coordinator or BCPC to obtain one free of charge. If you have time to preview the DVD, you can select the speeches you wish to show at your session. A good number is two prepared speeches and two impromptu speeches. The lesson also works if the speeches are just chosen at random.

1. You will need a computer and projector (it is really awkward for more than two people to try to watch the video on one computer screen), or you can share the file if Cadets have their own tablets or other devices.
2. Play the prepared speeches you have chosen One at a time with questions between, or one after the other, with questions to follow. The Cadets now have the opportunity to critique these speeches. Make sure everyone has a chance to contribute. The following questions could start (or guide) the discussion; these are just examples, there are many other questions that could be raised about the prepared speeches
 - (a) How was speaker's body language, confidence, eye contact, use of gesture, voice, etc.?
 - (b) Did the speaker stay on topic?
 - (c) What did you think of the introduction? the conclusion?
 - (d) What type of speech was this? (to inform, to persuade, to inspire, to entertain?)
 - (e) Did the speaker accomplish this purpose? If yes, what were the elements that contributed to the success of the speech? If not, what should the speaker have done to improve the result?
 - (f) How helpful was the use of examples/metaphors/humour?
 - (g) Did the speaker use notes or memorise the speech? Was this helpful or not?
 - (h) If you were judging the two speeches, how would you place them in relation to each other?
 - (i) What can you learn for your own performance from the way these speakers delivered their speeches?
3. Play the impromptu speeches you have chosen. The Cadets then can have the opportunity to critique these speeches as well. In addition, since there is a much higher likelihood of the speaker being flustered or nervous, there are some helpful lessons to be learned specifically for the impromptu speech:
 - (a) if the speech has gone well – how did the speaker maintain composure?
 - (b) If the speech has gone badly – at what point in the speech did things go wrong? what could the speaker have done to save the situation upon realizing that he or she was having a meltdown? what could the speaker have done to prevent the meltdown from occurring in the first place?
4. If there is time, just for fun, have your Cadets give alternate answers to the impromptu question.