



10 Writing and Delivering Speeches

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Activity 1: Speech Topics

Purpose

To explore interests and activities for possible speech topics

Instructions

1. Answer the following questions with as much detail as you can.
 - a) What news stories in the past year have been of interest to you?
 - b) What are your favourite books?
 - c) What magazines do you read regularly?
 - d) What magazines interest you even if you do not find time to read them regularly?
 - e) What local events have fascinated you?
 - f) What makes your family interesting, unusual, or unique?
 - g) What travel experiences have you had?
 - h) What activities do you participate in regularly?
 - i) What activities would you like to participate in but time or cost prohibits you?
 - j) What volunteer or service learning experiences have you had?
 - k) What jobs have you had?
 - l) List all the hobbies you have, even if you don't have as much time for them as you would like.
 - m) What other hobbies have you pursued and been active in in the past?
 - n) What spiritual beliefs do you hold?
 - o) What beliefs do you hold with great intensity? (vegetarianism, world population, anti-materialism, pro or anti-military, environmentalist)
 - p) What activities do you regularly engage in? (Think of the mundane as well as the special: grocery shopping, car repairs, fitness centre)
 - q) What awards have you ever received?
 - r) What probably makes you different from almost everyone in the class?
 - s) What common interests do you think you have with most everyone else in the class?
 - t) What experiences have you had as a teen or child that many people didn't have?
2. Now, look over your lists. Which of these topics could become speech topics? List at least five potential topics.

To inform

To persuade

To entertain

It might be helpful to show your answers and your lists to a few classmates. Ask them to put a star beside topics about which they would like to hear you speak.

Activity 2: Connecting Types of Statements

Purpose

To ascertain the correlation between general purposes, purpose statements, and thesis statements

Instructions

1. For each purpose statement, tell the general purpose of the speech (inform, persuade, entertain).
2. Then, construct a possible thesis for that speech.

Purpose Statements

1. After hearing my speech, audience members will be able to describe five characteristics of the US federal income tax.

This purpose statement is probably for a speech to

A possible thesis statement would be:

2. After hearing my speech on the top four reasons to participate in karaoke singing, the audience will join me in a sing-a-long.

This purpose statement is probably for a speech to

A possible thesis statement would be:

3. At the conclusion of my speech on the importance of corresponding with government officials, at least 15 audience members will pick up envelopes addressed to their Congressional representatives and write each a letter.

This purpose statement is probably for a speech to

A possible thesis statement would be:

4. After my presentation, audience members will understand four ways to be kind to the environment and be able to recite and explain the phrase: "Reuse, reduce, make do, go without."

This purpose statement is probably for a speech to

A possible thesis statement would be:

5. Throughout my speech, I want my audience to laugh often and loudly and know that we Swedes have a sense of humour.

This purpose statement is probably for a speech to

A possible thesis statement would be:

6. By the end of the week after hearing my speech, at least 50 per cent of audience members will go to human resources and sign up for disability insurance.

This purpose statement is probably for a speech to

A possible thesis statement would be:

7. After hearing my speech on what a mill levy is, students will be able to define a mill levy and explain the importance of the mill levy to their own education.

This purpose statement is probably for a speech to

A possible thesis statement would be:

8. After hearing my speech on the need for bone marrow donors to be registered in the national registry, all students will be able to describe the need and use for bone marrow and at least five will pick up registry forms and information.

This purpose statement is probably for a speech to

A possible thesis statement would be:

Activity 3: Assessing Purpose Statements

Purpose

To identify well and poorly written purpose statements

Instructions: Part I

1. For each of these purpose statements, tell whether it is

A = a well-stated purpose statement

B = not receiver-oriented

C = not specific enough

D = not realistic

2. Rewrite any purpose statements that you marked B, C, or D, and correct the problem.

- ___ 1. At the conclusion of my speech, each member of the audience will purchase a package of Intergalactic Cheesecake.
- ___ 2. When I finish speaking, audience members will be better informed about P90X workouts.
- ___ 3. At the end of my speech, the audience will know something about fat content of foods.
- ___ 4. When my presentation concludes, audience members will be able to cite five reasons for not allowing military recruiters in the high schools.
- ___ 5. At the conclusion of my speech, 50 per cent of the audience given an exit survey will indicate that they plan to vote for my candidate.
- ___ 6. At the conclusion of my speech, a lot of the audience will prefer the idea of adoption rather than abortion.
- ___ 7. After my presentation, 60 per cent of the students will be able to list at least three arguments for and three arguments against interracial adoption.
- ___ 8. By the time I finish speaking, audience members will be able to identify five sources of support for families who have a member with Alzheimer's disease.

Instructions: Part II

For each of the following outlines, write a possible thesis statement.

Example:

Topic: Economic well-being

Major points: I. pays off credit cards
II. Participate in company retirement plans
III. Create cash reserves

Possible thesis: *Ensure your economic well-being by paying off credit cards, joining retirement plans, and creating a cash reserve.*

1. Topic: Martial arts training

Major points: I. Mental benefits
II. Physical benefits
III. Safety benefits

Possible thesis:

2. Topic: Child care dilemmas

Major points: I. Costs for parents
II. Trust and safety for child
III. Location and transportation

Possible thesis:

3. Topic: Aromatherapy

Major points: I. Definition
II. Possible advantages
III. Possible disadvantages

Possible thesis:

4. Topic: Levels of political action

Major points: I. Vote
II. Letters to representatives
III. Run for office

Possible thesis:

5. Topic: Investment strategies for college students

Major points: I. Stocks
II. Bonds
III. Mutual funds

Possible thesis:

6. Topic: Taking your general electives at community colleges
Major points: I. Lower cost
II. Smaller classes (individual attention)
III. Transferability
Possible thesis:
7. Topic: Tattooing around the world
Major points: I. Historical records of tattoos
II. Reasons for tattoos
III. Methods of tattooing
Possible thesis:
8. Topic: Service learning on college campuses
Major points: I. Origin
II. Benefits for students
III. Benefits for community
Possible thesis:

Activity 4: Parallel Wording and Format

Purpose

To practise parallel wording for outlines

Instructions: Part I

Rewrite each of the following main points in a parallel fashion.

Example:

The family of the twenty-first century will probably have experienced divorce.
Twenty-first-century families may have children through increased fertility technology.
More families in the next century will be interracial.

Rewritten in parallel form:

Twenty-first-century families will likely be divided by divorce.
Twenty-first-century families will likely be expanded by fertility technology.
Twenty-first-century families will likely be enriched by interracial connections.

1. You should never leave your car doors unlocked.
Be sure to carry a flashlight and flares.
Don't ever travel without adequate pre-trip maintenance to your vehicle.

Rewritten in parallel form:

2. Future goals for humankind should be to end warfare and violence.
To survive, the world needs to understand and build a global community to prevent famine.
The environment is the greatest concern of this century.

Rewritten in parallel form:

3. Education must include fluency in several languages.
Without computer skills, there is no point in other education.
The whole point of any education is to learn how to learn.

Rewritten in parallel form:

Instructions: Part II

1. Read the sentences below and figure out which is the thesis statement.
2. Write that sentence on the line indicated.
3. Now, put the remaining sentences in correct outline form.

Community agencies gain stronger connections with college resources and personnel.
Service Learning benefits faculty and classrooms.
Service Learning benefits students, the community, and faculty.
Students discover the correlation between theory and practice.
Service Learning benefits students academically and personally.
Students return to the classroom and provide faculty and other students with real-life examples.
Service Learning benefits community agencies.
Students bring enthusiasm, talents, and hours of service to agencies.
Faculty members become aware of new areas for research and societal connections to academic areas.
Students develop networks for personal interests and possible career choices.

Thesis statement: _____

Outline:

Activity 5: Introductions

Purpose

To identify various types of introductory techniques

Instructions

1. Read each of the introductory statements below.
2. For each, identify the type of introductory technique being used.
3. Write the type of technique on the line. If you think the statement is a combination of two techniques, write both on the line.

Techniques:

Refer to the audience	Ask a question
Refer to the relationship between audience and subject	Tell an anecdote
Refer to something familiar to the audience	Use a quotation
Cite a startling fact or opinion	Tell a joke

- a) “If I were an American and you were an American audience, I would probably begin my speech with a joke. If I were Japanese speaking to a Japanese audience, I would probably begin with an apology. Since I am neither American nor Japanese, I will begin with an apology for not telling a joke.” —R. Moran

Introductory technique:

- b) Today is a very special day in the lives of these young people seated before us. It is a day they will always refer to as their graduation day.

Introductory technique:

- c) William Butler Yeats said, “Education is not filling a bucket but lighting a fire.” These words give us much to ponder tonight as we debate the future of this educational institution.

Introductory technique:

- d) The number one fear of most Americans is public speaking! That’s right. In surveys of Americans, the fear of public speaking even ranked above the fear of dying.

Introductory technique:

- e) As I begin my after-dinner speech tonight, I'd like to ask: How many of you know the fat content or number of grams of fat in the meal we just ate together?

Introductory technique:

6. On September 11, 2001, the world mourned for the 3,000 people killed in the terrorist attacks on our country. That same day, over 30,000 people died of preventable causes. These 30,000 people didn't have 24-hour television coverage to talk about the causes of their deaths. They weren't the subjects of statements by powerful political figures. Donors didn't spring into action to meet their needs. That day and every day since, 30,000 children die of diseases for which we have vaccinations and hunger.

Introductory technique:

Activity 6: Supporting Materials

Purpose

To identify and classify types of supporting materials.

Instructions: Part I

Match each selection with its correct label.

examples
descriptions
definitions

analogies
anecdotes
statistics

- _____ 1. \$35 provides clean water for 40 refugees. \$100 provides antibiotics for 40 wounded children. \$500 provides 1,000 people with emergency sanitation materials.
- _____ 2. Sleeping sickness is transmitted from person to person by the tsetse fly with devastating effects. Once infected, victims become feverish and weak and their thinking is distorted. They are literally overcome by sleep, losing all control over sleeping and waking cycles. Eventually, sleep turns into coma, coma to death.
- _____ 3. Doctors Without Borders responds to natural disasters. In November 1995, North Korea was hit with severe floods followed closely by subzero weather. Doctors Without Borders provided emergency medical supplies and care, supplementary nutrition, and health kits. In Pakistan and Bangladesh, similar assistance was provided.
- _____ 4. Sleeping sickness is like a silent killer.
- _____ 5. When the blizzard of '96 struck the east coast, Dr Evan Lee couldn't get to work at his Boston hospital. Not because of the snow—but because he was in Uganda, eradicating the deadly “sleeping sickness” as a Doctors Without Borders volunteer.
- _____ 6. Yellow fever is a lethal, mosquito-borne virus that causes death by massive bleeding from the eyes, nose, mouth, bladder, and other organs.

(Information from the Doctors Without Borders/Médecins Sans Frontières Newsletter, March 1996.)

Instructions: Part II

For each of the following, determine what types of supporting material you would need and give reasons for your choices.

1. A speech to persuade classmates to donate to your favourite charity

Types of supporting material I'd want to use:

Reasons:

2. A speech to explain differences between Van Gogh's and Rembrandt's styles

Types of supporting material I'd want to use:

Reasons:

3. A speech to describe the advantages and disadvantages of using computers to create sets for films rather than constructing life-size sets

Types of supporting material I'd want to use:

Reasons:

4. A speech to convince classmates to listen to your favourite type of music

Types of supporting material I'd want to use:

Reasons:

5. A speech to help classmates understand the different types of vegetarian lifestyles

Types of supporting material I'd want to use:

Reasons:

6. A speech to help classmates understand the prerequisites for medical school

Types of supporting material I'd want to use:

Reasons:

Name _____

Activity 7: Visuals

Purpose

To practise constructing various types of visuals

Instructions: Part I

Practise creating and displaying appropriate visual aids by completing the following:

1. Make a bar chart to show the number of males and females in your class.
2. Make a column chart to show the number of students in each age category.
3. Make either a bar or column chart to show the number of students classified as first-year, second-year, etc.
4. Make a word chart to show the majors of students in the class.
5. Make a pie chart showing the primary reasons students take this class.

Instructions: Part II

Use the following information to create a line graph.

Announced layoffs from major corporations (*Newsweek*, 26 February 1996):

AT&T 1/96: 40,000
Boeing 2/93: 28,000
Chemical/Chase Manhattan 8/95: 12,000
Delta Air Lines 4/94: 15,000
Digital Equipment 5/94: 20,000
GTE 1/94: 17,000
IBM 7/93: 60,000
Nynex 1/94: 16,800
Sears 1/93: 50,000

Thousands of people laid off



Instructions: Part III

Create your own visual. You are writing a speech to convince the audience that every dollar counts when donated to Doctors Without Borders (www.doctorswithoutborders.org). Decide on the best type of visual aid to convey the following information and create it.

- \$35 supplies a basic suture kit to repair minor shrapnel wounds
- \$70 provides clean water for 85 refugees a day
- \$100 provides antibiotics to treat nearly 40 wounded children
- \$250 supplies 175 days of high-protein food for malnourished children
- \$500 brings emergency medical supplies to aid 2,500 refugees for a month

Name _____

Activity 8: Critique Sheet

Purpose

To critique a speech of a public figure (video)

Instructions

Browse through the large selection of famous speeches at <http://www.history.com/speeches>. Choose a topic of interest to you. While listening to the speech, fill in the critique sheet below.

Speaker's name:

Topic:

1. In my opinion, the strengths of the introduction were . . .
2. The speaker did/did not establish common ground with the audience by . . .
3. It seemed to me that the speech was/was not clearly organized because . . .
4. What I liked about the visual aids and supporting material was . . .
5. What I think would improve the visual aids and supporting material is . . .
6. An effective persuasive strategy and logical and emotional appeals were/were not evident by . . .
7. The speaker did/did not establish credibility by . . .
8. I think the strong points of the delivery were . . .
9. I think delivery would be improved by . . .
10. I think the best thing about the conclusion was . . .
11. Strengths and weaknesses of the conclusion were . . .
12. Overall, what I liked best about the presentation was . . .

Name _____

Activity 9: Self-Critique

Purpose

1. To review a video of your own speech to become aware of strengths and weaknesses
OR
2. To prepare your own speech and have a friend or family member perform the critique to avoid bias

Instructions

1. Videotape yourself as you give a speech.
2. Watch the whole video with sound, then watch a part of the video without sound and fill out the following.

My first reactions to seeing myself on this video were. . .

While watching myself without the sound, I noticed this about my . . .

- a) eye contact
- b) hands/gestures
- c) movement
- d) facial expression

The four things that I think I did well are . . .

- a)
- b)
- c)
- d)

Ways I could improve my presentation for this audience . . .

Activity 10: Creating Information Hunger

Purpose

To illustrate ways to create information hunger

Instructions

For each speech being prepared, list ways you could create information hunger by appealing to the physical, identity, social, or practical needs of that audience.

1. You are speaking to a high-risk group about the rising incidence of Hepatitis B. What needs would you appeal to? How?
2. You are speaking to a group of high school students about the risks of teen pregnancy. What needs would you appeal to? How?
3. You are speaking to co-workers about the changes in health care providers. What needs would you appeal to? How?
4. You are speaking to a group of expectant parents about how the choice of names for a child affects him or her for life. What needs would you appeal to? How?
5. You are speaking to a low-risk group about the rising incidence of AIDS. What needs would you appeal to? How?
6. You are speaking to an incoming group of first-year students about identity theft. What needs would you appeal to? How?
7. You are speaking to middle school (junior high) students on starting early to think about scholarship opportunities. What needs would you appeal to? How?
8. You are speaking to foreign students about the medical care/medical insurance situation in Canada. What needs would you appeal to? How?
9. You are speaking to members of a community group about your travel to a recent convention they financed for you. What needs would you appeal to? How?
10. You are speaking to employees about the need to be aware of what behaviours constitute sexual harassment. What needs would you appeal to? How?
11. You are speaking to a group of students about the new registration procedures being implemented. What needs would you appeal to? How?

Activity 11: Podcasting

Purpose

1. To explore emerging media forms
2. To evaluate public speech for quality

Instructions

Do you listen to podcasts? If you don't, maybe you should. There are hundreds of thousands of podcasts available at no cost, on every subject imaginable.

Go to a podcast hosting site, such as iTunes, and browse some of the available podcasts; then subscribe to one that interests you. Download three or four episodes and listen to them. Then turn to the box on pages 418–419 and review the tips for podcasting. What did the episodes you listened to do right? What could be improved?

Write a brief review of the podcast you listened to, focusing on the public-speaking element of the episodes (touch on the topic if you wish, but do so briefly). Would you encourage others to subscribe to this podcast? Why or why not? Your review should be 150 to 200 words in length. Post your review on your class blog or share it with members of your study group. For extra practice, try delivering your review as a short example of public speaking.

Activity 12: Visual Aids

Purpose

To identify the best visual aid for a given type of information

Instructions

Match the terms from Chapter 10 to the corresponding definitions. Then, in the table that follows, identify the kind of information best suited to each form of visual aid (e.g., a photograph is best suited to providing highly detailed, specific illustration).

Line chart	Illustrates the key qualities of an object
Word chart	Represents numeric values through the relative height/length of vertical rectangles
Number chart	Illustrates trends over time, the direction of a trend
Pie chart	Shows the distribution of parts of a whole
Bar chart	Lists terms in table form
Column chart	Represents numeric values through the relative height/length of horizontal rectangles
Diagram	Physically represents or exemplifies the object or idea under discussion
Model	Lists numerical data in table form

(Answers may be found on pages 430–432)

Visual Aid Format	Best applied to . . .
Line chart	
Word chart	
Number chart	
Pie chart	
Bar chart	
Column chart	
Diagram	
Model	

Activity 13: Thinking About TED

Purpose

1. To connect course concepts as exemplified in TED Talks
2. To map actual spoken presentations to the model for an effective speech

Instructions

In the “Additional Resources,” and in support materials for all the previous chapters, you will find a list of TED resources. Listen to some of the talks here, or some of the talks listed in the textbook itself. On page 412 in the textbook, Figure 10.1 visually represents the basic structure of a speech. Do you observe this structure in the TED Talks you’ve listened to? Is the structure clear and explicit or is it subtle and implied? How does the way the speaker sets up a TED Talk affect your experience of the presentation?

Activity 14: Down with PowerPoint

Purpose

1. To think critically about a communication tool or technique
2. To practise interpersonal communication skills
3. To practise written communication

Instructions

As the box on pages 434–435 demonstrates, there are several great alternatives to PowerPoint. Still, many people are reluctant to switch from PowerPoint for a variety of reasons. Interview three or four of your instructors from this term or past terms. What do they think of PowerPoint as a tool to support their teaching? What other software have they considered, if any? Why do they use PowerPoint (if they do), or other software (if they do)? Write about your conversations as a post for your course blog/forum or as an article for your campus paper.

Activity 15: An Audience Analysis

Purpose

1. To practise doing audience analysis
2. To connect the theory of audiences to an actual audience

Instructions

As your textbook suggests, professional communicators like speech writers and public relations practitioners must do audience analyses regularly. If you haven't done one yet, now's the time to start. Following the subheads beginning on page 437, analyze the demographics and the attitudes, beliefs, and values of the class in which you're using this textbook. Think about how you might adjust your non-verbal communication and manage your credibility so you can speak as effectively as possible to this group. Now check your assumptions by asking members of your class (including your professor) how they would analyze this audience. Where do you overlap? Where do you diverge? What is significant about the assumptions you've made? What evidence have you drawn from?